



Influence of role and goal motivation upon curriculum choice at Montana State University
by Gardy Van Soest

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF
EDUCATION

Montana State University

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Abstract:

The intent of this study was to classify a sample of 131 students from the five academic Colleges and the General Studies program at Montana State University as either role motivated or goal motivated, then determine what effect their direction of motivation had upon their choice of major field of study.

Students were classified as role or goal motivated on the basis of (1) curriculum choice or lack of choice, (2) university academic performance, (3) the development of vocational plans, and (4) their composite role-goal motivation profile which was developed on the basis of their responses to the first three means of classification.

Two instruments were administered to the students, the California Psychological Inventory (CPI) and the Survey of Student Interests and Values which was developed by the investigator. Additional data pertaining to type of high school attended, high school academic performance, academic ability, and university academic performance was compiled and analyzed.

Hypotheses were grouped into three categories: (1) personality characteristics and self-concept; (2) educational-vocational goals and values; and (3) demographic data. All hypotheses were tested at the .05 level of significance, using either the least-squares analysis of variance, t-test, or chi square, depending upon the type of data analyzed. The CPI revealed several differences relating to personality characteristics and self-concept. The goal motivated students tended to be more outgoing, sociable, and dominant. Their level of self-concept was higher; they were more concerned with creating a good impression; and they were less flexible in nature than were the role motivated students.

Results relevant to educational-vocational interests and values revealed that role motivated students were not as satisfied with their curriculum choice as the goal motivated students, were unsure of their future vocational plans, and felt that an important personal objective was to develop a meaningful philosophy of life. The goal motivated students tended to view college as preparation for an occupation, had selected their future vocation by the time they had completed high school and were more interested in leadership and political affairs.

Results relating to demographic data revealed that good high school students did well academically in college, and those who scored high on tests of academic ability did well in college. In looking at their major field of study, it was found that agriculture, commerce, home economics, nursing, and sociology were fields dominated by goal motivated students. The majority of role motivated students were in the General Studies program.

INFLUENCE OF ROLE AND GOAL MOTIVATION UPON CURRICULUM
CHOICE AT MONTANA STATE UNIVERSITY

by

GARDY VAN SOEST, JR.

A thesis submitted in partial fulfillment
of the requirements for the degree

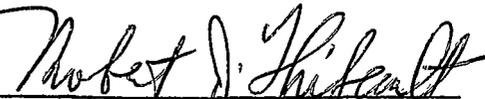
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ABSTRACT

The intent of this study was to classify a sample of 131 students from the five academic Colleges and the General Studies program at Montana State University as either role motivated or goal motivated, then determine what effect their direction of motivation had upon their choice of major field of study.

Students were classified as role or goal motivated on the basis of (1) curriculum choice or lack of choice, (2) university academic performance, (3) the development of vocational plans, and (4) their composite role-goal motivation profile which was developed on the basis of their responses to the first three means of classification.

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Hypotheses were grouped into three categories: (1) personality characteristics and self-concept; (2) educational-vocational goals and values; and (3) demographic data. All hypotheses were tested at the .05 level of significance, using either the least-squares analysis of variance, t-test, or chi square, depending upon the type of data analyzed.

The CPI revealed several differences relating to personality characteristics and self-concept. The goal motivated students tended to be more outgoing, sociable, and dominant. Their level of self-concept was higher; they were more concerned with creating a good impression; and they were less flexible in nature than were the role motivated students.

Results relevant to educational-vocational interests and values revealed that role motivated students were not as satisfied with their curriculum choice as the goal motivated students, were unsure of their future vocational plans, and felt that an important personal objective was to develop a meaningful philosophy of life. The goal motivated students tended to view college as preparation for an occupation, had selected their future vocation by the time they had completed high school, and were more interested in leadership and political affairs.

Results relating to demographic data revealed that good high school students did well academically in college, and those who scored high on tests of academic ability did well in college. In looking at their major field of study, it was found that agriculture, commerce, home economics, nursing, and sociology were fields dominated by goal motivated students. The majority of role motivated students were in the General Studies program.

Chapter 1

INTRODUCTION

Several developments which have occurred during the past quarter century have produced a great deal of social unrest, particularly among the younger people in the Western world. Alienation, atomization, and the rejection of many time-honored social values were among the results. William Glasser (1972:37) described these events as a major cultural shift for most of the people involved; a shift described as one from goal motivation to role or identity motivation.

Historically, man has been primarily goal-directed. Survival was the primary goal of primitive man. The hostile environment forced primitive man into cooperating with one another in order to defend themselves against predatory animals, to obtain food, and to raise their young. When man did not cooperate, he often suffered and sometimes died.

As early man learned to cooperate, he gradually learned to enjoy the company of his fellow man. He became motivated to cooperate not only for survival but for pleasure. During this period of time man developed the ability to become deeply involved with one another. Man became more motivated toward role rather than toward the goal of survival. He lived in a society in which his human needs and human gratification--his identity--were his major concern. Over these thousands of years the need for involvement with our fellow man became

fixed in our nervous system. The times when man became uninvolved with his fellow man resulted in the pain of loneliness (Glasser, 1972:16).

The emphasis on role and goal once again changed as time went by.

As society became more civilized, man again became more goal oriented. Glasser stated that:

To survive, men relinquished their individuality and became subservient to the group. Work became necessary, and to ensure their survival, strong men forced or persuaded others to labor for them. The control by one man of other men characterized the society. Most men lost their pleasure-dominated role orientation and, struggling to survive, reverted to a pain-dominated goal orientation (1972:20).

Glasser went on to explain that:

Men were able to concern themselves with a role only after ensuring their security. In the civilized survival society's concern with role was possible for few men. Even for these few the role was not a freely chosen role independent of goal such as characterized the primitive identity society, but a limited, specialized, dependent role related to a survival or security goal Most men struggled continually to survive. They had no role or identity--independent or dependent (1972:20).

Civilization forced most men to suppress, delay, or alter their need for involvement. As men suppressed their need for involvement to survive, goal effectively replaced role. In civilized societies most people have no identity and live in constant frustration because their need for involvement is unfulfilled (Glasser, 1972:21).

In order to gain some security and a dependent role, many of those with no identity or minimal identity try to take on some aspects of those in power at the time. In turn, they become more dependent

upon the social order and less dependent upon themselves. The only identity possible for almost everyone in such a society is an identity narrowly related to work or class—a dependent role. This role depends on what one does rather than who one is (Glasser, 1972:25).

Suddenly, within the last quarter century, Western people have become much more concerned with gaining a successful identity based upon who they are and not on what they do. People became less anxious about fulfilling goals to obtain security from within the power structure and became more concerned with themselves as humans. They began to seek an independent role, their identity, before searching for goals (Glasser, 1972:27).

Marshall McLuhan (Playboy, March 1969) answered a question about youth and social unrest, "From Tokyo to Paris to Columbia, youth mindlessly acts its identity quest in the theatre of the streets searching not for goals but for roles, striving for an identity that eludes them."

People are still striving for goals, but they are goals which reinforce and enhance their independent role or identity. Glasser (1972:28) pointed out that identity or role is either totally independent of goal, or, if goal and role are related, role is more important.

Glasser went on to state that:

The shift to the identity society role sequence, in which the independent role comes first, is not limited to the more publicized young: the hippies, the demonstrators, and the social dropouts. It is not so obvious in other people, but only a rare young

person today is willing to subordinate his identity to security. Although many work and seem to be the same as young people of years ago, they are not. Affluence, political freedom, and television, the three building blocks of the identity society that led to the new role sequence, seem to be so firmly entrenched into our way of life that the young, knowing little except these three conditions, have no reason to give up their search for identity. Their search for independent roles and their demand for goals that reinforce their independent roles have caused great conflict within the weakened but still far from dead power structure (1972:39).

The shift from goal to role motivation has produced what Glasser (1972:37) termed as a cultural conflict. Many young people are role motivated while the institutions of our society--school, prisons, and families--operate as if goal takes precedence over role. The institutions are saying "subordinate yourself to the job to be done," while the young are saying "recognize me as a person or I will drop out or do no job at all."

STATEMENT OF THE PROBLEM

The problem of this study was to identify demographic and personal characteristics which would differentiate role motivated from goal motivated freshmen students at Montana State University. The problem was also to indicate what effect, if any, that a person's identity, or lack of identity and direction of motivation would have upon his ability to make a curriculum and vocational choice.

PURPOSE OF THE STUDY

The purpose of this study was to conduct the research needed to investigate the relationship between the direction of motivation, role or goal, and the ability to make curriculum and vocational choices. The focus was upon freshmen in the General Studies program and freshmen who have chosen a specific major field in one of the five academic colleges at Montana State University.

The investigator planned to share the results of this study with the personnel on campus who would most benefit from the information.

NEED FOR THE STUDY

In the past five or six years there has been a tendency for an increasing number of students to enroll in General Studies even though the total enrollment at Montana State University has remained relatively stable, according to figures released from the Office of the Registrar. Do these enrollment trends in General Studies support what Glasser is saying about the new generation in relation to role and goal motivation? Are more students rejecting the goals of society and first seeking to establish a personal identity or independent role before committing themselves to a choice of curriculum and career? If so, are these students who are seeking an independent role postponing the selection of a curriculum and vocational choice and entering the General Studies program?

A review of the literature indicated that little research had been done relating to the direction of motivation, role or goal, and the effects that may result in regard to making commitments relating to curriculum and vocational choice.

Keniston (1965:4) spoke of today's youth:

We see alienation especially clearly in American youth, poised hesitantly on the threshold of an adult world which elicits little deep commitment. Despite the achievement of many of the traditional aspirations of our society, we feel a vague disappointment that the goals that promised so much have somehow meant so little real improvement in the quality of human life. Whatever the gains of our technological age, whatever the decrease in objective suffering and want, whatever the increase in our "opportunities" and "freedoms," many Americans are left with an inarticulate sense of loss, of unrelatedness and lack of connection.

In relation to alienation and lack of commitment among today's youth, one may ask, "Where does the university fit in with this problem?" "Does the university provide a period of time in which the student can 'find himself' or should the university be for those who have an identity, a successful role, and are seeking goals which will reinforce the independent role or identity of that individual?"

There may be a combination of both role and goal motivated students on campus at Montana State University. It was hoped that the results of this study would provide information that the faculty and staff could use in better understanding and in working with college students, role or goal motivated, during this oftentimes difficult period of life.

GENERAL QUESTIONS TO BE INVESTIGATED

Several questions were developed relating to the purpose of this study.

1. Are there identifiable characteristics which would distinguish role motivated from goal motivated students?
2. What effect does an individual's motivation, role or goal, have upon his selection of a college curriculum and future vocation?
3. Are some students at Montana State University first seeking an independent role (identity) before selecting a curriculum and establishing long-range vocational plans?
4. Are students in General Studies more role motivated than goal motivated?

GENERAL PROCEDURES

The problem was approached by first determining which instruments were available that would be capable of assessing the characteristics needed to answer the general questions. The investigator decided to use the California Psychological Inventory (Gough, 1957) and the Survey of Student Interests and Values for this purpose. The latter instrument was developed by the investigator. The other data needed in the study was available from University records.

The next step was to determine the number of freshmen in General Studies and each of the five academic colleges at Montana State

University. The curriculum list for Winter Quarter, 1974 was then examined to see if any of the classes offered would give a close ratio in relation to the total number of freshmen enrolled. The two sections of Psychology 103, General Psychology, offered during this quarter gave the closest ratio with the greatest ease of collecting the data.

The data was collected during the Winter Quarter, 1974, organized, and analyzed following the collection.

This paper has been structured along the following outline. In Chapter 1 an introduction to the problem was presented, a statement of the problem was given, the need and purpose of the study was clarified, and general questions to be investigated were considered. General procedures were described, limitations acknowledged, and a definition of terms were given.

Chapter 2 consisted of a review of selected literature deemed pertinent to the problem and questions presented in Chapter 1 relating to role and goal motivation and the process of curriculum and vocational choice. Literature reviewed included that of personality and vocational development among college students; differences between vocationally decided and undecided students; self-concept, identity, and vocational development; and goals, values, and vocational development of college students.

Chapter 3 consisted of the research procedures. Included were the description of the community and population, methods of collecting

the data, the reliability and validity of the instruments used, and the organization and analysis of the data.

Chapter 4 consisted of the analysis and the results of the data collected.

Chapter 5 consisted of the summary, conclusions, and recommendations for further research.

LIMITATIONS OF THE STUDY

1. This study was limited to freshmen students enrolled during Winter Quarter, 1974.
2. The method of using volunteer students from General Psychology classes may have been a limiting factor. There is the possibility that a certain type of student will respond on a volunteer basis.
3. The general student population at Montana State University may have been a limiting factor. Due to the nature of its curriculum offerings and geographical setting, a certain type of student, not representative of students nationwide, may be attracted to Montana State University.
4. The resources available at the Library of Montana State University may have been a limiting factor. Financial resources available and selections recommended by the faculty limit the scope and variety of resources.

5. The selection of the literature to be reviewed by the investigator may have been a limiting factor. The investigator restricted his review to certain selections and may not have reviewed other appropriate literature.

6. The instruments used to collect the data, the California Psychological Inventory and the Survey of Student Interests and Values, may have been limiting factors. Other instruments, unknown to the investigator, might have been more appropriate for the study.

7. This study is limited by the functional definitions of role and goal.

DEFINITIONS OF TERMS

The terms listed here were used throughout the study and may be defined as follows.

Role motivated. A student will be classified, for the purposes of this study and in accordance with Glasser's concepts of motivation, as role motivated as to:

- a. having made no specific curriculum choice,
- b. having made no long-range vocational plans,
- c. academic performance below the mean grade point average, and
- d. composite role-goal motivation profile of the study population.

Goal motivated. A student will be classified, for the purposes of this study and in accordance with Glasser's concepts of motivation,

as goal motivated as to:

- a. having made a specific curriculum choice,
- b. having developed long-range vocational plans,
- c. academic performance above the mean grade point average, and
- d. composite role-goal motivation profile of the study population.

A student must have responded to a majority of the items in one direction or the other in order to be classified as either role or goal motivated.

Independent role. A role or personal identity based upon who a person is and not on what he does.

Dependent role. A role or identity based upon what a person does rather than who he is as a person.

Goal. An objective which one strives for to support or enhance his identity; an objective that society or the institutions of society may have for its member.

General studies. At Montana State University, a General Studies program has been designed to serve those students who for various reasons are unable to declare a choice of curriculum at the time of admission. The student is encouraged to sample courses in various departments, depending upon his interest and abilities, before being required to

select a specific curriculum by the end of the quarter in which he earns his ninetieth credit.

Academic colleges. Undergraduate instruction at Montana State University is administered through five colleges:

1. College of Agriculture
2. College of Education
3. College of Engineering
4. College of Letters and Science
5. College of Professional Schools

SUMMARY

The need for an adequate identity for everyone is summarized by Blocher:

Without answers to identity questions, many people seem unable to provide organization to their lives, or to attach meaning to the events and experiences that confront them. Such individuals often cannot commit themselves to purposes, take appropriate risks to achieve goals, or establish value systems that give direction and consistency to their behavior. They are often unable to take responsibility for their own lives or to accept the consequences of their own behavior (1966:8).

The investigator viewed this study as a beginning in better understanding the differences among college students relating to personality characteristics, ability, goals and values, identity, and the ability to make commitments to curriculum and vocational choices. College faculty and staff members must start work with the student

"where the student is." Students may be in different positions along the continuum of curriculum and vocational development and these differences should be recognized in order to best meet the needs of the individuals involved.

This chapter presented an introduction to the concept of role and goal motivated people and posed several questions relating to the possible effects this direction of motivation may have upon the process of curriculum and vocational choice. The need for the study, general procedures for conducting the study, limitations, and definitions of terms were presented.

Chapter 2 includes a review of the literature relating to this particular study.

Chapter 2

REVIEW OF LITERATURE

The primary emphasis of this chapter was the review of literature relating to personality and vocational development among college students and the relationship of their development and direction of motivation, role or goal, to the process of curriculum and vocational choice.

The chapter was organized around the following sequence:

1. Personality and vocational development among college students.
2. Differences between vocationally decided and undecided students.
3. Self-concept, identity, and vocational development.
4. Goals, values, and vocational development of college students.

PERSONALITY AND VOCATIONAL DEVELOPMENT AMONG COLLEGE STUDENTS

Making curriculum and vocational choices among entering college freshmen is a problem which is not new to the college scene. In 1924,

W. M. Proctor said:

It is doubtful if any university in the country has a more direct mandate from its founders to see that its system of education is kept in touch with the practical affairs of life, and to insure to its students such educational and vocational guidance as shall assist them in choosing and preparing for useful life careers (1924).

Wrenn (1942:54) mentioned that from 20 to 25 per cent of all college students, from a study conducted in the 1930's, viewed uncertainty of vocational goals as a problem.

In 1957, Donald Super pointed out that schools and colleges need to develop and carry out educational and vocational guidance programs so that the amount of time which students spend in "trial and floundering" would be minimized and they would be able to make a wise job selection (Super, 1957:310).

Curriculum and vocational uncertainty is still with us as Schneider (1973) stated, "Many college students frequent campus counseling centers seeking help with educational-vocational concerns and indecision. These students typically want to know what major or occupation they are best suited for."

Several theorists look upon the selection of a curriculum and vocation as steps in a developmental process. Super (1953) stated that making choices and adjustments was a continuous process. He later went on to state that:

Specification of a vocational preference is a developmental task of the middle and late adolescent years, of the 18-21 year old period of the transition substage. It is during these years that the older adolescent is expected to convert a generalized choice into a specific choice and to make a final commitment by embarking in the next or implementation substage upon a specialized education or training program or by taking a beginning job designed to serve as an entry to a chosen field (1963:82).

To support the concept of developmental stages, Ginzberg (1952) theorized that, ". . . occupational choice is a process; the process is

largely irreversible; compromise is an essential aspect of every choice." Holland (1959) felt that the concept of a developmental hierarchy, as relating to vocational choice, should be amenable to further research particularly through the use of interest inventories.

Schneider supported the developmental concept by stating that:

Traditional vocational theory has conceptualized these (educational-vocational) problems in a trait-factor framework but more recently theorists have become increasingly interested in decision-making strategies and developmental conceptualizations. This latter view considers vocational development as a series of choice points and requires the individual to make relevant decisions within the framework of the social system. As a person approaches a vocational choice-point, it is thought that the social expectancy or situational demand for a decision would have a bearing on his decision-making processes. A college student's selection of a major field is included by many vocational theorists as one of these developmental choice points (1973).

Madison (1971) suggested that the original choice of college majors serves primarily a personal developmental function--so much that we should view adolescent career choices as serving personality rather than vocational needs. He went on to state that the early choices of vocation and corresponding fields of study are primarily developmental phenomena. Part of this developmental function is what he termed as developmental synthesis. The synthesis seems to take place between the first choice of a college major and the final one. It involves a temporary choice that seems to allow the developmental changes in personality necessary to making the final choice.

Research in educational psychology and in vocational development

also stresses the importance of individual differences. We seem to readily accept differences in abilities and interests but somehow are ignorant to differences in the stages of vocational development, especially when making demands upon college freshmen. Too often we are saying to high school seniors or college freshmen, "you must make a choice of major field or curriculum," or "you must know what type of work you want to do," but many of these young people have no rational basis, such as exposure or experience, for making such a decision at this point in their lives.

Marr (1965) stated that often an individual makes a choice because he perceives that a choice is expected of him, and that failure to make one creates dissonance which he strives to reduce.

Super summed up well the expectations society imposes on the late adolescent age group:

The job-seeking high school senior is expected to express a preference, to specify what kind of job he wishes, the college sophomore is expected to specify the major field in which he will study, the graduating college student is expected to have a specific type of job or graduate education in mind as his next goal (1963:82).

Wrenn stated:

Frequently the student is supposed to have made an intelligent choice of a major without knowing the kind of abilities required for success in a given field of study or the vocational or life goal to which it may lead (1942:56).

Wrenn further mentioned that:

Many of the choices of major have been made without a careful consideration of vocational outlets and many choices of vocation

have been made with some disregard of appropriate major fields of study (1942:86).

Today, if one were to examine a given class of entering freshmen at Montana State University, he would find that approximately 20 per cent of these people are undecided upon major field of study (according to figures from the Registrar's office) and are entering the General Studies program, and that a number of freshmen students who made an initial choice of major field are quite dissatisfied with their choice and will change into another curriculum or enter General Studies. Statistics from the office of General Studies indicated that at the beginning of Winter Quarter 1974, eighteen freshmen from other curricula entered General Studies; but at the beginning of Spring Quarter 1974, sixty-nine freshmen entered General Studies from other curricula. These figures seem to indicate that most freshmen who are dissatisfied will make a change of curriculum to a program that they feel will better meet their needs or to a program, such as General Studies, where they can explore and broaden their horizons before making a specific commitment to a major field of study.

Studies by Slakter, Malcolm, and Cramer support these figures on change and the need for exploration by stating that, ". . . research on change of major in college rather strongly points to the tenuous nature of instability of freshmen curriculum and vocational choice through the first two years of college (1969)."

There appeared to be a great deal of variation at which age individuals made vocational decisions. Snelling, Rodman, and Boruch (1970) indicated that, in general, students are making decisions earlier in their educational career on their preferred major areas of study. They felt that some of the factors relating to earlier choice may be due to more emphasis on vocational counseling and increased societal pressure on the student to make career choices.

Sex and particular field of interest are also determining factors at which age choice of career or major field of study is made. Men tend to make decisions earlier in life than women, and science majors tend to choose earlier than liberal arts majors (Snelling, Rodman, Boruch, 1970).

Coons (1970) felt that choosing a life's work need not be synonymous with choosing a vocation. Also, a freshman who has chosen a curriculum has probably not chosen a specific life's work or even a vocation because he is not yet acquainted with the other alternatives available to him. At this stage all a student can realistically say is that he prefers one curriculum over another. The first one or two year in college provides a place where the student can explore and begin to narrow his vocational choice. It may be several years beyond college before an individual selects his life's work. One of the primary advantages of a college education is that it may allow the individual a wider range of choices in his life's work.

Effects of Personality on
Vocational Development

This selected review of the literature dealing with the relationship of personality factors and curriculum and vocational choice found some disparity among the reported results dealing with the impact of personality factors on vocational development.

Berger investigated the relationship between personality, perceived need satisfaction, and job area preference. Berger stated that:

Although most studies have found significant differences among personality characteristics of persons in different occupations, the relationship between personality and occupational choice is usually of low correlation, and many "external" demographic factors seem to be more important (1966).

The results from Berger's study indicated that:

1. Job area preference is related to personality need strength.
2. Perception of need satisfaction in the most preferred area is related to personality need strength.
3. The interaction between personality (as measured by the EPPS) and perceived need satisfaction (as measured by the Nursing Questionnaire) is a better predictor of job area preference than other personality or perception alone (1966).

Goldschmid (1966) conducted a study dealing with the relationship between personality and educational choice. Students were grouped as to either science or humanities oriented and assessed with five personality measures, including the CPI. He found several significant personality differences between the two groups. Goldschmid summarized the differences between the two groups:

Science students are prudent, conventional, and energetic. They prefer overt action and tend to evaluate an idea on the basis of its practical and immediate applications. They are relatively free from self-doubt and worries, but tend toward strict control of impulse. Their range of interest is rather restricted. In social situations they are reserved, retiring, and introverted. They prefer logical, precise analysis, and value form and structure. They are also characterized by impersonal and critical habits of thinking.

Students in humanities value personal independence and freedom from rules and constraints. They are self-centered and given to complaining about their physical and psychological status. They are emotionally expressive and anxiety prone. Their interests are varied and include literature, philosophy, art, and religion. They are responsive to social and political affairs, seek social contacts and gain satisfaction from them. Their preferred cognitive mode is intuitive, personal, and subjective. They like innovation and ambiguity (1966).

Wigent (1973) designed a study to identify how selected personality variables were related to the career decision-making abilities of community college students. He found that psychological needs were inappropriate as predictors of which students would have difficulty with the career decision-making process.

Craig conducted a study which was designed to examine Holland's theory of personality and vocational choice as it applies to the relationship between personality type and academic course selections in a relatively choice-free curriculum. He administered the Vocational Preference Inventory to seventy-two male students in the Bachelor of General Studies curriculum at a large mid-western university. Following are his general conclusions:

1. Students demonstrated a strong tendency to select a majority of courses from academic environments that are directly related to their personality orientation.

2. The B.S. degree in General Studies has the greatest appeal for the student characterized as needing and wanting little structure. The more rigid, structure seeking student tends to avoid the program.

3. The course selection by the General Studies students reflects broad curriculum exploration rather than rigid confinement (1973).

Pietrofesa made a comparison of the need structure of college students enrolled in different academic majors. He felt that underlying the choice of an occupation is the individual's perception of the potential satisfaction of the basic needs as defined by the EPPS, that is, he perceives a particular occupational role as potentially capable of providing him with the basis for self-realization.

Pietrofesa formulated the following conclusions:

1. A fundamental relationship exists between personality needs and the choice of a college major.

2. Students in a given school or college, even though in different areas of study within the school, display relatively similar personality need patterns.

3. The basic personality need patterns of many of the groups support their "stereotypic" descriptions. The individual's information relating to stereotypes operates in the choice of a given occupation (1968).

Wish and Hasazi (1973) investigated the motivational determinants of curricular choice in college males. The relationship of achievement-related motivational variables and subjective probability of success to curricular choice in college men was studied. When the fear of failure was greater than the need for achievement, subjects chose majors with either a low or high probability of success, regardless of how probability of success was judged. When need for achievement was the

