

Does Social Support Buffer the Negative Effects of Benevolent Sexism on Task Confidence?

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Senior Project Submitted in Partial Fulfillment of the Requirement for the Bachelor's Degree

of Science in Psychological Science

Faculty of Psychology

Chulalongkorn University

Academic Year 2016

Senior Project Title	Does Social Support Buffer the Negative Effects of Benevolent Sexism on Task Confidence?
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This senior project is accepted by the Faculty of Psychology, Chulalongkorn University in partial fulfillment of the requirements for the Bachelor of Science degree (Psychological Science).

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KEYWORDS: BENEVOLENT SEXISM, SOCIAL SUPPORT, TASK CONFIDENCE,
THAI FEMALE SAMPLE

Abstract

This study aimed to explore the relationship between benevolent sexism (BS) and task confidence with social support as a moderator among Thai female sample. Firstly, we hypothesised that there would be a negative correlation between BS and task confidence. Secondly, for moderating effects of sense of social support on BS and task confidence, we hypothesised that having sense of social support would buffer the negative effects of BS and task confidence. A total of 176 Thai female participants completed the online survey and were randomly assigned to either social support condition or no social support condition. The study composed of sense of social support priming and 3 scales measuring BS, sense of social support, and task confidence. From the results of moderation analyses using Process program from SPSS, only the main effect of BS on task confidence was found, but there was no significant moderating effect of sense of social support. Implications and limitations of these results are discussed.

Field of Study: Psychological Science

Student's Signature.....

Academic Year: 2016

Student's Signature.....

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Advisor's Signature.....

Acknowledgements

We would like to convey our greatest appreciation and sincerest gratitude to our advisor, Dr. Prapimpa Jarunratanakul, for her most valuable assistance, guidance, and moral support. Her expert advice throughout the progress of the project was a critical factor for its successful completion. With her support and enthusiastic attitude, we were motivated to strive for greatness, thus we were able to successfully overcome any obstacles along the way.

We would also like to extend our gratitude to Pakapol Keeratiparadorn (P'Kendo), who helped familiarize us with SPSS and its processes. We are extremely grateful that he made time to assist us whenever we were stuck on any parts.

Last but not least, we would also like to thank our family, friends, and participants for their time to complete our survey, as well as their support in helping us persist through it all. Without their efforts, we would not have been able to complete the project.

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Chapter 1

Social Support May Help Buffer Negative Effects Caused by Benevolent Sexism

In modern society, new laws and human rights have vastly reduced the inequalities amongst people, yet discrimination still exists. Sexism is one of the more prevalent disparities that people, mostly women, experience in their everyday lives, which could negatively impact their self-worth. For example, people who experience sexism from their boss may start to doubt their worth and abilities, thus their competence at work may be negatively affected. It is well-known that there are general differences between men and women; however, studies are claiming that one of the reasons why such differences are salient is due to the stereotype that is associated with a particular gender. A prime example is the stereotype of women being bad at math. Initially, it might not seem to be a big deal; so what if women are bad at one quality, they might be good at other parts; however, the label could actually be damaging towards women's self-confidence and self-esteem as they ascend into adolescence (Yamamoto & Ohbuchi, 2011). Terms such as self-confidence and self-efficacy are crucial as they are used to describe the individual's perceived competence (Bandura, 1986).

Task Confidence

Bandura (1990) defines self-confidence as the firmness of the belief of being able to successfully perform certain tasks, such that individuals may have varying levels of self-confidence in the ability to perform certain tasks relative to others; an example is that one may be extremely confident in playing guitar but not drums. Bandura differentiates between confidence and self-efficacy in which the latter refers to a directional strength of the belief of the set goal (Bandura, 1986; 1990). Bandura (1977) also theorized that self-efficacy could affect an individual's hobby preferences, amount of effort put in, persistence to overcome difficulties, and future achievements. It is not to say that having high self-efficacy will lead to definite success; knowledge and skills are also required, but it is important to have the initial

confidence and belief in one's abilities. Thus, self-efficacy could prove to be a motivating factor to improve overall proficiency; the belief that one is competent could act as motivation to strive even further (Bandura, 1977). A study (Spencer, Steele, & Quinn, 1999) found that women initially held lower expectations about their personal performance in comparison to men. After doing the task, results also found congruency between the low expectations and performance. This could have implications that the initial confidence or expectations on one's performance could have an effect on the actual performances. Further support for the importance of ones' confidence in ability, comes from the study of children who viewed a pessimistic confederate perform a task and reported lower self-efficacy (Zimmerman & Ringle, 1981). It has implications that people are motivated to act in ways that they perceive to bring success, thus being exposed to negative models extended the failure into the individual's own capabilities and lessened their perceived possibility of success.

Another related concept to self-efficacy and task confidence is goal setting. Locke and Latham (2002) found that people who set higher goals had higher self-efficacy and performance. Setting goals allows individuals to see a clearer view of how to pursue the goals; affecting the chosen strategies and assessing the effectiveness of those strategies, which are expected to affect performance. Therefore, goal setting indirectly affects the motivation and self-efficacy, which is supported by a study where they gave children attainable goals, which led to increased self-efficacy (Schunk, 1983).

Dardenne, Dumont, and Bollier (2007) found that women who were exposed to benevolent sexist acts had decreased competency on cognitive performances. A possible explanation is that the kind acts turned into intrusive thoughts, thus occupying their limited cognitive capacity and ultimately affecting their performance. Research has found sense of social support to positively correlate with life quality, and shown to buffer negative effects, such as stress (Chamberlain & Hale, 2007). Additionally, Bandura (1986) found that

performance experience was also influenced by amount of guidance received, thus our study can contribute to the previous research on women's task performance and expand the understandings of the benefits of tangible sense of social support. This study will focus on studying the task confidence of women and possible buffers: sense of social support.

Benevolent sexism

Sexism can be expressed in many forms including, gender-related joke, sexist name-calling, sexual harassment, and employment discrimination (Dardenne et al., 2007). It is typically recognised as behaviour or attitude that is hostile towards women; however, the other aspect of sexism that is commonly ignored, is the subjectively positive feelings toward women that often go in hand with sexist antipathy. Glick and Fiske (1996) conceptualised sexism as a multidimensional concept that incorporates two sets of sexist attitudes. Furthermore, they categorized sexism into two types: hostile and benevolent sexism. Hostile sexism (HS) is an antagonistic attitudes directed toward women who deviate from traditional feminine gender roles, for instance, working women or feminists (Forbes, Jung & Haas, 2006). The type of women that typically receive HS are those who seek to gain control over men, use sexual attraction to gain influence over them, seek prestigious or high-status job, or challenge men's power by questioning conventional beliefs, such as express feminist attitudes (Dumont, Sarlet & Dardenne, 2010). HS, therefore, serves as a medium for men to express their dominance and punish women who do not conform to their gender roles (Oswald, Franzoi & Frost, 2012).

On the other hand, benevolent sexism (BS) is more difficult to detect. It pertains to the positive attitude towards women (can be paternalistic, but not necessarily), representing them as warm and dependent; suggesting that they should be placed on a pedestal (Dardenne et al., 2007). For example, a guy opening doors for a woman, helping her carry a luggage, or paying for her meal at a restaurant (Dardenne et al., 2007; Forbes, Collinworth, Jobe, Braun

& Wise, 2007). At a glance, BS may seem favourable towards women but it is actually sexist because it idealizes that women are warm but less competent; therefore, it is important to differentiate between politeness and BS. Additionally, women will be placed on a pedestal on conditions that they have to comply with the traditional gender roles, do not challenge men's authority and maintain subservient position in society (Dardenne et al., 2007; Franzoi, 2001; Dumont et al., 2010). Women who challenge these ideologies, are often subjected to hostile behaviors. The "velvet glove", a person who appears to be gentle but is determined and often inflexible on the inside, approach by Jackman (1994) proposes the detrimental effect of BS towards women as more insidious and powerful than the overt forms of hostility because women do not notice that they are being discriminated against even though it is in their favor. Thus, it decreases the chance of them challenging it and recognizing it as sexism, and hence, willingly participate in its perpetuation (Kilianski & Rudman, 1998; Franzoi, 2001, Oswald et al., 2012). On the contrary, while women find it easier to detect HS as discrimination and are more prone to engage in collective action when HS is identified; women often embrace BS, which leads to a reduction in their efforts in seeking social change (Becker & Wright, 2011). Essentially, the cultural ideology of traditional female gender roles in BS can lure women into accepting male dominance (Franzoi, 2001; Oswald et al., 2012).

Paternalism is believed to be a source of BS (Glick & Fiske, 1996). Patronization refers to the idea that men must protect and provide for women, which implies superiority, affection, and warmth (Cikara, Lee, Fiske & Glick, 2009; Russell & Trigg, 2004). Therefore, patronising acts could in fact infer women's inferior status (Russell & Trigg, 2004). Hence, patronising resembles BS because one person is believed to be more superior to another, but is acted in a more subtle way (Dardenne et al., 2007). In a study examining the negative consequences of patronising behaviours on women's performance, Vescio, Gervais, Snyder, and Hoover (2005) found that after women were praised for their achievement but got

assigned to a devalued position assignment, their performance deteriorated. The authors offered an explanation that it might be due to the fact that women doubt their capacity to challenge the unfair position given. Consequently, women have less confidence and control, which leads to a poor performance expectation.

Furthermore, existing research found that BS implicitly proposes women's inadequate competency while offering ambivalent feelings from the romanticization it involves (Hammond & Overall, 2015). Hence, women threatened with such sexism would still feel unpleasant even though the comments received are benevolent (Barreto & Ellemers, 2005; Dardenne et al., 2007). The inferential notion of women's insufficient ability would then lead them to doubt their potential and experience a reduction in self-esteem and self-confidence. Moreover, such doubts and mental intrusive thoughts will then affect confidence, which ultimately affect the performance. For instance, prior research by Dardenne et al. (2007) showed the competence-impeding effects through manipulating women's exposure to BS by giving participants a scenario about job application which colleagues agreed to offer "time and help" to new employees who they knew "could be a women". Results from the study showed that women exposed to BS suffer from negative thoughts as well as concerns regarding incompetence. They suggested that women experienced lower self-esteem and confidence, which increased the accessibility of memories of incompetency. The women would be absorbed with self-doubt, thus leading to a decline in confidence and performance on cognitive tasks. In sum, the limited cognitive capacity along with loss of confidence inhibited women's ability to perform cognitive tasks only when benevolent sexism was present, as it highlighted women's inferiority. In contrast, HS would generate less disrupted thoughts because animosity is explicitly expressed and external. As HS is easily identified, in comparison to BS, it does not require interpretation of the actor's motives. Hence, the unpleasant feelings experienced are more inclined to attribute to the speaker's sexist views.

Another possible explanation on how BS might affect women's confidence and capacity to perform is group stereotypes/traits that lead individuals to exhibit behaviours that conform to these constructs (Dardenne et al., 2007). For example, simply inducing the concept of professors or role-playing oneself as a professor had led people to become contextually smarter. On the contrary, manipulating individuals to believe that they are old had led them to perform significantly poorly on memory task compared to those who were led to believe that they are young (e.g. Haslam et al., 2012; Chen & Bargh, 1997). Connotatively implying that women are weaker at certain cognitive tasks may induce self-fulfilling prophecies; thus reducing their confidence and competency (Franzoi, 2001).

Sense of Social Support

There is a great diversity in social support concepts and measures, thus it differs according to the researcher's aims. Our study encompasses sense of social support as the perceived resource that is accessible or given to them by others, in the form of formal or informal help by friends, family members, and colleagues (Gottlieb & Bergen, 2010). Moreover, one of the concepts of sense of social support is that it can be classified into three broad categories, which are social embeddedness, perceived social support, and enacted social support (Barrera, 1986).

According to Barrera (1986), social embeddedness refers to the relationship an individual has with other individuals in a social environment. Perceived social support talks about the cognitive appraisal of being constantly connected to other people. Enacted support describes the actions other people perform when they give assistance to a focal person.

Apart from the concept of social support, there were also a wide variety of methods used to measure the construct due to different definitions proposed by many researchers (Sherbourne & Stewart, 1991). One of the methods is the Medical Outcome Study (MOS) social support survey, which is created by Sherbourne and Stewart (1991). It is developed to

measure five dimensions of sense of social support: (1) emotional support, (2) informational support, (3) tangible support, (4) positive social interaction, and (5) affectionate support.

Firstly, emotional support is the expression of positive affect, empathetic understanding, and the encouragement of expressions of feelings. Secondly, informational support refers to the help in advising, giving information, guidance, or feedback. Thirdly, the provision of material aid or behavioral assistance is defined as tangible support. Fourthly, positive social interaction mentions about the availability of other person to do fun things with you, which includes the sense of belonging and social companionship. Lastly, affectionate support is support involving expressions of love and affection. Because the scores from emotional support and informational support overlapped with one another, the researchers decided to combine the two concepts together; thus, the final version of the survey comprises of four subscales: (1) emotional/informational support, (2) tangible support, (3) positive social interaction, and (4) affectionate support.

To match with our research interests, only two subscales, which are emotional/informational support and positive social interaction support, were included in the study. Firstly, we want to narrow down the scope of social support meaning by specifying the definition. Furthermore, we want to keep it a minimalist study by conducting a survey study rather than experimental study due to time constraint. In addition, both tangible support and affectionate support will not be included in the current study because we believe that there is a weaker relationship between both variables and task confidence when comparing to emotional/informational and positive social interaction support. Also, tangible support is provision of materials aid and affectionate support requires love and affection (Sherbourne & Stewart, 1991). In our study, we are restricted by the passage that we ask the participants to imagine; the scenario is based on a workplace setting where you either have support from your colleagues or not, depending on the manipulation. As the situation does not call for

imagining love or affection, nor does it manipulate participants to think of provision of materials aids available, we cannot use the subscales for affection and tangible support. Therefore, only emotional/informational and positive social interaction support will be measured.

Warren (2005) conducted a study to investigate how sense of social support may assist first-time mothers on their confidence in infant care practices. The result showed that appraisal support and informational support are significantly related to confidence in infant care practices in a positive way. In addition, the primary sources of appraisal support were husbands or partners and their own mothers, where the primary sources of informational support were public health nurses and mothers (Warren, 2005). This means that appraisal support (e.g. compliments) and informational support (e.g. advices) does increase first-time mothers' confidence in infant care practice. Appraisal support, or the compliments and care the nurses and family members given to the first-time mothers, refers to emotional support in our current study as it may contribute to the expressions of positive affect and empathetic understanding (Sherbourne & Stewart, 1991). Besides, the definition of informational support by Sherbourne and Stewart (1991) is directly related to informational support in our study. Finally, the people who helped the first-time mother could refer to positive social interaction support in our study. Therefore, social support may increase task confidence.

Another study by Nwoke, Onuigbo, and Odo, (2016) investigates how social support, self-efficacy, and gender can predict stress among inpatients' caregivers. Sense of social support is measured using the Multidimensional Scale of Perceived Social Support (MSPSS) which assesses three sources of sense of social support: family support, friends support, and significant others support. The result showed that sense of social support negatively predicted inpatient caregivers' reported stress. In addition, they also found that sense of social support is a consistent predictor of inpatient caregivers' stress (Nwoke, Onuigbo & Odo, 2016). This

means that inpatient caregivers who have higher sense of social support will be less stressful, and the ones who have lower sense of social support will be more stressful. Support from friends, family, and significant others may contribute to our current study's emotional/informational support and positive social interaction support. Additionally, a study by Chamberlain and Hale (2007) showed that cognitive anxiety or stress decreases golf putting performance, while self-confidence increases golf putting performance. Therefore, higher sense of social support can decrease stress, and lower stress could lead to better performance. Also, high self-confidence is related to high performance. Therefore, decreases in stress might lead to higher confidence. Similarly, suggesting that sense of social support may implicitly increase task confidence.

Sampat, Kirschenbaum, Gierut, Germann and Krawczyk (2014) investigated the impact of perceived sense of social support and self-efficacy on predicting success in weight management following the immersion treatment. Result indicated that people who perceived their friends as supportive reported higher self-efficacy or confidence in their ability to succeed. This means that the social support from friends can lead to increased self-confidence, and ultimately a higher chance of the individual being successful (Sampat et al., 2014). Therefore, sense of social support may also lead to higher task confidence where individuals believe that they can accomplish a task.

Overall, these studies on sense of social support may contribute and support our current study on benevolent sexism and task confidence, where sense of social support would moderate the relationship between BS and task confidence. Regarding to our moderating hypothesis, which is that social support will increase task confidence regardless of high or low BS. Regarding to our hypothesis, having a higher sense of social support may weaken the negative effects of BS on task confidence.

The Current Study

Previous research mostly focused on the relationship between BS and performance competency of women. However, task confidence has never been directly measured, with existing measure of goal setting, which is assumed to relate to task confidence and actual performance. Moreover, a number of studies have never collectively studied the effects of benevolent and social support on task confidence. Due to current trends, which centers on a hierarchical society, women are assumed to be the inferior sex. Thus, there is importance into examining the consequences of sexism, particularly from the more subtle form - BS. On the other hand, sense of social support has been linked with several positive outcomes such as, better quality of life and lower stress (Reblin & Uchino, 2008). Hence, we conjure assumptions that sense of social support may also positively affect women's perceived cognitive abilities. The current study aims to explore the relationships between BS, sense of social support, and task confidence among Thai female sample.

Research hypotheses

1. BS will be negatively related task confidence.
2. For moderating effects of sense of social support on BS and task confidence – having sense of social support would buffer the negative effects of BS and task confidence (The hypothetical framework of this study is illustrated in Figure 1).
 - a. With a stronger negative relationship among those in low social support group

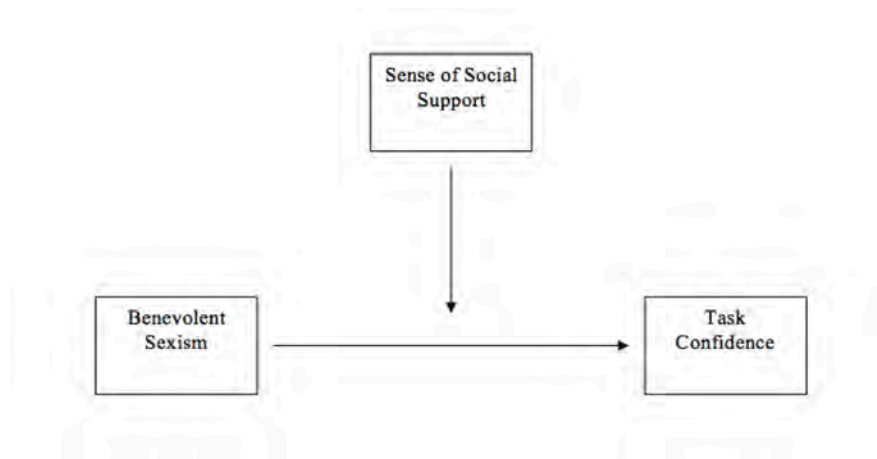


Figure 1. The model of moderation hypothesis in this study.

Chapter 2

Method

Design

This study employed a moderated regression analysis. There were two conditions: social support and no social support condition. The dependent variable was task confidence. Moderated regression analysis was used to examine two-way interaction (benevolent sexism x social support)

Participants

Two hundred and seven Thai people participated in the online questionnaire. The target sample of our study focuses on only females at any age, therefore, 31 male participants were eliminated. A total of 176 participants remained in the study. The age of the participants range from 18 to 60 ($M = 22.86$, $SD = 6.86$). Of those 176 participants, 71.6% were from Central region, 15.3% were from Eastern region, 6.3% were from Northern region, 3.4% were from Southern region, and 3.4% were from Northeastern region. As for education level, 85.2% had bachelor degree, 7.4% had a degree higher than undergraduates, 6.3% with high school diploma, and 1.1% other. For faculty that participants study in, 19.3% were from Commerce and Accountancy, 18.2% were from Psychology, 15.9% were from Science, 12 were from Engineer, 6.8% were from Arts, 6.3% were from Economics, 5.7% were from Communication Arts, 2.3% were from Medicine, 1.1% were from Dentistry, 1.1% were from Political Science, 1.1% were from Fine and Applied Arts, 0.6% was from Education, 0.6% was from Law, 0.6% was from Pharmaceutical Sciences, 0.6% was from Allied Health Sciences, and 8% Others. The participation in the study was voluntary. Data distributions in each social condition were checked for outliers and none of the participants were eliminated.

Material and Measures

Demographic variables. Participants were asked to report their age, gender, education level, faculty, and the region they are from.

Benevolent Sexism. Ambivalent Sexism Inventory (ASI; Glick & Fiske, 1996). This scale assesses the extent to which the participants have supporting views for traditional feminine roles and characteristics (benevolent sexism), as well as the level of animosity towards women (hostile sexism). The scale is composed of 22 items, measured on a 6-point Likert scale (1 = Strongly disagree and 6 = Strongly agree). Out of 22 items, only 10-items that measure benevolent sexism was included in the study. Nine items were positively worded (e.g. “Women should be cherished and protected by men”) and one item was reversed-score (e.g. “In a disaster, women ought not necessarily to be rescued before men”) (See Appendix A). Overall score was calculated by averaging across all the items. Participants who score higher in benevolent sexism are indicated to possess and endorse more benevolent views. The scale was translated into Thai and shown to have good reliability ($\alpha = .73$). Critical r (174, .05, one-tailed) $\approx .20$, all the items on the scale exceeded the critical value ranging from .40 to .57.

Sense of Social Support. The Medical Outcomes Study Social Support Survey (MOS; Sherbourne & Stewart, 1991) was adapted to focus on our definition’s scope of sense of social support, which is the emotional and physical interaction provided by others. The perceived social support was measured by 11 items, which have been selected from a 19-item scale. The original scale composed of 4 subscales, only 2 subscales were included in the study: Emotional/Information Support (EMI) and Positive Social Interaction (POS). The scale was measured on a 6-point Likert scale (1 = None of the time and 6 = All of the time). An example of EMI is “Someone to have a good time with”. An example of POS is “Someone to turn for suggestions about how to deal with a personal problem” (See appendix

B). Overall score was calculated by averaging across all the items. Participants who score highly on the scale tend to receive higher amounts of social support from others. The scale was translated into Thai and shown to have good reliability ($\alpha = .96$). Critical r (174, .05, one-tailed) $\approx .20$, all the items on the scale exceeded the critical value ranging from .73 to .90.

Task Confidence. The Memory And Cognitive Confidence Scale (MACS; Nedeljkovic & Kyrios, 2007) was revised to better suit the present study in order to encompass our research interests. Participant's level of confidence was measured through 5 items, selected from the original 28-items. The scale consists of 4 subscales in total, which only 1 subscale will be included in the study: Confidence in Decision-Making/Planning Abilities (MACS-DEC) An example of is MACS-DEC "I have little confidence in my decision-making" (See Appendix C). This was measured using a 6-point Likert scale (1 = Strongly disagree and 6 = Strongly agree). Overall score was calculated by averaging across all the items. Higher scores indicated more confidence in their cognitive abilities. The scale was translated into Thai and shown to have good reliability ($\alpha = .77$). Critical r (174, .05, one-tailed) $\approx .20$, all the items on the scale exceeded the critical value ranging from .38 to .73.

Manipulation

Sense of Social Support. In order to induce the sense of social support, a passage containing a scenario is given following the ASI scale. The scenario given required the participants to imagine themselves as an intern in a company, who will be assessed on cognitive tests later on. Two versions of a passage were available; where it was worded to either give social support from colleagues or omit social support (See Appendix D). As in our study, sense of social support refers to the perceived resource that is available or given to individuals by others, whether it comes in the form of formal or informal help by family,

friends, and colleagues (Gottlieb & Bergen, 2010). Additionally, the 2 components of the sense of social support in our research definition include, emotional support and informational support (Sherbourne & Stewart, 1991). The former describes the expression of positive affect, empathetic understanding, and the encouragement of expressions of feelings. The latter refers to the help in advising, giving information, guidance, or feedback. Consequently, the scenario was designed to reflect the scope of the sense of social support definition.

Sixty-six female participants participated in the pilot study to assess the effectiveness of this manipulation. The independent t -test showed that the manipulation was able to induce and omit the sense of social support, $t(63.66) = 7.14, p < .001$, with participants in the social support condition ($M = 4.55$) reporting a higher sense of social support than those in the no social support condition ($M = 3.12$)

Procedure

Pilot Testing. Before conducting the actual survey, pilot testing was launched to check the reliability of all measurements and manipulation check. Participants completed the pilot survey online via Google Form link.

The actual survey was distributed to participants online after launching the pilot study. Prior to the survey collection, they were informed that the survey is on a voluntary basis and that they have the right to withdraw at any given moment. Similar to the pilot study, participants participated in the online survey via Google Link form. The first page informs them the content and direction of the study, as well as the voluntarily choice to take part in the study. Only those who agreed on terms were able to participate. The second page and the third page required them to fill in their demographic information and complete the ASI, respectively. After that, they proceeded to the next page, which asked them to choose one picture out of four; this will randomly assign them into either social support or no social

support condition. Every picture led them to read the one of the two given scenario according to the condition that they are in, to manipulate the sense of social support. After the sense of social support manipulation, participants moved on to the next two pages and completed the MOS and the MACS, respectively. After completing the MACS, participants were asked to submit their data, which indicated the end of the study.

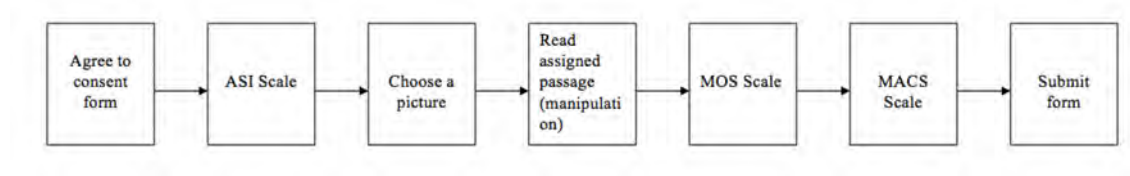


Figure 2. The flow diagram of the study procedure.

Data Analysis

SPSS version 22 was used to perform the statistical analyses. Scores from all the measures were analysed through descriptive statistics, which also offered the distribution means and standard deviation of the scores. The two hypotheses were tested using Process program (Hayes, 2012) and the moderation effect was tested through moderation model (default model 1). As for data screening, Kolmogorov-Smirnov was used to check for normality and Explore procedure in SPSS was used to check for outliers.

Chapter 3

Results

Manipulation Check

To compare the sense of social support between the two conditions: social support and no social support, an independent *t*-test was conducted. The results revealed that, on average, those in social support condition ($M = 4.26, SD = .79$) scored significantly higher on the MOS than those in no social support condition ($M = 3.04, SD = 1.09$), $t(113.41) = 8.05, p < .001$, suggesting that the social support manipulation was successful.

Preliminary Analyses

The preliminary analyses are shown in Table 1. To determine the zero-order relationship between all the measures, a series of Pearson's correlations were carried out. As expected, the results showed a significant negative relationship between BS and task confidence, such that people who endorse high BS would have low task confidence. Moreover, the results revealed that we obtained a positive and significant relationship between BS and sense of social support. However, no correlation was found between sense of social support and task confidence. Additionally, no relationship is found between age and the 3 measures. Similarly, there is no relationship found between region and the 3 measures. Likewise, no relationship is found between education level and the 3 measures. Furthermore, regarding the control variable inclusion, age, region, and education level are irrelevant; hence, these demographic variables were not included in further analyses.

Table 1

Descriptive Statistics and Inter-correlations between Benevolent Sexism, Sense of Social Support, and Task Confidence (N= 176).

	<i>M (SD)</i>	Benevolent Sexism (ASI)	Social Support (MOS)	Task Confidence (MACS)
1. Benevolent Sexism (ASI)	3.36 (0.81)	<i>.73</i>	<i>.16*</i>	<i>-.15*</i>
2. Sense of Social Support (MOS)	3.78 (1.09)		<i>.96</i>	<i>.07</i>
3. Task Confidence (MACS)	3.80 (0.89)			<i>.77</i>

* Correlation is significant at $p < .05$ (1-tailed)

Note. The diagonal numbers in italics are alpha value

Main and Interaction effects

To test main and interaction effects of BS and sense of social support on task confidence, we analyzed the obtained data using Process (Hayes, 2012) through moderation model (default model 1). ASI and MACS scores were mean-centered to reduce multicollinearity. MACS scores were put in the outcome variable (Y), ASI scores were input into the independent variable (X), and MOS scores were input into M variable. We then investigated the interaction effects; the product term for interaction effects was created by multiplying the mean-centred ASI and mean-centred MOS scores.

Table 2

Main and Interactions of Benevolent Sexism and Sense of Social Support on Task Confidence

(*N* = 176).

	<i>b</i>	<i>se</i>	<i>t</i>	<i>p</i>
Constant	3.80	.07	56.28	.000
Benevolent Sexism (ASI)	-.17	.08	-2.04	.043
Sense of Social Support (MOS)	.08	.06	1.26	.209
Benevolent Sexism x Sense of Social Support	.04	.06	.63	.531

$R^2 = .032$

$F = 1.88$

$P = .133$

Note. Sense of social support was dichotomously coded (Social support = 1, No social support = 0)

According to Table 2, only 3.2 % of the total variance in task confidence were explained by the main effects of BS and sense of social support, and this was not statistically significant, $F(3,172) = 1.88$, $p = .133$. As seen on Table 2, BS had a significantly negative effect on task confidence, $b = -.17$, $p = .043$; hence, hypothesis 1 was supported.

Additionally, there was no significant main effects of sense of social support on task confidence, $b = .08$, $p = .209$. Moreover, no significant interaction effect was found, $b = .04$, $p = .531$; thus, hypothesis 2 was rejected.

Discussion

The aim of our study was to examine the relationships between BS, task confidence and sense of social support within the sample of Thai women. In consistent with our first hypothesis, results found that women with higher BS traits had lower task confidence. However, our second hypothesis was not supported, as there was no significant interaction between sense of social support and BS on task confidence. These findings can introduce a new direction for study of BS, and further explore the importance of the BS-task confidence relationship within Thai society.

Our study's findings supported our first hypothesis, in which we found that women who scored highly in BS scale also scored low in task confidence. This suggests that women who were more favorable to BS attitudes were more likely to have lower confidence in their ability to perform certain tasks, which our study was related to cognitive task. This finding provides further support for the research conducted by Dardenne et al. (2007), in which they found women to do worse at cognitive tasks when they experienced benevolent sexist comments than in hostile and non-hostile comments. A possible explanation comes from another experiment they conducted where they found a mediating effect of the low performance due to the mental intrusion of women's sense of competence (Dardenne et al., 2007).

However, in contrast to Hypothesis 2, our study did not find a moderating role of social support in the BS-task confidence relationship. This could be explained by the limitation of the BS scale, such that contemporary society has a shifting view for gender equality, thus many of the traditional gender norms are not as salient as it was in past - the time in which the scale was created. Although we were able to find a main effect for benevolent sexism, it is quite low, thus supporting the need of an improved scale. Moreover, despite our results not showing significant BS difference within the different regions, which

could be due to low variability within our participants, previous literature have found varying degrees of BS along different regional parts (Fields, Swan, & Kloos, 2009). Fields et al. (2009) found female Southeastern College participants to have higher sexism scores than the Northwestern and Midwest sample, which they provided an explanation that those who grew up in the Southwest are viewed as more politically and ideologically conservative than the other regions in the U.S. As the majority of our participants came from central regions and had scores in the middle range, the low variance in BS and participant could have reduced the possibility of seeing a moderating effect.

Strengths, Limitations, and Future study

The study had several strengths and limitations. Besides being a pioneer study, one of the strengths was that all three measures of BS, sense of social support, and task confidence contained high Cronbach's α values, which means they are high in reliability, which reflect the internal consistency of all items for each scales. Furthermore, having a reliable measure can significantly impact the results by minimizing random error. As we edited the scale to better fit the context, it narrows down the scope of our research interests and increases the accuracy of the measure. Moreover, a quasi experiment is superior to a correlational study, in which it allows to manipulate some variables and further explore the relationship between different variables of interest.

Despite the strength discussed above, some limitations are important to be noted. Firstly, we did not conduct a back-translation for the scales and passages used, thus we cannot be certain that the translated version had successfully and accurately presented the core message to the participants. Moreover, as it is a Google survey form, the online nature of the questionnaire prevents us from monitoring the participant's progress while completing the study.

Secondly, although we tried to include women of various ages in the population, the majority of our participants are female undergraduate students, thus this may limit the generalization of our findings.

Lastly, as the participants are merely reading a passage, the manipulation may not have been strong enough to detect an interaction between the independent variables. Subsequently, the future research could possibly do a back translation for all measures used to in the study to ensure the quality check, accuracy, and precision of the message. Additionally, the findings may differ in a laboratory experimental study, which the effect of social interaction could be controlled, compared to the online surveys. Researchers could greater manipulate the sense of social support by putting participants into actual situations, where they could stronger induce or omit a sense of social support. The lack of effect in our finding highlights the importance of the need to create a new scale in order to accurately capture the values of modern societies. Future studies can also explore other moderators, such as self-efficacy and personality traits, in order to better understand the relationship of BS and task confidence. Replication studies are also required to confidently assume the results of the findings, thus future research is needed to further explore the relationship between our three variables.

Conclusion

The existing literature reported the relationship between BS and task confidence, and sense of social support and task confidence; our study was the pioneer to investigate the combined interaction of all three variables. Particularly, our study intended to assess the relationships between BS, sense of social support, and task confidence. Results support previous literature, where women with high BS held lower confidence. However, the BS-task confidence relationship was not moderated by sense of social support. As this study is a pioneer study, it requires future research to correctly assume these findings. Thus, future

studies may be conducted in an experimental form to stronger induce the feeling of either having social support or absent social support.

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Appendix A

แบบสอบถามนี้เกี่ยวกับความสัมพันธ์ระหว่างผู้หญิงและผู้ชายในสังคมปัจจุบัน โปรดระบุว่าท่าน เห็นด้วยหรือไม่เห็นด้วยกับข้อความต่อไปนี้ มากน้อยเพียงใด โดยเลือกหมายเลขที่ตรงกับตัว ท่านมากที่สุด ในแบบสอบถามนี้ไม่มีคำตอบที่ถูกหรือผิดและ โปรดตอบทุกข้อ

1. ไม่ว่าผู้ชายจะประสบความสำเร็จมากแค่ไหน เขาจะไม่ถูกเติมเต็มหากเขาไม่ได้รับความรักจากผู้หญิง
2. เมื่อเกิดภัยพิบัติผู้หญิงไม่จำเป็นที่จะต้องได้รับความช่วยเหลือก่อนผู้ชาย
3. ผู้หญิงหลายคนมีความไร้เดียงสาที่ผู้ชายน้อยคนจะมี
4. ผู้หญิงควรถูกทะนุถนอมและปกป้องโดยผู้ชาย
5. ผู้ชายทุกคนควรมีผู้หญิงที่เขารักและเอ็นดู
6. ผู้ชายจะไม่สมบูรณ์ถ้าขาดผู้หญิง
7. ผู้หญิงที่ดีควรจะถูกผู้ชายที่เธอรักบูชา
8. เมื่อเปรียบเทียบกับผู้ชาย ผู้หญิงจะมีคุณธรรมมากกว่าผู้ชาย
9. ผู้ชายควรจะเสียสละผลประโยชน์ของตนเพื่อที่จะเลี้ยงดูผู้หญิงที่เขารัก
10. เมื่อเปรียบเทียบกับผู้ชาย ผู้หญิงมักจะเข้าใจในวัฒนธรรมและรสนิยมได้ดีกว่า

Appendix B

หลังจากที่ท่านได้อ่านสถานการณ์ตัวอย่างโปรดจินตนาการว่าตัวท่านเป็นเด็กฝึกงานในสถาน การณ์ดังกล่าว ที่ต้องทำแบบวัดความถนัดทางความคิด เพื่อผ่านกระบวนการคัดเลือก

โปรดระบุว่าท่านเห็นด้วยหรือไม่เห็นด้วยกับข้อความต่อไปนี้มากน้อยเพียงใด โดยเลือกหมายเลขที่ตรงกับตัวท่านมากที่สุด ในแบบสอบถามนี้ ไม่มีคำตอบที่ถูกหรือผิด และ โปรดตอบทุกข้อ

1. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถประสานงานร่วมกันได้
2. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถผ่อนคลายด้วยได้
3. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถทำกิจกรรมที่สนุกสนานด้วยได้
4. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถฟังพา และคอยรับฟังท่านเวลาที่ท่านต้องการจะคุยปัญหา (เช่น ปัญหาเรื่องงาน)
5. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถไว้วางใจเมื่อคุยเรื่องปัญหาต่าง ๆ (เช่น ปัญหาเรื่องงาน)
6. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถแชร์ปัญหาส่วนตัวและสิ่งที่ท่านกังวล
7. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่เข้าใจปัญหาของท่าน รวมถึง ปัญหาเรื่องงาน
8. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถให้คำปรึกษาเกี่ยวกับปัญหาต่าง ๆ
9. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถให้ข้อมูลที่เป็นประโยชน์ในการทำงาน
10. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่สามารถให้คำปรึกษาเมื่อท่านต้องการ
11. ในฐานะเด็กฝึกงานในสถานการณ์ที่ท่านอ่าน ท่านมีรุ่นพี่หรือเพื่อนร่วมงานที่ท่านสามารถขอคำแนะนำเกี่ยวกับการจัดการกับปัญหาส่วนตัวได้

Appendix C

หลังจากที่ท่านได้อ่านสถานการณ์ตัวอย่างโปรดจินตนาการว่าตัวท่านเป็นเด็กฝึกงานในสถาน การณ์ดังกล่าว ที่ต้องทำแบบวัดความถนัดทาง

ความคิด เพื่อผ่านกระบวนการคัดเลือก

โปรดระบุว่าท่านเห็นด้วยหรือไม่เห็นด้วยกับข้อความต่อไปนี้มากน้อยเพียงใด โดยเลือกหมายเลขที่ตรงกับตัวท่านมากที่สุด ในแบบสอบถามนี้

ไม่มีคำตอบที่ถูกหรือผิด และ โปรดตอบทุกข้อ

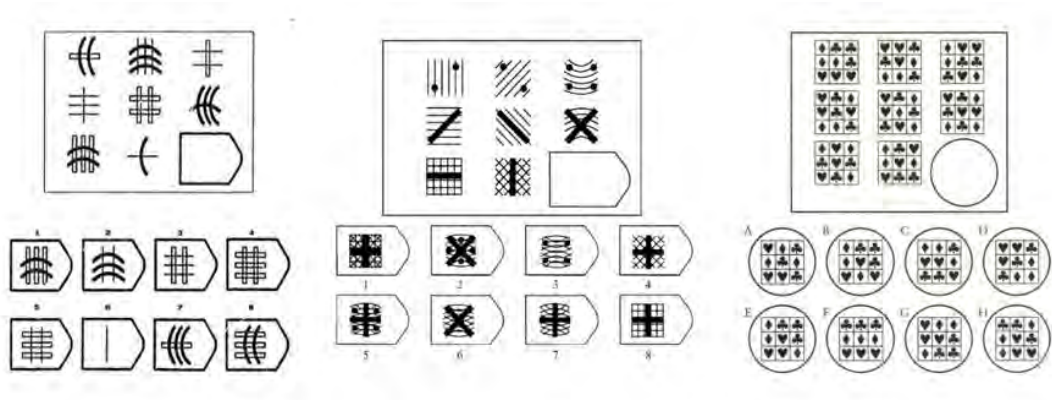
“ความถนัดทางความคิด” ในข้อความต่อไปนี้ หมายถึง แบบทดสอบที่ยกตัวอย่างไว้ข้างต้น

1. ฉันไม่แน่ใจเกี่ยวกับความสามารถของฉันที่จะทำแบบวัดความถนัดทางความคิด
2. ฉันรู้สึกไม่มั่นใจในความสามารถของฉันที่จะทำแบบวัดความถนัดทางความคิด
3. ฉันรู้สึกว่าฉันไม่สามารถตัดสินใจได้ดี ในการทำแบบวัดความถนัดทางความคิด
4. ฉันรู้สึกว่ามีเป็นเรื่องยาก ที่จะตัดสินใจตอบแบบวัดความถนัดทางความคิดโดยเร็ว
5. ฉันกดดันตัวเองเพื่อที่จะทำแบบวัดความถนัดทางความคิดให้ได้ดีที่สุด

Appendix D

Social Support Condition

โปรดจินตนาการว่าคุณไปฝึกงานที่บริษัทแห่งหนึ่งแล้วหลังจากฝึกงานเสร็จคุณจะต้องทำแบบทดสอบซึ่งแบบทดสอบดังกล่าวจัดทำขึ้นเพื่อที่จะวัดความรู้และความสามารถของเด็กฝึกงานรวมถึงความถนัดทางความคิดคะแนนในแบบทดสอบนี้จะถูกนำไปใช้ในกระบวนการคัดเลือกผู้ฝึกงานเข้ามาทำงานเป็นพนักงานเต็มตัวของบริษัทในอนาคตภายในบริษัท พนักงานทุกคนมีความสัมพันธ์ที่ดีต่อกัน ดังนั้นถ้าเด็กฝึกงานหรือพนักงานมีปัญหาเรื่องงาน ทั้งหัวหน้า รุ่นพี่ และเพื่อนร่วมงานก็พร้อมใจที่จะสอนและให้คำแนะนำ รวมถึงปัญหาส่วนตัวด้วย และทุก ๆ สองสัปดาห์ หัวหน้าจะจัดเลี้ยงอาหารเย็นพนักงานเพื่อที่จะสานสัมพันธ์พนักงาน หนึ่งในนโยบายที่สำคัญของบริษัทคือทุกคนมีสิทธิ์มีเสียงเท่าเทียมกันทุกคนสามารถออกความเห็น ได้ ผ่านกล่องออกความคิดเห็น ทุก ๆ เดือนบริษัทจะจัดเวิร์คช็อปเพื่อที่จะพัฒนา ความสัมพันธ์และการสื่อสารของพนักงานด้วยกันเองซึ่งสำคัญเป็นอย่างยิ่งเพราะบริษัทให้ความสำคัญกับทีมเวิร์คและเพื่อที่จะเตรียมตัวทำแบบทดสอบบริษัทได้จัดให้มีการฝึกทำแบบทดสอบ เสมือนจริงและ มีการสอนแบบไม่เป็นทางการ โดยรุ่นพี่ในบริษัท โดยรวมแล้วพนักงานในบริษัท รู้สึกพึงพอใจ กับการทำงานอย่างมาก



No Social Support Condition

โปรดจินตนาการว่าคุณไปฝึกงานที่บริษัทแห่งหนึ่งแล้วหลังจากฝึกงานเสร็จคุณจะต้องทำแบบทดสอบซึ่งแบบทดสอบดังกล่าวจัดทำขึ้นเพื่อที่จะวัดความรู้และความสามารถของเด็กฝึกงาน รวมถึงความถนัดทางความคิด คะแนนในแบบทดสอบนี้จะถูกนำไปใช้ในกระบวนการคัดเลือกผู้ฝึกงานเข้ามาทำงานเป็นพนักงานเต็มตัวของบริษัทในอนาคตภายในบริษัทพนักงานไม่ค่อยพูดคุยกัน ทุกคนยุ่งอยู่กับงานของตัวเองและงานส่วนใหญ่เป็นงานเดี่ยว จึงทำให้มีการแข่งขันสูงภายในบริษัทนอกจากนั้นพนักงานไม่ค่อยช่วยเหลือซึ่งกันและกันในเรื่องงานมากเท่าไรนัก ดังนั้นเมื่อเด็กฝึกงานหรือพนักงานมีปัญหาต้องการความช่วยเหลือ พวกเขาจะต้องเรียนรู้ที่จะช่วยตัวเองเพราะทุกคนยุ่งอยู่กับงานตัวเองไม่มีใครเสียสละเวลามาสอนหรือแนะนำ ยิ่งไปกว่านั้น พนักงานยังไม่ค่อยมีสิทธิ์มีเสียงในการแสดงความคิดเห็นของตัวเอง เพราะฉะนั้นความคิดเห็นของพนักงานจึงไม่ได้รับการใส่ใจเท่าที่ควร ดังนั้นพนักงานจึงต้องปรับตัวให้เข้ากับกฎระเบียบของบริษัทและเพื่อที่จะเตรียมตัวทำแบบทดสอบ บริษัทได้จัดให้มีการฝึกทำแบบทดสอบเสมือนจริง แต่เด็กฝึกงานจะไม่ได้รับข้อเสนอแนะในการปรับปรุงเพื่อพัฒนาตนเองโดยรวมแล้ว พนักงานในบริษัทรู้สึกไม่ค่อยพึงพอใจกับการทำงาน

