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Prologue

The students in this class came up with projects that were meaningful to them. For the first time, a few of the students expanded on work they completed in their Psychological Testing class.

Some of the students chose to present at the first annual Student Research Conference at Lindenwood University as well as at the Student Presentations hosted by the School of Sciences on Sibley Day, and also at the 10th Annual Missouri Undergraduate Psychology Conference (MUPC 2014) hosted by Lindenwood University. It was a pleasure to see so many dedicated students in one class.

Michiko Nohara-LeClair

Course Instructor

Cover design by Bridget Kiely

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Unforgettable: The Relationship between Music and Memory

Samantha Beedy¹

For generations, college students have claimed that listening to music helps them to study better. But does research support this idea? Past research on the subject has yielded mixed results. Some studies suggest that music helps enhance cognitive performance, some find no difference, and some studies find that music hinders cognitive performance. The present study explored the relationship between soft background music and working memory. Participants were given lists of words to memorize and recall on a blank sheet of paper. Each participant completed two memorization and recall trials, one with music and one without. Participant's recall performance was compared. In addition, participants' recall performance in the presence of music with lyrics and music without lyrics was compared. The results of the study indicated that there was no significant difference between the presence of soft background music and no background music. In addition, there was no significant difference between music with lyrics and music without lyrics in the music condition.

For centuries, music has played a prominent role in the lives of human beings. We use it as a form of expression, a way to relax, and as a pathway for escape. But does music have the ability to improve our cognitive performance? Countless students of all ages have claimed that they can study better while they listen to their favorite music, but does research support this idea? Several researchers have sought to answer this question and have produced very mixed results. Some researchers claim that music of any kind (or even the presence of irrelevant speech or sounds) negatively impacts cognitive performance on basic working memory tasks. Other researchers have found little difference in performance. Interestingly, some researchers even argue for the benefits of background music to reading comprehension and other complex cognitive tasks.

Researchers have explored the relationship between music and memory in a variety of ways. One recent study by Alley and Greene (2008) attempted to directly explore the

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relationship between music and working memory. Past research in this area has suggested that participants' recall of visually presented digits was disrupted by the presence of irrelevant speech patterns. However, this effect varies with both the task and the level of auditory distraction. In regards to music specifically, research has shown that non-vocal music, such as classical music, was less disruptive to participants than speech. Other past studies which compared cognitive performance in the presence of vocal and non-vocal music revealed that those performing tasks to vocal music performed worse (Alley & Greene, 2008).

The present study explored working memory performance in college students under four different conditions: vocal music, non-vocal music, irrelevant speech, and silence. Sixty college students were recruited for this. Using a within-participants design, participants were shown several sequences of digits on a computer screen and were asked to recall them on paper immediately after (Alley & Greene, 2008). Participants wore headphones regardless of the auditory condition. In the music conditions, participants were presented with either a normal or a karaoke version of a popular pop song. In addition to this, participants were asked to rate their familiarity with each song and their level of distraction in each condition. Performance on the working memory tasks were best in the silent condition, followed by non-vocal music, then irrelevant speech, and lastly vocal music (Alley & Greene, 2008).

In a similar study, Chamarro-Premuzic, Swami, Terrado, and Furnham (2009) explored the influence of auditory background stimuli on creative and cognitive task performance in high school students. Seventy-seven high school students completed two cognitive tasks and one creative task. In similar fashion to Alley and Greene (2008), Chamarro-Premuzic et al. (2009) placed students under four different background noise conditions: radio speech, city noise, vocal music, and silence. In order to decrease familiarity in the music condition, students could have been presented with pop, R&B, hip hop, or alternative music. In addition, students were also

measured on their level of extraversion. Background auditory stimuli did not have any significant relationship with performance on either cognitive task. However, extraverted students were found to have performed better on the creative task while listening to music (Chamarro-Premuzic et al., 2009).

While many studies focus on both music and speech in relation to cognitive performance, some choose to focus exclusively on speech. One such study asserts that speech and sound stimuli prove to be detrimental to participants' performance on a variety of cognitive task. Sometimes referred to as the irrelevant speech effect, both the quality and the number of speech subjects play a role in task performance (Beaman, 2004). In one experiment, 37 undergraduate students were visually presented with 30 lists of 16 words, labelled as "to be recalled content." At the same time, students were presented with spoken lists of words that were labelled as "to be ignored content." After viewing each list, participants were asked to recall the visually presented words in any order on paper. Participants performed this serial recall task in the presence of either silence, spoken words unrelated to the visual lists, or spoken words related to the visual lists (Beaman, 2004). Surprisingly little difference was found between each condition, although a difference did exist. Participants recalled the most words correctly in the quiet condition, followed closely by the unrelated words condition and finally the related words condition. It had been suggested in previous studies that there could be some relationship between working memory recall and the ability to suppress or inhibit information in the face of distraction (Beaman, 2004).

A striking number of studies on music and its relation to cognitive performance take place within a school setting. This is unsurprising, as many students have claimed to be able to study better with the presence of music. Past research on a variety of cognitive tasks (including working memory recall) have been mixed, yielding unfavorable, neutral, or favorable results. A

study by Anderson and Fuller (2010) suggests that past studies have provided weak evidence for music as a detriment to performance. One such study attempted to test the impact of vocal and non-vocal music on both reading comprehension and short term memory tasks. A negative impact was found, but it was an insignificant one. Other past studies have claimed that reading comprehension and music comprehension are similar. If this is true, music can be used to enhance cognitive performance. To test this, one study used pleasant and unpleasant classical music in an attempt to relax participants as they performed a reading comprehension task (Anderson & Fuller, 2010).

The recent study by Anderson and Fuller (2010) explored the impact of lyrical music on reading comprehension in 334 junior high students. A baseline measure of reading comprehension was taken first. Afterwards, students took a reading comprehension test either in silence or in the presence of vocal top Billboard hits. Afterwards, students were surveyed on their study habits and musical preferences. Students were also asked to rate how much they liked the music presented in the music condition on a Likert-type scale (Anderson & Fuller, 2010). Using a within-subjects design, it was found that reading comprehension scores were lower in the music environment than reading comprehension scores in the silent environment (Anderson & Fuller, 2010). Interestingly, however, the benefit of music in a school setting is still debated. A recent neuroscience conference provided evidence that musical training had benefits to working memory by virtue of establishing a phonological loop for rehearsing verbal stimuli (Pearce & Christensen, 2012).

This present study, like its predecessors, is meant to explore the relationship between music and memory. In the context of this study, memory is simply defined as the ability to retain and recall information. Two different types of music were used: music with lyrics and music without lyrics. The music with lyrics used was a soft, vocal jazz song, while music without lyrics

was defined as classical music. Participants were asked to complete a small memorization task under one of three conditions: music with lyrics, music without lyrics, or silence. There were two major hypotheses. First, participants who were exposed to soft background music during the memorization period will be able to recall more information than participants who were not exposed to music. Second, participants who were exposed to music without lyrics will be able to recall more information than participants who were exposed to music with lyrics.

Method

Participants

A total of 25 participants were gathered for this study. Of these participants, 7 (28%) were male and 18 (72%) were female. All of the participants were students of Lindenwood University. In terms of class rank, 10 (40%) participants were freshman, 10 (40%) were sophomores, 1 (4%) were juniors, and 4 (16%) were seniors. None of the participants identified having had hearing problems that would have hindered their ability to hear music in this study. Participants were sampled via convenience sampling through the Lindenwood Participant Pool (LPP). Prior to the study, a sign-up sheet and a brief description of the study was pinned to the participant recruitment board outside of the LPP office. Participants were able to sign up for a specific date and time slot to participate in the study. The participants reported to Young 105, located on the bottom floor of the science building on campus, for their appointed time. Every participant was given one LPP credit, which can be used for bonus points in any of his or her participating classes, as compensation.

Materials

A small demographic survey was used to better describe the participants of this particular study (see Appendix A). Because this was a study on the relationship between background music and the ability to memorize and recall information, two songs were chosen. "Waltz of the

Flowers” (Piotr Illyich Tchaikovsky, 1892) was used for the music without lyrics condition. “Unforgettable” (Nat King Cole, 1951) was used for the music with lyrics condition. Both of these songs were chosen based on several criteria. Ideally, these songs were chosen to simulate music that might be played during a quiet study session. The songs had to be prominent enough in the participant’s awareness to not simply be tuned out. At the same time, these songs had to avoid being overtly distracting to the participant. For the memorization task, participants were asked to memorize two lists of 20 nouns. The first list, List A, described mammals and vegetables (See Appendix B.) The second list, List B, described birds and fruits (See Appendix C). The subjects in each list were chosen in order to make the lists similar to one another, but not so similar that the participant experiences interference at the time of recall.

There were several other materials used in this study. Participants were given a fresh piece of paper and a pencil for each recall period. A stopwatch was used to time participants during each memorization period. Each song was played through a playlist put together by the researcher on iTunes. The environment of the study was a small, quiet room allotted to the researcher by the Lindenwood Participant Pool. This room was relatively plain and free of distractions. The room was equipped with a simple table and chairs for the participant and the researcher.

Procedure

Upon their arrival to the research room, participants were asked to take a seat at a table and to carefully read over the informed consent form. Participants were asked to sign two copies of the informed consent form: one for the researcher and one for the participant to keep as a reference. Once completed, participants were then given the demographic survey to complete. Afterwards, participants were given one of the lists of nouns. Participants were instructed to memorize as many of the nouns as possible in the span of 1 min. If the trial called for it, the

music was turned on by the researcher. Music was played from an iTunes playlist on a laptop placed off to the side, where it would not be a distraction to the participant. Once the participant felt ready, the memorization period began.

After time was called, the list was taken away and placed out of the participant's sight. If music was playing during this trial, it was turned off. The participant was given a blank sheet of paper and a pencil and was instructed to write down as many words as he or she could remember. There was no time limit for this. The participant was also not required to list the words in any particular order. Misspellings were not penalized, although words that were not on the list but were written down on the participant's answer sheet were not counted. Once the participant had recalled as much as he or she could, the answer sheet was taken away and put aside by the researcher.

The participant was given a new list to memorize for the second memorization trial. If the trial called for it, the music was once again turned on by the researcher. Like the last trial, the participant was asked to memorize as many words as possible in the span of 1 min. Once time was called, the second list was taken away and placed out of the participant's sight. If music was playing during this trial, it was turned off at this time. The participant was given a fresh answer sheet and was asked to recall as many words from the second list as possible. Words recalled from the list from the previous trial were not counted. After the participant had recalled as many words as he or she could, the answer sheet was taken away. Participants were debriefed on the study and given an information letter. Participants were given their LPP credit and were dismissed.

During this study, counterbalancing was used in the presentation of both the music and the lists. Participants could have experienced one of four possible conditions. Some participants experienced no music in the first trial, while others experienced music first. Some participants

might have also been presented with List A first, while others may have been presented with List B first. Finally, some participants were exposed to music with lyrics, while others were exposed to music without lyrics. All participants experienced both a music trial and a no music trial, but the order of music presentation and the type of music presented varied from participant to participant.

Results

Statistical analysis for this study involved two different *t*-tests. To test the significance of the music and the no music condition, a paired related samples *t*-test was used. The mean number of words recalled correctly in the music condition was $M = 11.48$ with a standard deviation of $\sigma = 3.466$. In the no music condition, the number of words recalled correctly was $M = 11.84$ with a standard deviation of $\sigma = 2.427$. Results of the analysis found $t(24) = -.630, p = .534$. In order to test the significance of the music with lyrics and music without lyrics condition, an independent samples *t*-test was used. The mean number of words recalled correctly in the music with lyrics condition was $M = 11.86$ with a standard deviation of $\sigma = 4.258$. The number of words recalled correctly in the music without lyrics condition was $M = 11.00$ with a standard deviation of $\sigma = 2.191$. The results of this analysis found $t(23) = .606, p = .551$.

Discussion

The results of both statistical analyses found that there was no significant difference between the presence of soft background music and the presence of no music and all on working memory tasks. The mean number of words recalled in the no music condition was only very slightly higher than the mean number of words recalled in the music condition, which amounted to no significant difference. Likewise, there was no significance between the music with lyrics and the music without lyrics condition on working memory tasks. Surprisingly, the number of words recalled in the music with lyrics condition was slightly higher than the music without

lyrics condition, contrary to the original hypothesis. This difference was small, however, and showed no significance in the statistical analysis.

The methodology of this study posed some limitations. The research room allotted to the researcher by the Lindenwood Participant Pool was located in one large room in which four smaller research rooms were clustered together. Although the research room used was quiet most of the time, there were other times in which other research was being conducted just outside, creating a small noise distraction. In addition, students leaving their classes just outside could also be heard and could have created a distraction to the participant. In addition, the song used for the music without lyrics condition was determined to be almost too quiet to hear in certain places, especially at the beginning of the song. This was less than ideal, as it could have been either distracting to the participant or it could have been too easily tuned out. Finally, although the music used was meant to stimulate music that might be played during a quiet study session, it was later determined that this music was not what college students might typically play while studying. This study found no significant relationship between music and memory, but the results are still inconclusive. As it stands, there are still many studies out there that have found contradictory results. In college students, a future study might explore the relationship between listening to favorite music and ability to recall information on a test.

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Appendix A

Demographic Survey

Gender Male Female Other/ do not wish to say

Class Rank Freshman Sophomore Junior Senior Other

Are you aware of any hearing problems that may hinder your ability to hear music today?

Yes

No

Appendix B
List A

1. Porcupine
2. Broccoli
3. Carrot
4. Giraffe
5. Horse
6. Tiger
7. Cucumber
8. Elephant
9. Asparagus
10. Spinach
11. Olive
12. Deer
13. Cat
14. Lettuce
15. Whale
16. Pepper
17. Dog
18. Peas
19. Lion
20. Zucchini

Appendix C
List B

- 1. Parrot**
- 2. Canary**
- 3. Finch**
- 4. Apple**
- 5. Parakeet**
- 6. Banana**
- 7. Orange**
- 8. Tangerine**
- 9. Hummingbird**
- 10. Robin**
- 11. Grapes**
- 12. Blue Jay**
- 13. Grapefruit**
- 14. Pear**
- 15. Woodpecker**
- 16. Swan**
- 17. Duck**
- 18. Melon**
- 19. Heron**
- 20. Watermelon**

The Relationship between Work Status and Grade Point Average

Lauren Kennington and Verdina Pilipovic²

There is a fine line between wanting to succeed and being able to succeed. There are certain factors that one has imaged when the visions of success come along. These images include the wide range of having a good job, being able to provide for individual wants and needs, as well as continuing to have a social life. Being a student is reflected on these visions of success by how well one's grade point average is maintained, along with his or her stress level of working and going to school, and even being able to sleep and still find time to use social media. We hypothesize that there is a negative relationship between the number of hours students work and their GPA. In order to test our hypothesis and understand more of how certain extraneous factors are combined with how individuals use their time, manage working and going to school, we conducted a study by using an online survey among current college students. We hoped that the results from our study could potentially help led us to understand how being a student and employee can have risk factors but can also have benefits. On the contrary, our results did not show a significant relationship between the number of hours worked and GPA. Even though we did not find a significant relationship between the number of hours worked and GPA, future research can repeat and improve our study in order to find out if there is a significant relationship between these two variables.

Keywords: GPA, working, stress, sleep, school, social media, success, factors, study

Success is a key contributor in a person's life. The additional roles that come with being successful include, having an education, time-management skills, and work ethic. According to Sparkman, Maudling, and Roberts (2012) the traditional predictors of student success, ACT/SAT and high school GPA, have been shown to account for only a modest amount of variance (25%) of a student's academic performance in college as reflected by his or her their GPA. Due to these past studies, many scholars have being trying to focus more on nontraditional predictors of college performance (Sparkman et al., 2012).

Being a student reflects on how the additional roles are incorporated. Academic background can reflect a student's performance. For instance, the type of environment a student grew up in and the school he or she attended in the past. According to Kouliavtsev (2013), there

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was a relationship between a students' educational background and their academic performance in college. Kouliavstev (2013) found that students who came from a public school tended to work more than students who attend a private school. This resulted in performing poorly academically. This information provides us with the idea of how a student's background can impact how a student performs academically as well as his or her current work status.

One burden of being a student is the financial responsibilities that a student has to uphold. Wenz and Yu (2010) conducted a study research to differentiate between students who work primarily to finance their education and those who work primarily for other reasons. One of the findings in their study showed that the students who worked for mainly financial reasons earned lower grades compared to students who worked for career goals. On the contrary, Wenz and Yu (2010) found that the students who worked for financial reasons received higher grades compared to the students who were motivated by their desire for the general work experience. With this financial burden there are consequences that a student has to forfeit in order to maintain a successful career path. Some of these consequences include, working while being in school, maintaining a grade point average, maintaining a social life, and even maintaining ones physical and mental health. According to Hovanitz and Thatcher (2012) frequent headache is associated with the report of a reduced ability to work and a decline in quality of work. Students need to be aware that their academic work environment can reflect on their psychosocial well-being.

Another burden associated with academic performance and being successful is the issue of maintaining a credible grade point average (GPA). The amount of pressure a student faces to maintain a credible GPA as well as be able to provide for his or her basic needs for survival can result in feeling burnt out. The feel of being burnt can involve a mixed amount of stress and anxiety levels. This can make a student feel overwhelmed and fatigued over time. Galbraith

(2012) found in his study about academic and work-related burnout that overtime the burnout generally does increase over an academic cycle. In addition, gender appeared to have a different impact on academic burnout and work-related burnout.

Last but not least, an emotional burden is associated with academic performance. A typical college student may not always be happy, and may struggle with the factors that are associated with maintaining a high GPA as well as working to compensate their needs.

According to Moro-Egido and Panades (2010) a high grade point average may be related to the level of a student's satisfaction stratification. They found that students who had a part time job while being in school stated to have less satisfaction with their college experience. Moro-Egido and Panades (2010) found that students who held a part-time job while studying were more likely to convey and show less satisfaction with their college experience. Also, their findings suggested a student's GPA and completing his or her degree was positively affected overall satisfaction. With that being said, a student's overall emotional capability is reflected on his or her overall satisfaction and performance.

Not only are these burdens reflected on a student's financial responsibility, physical and emotional well-being, being a commuter student or a residential student, they are also associated with employment and academic performance. Wenz and Yu (2010) mentioned that term-time employment counterbalances some of the additional costs with attending college which could provide additional money relating to on-the-job training, but it also could distract students from their studies, leading to lower levels of learning, longer time to degree, lower graduation probability, and a less attractive GPA to present to potential employers upon graduation. Overall, there is an increase in work hours relating to negative effects on GPA and in general, becoming successful. However, Alfano and Eduljee (2013) found in their study that there was not a

significant and strong relationship between the amount of hours and residential and commuter students' GPA.

The purpose of our study is to determine whether there is a relation between the amount of hours students work and their grade point averages. We hypothesize that there is a negative relationship between the number of hours students work and their GPA. Students who work more hours may have a lower GPA due to extraneous factors (sleep, time management, stress level, and feeling anxious). The reason for conducting this survey was to further help us understand our hypothesis and possibly help students understand how working may be associated with their grade point averages. Our study consisted of 45 male and female participants who were given a survey regarding academic performance and work status. The survey was posted via Facebook and the results were generated from SurveyMonkey

Method

Participants

The participants were students recruited from a social media site. The social media site that was used was Facebook. There were a total of 43 participants in the study. Out of the 45 participants only 35 participants were current students. The participants were female and male students over the age of 18. The participants' age range was between 19 and 35. The majority of the participants were 21 years old. Out of the 35 participants, 2.9 % were freshman, 8.6 % were sophomores, 22.9 % were juniors, 40% were seniors, and 20% marked other. The experimenters submitted a survey online that was placed on Facebook's website, which was obtained from SurveyMonkey. Every participant was given the option to take the survey or opt out of the survey. Each participant read and agreed to the consent form that was provided on the survey. The information being collected for the study was from current students. If the participant was not a current student, he or she was they were directed to the end of the survey, which was

provided on Facebook by SurveyMonkey. The participants were not given incentives regarding the study, although their time and effort were appreciated by the experimenters. This appreciation was noted in the feedback letter of the survey.

Materials and Procedure

In order for the participants to complete the survey they had to have access to a computer as well as Facebook. The participants were given a link to click on which was on a social media website, via Facebook, that directed them to our survey. The survey questions were generated from SurveyMonkey website <https://www.surveymonkey.com/s/9NXGXRL> (see Appendix A). This website is a tool to help form specific types of surveys and results. The website provided the questions, kept the information confidential, and even distributed the results of the survey to the primary investigators. The survey asked the participants questions about their current work status and cumulative grade point average. Some questions were open-ended questions; others were mostly multiple choice for the participants to answer. Each participant was asked questions that reflected on the pressure of maintaining a high grade point average as well as being employed. Each participant was asked if he or she wanted to complete the survey; if he or she chose not to complete the survey he or she were directed to the feedback letter. Students under the age of 18 were also not permitted to take the survey; only students who were 18 and above were given the opportunity to take the assessment. Also, if a person was not a student he or she was directed to the feedback letter. The survey was open to everyone who wanted to take it due to it being on a social media site. The experimenters did not have any interaction with the participants, besides using the social media site, Facebook.

After all the survey was completed the participants were given a feedback letter along with the researcher's contact information. The information obtained from the participants were kept private. In order to keep the participant's information safe and together, SurveyMonkey kept

the results anonymous. Additional materials that were used were feedback letters, and consent forms. These additional materials were provided to the participants in the survey in order for them to understand the experiment along with participating in the survey.

Results

The results were retrieved from SurveyMonkey. To test the hypothesis, there was a negative relationship between the number of hours students work and their GPA, we did a Pearson correlation on the data. The Pearson correlation was between the two variables of hours worked per week and current cumulative GPA. We wanted to see if there was a significant relationship between these two variables. Unfortunately, the results showed an $r = -.065$. There was not a significant relationship between these two variables.

We also conducted a couple more Pearson correlations on the data. We did a Pearson correlation between the two variables of how many hours of sleep per night and current cumulative GPA. The results showed an $r = .097$. This showed a weak relationship between the two variables. Subsequently, we were missing data from the variable on how many hours a sleep a participant got per night. There were seven participants who did not answer this question. Also, we wanted to find if there was a significant relationship between current cumulative GPA and age of the participants. We did another Pearson correlation to find this relationship. The results showed a $r = -.201$ which implicated a negative moderately strong relationship between these two variables.

In addition, we analyzed our data by frequencies so we could get a significant amount of descriptive statistics of our data. One variable that was measured was if a participant felt he or she had sufficient time to study. Forty percent of the participants said they sometimes feel they have sufficient time to study and 2.9% felt they never feel they have sufficient time to study. Also, about 22.9 participants did relay that they rarely have sufficient time to study.

Another variable we measured was the amount of hours a participant works per week. The percentage between 20 and 40 hours per week was the same among the participants. Most of the participants reported working 20 hours a week or 40 hours a week (16.7 % each). However, six participants did not answer this question. The results showed we were missing about 20% of our data for this variable.

We also analyzed the participants' cumulative GPA. Our results showed that the average cumulative GPA was 3.0 but two participants did not answer this question. Another variable we measured was the stress level a participant feels with being employed and being a student. About 28.6 participants relayed they felt stressed and 2.9 % felt not stressed with being employed and being a student.

Another variable we analyzed was how well a participant balancing his or her time between school and other commitments. Out of the 35 participants 14 said they balance their time fairly well and 7 said they balance their time very well between school and other commitments. Also, the stress level with school and the how comfortable a participant felt with his or her stress level was measured as well. About 34.3 % of the participants said they were stressed or very stressed with school. On the other hand, only 2.9% of the participants said they were never stressed at all with school. Regarding how the participants felt with their stress level, about 48 % answered they were moderately comfortable and 25.7 % answered that they were slightly comfortable.

Furthermore, we did analyze the data on the variable of how restless a participant felt when he or she went to sleep every night. About 42.9 % of the participants answered they sometimes feel restless and 5.7 % answered that they never feel restless. In addition, our results showed that most participants woke up at seven in the morning. The last variable we analyzed was how anxious a participant felt on a daily basis. About 42.9 % participants felt a little anxious

and 25.7 participants felt anxious on a daily basis. Only 5.7% of the participants answered that they did not feel anxious on a daily basis.

Discussion

In conclusion, the purpose of our study is to determine whether there is a relation between the amount of hours students work and their GPA. We did hypothesize that there was a negative relationship between the number of hours students work and their GPA but our results did not show a significant relationship between the number of hours worked and GPA. At this time we can conclude that our hypothesis cannot be supported by our results of this study.

Some aspects of our study and our findings did line up with one of our literature reviews. Alfano and Eduljee (2013) study consisted of 108 participants. All of the participants in the study were undergraduate students at a private college in the Northeast. Alfano and Eduljee (2013) research showed that there was not a significant and strong relationship between the amount of hours and residential and commuter students' GPA. In relation to our study we were unable to find a significant relationship between hours students worked and GPA.

One explanation for this result is that our sample was small. We collected data from 43 participants but only 35 of the participants were a current student. If we had a larger sample we might be able to show a significant relationship.

However, our study did not relate well with other parts of our literature review. For instance, Wenx and Yu (2010) conducted a research on a student's financial responsibilities regarding school. One burden of being a student is the financial responsibilities that a student has to uphold. These researchers did find some correlations between student's working for primary financial reasons and a student's grades. For instance, they found a relationship between students who worked for mainly financial reasons earned lower grades compared to students who worked

for career goals. Unfortunately, we cannot Wenz and Yu (2010) support our study because we did not concentrate on a student's financial responsibilities.

Also, Sparkman et al. (2012) researched the traditional predictors of student success. On the contrary, our study focused on GPA as well as on sleep, the feeling of being anxious, stress level, time management, and the number of hours a student worked.

Moro-Egido and Panades (2010) researched if there was a high grade point average that may be related to the level of a student's satisfaction stratification. One of their findings showed that students who had a part time job while being in school reported less satisfaction with their college experience. However, our study did not concentrate on student's satisfaction so we are unable to support their results at this time. In addition, Galbraith (2012) found in his study that academic and work-related burnout showed that overtime the burnout generally does increase over an academic cycle. This researcher also found that gender had a different impact on academic burnout and work-related burnout. Regarding work-related burnout our study looked at stress level. We found that 34.3 % of the participants said they were stressed or very stressed with school. About 48 % answered they were moderately comfortable with their stress level. We did not look at gender in our study

Kouliavtsev (2013) researched if there was a relationship between a students' educational background and their academic performance in college. Our study did focus on students academic performance in college but we did not look at students educational background. Also, our study did not associate with Hovanitz and Thatcher's (2012) study. These researchers focused on how a frequent headache can be associated with the reduced ability to work and a decline in quality of work. We did not focus on the physical symptoms that students were experiencing.

Also, Wenx and Yu (2010) conducted a research on a student's financial responsibilities regarding school. One burden of being a student is the financial responsibilities that a student has to uphold. These researchers did find some correlations between student's working for primary financial reasons and a student's grades. For instance, they found a relationship between students who worked for mainly financial reasons earned lower grades compared to students who worked for career goals. Unfortunately, we cannot Wenz and Yu (2010) support our study because we did not concentrate on students financial responsibilities.

Some respondents did not answer certain questions, and there were data that were unable to be calculated or measured in the results. There were missing data on the questions regarding hours per work a participant worked, current cumulative GPA, hours of sleep, and the typical time a participant wakes up in the morning. Some participants answered the question of how many hours worked by giving a number with a decimal. Unfortunately, we were unable to use their answers because we wanted to get the average hours worked and we could not use decimals. Also, participants gave ranges or numbers with a decimal to answer the following questions on how many hours they sleep and what the typical time was that they wake in the morning. We were unable to use these answers.

The results showed that most participants woke up at seven in the morning. On the other hand, we cannot assume this result is accurate because out of the 35 participants' responses we lost 26 responses to this question.

We suggest for future research to have a bigger sample in order to see if there is a significant relationship between how many hours a student works and GPA. Also, if future researchers want to do this study on current students they must make those participants are aware they must be a current student to continue with the study. One suggestion to make sure the participants are current students is for the researchers to conduct the study on a college campus.

This will help ensure that every participant is a current student. Furthermore, if researchers want to get an accurate number of a participant's GPA, they can ask for permission from the college and participants to access the college's academic records. Another suggestion for future researchers is to make sure the wording of the questions allows the respondents to give an accurate answer to the question. This may help avoid respondents to respond with a range or a decimal to the question. These suggestions will help prevent data from being lost and help researchers collect accurate data for their research. Researchers will be able to support their findings if they can eliminate these limitations. There are improvements needed for this study and we hope future research will be able to retrieve accurate and better results in order to support our hypothesis if there is a negative relationship between the number of hours students work and their GPA.

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Appendix A

Survey

1.) This survey, designed to determine whether there is a relation between the amount of hours students work and their grade point averages was created by Lauren Kennington and Verdina Pilipovic as part of a class research project in the department of Psychology at Lindenwood University. It will take no more than 10 minutes to complete. Although your participation will not result in direct benefits to you, information from this study may help provide additional insight into the relation between work and GPA among college students. Please read the information below before deciding whether or not to participate.

Your participation is completely voluntary.

- You may discontinue taking the survey at any time.
- If you choose not to participate or stop participating before the end of the survey, you will not be penalized in any way.
- You may also choose to skip any questions you wish without penalty or judgment.

Your responses will be anonymous.

- No information that identifies you personally will be collected, not even your IP address.
- The primary investigator will not be able to identify your answers as belonging to you; data will be examined at the group level only.

The results of this survey will be used for scholarly purposes only. If you have any questions about the survey itself, please contact the primary investigators, Lauren Kennington and Verdina Pilipovic, at lmk299@lionmail.lindenwood.edu and vdp312@lionmail.lindenwood.edu.

In the unlikely event that the questions on the survey causes any discomfort, please stop participating and contact the researchers if you have concerns.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, or are not at least 18 years old, please decline participation by clicking on the "I choose not to participate" button.

- I choose to participate in this survey.
- I choose not to participate.

(If the participant chooses not to participate in this survey the participant will be automatically directed to the feedback letter and out of the survey)

2.) Are you currently a student?

- Yes
- No (Skip to question #19)

3.) Are you currently employed?

- Yes
- No (Skip to question # 6)
- Prefer not to answer (Skip to question # 6)

4.) How many hours per week do you work?

Answer _____

5) On a scale 1-5, how stressed do you feel with being employed and being a student?

- 1 (not stressed at all)
- 2 (a little stressed)
- 3 (stressed)
- 4 (very stressed)
- 5 (extremely stressed)

6) What is your current cumulative GPA?

Answer _____

7) On a scale 1-5, how well do you balance your time between school and other commitments?

- 1 (poorly)
- 2 (fairly well)
- 3 (well)
- 4 (very well)
- 5 (excellently well)

8) On scale 1-5, how often do you feel you have sufficient time to study?

- 1 (never)
- 2 (rarely)
- 3 (sometimes)
- 4 (often)
- 5 (always)

9) On a scale 1-5, how stressed do you feel with school?

- 1 (not stressed at all)
- 2 (a little stressed)
- 3 (stressed)
- 4 (very stressed)
- 5 (extremely stressed)

10) On a scale 1-5, how comfortable are you with your stress level?

- 1 (not all comfortable)
- 2 (slightly comfortable)
- 3 (moderately comfortable)
- 4 (very comfortable)
- 5 (extremely comfortable)

11) On average how many hours of sleep do you get per night?

Answer _____

12) On a scale for 1-5, how often do you feel restless when you go to sleep every night?

- 1 (never)
- 2 (rarely)
- 3 (sometimes)
- 4 (often)
- 5 (always)

13) What time do you typically wake up in the morning?

Answer _____

14) On a scale from 1-5, how anxious do you feel on a daily basis?

- 1 (not at all anxious)
- 2 (a little anxious)
- 3 (anxious)
- 4 (very anxious)
- 5 (extremely anxious)

15) What is your age?

Answer _____

16.) What is your class rank? (Circle one)

- Freshman
- Sophomore
- Junior
- Senior
- Other

17.) Thank you for taking the time to complete this survey for our class project at Lindenwood University. We wanted to find whether the number of hours students work is related to GPA. We hypothesize that there is a negative relationship between the number of hours students work and their GPA. Students who work more hours may have a lower GPA due to extraneous factors (sleep, time management, stress level, and feeling anxious). The reason for conducting this survey is to further help us understand our hypothesis and possibly help students understand how working may be associated with their grade point averages.

If you would like to see the results of our survey after May 20, 2014, please feel free to contact us using the contact information below. Again, thank you very much for your time and effort!

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Determining if there is a Relationship between Altruism and Self-worth

Jacob Brown and Sara Roderick³

Altruism and self-worth are important concepts that past research has attempted to define and explore in various contexts. Some studies focus on self-worth and the various components of self-worth, while others define the concept in looser terms. Additionally, altruism is indirectly referred to in some studies, guised as “morality” and an attitude geared towards helping others. The present study sought to explore the relationship between these two concepts, using more basic definitions. Participants were given a survey comprised of two other surveys combined measuring self-worth and altruism. Additionally, demographic information was also collected within the same main survey. Participant’s scores in each area were compared. Some demographic information (such as gender) was also compared to corresponding score of self-worth and altruism. The results of the study indicated that there was no significant relationship between altruism and self-worth, but the correlation between altruism and self-worth for males and females differed, additionally there was a significant difference between genders for self-worth, but not for altruism.

This study was conducted in order to discover if there was any type of relationship between an individual’s level of altruistic traits and that same individual’s level of self-worth. By obtaining more information as to the relationship between altruistic traits and self-worth, it is at least somewhat possible that participating individuals will become more informed as to their own feelings of self-worth and altruism. Perhaps by doing so, individuals can then take more effective steps to foster the traits they desire within themselves. The reasoning behind this study is to increase awareness of altruism and self-worth. In the study recounted here, one survey was given out to participants that measured levels of altruistic traits and self-worth. The survey also asked for basic, demographic information. It is believed that examining the scores for altruism and self-worth could lead to further insight as to whether or not the two concepts have any type of relationship.

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The concept of altruism can be a bit ambiguous. There are many different views as to what being altruistic entails. One definition states that to be altruistic is to help, plain and simple. More extensive definitions qualify that altruism is an act of helping, or volunteering to help, even when there are no obvious rewards for doing so (Weiler, cited in Dibou, 2012).

Though there are differences in definition, overall it is agreed that altruism involves acts of helping or volunteering assistance. In our study, we are most focused on measuring the aspect of altruism based on the more extensive definition in which assistance is given even in the absence of obvious rewards.

The importance of altruism, or at least the possible benefits of it, is explored in great detail in the review by Post (2005) who states that current research indicates that there is in fact an association between altruistic behaviors and an increased sense of well-being and good health. Furthermore, altruism is also implicated in preventing negative emotions, as it acts to ward off such thoughts and emotions (Anderson as cited in Post, 2005). It is significant to report on the supposed benefits of altruism in order to better demonstrate the power the concept can hold, and further reinforce the possibility of a significant relationship between altruism and self-worth in particular.

Even more potentially ambiguous than altruism is the concept of self-worth. Far from being concrete and definable, self-worth can be represented by various subcategories, or contingencies. The importance of these contingencies is illustrated by various studies based upon the varying sub-categories of self-worth. Buckingham, Weber, and Sypher (2012) conducted a study examining the effects of various external stimuli on different areas of self-worth. Essentially, Buckingham et al. (2012) found that the contingencies of self-worth truly are “states” or a frame of mind of an individual. By surveying participants, the researchers found support for the idea that different areas of self-worth, such as self-worth based on others’

approval, appearance, and one's academic competence, and virtue, were influenced by a multitude of different stimuli, signifying the fact that self-worth varies from one "type" to the next. For example, one who may feel content with his or her appearance may have high self-worth within that contingency, but may feel inadequate in relation to academic performance.

Self-worth can also play a role in activities and work-performance. Thau, Tröster, Aquino, Pillutla, and Cremer (2013) conducted a study to examine how preferential treatment by an authority figure can increase an individual's propensity to cooperate and allow a leader to inspire positive attitudes and outcomes from those they are in charge of (Tyler & Blader as cited in Thau, Tröster, Aquino, Pillutla, & Cremer, 2013). Most significantly, one of the main components used as a measure in Thau et al.'s (2013) study was self-worth. It was found that 'preferential treatment' did indeed relate to an increase in self-worth over 'good but equal treatment,' which also signified an increase in cooperative performance by those treated preferentially.

Further studies have also examined the ways in which self-worth is related to deviancy, further implicating it as being coincided with other important traits. It has been found in other studies that one's levels of self-worth appeared to indeed have an effect on the possibility of deviant behaviors (Baumeister, Smart, & Boden as cited in Ferris et al., 2009).

However, the possibility that the two concepts of altruism and self-worth have a relationship is the true focus of this study. Driver (1987) directed a study that, though dated, still provides some insight into this line of inquiry. Driver (1987) wished to test the hypothesis that those who have more positive moods in general, may have a greater sense of personal well-being and would in turn be more willing to help others.

Based on the definition of concepts we used for our study, Driver's (1987) hypothesis closely relates to our own. However, the study conducted by Driver differentiated between

feelings of individual altruism towards friends, enemies, and strangers. Driver (1987) found a significant correlation between positive feelings of self (self-worth) and altruism towards friends, but no correlation between self-worth and feelings of altruism towards enemies or strangers. Though Driver's results were interesting, we hope to examine any possible relationship between the concepts of interest on a broader scale in order to develop a more encapsulating idea.

Sachdeva, Iliev, and Medin (2009) also conducted a study examining altruistic acts in regards to self-image. Although slightly different than our use of the concepts mentioned, Sachdeva et al.'s (2009) research is also an exploration of the possible relationship between altruism and self-worth. They hypothesized that, by possessing a sense of "moral-superiority, an individual may feel less responsible in the future, and be less inclined to partake in future moral or altruistic acts. In other words, feeling moral would give one the impression that they then had license to act more immoral. In order to test their hypothesis, the researchers assigned participants a list of words containing positive, negative, or neutral terms. After penning a story about themselves based on the words given, participants were asked to then contribute a small donation to a charity of their choice, as part of a social-awareness movement the lab was participating in. The conclusions reached by Sachdeva et al. (2009) are extremely thought-provoking. They found that those participants who had been primed with positive traits through the telling of a self-relevant story about themselves donated *less* to charities than those who had been primed with negative traits through self-relevant stories. They described the findings as "moral-license," and "moral-cleansing." Overall, the fact that self-image seemed to relate to later altruistic acts, at least in some way, is further indication that the possible relationship between the two constructs is worthy of exploration.

Method

Participants

Participants were all undergraduate students attending Lindenwood University. The total number of participants was $n=35$. All participants were those authorized for participation in the Lindenwood Participant Pool program. The Lindenwood Participant Program (LPP) manages the recruitment of student participants for student and faculty-run research projects. The LPP also keeps records of who participated in each project so that bonus points may be awarded to the participants towards their corresponding class. The majority of participants were female, as there were only 12 men to the 23 total women tested. The majority of the participants consisted of students of freshmen or sophomore standing (mean number of school years completed = 1.29, $SD = 0.519$). Additionally, participants were from 18-26 years old (mean age of participants = 19.43, $SD = 1.596$). Most participants indicated that they had at least a few family member that they felt comfortable talking with ($M = 3.60$), a demographic we felt might be of significance while examining self-worth.

Materials

The material used in this study was the survey administered (see Appendix A). The survey used was a combination of two previously created surveys, one on self-worth titled Contingencies of Self-Worth Scale (Crocker, Luhtanen, Cooper, & Bouvrette, 2003), and the other on altruism titled The Altruism Scale (Clark, Kotchen, & Moore, 2003). In addition, as a short demographic questionnaire was created by the principal investigators (P.I.s). The two surveys on self-worth and altruism used were chosen by the P.I.s because they were effective measures of the two concepts under investigation. Only questions that were the most direct and to the point in regards to altruism and self-worth were selected for use in this study. The Altruism Scale (Clark et al., 2003) survey was modified slightly, so that the selected questions

matched the selected questions from the Contingencies of Self-worth (Crocker et al., 2003) survey more closely. The questions asked in the demographic survey were chosen to best determine the relevant characteristics of the sample population that was investigated. Participants were asked to fill out the survey, but to also feel free not to answer any questions if they felt uncomfortable, a fact also found in the informed consent form (see Appendix B). The survey was conducted in a designated room complete with ample space and seating. Rooms included adequate lighting and ventilation, and writing surfaces such as tables or other similar furnishings were always present, along with writing utensils.

Procedure

At the start of each session, the participant was first asked whether or not he/she was a part of the Lindenwood Participant Pool. Once LPP membership or non-membership was established, each individual was given two informed consent forms to sign— one to keep for themselves and one to be kept with the researcher. Once the consent form was signed and it was established that the participants understood their rights and had any of their questions pertaining to the study answered, the principle survey was administered. Once the survey was completed, the participant, if a member of the LPP, was asked to finish filling out a participant receipt while the researcher recorded the participant's name, professor, and class time on an Experimenter's List of Participants. If the participant was not part of the LPP, he or she was not made to fill out any further paper work. At the end of the session, each participant was given a Feedback Letter (see Appendix C) that further explained the study and also provided the contact information of the principle investigators. All in all, the entire process took roughly 10-20 min. Once all data that we could collect had been in fact collected, the surveys were scored and the correlations between altruism and self-worth values were recorded.

Results

In order to determine if there was a relationship between participants' scores of self-worth and altruism, we conducted a Pearson's r test in order to determine if any relationship was indeed present between scores of self-worth and altruism across all participants. We found that the average score of altruism ($M = 5.3966$, $SD = 0.79795$) was slightly higher than the average score for self-worth ($M = 5.2063$, $SD = 0.48781$), however the correlation was found to be $r = .021$. Based on the results obtained, we failed to reject our null hypothesis, and conclude that there is no significant correlation between altruism and self-worth across all participants. When participants were divided into groups based on sex, the correlation between altruism and self-worth for females was $r = -.09$, and the correlation between altruism and self-worth for males was $r = -.155$. There was a significant variation between genders in regards to self-worth, $t(33) = -5.070$, $p < .001$, but not in regards to altruism, $t(33) = -0.926$, $p = 0.361$.

Discussion

In this study the hypothesis that there would be a significant relationship between altruism and self-worth was not supported because $r = .026$. A reason why our hypothesis was not supported could be because the two concepts measured do not in fact have any relationship, or are related on a yet unknown level. Additionally, our hypothesis may not have been supported due to the presence of the social-desirability effect; an experimenter was in the room while the participants filled out their survey, and even though the experimenter did not see participants' answers and explained that each participant's answers would remain anonymous, it is still possible that those taking the survey modified their answers as a result of the experimenter being present and of the overall school environment that the study took place in.

We encountered a few other limitations within our study as well, the first being the number of participants that volunteered to participate ($n = 35$). This sample size may not have

been sufficient enough to draw accurate and thorough conclusions. The next limitation could have been the fact that we had a sample size that only consisted of college students; this is not an accurate representation of an entire population outside of a college setting. Each participant came from a relatively similar age group (18-26) which may have influenced the results in that self-worth and/or altruism scores may be affected by the age of the individual.

Furthermore, the unequal number of males and females that participated could also have affected the final results. It was found that there was more of a correlation between altruism and self-worth for males ($r = -1.55$) than there was for females ($r = -.09$). Though neither correlation was particularly significant, the difference suggest that gender does indeed have bearing on the final scores.

Future modifications that can be utilized in order to overcome these limitations could be having a larger sample size that consists of many people of differing genders, and ages, as well changing the study location and placing the experimenter outside of the room in which the participant is filling out the survey (in order to diminish the likelihood of participants only answering with socially desirable options).

It would be interesting to further explore the concepts of altruism and self-worth, perhaps distinguishing between altruism towards friends and altruism towards strangers, much as Driver (1987) did in his study. Additionally, the survey used to measure self-worth could be left in its original format, therefore measuring self-worth along differing contingencies. Perhaps by more clearly defining the concepts of altruism and self-worth and by measuring each in a slightly more specific manner, the results may vary from those encountered here. Such results may provide more insight into each of these concepts and the possibility of a relationship between them.

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Appendix A

INSTRUCTIONS: Please respond to each of the following statements by circling your answer using the scale from "1 = Strongly Disagree" to "7 = Strongly Agree." If you have not experienced the situation described in a particular statement, please answer how you think you would feel if that situation occurred.

| | | Strongly Disagree | Disagree | Disagree Somewhat | Neutral | Agree Somewhat | Agree | Strongly Agree |
|-----|--|-------------------|----------|-------------------|---------|----------------|-------|----------------|
| 1. | When I think I look attractive, I feel good about myself. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Doing something I know is wrong makes me lose my self-respect. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | I can't respect myself if others don't respect me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | My self-worth is not influenced by the quality of my relationships with my family members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | I couldn't respect myself if I didn't live up to a moral code. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | When my family members are proud of me, my sense of self-worth increases. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | My sense of self-worth suffers whenever I think I don't look good. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | I feel better about myself when I know I'm doing well academically. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | What others think of me has no effect on what I think about myself. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | My self-worth is affected by how well I do when I am competing with others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | My self-worth is influenced by how well I do on competitive tasks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | I feel bad about myself whenever my academic performance is lacking. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

INSTRUCTIONS: This portion of the survey presents a number of real-life situations that one may encounter. Please respond to each of the situations by indicating how accurately the circumstance describes an action you would take if you were in the depicted situation. Circle your answer using the scale from "1 = Strongly Disagree" to "7 = Strongly Agree." If you haven't experienced the situation described in a particular statement, please answer how you think you would feel if that situation occurred.

| | | Strongly Disagree | Disagree | Disagree Somewhat | Neutral | Agree Somewhat | Agree | Strongly Agree |
|----|---|-------------------|----------|-------------------|---------|----------------|-------|----------------|
| 1. | If I see a child riding his or her bike past my house who appeared to be lost, I will ask the child where he or she lives and take him or her home. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | If a man approaches me who does not speak my native language but appears to need directions, I will still try to help him in any way I can. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | In the event that I have to cooperate with other people even when I would rather not, I most-likely cooperate anyway if it is helpful to others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | If a person in one of my classes is having trouble at home and with school work, I will help that person as much as I can. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | If I am approached by someone asking for a contribution to a well-known charity, I will give whatever amount I can. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | If I see an elderly lady standing on the street corner who appears to be lost, I will go and help her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | If a poorly dressed person approaches me on a deserted street seeking a dime, I will give him the dime, no questions asked. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

DEMOGRAPHIC QUESTIONNAIRE

Please circle your answer for question #1, and then write in your answers to the following questions on the line provided.

- 1) Are you MALE FEMALE?

- 2) How old are you? ____ years

- 3) How many years of college have you completed? _____ years

- 4) How many member of your immediate family do you feel comfortable talking with?
_____Members

Appendix B

Informed Consent Form

I, _____ (print name), understand that I will be taking part in a research project that requires me to complete one 23 question survey. The survey will ask questions pertaining to gender, age and family as well as information on my views of self-worth and levels of my altruistic characteristics. This study is, first and foremost, an examination of Self-worth and Altruistic traits.

I understand that self-worth is a concept that can range from: feeling unsatisfied by one's current self-image; feeling that one has not contributed much to the world; or, on the other hand, feeling proud of one's self for being the person one is while also feeling as if one has indeed contributed to the world. Additionally, altruism is the belief in or practice of selfless concern for the well-being of others. The researchers of this study hypothesized that those who do in fact have stronger altruistic characteristics will also have higher ratings of self-worth.

I understand that I should be able to complete this project within 10-20 minutes. I am aware that I am free to skip any questions in the unlikely event that I feel uncomfortable answering any of the items on the survey. I am also aware that my participation in this study is voluntary and that I may choose to withdraw from the study at any time without any penalty or prejudice. I should not incur any penalty or prejudice because I cannot complete the study. I understand that the information obtained from my responses will be analyzed only as part of aggregate data and that no identifying information will be kept. I am also aware that my responses will be kept confidential and that data obtained from this study will only be available for research and educational purposes. I understand that any questions I may have regarding this study shall be answered by the researcher(s) involved to my satisfaction.

Finally, I verify that I am at least 18 years of age and am legally able to give consent, or that I am a minor enrolled in a course that participates in the LPP and have a parental consent form filed with the LPP office.

(Signature of participant) Date: _____

(Signature of researcher obtaining consent) Date: _____

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Appendix C

Feedback Letter

Thank you for participating in our study. The present study was conducted in order to determine whether there is a relationship between an individual's self-worth and their tendencies for altruism. Self-worth is a concept that can range from: feeling unsatisfied by one's current self-image; feeling that one has not contributed much to the world; or, on the other hand, feeling proud of one's self for being the person one is while also feeling as if one has indeed contributed to the world. Additionally, altruism is the belief in or practice of selfless concern for the well-being of others. We hypothesized that those who do in fact have stronger altruistic characteristics will also have higher ratings of self-worth.

Please note that we are not interested in your individual results; rather, we are only interested in the overall findings based on aggregate data. No identifying information about you will be associated with any of the findings, nor will it be possible to trace your responses on an individual basis.

If you are interested in obtaining the final results of this study based on aggregate data, or if you have any questions or concerns regarding any portion of this study, please do not hesitate to let us know now or in the future. Our contact information is found at the bottom of this letter.

Thank you again for your valuable contribution to this study.

Sincerely,

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Skill, Trust, and Deployment: Who's Your Buddy?

Julianne Sutton⁴

Whether or not the gender of a potential buddy in hypothetical military scenarios influenced the participant's decision was assessed. The 25 participants were divided in three groups: one control group, and two experimental groups. The participants were given a role-playing packet with eight scenarios. After each scenario, the participant was asked to choose an option for a buddy to accompany the participant. Four buddy options were given, each ranging in degrees of Relevant Skill or Knowledge, Relevant Experience, and Attitude towards Task. The experimental groups were also given a fourth variable of Gender Identity; where female participants had transgender or non-transgender female buddy options, and male participants had transgender or non-transgender male buddy options. Multiple Regression revealed significance in predicting whether the idealness rating given by the participant would predict which buddy option was chosen. ANOVAs did not reveal significant differences between all groups by gender of the buddy option and idealness rating given, but LSD Post HOC showed significance between Female Experimental and Control groups, suggesting that idealness ratings were not different except if the buddy option had a female gender.

The United States military has a long, complicated history with its relationship to gender. Women were not allowed to even serve in the military before the Women's Armed Services Integration Act, which went into effect after World War II (Kerrigan, 2012). They were seen as the weaker, more docile and emotional sex, and therefore unfit to serve in the armed forces. Kerrigan discussed how the prime objective of the military was to maintain its masculinity. This objective was used to keep certain groups of people from being able to join and serve. These groups were seen as forces that could hurt unit morale, cohesion, and ability to function (Kerrigan, 2012). These groups included women first, then the lesbian, gay, and bisexual individuals, and now the transgender individuals.

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Kerrigan discussed that the military's main priority is to win wars, not social-political movements, and that deciding where women belong in the military depends on where they are needed, and not on women's rights or gender equality (Schwarskopf, as cited in Kerrigan, 2012). While Kerrigan was speaking only of women in those statements, the same argument could be applied to others by inserting either "gay," "lesbian," "bisexual," (a person who is sexually attracted to males and females) or 'transgender' (a person who does not identify with his or her birth sex) into the sentence. In regards to men only the best of the best are allowed and welcomed into the military. While female, lesbian, gay, and bisexual soldiers are allowed to serve in at least some of the positions in the different military branches, transgender individuals still are barred from service.

Furthermore, the Department of Defense's (DoD) view on transgender individuals is not a positive one. The DoD categorizes being transgender as having a psychosexual condition which makes them unfit for service (Kerrigan, 2012). While the Department of Defense uses false terminology and a now outdated Diagnostic and Statistical Manual of Mental Disorders (DSM), their view is still solid. To enlist a transgender individual would be going against the good order of military service, while being more than he or she could handle psychologically (DOD Federal Globe, 2013).

The United States military is still currently extensively active, having bases in every one of its states, as well as having bases in 30 countries. With the growing tensions in the Middle East, Russia, and the Ukraine, the military is always in need of strong, able-bodied people to fill their ranks. With the ban on transgender service and the needs of the military still active, the question falls to what makes a transgender person unfit to serve? Does it have to do with the skill level, trust, dependability? Or does the main issue fall with their gender?

The military focuses primarily on training their soldiers, particularly their male soldiers. Witten (2007) outlined that the training is centered on a traditionally male body, even though women are also in the forces. This male body becomes a measurement to which other bodies are compared to (Witten, 2007). Witten also points out that problems quickly arise when the divisions between male and female are crossed, as in transgender individuals. If transgender individuals fall in an ambiguous area, does their perceived trustworthiness and skill level also fall?

Wright and Sharp (1979) looked at what they believed to be a sex bias in Rotter's Interpersonal Trust Scale of 1967. They found a handful of answers on which sex seems to be more or less trustworthy on certain subscales. Their results showed that females were believed more and perceived as less exploitative than men (Wright & Sharp, 1979). Also, female politicians were trusted more than male politicians. Finally, While this study does not directly relate to the military, it shows that when people are asked to trust a person, male and female stand out as more designated choices than "a non-sex-specified group" (Wright & Sharp, 1979, p. 82). A transgender individual would fall in this group, but even still participants referred to those in the non-sex-specified group as if the group comprised solely of men (Broverman, et. al, cited in Wright & Sharp, 1979, p.73). So, in the perceived civilian world, transgender may still not be seen as an option for trust.

What makes up trust, then? Lee, Bond, Russell, Tost, Gonzales, and Scarbrough (2010) looked at perceived team trustworthiness in military simulations. They defined trust with two main components: positive expectations, and a willingness to become vulnerable. (Lee et al., 2010). Trust is an important factor when looking at effective team performance. When it comes to the military, which works as a large group comprised of smaller and smaller groups working together to fulfill a given mission, team performance is vital for success as well as safety. The

article discussed the study done to examine how important creating and keeping team trust was in the military, by placing participants in three-people groups and having them work together through eight missions of a complex military simulation (Lee et al., 2010).

Citing Mayer and Davis (1999), Lee et al. discussed how the complexity of a task a team needs to complete could impact the factors involved with perceived trustworthiness. Lee et al. (2010) found that when it came to perceived trustworthiness, ability and competence were the most important factors. A person's skill came up as the most important part of deciding to trust that person with that job. What was not discussed by Lee et al., though, was how gender played a factor. The gender of the participants was not mentioned at all, only that participants came from a predominantly Hispanic university in the United States (Lee et al, 2010, p. 242), and that none of the participants had military background. Since the gender of the participants was left out, it can easily be that they were all of the same gender, and that most likely, they were all male. Had the results shown differently if the participants were of different genders? Also, the simulations were all of the peacekeeping kind, what would happen with conflict was put into play?

Curşeu and Schruijer (2010) also defined trust in relation to an allowance to be vulnerable. Trust is gained by sharing information in a better fashion, as well as a higher amount of synergy within teams (Curşeu & Schruijer, 2010). The researchers wanted to see if gender and nationality has an impact on team effectiveness and trust. Nationality and gender were two forms of diversity that were studied. They found that nationality diversity effected team effectiveness in a negative indirect way, while team performance was affected in a positive indirect way. Gender diversity did not hold any significant effects, suggesting that when there is conflict, other factors rise to the occasion that could hurt trust.

When it comes to military combat, however, where does trust fall in its influence? Considering that the United States currently deploys hundreds of thousands of soldiers every

year to various places such as Iraq, Afghanistan, and South Korea, trust must play a significant role. Sweeny, Thompson, and Blanton (2009) looked at trust and combat within leadership and team members in the military. Here again, they defined trust along the same guidelines as Lee et al. (2010).

Dependability is based in trust, and Sweeny et al. (2009) discuss three ways a person can earn an “attribution of dependability” (p. 237). First, the person must demonstrate interdependence. Second, the person must have shared common interest of the person on the other end of the relationship. Finally, the person must have a “cooperative motivational orientation” (Kelley & Thibaut, as cited in Sweeny, Thompson & Blanton, p. 238). The results of their study showed that three factors influence trust: relationship, person, and organizational factors (Sweeny, Thompson & Blanton, 2009). The person factors relate to credibility, the level of trustworthiness and reliability a person has.

Again, gender is still not mentioned as a factor relating to trust. Both the male and female pronouns were used when describing possible leaders/subordinates, and while participants did include women, the majority was men. This was not brought up as a limitation. In all of the studies reviewed thus far, gender does not seem to be a factor, and yet, there are still rules and regulations restricting females, as well as anyone who does not comply with his or her biological sex.

The present study wishes to look at is if gender is an important factor when trusting another soldier in a task in a high-stress environment, such as a combat deployment. Would the same results that Lee et al (2010) found be true if a potential partner in a task was a transgender individual? Or would the presence of the non-binary gender paired with the negative stigma trump that individual’s ability and skill level?

Participants were separated into one control group and two experimental groups, and given a role-playing packet and asked to fill it out playing a soldier deployed in Afghanistan. A demographic survey, eight scenarios, and eight sets of four or five rating sections made up the packet. After each scenario, the participant chose a buddy to accompany him or her in the scenario, and then rated on a Likert scale the importance of that buddy's Relevant Skill or Knowledge, Relevant Experience, Attitude towards Task, and Gender Identity. The control group did not rate Gender Identity, as it was not presented in any of the scenarios.

The scenario buddy options were made so that one option would appear to be superior to the other options, in ranging degrees of obviousness. Experimental groups were given the gender of the buddy, while control groups were not. Male participants were given options with only male and transgender male buddies, and female participants were given only options with female and transgender female buddies.

Method

Participants

Both Lindenwood University students and family and friends of the Principal Investigator were recruited through sign-up sheets and Social Media requests. There were a total of 25 participants, 9 men, and 16 women. No participants identified as Transgender. The ages of the participants ranged from 18 to 24, with one participant as an outlier at the age of 35. The majority were recruited through the Lindenwood University Participant Pool, while a fraction were recruited outside of the participant pool. There were 14 participants in the experimental group, and 9 in the control group.

Materials

A consent form was given and afterwards a short demographic survey asking gender and age (see Appendices A and B) was used, followed by a role-playing packet. The packets came in three versions: a control version, and two experimental versions. Each version had eight scenarios that would describe an event occurring during a United States Army deployment to Afghanistan. A rating section on a scale of 1 being least important, to 5 being most important was used to rate either three or four traits (see Appendix C), depending on whether or not the participant was put in the experimental or control group.

The control version of the packets did not have any mention of gender or gender pronouns in the scenario buddy options, nor did gender appear in the rating section after the scenarios (see Appendix D). Gender was included in the buddy options for both experimental groups. The experimental versions were based on what gender the participant identified as in the demographic survey. For those participants who identified as male, all of the buddy options were either male or transgender male. For those participants who identified as female, all of the buddy options were either female or transgender female. Lastly, an Information Letter was given last, one for the Lindenwood Participant Pool participants, and one for those outside of the Lindenwood Participant Pool (Appendices E and F).

The scenario options appeared the same for all the packets, but the order of the options was changed at random depending on the packet. The only difference between the options was the inclusion or exclusion of the gender of the buddy. The buddy options were made so that one would appear as a more ideal option over the others, in different ranges of obviousness. An answer key for the answers was made to be able to compare results between groups. The order followed as Brown, Williams, Campbell, Neal, Morgan, Simpson, Hanks, and Barber. Brown,

Campbell, and Barber were always listed as non-transgender as filler scenarios, while the remaining were always listed as transgender.

Procedure

Each participant was given a short demographic survey first. Based upon the gender of the participant (options being female, male, transgender, prefer not to say), the participant was then given a certain version of the role-playing packet. The participants would then have to choose one of four options for a buddy to help them in the scenario presented. After the scenarios, the participants were asked to rate either three or four traits: *Relevant Skill or Knowledge* (RELEVANT SKILL OR KNOWLEDGE), *Relevant Experience* Relevant Experience, *Attitude towards Task* (ATT), and *Gender Identity* Gender Identity. The control group was not asked to rate Gender Identity, while the experimental groups were.

Results

Overall, the control group chose the predetermined superior buddy more often than the experimental group. The control group missed an average of 1.363 out of 8 superior options, and the experimental group missed an average of 2. There were 3 out of 11 that completely matched the intended answer sheet from the control group. None of the participants in the experimental group completely matched the intended answer sheet. Full results are shown in Table 1.

When looking at the options chosen for the experimental group, there was an averagely equal divide between the amount of transgender options and non-transgender options. Transgender options were chosen equally 50% of the time, 60% of the time, or 40% of the time. No other variations occurred showing a preference to either transgender or non-transgender options.

When comparing the options chosen over the superior options, a slight preference could be found towards non-transgender options. Only 4 out of 15 participants chose either one transgender option over another transgender option, with one choosing a non-transgender option

over another non-transgender option. The remaining 11 participants chose non-transgender options over transgender options, when the transgender option was the superior option.

Participants in the experimental group were more likely to choose options that were not predetermined superior over the control group. The largest discrepancies were found in Scenario Five, with smaller discrepancies found in Scenarios Two, and Four.

Comparing Experimental Group Answers

Scenario Two. Scenario Two involved training for a ten mile race in Afghanistan, and finishing the race in the top 100 runners. Out of the participants, 11 chose the predetermined Private Williams as a buddy, while two chose Private Johnson, and two chose Private Thompson. Private Johnson, like Williams, was a transgender option, while Thompson was not. Williams was predetermined because of his/her high motivation, running abilities, and previous involvement in a ten miler race.

Private Johnson was an easy-going workout partner who was opened to suggestions, but had not ran more than four miles, which is not even half of the race, suggestion that he/she would not be able to finish the full ten miles. Those participants who chose rated Attitude Towards Task as the “Most Important” aspect, and both Relevant Skill or Knowledge and Relevant Experience as a 2 (Somewhat Important). Gender Identity was rated as “Least Important”, which is fitting given that both Williams and Johnson were transgender options.

Private Thompson was a non-transgender option who scored in the top ten of the last 10 mile he/she competed in. He/she was described as a tough workout partner, who scored very high on the Physical Fitness Test. But, Thompson was not open to suggestions and tended to stick to workouts that complemented his/her love of lifting, which is not a cardio workout such as a run. One participant’s ratings conflicted with the answer, as that participant rated Attitude Towards Task, Relevant Skill or Knowledge, and Relevant Experience as “Most Important”, and

Gender Identity as a 3 (Neutral). The other participant who chose this option rated Relevant Skill or Knowledge, Relevant Experience, and Attitude Towards Task as “Most Important”, 2 (Somewhat Important), and “Most Important” respectively. *Gender Identity* was rated as a 2 (Somewhat Important). This could show more of a preference towards non-transgender options for that participant.

Scenario Four. Scenario Four had participants teach a class to other soldiers on the base. The predetermined option was Private Neal, which was chosen by 13 of the 15 experimental participants. Private Neal scored the minimum-accepted score on the vocational test to become a linguist, and taught several classes before. Neal was also good at preparing discussion questions and enjoyed interacting with others. Neal was a transgender option.

One option chosen over Neal was Private Chambers, who was a non-transgender option. He/she scored four points higher than Neal, and is one of the most skilled linguists in the participant’s work group. But, Chambers feels nervous around others and has never taught a class before. The participant who chose Chambers had conflicting ratings. Relevant Skill or Knowledge was given a 2 (Somewhat Important), Relevant Experience a 3 (Neutral), and Attitude Towards Task as “Most Important”. *Gender Identity* was rated as a 3 (Neutral).

The other option chosen was the other non-transgender option, Private Hopkins. Hopkins scored the minimum score on the vocational test, and has never taught a class before, but is good as created PowerPoint slides. Here, ratings are conflicted again. Relevant Skill or Knowledge is rated as “Most Important”, with Relevant Experience as a 3 (Neutral), Attitude Towards Task as a 2 (Somewhat Important), and *Gender Identity* as “Least Important”.

Scenario Five. Scenario Five dealt with getting mail from the mail room, located 30 minutes away by foot. The participant was allowed to use a vehicle, if he or she chose a buddy who had the specific authorization to drive that vehicle. Out of the 15 participants, over half (7) chose

Private Peterson, a non-transgender option. The superior option was Private Morgan, which was chosen by only two of the participants. Six out of seven of the participants rated Attitude Toward Task the “Most Important” aspect to choosing a buddy. When comparing Morgan and Peterson, Morgan was more hesitant to drive to mailroom, because it cut into lunch time, but knew where the mailroom was. Peterson was happy to drive, but did not know where the mailroom was. The participant would be responsible for navigating, and only had little knowledge of the route to the mailroom. One participant rated Relevant Skill or Knowledge as a 2 (Somewhat Important), and both Relevant Experience and Attitude Towards Task as a 4 (Somewhat Not Important), but still chose Peterson. Four out of six rated Gender Identity as “Least Important”, with one rating it as a 4 (Somewhat Not Important), and one rating it as a 3 (Neutral).

Multiple Regression Analysis Multiple Regression analyses were done individual per scenario to see if the idealness rating of the scenario candidate chosen by the participant could predict what candidate was chosen. Significance was found in scenarios one through four, and eight. Scenario Seven showed no variability, as all of the participants chose the same, predetermined candidate. Scenario Five did not show significance; $\beta = .404$, $t(21) = 1.740$, $p = .095$. Scenario Six was reaching significance, $\beta = .100$, $t(21) = 2.041$, $p = .054$, but did not fully reach statistical significance with $p < .05$. Full results are shown in Table 2.

Analysis of Variance (ANOVA) Analyses of Variance were also done individually per scenario to see if the type of packet (either control, experimental male, or experimental female) correlated with the idealness rating given to the candidate chosen in each scenario. Only Scenario One found significance, $F(2, 22) = 4.531$, $p = .023$. Full results listed in Table 2. LSD Post Hoc tests were completed for each scenario. Scenarios One and Four found significance between the experimental female and control group, while Scenarios Four and Eight were approaching significance; Scenario Four with the experimental female and control group, and Scenario Eight

with both the experimental female and control, and the experimental male and control. Full results listed in Table 3.

LSD Post HOC LSD Post HOC tests were done after every ANOVA. Here, significance was found in two scenarios, and significance was approaching in two scenarios. Those results are shown in Table 4.

Discussion

Overall, the control group and experimental group only missed choosing superior options by an average of 1.363 and 2 options, respectively. When looking at these numbers broadly, not a huge gap exists, suggesting that gender did not play a huge role in the decision of the participant. Some discrepancies were evident, however, when looking more in-depth at specific scenarios answers and corresponding ratings.

Scenario Five: Attitude over Skill or Experience As stated earlier, 7 out of the 15 participants chose Private Peterson over the predetermined Private Morgan. All except one rated *Attitude Toward Task* as the most important part of the decision. Peterson was described as a person who does not know how to get to the mailroom, but is happy to drive if the participant agrees to navigate. The participant is told that he/she has been to the mailroom a few times, but feels that navigating may push the time limit. “Pushing the time limit” was added in to discourage the participant from choosing this option. Private Morgan knew how to get to the mailroom, which would help speed the scenario along. Morgan was hesitant to drive because it cut into lunch, making Morgan have a lower outward attitude towards the scenario. That outward attitude could have been what pushed participants to choose a buddy that was more agreeable. The “happy to drive” could even extend so far as to compensate for the participants’ shaky knowledge of how to get the mailroom, as maybe Peterson could have been so happy as to ask for directions along the way if the participant and he/she got lost on their way to the mailroom.

Scenario Two: Conflicting Answers and Ratings Scenario Two only had a discrepancy of 2 participants out of 15 who did not chose the predetermined superior buddy, Private Williams. One participant chose another transgender option over Williams, and one chose Private Thompson, a non-transgender option. Private Williams was described as an option that failed the last Physical Fitness test, but only by one event, which was the push-ups. Since the scenario had to do with winning a race, failing the push-ups is irrelevant. Williams was high-spirited and enjoyed motivating co-workers. This, paired with past experience and success at a previous race, made him/her a more obvious superior option.

The participant that chose Private Johnson, the other transgender option, had slightly conflicting ratings. Johnson was described as passing the Physical Fitness test with an average score, and being an easy-going workout partner who takes suggestions. He/she has never run ten miles, suggesting that he/she would not be able to finish a full ten miles. The participant rated Relevant Skill or Knowledge and Relevant Experience as a 2 (Somewhat Important), which conflicts with the description of Johnson. Only being able to complete four miles is not even half of the race, and that kind of information would generally seem to be very important to the success of the run. Attitude Towards Task was rated as Most Important, but the goal for the scenario was to complete the run in the top 100, making experience or skill more important than attitude. Gender Identity was rated as Least Important, which fits since both the predetermined option and the option chosen were transgender.

The participant that chose Private Thompson had conflicting ratings as well. Private Thompson was described as a person passed the Physical Fitness test with a very high score, and is a tough workout partner. Thompson does not take suggestions from others, and tends to stick to workouts that compliment his/her love of lifting, which is not a cardio workout such as a race. The participant rated Relevant Skill or Knowledge, Relevant Experience, and Attitude Toward

Task as Most Important, and Gender Identity as a 3 (Neutral). Here, the attitude and skill conflict. Attitude was defined as a willingness to work, help out, listen, and easy to get along with. Thompson does not take suggestions from others, and sticks to a workout that does not compliment a race, making his/her outward attitude undesirable for the scenario. While Thompson may have been a successful runner, sticking to workouts that do not help a race would give him/her a low knowledge desirability as well, as that was defined as amount of help that can be brought to the situation. With a neutral Gender Identity rating, a preference cannot be found.

Scenario Four: Gender over Experience, Skill, and Attitude Scenario Four had participants choose a buddy to help teach a class to other soldiers. Here, a small discrepancy was found with two participants, who were the same two participants showing discrepancies in Scenario Two. The superior option was Private Neal, a transgender option who scored the minimum vocational test score. Neal had taught classes before, had good public speaking ability, and was good at preparing discussion questions, as well as enjoyed interacting with others, making him/her a more obvious superior option.

Private Hopkins was chosen by one participant. Hopkins was a non-transgender option who scored the minimum test score, was good at preparing PowerPoint slides, but had never previously taught a class before. The participant rated Relevant Skill or Knowledge as Most Important, Relevant Experience as a 3 (Neutral), and Attitude Towards Task as a 2 (Somewhat Important). Hopkins may have scored the minimum score like Neal, but had no previous experience in giving a class. That would give him/her a low score in experience, which would make him/her less desirable. The participant rated as something neutral, which conflicts with why Hopkins was chosen. Hopkins did have knowledge of how to create PowerPoint slides, but nowhere in the scenario was mentioned that PowerPoint would even be used, making his knowledge level more irrelevant than “Most Important”, as is the participant rated it. Gender

Identity was rated as “Least Important”, which conflicts with the more superior option, who was transgender.

Private Chambers was the other option chosen by one participant. He/she scored high on the vocational test, and was described as one of the best linguists in the work group, giving him/her a high skill or knowledge level. Chambers had never taught a class before though, and felt nervous around others. The participant rated Relevant Skill or Knowledge as a 2 (Somewhat Important), and Relevant Experience as a 3 (Neutral). Chambers’ most desirable quality was not rated as most important, and whether or not he/she had taught a class previously was rated as irrelevant. Chambers was described as never having volunteered to teach before, which could both imply that she did not want to, or did was never asked. Attitude Towards Task was rated as “Most Important”, but Chambers’ tendency to feel nervous around people combined with his/her possible unwillingness to teach a class should have discouraged the participant from choosing Chambers as a buddy. Gender Identity was rated as a 3 (Neutral), which conflicts with the superior option, who was transgender.

Scenario Seven Scenario Seven showed no variability in its results since all of the participants chose the superior option. The scenario involved giving a presentation to a high-ranking officer. A superior option was described as someone who can work efficiently and match the participants’ demeanor. Here, the superior option was Private Hanks, a transgender option. Private Hanks was described as only having one downside: being a slow worker. Otherwise, he/she was described as a person who has presented three previous times to a high-ranking officer, giving him/her a high ranking in Relevant Experience. He/she is also said to be excellent at answering questions, which could be counted as high in Attitude Towards Task. Private Hanks also tends to over-prepare, giving him/her a high Relevant Skill or Knowledge ranking.

For Private Hanks, the Relevant Skill or Knowledge, Relevant Experience, and Attitude Towards Task were all rated as either “Most Important” or 2 (Somewhat Important), with one participant rating Relevant Skill or Knowledge a 3 (Neutral), and three participants each rating Relevant Experience and Attitude Towards Task a 3 (Neutral). Gender Identity was rated as either “Least Important” (N= 8), 2 (Somewhat Not Important; N = 5), and 3 (Neutral; N= 1). Regardless of the ratings, the answer was still chosen across the groups. When looking at the other available buddy options, two had never presented in front of a high-ranking officer before, and one had but had very little motivation to do any work for the presentation.

Of the other two who did not have experience, Private Gilbert and Private Bolton, Private Gilbert would seem to be an ideal candidate, but was described as feeling under the weather and unsure as to whether or not he/she would be able to make the presentation. The fear of having to present alone could have deterred participants from choosing this option. Private Bolton often suffered from anxiety and stage fright, which led to him/her forgetting previously researched material. This could make the participant have to pick up after Private Bolton’s slack, which makes him/her less ideal for a candidate.

Multiple Regression Multiple Regression analyses were done to see if the idealness rating given could have predicted the candidate chosen. In the present study, the independent variables were the idealness rating (Relevant Skill or Knowledge + Relevant Experience + Attitude Towards Task / 3) given by the participants per scenario. The dependent variables were the superior candidates. As seen in Table 1, significance was found in 6 out of 8 scenarios, with the remaining scenarios approaching significance. The independent variables accounted up to 34% in one scenario of influence on the participants’ choice on a buddy.

ANOVAs and LSD Post HOC Analyses of Variances were done to see if the type of packet correlated with the idealness rating given. That is, if the gender (or lack thereof) of the buddy

option chosen correlated with how ideal that buddy option was rated. As seen in Table 2, only Scenario One showed significance, but the LSD Post Hoc tests showed significance in Scenarios One and Two, with approaching significance in Scenarios Four and Eight. With the exception of Scenario Eight, the significance was seen between the Female Experimental and the Control group, suggesting that the idealness ratings given by the participants did not differ significantly, unless the buddy options had female genders. Scenario Eight found this difference in both the Female and Male Experimental groups in comparison to the Control group.

Scenario Eight involved the participant and a buddy retrieving a sensitive piece of equipment from the supply room on base. The participant was given a vehicle if he or she chose a buddy option that had the authorization to drive the vehicle. Out of all participants, 76% chose the superior option, with 24% choosing other options. Only in this scenario were the differences between the Male Experimental and Control group approaching significance.

The superior option, Private Barber was always a non-transgender option, and described as a person who had a clean record when it came to speeding tickets. He/she did not know where the Supply Room was, but was always punctual to shifts, allowing for all of the allotted time to be used efficiently. The participant was told that he/she knew how to get to the Supply Room, so this paired with Private Barber's punctuality and clean record made him/her more ideal as a buddy option for all participants.

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Table 1

Frequencies and Percentage of Superior Answers Chosen

| GROUP | S 1* | S 2 | S 3 | S 4 | S 5 | S 6 | S 7 | S 8 |
|---------------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| SUPERIOR | 22 | 21 | 18 | 21 | 9 | 19 | 25 | 19 |
| OPTION | | | | | | | | |
| OTHER OPTION | 3 | 4 | 7 | 4 | 20 | 6 | 0 | 6 |
| PERCENTAGE** | 88 | 84 | 72 | 84 | 36 | 76 | 100 | 76 |

*Note: *S is short for Scenario; **Percentage of participants who chose the superior option*

Table 2
Variable

| | R^2 | B | Std. Error | β | Sig | Part Correlation |
|--------------------|-------------|--------------|--------------|--------------|--------------|------------------|
| Idealness | .044 | 1.648 | .432 | .209 | .001* | .209 |
| Idealness 2 | .019 | 1.531 | .456 | -.137 | .003 | .137 |
| Idealness 3 | .117 | 1.893 | .850 | .342 | .036 | .342 |
| Idealness 4 | .102 | 4.800 | .764 | -.320 | .000 | .320 |
| Idealness 5 | .026 | 1.832 | 1.053 | .162 | .095 | .162 |
| Idealness 6 | .010 | 1.182 | .579 | .100 | .054 | .100 |
| Idealness 8 | .001 | 2.911 | .541 | .037 | .000 | .037 |

Note: *Significance found when $p < .05$

Table 3
ANOVAs per scenario and packet type

| S | Male Experimental | | | | | | Female Experimental | | | | | | Control | | | | | |
|---|-------------------|----|-----|-----|-----|-----|---------------------|----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|
| | N | M | SD | SE | F | p | N | M | SD | SE | F | p | N | M | SD | SE | F | p |
| 1 | 5 | 1. | .55 | .24 | 4.5 | .02 | 9 | 1. | .37 | .12 | 4.5 | .02 | 1 | 2.0 | .27 | .08 | 4.5 | .02 |
| | 8 | 7 | 9 | 31 | 3 | | 5 | 6 | 5 | 31 | 3 | | 1 | 3 | 7 | 3 | 31 | 3 |
| 2 | 5 | 1. | .73 | .32 | 2.8 | .07 | 9 | 1. | .41 | .13 | 2.8 | .07 | 1 | 1.9 | .34 | .10 | 2.8 | .07 |
| | 8 | 0 | 6 | 8 | 7 | | 4 | 2 | 7 | 8 | 7 | | 1 | 8 | 4 | 8 | 7 | |
| 3 | 5 | 2. | .84 | .38 | .11 | .89 | 9 | 2. | .60 | .20 | .11 | .89 | 1 | 2.5 | .75 | .22 | .11 | .89 |
| | 3 | 9 | 0 | 1 | 6 | | 4 | 0 | 0 | 1 | 6 | | 1 | 0 | 6 | 1 | 6 | |
| 4 | 5 | 1. | .38 | .16 | 2.3 | .12 | 9 | 1. | .37 | .12 | 2.3 | .12 | 1 | 1.7 | .40 | .12 | 2.3 | .12 |
| | 4 | 0 | 9 | 13 | 3 | | 4 | 2 | 4 | 13 | 3 | | 1 | 2 | 1 | 13 | 3 | |
| 5 | 5 | 2. | .78 | .34 | .72 | .49 | 9 | 1. | .44 | .14 | .72 | .49 | 1 | 2.1 | .37 | .11 | .72 | .49 |
| | 0 | 1 | 9 | 9 | 4 | | 8 | 4 | 8 | 9 | 4 | | 1 | 3 | 2 | 9 | 4 | |
| 6 | 5 | 1. | .59 | .26 | .95 | .40 | 7 | 1. | .42 | .10 | .95 | .40 | 1 | 1.6 | .50 | .15 | .95 | .40 |
| | 2 | 9 | 6 | 0 | 3 | | 4 | 4 | 0 | 0 | 3 | | 1 | 4 | 2 | 0 | 3 | |
| 7 | 5 | 1. | .43 | .19 | 1.9 | .16 | 9 | 1. | .40 | .13 | 1.9 | .16 | 1 | 1.7 | .32 | .09 | 1.9 | .16 |
| | 4 | 4 | 4 | 36 | 8 | | 4 | 8 | 6 | 36 | 8 | | 1 | 7 | 8 | 36 | 8 | |
| 8 | 5 | 1. | .49 | .22 | 2.7 | .08 | 9 | 1. | .47 | .15 | 2.7 | .08 | 1 | 2.1 | .54 | .17 | 2.7 | .08 |
| | 6 | 4 | 1 | 23 | 9 | | 6 | 1 | 7 | 23 | 9 | | 0 | 3 | 8 | 3 | 23 | 9 |

Note: Significance found at $p < .05$

Table 4

LSD Post Hoc results

| Scenario | Female Experimental and Control | | |
|----------|---------------------------------|------------|------|
| | Mean Difference | Std. Error | Sig |
| 1 | .511 | .170 | .006 |
| 2 | .488 | .207 | .028 |
| 4 | .343 | .174 | .061 |
| 8 | .466 | .234 | .060 |

Note: Significance found at $p < .05$

Limitations and Recommendations for Future Research

The largest limitation to the study was the amount of data gathered. I did not have enough time to adequately examine all of the data I had collected.

Next, there were three typos which were not caught until after data had been collected. While the typos were small and probably did not greatly impact the results, they were still errors which were not fixed until after some participants were already tested. They included a pronoun appearing in the control packet when gender was not supposed to appear at all, and two misspelled words. Also, a formatting error occurred for roughly half of the packets, where the words “Least Important” had been printed underneath the number “4” instead of the number “5”, which was where it was supposed to be printed. The directions did include that “5” was associated with being “Least Important” and no noticeable ratings of “4” were seen in packets with this error.

The packet did not allow for any rationales to be explored, which could help explain why some participants chose buddy options over others. The rating section told how the participant felt about the buddy option, but without a rationale section, no concrete reason could be defined for why that buddy option was chosen. This would have been especially helpful in explaining the discrepancies found in Scenarios Two, Four, and Five, as well as the consistency in answers for Scenario Seven. For future research, a rationale section could be added to help explain such answers, especially when conflicts and discrepancies arose.

The wording of some of the scenario options may have influenced the participants more than the credentials of the buddies. For example, a handful of participants chose an option that was deemed the least desirable. Upon further explanation, the presence of the word “However” may have influenced the decision. “However” is often used after a negative phrase to introduce a positive phrase. In the scenario, it was used to introduce another negative phrase, but could have

disguised that negative phrase to make the option more desirable. All of the superior options (first superior and second and third superior) had positive and negative qualities about them. The order of the negative qualities could have impacted the decision of the participant, where reading a more desirable trait last may have influenced the participant to choose that option, as the desirable trait was the most quickly retained, and could have overshadowed the negative trait mentioned earlier in the option. For future research, the order of the negative and positive traits could be manipulated at random to see if any changes occur in choosing an option.

Lastly, the amount of data collected may have overshadowed the original hypothesis of the study, making it harder to see if gender had the most influence with a participant's decision. As evident in Scenario Five, Attitude Towards Task seemed more influential than gender, which was an interesting finding, but not the primary goal. Future research could help specify and reduce the amount of extraneous variable to influence the participant's decision. More statistical analyses wanted to be done, but the amount of time to complete the project did not allow for even adequate examining of the statistical analyses that had been done, not to mention ones that I wanted to do. This was due to the amount of time taken to get the project approved by the IRB and PPSRC. If I had gotten approved earlier, I would have had more than my three days to gather participants, and four weeks to analyze my results.

Appendix A

Consent Form

Informed Consent Letter

I, _____ (print name), understand that I will be taking part in a research project that requires me to complete: 1) a short demographic survey, 2) role-playing scenarios with questions based on the answers to the role-playing scenarios. This role-playing scenario will place me in the position of an American soldier who is deployed in Afghanistan. I will read a scenario and choose a partner based on what I believe is the best help to the scenario. After, I will answer questions regarding my decisions. I understand that I should be able to complete this project within 25 minutes. I understand that some of the scenarios may make me uncomfortable. I am aware that I am free to skip any questions in the unlikely event that I feel uncomfortable answering any of the items on any of the surveys. I am also aware that my participation in this study is strictly voluntary and that I may choose to withdraw from the study at any time without any penalty or prejudice. I should not incur any penalty or prejudice because I cannot complete the study. I understand that the information obtained from my responses will be analyzed only as part of aggregate data and that all identifying information will be absent from the data in order to ensure anonymity. I am also aware that my responses will be kept confidential and that data obtained from this study will only be available for research and educational purposes. I understand that any questions I may have regarding this study shall be answered by the researcher(s) involved to my satisfaction. Finally, I verify that I am at least 18 years of age and am legally able to give consent for my participation.

Date: _____

(Signature of participant)

Date: _____

(Signature of researcher obtaining consent)

Principal Investigator:

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Appendix B

Demographic Survey

Please check the appropriate line

I identify as:

- Male
- Female
- Transgender **
- Prefer not to say

Age

Years old.

** Transgender (Trans): “An umbrella term for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth” (National Center for Transgender Equality)

Appendix C

Rating Section

Ranking Section- This will appear after every scenario.

Using the Scale Below, please rate the importance of the following factors in deciding on a buddy.

Relevant Skill or Knowledge (Amount of help that can be brought to the situation)

1.....2.....3.....4.....5
 Most Least
 Important Important

Relevant Experience

1.....2.....3.....4.....5
 Most Least
 Important Important

Attitude towards Task (Willingness to work, help out, listen, and easy to get along with)

1.....2.....3.....4.....5
 Most Least
 Important Important

Gender Identity (Male, Female, Transgender)

1.....2.....3.....4.....5
 Most Least
 Important Important

Note: The Gender Identity Rating will only be requested of the experimental group but not the control group because only the experimental group will receive information regarding the gender identity of the candidates

Packet Introduction

You have been serving in the United States Army for almost a year. That means you work with decoding and translating foreign documents in languages used by the country you're stationed in. You have been chosen to deploy to Afghanistan. There are a total of forty other people that you know deploying with you. You are a Private, which is the lowest ranking position in the Army.

There will be a number of scenarios that describe your typical work day in Afghanistan. Because you are in a dangerous place, there is one rule you must always follow:

Never go anywhere alone; always bring a buddy.

Each scenario has a goal. After each scenario, please choose who you think would be the best buddy for achieving the goal.

Appendix D

Note: The boldface phrase “transgender/male/female” will appear on the forms given to the experimental groups, but not the control group. The gender identity of the buddy will match the reported gender of the participants, whereby male participants will receive scenarios with buddies in the male and transgender male gender identities, and the female participants will receive scenarios with buddies in the female and transgender female gender identities. The control group will receive scenarios with no reported gender identities.

Scenario One:

Today marks the two weeks of being in Afghanistan. After mid-day, you are given a lunch break by your boss, who advises you to take one of your coworkers with you. The cafeteria is located a half mile away, and the only way to get there today is by foot.

Goal: You only have an hour and a half to get to the cafeteria, eat, and get back to work.

Who do you choose?



Private Jones **is a transgender/male/female who** takes the same route to the cafeteria, regardless of the road conditions. Swearing that route is the fastest, Private Jones assures you that the both of you can beat the long lines at the cafeteria. Private Jones rarely takes advice from other co-workers, even if it is beneficial.



Private Brown **is a transgender/male/female who** knows multiple routes to take to the cafeteria, in case one of the routes is too muddy or too occupied. Some of those routes may be longer, but you know you will get there with minimal trouble. Private Brown is a friendly person, and goes-with-the-flow.



Private Taylor **is a transgender/male/female who** does not know how to get to the cafeteria you wish to go to, and you have to navigate, when you have only been there twice. Private Taylor is considerate of others however, and will not take too long to eat, giving the two of you plenty of time to get back to work if you get lost.



Private Smith **is a transgender/male/female who** has been to the cafeteria you wish to use several times, and knows without a doubt how to get there, but is busy with extra work. You would have to wait an extra 30 minutes until the work is finished to go eat. Private Smith is meticulous about his work and will not rush to get done quickly, pushing your time limit.

Scenario Two

After lunch, your boss reminds you and your coworkers that you could sign up for the Army Ten Miler, a ten-mile run where any soldier on the base could participate. Your boss wishes to put together a group to represent the linguist at the race. You decide to start working out on a more regular basis, but want a workout partner that you will be able to work with easily, and to help keep motivation high.

Goal: For the company is get into the top 100 runners.

Who do you choose?



Private Williams is a **transgender/male/female who** failed the last Physical Fitness Test, passing the run, and the sit-ups, but because the push-up events were failed, a passing grade was not achieved. Private Williams passed the run in the top seven runners of the company, and is high-spirited and likes to motivate fellow coworkers. Private Williams has participated in the Ten Miler before, and is very excited to do it again.



Private Thompson is a **transgender/male/female who** scored high on the Physical Fitness Tests, and is a tough workout partner. Private Thompson tends to only stick to workouts complimenting his love of intense lifting. Private Thompson scored in the top ten runners in the last Ten Miler.



Private Johnson is a **transgender/male/female who** scored average on the Physical Fitness Tests, and is an easy-going workout partner, taking suggestions on routines without problem. Private Johnson has not run more than four miles.



Private Harris is a **transgender/male/female who** scored average on the last Physical Fitness Tests, the best events being in the two-mile run, and the push-ups. Only runs because it's mandatory, and although natural skill is present, Private Harris' motivation level is very low. Since there is little enjoyment, Private Harris only participates in the Ten Miler annually because it is encouraged.

Scenario Three

A month has passed since you got to the base in Afghanistan. Recently, one of your coworkers was injured in a base attack and was sent back to the United States to recover. This made you start thinking about your current surroundings overseas. You would like to go speak to the base's chaplain, because the chaplain is nice and easy to talk to, regardless of your current religious standing. You do not want to go alone, especially since you have never gone to see the chaplain before, but you do not want anyone to judge you, or make the trip a public ordeal.

Goal: Get to the chaplain and back, without any of your coworkers knowing.

Who do you choose?



Private Green **is a transgender/male/female who is** an easy person to talk to, but is very open about personal experiences, and may share to other co-workers about going with you. Private Green has been to the chaplain before and knows how you must feel going for the first time.



Private Allen **is a transgender/male/female who** dislikes going to the chaplain, as it is far away from where you work on the base. However, Private Allen rarely helps others when asked, and knows to be discreet when asked.



Private Robinson **is a transgender/male/female who** has never been to the chaplain, but does not mind going. Private Robinson is very detailed about writing appointments on a chalk board in your work area, making sure everyone knows where the other co-workers are at all times.



Private Campbell **is a transgender/male/female who** may be quiet and reserved, but has often agreed to accompany other co-workers places such as the cafeteria and mail room. Private Campbell does not share about personal details to other co-workers, including the chaplain, and does not quite see why you feel the urge to see him.

Scenario Four

You are in charge of teaching a beginner level class for soldiers who are interested in becoming linguists. The class is three weeks long, with three fifty-minute sessions each week. You are given the option of having a partner teach with you, which you decide to take to make your work load easier. You want someone who is skilled at being a linguist as well, and can listen and follow directions. The class is starting in one week, so you do not have a lot of time to prepare.

Goal: Prepare and teach a class for beginning linguists, covering as much basic information as you can.

Who do you choose?



Private Hopkins **is a transgender/male/female who** is quick to help out in most situations, and scored a 91 on the Armed Services Vocational Aptitude Battery (ASVAB), which is a test to help determine which work discipline would be best for a soldier. The minimum score accepted for linguists is a 91. Private Hopkins has never taught class before but is good at creating Power Point slides.



Private Chambers **is a transgender/male/female who** scored a 95 on the ASVAB and is one of the most skilled linguists in your work group. Private Chambers feels nervous around others, and has never volunteered to teach a class before.



Private Rhodes **is a transgender/male/female who** scored a 93 on the ASVAB, but dislikes group projects. Continuously showing up late for work, Private Rhodes is not very dependable when it comes to turning in projects on time. Private Rhodes was given an opportunity to teach a class before, but turned it down.



Private Neal **is a transgender/male/female who** scored a 91 on the ASVAB and is good at public speaking. Having taught several classes before, Private Neal is skilled at preparing discussion questions and enjoys interacting with others.

Scenario Five

Every other Monday, two people from your group of coworkers are selected to pick up mail from the post office on the base. Hoping to be getting a package from home, you volunteer to go. Your boss is allowing you to go during your lunch break, allowing you an extra half hour to get all of the mail and still eat. The post office is located thirty minutes away by foot. You also have access to a vehicle if you choose to use it. The vehicle requires special authorization to drive it, and you do not have that authorization.

Goal: Get the mail from the post office, bring back to your work area, eat lunch, and get back to work in the two hour time limit.

Who do you choose?



Private Reed **is a transgender/male/female who** does not have the authorization to drive the vehicle, so you would have to walk to the post office. However, Private Reed has been to the post office several times and is happy to give you access to a rolling cart which would allow you to push the letters and packages back to your work line.



Private Morgan **is a transgender/male/female who** has the authorization to drive the vehicle, making the trip much quicker and easier. Private Morgan is a slow driver, but knows the base well. Private Morgan is hesitant to take the time to drive the vehicle, because it will cut into lunch time.



Private Cooper **is a transgender/male/female whose** authorization to drive the vehicle was revoked because the vehicle was crashed into a building. Private Cooper does know the way around the base, but you would have to walk to the post office and hand-carry the letters and packages back. Private Cooper is more than happy to accompany you on this trip.



Private Peterson **is a transgender/male/female who** has the authorization, but does not know where the post office is. You have been there a few times before, but feel that navigating yourself would push your time limit. Private Peterson is happy to drive if you agree to navigate.

Scenario Six

You and your group of your co-workers are chosen for a once a week Tower Guard at the look-out tower closest to your work area. You, a partner, and a soldier from another work discipline will pull a several-hour-long shift watching for suspicious activity for the border area around the look-out tower. You no longer have the security of working in a secure building. An enemy force can attack if it is not spotted in time. Having a partner you can trust in case of emergencies is vital.

Goal: Keeping an eye on the border of the base.

Who do you choose?



Private Simpson **is a transgender/male/female who** has pulled tower guard several times in a previous deployment. Private Simpson is level-headed, and knows how to stay calm in times of havoc.



Private Jacobs **is a transgender/male/female who** has pulled tower guard before in a previous deployment, but gets anxious easily and panics often. A little coaxing will help Private Jacobs calm down and think clearly.



Private Peters **is a transgender/male/female who** has never pulled tower guard before, but is quick-thinker in emergency situations, and knows how to keep a group together to work towards a common goal.



Private Armstrong **is a transgender/male/female who** has never pulled tower guard before, and is scared about the idea. Private Armstrong tends to freeze up during tense situations.

Scenario Seven

Next week, you and a partner are preparing for a presentation to present to a high-ranking officer. The project is vital to an overall mission in your department. To effectively execute the presentation, you need to be calm, collected, and assertive in the way you speak. The data must be collected first, and you can break it up between you and a partner. You want to work with someone who is responsible and can match your demeanor.

Goal: Gather enough data for the presentation, and put together an organized presentation. Who do you choose?



Private Carlson **is a transgender/ male/female who** tends to show up to work late, and has a low motivation level to complete projects on time. Private Carlson is a skilled presenter, and has presented in front of a high-ranking officer multiple times in the past.



Private Gilbert **is a transgender /male/female** who is responsible for all of the individual assigned work, often turning it in early. Private Gilbert is excited to present for the first time in front of a high-ranking officer; however, Private Gilbert has been feeling under the weather lately, and may be going to sick hall, making him unable to present.



Private Bolton **is a transgender/male/female** who is dedicated, but gets stage fright easily, leading to stuttering and forgetting the details of the researched material. This would be Private Bolton's first time presenting in front of a high-ranking officer.



Private Hanks **is a transgender/male/female** who may be a slow worker, but is very thorough and a great public speaker. Private Hanks tends to over-prepare, and is an excellent person to answer any questions. This would be Private Hanks' third time presenting in front of a high-ranking officer.

Scenario Eight

A new piece of equipment has just arrived that will aid you and your co-workers about understanding foreign communication transmissions. The piece of equipment is high on the security list, and must be handled with extreme care and caution. You are being given a standard vehicle, which you have the authorization to drive, and a partner to assist you. One person must sign for the equipment, have it checked for its working condition, and secure it the entire way back. The other person must drive the vehicle. The supply room is located twenty minutes by car from your work station, and you know how to get there. Your boss is giving you two hours to complete this task.

Goal: Retrieve the piece of equipment and return to your work station in two hours.

Who do you choose?



Private Higgins **is a transgender/ male/female who** has the authorization to drive the vehicle as well, allowing you to secure the equipment in the vehicle and keep it secure during the drive back. Private Higgins knows how to get to Supply, but often speeds, putting both of you at risk for getting pulled over by the military police and getting a ticket.



Private Fletcher **is a transgender /male/female who** does not have the authorization to drive the vehicle and is not allowed to sign the vehicle to his name. If you choose Private Fletcher as your buddy, you would have to walk there and back with the equipment, which is something Private Fletcher has done before, and is happy to do with you.



Private Barber **is transgender/male/female who** also has the authorization to drive the vehicle, and has a clean record when it comes to speeding tickets. Private Barber has never been to Supply before, but is punctual for her work shifts, allowing you two to maximize your time to get the equipment.



Private Chandler **is a transgender/male/female who** does have the authorization to drive the vehicle, but has gotten into an accident the last time he drove the vehicle to Supply, making him a timid driver. Private Chandler can be authorized to sign for the equipment, allowing you to drive the vehicle if you choose to.

Appendix E

Information Letter

Thank you for participating in my study. The role-playing scenario and questions were used to see whether gender placed any significance on choosing a battle buddy in a high-stress environment, such as deployment. Currently, transgender individuals are not allowed to serve in the military because they are not seen as capable soldiers. The primary focus was looking at how participants, such as yourself, responded to having a transgender option, and if that option influenced your decision. Secondly, I wanted to see if there were any trends in gender and trust; females trusting more females, transgender trusting transgender, etc., as this can help the military and Department of Defense, not only in its regulations regarding transgender individuals, but making sure soldiers feel safe around those they are deployed with.

Please note that I am not interested in your individual results; rather, I am only interested in the results of a large group of consumers, which you are now a part of. No identifying information about you will be associated with any of the findings.

If you have any questions or concerns regarding any portion of this study, please do not hesitate to bring them up now or in the future. My contact information is found at the bottom of this letter. If you are interested in obtaining a summary of the findings of this study at a later date, please contact me and I will make it available to you at the completion of this project.

If you found that participating in the study caused you distress and you would like assistance, please contact the Lindenwood Student Counseling and Resource Center at 636-949-4889.

Thank you again for your valuable contribution to this study.

Sincerely,

Principal Investigator:
Julianne Sutton
502-413-1723
JCS401@icloud.com

Supervisor:
Dr. Michiko Nohara-LeClair
636-949-4371
(mnohara-leclair@lindenwood.edu)

Appendix F

Information Letter

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If you found that participating in the study caused you distress and you wish to discuss it, please feel free to contact me.

Thank you again for your valuable contribution to this study.

Sincerely,

Principal Investigator:
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Who Really Teaches Sex Education?

Bridget Kiely⁵

The purpose of this study was to investigate whether or not adolescents find out about sex from their parents or their peers. After reviewing several articles that are from the past as well as articles that are more present I was able to see how views have changed as well as compare the information to my data. My literature review goes over how sex education may have been failing our youths, how sex talks should be done at school rather than at home, how many parents maybe equipped for the tasks but the general guidelines are not there, the fact that it takes a certain personality in order to teach this subject, an authors own experience related to sex-segregated school, how girls prefer same sex education classes over boys, and how a lesbian mother approaches the birds and the bees with her children. After reviewing these findings and comparing them to my results I was able to discuss ideas for future studies as well as go into detail of my own.

The research question I am studying is whether or not adolescents become educated about sexual information from their parents or peers. I designed a study to demonstrate whom adolescents whether in middle school or high school receive their information from when it comes to sex. The phenomenon I am studying is how much sex education is emphasized in school and at home at a young age. Children have become more advanced when it comes to being educated about sex at a young age. When looking at what advanced means, it may mean that individuals may become more progressed and precocious sexually at a young age rather than being ignorant their whole life. Sex education can also cover areas such as same-sex encounters, although this study did not approach this subject, it is still important.

Jordan, (1925) talks about how sex talk should be done at school rather than the home,

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because the home is not as focused on children, especially when it comes to city life. The environment that surrounds the children in this case can encourage children to learn about sex through casual observations. He also stated how this matter should be taken up in the high school period of a child's life, which is what I am experimenting in my study. By this time their attitude on the subject will be more developed than at a young age and approaching it can be most successful during this time frame. Lirgg, (1994), looks at the preferences of genders when it comes to physical education classes. Lirgg, (1994), conducted a survey regarding whether or not boys and girls would prefer to have same-sex classes or coed. This is a long standing debate and this specifically asked the boys and girls what they would prefer. Girls preferred having same-sex education classes and boys did not favor it as much as they did coed classes. This may help conclude the question as to whether or not involving sex education in high school should be coed or same-sex classes due to how comfortable the students may feel. I think giving the student a preference and have both options when entering a school will make all genders feel comfortable when going to gym class.

When looking at suggestions on this subject I came across a manual that reviewed sex education in schools. It states that sex education needs to take a better approach when teaching it not only in school but by parents as well. As stated in the article written by (Jordan, 1925), children are bound to learn things at home so it would be better for parents to continue the education rather than just leaving it to the school system. This manual was put out to touch the delicate subject of sex education. Growden, (1923), believes it takes a certain personality in order to teach the subject of sex and make it valuable enough to produce practical methods.

This next piece of writing suggests that sex education contains social importance. Many teachers and parents are equipped for the task but the general guidelines and practical

information needed are not there, (A Manual of Suggestions on Education Related to Sex, 1923). When a teen learns about sex from their peers they could easily receive misinformation and then get the wrong idea about the subject in general this leads us to look at the problems in sex education. Brown, (1919), classifies sex education into two methods, old fashion and modern types. The old fashion way approaches sex by letting the child receive instructions and information on their own, which would be through peers. The idea would be to educate our children through schooling and by talking to them as parents (Brown, 1919). Most mothers and fathers do not know how to approach the subject without reading how to books and worrying about overwhelming their child. Either approach can be backed up and explained in a way that will make it relevant at the time, but are either correct?

Certain educational rights should be required when it comes to sex education in schools. Author Roger Levesque, (2000) claims that sex education has been failing our society and youths. He believes that sex education not only prepares adolescents for the future but also for social interactions with their peers. It prepares them for responsible intimate relationships as well as teaches you how to treat a significant other. Some adolescents grew up in schools that were sex-segregated meaning they went to an all girls or all boys school. At one time Americans only accepted this type of schooling and coeducation had not been thought of. The author discussed how his own experience of going to a sex-segregated school altered his life by hurting his sexuality, career, energy, and risk, (Graebner, 2006). Graebner feels it is important for a child to experience the gender differences in schooling, teaching them how to produce intimate relationships the right way as well as releasing sexual tension responsibly. Findings in an article by Mitchell, (1998), are presented in a different manner approaching it from a lesbian's perspective, although my survey does not at all focus on this subject, he brings up a lot of solid

facts on what they call, the birds and the bees. (Mitchell, 1998), looks at the concerns and values gay parents may face when teaching their child about sex. There are many themes linked to the ages involved in the study, showing that adolescents in teen years approached their mothers more thoroughly than those of a younger age. Mitchell supports gay-friendly sex education, which is important so that children know what is in the real world and are not hidden from the truths of what lies within society.

After looking at all this previous research I feel as if it maybe lacking in the area of what is right and wrong and how any of these methods may benefit a child's education when it comes to sex. They are potentially flawed in the fact that they are from so long ago so maybe a lot has changed since then. My hypothesis stated that adolescents in high school learn about sexual intercourse through their peers rather than their parents. My survey looked at the educational aspects of this to find out what education was provided in your middle school or high school.

Method

Participants

Adults of various ages were recruited through Facebook using a link through SurveyMonkey posted through my personal page. This occurred between the dates of March 4, 2014 through April 4, 2014. The participants had the option to volunteer for this study and there were a total of 60 participants recruited. All of the subjects were my Facebook friends and there were a total of 46 women, 12 men, and 1 transgender, all ranging between the ages of 19 and 69 years old. Some of the demographic questions in my survey provided me with the necessary information to interpret my data. There were a total of 57 Caucasians respondents, 2 Hispanic respondents, and 1 chose to skip the question. There were 0 freshmen, 2 sophomores, 6 juniors, 10 seniors, 38 other, and 4 chose to skip the question. I informed all of my participants that it was a voluntary study and they were able to opt out and anytime whether or not the survey was

complete, if they felt any discomfort. If someone who approached my survey under the age of 18 they were asked to not continue and to choose the option to not participate in the rest of the survey.

Materials and Procedure

I started out by constructing a survey that consisted of general demographic questions, and other questions related to the subject of sex education. The demographic questions included gender, age, race, and grade level. I then followed by posting the survey, (https://www.surveymonkey.com/MySurvey_EditorFull.aspx?sm=6uBrHM_2Bwprt1F5wXVclpMMroK4Dw4UOzVNQJne8a9E8_3D) onto my personal Facebook account and asking my friends to volunteer their time to answer the questions while remaining anonymous. I used the website SurveyMonkey to construct and link the survey to my volunteers. The survey was posted for a month in hopes to take in around 50 participants. The survey overall should have taken the subject about 20 minutes and consisted of a total of 21 questions. The first question is the informed consent, participants have the choice to continue with the survey or opt out. If the participant decides to opt out than it will bring them to the end of the survey and thank them for their time. Question 2 through 8 are based on demographic questions, 9 through 21 are based on sex education and the last question is the feedback form. The participants took these surveys on their own time and received no compensation for taking it. I had one participant who was 17 so I had to omit their data leaving me with 59. When the participants began the study they started by clicking on the link and reading over the inform consent and then agreeing that they are at least 18 years of age by electronic signature. They were then asked to proceed and answer several questions over sex education. Then at the end they were asked to read the feedback form and this told them where they can be directed in order to receive the results. I also informed them the

purpose of our study and then thank them for taking time out to participate. After collecting data from all 59 participants I recorded their data and then keep them safely for records.

Results

When analyzing the data I used the method of descriptive statistics in summarizing multiple variables. 61% of my participants did not attend a religious based school and the other 39% who did, all went to Catholic. First, I compared whether or not participants had sex education in elementary, middle, and high school. There was a noticeable change in percentages when looking at the different levels of education. The percentage increased a great deal from elementary to high school showing that many more high school children receive sex education than elementary and middle school; 45.8% received sex education in elementary school, 50.8% in middle school, and then 71.2% in high school. Another variable I looked at was who informed my participants about sex; 49.2% were informed by parents, 52.5% by school, 54.2% by the media, 25.4% by their siblings, 8.5% by religion, and then 78% by their friends. I also asked my participants who they think should be the educator when it comes to this subject; 93.2% said parents, 81.4% said school, 20.3% said friends, 15.3% said religion, 8.5% said the media, and 20.3% said siblings. When looking at who the participants are most comfortable discussing the subject of sex, I found that; 10.2% said parents, 23.7% said siblings, 84.7% said friends, and 1.7% said other. The participant had the option to fill out an example of other and they put a counselor.

Discussion

My hypothesis itself stated that adolescents learn about sexual intercourse from their peers rather than their parents or in a school environment. The hypothesis was supported in the results showing that most participants feel most comfortable discussing sex with their friends or siblings rather than an adult. When looking at the findings of this study the results interpret that

most of the participants who attended religious-based schools growing up went to Catholic schools.

Some flaws or concerns that came up when analyzing my data, were that some data that was not relevant. When asked what age children should be educated about sex someone answered 126, I removed this as an outlier because this is likely a typing error and it skews by data too much to include. I also had a participant that was only 17 years old so his or her answers were removed as well considering the participants needed to be at least 18 years old.

Throughout analyzing my data, there were a couple questions that were combined because they asked along the lines of the same questions. The answers were so similar that deleting one only made the data less complicated and did not affect any results as a whole. There were no implications of the results and a lot of descriptive statistics were used giving me a lot of suggestions and ideas for future research. It would be interesting to focus on whether or not men or women sex education more important. Most of my participants were women so it was hard to compare these variables as specifically as I would have liked to. In conclusion of this study I was impressed with the results I received because I not only received a lot of data but my hypothesis was also supported. My questions were answered and I was able to analyze the data thoroughly with the large amount of participants.

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Appendix A
PSYCHOLOGICAL TESTING QUESTIONS:

Sex Education

1. This is a modified version of the survey that was created by Bridget Kiely and Kendall Ryndak. The purpose of this survey is to find out the source of your knowledge about sex. It will take approximately ten minutes to complete. Although your participation will not result in direct benefits to you, information from this study may help us understand where people learned about sexual education the most. Please read the information below before deciding whether or not to participate.

Your participation is completely voluntary.

- You may discontinue taking the survey at any time.
- If you choose not to participate or stop participating before the end of the survey, you will not be penalized in any way; LPP participants will still receive extra credit.
- You may also choose to skip any questions you wish without penalty or judgment.

Your responses will be anonymous.

- No information that identifies you personally will be collected, not even your IP address.
- The primary investigator will not be able to identify your answers as belonging to you; data will be examined at the group level only.

The results of this survey will be used for scholarly purposes only. If you have any questions about the survey itself, please contact the primary investigator, Bridget Kiely at 314-304-4616.

Taking this survey could result in some distressing feelings, like guilt, confusion, frustration, or sadness for some participants, but these feelings are not expected to exceed what one experiences in everyday life. In the event that you feel uncomfortable answering any questions, you may stop participating at any time without any penalty or prejudice.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, or are not at least 18 years old, please decline participation by clicking on the "I choose not to participate" button.

- I choose to participate in this survey.
- I choose not to participate. (people who choose this option will be taken directly to the end of the survey and will not continue on to the question portion.)

2. What is your age?

A. _____

3. What is your gender identity?

A. Woman

B. Man

C. Transgender Person

4. Race?

A. Caucasian

B. African-American

C. Asian

D. Hispanic

E. Other

5. Grade level?

A. Freshmen

B. Sophomore

C. Junior

D. Senior

E. Other

6a. Did you attend a religious-based school during elementary school? If yes, what religion?

A. Yes

What religion? _____

B. No (Skip to question 8)

b. Did you attend a religious-based school during middle school? If yes, what religion?

A. Yes

What religion? _____

B. No (Skip to question 8)

7. Did you have sex education in elementary school?

A. Yes

B. No

C. I do not know or remember

8. Did you have sex education in middle school?

A. Yes

B. No

C. I do not know or remember

9. Did you have sex education in high school?

A. Yes

B. No

C. I do not know or remember

10. What type of high school did you attend? (Pick all that apply)

A. Public

B. Private (non-religion based)

C. Private (religion based) (If so what religion) _____

D. Homeschooled

E. Other _____

11a. If you received sex education, did you learn about the consequences of sexually transmitted diseases?

A. Yes

B. No

12a. Do you think sex education should take place in school? (Rate one being low ten being high)

1 2 3 4 5 6 7 8 9 10

b. If so at what age?

(Fill in the bank)

13. Do you feel it is important to have mandatory health classes that teach you about sex education in high school? (Rate one being low and ten being high)

1 2 3 4 5 6 7 8 9 10

14. Who informed you about the act of sexual intercourse? (Mark all that apply) If you mark other, please specify your answer.

- A. Parents
- B. School
- C. Friends
- D. Religion
- E. Media
- F. Siblings
- G. Other _____

15. Who do you feel should inform adolescence about the act of sexual intercourse? (Mark all that apply) If you mark other, please specify your answer.

- A. Parents
- B. Friends
- C. Religion
- D. Media
- E. Teachers
- F. Siblings
- G. Other _____

16. Who do you think should be educating adolescence about sex? (Mark all that apply) If you mark other, please specify your answer.

A. Parents

B. School

C. Friends

D. Religion

E. Media

F. Siblings

G. Other _____

17. When you were learning about sex, with whom did you feel most comfortable talking about the subject? (Mark all that apply) If you choose other, specify the person whom you are talking about.

A. Parents

B. Siblings

C. Friends

D. Other _____

18. At what age do you think children should learn about sexual intercourse in school, from their parents, and/or their peers?

Age? _____

19a. Would you feel comfortable informing your children about sex if you have any children or plan on having any?

A. Yes

B. No

b. If so at what age?

(Fill in the blank)

20. Thank you for taking the time to complete this survey for my class project at Lindenwood University. My hypothesis is that adolescence learn more about sex from their peers and people closer to their age rather than parents and teachers. Past research has found that more people have been educated more about sex from peers and individual research when they become curious about sex. If you found that taking the survey caused you emotional distress and you would like assistance, please contact the course instructor, Dr. Michiko Nohara-LeClair at 636-949-4371 if you are not a Lindenwood student, Dr. Colleen Biri, for community counseling referrals at 636-949-4519.

If you would like to see the results of my survey after May 14, 2014, please feel free to contact me using the contact information below. Again, thank you very much for your time and effort!

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An Exploration of Service-Oriented Fields

Eliza Murray⁶

Community psychology, nonprofit administration, and social work are service-oriented fields that seek to understand and solve a variety of social problems. All of these fields are value-oriented, but they use a variety of approaches to understand social issues facing individuals, families, and communities. Community psychology uses participatory action research to understand the relationships between individuals and their communities, social work is practice-oriented and seeks to empower and liberate all people, and nonprofit administration explores the governance and leadership of nonprofit organizations. Information about the basic duties of professionals in these fields is readily available; however, individuals interested in the aforementioned fields may desire to learn more about the skills and best practices of professionals in service-oriented fields. To address this need, five interviews were conducted with professionals in community psychology, nonprofit administration, and social work to ascertain information about the professional skills, strategies, and tools required for success in their fields. The interviews revealed the importance of critical thinking, written, and oral communication skills, in addition to building culturally relevant relationships/partnerships with communities and/or clients.

Human service fields, such as community psychology, nonprofit administration, and social work have a major role in the development of community-based programs for individuals, families, and communities. These fields use similar and dissimilar approaches to understand problems and develop solutions for a variety of societal issues, such as discrimination and poverty. Community psychology is an emerging field with an emphasis on research and prevention in order to eliminate suffering and oppression (Kagan, Burton, Duckett, Lawthom, & Siddiquee, 2011). The field of social work seeks to solve social problems and empower and

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liberate the disadvantaged (International Federation of Social Workers, 2012) and nonprofit administration explores nonprofit management, leadership, and governance (Lindenwood University, 2013). The history and values of these fields highlights the specialized ways in which community psychologists, social workers, and nonprofit administrators work to create change. Five interviews were conducted throughout this study with professionals to ascertain more information about the skills, best practices, policy and historical implications, and recommendations of professionals in community psychology, social work, and nonprofit administration.

Community Psychology

Community psychology is a value-centered field that focuses on diversity, critical perspectives, and action research (Kagan et al., 2011). The field aims to examine the relationships between individuals, their communities, and the larger society through the use of research, service, and collaboration (American Psychological Association, 2014). Additionally, community psychology seeks to work with individuals and communities to prevent and solve problems using a strengths-based approach. Community psychology began in the 1960s at the Swampscott conference in Boston in which psychologists met to examine their role in community-based mental health services (Kagan et al., 2011). The conference prompted psychologists to widen their focus to working with communities through service development and action-oriented research. At this time, there were also a variety of social movements gaining traction, such as the anti-war movement and the civil rights movement. These socio-historical factors were crucial for the development of community psychology as the field is devoted to solving problems related to oppression and discrimination (Kagan et al., 2011).

In the 1970s and 1980s other countries also began to develop their own forms of community psychology. For instance, Latin American community psychology developed as a result of social problems endemic to Latin America and the need for solutions. In addition, there was a shift away from the perspective that characterized individuals as being unable to develop solutions for their deteriorating condition towards a perspective that believed individuals were “social actors” who had the resources to change their circumstances (Montero, 2008, p. 664). As a result, Latin American community psychology is focused on participatory action research in which subjects and researchers are interdependent and as such community psychology is made with the people, not just for them (Montero & Varas-Diaz, as cited in Kagan et al., 2011). In South Africa, community psychology arose as a result of societal issues such as apartheid, racism, and poverty and like Latin America, it focused on empowering citizens to organize for liberation (Montero, 2008).

Central to community psychology in the U.S., Latin America, and South Africa are the values of community, stewardship, and social justice (Kagan et al., 2011). Community as a value consists of a steadfast dedication to bridge communities and to encourage a sense of belonging within and between communities. Stewardship is the duty to make a significant long-term change in the world and social justice is the concern for people’s right to self-determination, fair treatment, and access to resources (Kagan et al., 2011). All three values guide community psychologists in their work in a variety of areas, such as community-based participatory research, community development, advocacy, and program implementation. Community psychologists may specialize in public health, education, or mental health. For instance, a community psychologist specializing in public health may use community-based participatory

research to identify the needs of community members with limited access to affordable healthy food, as well as to develop and implement programs to solve this problem.

In order to ascertain more information about the skills, duties, and best practices of community psychologists, a 10-item interview (see Appendices A-D) was conducted with a licensed clinical psychologist, TCP, working in public health and community-based research. She noted that the history of psychology, specifically in the last three decades, has influenced her current work as a professor, researcher, and community practitioner (T., personal communication, May 7, 2014). Specifically, TCP cited psychology's recent focus on multiculturalism, which she believes makes her work as a community-based researcher in minority populations more acceptable. She also mentioned that in recent years, psychology is becoming known as being universal and specific at the same time. However, she noted that recent changes in reimbursement rates and the time demands for clerical work in clinical practice have negatively influenced her willingness and desire to re-enter the clinical field.

TCP also mentioned the skills necessary for success in community psychology, in addition to the rewarding and challenging aspects of her career. She noted that one should have skills in statistical analysis, observation, assessment, research methodology, and a complex knowledge of human behavior. She also noted that the challenges associated with her work as a researcher were mainly related to the fast pace at which she must conduct research. Despite the pace of her work, TCP finds the service aspect of her profession to be the most rewarding.

When asked how community psychologists can better engage their target communities, TCP noted that the importance of cultural competency training of which she said, "Psychologists are often at the forefront of these discussions, but psychology also lags behind" (T., personal communication, May 7, 2014). She also mentioned that there are a growing number of

disciplines that have emerged in psychology; however, there is often a narrow focus that characterizes the research of these disciplines. She noted that the questions of interest to many (e.g. bias and discrimination) are limited and do not take into consideration important factors, such as socioeconomic status. Lastly, TCP mentioned that those interested in pursuing a career in community psychology should have excellent evaluation skills and should be flexible, creative, and comfortable working with others from diverse backgrounds.

Community psychology is committed to empowering communities and solving social problems. The values of community, stewardship, and social justice were clear throughout the interview with a community-based researcher and practitioner. The interview revealed that skills in observation, evaluation, and cultural competency are crucial for success in this field.

Social Work

Like community psychology, the field of social work is dedicated to promoting social change and empowering communities through the understanding of social, cultural, and economic institutions (National Association of Social Workers, 2014). The origins of social work began after the Civil War as a result of economic inequality, racism, and poor working conditions. A number of movements and organizations, such as the settlement house movement, the Women's Trade Union and the National Association for the Advancement for Colored People focused on developing solutions to poverty and discrimination (Glicker, 2011). Specifically, the settlement house movement throughout the early 1900s consisted of programs for the working poor along with an explicit focus on creating policies to reduce economic inequality. The settlement house movement was an example of macro social work, which focuses on solving social problems at the community and societal levels (Bruggemann, 2002). After World War I and II, social workers were enlisted to help returning soldiers with physical

and mental war-related injuries. It was not until the 1950s that social work had a clear set of professional standards and guidelines with the formation of the National Association of Social Workers (NASW) (Glicken, 2011).

The 1960s was marked by the war on poverty which was characterized by a variety of reforms and programs, such as Head Start, Medicaid, and Medicare (Glicken, 2011). Social workers worked in anti-poverty organizations and lobbied elected officials. During the 1970s, social reform was stagnated because of growing social unrest; however social work expanded by taking interest in gender equality, public health, and education (Glicken, 2011). In the 1980s, there was a growing sentiment of welfare dependency and a number of laws were designed to promote individual responsibility despite growing rates of poverty. As a result, social workers took jobs in the nonprofit sector as many Americans believed that nonprofit organizations could provide services more effectively than the government (Glicken, 2011). Today, social workers are employed in a variety of fields, such as mental health, education, violence prevention, and public health.

Social work is remarkably similar to community psychology in its value-centered orientation. Social work's core values include service, social justice, dignity of individuals, integrity, importance of human relationships, and competence (NASW, 2008). The values of service, social justice, dignity of individuals and the importance of human relationships are similar to community psychology's values of community and stewardship in that there is a strong emphasis on empowering individuals and communities to create long-lasting social change. Similar to community psychology, social workers may also use research, their own expertise, and their clients' values to determine the most effective treatment for clients and communities; this is termed evidence-based practice (EBP) (University of Michigan, 2013). EBP also stresses

transparency between clients and communities regarding their research findings. For instance, a social worker who works in the area of economic development may research current best practices, assess the community's needs and wants, and integrate his/her findings into planning and implementing an evidence-based program. Social workers often work as clinicians, community organizers, policy analysts, consultants, and program developers (Bruggemann, 2002).

Interviews with three social workers revealed that being creative and possessing excellent critical-thinking, oral, and written communication skills were the key strategies required to be successful in their profession. For instance, one social worker, DSW, whose primary job duties were crisis intervention, individual, and group counseling in a school setting, noted that it is important to build rapport and build relationships among students (D., personal communication, April, 23, 2014). She also said, "It is important to listen objectively and to really hear what they are saying and help them identify what they are feeling" (D., personal communication).

DSW discussed the ways in which social workers can engage their clients more effectively. For instance, she emphasized the importance of exploring students' interests and incorporating them into sessions. To illustrate this, she recounted the story of a student who was very withdrawn and when she noticed he was interested in the Twilight book series, she also decided to read the entire series. With another student, she role-played as a wizard in order to connect with him. While she emphasized the success of her approach with students, she also noted that it was difficult to work with students who did not believe they needed help.

DSW also mentioned the challenges of her work and the influence of policy on the profession as a whole. She recalled times in which there was an overwhelming amount of tasks assigned to her which required some areas of her work to suffer. She also discussed difficulties

associated with changes in policy. For instance, currently there is less funding for school social workers given the decrease in students qualifying for special education. And as a result, some schools have funds for only one social worker to provide services to students in crisis. She mentioned that the scarcity of social workers in school may have negative ramifications.

Lastly, DSW stated that the history of social work's had a positive impact on her passion for helping others and she recommended that those interested in pursuing a career should shadow social workers and that there are a variety of career options, such as private practice, policy, medical social work, and research.

An interview with a social worker and college professor, KSW, also revealed that the most important professional skills required for success include excellent written and oral communication skills, critical-thinking skills, and ethical decision-making at all times (K., personal communication, April 24, 2014). KSW also noted that while there are challenges, social workers should stay healthy and carefully organize their day-to-day activities. In order to engage their target communities and/or clients more effectively, she suggested that social workers use a strength-based approach in their work in which communities and/or clients are viewed as the experts. In addition, she noted that social workers should promote their clients' self-determination in that their perspectives and goals should guide all decision-making.

KSW also emphasized the influence of policy on her work and gave advice for those interested in the field. KSW mentioned that as whole, policies that fund children and elderly programs are crucial for social workers in these areas. In addition, she emphasized the duty that all social workers have to be actively involved in policy development. Lastly, she emphasized that social work is a diverse field and those interested in pursuing a career should seek out a variety of opportunities. As an example, KSW noted that she advises social work students, who

are required to do community service and practicum internships, to choose a diverse range of opportunities in order to gain more experience.

Lastly, an interview with a social worker (with a background in psychology), TSW, working in research and geriatric services, revealed similar insights regarding the skills and best practices of the profession. TSW noted that the history of social work and psychology has positively influenced her work because it has enabled her to develop meaningful relationships with her clients (T., personal communication, May 12, 2014). Additionally, understanding the different factors that affect individuals allows her to obtain the best resources for her clients. She also described the rewarding facets of her profession, which included making a difference in someone's life even in the smallest of ways (e.g. a brief conversation or providing them with a valuable community resource).

TSW also discussed the challenging aspects of her work and the negative impact of policy on her profession. She noted that the most challenging aspect of her work was not feeling as if she is being helpful or that she does not have a good answer. Additionally, TSW stated that there are often limited resources available, which often limits the services she can provide for her clients. For instance, decreases in funding for mental health impact her ability to provide quality services for her clients. She also noted that changes in policy impact the scope of services social workers are able to provide and their compensation.

In terms of the strategies and skills she uses daily in her work, TSW noted that she uses the internet to find resources for her clients and she also brainstorms with her co-workers about different strategies and approaches. TSW also stated that patience, communication and interpersonal skills, and computer literacy are the most important professional skills required to be successful in social work. TSW also mentioned that a commitment to continued education in

social work is extremely important. In terms of community engagement, TSW noted that it is important to get to know the target community and “they have to believe that you are really there to help, and that you understand what they are experiencing” (T., personal communication).

Lastly, TSW gave five recommendations for those interested in pursuing a career in social work, which included understanding why you are interested in social work, recognizing the challenges of the field, participating in internships while in school, finding good mentorships, and keeping in contact with past co-workers and supervisors.

Social work promotes social change and the empowerment of individuals and communities. The values of social justice, service, dignity of individuals, and the importance of human worth were exemplified throughout DSW’s, KSW’s, and TSW’s description of their profession and the best practices and strategies used daily. Oral, written communication, and interpersonal skills, in addition to forming meaningful relationships with clients and communities were heavily recommended for success in social work.

Nonprofit Administration

The field of nonprofit administration explores the leadership and governance of nonprofit organizations (Lindenwood University, 2013). The nonprofit sector emerged from the ideology of classical liberalism or limited interference from the government (Anheier, 2005). Classical liberalism was closely related to the collective action taken by membership organizations and was exemplified by numerous social movements, such as the civil rights movement and the women’s movement. Formally, the nonprofit sector developed after the Great Depression. During this time there were a number of government-sponsored reforms however, many of its programs were incomplete, and Americans searched for alternatives to government intervention (Anheier, 2005). As a result, the nonprofit sector blossomed as the state withdrew its role in

providing welfare related services and there was a growing emphasis on personal responsibility. Furthermore, the Commission on Private Philanthropy and Public Needs, which detailed the history of American philanthropy, generated further interest in the formal study of nonprofit organizations (Anheier, 2005). After its publication, the Program on Non-Profit Organizations at Yale University was founded in 1978 to study the contexts in which nonprofits function (Anheier, 2005).

Nonprofit administration and management became of interest in the 1990s as the result of an increasing need for training in the leadership of nonprofit organizations (Anheier, 2005). Despite this interest, there has only been recent attention given to a formalized nonprofit management approach. Traditionally, the management of for-profit organizations was adapted for nonprofit organizations, and courses in the strategic management of nonprofits were taught in business schools (Worth, 2013). Some theorists argue that the management approaches in the for-profit sector can be applied to the non-profit sector; however, university professors in nonprofit management assert nonprofits have different values, mission, and goals than for-profit organizations (Worth, 2013). Currently, there are trainings hosted by universities, for-profit organizations, and nonprofit associations designed to train professionals in the best practices of nonprofit management.

Nonprofit administration professionals are impacted by daily by the values of the nonprofit sector, which include productivity, empowerment, effectiveness, enrichment, empowerment, reliability, responsiveness, and care (Salamon, Geller, & Newhouse, 2012). The values of empowerment (i.e. mobilizing citizens for change), effectiveness (i.e. providing services at a reasonable cost and making a difference in the community), enrichment (i.e. preserve and promote cultural diversity), reliability (i.e. operating in a trust-worthy manner), and

care (i.e. community-driven and community-focused) align with the values of community psychology and social work. All three fields emphasize the importance of working with underserved communities to develop solutions. The values of productivity (i.e. creating jobs and mobilizing assets) and responsiveness (i.e. meeting needs that the government does not meet) are least like the values of community psychology and social work in that they refer to nonprofits offering a viable economic contribution and the provision of cost-effective services (Salamon, Geller, & Newhouse, 2012). However, community psychologists and social workers may work in the nonprofit sector and as a result; the aforementioned values would greatly influence their daily work.

These values are crucial for guiding nonprofit administration professionals' (i.e. executive directors, board members, and program directors) decision-making processes about their organization's mission, vision, and long-term impact in the community. For instance, an executive director of a housing organization may spearhead an evaluative process to determine the effectiveness of the organization's current programming in a particular community and recommend changes for the organization's current programs and services.

In order to gain more information about nonprofit administration and management, a professional in nonprofit administration was interviewed about the skills and best practices required for effective management. When asked what strategies and/or tools are required to be successful in nonprofit administration, a nonprofit professional, WNPA, stated that the three main strategies include effective management, legal frameworks, and strategic planning (W., personal communication, April 15, 2014). WNPA heavily emphasized the importance of having strong management. He notes, "If they aren't the right systems and structures to manage the enterprise, if they aren't the right skilled people, if they aren't a part of the right network, it is not

going to make a difference, and money is going to waste. You can't just show up, everything has to be managed" (W., personal communication). He also thought it was crucial that legal frameworks were in place to maintain systems of governance and to minimize legal risk given that nonprofits' main focus should be to protect the people they serve. WNPA also discussed the importance of strategic planning saying that people should have some idea of where they want to go and what they want to accomplish in order to successfully fulfill their goals and purpose.

WNPA also discussed his ideas about the most important professional skills required to be successful in nonprofit administration. He noted that it is important to believe in the possibility of change and that people should have first align themselves with others doing similar work. Through partnership, nonprofit administration professionals can work together to solve problems. As an example, he discussed the contradiction of having a large number of churches working towards the same goal and yet not being able to solve major social problems, such as homelessness. WNPA suggested that nonprofit professionals collaborate with one another to solve problems instead of creating more nonprofits that are not addressing the root cause of the problem. In addition to partnering with similar nonprofits, he noted that it was important that nonprofit professionals listen and understand their stakeholders' (i.e. community members, volunteers, employees, etc.) needs in order to develop innovative programs that address various components of a social problem.

WNPA also discussed the numerous challenges that are associated with working in the nonprofit sector in addition and provided recommendations for those interested in the field. One of the challenges of working in the nonprofit sector is that it is difficult to change individuals' perspectives in order to work for social change. In addition, he noted that traditionally the nonprofit sector was focused on temporary solutions, but not sustainability. WNPA believes that

what is truly needed is a paradigm shift towards system-oriented solutions. When asked about the influence of policy on his work, he noted that policy's influence on his profession was mostly in terms of the legal ramifications (i.e. tax exemption) for nonprofits. Lastly, WNPA recommended that individuals interested in nonprofit administration possess boldness, resilience, open-mindedness, and determination.

Nonprofit administration is characterized by a value-centered commitment to the effective management of nonprofit organizations in order to provide community-focused services. An interview with a nonprofit administration professor revealed the importance of effective management and strategic planning, in addition to collaborating with other nonprofit organizations and community members to solve social problems.

Summary

Community psychology, social work, and nonprofit administration share a value-centered commitment to service, community engagement, and social justice. Each field approaches these issues differently; community psychology uses participatory action research, social work emphasizes evidenced-based practice, and nonprofit administration focuses on providing cost-effective, culturally relevant services and programs to the public.

Interviews with professionals in each of these fields succinctly described the professional skills and strategies needed for success in each field in general, as well as the skills needed for the successful engagement of target communities. An interview with a community psychologist revealed the importance of cultural competency training for effective community engagement, in addition to having excellent statistical, assessment, and observational skills. Interviews with social workers revealed that it is crucial to build relationships with clients and/or communities as they are the experts. To do so, social workers should also possess excellent oral and written

communication skills, while also utilizing creative and organizational processes. An interview with a professional in nonprofit administration revealed that effective management, legal systems, and strategic planning are essential for nonprofit professionals working in administrative capacities. Furthermore, solving complex social issues, such as poverty, requires collaborating with communities and other nonprofit organizations.

Each professional also noted that the most rewarding component of their work was making a measurable difference in the lives of their communities and clients. These professionals also noted the tremendous challenges associated with their work, which in some cases was also connected to the influence of policy on their profession. For instance, two social workers noted that their work was negatively impacted by recent changes in policy (e.g. less funding for school social workers and less funding for community mental health). The community psychologist said that she found the pace of research to be the most challenging aspect of her work, and in terms of policy she noted the tremendous amount of legal and clerical work required to re-enter clinical practice. While she was speaking about two different aspects of her profession (researcher and clinician), in both instances, the challenge was the intense time demand regarding the rate at which she has to conduct and publish research and the time spent on the maintenance of adequate clinical records. However, for the nonprofit professional the challenges associated with his work did not seem directly related to the impact of policy on his profession. The nonprofit administration professional indicated that the most challenging component of his work was trying to change others' perspectives regarding social issues. In terms of policy, he noted that legal policies regarding tax status have a large influence on nonprofits.

The interviews also revealed that the service-oriented fields' history had a positive impact on the professionals' current work. For social workers, the field's devotion to helping others

inspired them to pursue work in school, academic, and community settings. For the community psychologist, the field's multicultural focus in the last three decades made her work more acceptable to other psychologists. The nonprofit administration professional, however mentioned a drawback regarding the field's history. He noted that the field's traditional focus on providing short-term solutions to social problems is not sustainable, and he suggested developing long-term solutions by critically dissecting social problems.

The professionals also gave helpful advice for those interested in their work. The community psychologist recommended having good evaluation skills and a willingness to work with diverse populations. The social workers noted the importance of good internships and mentorships and recommended that those interested in the profession pursue a variety of opportunities. Lastly, the nonprofit administration professional suggested that individuals interested in the field should possess boldness and persistence. Community psychology, social work, and nonprofit administration share similar values and skills, while also utilizing different approaches. Students interested in community psychology, social work, and nonprofit administration should evaluate their interests, skills, and the similarities and differences of each profession in order to make an informed decision about their prospective career choice.

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Appendix A

Recruitment Materials

Dear _____,

I would like to invite you to participate in a research study conducted by Eliza Murray, Lindenwood University student. The study's purpose is to gather more information about the best practices of professionals in community psychology, nonprofit administration, and social work. There will be a 30-45 minute audio-recorded interview about the skills, duties, and best practices of your profession. You will not receive any compensation; however your insights will be greatly appreciated.

If you are interested in participating please contact the Principal Investigator through email (eam847@lionmail.lindenwood.edu) or phone (314-817-7542). Thank you.

Sincerely,

Eliza Murray, Principal Investigator

Dr. Michiko Nohara-LeClair, Supervising Faculty

Appendix B

Informed Consent for Participation in Research Activities

An Exploration of Service-Oriented Fields

Principal Investigator: Eliza Murray

You are invited to participate in a research study conducted by Eliza Murray under the guidance of Dr. Michiko Nohara-LeClair. The purpose of this research is to explore the best practices of professionals in the fields of community psychology, nonprofit administration, and social work.

Your participation will involve a 30-45 minute interview consisting of ten questions about the skills, duties, and best practices of your profession. Interviews will be audio-recorded. Approximately six participants will be involved in this research.

There are no anticipated risks associated with this research. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about these service-oriented fields.

Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study. The interviews will be audio recorded and the recordings will remain in the possession of the investigator in a safe location for three years at which point the recordings will be deleted.

If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Eliza Murray (314-817-7542), or the Supervising Faculty, Dr. Michiko Nohara-LeClair (636-949-4371). You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Jann Weitzel, Vice President for Academic Affairs at 636-949-4846.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

 Participant's Signature

 Date

 Participant's Printed Name

 Signature of Principal Investigator

 Date

 Investigator Printed Name

Appendix C

Interview Questions

1. How did you become interested in (insert field)? Was there anyone or anything in particular that incited your interest?
2. How has the history of (insert field) influenced your current work?
3. What are your current job duties?
4. What do you find to be the most rewarding and challenging about your work?
5. What strategies/tools do you use daily in order for you to be an effective (insert field)?
6. What do you think are the most important professional skills required to be a successful (insert field)?
7. How can professionals in (insert field) engage their target communities more effectively?
8. What changes have you noticed in (insert field) since you started working as (insert field)?
9. How do changes in policy influence your field and your role as a (insert field)?
10. What advice would you give to those interested in (insert field)?

Appendix D

Thank You Letter

Thank you for your participation in this research study. The purpose of this study was to explore the skills, duties, and best practices of professionals in the fields of community psychology, nonprofit administration, and social work. If you would like to receive a copy of the final paper you may contact the PI via email or phone.

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