

Université de Montréal

Changements sociaux, instabilité et bien-être psychologique : le rôle de la trajectoire de
la privation relative

par

Emilie Auger

Département de psychologie

Faculté des Arts et des Sciences

Mémoire présenté à la Faculté des études supérieures
en vue de l'obtention du grade Maîtrise ès science (M.Sc.) en psychologie

Mai, 2011

© Emilie Auger, 2011

Université de Montréal
Faculté des Arts et des Sciences

Ce mémoire intitulé :
Changements sociaux, instabilité et bien-être psychologique : le rôle de la trajectoire de
la privation relative

Présenté par :
Emilie Auger

a été évalué par un jury composé des personnes suivantes :

Jean-Sébastien Boudrias
président-rapporteur

Roxane de la Sablonnière
directrice de recherche

Jean-Claude Lasry
membre du jury

Résumé

Les comparaisons temporelles sont essentielles pour s'évaluer. Plusieurs études se sont intéressées aux conséquences négatives d'être insatisfait à la suite de comparaisons temporelles désavantageuses (c.-à.-d., à la privation relative). Peu d'étude a toutefois examiné l'évolution de ce sentiment d'insatisfaction. Le présent mémoire propose que ressentir différents niveaux d'insatisfaction au fil du temps, soit une trajectoire instable d'insatisfaction, affecte négativement le bien-être psychologique. Trois études expérimentales ont été menées. Les résultats révèlent que percevoir une trajectoire instable d'insatisfaction affecte négativement le bien-être psychologique. Une quatrième étude corrélationnelle a été menée au Kirghizstan afin d'examiner si les perceptions d'insatisfaction et d'instabilité mesurées à fil de l'histoire d'un groupe sont associées au bien-être psychologique lors de changements sociaux. Les résultats suggèrent que percevoir un haut niveau d'instabilité et d'insatisfaction au fil du temps est associé négativement au bien-être. Les implications théoriques et méthodologiques sont discutées.

Mots-clés: privation relative, comparaisons temporelles, bien-être psychologique, instabilité, changement social

Abstract

Temporal comparisons are essential for one's self evaluation. Several studies have examined the negative consequences of being dissatisfied after unfavorable temporal comparisons (i.e., having a feeling of relative deprivation). However, few studies have examined how changes in relative deprivation affect well-being. The present master's thesis proposes that feeling different levels of relative deprivation over time (i.e., an unstable trajectory of relative deprivation) negatively affects people's well-being. Three experimental studies were conducted. Results showed that perceiving an unstable trajectory of relative deprivation negatively affects well-being. A fourth correlational study was conducted in Kyrgyzstan in order to examine whether perceptions of relative deprivation and instability measured retrospectively across a group's history are associated with people's well-being in times of social change. Results suggested that perceiving high instability and a high level of relative deprivation over time is negatively associated with well-being. The theoretical and methodological implications are discussed.

Keywords: relative deprivation, temporal comparisons, psychological well-being, instability, social change

Table des matières

Liste des tableaux	i
Liste des figures	ii
Liste des sigles et abréviations	iii
Remerciements	v
Avant-propos	vi
Introduction	1
Article 1	9
Abstract	11
Résumé	12
A Brief Look at Relative Deprivation Theory	16
Different Conceptualizations of Temporal Relative Deprivation	18
The Present Research	23
Study 1	25
Method	25
Results and Discussion	29
Study 2	34
Method	35
Results and Discussion	39
Study 3	43
Method	44
Results and Discussion	48
Study 4	54
Method	55
Results and Discussion	60
General Discussion	71
References	77
Author's Note	88
Conclusion	89

Références	96
Annexe A	vii
Tâche effectuée en équipe dans le cadre de l'Étude 1	
Annexe B	xiv
Formulaire de consentement et questionnaire de l'Étude 1	
Annexe C	xxvi
Rapports fictifs utilisés dans le cadre de l'Étude 2	
Annexe D	xxxi
Formulaire de consentement et questionnaire de l'Étude 2	
Annexe E	xxxvii
Rapports fictifs utilisés dans le cadre de l'Étude 3	
Annexe F	xlvi
Formulaire de consentement et questionnaire de l'Étude 3	
Annexe G	liii
Formulaire de consentement et questionnaire de l'Étude 4 (en anglais)	
Annexe H	xxi
Formulaire de consentement et questionnaire de l'Étude 4 (en russe)	

Liste des tableaux

Table 1.	Means and standard deviations for collective and personal well-being as a function of experimental conditions (Study 1).	29
Table 2.	Multilevel models predicting stability of well-being from group manipulation (Study1).	31
Table 3.	Means, standard deviations, and univariate effects on well-being as a function of experimental condition (Study 2).	40
Table 4.	Means and standard deviations for manipulation check questions, collective well-being and personal well-being measures (Study 3).	50
Table 5.	Univariate effects of the level of relative deprivation of the trajectory, the stability of the trajectory, and the stability X level of relative deprivation interaction for each dependent variables (Study 3).	52
Table 6.	Means and standard deviations (in parentheses) for temporal relative deprivation, collective instability and dependent variables measures (Study 4).	61
Table 7.	Bayesian Information Criterion (BIC) by model type for temporal relative deprivation measures (Study 4).	63
Table 8.	Bayesian Information Criterion (BIC) by model type for measures of collective instability (Study 4).	65
Table 9.	Percent probabilities of membership in each collective instability trajectory conditional on the trajectory of temporal collective relative deprivation (Study 4).	67
Table 10.	Means, standard deviations and univariate effects for personal well-being and collective well-being measures (Study 4).	70

Liste des figures

Figure 1.	Illustrations of the trajectories of relative deprivation that were manipulated in Study 1.	27
Figure 2.	Illustrations of the trajectories of job opportunities (over time) that were manipulated in Study 2.	37
Figure 3.	Illustrations of the trajectories of job opportunities that were manipulated in Study 3.	46
Figure 4.	Illustration of the group trajectories of temporal relative deprivation (Study 4).	63
Figure 5.	Illustrations of the group's political instability over time (Study 4).	65

Liste des sigles et abréviations

ANOVA	Analysis of variance
BIC	Bayesian Information Criterion
ICC	Intra-class correlation
F	F distribution
M	Sample mean
MANOVA	Multivariate analysis of variance
n	Number of cases in a subsample
N	Total number of cases
η^2	Eta squared
p	Probability of a success in a binary trial
SD	Standard deviation
t	The sample value of the t -test statistic
α	Cronbach's index of internal consistency
γ_{00}	In HLM, average intercept
γ_{01}	In HLM, fixed parameter for a predictor
ε_{ij}	In HLM, level-1 random effect
ζ_{0j}	In HLM, level-2 random effect
σ^2	In HLM, level-1 residual variance
σ^2_{00}	In HLM, level-2 residual variance

All changes, even the most longed for, have their melancholy;
for what we leave behind us is a part of ourselves;
we must die to one life before we can enter another.

Anatole France

Remerciements

J'aimerais remercier Roxane de la Sablonnière, une directrice dévouée qui m'a offert une formation inégalée, et qui demeure une source d'inspiration continue. Je remercie également Donald M. Taylor et Geneviève A. Mageau pour leur support dans mon cheminement académique.

Merci à Fabrice, Esther, Laura, Diana, Mathieu, Marie-Élaine, Marie-Claire, Régine, Raphaël, Simon et aussi tous ceux qui ont partagé avec moi l'aventure des études graduées au sein du Laboratoire de recherche sur l'identité et les changements sociaux. Sans vous, cette aventure n'aurait pas été aussi trépidante. Merci spécialement à Diana d'avoir révisé l'article inclus dans ce mémoire.

Je tiens à remercier chaleureusement ma famille, Lise, Gilles et Annie-Pierre pour leur soutien depuis le début dans la réalisation de mes rêves. Je tiens également à remercier Francine d'avoir toujours été présente pour souligner mes efforts et mes victoires.

Merci à Joëlle et Joannie, mes voisines de bureau, mais surtout des amies exceptionnelles. Merci aussi à Mélanie, Caroline, Maude, Pierre et Jean-Philippe pour leur soutien inconditionnel, leur amitié si riche et l'équilibre qu'ils m'apportent tous à leur propre façon. Je tiens à remercier spécialement Francis d'enrichir ma vie au quotidien.

Je tiens également à souligner l'aide financière du Conseil de recherches en sciences humaines du Canada (CRSH), des Fonds québécois de recherche sur la société et la culture (FQRSC), et de l'Université de Montréal.

Avant-propos

L'article scientifique présenté dans ce mémoire rapporte les résultats de quatre études empiriques menées par Emilie Auger sous la direction de la professeure Roxane de la Sablonnière. L'étude 1 a été menée dans le cadre de la thèse d'honneur d'Emilie Auger alors que l'étude 2 a été réalisée dans le cadre d'un stage de recherche. Ces deux études ont permis de développer et raffiner une méthodologie expérimentale qui a été utilisée à l'étude 3 dans le cadre de la maîtrise d'Emilie Auger. Ensemble, ces trois études ont permis de mieux comprendre les résultats obtenus en utilisant une méthodologie expérimentale similaire. Finalement, une quatrième étude a été réalisée au Kirghizstan, soit dans un réel contexte de changement social. Ces quatre études révèlent des résultats concordants. Ainsi, puisque ces quatre études sont une suite logique du travail accompli par Emilie Auger sous la direction de la professeure Roxane de la Sablonnière, nous avons opté pour les présenter dans un seul et même article scientifique.

Introduction

Les changements sociaux profonds affectent des millions d'individus, et ce, quotidiennement. En 2010, d'importants changements sociaux ont marqué l'histoire de plusieurs communautés culturelles. Le tremblement de terre en Haïti ayant coûté la vie à 220 000 personnes, les inondations au Pakistan qui ont touché plus de 20 millions de personnes et la vague de chaleur et les feux de forêt en Russie qui ont causé la mort de 56 000 personnes (Agence France Presse, 2011) représentent tous des exemples récents de catastrophes naturelles qui ont déclenché des changements sociaux profonds. Au-delà des catastrophes naturelles, les conflits politiques peuvent également entraîner des changements sociaux profonds dans diverses régions du globe. La guerre civile qui persiste depuis 2003 au Darfour, le conflit israélo-palestinien qui a débuté il y a plus de 50 ans, et le renversement du gouvernement au Kirghizstan en avril 2010 en sont quelques exemples.

Les changements sociaux, peu importe leur nature et qu'ils soient souhaités ou non viennent rompre l'équilibre de la société (de la Sablonnière, Taylor, Perozzo, & Sadykova, 2009; Parsons, 1964; Rocher, 1992; Rogers, 2003). En effet, les changements sociaux affectent les structures sociales et politiques d'une communauté, ce qui peut être le point de départ d'une rupture de l'équilibre social (Parson, 1964; Rocher, 1992; Rogers, 2003), et ce, spécifiquement dans des circonstances où le changement est trop rapide pour permettre une adaptation efficace de la communauté (Rogers, 2003). Par définition, les changements sociaux réfèrent à « de profondes transformations sociales qui produisent une rupture complète de l'équilibre des structures sociales parce que leurs capacités d'adaptation sont dépassées » (traduction libre, de la Sablonnière, Taylor, et al., 2009, p. 325).

Jusqu'à tout récemment, l'étude des mécanismes d'adaptation au changement social a toutefois été négligée par les psychologues sociaux (Moghaddam, 1990, 2002; Moscovici, 1972; Rogers, 2003; Tajfel, 1972). Ce n'est que très nouvellement que les psychologues sociaux se sont intéressés à la réaction des individus à de tels changements qui sont à la fois déstabilisants et marquants (de la Sablonnière, Taylor, et

al., 2009; Goodwin, 2009; Silbereisen & Tomasik, 2010; Westerhof, 2010; Westerhof & Keyes, 2006). Des études récentes révèlent que la perception de changements sociaux est associée à des pratiques parentales plus contrôlantes (Chen, Bian, Xin, Wang, & Silbereisen, 2010), à un sentiment de menace plus élevé (de la Sablonnière & Tougas, 2008; de la Sablonnière, Tougas, & Lortie-Lussier, 2009; de la Sablonnière, Tougas, & Perenlei, 2010), à un bien-être psychologique moindre (Westerhof & Keyes, 2006), et à une détérioration des relations interpersonnelles (Goodwin & Tang, 1998).

La théorie de la privation relative s'est avérée utile afin de mieux comprendre les facteurs qui influencent le bien-être psychologique d'un individu vivant un changement social (de la Sablonnière & Tougas, 2008). La privation relative réfère au sentiment d'insatisfaction, de mécontentement ou de menace ressenti lorsque les gens évaluent la situation de leur groupe (Crosby, 1976; Runciman, 1966, 1968; Walker & Pettigrew, 1984). Un moyen utilisé pour évaluer la condition actuelle de son groupe est de la comparer avec sa condition passée (comparaisons temporelles; Albert, 1977; Brown & Middendorf, 1996). Si la condition actuelle du groupe est désavantageuse comparativement à une situation passée (c.-à-d., comparaisons temporelles désavantageuses), les membres du groupe peuvent se sentir insatisfaits (Brown & Middendorf, 1996; Walker & Mann, 1987). Ce sentiment d'insatisfaction survenant à la suite de comparaisons désavantageuses réfère au concept de la privation relative.

Dans un contexte de changement social, de la Sablonnière et ses collègues (de la Sablonnière & Tougas, 2008; de la Sablonnière, Tougas, et al., 2010; voir aussi Albert, 1977) ont mis en évidence l'importance du rôle de la privation relative pour mieux comprendre la réaction des individus lors de changements sociaux profonds. En effet, puisque la société se transforme à la suite de changements sociaux profonds, les individus sont souvent forcés de réévaluer la condition de leur groupe (Moghaddam, 2002). À titre d'exemple, lors de la chute de l'Apartheid, la position des groupes culturels a été modifiée à l'intérieur de la société sud-africaine. Conséquemment, les Sud-Africains ont nécessairement dû réévaluer la condition de leur groupe. Afin de redéfinir la position de son groupe dans la société après des changements sociaux

profonds, les individus utilisent souvent les comparaisons temporelles, ce qui leur permet de s'ajuster à leur nouvelle réalité (Albert, 1977; Albert & Sabini, 1974; Brown & Middendorf, 1996; de la Sablonnière, Hénault, & Huberdeau, 2010). Si la condition présente du groupe est moins satisfaisante que la condition passée, les membres du groupe risquent d'être insatisfaits et vivre de la privation relative, ce qui en retour nuit à leur bien-être psychologique (Bougie, Usborne, de la Sablonnière, & Taylor, sous presse).

En plus de son importance lors de changements sociaux, le sentiment de la privation relative est souvent utilisé afin de prédire une variété de conséquences dans divers domaines. En effet, la théorie de la privation relative occupe une place centrale non seulement en psychologie, mais également dans différentes sphères des sciences sociales, comme en sociologie ou en science politique. Les travaux mettent en évidence l'importance de considérer la privation relative pour mieux comprendre, entre autres, les attitudes intergroupes (Castano, Yzerbyt, Paladino, & Sacchi, 2002; Dambrun, Taylor, McDonald, Crush, & Méot, 2006; Guimond & Dambrun, 2002; Pettigrew et al., 2008), les actions collectives et la révolte (Abeles, 1976; Grant & Brown, 1995; Grofman & Muller, 1973), le nationalisme (Abrams, 1990; Guimond & Dubé-Simard, 1983; Joly, Tougas, & de la Sablonnière, 2004), mais également le bien-être psychologique des individus (Bougie et al., sous presse; de la Sablonnière, Taylor, et al., 2009; de la Sablonnière & Tougas, 2008; Tougas, de la Sablonnière, Lagacé, & Kocum, 2003; Tougas, Rinfret, Beaton, & de la Sablonnière, 2005; Walker, 1999; Zagefka & Brown, 2005; voir aussi Crosby, 1976).

La force de la théorie de la privation est qu'elle tient compte du contexte dans lequel l'individu évolue. En effet, un des postulats de base de la théorie de la privation relative soutient que les individus évaluent leur situation ou celle de leur groupe d'appartenance en utilisant des standards subjectifs de comparaisons plutôt que des standards objectifs. Par exemple, Stouffer et ses collègues (Stouffer, Suchman, DeVinney, Star, & Williams, 1949) ont constaté que les unités de l'armée où les soldats avaient le plus de chance d'être promus détenaient de hauts niveaux d'insatisfaction

chez les non promus. Selon les auteurs, ces soldats avaient plus de chance de se comparer avec un soldat promu et donc avaient plus de chance de se sentir insatisfaits de sa condition. C'est à la suite de cette étude que le concept de la privation relative est apparu dans la littérature. En utilisant des critères subjectifs pour évaluer le niveau d'insatisfaction d'un individu, la privation relative démontre ainsi en quoi la satisfaction d'un individu est étroitement liée au contexte (Stouffer et al., 1949, voir aussi de la Sablonnière, Tougas, et al., 2010).

La majorité des chercheurs qui ont exploré empiriquement la privation relative utilisent malgré tout des mesures sans les ancrer dans le contexte dans lequel l'individu ou le groupe évolue. Par exemple, dans la grande majorité des travaux effectués à ce jour sur les comparaisons temporelles, les chercheurs demandent aux individus d'évaluer leur condition actuelle en la comparant avec leur condition dans le passé (Ferring & Hoffman, 2007; Frye, 2006; Olson, Roese, Meen, & Robertson, 1995; Sheldon, 2004; Tougas et al., 2003; Wilson & Ross, 2000; Zagefka & Brown, 2005) ou encore avec un seul point spécifique dans le passé ou le futur (par ex., il y a 1 an; Appelgryn & Bornman, 1996; Dambrun et al., 2006; Haddock, 2006; Kanten & Teigen, 2008; McFarland & Alvaro, 2000; Ross, Heine, Wilson, & Sugimori, 2005; Ross & Wilson, 2002; Wilson & Ross, 2001; Westerhof & Keyes, 2006). Étant donné que le point de comparaison est soit vague et ambigu, ou encore arbitrairement choisi par le chercheur, il est possible que le point de comparaison utilisé ne soit donc pas approprié à la réalité des participants. Au contraire, un autre point de comparaison pourrait être plus déterminant pour le participant (de la Sablonnière, Taylor, et al., 2009).

Afin de mieux comprendre comment les individus réagissent à des changements sociaux, nous adoptons plutôt pour une approche sociohistorique qui tient compte de l'évolution de la privation relative dans l'histoire du groupe, et donc, du contexte dans lequel le sentiment de privation relative évolue (voir de la Sablonnière, Auger, Saykova, & Taylor, 2010; de la Sablonnière, Taylor, et al., 2009; voir aussi Stouffer et al., 1949). Dans le but de considérer les changements dans la condition du groupe, de la Sablonnière, Taylor et leurs collègues (2009) suggèrent d'évaluer une série de points de

comparaisons dans le temps afin d'évaluer la *trajectoire complète de la privation relative* (voir aussi Davies, 1962, 1969; Gurr, 1970). La trajectoire de la privation relative représente donc la façon dont les gens perçoivent l'évolution globale de la condition de leur groupe au fil du temps. Par exemple, les Québécois pourraient évaluer si leur condition s'est améliorée ou détériorée de la période de Duplessis à celle de la Révolution tranquille, et ce, jusqu'à aujourd'hui.

Bien que l'importance de regarder la trajectoire de la privation relative a été soulignée il y a déjà 40 ans (Davies, 1962, 1969; Grofman & Muller, 1973; Gurr, 1970; voir aussi Dambrun et al., 2006), ce n'est que récemment que les psychologues sociaux ont mesuré la trajectoire de la privation relative à partir de plusieurs points dans le temps, et ses implications sur le bien-être psychologique (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009) et sur les relations intergroupes (de la Sablonnière, Auger, Taylor, Crush, & McDonald, 2011). Les études menées par de la Sablonnière et ses collègues ont démontré qu'il est fondamental de considérer le rôle de la trajectoire de la privation relative pour mieux comprendre la réaction des individus en terme de bien-être psychologique lorsqu'ils vivent de la privation relative (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009). Autrement dit, le type de trajectoire de la privation relative perçu prédit significativement le bien-être psychologique des individus (de la Sablonnière, Taylor, et al., 2009).

En accord avec des recherches classiques sur la privation relative (Davies, 1962, 1969; Grofman & Muller, 1973; Gurr, 1970; voir aussi Dambrun et al., 2006), de la Sablonnière et ses collègues (2009) ont démontré que les participants qui rapportent une *trajectoire de la privation relative instable* à travers le temps, soit une évolution de la situation du groupe caractérisée par des périodes d'amélioration entrecoupées de périodes de détérioration, ont moins de bien-être psychologique que les individus qui rapportent une trajectoire de la privation relative stable (c.-à.-d., une trajectoire caractérisée par peu de fluctuations). Ces résultats sont conformes avec une étude qui a démontré que les Allemands qui réussissent à percevoir de la stabilité depuis la chute du mur de Berlin ont un meilleur bien-être psychologique que ceux qui perçoivent de

l'instabilité (Westerhof & Keyes, 2006; voir aussi Keyes, 2000; Keyes & Ryff, 2000). Selon les théoriciens, la stabilité répond à un besoin fondamental de l'être humain qui est de maintenir une image de soi cohérente à travers le temps (Brown & McGill, 1989; Burke, 1991; Jones, 1973; Lecky, 1945; voir aussi Keyes, 2000; Keyes & Ryff, 2000). La cohérence de soi appuie la croyance que le monde est prédictible et contrôlable (Swann, Stein-Seroussi, & Giesler, 1992), ce qui permet d'être confiant envers le futur (Swann, 1990) et d'avoir un meilleur bien-être psychologique (Burke, 1991; Suh, 2002).

Jusqu'à présent, les études antérieures sur la trajectoire de la privation relative (de la Sablonnière, Taylor, et al., 2009, voir aussi Grofman & Muller, 1973; Gurr, 1970) ont souligné la nécessité d'évaluer la perception d'instabilité dans le parcours de vie des individus. Néanmoins, le rôle de l'instabilité de la trajectoire de la privation relative dans la compréhension du bien-être psychologique demeure incertain. Dans l'étude réalisée par de la Sablonnière, Taylor et leurs collègues (2009), l'instabilité de la trajectoire de la privation relative et le niveau de la privation relative étaient confondus, rendant impossible l'évaluation de leur effet respectif sur le bien-être. Plus précisément, les participants qui rapportaient une trajectoire instable de la privation relative rapportaient également un niveau élevé de privation relative au fil du temps. De même, les participants qui percevaient une trajectoire stable de la privation relative rapportaient un niveau moindre de privation relative à travers le temps. Puisque le niveau de la privation relative et la stabilité de la trajectoire de la privation relative étaient confondus, il est donc difficile de déterminer le rôle de l'instabilité et du niveau de privation relative pour comprendre le bien-être psychologique des individus. De plus, il n'existe aucune étude à notre connaissance, qui a établi la séquence causale liant la stabilité de la trajectoire de la privation relative et le bien-être psychologique.

La présente recherche

Le but général du présent mémoire est de comprendre les mécanismes d'adaptation aux changements sociaux. Plus spécifiquement, notre objectif principal est d'approfondir le rôle de la *trajectoire de la privation relative* et de *l'instabilité* pour comprendre la réaction des individus face à de tels changements. Afin de saisir la

complexité des changements sociaux, et des réactions qui peuvent survenir par conséquent, nous avons opté pour une méthodologie complémentaire qui inclut tant des études en laboratoire qu'en contexte de changements sociaux profonds. Le contexte expérimental était nécessaire, dans un premier temps, afin de tester le lien causal entre la trajectoire de la privation relative, l'instabilité et le bien-être psychologique. Dans un deuxième temps, une étude sur le terrain était cruciale afin de tenir compte de la complexité de la réalité des individus qui sont confrontés quotidiennement à des changements sociaux. Une démarche scientifique qui ne tiendrait pas en compte de la réalité de ces individus serait à notre avis incomplète.

L'article scientifique inclus dans ce mémoire avait deux buts spécifiques. Notre *premier objectif* était de déterminer si l'instabilité de la trajectoire de la privation relative est un facteur clé dans la compréhension du bien-être psychologique, et ce, lorsque le niveau de privation relative est constant. En fait, bien que les études antérieures démontrent que la trajectoire de la privation relative est associée au bien-être psychologique (de la Sablonnière, Taylor, et al. 2009), le rôle de l'instabilité demeure toutefois incertain. Dans deux études expérimentales (Études 1 et 2), nous avons donc testé l'hypothèse qu'une trajectoire instable de la privation relative nuit au bien-être psychologique des individus comparativement à une trajectoire stable de la privation relative.

Après avoir identifié l'instabilité de la trajectoire de la privation relative comme un aspect important dans la prédiction du bien-être, notre *deuxième objectif* était d'approfondir l'interaction entre l'instabilité et le niveau de la trajectoire de la privation relative dans la prédiction du bien-être (Études 3 et 4). Spécifiquement, nous voulions déterminer si l'instabilité et le niveau de la privation relative ressenti au fil du temps interagissent ensemble pour prédire le bien-être psychologique d'un individu. Afin de répondre à cet objectif de recherche, deux études ont été menées: une étude en laboratoire et une étude en milieu naturel. Alors que l'étude en contexte expérimental permettait d'identifier l'impact respectif de l'instabilité et du niveau de la trajectoire de la privation relative sur le bien-être, l'étude en milieu naturel était nécessaire afin

d'étendre la portée de nos résultats dans un réel contexte de changements sociaux profonds.

La première auteure de l'article scientifique présenté dans ce mémoire, Emilie Auger, a réalisé l'ensemble des étapes associées au processus de la recherche, soit la formulation des hypothèses et de la problématique, la conception des devis expérimentaux, la collecte et l'entrée des données des études 1 à 3, les analyses statistiques, et puis finalement, la rédaction de l'article. La seconde auteure, Galina Gorborukova, a réalisé la collecte et l'entrée de données de la quatrième étude qui a été menée au Kirghizstan . Sans son aide incroyable, cette étude n'aurait pu être menée d'autant plus qu'au moment de la collecte de données le Kirghizstan devait faire face à de violentes manifestations qui ont mené au renversement du gouvernement. La troisième auteure, Roxane de la Sablonnière, a dirigé et supervisé l'ensemble des étapes de ce projet de recherche, en plus d'avoir participé activement à la réalisation de l'étude au Kirghizstan.

Article 1

When You Can Not Flee, You Must Stay Put : The Impact of the Trajectory of Relative Deprivation on Psychological Well-being

Running Head: RELATIVE DEPRIVATION TRAJECTORY

When You Can Not Flee, You Must Stay Put : The Impact of the Trajectory of Relative
Deprivation on Psychological Well-being

Emilie Auger¹

Galina L. Gorbukova²

Roxane de la Sablonnière¹

Université de Montréal, Montréal, Québec, Canada¹

American University – Central Asia ²

Emilie Auger
c/o Roxane de la Sablonnière, Ph.D.
Département de psychologie
Université de Montréal
C.P. 6128, succursale Centre-Ville
Montréal, Québec
Canada, H3C 3J7

Abstract

Temporal comparisons are essential for one's self evaluation (Albert, 1979), but they can often lead to feelings of dissatisfaction (i.e. temporal relative deprivation). Recent research demonstrates that the overall trajectory of temporal relative deprivation measured across a group's history is associated with people's psychological well-being (de la Sablonnière, Taylor, Perozzo, & Sadykova, 2009). Since past research has shown that psychological well-being is affected by the instability of such trajectory (de la Sablonnière et al., 2009; see also Westerhof & Keyes, 2006), we aimed at understanding how perceptions of both instability and temporal relative deprivation across a group's history relate to people's well-being. To this end, four studies were conducted. Experiments 1 and 2 demonstrated that experiencing an unstable trajectory of relative deprivation negatively affects well-being. Experiment 3 aimed at manipulating two important aspects of the trajectory that impact well-being: the trajectory's level of relative deprivation and the trajectory's stability. Results revealed that the trajectory's stability acts as a moderator in the relationship between the trajectory's level of relative deprivation and collective well-being. A fourth study examined how the perceptions of instability and temporal relative deprivation over a group's history predict well-being in the context of social change in Kyrgyzstan. Results showed that Kyrgyz who perceived a high relative deprivation trajectory and a high collective instability trajectory report less psychological well-being than their counterparts.

Keywords : relative deprivation, temporal comparisons, instability, psychological well-being, social change, self-consistency

Résumé

Les comparaisons temporelles sont essentielles pour s'évaluer (Albert, 1977), mais elles peuvent être à l'origine d'un sentiment d'insatisfaction (c.-à-d., de privation relative). Des études récentes ont démontré que la trajectoire de la privation relative est associée au bien-être psychologique (de la Sablonnière, Taylor, Perozzo, & Sadykova, 2009). En se basant sur des études qui ont associé la stabilité de la trajectoire de la privation relative au bien-être psychologique (de la Sablonnière et al., 2009; see also Westerhof & Keyes, 2006), l'objectif du présent article était de clarifier le rôle de l'instabilité et de la trajectoire de la privation relative dans la compréhension du bien-être psychologique. Nous avons opté pour une méthodologie complémentaire incluant tant des études en laboratoire que sur le terrain. Dans un premier temps, deux études expérimentales ont été menées afin de confirmer l'importance de l'instabilité de la trajectoire de la privation relative pour mieux comprendre le bien-être psychologique (Étude 1 et 2). Les résultats révèlent que percevoir une trajectoire de la privation relative instable nuit au bien-être psychologique. Dans un deuxième temps, deux études, une expérimentale et la seconde en milieu naturel, ont été menées afin d'examiner si la perception d'instabilité et de la privation relative à travers le temps sont associées au bien-être. Les résultats de ces 2 études suggèrent une interaction entre la perception d'instabilité et de la privation relative sur le bien-être. Les implications théoriques et méthodologiques sont discutées.

Mots-clés: privation relative, comparaisons temporelles, instabilité, bien-être psychologique, changement social, cohérence de soi

When You Can Not Flee, You Must Stay Put : The Impact of the Trajectory of Relative Deprivation on Psychological Well-being

Over the past century, certain major social and national movements have changed the course of history for most countries around the world. As an example, let us take a look at the feminist movement which campaigned against cultural and political inequalities and brought about a variety of social and cultural changes. During the era entitled “Women's Liberation,” progress in terms of equality had been made in many spheres of activity, including familial relationships, religion and the place of women in society. As a movement, the feminists evoked profound social change that made an impact on the social history of North America. The Civil Rights movement, the Abolitionist movement and the South Africa’s anti-Apartheid movement brought along similar dramatic social change over the past century.

At that same time, social psychologists embraced a definition for social change paralleling these social movements. Based upon social identity theory (Tajfel, 1975; Tajfel, 1978; Tajfel & Turner, 1979, 1986), *social change* occurs when group members have no other choice but to act together in order to improve or change their dissatisfactory conditions. From this aspect, social change is most of the time a positive and valuable event that has resulted from strategies that were implemented by members of minority groups so as to achieve a more positive social identity. As a concrete example, it was as a result of protests and collective action during the Civil Rights movement that African Americans gained important civil rights in the United States. Similarly, it is as a result of a long battle from the 18th to the early 20th century that women made slight gains with respect to equal rights.

In spite of the fact that this approach to social change has shed light on the reasons why individuals engage in social or national movements, its definition, often used to describe social change, is somewhat limited (de la Sablonnière, Auger, Sadykova, & Taylor, 2010). The theory of social identity only takes into consideration social change that occurs as the result of collective action instigated by minority group members in an effort to improve their social identity (Tajfel, 1975; Tajfel, 1978; Tajfel

& Turner, 1979, 1986). However, this point of view fails to consider that there are millions of people who are unwilling victims of social change. Not all social changes come about as the result of collective actions: such changes also affect an important number of individuals against their own will (de la Sablonnière, Auger, et al., 2010). The result for such individuals may be a deterioration, as opposed to an improvement, of their social identity. The collective impact upon North America of the Great Depression, the dismantlement of the Soviet Union, 9/11 in NYC, the 2010 earthquake in Haiti, and the 2010 Pakistan floods are prime examples.

Recently, a broader conceptualization of social change had been proposed by de la Sablonnière and her colleagues (de la Sablonnière, Taylor, Perozzo, & Sadykova, 2009) in order to address the current limited perspective outlining social change in social psychology. In this broader conceptualization, social change refers to collective change that involves the entire community. This conceptualization is based on research from a group of well-known researchers in sociology (Parsons, 1964; Rocher, 1992; Rogers, 2003) which defines social change as a collective phenomenon that generates a complete rupture in the equilibrium of social structures of a community (Parsons, 1964; Rocher, 1992; Rogers, 2003). Rogers (2003) went even further by stressing that not only does social change affects the course of history; it may also appear as a threat if the change is too rapid. Social change, therefore, refers to “profound societal transformations that produce a complete rupture in the equilibrium of social structures because their adaptive capacities are surpassed” (de la Sablonnière, Taylor, et al., 2009, p. 325). That is to say, even if social change is positive at times, it could also be seen as a negative event that affects the entire society (de la Sablonnière, Auger, et al., 2010; see also Westerhof, 2010; Westerhof & Keyes, 2006).

In spite of its considerable impact on society, as well as on the course of a community’s history, social change remains an understudied phenomenon in social psychology. Precisely, it is the psychological impact of social change on individuals that has been neglected (Moghaddam, 1990, 2002; Moscovici, 1972; Rogers, 2003; Tajfel, 1972; see also de la Sablonnière, Taylor, et al., 2009). Only recently, have social

psychologists included this topic in their agendas. From these recent studies, we can see that social change not only exerts a significant impact on both the political and economic structures of a society, it also has impact on the everyday lives of millions of people around the world (de la Sablonnière, Taylor, et al., 2009; Goodwin, 2009; Westerhof, 2010; Westerhof & Keyes, 2006). One key factor that seems relevant to a better understanding of well-being is the instability of the situation perceived by the individual over time. In fact, the instability caused by social change is likely to be associated with psychological well-being (de la Sablonnière, Taylor, et al., 2009; Westerhof, 2010; Westerhof & Keyes, 2006). For instance, it was demonstrated that, as a result of the fall of the Berlin wall, German who succeeded in perceiving stability in their lives had better psychological well-being than those who perceived instability (Westerhof & Keyes, 2006). Similar findings were observed at the personal level: individuals who perceived that their lives remained relatively stable over time experienced less negative emotions (Keyes, 2000) and had less signs of depression (Keyes, 2000; Keyes & Ryff, 2000; Lazarus & Folkman, 1984) than individuals who perceived instability in their life. Therefore, we can state that adaptation to change, both at the collective and the personal levels, does not seem to occur without consequences to the individual.

In spite of its potential importance, the role of instability in understanding reactions to social change remains unclear. For one thing, there has been no study, to our knowledge, that has demonstrated the causal impact of perceiving instability on psychological well-being. The present research aims to fill this gap by focusing on individual reactions to instability as a result of social change through both experimental and field studies. Specifically, the main goal of this study is to assess the consequences associated with an unstable perception of one's group's condition over time. To understand how people evaluate the condition of their group, that is, whether it has improved or deteriorated, the present research builds upon a predominant theory in social psychology referred to as relative deprivation theory (Crosby, 1976; Runciman, 1966, 1968; Walker & Pettigrew, 1984).

A Brief Look at Relative Deprivation Theory

Given the significant impact that social change has on a society, the disequilibrium created by social change is likely to alter the position of certain groups within the society (Moghaddam, 2002). Consequently, following a social change, individuals are often required to reassess the condition of their group in order to be able to adapt to their new reality. Indeed, as a result of social change, the original assessment that an individual had made of his group may now be inadequate. He must redefine the position of his group within society (de la Sablonnière, Taylor, et al., 2009). To illustrate this, consider the case of an English-speaking person living in the province of Quebec today. Before the Quiet Revolution, English-speaking Quebecers enjoyed privileged status as compared to French-speaking Quebecers. However, with the creation of the Charter of the French language and the rise of the independence movement, English-speaking Quebecers had to reassess the position of their cultural group within Quebec society. Furthermore, in order to evaluate the position of their group after the Quiet Revolution, English-speaking Quebecers could have compared their status with the status they had before the Quiet Revolution. Following this reassessment process, it is possible that English-speaking Quebecers could have felt dissatisfied and maybe even threatened.

Feelings of dissatisfaction or threat that results from negatively-based comparisons refer to the concept of relative deprivation (Crosby, 1976; Runciman, 1966; Walker & Pettigrew, 1984). One of the major assumptions underlying relative deprivation theory is that individuals assess the condition of their group using subjective standards of comparisons rather than objective ones. In fact, people use a variety of subjective standards for comparisons to gather information about their group (Runciman, 1966; Walker & Pettigrew, 1984) and consequently, to assess their condition.

According to relative deprivation theory, one method people can use to assess the condition of their group is to compare their group's condition to another point in time (temporal comparison). Specifically, comparing the current situation of one's group

to a well-defined situation in the past defines the theory of temporal comparisons (Albert, 1977). When people are facing a unique situation in which they have no social references (de la Sablonnière, Hénault, & Huberdeau, 2010), past situations become a particularly important anchor-point that allows them to evaluate the condition of their group (Albert, 1977; Brown & Middendorf, 1996). For example, for an immigrant who have no close friends immigrants or family members to compare with, the best method of comparison that would allow him to assess his conditions would be himself in the past. Therefore, temporal comparisons are primarily used in situations of rapid social changes (de la Sablonnière & Tougas, 2008; de la Sablonnière, Tougas, & Lortie-Lussier, 2009), when instability causes the loss of social references (de la Sablonnière, Hénault, et al., 2010). Because of their importance during social change, temporal comparisons are, therefore, the main interest of this present research.

Temporal comparisons are of such importance to evaluate the self (Albert, 1977) that when they are unfavorable, it leads to negative consequences about how an individual evaluates himself (de la Sablonnière & Tougas, 2008; de la Sablonnière, Tougas, et al., 2009; Walker & Pettigrew, 1984; Zagefka & Brown, 2005). More specifically, relative deprivation theory suggests that well-being will suffer under conditions of negative temporal comparisons (i.e., temporal relative deprivation; Crosby, 1976). For instance, many studies have demonstrated that the more a person is dissatisfied with the condition of his group following a negative temporal assessment of his group condition, the more his personal well-being will be negatively affected (Bougie, 2005; de la Sablonnière, Auger, et al., 2010; Walker, 1999; Zagefka & Brown, 2005; see also Taylor, 1997, 2002 who argues that the collective affects the personal). Personal well-being is commonly defined using the concept of subjective well-being (SWB; Diener, Suh, Lucas, & Smith, 1999) and refers to people's general emotional and cognitive evaluation of their personal lives (Diener et al., 1999). In this research paper, we will rely on this common conceptualization when referring to personal well-being.

Just as relative deprivation at the collective level is linked to personal well-being, studies have also linked group-based relative deprivation to the positivity of one's

social identity (Bougie, Usborne, de la Sablonnière, & Taylor, in press; de la Sablonnière, Taylor, et al., 2009; de la Sablonnière & Tougas, 2008; Tougas, de la Sablonnière, Lagacé, & Kocum, 2003; Zagefka & Brown, 2005) which refers to the concept of collective well-being (Luhtanen & Crocker, 1992). Crocker and her colleagues (e.g., Crocker, Luhtanen, Blaine, & Broadnax, 1994) provide important insight on the importance of collective well-being through linking it to psychological well-being (see also Taylor, 1997, 2002).

In the general context of relative deprivation theory, the distinction between collective and personal well-being is deemed appropriate, given that its relationship with group-based relative deprivation has been found, in the literature, to be somewhat inconsistent (see Smith & Ortiz, 2002; Walker, 1999; Walker & Mann, 1987). While some studies have proven that group-based relative deprivation is not related to personal well-being (Smith & Ortiz, 2002; Walker, 1999; Walker & Mann, 1987), others have shown that feelings of relative deprivation at the collective level do affect personal well-being (Bougie, 2005; de la Sablonnière, Auger, et al., 2010; Walker, 1999; Zagefka & Brown, 2005). In this present paper, we proposed that these inconsistent results arise from different conceptualizations of temporal relative deprivation (see also de la Sablonnière, Auger, et al., 2010).

Different Conceptualizations of Temporal Relative Deprivation

The most common way to conceptualize temporal relative deprivation involves temporal comparisons with one specific point in time in the recent past or future. For example, in a study by Dambrun, Taylor, MacDonald, Crush and Méot (2006), participants were asked to assess their current economic condition in comparison to their condition one year ago. Studies on temporal comparisons have used comparisons of the past or future generally ranging between 6 months and 5 years (Abeles, 1976; Dambrun et al., 2006; de la Sablonnière, Tougas, et al., 2009; Grofman & Muller, 1973; Ross & Wilson, 2002; Van Dyk & Nieuwoudt, 1990; Wilson & Ross, 2001). Because the point of comparison is often arbitrarily chosen, this chosen point of comparison might not correspond to the reality of the participants' history. Indeed, there are some

points in the history of a group that are more important than others (Bougie et al., in press; de la Sablonnière, Taylor, et al., 2009; Liu & Hilton, 2005). For instance, when asking Rwandan people to compare their present group situation with one in the past, some might probably use the Rwandan Genocide period of their history as an anchor-point for their comparison. However, if we ask them to compare their present situation to the one taking place one year ago, they cannot choose a reference point that is truly meaningful, such as the Genocide, as it did not take place one year ago.

To palliate the limitations of past research, de la Sablonnière and her colleagues (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009) proposed a new way to conceptualize temporal relative deprivation that considers the socio-historical context in which individuals live. Specifically, de la Sablonnière and her colleagues proposed that it is necessary to assess temporal relative deprivation using a historically-based perspective. That is, temporal relative deprivation needs to be assessed using *several turning-points in a group's history* rather than only one arbitrary point (see also Bougie et al., in press; Davies, 1962, 1969; Grofman & Muller, 1973). For example, if we were to ask South Africans to evaluate their group condition over time, we would ask them to indicate how their group situation improved or deteriorated during the apartheid period, the fall of apartheid, the present time, and the near future. Given that these historical periods have brought about important changes to the group history, using them as points of comparison to assess collective relative deprivation would provide us with important insight about how an individual perceives the entire evolution of his/her group history over time. Using a historically-based perspective when assessing relative deprivation is consistent with a contemporary line of research that underscores the importance of considering a group's entire history in order to understand collective outcomes (Bougie et al., in press; Gergen, 2005; Hammack, 2008; Liu & Hilton, 2005).

Empirical studies that evaluated temporal relative deprivation over a group's history (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009) have illustrated why it is important to consider several turning-points as points of

comparison. First, the use of *multiple points of comparison* in the history of a group (as opposed to only one point of comparison) provides a better understanding of psychological well-being. Specifically, de la Sablonnière and her colleagues demonstrated that the expected negative association between collective relative deprivation and well-being (de la Sablonnière, Taylor, et al., 2009) was found to occur when the points of comparison refer to periods of time that have historical importance to the group. Since not all historical periods hold the same importance to one's group's history (Liu & Hilton, 2005), the relative deprivation experienced during each period has a different effect on well-being (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009).

Second, de la Sablonnière's findings showed that the way in which an individual perceives his group's evolution across different comparison points influences his present collective well-being (de la Sablonnière, Taylor, et al., 2009), as well as his personal well-being (de la Sablonnière, Auger, et al., 2010). Specifically, de la Sablonnière and her colleagues propose that, when assessing relative deprivation, researchers must not only consider multiple points of comparison but should also consider these points together as a whole, rather than separately. Indeed, if relative deprivation is assessed by making use of several points of comparison over time, it becomes possible to link these different points of comparison in order to generate *trajectories of temporal relative deprivation* (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009; see also Davies, 1962, 1969; Grofman & Muller, 1973; Gurr, 1970). These trajectories of temporal relative deprivation can be defined as the way group members perceive their group situation (as either improving or deteriorating) over important historical periods. By assessing the entire trajectories of temporal relative deprivation, we thus consider the historical context in which the participants evolve. Empirical findings indicate that the overall *trajectory of temporal relative deprivation* is better associated with well-being as compared to the "snapshot" approach using only one point of comparison (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009).

The advantage of assessing the *trajectories of temporal relative deprivation* as compared to a single point relies on the amount of information that we can obtain. The trajectory of temporal relative deprivation not only provides the level of relative deprivation felt over time, it also indicates the extent to which relative deprivation changes over time. If a group's history is characterized by a great deal of change in terms of relative deprivation, the entire trajectory of relative deprivation will therefore follow a pattern that parallels these social changes. This will be particularly important in times of social change. For instance, if we would ask Americans to evaluate the entire trajectory of their group in terms of relative deprivation (i.e., how their condition has improved or deteriorated), some might perceived important changes in their group's condition since the September 11 attacks. We could expect that the level of relative deprivation would, first off, be low, prior to the September 11 attacks, then increases after the attacks, to finally reach a point where the level of relative deprivation would steadily decrease. In addition to showing the level of relative deprivation felt over the group's history, the trajectory therefore indicates how a person perceives that his group's condition has, or is expected to, improve and/or deteriorate over time as revealed by the stability of the trajectory.

Empirically, the overall improvement or deterioration of a group's condition has been found to be a determinant in understanding psychological well-being (de la Sablonnière, Taylor, et al., 2009; see also Grofman & Muller, 1973). That is, the stability of the trajectory of relative deprivation revealed itself to be useful to understand people's reactions to social change. Specifically, de la Sablonnière, Taylor and their colleagues (2009) demonstrated that a trajectory of relative deprivation that was perceived as being "unstable" (i.e. having improvements as well as deteriorations) was associated with less well-being than one perceived as being "stable" over time (i.e., few gradual changes; de la Sablonnière, Taylor, et al., 2009). Concretely, the results have shown that a subgroup of Kyrgyz people (16%), who were convinced that the economic well-being of the Kyrgyz population had, and would steadily continue to improve over time (a stable trajectory of temporal relative deprivation), reported higher

level of psychological well-being than the majority of Kyrgyz (84%) who perceived fluctuations in economic well-being over time (an unstable trajectory of temporal relative deprivation).

These results are consistent with a parallel body of research about stability and self-consistency. According to research, stability fulfills a psychological need for self-consistency (Lecky, 1945; see also Keyes, 2000; Keyes & Ryff, 2000). Self-consistency refers to the fundamental human tendency to maintain an image that is consistent over time (Brown & McGill, 1989; Burke, 1991; Gecas & Burke, 1995; Jones, 1973; Lecky, 1945; Mackinnon, 1994; Swann & Brown, 1990). More than fifty years ago, Lecky (1945) identified self-consistency to be critical for an individual's survival, especially because it allows the person to predict and control his social environment (see also Janoff-Bulman, 1992). Accordingly, the perception of self-consistency is particularly important for a general sense of well-being. For instance, Keyes and his colleagues (Keyes, 2000; Keyes & Ryff, 2000; Westerhof & Keyes, 2006) suggest that, since the perception of change violates self-consistency, it leads to a lower level of well-being. The premise that an unstable trajectory of relative deprivation negatively influences well-being is then consistent with both the work of Keyes (Keyes, 2000; Keyes & Ryff, 2000; Westerhof & Keyes, 2006) as well as with other classic studies in relative deprivation (Davies, 1962, 1969; Grofman & Muller, 1973).

Thus far, past studies on perception of instability (Westerhof & Keyes, 2006; see also Keyes, 2000; Keyes & Ryff, 2000) and of the trajectory of relative deprivation (de la Sablonnière, Taylor, et al., 2009; see also Grofman & Muller, 1973; Gurr, 1970), outlined the necessity of evaluating perception of instability within an individual's life course. Previous research has, however, not examined whether perception of instability matters beyond the level of relative deprivation felt. Specifically, studies that examined the instability perceived in one's living condition have neglected the level of relative deprivation (Westerhof & Keyes, 2006; see also Keyes, 2000; Keyes & Ryff, 2000). Even if perception of improvements or deteriorations was assessed, studies neglected whether these changes were associated with high or low level of relative deprivation.

This is critical as the perception of stability might have been associated with a lower level of relative deprivation, which would explain why perceiving stability was associated with a pronounced well-being to a greater extent than perceiving improvements or deteriorations.

In addition, in research having assessed the entire trajectory of relative deprivation (de la Sablonnière, Taylor, et al., 2009), the *level* of relative deprivation and the *stability* of the trajectory of relative deprivation were confounded. Specifically, results showed that participants who reported an unstable trajectory of relative deprivation were also those who reported a high level of relative deprivation over time. Similarly, among all participants, those who perceived a stable trajectory of relative deprivation also reported a lower level of relative deprivation. Because the level of relative deprivation and the stability of the trajectory of relative deprivation were hardly distinguishable in previous work, it is thus difficult to determine the role of the instability and the level of relative deprivation in understanding people's well-being.

The Present Research

When looking at past research, there is an important question that remain unanswered: What is the importance of both perceptions of instability and level of relative deprivation across a group's history to people's sense of well-being ? Clearly, we have yet to understand whether perception of instability influences people's general sense of well-being beyond the level of collective relative deprivation felt over time. Past research acknowledge the importance of perceiving instability in people's well-being (de la Sablonnière, Taylor, et al., 2009; Keyes & Ryff, 2000; Westerhof & Keyes, 2006), but it is hard to distinguish this effect from the level of relative deprivation felt which is very likely to influence well-being as well (Bougie et al., in press; de la Sablonnière, Taylor, et al., 2009; de la Sablonnière & Tougas, 2008; Tougas et al., 2003; Walker, 1999; Zagefka & Brown, 2005). In response to the difficulty in determining the distinct importance of these two aspects of relative deprivation in people's well-being, we fill the gap by examining simultaneously the perceptions of instability and level of relative deprivation across a group's history. Through various types of methodologies,

we sought to understand the role of the trajectory of relative deprivation over time, both in terms of its instability and its level, on psychological well-being.

In the current research, we had two major research goals. Our first goal was to establish whether the instability of the trajectory of relative deprivation is really a key factor in understanding people's psychological well-being. In the first two experiments (Study 1 and 2), we sought to manipulate for the first time the stability of the trajectory of relative deprivation to examine its causal impact on psychological well-being, while maintaining constant the level of collective relative deprivation felt.

Having identified the importance of the stability of the trajectory of relative deprivation, our second goal was to explore how the perceptions of both instability and level of relative deprivation over a group's history relate to psychological-well-being. To this end, we conducted one experiment and a field study. In a third experiments (Study 3), we explored how both the trajectory's stability and the trajectory's level of relative deprivation impacts psychological well-being. That is, in this experiment, the two key features of the trajectory of relative deprivation, the trajectory's stability and the trajectory's level, was manipulated. With a fourth study, we aspired to supplement our experiments with field research involving people who are challenged by dramatic social changes. Specifically, we wished to extent the results of Study 3, as well as those of previous studies conducted in a natural context (de la Sablonnière, Taylor, et al., 2009; Westerhof & Keyes, 2006), by examining both instability and level of relative deprivation over a group's history in a real world context of dramatic social change (Study 4). Given that people challenged by dramatic changes in their daily life are experiencing great instability, far from what we could manipulate in a laboratory context, it is a perfect natural setting to validate our research question. Indeed, it was imperative to identify the importance of the perceptions of both instability and the level of relative deprivation over time in a complex real-life context. Therefore, in contrast to past research conducted in natural contexts (de la Sablonnière, Taylor, et al., 2009; Westerhof & Keyes, 2006), in this fourth study, we examined how both perceptions of

instability and the level of relative deprivation over time predict psychological well-being.

Study 1

The goal of Study 1 was to clarify the role of the stability of the relative deprivation's trajectory on psychological well-being. Based on past work (de la Sablonnière, Taylor, et al., 2009; Westerhof & Keyes, 2006; see also Keyes, 2000; Keyes & Ryff, 2000), *we hypothesized* that when the trajectory of relative deprivation is unstable, people will report lower well-being, in comparison to the stable trajectory. To test this hypothesis, we manipulated perception of instability by varying the *stability* of the trajectory of relative deprivation (stable vs. unstable). We decided to adopt a very conservative approach by maintaining constant the trajectory's *level* of relative deprivation. Specifically, the manipulation was designed in such a way that participants experiencing the stable trajectory of relative deprivation were also experiencing a high level of relative deprivation. In the manipulation with the unstable trajectory, participants experienced a lower level of relative deprivation. Accordingly, if participants in the stable condition report higher level of psychological well-being, we might be confident that the stability of the trajectory have an impact on people's psychological well-being beyond the level of relative deprivation felt.

Method

Participants

In total, 49 women were recruited through the use of short presentations during undergraduate courses at the University of Montreal. Only women were selected in order to be able to identify a single social group. The experiment was presented to students as a research project in social psychology which aimed to studying group decision-making. The average age of participants was 21.5 years ($SD = 3.04$). Subjects' ages ranged from 19 to 36 years. In total, 74% of the participants were students in the Bachelor's degree program in psychology, 7% were students in both psychology and sociology, 6% were students in the Bachelor of psycho-education program and 8% were from other university programs.

Participants were randomly assigned to one of the two experimental conditions: unstable trajectory of relative deprivation (unstable condition, $n = 21$) or stable trajectory of relative deprivation (stable condition, $n = 28$). Participants in teams of two to six people were met by a female research assistant. This person was in the same social group as the participants (i.e., women) so that intergroup comparisons would not influence the results. To mask the scientific objectives of the experiment, participants were informed that the main objective of the study was to observe the differences in efficiency of both men and women when making important decisions as a group. After the explanation of the objectives and the procedure were given, each participant signed a consent form.

Materials and Procedure

Grouped in teams, participants had to perform a task decision jointly. Participants were met in teams instead of individually in order to create a feeling of relative deprivation at the collective level (i.e., in regards of the team's situation). Our goal was to create a situation where participants could easily get feedback on their performance. Specifically, participants had to read a situation in which their survival was threatened following the crash of a plane. Subsequently, participants had to create a list where they prioritized equipment to be retained for their survival (Johnson & Johnson, 1975). Participants had to perform a similar task five times, but in different contexts every time (for example, in winter, in the desert, following a nuclear attack). The procedure builds on the experimental work of Smith, Spears and Oyen (1994) who have manipulated relative deprivation in a laboratory setting.

Before the experimentation began, the research assistant explained to participants that they would receive feedback after each task on the order of priorities they would determine jointly. Participants were informed that the feedback was based on the opinion of experts who ranked in order of importance objects to prioritize, according to the situation. These feedback enabled participants to follow the performance of their own group through time. The two experimental conditions were identical in all respects with the exception of the nature of the feedback provided to

participants. Feedback offered was determined in advance depending on the experimental condition. In the unstable condition, participants' rate of success varied greatly from one task to the other, which was represented as a percentage of success ($SD = 10.87$). In the stable condition, participants received a similar success rate after completing each of the five tasks ($SD = 3.58$; see Figure 1 for a detailed illustration). In addition, we were very conservative in designing the trajectories. Specifically, the trajectories were designed in such a way that the level of success was lower in the stable condition ($M = 59.40$) than in the unstable condition ($M = 65.8$). This meant that participants in the stable trajectory experienced a higher relative deprivation than those in the unstable trajectory. This precaution was taken in order to ensure that if the unstable trajectory of relative deprivation leads to less well-being than a stable one, this is despite the fact that participants in the unstable trajectory were more successful (i.e., experienced less relative deprivation). Accordingly, the instability of the trajectory of relative deprivation would be proved to be important beyond the level of relative deprivation.

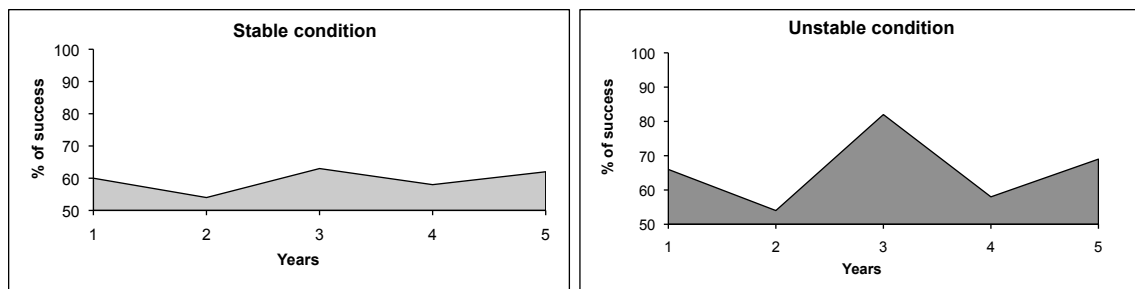


Figure 1. Illustrations of the Trajectories of Relative Deprivation that were Manipulated in Study 1.

After the experiment, participants filled out a questionnaire which included our dependent variables, manipulation checks and demographic variables. At the end of the experiment, participants were debriefed. None of the participants were suspicious about the experimental manipulation.

Measures

Dependent variables are measures of collective and personal well-being. The scales that were originally in English have been translated using a back to back translation method in French (Brislin, 1970). For all measures, an 11-point Likert-type scale defined at one extreme by *completely disagree* (0) and by *completely agree* (10) at the other extreme was used. In addition, for each scale, an overall score was calculated for each participant by averaging the items of the scale.

Collective well-being. A scale of collective hope was used as a measure of collective well-being. Collective hope has been used in previous research to evaluate collective well-being (de la Sablonnière, Taylor, et al., 2009). Since personal hope has been reliably associated with personal self-esteem (Snyder et al., 1996), de la Sablonnière, Taylor and colleagues (2009) proposed that hope at the group level reflects to some extent collective esteem, and more generally collective well-being. A validated scale of personal hope (Snyder et al., 1991) was adapted at the collective level (de la Sablonnière, Taylor, et al., 2009). Three items were used: "I think that the condition of women will get better in the future"; "Women can think of several ways to get the things they consider important" and "Even when some get discouraged, I know that women can find a solution to problems." The internal consistency of this scale was .62.

Personal well-being. Personal well-being was assessed using the Rosenberg's Stability of Self-esteem Scale (Rosenberg, 1965, 1979). The stability of self-esteem scale was preferred instead of a measure of self-esteem because it is a situational measure, making it more likely to be responsive to a manipulation. The Rosenberg's Stability of Self-esteem Scale has also been used in previous research to evaluate stability of self-esteem (e.g., Kernis, Grannemann, & Barclay, 1989; 1992). Participants were asked to answer the following three questions: "Some days, I have a very good opinion of myself and other days I have a very poor opinion of myself", "I noticed that my ideas about myself seem to change very quickly" and "I feel that little or nothing can change my opinion of myself now." Internal consistency for this scale was .70.

Results and Discussion

Prior to hypothesis testing, preliminary analyses were conducted. Given that our data included a hierarchical structure involving participants (level 1) nested within teams (level 2), a multilevel modeling approach was adopted. The level 1 unit was comprised of the 49 individuals; the level 2 unit corresponded to the 18 teams in which participants were met as part of the experiment. Hierarchical linear modeling (Raudenbush & Bryk, 2002) tested our hypothesis in taking into account variations that may occur between groups and within groups. Analyses were computed using the HLM program (Bryk, Raudenbush, & Congdon, 1994).

Preliminary Analyses

Preliminary analyses show that the data followed a normal distribution. Specifically, all measures fell within an acceptable kurtosis and skewness range of -1.12 to +0.95 (Tabachnick & Fidell, 2007). Outliers that deviated by more than 3 standard deviations from the variable mean, and also showed a Mahalanobis distance greater than the exclusion criterion set at $p < .001$ were identified. No participants were excluded on the basis of this criterion. Considering that no variable has more than 5% of its data missing (Tabachnick & Fidell, 2007), no variable was excluded. However, one participant who had more than 75% of his data missing was removed from the sample. Descriptive analyses were conducted, and averages and standard deviations are presented in Table 1.

Table 1.

Means and Standard Deviations (in Parentheses) for Collective and Personal Well-Being as a Function of Experimental Conditions (Study 1)

	Experimental conditions	
	Unstable condition ($n = 21$)	Stable condition ($n = 28$)
	$M (SD)$	$M (SD)$
Self-esteem stability	4.32 (1.80)	5.82 (2.31)
Collective hope	7.59 (1.31)	7.71 (1.38)

As participants were grouped in teams of two to six persons, it was necessary to ensure that there was no group effect before proceeding to the main analyses. A group effect occurs when scores of individuals within the same group are more similar to each other than they are to the scores of individuals from other groups. To this end, ANOVA were conducted. Specifically, to ensure that there was no difference within the teams in the unstable condition and the teams in the stable condition, two ANOVA were conducted with the identification number of each group. A first ANOVA was conducted for teams in the unstable condition and a second ANOVA was conducted for teams in the stable condition. Analysis led to the exclusion of a team of four participants in the unstable condition who differed from several other teams in the unstable condition, concerning the manipulation check measures and the dependent measures as well. No other team was identified as problematic. A total of 49 participants from the original sample were selected for subsequent analyses (unstable condition, $n = 21$; stable condition, $n = 28$).

Manipulation Check

To ensure the effectiveness of the experimental manipulation, participants were asked to evaluate whether the overall performance of their group had been stable over time using an 11-point Likert-type scale (ranging from 0 representing *totally unstable* to 10 representing *totally stable*). The results indicated a significant difference between the two experimental conditions, $t(47) = 6.70$, $p < .001$, $\eta^2 = .49$. More specifically, participants in the stable condition perceived the overall performance of their group as being much more stable ($M = 7.39$) than those in the unstable condition ($M = 4.81$; see Figure 1).

Hypothesis Testing

To examine the impact of the trajectory's stability on psychological well-being, two hierarchical linear models were conducted, one for each dependent variable. In the first step, an unconditional model, including only the intercept (i.e., the mean) of participants' psychological well-being scores and no other predictor was tested (see Model 1 in Table 2). This step was necessary to partition the variance in participants'

psychological well-being within and between components. Thereafter, the percentage of variance that occurs between groups was assessed using intraclass correlation (ICC). The intraclass correlation results revealed that 11% of the variance in the stability of self-esteem scores occurred between groups ($ICC = 0.50 / (0.50 + 4.42) = 0.11$), while only 3% of the between-group variance of the collective hope scores was found ($ICC = .03$).

Table 2

Multilevel Models Predicting Stability of Well-being From Group Manipulation (Study1)

	Parameters	Stability of self-esteem		Collective hope	
		Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>					
Initial Status	γ_{00}	5.22**	4.95**	7.66**	7.68**
Manipulation	γ_{01}	-	1.44*		0.17
Number of participants	γ_{02}	-	-0.17		-0.04
<i>Variance components</i>					
Level-1 Within-Person	σ^2	4.42	4.47	1.74	1.72
Level-2 Intercept	σ^2_{00}	0.50	0.00	0.05	0.17
Deviance		215.94	210.23	168.00	169.54

Note. * $p < .05$, ** $p < .01$

In the second step (see Model 2 in Table 2), we included data respecting the effects of the experimental manipulation as a Level 2 predictor, since it was a characteristic which defined the experimental groups (Level 2), not the individuals (Level 1). That is, the information concerning participants' experimental group (i.e., whether the trajectory was stable or unstable) was included in the model to explain between-groups variance in well-being (Level-2 variance component; σ^2_{00}). In addition, since the number of participants in each team varied, the number of participants was introduced as a Level 2 predictor to ensure that no effect was attributable to this variation. In order to describe our data, the following function was applied:

$$Y_{ij} = \gamma_{00} + \gamma_{01} (\text{Group's manipulation}) + \gamma_{02} (\text{Nb participants}) + (\varepsilon_{ij} + \zeta_{0j})$$

The results for Model 1 and 2 are shown in Table 2. In terms of personal well-being, fixed effects indicated that the experimental manipulation marginally explained between-groups variance in personal well-being ($\gamma_{01} = 1.44$, $p = .035$, applying a Bonferroni correction $\alpha = .05/2 = .025$). Specifically, those participants who found themselves in a condition where the trajectory of relative deprivation was unstable, expressed marginally less personal well-being ($M = 4.32$; $SD = 1.80$) than those who found themselves in a condition where the trajectory was stable ($M = 5.82$; $SD = 2.31$). The number of participants in each experimental groups had no effect on people's personal well-being ($\gamma_{02} = -0.17$, $p = .46$). The full model, including the Level 2 predictors, provided significantly better results than the unconditional model which included only the intercept for personal well-being (deviance dropped to 210.23 from 215.94). Furthermore, the experimental manipulation explained mainly all the variance in personal well-being that occurred between groups (σ^2_{00} drop .005 from .50; $R^2 = .98$). In contrast, our hypothesis was not confirmed for collective well-being scores ($\gamma_{02} = .17$, $p = .46$).

Findings of Study 1 showed that the unstable trajectory, when compared to a stable trajectory of temporal relative deprivation led to a lower level of personal well-being. However, this result has not been found with respect to collective well-being. Accordingly results only partially confirmed the hypothesis that an unstable trajectory of relative deprivation decreases well-being to a greater extent than a stable one.

Principally, there are two characteristics of the experimental procedure which may explain why results did not confirm our hypothesis for collective well-being. First, the use of gender as a social group might have limited the effect of collective relative deprivation on collective well-being. As argued by Walker (1999), for most individuals, belongingness to their gender was established at a very young age, and it is therefore possible that identification to their gender (I am a woman / I am a man) is less sensitive to experimental manipulation. For example, women who highly identify to their group (I am a women) might not have felt threat to their gender identity as a results of a brief

experimental manipulation. This would explain why we did not find any results for collective well-being. If we inadvertently failed to manipulate relative deprivation at the collective level, it is likely that participants would have personally endorsed the failure of their group. If this is the case, it explains the lack of results for the collective well-being.

Future research should thus use a more malleable social identity than gender, one with looser boundaries (i.e., one where individuals can decide not to belong to a particular group anymore) when manipulating relative deprivation. For instance, in many Canadian universities, undergraduate students in psychology face the challenge of not knowing whether they will be able to continue their studies after graduating, as few students are admitted into psychology graduate programs. Accordingly, many psychology students wonder whether they should begin studies in a new field, (thus considering leaving the group of psychology student). Professional identity is thus more likely to be sensitive to an experimental manipulation of collective relative deprivation.

The second possible limitation of Study 1 is that the type of comparisons used (i.e., temporal) may also have limited the effect of collective relative deprivation on collective well-being. Since participants were only allowed to compare the evolution of their group over time through temporal comparisons, it might not have activated group thinking (for example women failed to succeed when men did succeed). As suggested by Smith and Ortiz (2002), the presence of an outgroup activates both group thinking and group comparisons, which in return engenders feelings of collective relative deprivation. We might presume that the feedback provided might not have been sufficient to initiate feeling of collective relative deprivation. It would thus explain why we obtained results at the personal level and not at the collective level. Besides, the lack of results at the collective level can also be attributed to the instruments used. Indeed, the collective well-being was assessed with only 3 items, which might have limited its validity.

Study 2

Study 1 appears to have manipulated personal relative deprivation instead of collective relative deprivation. The results of this study revealed that experiencing an unstable trajectory of temporal relative deprivation affects personal well-being to a greater extent than experiencing a stable one. However, no results were obtained concerning collective well-being. The goal of Study 2 was to extend previous findings by manipulating more specifically the trajectory of relative deprivation at the group level.

As for Study 1, we manipulated the *stability* of the trajectory of relative deprivation (stable vs. unstable) and maintained constant the *level* of the trajectory. However, in order to fill the gaps of Study 1, two changes were made to the methodology. Firstly, a professional identity was chosen instead of a gender identity, as it is a more malleable identity. Given the high level of relative deprivation felt by undergraduate students in psychology (e.g., The Disposable Academic, 2010), we decided to conduct this study with this population in mind, manipulating one of their principal concerns: job opportunities after a bachelor's degree. More specifically, we manipulated the trajectories of job opportunities of BA students in psychology during the last fifteen years.

Secondly, in Study 1, group members only received feedback for their own group over time which might not have been sufficient to activate group comparison, and thus, feelings of collective relative deprivation (see Smith & Ortiz, 2002). Accordingly, in Study 2, following the proposition by Smith and Ortiz (2002), we added an intergroup dimension to the temporal comparisons so as to engender more efficiently feelings of collective relative deprivation. Specifically, an experimental manipulation was created, in which undergraduate students in psychology read a fictitious job opportunity report containing the number of job opportunities psychology graduates had been offered across 15 years. With this information, a trajectory of job opportunities was created. The job opportunity trajectory after the completion of an undergraduate degree in psychology was then compared to the trajectory of opportunities for another

professional group (i.e., students in business administration). These group-to-group comparisons are likely to favour collective relative deprivation to a greater extent than only temporal comparisons. Accordingly, this follow-up study was necessary to further test the hypothesis that perceiving an unstable trajectory of relative deprivation at the collective level decreases both personal and collective well-being to a greater extent than perceiving a stable one.

Method

Participants

One hundred and forty-three students who were recruited from the French language universities in Montreal (Québec, Canada) took part in the second study. Only students in psychology were selected in order to identify one single professional group. Since both our manipulation and collective questions were designed for undergraduate students in psychology, ten students from other programs were excluded. In this manner, we ensure the salience of one single social group. Participants were aged between 18 and 41 years ($M = 21.61$ years, $SD = 4.57$ years) and the sample group was comprised mainly of women (80%). In total, 76.5% of the participants were students in the Bachelor degree program in psychology, 21 % were students in psychology and sociology, and 2.5 % were students in psychology and linguistics.

Materials and Procedure

The present procedure builds on one used by Guimond and Dambrun (2002) which manipulated feelings of relative deprivation at the collective level. In order to disguise the true goal of the experiment, participants were informed that the study focused on the social perceptions of job opportunities after the completion of an undergraduate degree in psychology. After being informed about the general goal of the study and having signed a consent form, participants were asked to read a brief *report* that had been published by “Emploi-Québec” (a provincial organization that publishes listings of job opportunities in Québec). The report described the evolution of job opportunities after an undergraduate degree in psychology from 1996 up to 2012. Two different reports were created, each corresponding to an experimental condition with

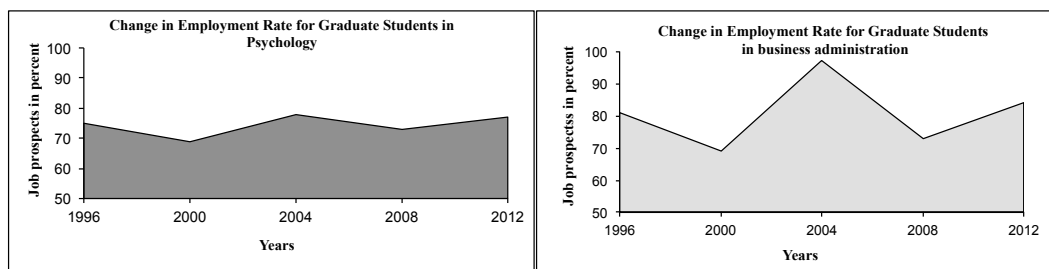
different trajectories of relative deprivation being presented. The two experimental conditions varied in the trajectories' stability, while its level of relative deprivation remained constant. Participants were randomly assigned to one of the two experimental conditions (e.g., unstable vs stable trajectory of relative deprivation).

The first condition, the *unstable condition*, was characterized by a trajectory high in instability. More specifically, the report of Emploi-Québec described a situation where job opportunities in psychology had been characterized by an unstable pattern of improvements and deteriorations from one point to another during the past years (i.e., high instability). Furthermore, in order to accentuate the perception of collective relative deprivation (see Smith & Ortiz, 2002), job opportunities in psychology were compared to those in business administration (outgroup). Since the outgroup was essentially included to favor group-to-group comparisons, we decided to only manipulate the stability of the outgroup's trajectory, and not its level of relative deprivation. By doing this, we ensured that the difference in participants' psychological well-being is not due to the gap in job opportunities between students in psychology and those in business administration. Accordingly, in the unstable condition, the report of Emploi-Québec described a situation where job opportunities in business administration were more stable over time than in psychology. In the second condition, the *stable condition*, the report described few changes in job opportunities in psychology from 1996 to 2012 (i.e., low instability). Furthermore, to encourage group-to-group comparisons, the report of Emploi-Québec described an unstable trajectory of job opportunities in business administration.

To enhance the manipulation of the trajectory of relative deprivation, a figure illustrating the evolution of job opportunities in psychology was also presented conjointly with the report. Combined with the reading of the description, the figure provided participants with a concrete overview of their job opportunities' trajectory over time. This was congruent with the procedure used by Guimond and Dambrun (2002). For example, in the unstable condition, the illustration showed greater instability in job opportunities over time ($SD = 10.87$) as compared to the stable condition ($SD = 3.58$ see

Figure 2 for an illustration). As in Study 1, trajectory's level of relative deprivation was conservative in the stable condition. The trajectory was designed in such a way that the average number of job opportunities was lower in the stable condition ($M = 74.40$) than in the unstable condition ($M = 80.80$). This conservative requirement ensures that the stability of the trajectory is important to well-being, regardless of the level of relative deprivation. If participants in the unstable condition have lower well-being than those in the stable condition, it is because the trajectory's instability is detrimental to well-being beyond the level of relative deprivation felt. However, if the trajectory's stability is not important for one's well-being, then participants in the unstable condition should have higher well-being (given that they experienced less relative deprivation) than those in the stable condition.

Stable condition



Unstable condition

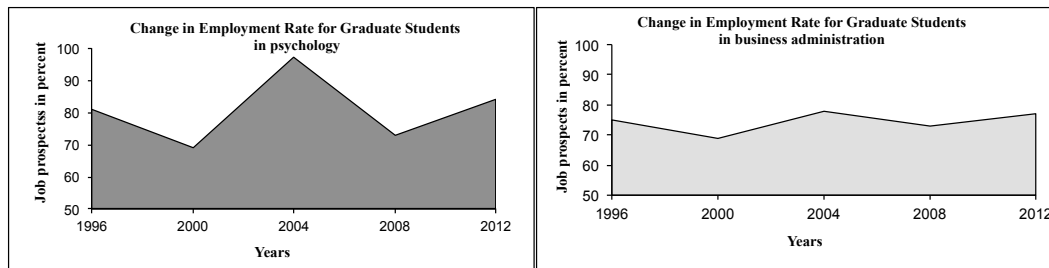


Figure 2. Illustrations of the Trajectories of Job Opportunities that were Manipulated in Study 2.

After reading the report by Emploi-Québec, participants were asked to complete a questionnaire on social perceptions, which included a manipulation check and our

dependent measures (i.e., well-being). At the end of the questionnaire, participants were debriefed.

Measures

As for Study 1, the dependent variables were measures of collective and personal well-being. Collective well-being was assessed with two measures. Firstly, the scale used in Study 1 (i.e., collective hope) was again used in this study. Secondly, to improve the validity of our measures of collective well-being, we added an additional measure of collective well-being. Specifically, collective esteem was assessed to assure the stability of our results. Personal well-being was also evaluated (de la Sablonnière, Auger, et al., 2010; Taylor, 1997, 2002; Osborne & Taylor, 2010). In Study 2, dispositional measures of personal well-being were used as opposed to the situational measure used in Study 1, because we wanted to establish the results obtained in Study 1 to different aspects of well-being. More precisely, two dispositional variables of personal well-being were assessed: the state self-esteem (Rosenberg, 1965) and personal hope (Snyder et al., 1991). Scales that were originally in English were translated using a back-to-back translation in French (Brislin, 1970). For all measures, an 11-point Likert-type scale was used, defined at one extreme by “*completely disagree*” (0) to “*completely agree*” (10) at the other extreme. In addition, for each scale, an overall score was calculated for each participant by averaging the items of the scale.

Collective well-being. Measures of collective esteem and collective hope were assessed. Collective esteem was evaluated using questions derived from previous scales (Ellemers, Kortekaas, & Ouwerkerk, 1999; Jackson, 2002; Luhtanen & Crocker, 1992). This scale was previously used in an experimental study designed to assess the impact of collective relative deprivation on collective esteem (Walker, 1999), confirming its pertinence in studies of relative deprivation. This scale consists of four items including the following: "I'm happy to be a student in psychology" and "I attach great value to being a student in psychology." The internal consistency for this scale was .73.

Collective hope was assessed using the same three items from the scale used in Study 1 (Snyder et al., 1991). However, one item was rejected on the basis of internal

consistency (e.g., the internal consistency was of .62 with this item). The remaining items yielded a high correlation ($r = .60; p < .001$)

Personal well-being. Two measures of personal well-being were used: Self-esteem and personal hope. Given that explicit self-esteem (Rosenberg's Self-Esteem scale; Rosenberg, 1965) is a significant predictor of subjective well-being, both self-reported and informant report (Diener & Diener, 1995; Schimmack & Diener, 2003), we decided to evaluate personal well-being using a scale derived from the French version of the Rosenberg's Self-Esteem scale, as validated by Vallières and Vallerand (1990). Participants were asked to rate seven items¹ including the following: "I think I am a person of value at least equal to to anyone else" and "Sometimes I feel really useless (item recoded)". The internal consistency of the scale was .82.

As the concept of personal hope has been associated with self-esteem (Snyder et al., 1991), personal hope was assessed as a measure of personal well-being using a validated scale (Snyder et al., 1991). Specifically, three items were used: "I energetically pursue my goals", "So far I have accomplished the goals I had set" and "If I had to find myself in a difficult situation, I could think of several ways to get out." The internal consistency of the scale was .74.

Results and Discussion

Prior to hypothesis testing, preliminary analyses were conducted. Subsequently, the effectiveness of the manipulation was tested by conducting an independent *t*-test. Thereafter, in order to test the hypothesis that experiencing an unstable trajectory of relative deprivation decreases well-being to a greater extent than experiencing a stable one, a *Multivariate analysis of variance* (MANOVA) was conducted in order to evaluate the effect(s) of the relative deprivation trajectory upon both collective and personal well-being measures.

¹ Three of the ten items of the Rosenberg's Self-esteem Scale were excluded from the questionnaire for parsimony. Since the participants were asked to answer the questionnaire during class hour, we ensured that no less than 10 minutes were required to complete the questionnaire.

Preliminary Analyses

The main variables used in the main analyses were examined to ensure that they followed a normal distribution. All measurements fell within an acceptable kurtosis and skewness range: that is from -0.77 to + 1.95 (Tabachnick & Fidell, 2007). No participants were identified as outliers based on the same criterion used in Study 1. For all continuous variables, missing data levels were inferior to 5%. Accordingly, no problems of missing data were observed. The Box's M-test was used to test the homogeneity of variance-covariance matrices. Since the result from this test was not significant at $p > .001$, we assumed homogeneity of the variance-covariance matrices. Descriptive analyses are shown for all variables in Table 3.

Table 3

Means, Standard Deviations, and Univariate Effects on Well-being as a Function of Experimental Condition (Study 2)

Measures	Unstable group	Stable group	$F(1, 119)$	$p <$	η^2
	$M (SD)$	$M (SD)$			
Collective Well-Being					
Collective esteem	7.29 (1.56)	8.00 (1.60)	5.84	.025	.05
Collective hope	5.53 (2.06)	6.55 (1.45)	10.03	.01	.08
Personal Well-Being					
Self-esteem	7.10 (1.51)	7.76 (1.37)	6.28	.025	.05
Personal hope	6.71 (1.48)	7.42 (1.66)	5.98	.025	.05

Manipulation Check

The participants were asked to indicate, on an 11-point scale (from 0 = *totally unstable* to 10 = *totally stable*), whether job opportunities in psychology have been stable or unstable over time. A comparison between the stable and unstable trajectory conditions revealed the expected principal effect, $t(85.90) = 6.46$, $p < .001$, $\eta^2 = .24$. Those participants who were part of the stable trajectory condition reported that job

opportunities in psychology were more stable ($M = 7.27$; $SD = 1.12$) than those who were part of the unstable trajectory condition ($M = 5.58$; $SD = 1.65$).

The manipulation check revealed, however, that the manipulation of the trajectory's stability was ineffective for ten participants. Five participants who were part of the unstable condition perceived that job opportunities in psychology were totally stable (i.e., rated nine or ten on an 11-point scale where 10 represents *totally stable*) while, five participants who were part of the stable condition perceived that job opportunities in psychology were quite unstable (i.e., rated four). Accordingly, these 10 participants were removed from our sample. In addition, we asked participants to indicate what they perceived to be the goal of the present research. Two additional participants had been suspicious about the article presented on job opportunities and were removed from the final sample. This final sample was comprised of a total of one hundred twenty-one participants (stable condition $n = 70$; unstable condition $n = 51$).

Hypothesis Testing

In order to investigate the differences between experimental conditions in collective well-being, two one-way between-groups Multivariate Analysis of Variance (MANOVA) was performed. One MANOVA was first performed on collective well-being measures, and a second was performed on personal well-being measures. The independent variable was the experimental conditions (stable and unstable).

The MANOVA analysis revealed the principal effect regarding the experimental condition on collective well-being measures, Wilk's $\lambda = .90$, $F(2, 118) = 5.37$, $p < .01$, $\eta^2 = .10$. Further analyses of the group condition's main effect on separate dependent variables has revealed a significant difference with respect to collective esteem. When we used a Bonferroni adjusted alpha level of .025 the results revealed a significant difference between participants in the stable condition ($M = 8.00$; $SD = 1.60$) and those participants in the unstable condition ($M = 7.29$; $SD = 1.56$), $F(1, 119) = 5.84$, $p < .025$, $\eta^2 = .05$). The same significant difference was found to be the case for collective hope between participants in the unstable condition ($M = 5.53$; $SD = 2.06$) and those in the stable condition ($M = 6.55$; $SD = 1.45$), $F(1, 119) = 10.03$, $p < .01$, $\eta^2 = .08$). The present

experimental manipulation had, however, exerted a moderate effect on collective well-being as indicated by the partial eta squared. Indeed, 10% of the variance in collective well-being was explained by the stability of the trajectory of relative deprivation.

A second MANOVA was performed on personal well-being measures. This MANOVA revealed a statistical difference between experimental conditions with respect to personal well-being measures, Wilk's $\lambda = .94$, $F(2, 118) = 3.73$, $p < 0.05$, $\eta^2 = 0.06$. It was also found that participants in the stable condition expressed a significantly higher level of self-esteem ($M = 7.76$; $SD = 1.37$, using a Bonferroni adjusted alpha level of 0.025), than those participants in the unstable condition ($M = 7.10$; $SD = 1.51$), $F(1, 119) = 6.28$, $p < 0.025$, $\eta^2 = 0.05$. Similar results respecting personal hope were found as well, $F(1, 119) = 5.98$, $p < 0.025$, $\eta^2 = 0.05$. Participants who found themselves in the stable condition had more personal hope ($M = 7.42$; $SD = 1.66$) than participants in the unstable condition ($M = 6.71$; $SD = 1.48$).

Results from Study 2 corroborated the hypothesis that perceiving an unstable trajectory of relative deprivation leads to a decrease in personal and collective well-being. In both Study 1 and 2, the *stability* of the trajectory was manipulated while maintaining the trajectory's *level* of relative deprivation constant. Specifically, in both experiments, the level of relative deprivation was higher for the condition where the trajectory of relative deprivation was stable. Since our results confirmed that a trajectory perceived as being unstable leads to lower well-being than a stable trajectory higher in relative deprivation, this research pointed to the importance of the trajectory's stability in understanding people's well-being, regardless of the level of relative deprivation.

However, even if we have established that the stability of the trajectory is important for a people's general sense of well-being, one important question remains unanswered: What is the added predictive value of considering the trajectory's level of relative deprivation together with its stability? As the level of relative deprivation was maintained constant in previous studies, it is impossible to distinguish the impact of the trajectory's stability from the trajectory's level of relative deprivation on psychological well-being. Does people react differently to a stable or an unstable trajectory of relative

deprivation depending on the trajectory's level of relative deprivation over time? We believe that in order to further investigate the importance of the trajectory of relative deprivation upon understanding psychological well-being, the two key features of the trajectory (i.e., its *level* and *stability*) need to be manipulated. A third experiment addressed this issue.

Study 3

In Study 3, we manipulated: a) the *stability* of the trajectory of relative deprivation (stable vs. unstable), and b) the *level* of the trajectory (high vs. low) to see how they predict psychological well-being. Our goal with this third study was to answer the following question: What is the impact of the trajectory's stability and trajectory's level of relative deprivation on psychological well-being? Consistent with both past studies about subjective changes (Keyes, 2000; Keyes & Ryff, 2000; Westerhof & Keyes, 2006), as well as pioneering studies on relative deprivation (Davies, 1962, 1969; Grofman & Muller, 1973), the effect of the level of relative deprivation of the trajectory on psychological well-being is likely to be different in situations where the trajectory is stable as opposed to unstable.

Specifically, according to the self-concept theory of subjective change, both positive and negative changes (i.e., instability) tend to elicit negative emotional responses because individuals have to deal with feedback that is inconsistent with their self-definitions (Keyes, 2000; Keyes & Ryff, 2000; see also Brown & McGill, 1989; Jones, 1973). Therefore change, regardless of its valence, is disturbing because it violates self-consistency standards, and asks individuals to readjust their routine (see also Holmes & Rahe, 1967). In contrast, in situations where there are no abrupt changes (i.e., stability), one's desire for self-consistency is fulfilled.

If the self-concept theory of subjective change explanation is valid, then the perception of an unstable trajectory of relative deprivation should lower well-being because it violates self-consistency standards and this, independently of the overall level of relative deprivation of the trajectory. In such circumstances, the overall level of relative deprivation of the trajectory would be less important to predict well-being

because the perception of instability, which decreases one's sense of self-consistency, would alone be detrimental to one's psychological well-being. In contrast, in situation where the trajectory of relative deprivation is stable, the overall level of relative deprivation of the trajectory is more likely to be relevant. Indeed, when the trajectory is stable, sustaining high levels of relative deprivation should produce a greater decrease in well-being than experiencing a low level of relative deprivation. For instance, group members' well-being will be higher if their group's condition is perceived as constantly gratifying over time, rather than constantly dissatisfying. This premise is based on the abundant literature in the field of relative deprivation which have found a negative association to exist between relative deprivation and psychological well-being (Bougie, 2005; de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009; de la Sablonnière & Tougas, 2008; Tougas et al., 2003; Walker, 1999; Zagefka & Brown, 2005).

To summarize Study 3, we proposed that the stability of the trajectory will act as a moderator with respect to the relationship between the level of relative deprivation of the trajectory and well-being. That is, we expected to find a differential effect of the level of relative deprivation of the trajectory on well-being as a function of trajectory stability. Specifically, we hypothesized that for a situation in which participants perceive a trajectory as being stable, psychological well-being will differ more as a function of whether they perceive this trajectory as being either high or low in relative deprivation. In contrast, when the trajectory is perceived as unstable, the level of relative deprivation will not be important for well-being.

Method

Participants

Students in psychology and other associated departments were recruited as participants in the present study. Two hundred sixty-four participants completed the questionnaire. From these participants, only those students in psychology were retained in the final sample ($N = 254$). Participants' ages varied between 17 and 43 years ($M = 21.43$ years, $SD = 3.35$ years). This sample was comprised mainly of women (82%), and

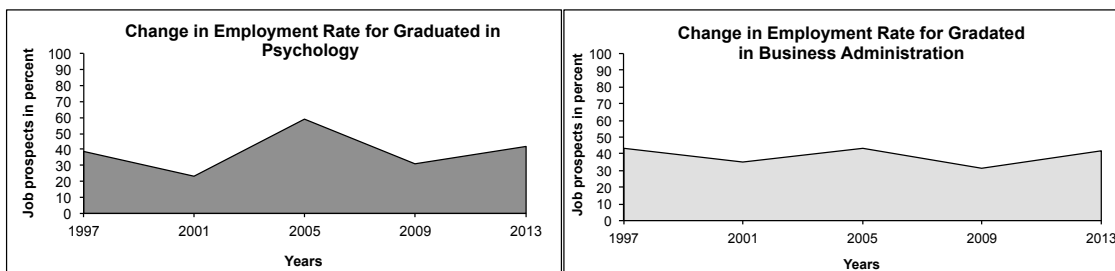
of students at the Bachelor's degree level in psychology (83%). Eleven percent were students in psychology and education, and approximately 6 % were students in either psychology and linguistics or sociology.

Materials and Procedure

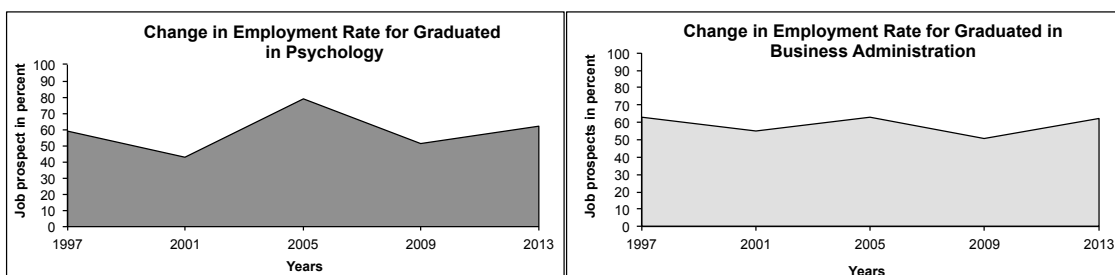
Adapting the methodology from Study 2, we manipulated both the *stability* of the trajectory (stable vs. unstable) and the *level* of the trajectory of relative deprivation (high vs. low). Participants were assigned at random to one of the four experimental conditions. As was performed in Study 2, the manipulation consisted of a fictitious report by *Emploi-Québec* that described the evolution of job opportunities in psychology in comparison with those in business administration. Four different reports were created each corresponded to a different experimental condition. In the case of all four experimental conditions, the report also presented a figure that illustrated the entire evolution of job opportunities in both psychology and business administration. A figure was used to give visual support to what was described by the report, concretely illustrating the overview of job opportunities' trajectory in psychology and business administration over time (see Figure 3).

Concretely, the first condition was characterized by an unstable trajectory in which the level of relative deprivation is high on average (i.e., the “unstable/high relative deprivation” condition). In this condition, the *Emploi-Québec* report explained that job opportunities, following undergraduate studies in psychology had experienced many changes over time (i.e., a mixed pattern of improvements and deteriorations; $SD = 13.5$) and over all, these opportunities have not been in high demand (i.e., a low employment rate, $M = 38.8$). In order to ensure credibility, the 2009 employment rate for students in psychology was used in the high relative deprivation condition. Furthermore, the report outlined that, in contrast, job opportunities in business administration had been stable but not very good too over the same time-span (i.e., low employment rate, $M = 38.8$; $SD = 5.5$). In the second condition, the “unstable/low relative deprivation” condition, job opportunities in psychology were shown as having changed considerably over time (i.e., unstable; $SD = 13.5$) but still having been good on

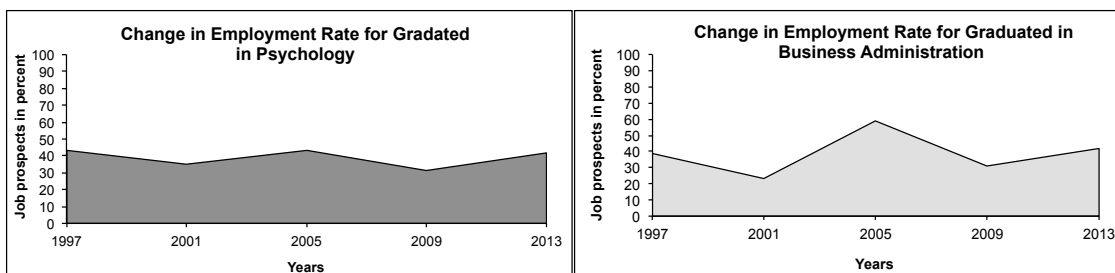
average (i.e., employment rate: $M = 58.8$). In comparison, job opportunities in business administration were described as having followed a stable trajectory over time; also low in relative deprivation (i.e., in good demand; $M = 58.8$; $SD = 5.5$).



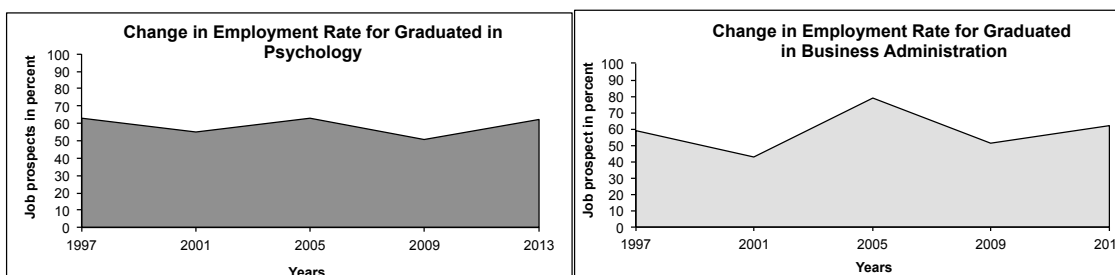
Unstable/high relative deprivation condition



Unstable/low relative deprivation condition



Stable/high relative deprivation condition



Stable/Stable/low relative deprivation condition

Figure 3. Illustrations of the Trajectories of Job Opportunities that were Manipulated in Study 3.

In the third condition, the “stable/ high relative deprivation” condition, the report revealed that job opportunities in psychology had remained the same over time (i.e., stable; $SD = 5.5$) and had never been good (i.e., low employment rate, $M = 38.8$). During the same years, job opportunities in business administration were described as having been unfavourable as well but unstable from one year to the other ($M = 38.8$; $SD = 13.5$). Finally, in the fourth condition, the “stable/low relative deprivation” condition, the report showed that job opportunities in psychology had not changed much over time (i.e., stable; $SD = 13.5$) and were highly accessible (i.e., rate of employment: $M = 58.8$). This was contrasted to the situation for job opportunities in business administration, which had changed a great deal over the years while still remaining highly accessible on average ($M = 58.8$; $SD = 5.5$).

After reading the article, the participants were asked to complete a questionnaire about social perceptions, which included our dependent measures of both personal and collective well-being. At the end of the questionnaire, participants were debriefed.

Measures

In previous studies collective and personal well-being were the dependent variables. The scales used, originally written in English, were translated into French using back to back translation (Brislin, 1970). For all measures, an 11-point Likert-type scale was used, defined at one extreme by *completely disagree* (0) and at the opposite extreme as *completely agree* (10). In addition, an overall score for each participant was calculated by averaging the items of each scale.

Collective Well-being. The same measures for collective hope ($r = .52$; $p < .001$) and collective esteem ($\alpha = 0.74$) used in both Study 1 and 2 were assessed. As well, in order to extend our results, we added a new measure: collective identity clarity. Collective identity clarity was evaluated because it has been linked to self-esteem (Usborne & Taylor, 2010). Concretely, participants had to respond to two items from the Cultural Identity Clarity Scale, adapted to the group level by Usborne and Taylor (2010) from the Self-Concept Clarity Scale (Campbell et al., 1996). These items were: “My beliefs about undergraduate students in psychology seem to change very frequently”

and “My beliefs about undergraduate students in psychology are different from one day to another.” The inter-item correlation for this scale was $r = .69$; $p < .001$.

Personal Well-being. As was the case in Study 2, the present study questionnaire was comprised of seven items from the Rosenberg’s self-esteem scale ($\alpha = 0.83$) and three items of personal hope (Snyder et al., 1991; $\alpha = .70$).

Results and Discussion

Preliminary analysis

Indices of normality were found to be acceptable for all measures. Kurtosis and skewness ranged between -0.77 and + 1.95 (Tabachnick & Fidell, 2007). Three participants, identified as univariate and multivariate outliers, were removed. Prior to testing, a student in a methodology class revealed the goal of our research to all other students. Analyses were conducted both with and without these participants. The results were slightly less significant with these participants, even though the pattern of results remained for the most part unchanged. In this regard, the data collected from these participants were kept in the following analyses, but we decided to be conservative and controlled for the potential effect on our analyses. There was also one of the participants with more than 75% of the values missing, and these data were removed from the final sample. The Box’s M-test results indicated that the assumption of homogeneity of variance-covariance matrices was confirmed in our data. Table 4 shows descriptive analyses.

Manipulation Check

To ensure the effectiveness of our manipulations, the participants were asked to indicate the extent to which they perceived job opportunities in psychology as being unstable, using the 11 point Likert-type scale which was anchored at one extreme by “*completely disagree*” (0) and at the other by “*completely agree*” (10). On the same scale, participants were asked to indicate to what extent they agreed with the statement that job opportunities in psychology were generally low over time. To examine the effects the different experimental conditions had on these manipulation check questions, the ratings were analyzed using a 2 x 2 (Stability [low, high] x Level of relative

deprivation [low, high]) MANOVA. As expected, those participants in the unstable trajectory condition found job opportunities in psychology to have been much more unstable over time ($M = 6.69$; $SD = 2.30$) than those participants in the stable trajectory condition ($M = 2.65$, $SD = 2.24$; $F(2, 230) = 96.09$, $p < .001$, $\eta^2 = .46$). As well, the participants who found themselves in a condition where the trajectory's level was high in relative deprivation, indicated that job opportunities in psychology were lower ($M = 6.31$, $SD = 2.45$) than participants who were in a condition where the trajectory's level was low in relative deprivation ($M = 3.82$, $SD = 2.34$; $F(2, 230) = 34.98$, $p < .001$, $\eta^2 = .23$). The MANOVA also revealed a significant interaction effect upon the extent to which participants perceived job opportunities in psychology to have been low over time, $F(1, 231) = 11.06$, $p < .001$, $\eta^2 = .05$. Specifically, among those participants who found themselves in the condition where the level of the trajectory was high, and who were in the stable trajectory condition, reported that job opportunities were lower ($M = 7.00$, $SD = 2.26$) than participants in the unstable trajectory condition ($M = 5.63$, $SD = 2.46$).

For an additional manipulation check, we also measured the affective component of relative deprivation, which refers to the level of dissatisfaction or anger stemming from unfavourable conditions (Crosby, 1976; Walker & Pettigrew, 1984). Even if past research has shown a strong correlation between the cognitive and the affective component of relative deprivation ($r = .89$, $p < .01$, de la Sablonnière, Tougas, et al., 2009), this component of relative deprivation has been found to be predictive of various outcomes in past research (e.g., Dambrun et al., 2006; Grant & Brown, 1995). We therefore opted to include a measure of affective relative deprivation as a manipulation check. Participants were asked to indicate, on a 10-point scale, to what extent they were satisfied with job opportunities in psychology, using an 11 point Likert-type scale (1 = *Totally disagree*, 10 = *Totally agree*; Dambrun et al., 2006; de la Sablonnière & Tougas, 2008). A comparison of the low and high relative deprivation conditions revealed the expected principal effect, $t(233) = 5.93$, $p < .001$. Participants who found themselves in the high relative deprivation conditions expressed less satisfaction ($M = 3.06$, $SD =$

2.24) than those who found themselves in the low relative deprivation conditions ($M = 4.92$, $SD = 2.61$).

Table 4

Means and Standard Deviations for Manipulation Check Questions, Collective Well-being and Personal Well-being Measures (Study 3)

Measures	Unstable/high relative deprivation ($n = 59$)	Unstable/low relative deprivation ($n = 66$)	Stable/high relative deprivation ($n = 62$)	Stable/low relative deprivation ($n = 59$)
	$M (SD)$	$M (SD)$	$M (SD)$	$M (SD)$
Manipulation check				
Level of relative deprivation	6.08 (1.90)	4.31 (2.14)	7.35 (1.78)	3.42 (1.69)
Level of stability	6.89 (1.90)	6.21 (2.06)	2.85 (2.35)	2.81 (1.78)
Collective Well-Being				
Collective esteem	7.66 (1.50)	7.47 (1.83)	7.61 (1.57)	8.42 (1.08)
Collective hope	6.19 (1.33)	6.04 (1.73)	5.95 (1.49)	6.39 (1.58)
Collective clarity	6.86 (1.68)	7.96 (1.51)	7.57 (1.93)	7.83 (1.63)
Personal Well-Being				
Self-esteem	7.66 (1.45)	8.05 (1.28)	7.69 (1.34)	8.14 (1.32)
Personal hope	7.29 (1.54)	7.63 (1.37)	7.47 (1.44)	7.94 (1.26)

At the end of the questionnaire, students were also asked to briefly indicate their perception about the general goal of the study. Two participants suspected the job opportunities in the report to have been falsified and their data were removed from our final sample ($N = 248$).

Hypothesis Testing

To test if the *stability* of the trajectory of relative deprivation plays a *moderating* role in the relationship between the level of the trajectory and psychological well-being, a 2 x 2 (Stability [low, high] x Level of relative deprivation [low, high]) MANOVA was

conducted. Specifically, two MANOVAs were conducted, one for collective well-being and the other for personal well-being. A moderator effect would be said to occur if the interaction between stability and level of the trajectory of relative deprivation is significant when predicting psychological well-being (Baron & Kenny, 1986).

As indicated in Table 5, MANOVA results revealed a significant interaction between the stability of the trajectory and its level of relative deprivation upon *collective well-being*, Wilk's $\lambda = .95$, $F(3, 239) = 4.18$, $p < .01$, $\eta^2 = .05$. A test of between-subject effects on each measure of collective well-being revealed that the interaction was significant for collective esteem, $F(1, 241) = 7.30$, $p < .01$, $\eta^2 = .03$, and marginally significant for collective hope and collective clarity (respectively $F(1, 241) = 2.55$, $p = .11$, $\eta^2 = .01$; and $F(1, 241) = 2.95$, $p = .09$, $\eta^2 = .01$). Specifically, in those conditions where the trajectory of relative deprivation was stable, participants had lower levels of collective esteem when perceiving a high level of relative deprivation over time ($M = 7.61$; $SD = 1.57$), as compared to their counterparts who perceived a low level of relative deprivation ($M = 8.42$; $SD = 1.08$). In contrast, when the trajectory of relative deprivation was unstable, participants had low levels of collective esteem, regardless of the trajectory's level of relative deprivation (for a high level of relative deprivation, $M = 7.66$; $SD = 1.50$; and a low level, $M = 7.47$; $SD = 1.83$). The statistical mean values are shown in Table 4.

In terms of personal well-being, the MANOVA did not confirm our moderation hypothesis. The interaction between the trajectory's stability and trajectory's level of relative deprivation on personal well-being was not significant, Wilk's $\lambda = .99$, $F(2, 241) = 0.09$, $p = 0.91$. However, results revealed a significant principal effect for the trajectory's level of relative deprivation, Wilk's $\lambda = .97$, $F(2, 241) = 3.51$, $p < .05$, $\eta^2 = .03$. Participants experiencing a high level of relative deprivation had lower self-esteem ($M = 7.67$; $SD = 1.39$) compared to those who experienced a low level of relative deprivation ($M = 8.09$; $SD = 1.30$, $F(1, 242) = 6.08$, $p < .025$, $\eta^2 = .03$, Bonferroni adjusted alpha level = .025). Similarly, results showed principal effect of the trajectory's level of relative deprivation on personal hope, $F(1, 242) = 5.09$, $p < .025$, $\eta^2 = .02$.

Participants who found themselves in a condition that was high in relative deprivation had less personal hope ($M = 7.39$; $SD = 1.49$) compared to those who found themselves in a condition that was low in relative deprivation ($M = 7.77$; $SD = 1.32$).

Table 5

Univariate Effects of the Level of Relative Deprivation of the Trajectory, the Stability of the Trajectory, and the Stability X Level of Relative Deprivation Interaction for Each Dependent Variables of Study 3

Dependent variables	Independent variables	F	$p <$	η^2
Collective esteem	Level of relative deprivation	2.94	.09	.01
	Stability of the trajectory	2.46	.11	.01
	Stability X Level	7.30	.01	.03
Collective hope	Level of relative deprivation	.69	-	-
	Stability of the trajectory	.01	-	-
	Stability X Level	2.55	.11	.01
Collective clarity	Level of relative deprivation	10.87	.01	.04
	Stability of the trajectory	0.35	-	-
	Stability X Level	2.95	.09	.01
Self-esteem	Level of relative deprivation	6.08	.01	.03
	Stability of the trajectory	0.04	.85	-
	Stability X Level	0.04	.84	-
Personal hope	Level of relative deprivation	5.09	.025	.02
	Stability of the trajectory	1.16	.28	-
	Stability X Level	0.18	.67	-

Our findings for Study 3 showed, as expected, that the stability of the trajectory acts as a moderator in the relationship between the trajectory's level of relative deprivation and collective well-being. The interaction effect between the trajectory's stability and the trajectory's level of relative deprivation was significant for one measure

of collective well-being, and marginally significant for two of three indicators. Concretely, those participants in conditions where the trajectory was unstable, reported a low level of collective well-being regardless of the overall level of relative deprivation. In contrast, in those conditions where the trajectory was stable, participants experiencing a high level of relative deprivation, reported lower levels of collective well-being compared to their counterparts who were also experiencing a stable trajectory but had lower levels of relative deprivation. In terms of personal well-being, the present study results did not confirm our hypothesis. Only the trajectory's *level* of relative deprivation was found to have an impact on personal well-being. Specifically, participants who were exposed to a trajectory that was high in relative deprivation had lower levels of personal well-being than participants who were exposed to a trajectory that was low in relative deprivation, and this, regardless of the trajectory's stability. In other words, the trajectory's stability had little effect on personal well-being.

Study 3 had, therefore, yielded inconsistent results for collective and personal well-being. As we manipulated the stability of the trajectory of relative deprivation at the collective level, it was then more likely to find the expected interaction effect at the collective level (see Smith & Ortiz, 2002). The fact that the interaction effect could not be extended to the personal level may be explained by the one-time manipulation used. The instability perceived at the collective level, after our manipulation, might not have been sufficient to affect an individual sense of self. For example, even if James' professional group is following an unstable trajectory of relative deprivation, his sense of self might not be personally affected by this unstable pattern because at the individual level he is not experiencing instability. He still has his job and pays his bills. However, in a complex situation, like dramatic social change, the instability is likely to exert an influence upon people's everyday personal lives, and therefore, affects them at the personal level as well (see de la Sablonnière, Auger, et al., 2010; who found that social change affects personal well-being). In such a complex context, the pattern of response would probably be extended to the personal level.

Study 4

In Study 4, we sought to better understand the role of instability and relative deprivation on well-being in a real context of dramatic social change. In the third experiment, we brought support to the premise that the trajectory's stability and level of relative deprivation may interact with each other when influencing psychological well-being. Given that Study 3 had shed some light on the potential impact of both the trajectory's stability and trajectory's level of relative deprivation on psychological well-being, we now wanted to test if there is a possible interaction between both the perceptions of instability and relative deprivation when predicting well-being in the real-context of dramatic social change. A study in a context of dramatic social change was deemed appropriate in order to strengthen the results of our experimental studies and test, thereafter, their ecological validity. In addition, given that people living in a context of dramatic changes are experiencing a great deal of instability in their daily life, much more than what we could manipulated in a laboratory context, it is a perfect natural setting to see if the perceptions of instability and relative deprivation relate to collective well-being as well as to personal well-being. That is, we argued that in a complex situation, like dramatic social change, results will be consistent for both collective and personal well-being.

In order to test the interaction between the perceptions of instability and level of relative deprivation when predicting well-being, we proposed to go a step further and look at both the perceptions of instability and relative deprivation over a group's history. Specifically, we proposed that both the perceptions of instability and relative deprivation need to be assessed at each historical period of the group's history in order to evaluate the entire trajectory of relative deprivation and instability as well. Thereafter, we proposed to explore how the trajectory of relative deprivation and trajectory of collective instability relates to each to predicts well-being.

Hypothesis 1: It is hypothesized that participants perceiving a trajectory high in relative deprivation conjointly with a trajectory high in collective instability will report a lower level of personal and collective well-being compared to their counterparts.

In order to focus on people who truly experience collective instability in their everyday lives, this study was conducted in Kyrgyzstan, a small country in central Asia that has been challenged by several dramatic social changes over the past century. As part of the Russian Empire from 1918 until 1990, the people of Kyrgyzstan faced enormous challenges, especially after the breakup of the Soviet Union in 1991. After having attained its independence, in March of 2005, Kyrgyzstan encountered the Tulip Revolution, which resulted in the overthrow of the allegedly corrupt government of Akayev. However, the Tulip Revolution only led to an even higher level of political instability (Radniz, 2006). Dissatisfied by poverty, rising prices, and corruption, the citizens of Kyrgyzstan formed a movement to overthrow the government again, in April 2010. As the result of many protests, many people were killed and many more were injured (Associated Press, 2010). Furthermore, in June 2010, Kyrgyzstan was challenged by violent ethnic conflicts.

Method

Participants

In Study 4, 810 Kyrgyz were recruited from different colleges and universities located in Bishkek (the capital and the largest city in Kyrgyzstan). All participants, in their native languages answered the questionnaire between January and May 2010. Only those participants of Kyrgyz nationality were included in our final sample because the majority of our variables focused on the Kyrgyz people (99.1% of the sample; $N = 809$). Only one participant was not Kyrgyz and was then not included in the final sample.

In summary, our sample was composed mainly of women (74.3%), participants' ages varied between 16 and 29 years ($M = 20.1$; $SD = 1.56$). The majority of all participants reported Kyrgyz as their native language (99%) and a very small percentage identified Russian (1%) as their mother tongue. The participants were identified, in a greater proportion when their mother was of Kyrgyz nationality (95.5%) as well as their father (99%). Other participants noted they had a parent of either Russian, Uzbek or Kazah nationality.

Measures and Procedure

Given that our measures were all written in English, the questionnaire was translated into both Kyrgyz and Russian, which are the two most widely spoken languages in Kyrgyzstan. Using a back-to-back translation procedure (Brislin, 1970), we first translated the English questionnaire into Russian, and then another research assistant translated the Russian questionnaire back into English. Afterwards, the Russian questionnaire was translated into Kyrgyz and then back-into Russian. This procedure ensured an acceptable level of correspondence between items. In addition, throughout the questionnaire, guiding the participants in its completion was paramount, since the participants were largely unaccustomed to social science research projects. Accordingly, questions were designed to be short and to the point.

This fourth study aims to distinguish the impact of the perceptions of relative deprivation and political instability. Accordingly, our independent variables focused on both measures of perceiving collective relative deprivation respecting political influence, and the perception of political instability over time. Six dependent variables were used to assess both collective well-being (collective esteem, collective hope and social mobility) and personal well-being (self-esteem, personal hope and life satisfaction). Participants also had to answer socio-demographic questions such as their nationality, the nationality of their mother and father, their date of birth, gender, and the language in which they feel most proficient.

Independent measures

Temporal relative deprivation. One item derived from previous scales was used to assess the level of temporal relative deprivation (Guimond & Dambrun, 2002; Guimond & Dubé-Simard, 1983; Pettigrew & Meertens, 1995; Runciman, 1966). Participants were asked to evaluate, in retrospect, whether their group condition was favourable or unfavourable at different historical periods. Through focus groups that were conducted using Kyrgyz and Russian scholars of Kyrgyz nationality, there were four historical periods identified as having marked the history of Kyrgyzstan over the past century. These four historical periods are: 1) the Pre-Soviet period, 2) the Soviet

period; 3) the Early Independence period (1990-2005); 4) the Tulip Revolution of March 2005. In addition to these four historical periods, the present period (from March 24th, 2005 to the present), the near future period (i.e., in one year from now) and the distant future period (in ten years from now) were also added to the questionnaire.

Temporal relative deprivation was evaluated using one item that focussed upon the political influence of group members on their own government (de la Sablonnière, Auger, et al., 2010). The wording of the item was adapted from Dambrun et al. (2006) as its items were concrete and “user- friendly,” therefore, comprehensible for the Kyrgyz people who are unaccustomed to formal questionnaires. Participants were asked to indicate, using a 5-point Likert-type scale ranging from (1) (*Could not influence at all*) to (5) (*Definitely could*), their feelings to: “Overall, could the Kyrgyz people influence upon their own government (power, leaders...) during the (Tulip Revolution) period?”. Participant responses were recoded : higher scores represented more temporal relative deprivation.

Collective instability. In order to assess collective instability over time, the same historical periods identified for temporal relative deprivation measures were used. The collective instability scale used refers to the respondent’s perceived degree of instability within their collectivity in terms of political influence at that period. Items were derived from previous scales which assessed subjects’ perceptions of changes in their group’s condition (de la Sablonnière, Tougas, et al., 2009; de la Sablonnière, Tougas, & Perenlei, 2010). Participants were asked to rate, using a 5-point Likert-type scale, scoring from (1) (*Totally unstable*) to (5) (*Totally stable*), their reactions to, “During the Tulip Revolution period, the influence of the Kyrgyz people on their own government (power, leaders) was unstable” at each of the historical periods. Responses were recoded meaning that higher scores represented more collective instability.

Dependent measures

Collective Well-being. Collective esteem and collective hope as seen in previous studies, were evaluated. As well, a measure of social mobility was added. The same scale of collective esteem ($\alpha = .69$), as in previous studies, was used. Collective

hope was assessed using the same scale as was used in Study 1, 2 and 3 with respect to these four items : “I think the population of Kyrgyzstan believes that their lives will get better in the future”, “Kyrgyz can think of many ways to get the things in life that are most important to them,” “Kyrgyz’s past experiences have prepared them well for their future” and “ Even when others get discouraged, I know Kyrgyz can find a way to solve the problem” ($\alpha = .74$). A high score on these two scales means more psychological well-being. Participants were also asked to respond to measure of *social mobility*. Two items, derived from the work of Mummendey and her colleagues, were used (Mummendey, Kessler, Klink, & Mielke, 1999; e.g., “It is my very wish to be citizen of other countries”; $r = .48$, $p < .001$). Higher numbers using this scale, means participants wish to belong to another group. All answers for collective well-being were recorded on a 5-points Likert scale in which 0 indicated *totally in disagreement* and 5 indicated *totally in agreement*.

Personal Well-being. As in the previous studies, self-esteem and personal hope was evaluated. Specifically, items from the Rosenberg’s self-esteem scale was included in the questionnaire ($\alpha = .73$). Five items regarding personal hope was also included in the questionnaire (Snyder et al., 1991; $\alpha = .76$). In addition, a third measure of personal well-being that refers to life satisfaction was added in order to ensure the stability of our results. Life satisfaction was assessed with five items that were derived from the Life Satisfaction Scale (Diener, Emmons, Larsen, & Griffin, 1985; Pavot & Diener, 1993; $\alpha = .69$).

Statistical Methodology

Prior to hypothesis testing, a series of descriptives analysis needed to be conducted. In order to examine how the trajectory of relative deprivation and collective instability relates to each to predict psychological well-being, we first had to generate the trajectories. To this end, a statistical method, developed by Nagin and colleagues was used (Jones & Nagin, 2007; Jones, Nagin, & Roeder, 2001; Nagin, 1999, 2005). Specifically, a *semi-parametric group-based modeling* approach was used in order to identify if different group trajectories defined our retrospective data. Just as hierarchical

linear modeling (Raudenbush & Bryk, 2002), a group-based trajectory modeling identified each participant's individual trajectory. However, a semi-parametric group-based modeling approach identifies if there are distinct group tendencies underlying these individual trajectories (Nagin, 1999; 2005). That is to say, this analysis amalgamates similar individual trajectories in order to create clusters that describe a group's tendency. Accordingly, group-based trajectory modeling provides a more flexible method, than hierarchical linear modeling, to identify possible heterogeneity among participants.

Statistically speaking, the parameter estimates that describe the model are determined by maximum likelihood (Jones & Nagin, 2007; Nagin, 1999, 2005). To allow a certain heterogeneity, group-based trajectory relies on finite mixtures of specified probability distributions. The probability distributions are, therefore, not expected to follow a normal distribution. Instead, group-based trajectory modeling assumes that data can come from distinct populations (e.g., a finite mixture). The general goal of the analysis is to identify these distinct populations. A customized SAS-based procedure entitled PROC TRAJ (Jones et al., 2001) was used to perform group-based trajectory modeling. The Bayesian Information Criterion (BIC) was used as the statistical criterion for model selection. We followed the procedure explained by Nagin (2005) to perform the analysis.

In the current research, first off, the trajectory groups for relative deprivation and collective instability needed to be estimated separately. After having identified the group trajectories of temporal relative deprivation as well as the trajectories of collective instability, *dual trajectory modeling* was then conducted, in a second step, in order to possibly test the interaction between each type of trajectory. Dual trajectory modeling is a model extension to group-based trajectory modeling originally developed by Nagin and Tremblay (2001) designed to analyze the relationships between trajectories of two related variables evolving over time. Dual trajectory modeling determines the probability of membership to each trajectory group for one variable, conditional upon membership in each trajectory group of the other variable (Jones & Nagin, 2007). In this

study, dual trajectory modeling allowed for an analysis of the probability of belonging to each trajectory of temporal relative deprivation, conditional upon membership in each trajectory of collective instability.

Once the dual trajectory model is created, we are positioned to determine the joint impact of the trajectory of relative deprivation and collective instability on well-being. When creating the dual trajectory model, the PROC TRAJ procedure automatically calculates the posterior probability of an individual belonging to two trajectories in particular (e.g. the joint probabilities membership). Specifically, the analysis determines the probability of an individual to perceive a trajectory of relative deprivation and collective instability given his pattern of answers. Each participant is then assigned to the group of trajectories with the highest posterior probability of membership (e.g., perceiving both a high trajectory of relative deprivation and a high collective instability trajectory). Using individual group membership, analyses of variance were then performed in order to examine the differences between group trajectories as related to psychological well-being measures. Specifically, two MANOVA were conducted to assess whether belonging to a specific trajectory of relative deprivation and collective instability was associated with collective and personal well-being.

Results and Discussion

Preliminary analysis

All measures showed acceptable indices of normality ranging from -0.77 to +1.95 (Tabachnick & Fidell, 2007). Twelve participants were identified as being both univariate and multivariate outliers. Analyses were conducted both with and without these outliers and these results remained unchanged. We therefore decided to keep these participants in the final sample. Since no correlations were higher than 0.90, no problem with either multicollinearity or singularity were identified. Descriptive analyses are shown in Table 6.

Table 6
Means and Standard Deviations (in Parentheses) for Temporal Relative Deprivation, Collective Instability and Dependent Variables Measures (Study 4)

Variables	Periods or measures	<i>M</i>	<i>SD</i>
Collective Instability	Pre-Soviet	3.52	1.10
	Soviet	3.17	1.10
	Early Independence	2.96	1.05
	Tulip Revolution	3.08	1.22
	Present	3.36	1.18
	Near Future (1 year)	2.89	1.12
	Distant Future (10 years)	2.35	1.01
Temporal relative deprivation	Pre-Soviet	3.25	1.28
	Soviet	3.25	1.20
	Early Independence	2.49	1.11
	Tulip Revolution	2.13	1.12
	Present	2.72	1.30
	Near Future (1 year)	2.59	1.14
	Distant Future (10 years)	2.16	1.00
Collective well-being at present	Collective esteem	4.38	.71
	Collective hope	3.79	.76
	Social mobility	2.07	1.06
Personal well-being at present	Self-esteem	3.87	.54
	Personal hope	4.10	.59
	Life satisfaction	3.57	.66

Descriptive analysis

Step 1. Creating the Group Trajectories of Relative Deprivation and Collective Instability. As the first step, group-based trajectory modeling was used in order to identify how many group trajectories (or clusters) arose from our retrospectively reported measures of relative deprivation and collective instability over time (Jones et al., 2001; Nagin, 1999). Group-based trajectory modeling was estimated

separately for both temporal relative deprivation and collective instability. There is one important issue to mention when selecting the optimal model to describe the data is to select the correct number of trajectories and their shapes. According to Nagin's work (Nagin, 2005; see also Kass & Raftery, 1995), the Bayesian Information Criterion (BIC) is the most appropriate statistical criterion for model selection when conducting group-based trajectory modeling. Since all our variables were measured using Likert-type scales, the censored normal distribution was used to estimate trajectories and group membership (CNORM, Jones et al., 2001; Nagin, 1999, 2005).

The trajectory of temporal relative deprivation was calculated first. In order to select the optimal model, different models where both the number of trajectories and their shapes varied were tested. The Bayesian Information Criterion (BIC) for each model is reported in Table 7. A BIC closest to zero indicates a more appropriate model. The BIC indicated that the optimal model for measures of temporal collective deprivation should include three trajectories. However, since the third trajectory comprised only 5% of all the participants and differed slightly from one of the trajectories, a model with two trajectories was judged to be more appropriate and parsimonious (see Nagin, 2005). Once we selected the best number of groups, the shape of each trajectory was selected. As suggested by the BIC, both trajectories followed a quartic function.

Figure 4 depicts each trajectory. A first trajectory, which we labelled the "High Relative Deprivation" group, revealed that 69.4% of the Kyrgyz questioned believed that Kyrgyz could hardly exercise influence on their own government during the Pre-soviet and Soviet periods, and then more able to do so during the Early Independence period. From this Early independence period to the present, these same participants believed that their chance to influence their government decreased over time, thus increasing their level of temporal collective relative deprivation. Finally, the results showed that they expect to be relatively more able to influence their own government in years to come. A second trajectory, named the "Low Relative deprivation" group, suggested that 31.6% of Kyrgyz respondents reported a steadily decreasing pattern of

temporal collective relative deprivation from the Pre-Soviet to the Tulip Revolutions periods. Group members perceived that from the Tulip Revolution period to the present the Kyrgyz people were less likely to exercise influence upon their own government, but they feel it will get slightly better in the future.

Table 7

Bayesian Information Criterion (BIC) by Model Type for Temporal Relative Deprivation Measures (Study 4)

Model	Number of groups	Order	BIC (N=809)	BIC (N=5625)
1	1	2	-9380.96	-9384.83
2	2	2, 2	-9149.46	-9157.22
3	3	2, 2, 2	-9120.78	-9132.41
4	2	3, 3	-9131.47	-9141.17
5	2	4, 4	-9035.96	-9047.59

Note. The order indicates whether the trajectory follows a linear (1), quadratic (2), cubic (3) or quartic (4) function. The smaller N used to calculate the BIC corresponds to individuals in the test sample while the larger sample size counts the total of the number of assessments used in model estimation (historical periods X individuals).

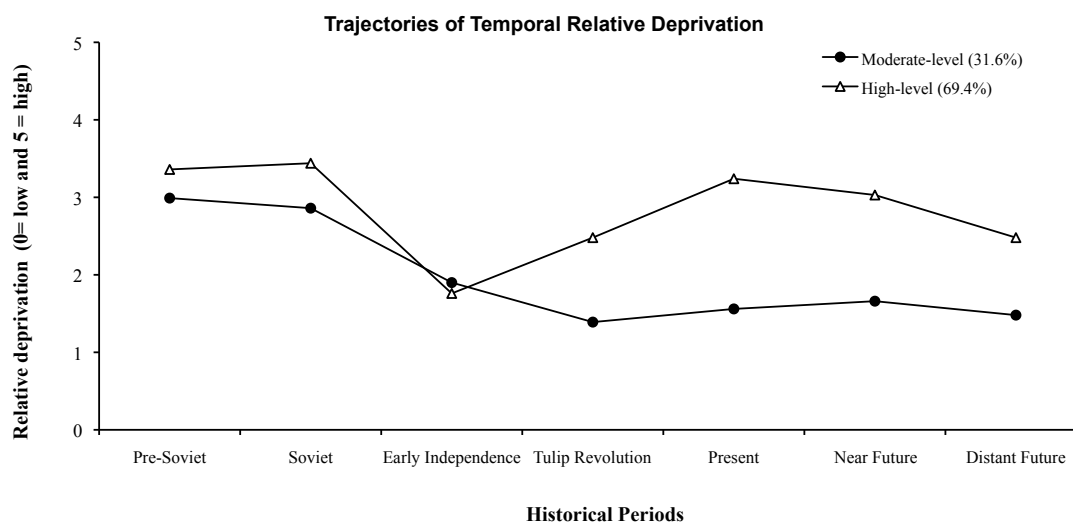


Figure 4. Illustration of the Group Trajectories of Temporal Relative Deprivation (Study 4).

In the second step, group-based trajectory modeling was conducted in order to identify the trajectories which best describe the perception of collective instability over time. With respect to the trajectory of temporal relative deprivation, the BIC suggested a three-group model as shown in Table 8. However, given that in the three-group model, two trajectories were almost identical and represented less than 5% of the respondents, the two-group model was considered more adequate and parsimonious (Nagin, 2005). Both trajectories followed a cubic function, as illustrated in Figure 5. Approximately 54.8% of the Kyrgyz respondents, referred to as the “High-Instability” group, believed that the influence the Kyrgyz people had upon their own government was quite unstable from the Pre-Soviet to the Early Independence periods, then it became even more unstable from the Early Independence period to the present. This same trajectory group also reported that their political situation would be, hopefully, less unstable in the future. The second trajectory, which we labelled the “Low-Instability” group, revealed that the Kyrgyz people’s influence upon their government had been less unstable from the Pre-Soviet to the Early Independence periods, then it became more unstable from the Early Independence period until the time of the present study, and, finally, would be more stable in the future. The probability of trajectory group membership in the “Low-Instability” group was calculated to be 45.2%.

In summary, the group based trajectory modeling estimated that two trajectories best described our repeated measures of temporal relative deprivation, and similarly, two trajectories best described our measures of collective instability over time. In the second step, we evaluated how these four trajectories (two trajectories of relative deprivation X two trajectories of collective instability) interact with each other to predict well-being.

Table 8

Bayesian Information Criterion (BIC) by Model Type for Measures of Collective Instability (Study 4)

Model	Number of groups	Order	BIC (N=808)	BIC (N=5590)
1	1	2	-9181.41	-9185.28
2	2	2, 2	-9011.80	-9019.53
3	3	2, 2, 2	-8959.11	-8970.71
4	2	3, 3	-8905.34	-8915.01
5	2	4, 4	-8910.66	-8922.27

Note. The order indicates whether the trajectory follows a linear (1), quadratic (2), cubic (3) or quartic (4) function. The smaller N used to calculate the BIC corresponds to individuals in the test sample while the larger sample size counts the total of number of assessments used in model estimation (historical periods X individuals).

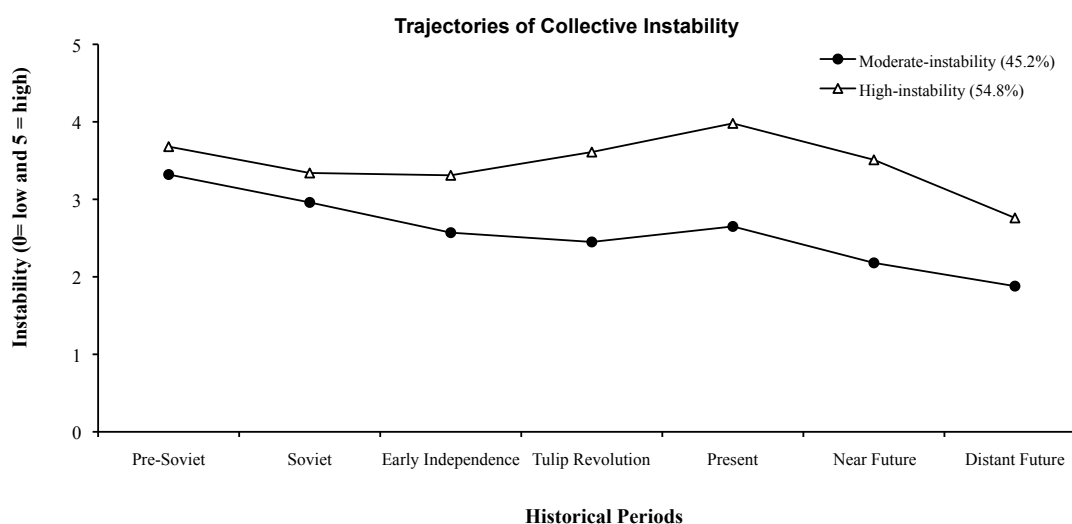


Figure 5. Illustrations of the Group's Political Instability Over time (Study 4).

Step 2. Linking Relative Deprivation Trajectory to Collective Instability Trajectory. Having identified both trajectories of temporal relative deprivation and trajectories of collective instability, we then conducted dual trajectory modeling (Nagin,

2005) in order to link these two kinds of trajectories. Specifically, the results obtained from dual-trajectory modeling showed the probabilities in percentages for belonging to each of the collective instability trajectory groups if the participant is a member of either the “Low Relative Deprivation” group or the “High Relative Deprivation” group.

As shown by the results obtained from the dual trajectory modeling (see Table 9), temporal relative deprivation group membership was strongly associated with membership to a given collective instability trajectory group. This can be seen from the data which shows that 97.7% of participants who reported the “High Relative Deprivation” trajectory also reported the “High-Instability” trajectory. As a result, membership in the “High Relative Deprivation” group was associated with a very low probability (2.3%) of reporting the “Low-Instability” trajectory. Contrarily, being in the “Low Relative Deprivation” trajectory group was found to be associated with very high chance (86.59%) of belonging to the “Low-Instability” trajectory group as opposed to the “High-Instability” trajectory group (13.4%). That is, the Kyrgyz people who reported a trajectory characterized by a high level of relative deprivation reported a high collective instability trajectory to a greater extent than a trajectory that is low in collective instability.

Table 9

A. Percent probabilities of membership in each collective instability trajectory conditional on the trajectory of Temporal Collective Relative Deprivation (Study 4)

Trajectory of collective instability	Trajectory of temporal relative deprivation	
	Low-level (1)	High-level (2)
Low-instability (1)	86.53%	2.28%
High-instability (2)	13.47%	97.72%

B. Percent probabilities of membership in each trajectory of Temporal Collective Relative Deprivation conditional on the trajectory of Collective Instability

Trajectory of collective instability	Trajectory of temporal relative deprivation	
	Low-level (1)	High-level (2)
Low-instability (1)	96.00%	4.00%
High-instability (2)	8.00%	92.00%

C. Joint probabilities of membership

Trajectory of collective instability	Trajectory of temporal relative deprivation	
	Low-level (1)	High-level (2)
Low-instability (1)	33.60%	1.40%
High-instability (2)	5.20%	59.80%

These results are consistent with past studies which have identified collective instability as being threatening (de la Sablonnière, Taylor, et al., 2009; Westerhof & Keyes, 2006; see also Keyes & Ryff, 2000). This is also concordant with a parallel body of research about uncertainty reduction (Hogg & Abrams, 1993; Hogg & Mullin, 1999). According to Hogg, people need to feel certain about their world because this perception gives them confidence about what to expect in the future. One way to feel more certain about the world is to join groups because it reduces uncertainty by providing structure and assign norms to uncertain circumstances (Hogg & Mullin, 1999). If your membership fails to provide such structure, and reduce uncertainty, it is likely to influence group members' identity and general sense of well-being. We believe

that perceiving collective instability is the kind of circumstance where the group fails to provide structure. That is, collective instability may afford the group a sense of uncertainty, therefore providing its members with a higher feeling of collective threat. This would explain why individuals who report a trajectory characterized by a high level of relative deprivation report a high collective instability trajectory to a greater extent than a trajectory that is low in collective instability.

Hypothesis Testing

The main goal of Study 4 was to examine relative deprivation and collective instability trajectories' joint association with psychological well-being. Therefore, joint group memberships needed to be first created. Concretely, we needed to identify which individuals were more likely to report the "High Relative Deprivation" trajectory conjointly with the "High-Instability" trajectory. This is possible using individual posterior probability of belonging that are estimated by dual trajectory modeling. That is, dual trajectory modeling estimates for every participant his posterior probabilities of concurrently belonging to one specific collective instability trajectory and one relative deprivation trajectory. Based on these posterior probabilities, each respondent could then be assigned to the dual group trajectory with the highest posterior probability of belonging (Nagin, 2005).

When analyzing the posterior probabilities of belonging, results revealed that most of the Kyrgyz people were likely to perceive, conjointly, both the "High Relative Deprivation" and the "High-Instability" trajectories ($N = 500$). A relatively important number of Kyrgyz also perceived the "Low Relative Deprivation" and the "Low-Instability" trajectories ($n = 273$). In addition, only a few participants reported, conjointly, both the "Low Relative Deprivation" and the "High-Instability" trajectories ($n = 30$). This number was even smaller for those who conjointly reported both the "High Relative Deprivation" and the "Low-Instability" trajectories ($n = 3$). These results were concordant with the percentage of joint probabilities of membership (see Table 9) indicating that the perception of a great deal of instability (High Instability trajectory) was associated with a trajectory high in relative deprivation to a greater extent than a

trajectory low in relative deprivation. Similarly, the perception of a low amount of instability was more likely to be associated with a trajectory that is low in relative deprivation over time

Using joint group membership, a MANOVA was then conducted in order to evaluate how the perception of a specific trajectory of relative deprivation, conjointly, with a specific trajectory of collective instability, relates to psychological well-being. As stated earlier, only few participants (e.g., 33) reported the “Low Relative Deprivation” trajectory conjointly with the “High-Instability” trajectory ($n = 30$) or the “High Relative Deprivation” trajectory conjointly with the “Low-Instability” trajectory ($n = 3$). We conducted a MANOVA both with and without these participants. Not surprisingly, the differences in the means, involving these two joint groups, were not significant when compared to other groups, given the fact that these participants were not a high enough number to be grouped. However, the results for our two other groups (i.e., the “High Relative Deprivation” jointly with the “High-Instability” group as well as the “Low Relative Deprivation” group jointly with the “Low-Instability” group) remained unchanged, and we therefore decided to report the MANOVA without using the data for these 33 participants. A single MANOVA, which included all our measures for personal and collective well-being, was then conducted using our two main groups. Since relative deprivation was found to be linked similarly to personal and collective well-being in a real context of dramatic social change (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009), a single MANOVA was used in this study.

The results are given in Table 8. The MANOVA revealed the principal effect group membership had on psychological well-being, (Wilk's $\lambda = .86$, $F(6, 767) = 20.66$, $p < .001$, $\eta^2 = .14$). For the collective well-being condition, univariate analysis revealed the significant effect group memberships had on measure of collective esteem, $F(1, 772) = 36.33$, $p < .001$, $\eta^2 = .05$, collective hope, $F(1, 772) = 70.20$, $p < .001$, $\eta^2 = .08$ and social mobility, $F(1, 772) = 41.50$, $p < .001$, $\eta^2 = .05$. Specifically, these results showed that the Kyrgyz, who conjointly perceived the “High Relative Deprivation” trajectory and the “High-Instability” trajectory, had lower levels of collective esteem ($M = 4.26$;

$SD = .75$) when compared to those who perceived the “Low Relative Deprivation” and “Low-Instability” trajectory ($M = 4.58$; $SD = .60$). Results followed a similar pattern for all others measures of collective well-being, as well as personal well-being. All of the univariate effects are shown in Table 8. In sum, as expected, the present results revealed that the perception of the “High Relative Deprivation” trajectory conjointly with the “High-Instability” trajectory was associated with a lower level of personal and collective well-being when compared to those who perceived neither of these two trajectories (i.e., the “Low-level” trajectory of relative deprivation and the “Low-instability” trajectory group).

Table 10

Means, Standard Deviations and Univariate effects for Personal Well-being and Collective Well-being measures (Study 4)

Measures	Low RD/ Low Instability	High RD/High Instability	$F(1, 771)$	$p <$	η^2
	$M(SD)$	$M(SD)$			
Collective Well-Being					
Collective esteem	4.58 (.60)	4.26 (.75)	36.33	.001	.05
Collective hope	4.08 (.65)	3.62 (.77)	70.20	.001	.08
Social mobility	1.75 (.93)	2.25 (1.08)	41.50	.001	.05
Personal Well-Being					
Self-esteem	4.02 (.48)	3.79 (.56)	33.15	.001	.04
Personal hope	4.30 (.53)	3.99 (.59)	50.03	.001	.06
Life Satisfaction	3.77 (.60)	3.46 (.68)	39.55	.001	.05

In Study 4, we aimed at clarifying the association between perceptions of instability and relative deprivation when predicting psychological well-being in the context of dramatic social change in Kyrgyzstan. We hypothesized that the simultaneous perception of a trajectory high in relative deprivation and a trajectory high in collective instability would be associated with a lower level of personal and collective well-being than the perception of neither of these two trajectories. The current findings revealed that those Kyrgyz who perceived their group’s condition as having been unstable over

time, were more likely to perceive a trajectory that is high in relative deprivation, these perceptions, in turn, were associated with less personal and collective well-being. Results were consistent for all measures of personal and collective well-being as expected.

Study 4 also revealed that there are strong ties between the perceptions of collective instability and collective relative deprivation over the course of a group's entire history. Indeed, almost every participant reported either the "High Relative Deprivation" trajectory conjointly with the "High-Instability" trajectory or "low Relative Deprivation" trajectory conjointly with the "low-Instability" trajectory. Clearly, the data from Study 4 offer further support that the perception of instability is threatening in itself, which may explain the reason it tends to be naturally associated with a high level of relative deprivation over time (see also Keyes, 2000; Keyes & Ryff, 2000). However, it appears to be imperative to perform a more in-depth, experimental examination of the interrelationship between collective instability and collective relative deprivation.

General Discussion

In 2010, an exceptionally high number of natural disasters were witnessed that killed 295,000 people, costing \$130 billion (Agence France-Presse, 2011). The Haiti earthquake, the forest fires in Russia and the floods in both Pakistan and China are partly responsible for making 2010 the second most humanly devastating year since 1980. This picture would have been made even more terrible if we were to take into account those political and ethnic conflicts that also brought about important social change in various parts of the world, impacting millions of people. Clearly, the occurrence of social change revealed that this topic has not received the consideration it deserves in social psychology (de la Sablonnière, Auger, et al., 2010; Rogers, 2003).

The overall goal of the present research was to contribute to the limited literature on social change (Moghaddam, 1990, 2002; Moscovici, 1972; Rogers, 2003; Tajfel, 1972). Specifically, the principal reason for this research study was to understand how people cope with dramatic social change in terms of psychological well-being. We

aimed at clarifying the role that the perceptions of instability and collective relative deprivation play over a group's history upon their sense of well-being. The current findings reinforce the concept that both the perceptions of collective relative deprivation and collective instability over time related to the general sense of well-being.

The first major contribution the present research makes is the clarification, using various priming manipulations, the role that the instability of the relative deprivation trajectory plays in the understanding of psychological well-being. Prior to this study, correlational studies have previously linked an unstable trajectory of collective relative deprivation to a lower level of well-being during times of dramatic social change (de la Sablonnière, Taylor, et al., 2009; see also Westerhof & Keyes, 2006). Cross-sectional studies, however, make it impossible to determine whether it is the level of the trajectories, or the instability of relative deprivation that causes a lower level of well-being. In the present research study, we have extended previous empirical work by manipulating both the instability as well as the level of the trajectory of relative deprivation. In three experiments, we consistently demonstrated that the perception of an unstable trajectory of collective relative deprivation negatively impacts personal (Study 1 and 2) and collective (Study 2 and 3) well-being.

The results from Study 3 take this previous premise a step further by identifying the stability of the trajectory to have been a moderator in the relationship between the level of relative deprivation of the trajectory and collective well-being. In a fourth study, we also extended previous findings in a real life context of dramatic social change by demonstrating how both the perceptions of instability and relative deprivation over time interact with each other when predicting psychological well-being. Specifically, we showed that Kyrgyz who perceived a high relative deprivation trajectory and a high collective instability trajectory report less psychological well-being than their counterparts.

In addition to contributing to our understanding of relative deprivation theory, the present research also supports and extends previous research about subjective change. Various areas of research about subjective change have discovered that

instability in one's relationships (Brown, 2000), marital status (Chipperfield & Havens, 2001; Kalmijn & Monden, 2006; Strohschein, McDonough, Monette, & Shao, 2005), personal living conditions (Holme & Raye, 1967; Keyes, 2000; Keyes & Ryff, 2000), and family structures (Amato & Keith, 1991) have been found to be associated with decreased well-being. In spite of the negative effect of subjective change and instability for someone's personal life, instability stemming from social change has rarely been studied. In a complementary manner, these current findings thus provide compelling evidence that subjective perception of collective instability, measured by the overall trajectory of relative deprivation, affects well-being both at the personal and the group level. With study 4, we further demonstrate how both perceptions of collective instability and relative deprivation over a group's history negatively relate to well-being.

The findings of this research also provide evidence for the theoretical approach that links collective and personal identity (Taylor, 1997, 2002; Osborne & Taylor, 2010). According to Taylor (Taylor, 1997, 2002; Osborne & Taylor, 2010), collective identity is central to define personal identity, and as such, social change that affects the entire group identity should also affect each individual personal identity. This is consistent with a study having demonstrated the role of the entire trajectory of collective relative deprivation in understanding personal well-being in times of dramatic social change (de la Sablonnière, Auger, et al., 2010). Along these same lines, in the current study, we demonstrated that the perceptions of relative deprivation and instability at the collective level, exert an effect on both the sense of collective identity and that of personal identity. The present study has thus provided some insight on past research having pointed to the importance of a link between collective and personal identity (Taylor, 1997, 2002; Osborne & Taylor, 2010).

The current series of studies also draw attention to the advantage of using both experimental and field studies in order to accurately understand reactions to social change. Indeed, experimental studies are crucial in order to draw causal inferences. In the first three experiments, we consistently demonstrated that perceiving an unstable trajectory of relative deprivation leads to less psychological well-being. Besides, by

manipulating the entire trajectory of collective relative deprivation over a group's history, the present research added to the existing literature with respect to social change by positing that it does lend itself to a laboratory format (see also Pinard Saint-Pierre & de la Sablonnière, 2007; who also manipulated social change in a laboratory setting). It appears that future studies should investigate public reaction to social change using similar experimental designs. For instance, experimental studies that manipulate the entire trajectory of collective relative deprivation could be conducted within "natural" contexts of dramatic social change in order to be able to generalize the results to people who cope, on a daily basis, with social change and therefore, instability. A suggestion could be that those events that shape a group's history could be manipulated in terms of relative deprivation and instability in order to evaluate their relative impact upon psychological well-being.

Beyond the importance of experimental studies in social change research, the present research also highlights the necessity of field studies. Experimental studies surely help us to clarify causal relation, but most of the time, they are run with university students. University students are, however, a very unusual group. For example, they are more educated, industrialized and rich (Henrich, Heine, & Norenzayan, 2008). Clearly, this subgroup is far from representative (Henrich et al., 2008). Accordingly, conducting field research in a real-world context is thus crucial to achieve a genuine understanding of complex social phenomenon such as social change (see also Cialdini, 2009). In the present research, the field study conducted in Kyrgyzstan confirmed that perceptions of instability and relative deprivation are highly related to each other in times of dramatic social change. Additional field studies in different contexts of social change are thus needed to improve our understanding of adaptation to social change.

Future Directions and Practical Implications

Several directions are proposed for future research. First, to understand individual reactions to dramatic social change, the entire trajectory of relative deprivation, at the personal level, should be evaluated. The present study as well as past

research (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009) showed only the consequences for group-based relative deprivation trajectory on psychological well-being. However, it is well-established that personal feelings of having been relatively deprived leads to stress symptoms and thus, less personal well-being (Crosby, 1976; Smith & Ortiz, 2002; Suls, Marco, & Tobin, 1991; Walker, 1999; Zagefka & Brown, 2005). Just as the group trajectory of relative deprivation negatively affects psychological well-being, the personal trajectory of relative deprivation should be expected to be at least as detrimental on psychological well-being if not more so for personal well-being (see Smith & Ortiz, 2002). Accordingly, future studies should be aimed at directly manipulating the entire trajectory of relative deprivation at the personal level in order to be able to examine its impact on well-being.

Secondly, in current research, as well as in past studies (de la Sablonnière, Taylor, et al., 2009; Keyes, 2000; Keyes & Ryff, 2000; Westerhof & Keyes, 2006), it was argued that the perception of stability fulfills the desire for self-consistency. It is, however, conceivable that there may be other mechanisms that could also explain why a stable trajectory of relative deprivation leads to less negative outcomes. Recent research has suggested that when people perceive their group as being temporally persistent and coherent (i.e. collective continuity), this is associated positively with group members' general sense of well-being (Sani, Bowe, & Herrera, 2008; Sani et al., 2007). Specifically, Sani and colleagues suggest that the perception of collective continuity is important to a sense of well-being because it provides group members a feeling of timelessness and transcendence (Sani et al., 2008). Accordingly, it is possible that the perception of a stable trajectory of relative deprivation affords the group a sense of collective continuity, therefore providing its members more psychological well-being. Future studies should be aimed at identifying mechanisms that may explain why the perception of a stable trajectory of relative deprivation leads to a less negative effect on well-being than the perception of an unstable one.

At the applied level, the present studies also provide practical implications. Given the potential negative effect of the perception of instability in one's living

conditions (see also de la Sablonnière, Taylor, et al., 2009; Holmes & Rahe, 1967; Keyes, 2000; Keyes & Ryff, 2000; Lazarus & Folkman, 1984; Westerhof & Keyes, 2006), concrete interventions could be designed in order to help people direct their attention to what has remained the same in their lives, at both the personal and collective level. As an example, psychological clinicians could help those individuals who suffer from experiencing too much instability by assisting them to take on a more consistent narrative of their lives. Similarly, during a political crisis or a dramatic social change, the media and politicians could try to spread a narrative that stresses those events that create a more consistent, continuous and hopefully, stable group narrative. This concept is consistent with McAdams' point of view (1996, 2001; see also Gergen 2005) that negotiating social life successfully means making oneself intelligible as an enduring identity through narratives. Future studies could, however, initially examine whether the telling of stories from the past (that sustain an enduring identity in times of instability) can be associated with positive outcomes in terms of a general sense of well-being.

References

- Abeles, R. P. (1976). Relative deprivation, rising expectations and black militancy. *Journal of Social Issues, 32*, 119-137.
- Agence France-Presse (2011). Désastres naturels 950 catastrophes, 295 000 morts. *Radio-Canada*. Retrieved February 14, 2010, from <http://www.radio-canada.ca/nouvelles/International/2011/01/03/004-munich-re-catastrophe-bilan.shtml>
- Albert, S. (1977). Temporal comparison theory. *Psychological Review, 84*, 485–503. doi: 10.1037/0033-295X.84.6.485
- Amato, P. R., & Keith, B. (1991). Parental Divorce and Adult Well-Being: A Meta-Analysis. *Journal of Marriage and Family, 53*(1), 43-58.
- Associated Press (2010, April 15). Deposed Kyrgyz president leaves country. *CBC News*. Retrieved April 26, 2010, from <http://www.cbc.ca/world/story/2010/04/15/kyrgyzstan-president-gunfire.html>
- Baron, R. M., & Kenny, D. A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology, 51*(6), 1173-1182.
- Bougie, E. (2005). *The cultural narrative of Francophone and Anglophone Quebecers and their perceptions of temporal relative deprivation: Links with esteem and well-being*. Unpublished doctoral dissertation, McGill University, Canada.
- Bougie, E., Osborne, E., de la Sablonnière, R., & Taylor, D. M. (in press). The cultural narratives of Francophone and Anglophone Quebecers: Using a historical perspective to explore the relationships among collective relative deprivation, in-group entitativity, and collective esteem. *The British Psychological Society*. doi: 10.1348/014466610x526618
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology, 1*, 185-216. doi: 10.1177/135910457000100301
- Brown, S. L. (2000). The Effect of Union Type on Psychological Well-being: Depression Among Cohabitators Versus Married. *Journal of Health and Social Behavior, 41*(3), 241-255.

- Brown, J. D., & McGill, K. L. (1989). The Cost of Good Fortune: When Positive Life Events Produce Negative Health Consequences. *Journal of Personality and Social Psychology*, *57*, 1103-1110.
- Brown, R., & Middendorf, J. (1996). The underestimated role of temporal comparison: A test of the life-span model. *Journal of Social Psychology*, *136*, 325-331.
- Bryk, A. S., Raudenbush, S. W., & Congdon, R. T. (1994). *Hierarchical Linear Modeling with the HLM/2L and HLM/3L Programs*. Chicago. Scientific Software International.
- Burke, P. J. (1991). Identity Processes and Social Stress. *American Sociological Review*, *56*, 836-849.
- Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavallee, L. E., & Lehman, D. R. (1996). Self-Concept Clarity: Measurement, Personality Correlates, and Cultural Boundaries. *Journal of Personality and Social Psychology*, *70*(1), 141-156.
- Chipperfield, J. G., & Havens, B. (2001). Gender Differences in the Relationship Between Marital Status Transitions and Life Satisfaction in Later Life. *Journal of Gerontology*, *56B*(3), 176-186.
- Cialdini, R. B. (2009). We have to Break Up. *Perspectives on Psychological Sciences*, *4* (1), 5-6.
- Crocker, J., Luhtanen, R., Blaine, B., & Broadnax, S. (1994). Collective Self-Esteem and Psychological Well-Being among White, Black, and Asian College Students. *Personality and Social Psychology Bulletin*, *20*(5), 503-513. doi: 10.1177/0146167294205007
- Crosby, F. (1976). A model of egoistical relative deprivation. *Psychological Review*, *83*, 85-113. doi: 10.1037/0033-295X.83.2.85
- Dambrun, M., Taylor, D. M., McDonald, D. A., Crush, J., & Méot, A. (2006). The relative deprivation-gratification continuum and the attitudes of South Africans towards immigrants: A test of the V-curve hypothesis. *Journal of Personality and Social Psychology*, *91*, 1032-1044. doi: 10.1037/0022-3514.91.6.1032

- Davies, J. C. (1962). Toward a theory of revolution. *American Sociological Review*, 27, 5-19. doi: 10.2307/2089714
- Davies, J. C. (1969). The J curve of rising and declining satisfaction as a cause of some great revolutions and a contained rebellion. In H. D. Graham, & T. R. Gurr (Eds.), *The history of violence in America: Historical and comparative perspectives* (pp. 690–730). New York: Praeger.
- de la Sablonnière, R., Auger, E., Sadykova, N., & Taylor, D. M. (2010). When the “We” Impacts How I Feel about Myself: Effect of Temporal Collective Relative Deprivation on Personal Well-being in the Context of Dramatic Social Change in Kyrgyzstan. *European Psychologist*, 15(4), 271-282.
- de la Sablonnière, R., Hénault, A.-M., & Huberdeau, M.-E. (2010). Comparaisons sociales et comparaisons temporelles: vers une approche séquentielle et fonction de la situation unique. *Les Cahiers internationaux de psychologie sociale*, 83, 3-24.
- de la Sablonnière, R., Taylor, D. M., Perozzo, C., & Sadykova, N. (2009). Reconceptualizing relative deprivation in the context of dramatic social change: The challenge confronting the people of Kyrgyzstan. *European Journal of Social Psychology*, 39(3), 325-345. doi: 10.1002/ejsp.519
- de la Sablonnière, R., & Tougas, F. (2008). Relative deprivation and social identity in times of dramatic social changes: The case of nurses. *Journal of Applied Social Psychology*, 38, 2293-2314.
- de la Sablonnière, R., Tougas, F., & Lortie-Lussier, M. (2009). Dramatic social change in Russia and Mongolia: Connecting relative deprivation to social identity. *Journal of Cross-Cultural Psychology*, 40(3), 327-348. doi: 10.1177/0022022108330986
- de la Sablonnière, R., Tougas, F., & Perenlei, O. (2010). Beyond social and temporal comparisons: the role of temporal inter-group comparisons in the context of dramatic social change in Mongolia. *Journal of Social Psychology*, 150, 98-115.

- Diener, E., & Diener, M. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology, 68*, 653–663.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment, 49*, 71-75.
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: three decades of progress. *Psychological Bulletin, 125*(2), 276-302.
- Ellemers, N., Kortekaas, P., & Ouwerkerk, J. W. (1999). Self-categorization, commitment to the group and group self-esteem as related distinct aspects of social identity. *European Journal of Social Psychology, 29*, 371–389.
- Gecas, V., & Burke, P. J. (1995). Self and Identity. In K. S. Cook, G. A. Fine, & J. S. House (Eds.), *Sociological perspectives on social psychology* (pp. 41-67). Boston: Allyn and Bacon.
- Gergen, K. J. (2005). Narrative, Moral Identity, and Historical Consciousness: A social Constructionist Account. In J. Straub (Ed.), *Narration, Identity and Historical Consciousness* (pp. 99-119). Berghabn books: New York.
- Goodwin, R. (2009). *Changing relations: achieving intimacy in a time of social transition*. New York: Cambridge University Press.
- Grant, P. R., & Brown, R. (1995). From Ethnocentrism to Collective Protest: Responses to Relative Deprivation and Threats to Social Identity. *Social Psychology Quarterly, 58*(3), 195-212.
- Grofman, B. N., & Muller, E. N. (1973). The strange case of relative gratification and potential for political violence: The V-curve hypothesis. *American Political Science Review, 67*, 514-539.
- Guimond, S., & Dambrun, M. (2002). When prosperity breeds intergroup hostility: The effects of relative deprivation and gratification on prejudice. *Personality and Social Psychology Bulletin, 28*, 900-912. doi: 10.1177/014616720202800704
- Guimond, S., & Dubé-Simard, L. (1983). Relative deprivation theory and the Quebec nationalist movement: The cognitive–emotion distinction and the personal group

- deprivation issue. *Journal of Personality and Social Psychology*, 44, 526–535.
doi: 10.1037/0022-3514.44.3.526
- Gurr, T. R. (1970). *Why men rebel?* Princeton, NJ: Princeton University Press.
- Hammack, P. L. (2008). Narrative and the cultural psychology of identity. *Personality and Social Psychology Review*, 12, 222-247.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33, 61-135.
- Holmes, T. H., & Rahe, R. H. (1967). The Social Readjustment Scale. *Journal of Psychosomatic Research*, 11, 213-218.
- Hogg, M. A., & Abrams, D. (1993). Towards a single-process uncertainty-reduction model of social motivation in groups. In M. A. Hogg and D. Abrams (Eds.), *Groups Motivation: Social psychological perspectives* (pp. 173-190). Hemel Hempstead: Harvester Wheatsheaf.
- Hogg, M. A., & Mullin, B.-A. (1999). Joining groups to reduce uncertainty: Subjective uncertainty reduction and group identification. In D. Abrams & M. A. Hogg (Eds.), *Social identity and social cognition* (pp. 249-279). Oxford: Blackwell.
- Jackson, J. W. (2002). Intergroup attitudes as a function of different dimensions of group identification and perceived intergroup conflict. *Self and Identity*, 1, 11–33.
- Janoff-Bulman, R. (1992). *Shattered assumptions: Towards a new psychology of trauma*. New York: Free Press.
- Johnson, D. W., & Johnson, F. P. (1975). *Joining together : Group theory and group skills*. Englewood Cliffs, NJ : Prentice- Hall.
- Jones, S. C. (1973). Self- and Interpersonal Evaluations: Esteem Theories Versus Consistency Theories. *Psychological Bulletin*, 79, 185-199.
- Jones, B. L., & Nagin, D. S. (2007). Advances in group-based trajectory modeling and an SAS procedure for estimating them. *Sociological Methods and Research*, 35, 542-571. doi: 10.1177/0049124106292364

- Jones, B. L., Nagin, D. S., & Roeder, K. (2001). A SAS procedure based on mixture models for estimating developmental trajectories. *Sociological Methods and Research, 29*, 374-393. doi: 10.1177/0049124101029003005
- Kalmijn, M., & Monden, C. W. S. (2006). Are the Negative Effects of Divorce on Well-Being Dependent on Marital Quality? *Journal of Marriage and Family, 68*, 1197–1213.
- Kass, R. E., & Raftery, A. E. (1995). Bayes Factors. *Journal of the American Statistical Association, 90*, 773-95.
- Kernis, M. H., Grannemann, B. C., & Barclay, L. C. (1989). Stability and Level of Self-Esteem as Predictors of Anger Arousal and Hostility. *Journal of Personality and Social Psychology, 56*, 1013-1022.
- Kernis, M. H., Grannemann, B. C., & Barclay, L. C. (1992). Stability of Self-Esteem: Assessment, Correlates, and Excuse Making. *Journal of Personality, 60*, 621-644.
- Keyes, C. L. M. (2000). Subjective change and its consequences for emotional well-being. *Motivation and Emotion, 24*(2), 67-84.
- Keyes, C. L. M., & Ryff, C. D. (2000). Subjective change and mental health: A self-concept theory. *Social Psychology Quarterly, 63*(3), 264–279.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- Lecky, P. (1945). *Self-Consistency: A Theory of Personality*. New York : Island Press.
- Liu, J. H., & Hilton, D. J. (2005). How the past weights on the present: Social representations of history and their role in identity politics. *The British Journal of Social Psychology, 44*, 537–556. doi: 10.1348/014466605X27162
- Luhtanen, R., & Crocker, J. (1992). A collective self-esteem scale: Self-evaluation of one's social identity. *Personality and Social Psychology Bulletin, 18*(3), 302–318.

- MacKinnon, N. J. (1994). *Symbolic Interactionism as Affect Control*. Albany: SUNY Press.
- McAdams, D. P. (1996). Personality, modernity, and the storied self: A contemporary framework for studying persons. *Psychological Inquiry*, 7, 295-321.
- McAdams, D. P. (2001). The psychology of life stories. *Review of General Psychology*, 5, 100–122.
- Moghaddam, F. M. (1990). Modulative and generative orientations in psychology: Implications for psychology in the Three Worlds. *Journal of Social Issues*, 46, 21-41.
- Moghaddam, F. M. (2002). *The individual and society: A cultural integration*. New York: Worth Publishers.
- Moscovici, S. (1972). Society and theory in social psychology. In J. Israel & H. Tajfel (Eds.), *The context of social psychology* (pp. 17-67). London: Academic Press.
- Mummendey, A., Kessler, T., Klink, A., & Mielke, R. (1999). Strategies to cope with negative social identity: Predictions by social identity theory and relative deprivation theory. *Journal of Personality and Social Psychology*, 76, 229-245. doi:10.1037/0022-3514.76.2.229
- Nagin, D. S. (1999). Analyzing developmental trajectories: A semiparametric, group-based approach. *Psychological Methods*, 4, 139-157. doi: 10.1037/1082-989X.4.2.139
- Nagin, D. S. (2005). *Group-based modeling of development*. Cambridge, MA: Harvard University Press.
- Nagin, D. S., & Tremblay, R. E. (2001). Analyzing Developmental Trajectories of Distinct but Related Behaviors: A Group-Based Method. *Psychological Methods*, 6, 18-34.
- Parsons, T. (1964). *The social system*. London: Routledge & Kegan.
- Pavot, W., & Diener, E. (1993). Review of the Satisfaction With Life Scale. *Psychological Assessment*, 5(2), 164-172.

- Pettigrew, T. F., & Meertens, R. W. (1995). Subtle and blatant prejudice in western Europe. *European Journal of Social Psychology, 25*, 57–75. doi: 10.1002/ejsp.2420250106
- Pinard Saint-Pierre, F., & de la Sablonnière, R. (2007). *Clarté des attributions dans un contexte de changement social: impact sur la privation relative et le bien-être psychologique*. Unpublished masters dissertation, Université de Montréal, Canada.
- Radniz, S. (2006). What really happened in Kyrgyzstan ? *Journal of Democracy, 17*(2), 132-146.
- Raudenbush, S., & Bryk, A. (2002). *Hierarchical Linear Models applications and data analysis methods*. Thousand Oaks, CA: Sage.
- Rocher, G. (1992). *Introduction à la sociologie générale*. Ville LaSalle : Éditions Hurtubise HMH.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rosenberg, M. (1979). *Conceiving the self*. New York: Basic.
- Ross, M., & Wilson, A. E. (2002). It feels like yesterday: Self-esteem, valence of personal past experiences, and judgments of subjective distance. *Journal of Personality and Social Psychology, 82*, 792–803.
- Runciman, W. G. (1966). *Relative deprivation and social justice: A study of attitudes to social inequality in twentieth-century England*. Berkeley: University of California Press.
- Runciman, W. G. (1968). Problems of research on relative deprivation. In H. H. Hyman & E. Singer (Eds.), *Readings in reference group theory and research* (pp. 69-76). New York: Free Press.

- Sani, F., Bowe, M., & Herrera, M. (2008). Perceived collective continuity and social well-being: exploring the connections. *European Journal of Social Psychology, 38*(2), 365–374. doi: 10.1002/ejsp.461
- Sani, F., Bowe, M., Herrera, M., Manna, C., Cossa, T., Miao, Z., & Zhou, Y. (2007). Perceived collective continuity: seeing groups as entities that move through time. *European Journal of Social Psychology, 37*(6), 1118-1134.
- Schimmack, U., & Diener, E. (2003). Predictive validity of explicit and implicit self-esteem for subjective well-being. *Journal of Research in Personality, 37*, 100–106.
- Smith, H. J., & Ortiz, D. J. (2002). Is it just me?: The different consequences of personal and group relative deprivation. In I. Walker, & H. J. Smith (Eds.), *Relative deprivation: Specification, development, and integration* (pp.91-115). New York: Cambridge University Press.
- Smith, H. J., Spears, R., & Oyen, M. (1994). “People like us;” The influence of personal deprivation and group membership salience on justice evaluation. *Journal of experimental social psychology, 30*(3), 277-299.
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570–585.
- Snyder, C. R., Sympson, S. C., Ybasco, F. C., Borders, T. F., Babyak, M. A., & Higgins, R. L. (1996). Development and validation of the state hope scale. *Journal of Personality and Social Psychology, 70*, 321–335.
- Strohschein, L., McDonough, P., Monette, G., & Shao, Q. (2005). Marital transitions and mental health: Are there gender differences in the short-term effects of marital status change? *Social Science & Medicine, 61*, 2293–2303.
- Suls, J., Marco, C. A., & Tobin, S. (1991). The role of temporal comparison, social comparison, and direct appraisal in the elderly’s self-evaluations of health.

Journal of Applied Social Psychology, 21, 1125-1144. doi: 10.1111/j.1559-1816.1991.tb00462.x

- Swann, W. B. JR., & Brown, J. D. (1990). From Self to Health: Self-Verification and Identity Disruption. In B.R. Sarason, I. G. Sarason, & G. R. Pierce (Eds.), *Social Support: An interactional View* (pp. 150-172). New York, Wiley.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn and Bacon.
- Tajfel, H. (1972). Introduction. In J. Israel & H. Tajfel (Eds.), *The context of social psychology* (pp. 1-13). London: Academic Press.
- Tajfel, H. (1975). The exit of social mobility and the voice of social change: Notes on the social psychology of intergroup relations. *Social Science Information*, 14, 101-118. doi: 10.1177/053901847501400204
- Tajfel, H. (1978). *Differentiation between social groups*. London: Academic Press.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In S. Worchel & W. Austin (Eds.), *The social psychology of intergroup relations* (pp. 33-48). Pacific Grove, CA: Brooks/Cole.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup conflict. In S. Worchel & W. G. Autin (Eds.), *The psychology of intergroup relations* (pp. 7-24). Chicago, III.: Nelson-Hall.
- Taylor, D. M. (1997). The quest for collective identity: The plight of disadvantaged ethnic minorities. *Canadian Psychology*, 38, 174-190. doi: 10.1037/0708-5591.38.3.174
- Taylor, D. M. (2002). *The quest for identity*. Westport, CT: Praeger.
- The Disposable Academic (2010). Doctoral degrees: The disposable academic. *The Economist*. Retrieved from <http://www.economist.com/node/17723223>
- Tougas, F., de la Sablonnière, R., Lagacé, M., & Kocum, L. (2003). Intrusiveness of minorities: Growing pains for the majority group? *Journal of Applied Social Psychology*, 33, 283-298. doi: 10.1111/j.1559-1816.2003.tb01897.x

- Usborne, E., & Taylor, D. M. (2010). The Role of Cultural Identity Clarity for Self-Concept Clarity, Self-Esteem, and Subjective Well-Being. *Personality and Social Psychology Bulletin*, 36(7), 883–897. doi: 10.1177/0146167210372215
- Vallièrès, E. F., & Vallerand, R. J. (1990). Traduction et validation canadienne-française de l'échelle de l'estime de soi de Rosenberg. *Journal International de Psychologie*, 25(2), 305-316.
- Van Dyk, A. C., & Nieuwoudt, J. M. (1990). The relationship between relative deprivation and the attitudes of rural Afrikaans-speaking women toward Blacks. *Journal of Psychology: Interdisciplinary and Applied*, 124, 513–521.
- Walker, I. (1999). The effects of personal and group relative deprivation on personal and collective self-esteem. *Group Processes and Intergroup Relations*, 2(4), 365-380. doi: 10.1177/1368430299024004
- Walker, I., & Mann, L. (1987). Unemployment, relative deprivation, and social protest. *Personality and Social Psychology Bulletin*, 13, 275-283. doi: 10.1177/0146167287132012
- Walker, I., & Pettigrew, T. F. (1984). Relative deprivation theory: An overview and conceptual critique. *British Journal of Social Psychology*, 23, 301-310.
- Westerhof, G. J. (2010). "During my life so much has changed that it looks like a new world to me" A narrative perspective on migrating in time. *Journal of Aging Studies*, 24(1), 12-19.
- Westerhof, G. J., & Keyes, C. L. M. (2006). After the fall of the Berlin wall: Perceptions and consequences of stability and change among middle-aged and older East and West Germans. *The Journal of Gerontology*, 61(5), 240-247.
- Wilson, A., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, 80, 572–584.
- Zagefka, H., & Brown, R. (2005). Comparisons and perceived deprivation in ethnic minority settings. *Personality and Social Psychology Bulletin*, 31, 467-482. doi: 10.1177/0146167204271711

Author's Note

We first wish to thank our participants who took part in these studies. We also thank Diana Cardenas, Fabrice Pinard Saint-Pierre and Raphaël Gani for their help at different stage of this project.

This research was supported by a master scholarship obtained by the first author from the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Fonds québécois de la recherche sur la société et la culture (FQRSC). This research was also partially supported by a research grant from the FQRSC obtained by the third author.

Correspondence concerning this article should be addressed to Emilie Auger, c/o Roxane de la Sablonnière, Ph.D., Department of Psychology, University of Montreal, C.P 6128 succursale centre-ville, Montreal, Quebec, H3C 3J7, Canada.

Conclusion

Les changements sociaux sont à l'origine de ruptures profondes dans la stabilité d'une collectivité. Les changements sociaux réfèrent à des transformations importantes qui entraînent un déséquilibre sérieux dans les structures sociales (Parsons, 1964; Rogers, 2003; Rocher, 1992). L'Apartheid en Afrique du Sud, le démantèlement de l'URSS et la guerre en Afghanistan sont des exemples de changements sociaux profonds ayant provoqué de nombreux bouleversements, et de l'instabilité politique et économique dans nos sociétés actuelles.

La perception d'instabilité réduit significativement le bien-être psychologique des individus. En effet, de nombreuses études ont démontré qu'un individu qui vit de l'instabilité dans ses relations amoureuses (Brown, 2000), dans son statut matrimonial (Chipperfield & Havens, 2001; Kalmijn & Monden, 2006; Strohschein, McDonough, Monette, & Shao, 2005), ou encore dans sa vie personnelle (Holme & Raye, 1967; Keyes, 2000; Keyes & Ryff, 2000) a moins de bien-être psychologique. L'instabilité ne semble pas moins délétère pour le bien-être psychologique des enfants : l'instabilité familiale associée au divorce des parents par exemple (Amato & Keith, 1991) ou encore dans les relations amoureuses de la mère (Osborne & McLanahan, 2007) a été associée à moins de bien-être chez les enfants. Ces résultats révèlent que l'expérience d'une instabilité nécessite des ajustements de la part de l'individu qui peuvent être stressants, du moins au début (voir aussi Lazarus & Folkman, 1984).

Le but général du présent mémoire était de mieux comprendre les mécanismes d'adaptation au changement social, et à l'instabilité qui en découle. Spécifiquement, nous voulions déterminer si l'instabilité et la trajectoire de la privation relative sont des facteurs qui doivent être considérés afin de mieux comprendre comment le bien-être des individus est affecté lors de changements sociaux profonds. Bien que plusieurs études démontrent que la privation relative est associée au bien-être psychologique (par ex., Tougas et al., 2005; Walker, 1999; Zagefka & Brown, 2005; voir aussi Crosby, 1976), très peu d'études se sont intéressées aux effets de la perception de l'instabilité dans la condition de son groupe à travers le temps.

L'article de ce mémoire poursuivait deux objectifs plus spécifiques. Premièrement, nous voulions identifier l'impact de l'instabilité de la trajectoire de la privation relative sur le bien-être psychologique, et ce, dans deux études expérimentales. Les résultats confirment le rôle de l'instabilité de la trajectoire de la privation relative pour comprendre le bien-être psychologique des individus, et ce, tout en maintenant le niveau de la privation relative constant. Les individus qui se trouvaient dans une condition où la trajectoire de la privation relative était instable à travers le temps rapportaient moins de bien-être personnel (Étude 1 et 2) et de bien-être collectif (Étude 2) que les individus qui se trouvaient dans une condition où la trajectoire de la privation relative était stable.

Le deuxième objectif de ce mémoire était de déterminer l'impact de l'instabilité et du niveau de la trajectoire de la privation relative sur le bien-être psychologique. Afin de répondre à cet objectif, deux études ont été menées. Une étude expérimentale a d'abord été menée. Dans cette étude, le niveau de la trajectoire de la privation relative et l'instabilité de la trajectoire ont été manipulés. Les résultats obtenus suggèrent que l'instabilité de la trajectoire de la privation relative modère la relation unissant le niveau de la trajectoire de la privation relative et le bien-être psychologique. Autrement dit, lorsque la trajectoire est instable, le niveau de la trajectoire de la privation relative a très peu d'effet sur le bien-être psychologique des individus. En fait, une trajectoire instable de la privation relative était associée à un faible niveau de bien-être psychologique, et ce, indépendamment du niveau de la privation relative de la trajectoire. Au contraire, lorsque la trajectoire est stable, les individus qui percevaient une trajectoire où le niveau de la privation relative était élevé vivaient moins de bien-être collectif que ceux qui percevaient une trajectoire où le niveau était faible. Ces résultats n'ont toutefois pas été généralisés au niveau du bien-être personnel : uniquement le niveau de la privation relative de la trajectoire influençait le bien-être personnel des participants. Les participants qui percevaient une trajectoire dont le niveau de privation relative était élevé à travers le temps avaient moins de bien-être personnel que les participants qui percevaient une trajectoire dont le niveau était faible.

Pour faire suite à l'Étude 3, une étude au Kirgystan, un pays de l'Europe de l'Est confronté à d'importants changements sociaux, a été menée. L'objectif de cette étude était d'approfondir le lien entre l'instabilité et la trajectoire de la privation relative afin de prédire le bien-être. Contrairement aux recherches antérieures menées dans un contexte naturel (de la Sablonnière, Taylor, et al., 2009; Westerhof & Keyes, 2006), nous avons examiné le niveau de la privation relative et la perception d'instabilité dans le temps afin de mieux comprendre le bien-être psychologique des individus. Les résultats ont révélé que percevoir une trajectoire élevée en instabilité conjointement avec une trajectoire élevée en privation relative est associé à un bien-être psychologique moindre comparativement à ceux qui ne perçoivent pas conjointement ces deux trajectoires.

Contributions théoriques et méthodologiques

Le présent mémoire comporte plusieurs contributions théoriques. Les résultats présentés contribuent premièrement à l'avancement de la recherche dans le domaine de la privation relative. Les recherches sur cette théorie qui ont démontré une relation entre le sentiment de la privation relative et le bien-être psychologique sont nombreuses (par ex. Tougas et al., 2005; Walker, 1999; Zagefka & Brown, 2005; voir aussi Crosby, 1976). Cependant, ce n'est que récemment que des auteurs considèrent l'ensemble du contexte sociohistorique entourant l'individu afin de comprendre l'influence de la privation relative sur le bien-être psychologique (Bougie et al., sous presse; de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009). En accord avec les études adoptant une approche sociohistorique, la série d'études présentée dans ce mémoire permet d'observer le sentiment de privation relative à travers l'histoire d'un groupe et non pas à un seul point dans le temps. En effet, les résultats montrent que l'évolution de la privation relative, et plus spécifiquement la perception d'instabilité, influence le bien-être psychologique des individus.

En plus d'améliorer notre compréhension de la théorie de la privation relative, les résultats présentés contribuent également aux travaux antérieurs sur la perception d'instabilité (Brown, 2000; Chipperfield & Havens, 2001; Kalmijn & Monden, 2006;

Keyes, 2000; Keyes & Ryff, 2000; Stroschein et al., 2005; Westerhof & Keyes, 2006). Le présent mémoire démontre que percevoir de l'instabilité dans la condition de son groupe en terme de privation relative est associé à de nombreux impacts négatifs sur le bien-être personnel et collectif des individus. Par conséquent, la présente série d'études appuie l'argument que l'instabilité amène l'individu à devoir réajuster sa routine (Lazarus & Folkman, 1984), et ce, même au niveau collectif.

Le présent mémoire comporte également d'importants apports méthodologiques. Dans un premier temps, nous avons manipulé pour la toute première fois la trajectoire de la privation relative dans une série de trois études afin d'en évaluer directement ses effets sur le bien-être psychologique. En plus de confirmer la séquence causale, les résultats de nos études expérimentales appuient les résultats obtenus en contexte de changements sociaux (de la Sablonnière, Taylor, et al., 2009; voir aussi Westerhof & Keyes, 2006) : percevoir une trajectoire instable de la privation relative affecte négativement le bien-être psychologique des individus. Ces résultats confirment la nécessité de combiner les études sur le terrain avec celles en laboratoire afin d'approfondir la compréhension des effets de la privation relative.

Dans un deuxième temps, la quatrième étude réalisée au Kirgizstan démontre, au niveau méthodologique, qu'il est possible de relier l'évolution de deux phénomènes grâce à l'approche statistique non-paramétrique développée par Nagin et ses collègues (Jones & Nagin, 2007; Jones, Nagin, & Roeder, 2001; Nagin, 1999, 2005). Les résultats de l'Étude 4 révèlent que percevoir conjointement un haut niveau d'instabilité et de privation relative à travers le temps est associé à un bien-être moindre. L'approche non-paramétrique (Nagin, 1999; 2005), bien qu'utilisée en psychologie du développement (par ex. Lacourse, Nagin, Vitaro, Côté, Arseneault, & Tremblay, 2006; Nagin & Tremblay, 1999), demeure toutefois méconnue auprès des psychologues sociaux. Or, de nombreux phénomènes qui évoluent dans le temps gagneraient à être analysés avec cette analyse statistique.

Limites et orientations futures

Bien que l'article inclus dans ce mémoire ait confirmé l'importance de la stabilité de la trajectoire de la privation relative pour le bien-être psychologique des individus, les études présentées comportent certaines limites. Premièrement, les études présentées dans ce mémoire ont seulement regardé les effets à court terme de percevoir une trajectoire de la privation relative instable. En effet, le bien-être des participants était mesuré immédiatement après la manipulation expérimentale. Il est donc impossible de déterminer si le bien-être psychologique des individus est seulement affecté momentanément, ou bien si la perception d'une trajectoire instable de la privation relative a des répercussions à plus long terme sur le bien-être psychologique des individus. Les effets à long terme de percevoir une trajectoire de la privation relative instable devraient être examinés dans des études futures. À titre d'exemple, une étude en milieu naturel pourrait déterminer si le fait de percevoir une trajectoire instable de la privation relative à la suite de changements sociaux influence le bien-être psychologique des individus un an plus tard.

Deuxièmement, l'effet de modération de la stabilité de la trajectoire dans la relation unissant le niveau de la trajectoire de la privation relative et le bien-être psychologique a mené à des résultats inconsistants. Spécifiquement, les résultats de l'Étude 3 montrent que l'effet de modération est présent uniquement pour les variables de bien-être collectif, et non celles de bien-être personnel. Étant donné que la portée des résultats est limitée au niveau collectif, il est possible que l'instabilité perçue au niveau collectif lors de la brève manipulation n'ait pas été suffisante pour affecter le bien-être au niveau personnel. En effet, les individus n'ont pas été confrontés à de l'instabilité collective dans leur vie quotidienne à la suite de cette manipulation. Une étude réalisée auprès de gens qui sont exposés continuellement à de l'instabilité nous permettrait de dégager si réellement l'instabilité de la trajectoire de la privation relative agit sur le bien-être personnel des individus.

Troisièmement, les trajectoires de la privation relative évaluées dans l'étude au Kirghizstan (Étude 4) étaient rétrospectives. Jusqu'à maintenant, les études qui ont

évalué les trajectoires de la privation relative ont aussi utilisé des mesures rétrospectives (de la Sablonnière, Auger, et al., 2010; de la Sablonnière, Taylor, et al., 2009; voir aussi Bougie et al., sous presse). À partir de ces mesures, il est toutefois impossible de déterminer si le niveau de privation relative rapporté à chaque période historique par le participant correspond réellement à celui qu'il a ressenti à cette période. En effet, plusieurs études ont démontré que l'état présent des individus influence leur évaluation du passé (Conway & Ross, 1984; Karney & Frye, 2002; McFarland & Alvaro, 2000; Ross, 1989). Afin de combler cette limite, des études futures pourraient comparer les trajectoires rétrospectives et prospectives de la privation relative afin de déterminer si les individus modifient la vision de leur passé après coup.

Finalement, l'étude de variables personnelles pouvant influencer la perception de changement social a été négligée jusqu'à maintenant. Cependant, il est possible que des traits personnels, comme le névrosisme et l'optimisme, influencent la perception d'instabilité lors de changements sociaux profonds. En effet, il a déjà été établi que les personnes qui ont un score élevé en névrosisme dénotent notamment plus d'instabilité émotionnelle (Goldberg, 1992). En conséquence, ces personnes peuvent être plus susceptibles de percevoir une trajectoire instable de la privation relative. De façon similaire, étant donné que les optimistes et les pessimistes se distinguent dans leur manière de faire face à des défis quotidiens (Scheier, Carver, & Bridges, 1994; Scheier, Weintraub, & Carver, 1986), il est possible que le degré d'optimisme d'un individu influence le niveau de la trajectoire de la privation relative perçue. Conséquemment, des études futures gagneraient à déterminer si la perception d'instabilité lors de changements sociaux est tributaire de variables personnelles comme le névrosisme et l'optimisme.

Implications pratiques

Considérant les nombreux changements sociaux qui affectent nos sociétés de nos jours, l'avancement des connaissances est indispensable pour déployer des stratégies plus adaptées afin d'aider les sociétés confrontées à de tels changements sociaux. Le présent mémoire met en évidence un facteur susceptible d'affecter l'adaptation des

individus aux changements sociaux : la perception d'instabilité. Afin de contrer les effets néfastes de l'instabilité, des interventions devraient être créées afin d'aider les individus à porter attention à ce qui est demeuré inchangé dans leur vie, tant au niveau personnel que collectif. Par exemple, les cliniciens pourraient aider les individus qui éprouvent des difficultés à s'adapter à un nombre important de changements à construire un récit de vie qui inclut des valeurs, des événements ou des figures d'attachement qui sont demeurés stables dans leur vie. Cette idée est compatible avec les travaux de McAdams (1996, 2001; voir aussi Gergen 2005) qui suggèrent que les individus qui maintiennent un récit de vie cohérent, qui met de l'avant une image de soi-même qui est intelligible à travers le temps, détiennent un meilleur bien-être psychologique que ceux qui entretiennent un récit incohérent.

En conclusion, le présent mémoire offre un éclairage important sur les raisons qui amènent les membres d'un groupe à avoir moins de bien-être psychologique lors de changements sociaux profonds. Nos résultats montrent que l'instabilité et la privation relative dans l'histoire d'un groupe jouent un rôle central. De toute évidence, nos résultats montrent également que la psychologie sociale a besoin de développer des méthodologies qui capturent l'histoire complète d'un groupe de sorte que la complexité du contexte dans lequel les individus évoluent soit considérée.

Références

- Abeles, R. P. (1976). Relative deprivation, rising expectations and black militancy. *Journal of Social Issues, 32*, 119-137.
- Abrams, D. (1990). Political identity: Relative deprivation, social identity, and the case of Scottish nationalism. *Economic and Social Research Council 16-19 Initiative Occasional Paper no. 24*, London: Social Statistics Research Unit, City University.
- Agence France-Presse (2011). Désastres naturels 950 catastrophes, 295 000 morts. *Radio-Canada*. Recupéré le 14 février 2010 de <http://www.radio-canada.ca/nouvelles/International/2011/01/03/004-munich-re-catastrophe-bilan.shtml>
- Albert, S. (1977). Temporal comparison theory. *Psychological Review, 84*, 485–503. doi: 10.1037/0033-295X.84.6.485
- Albert, S., & Sabini, J. (1974). Attributions about systems in slow vs. rapid change. *Personality and Social Psychology Bulletin, 1*(1), 91-93. doi: 10.1177/014616727400100131
- Amato, P. R., & Keith, B. (1991). Parental Divorce and Adult Well-Being: A Meta-Analysis. *Journal of Marriage and Family, 53*(1), 43-58.
- Appelgryn, A. E. M., & Bornman, E. (1996). Relative deprivation in contemporary South Africa. *Journal of Social Psychology, 136*, 381–397.
- Bougie, E., Osborne, E., de la Sablonnière, R., & Taylor, D. M. (sous presse). The cultural narratives of Francophone and Anglophone Quebecers: Using a historical perspective to explore the relationships among collective relative deprivation, in-group entitativity, and collective esteem. *The British Psychological Society*. doi: 10.1348/014466610x526618
- Brown, S. L. (2000). The Effect of Union Type on Psychological Well-being: Depression Among Cohabitators Versus Married. *Journal of Health and Social Behavior, 41*(3), 241-255.

- Brown, J. D., & McGill, K. L. (1989). The Cost of Good Fortune: When Positive Life Events Produce Negative Health Consequences. *Journal of Personality and Social Psychology*, *57*, 1103-1110.
- Brown, R., & Middendorf, J. (1996). The underestimated role of temporal comparison: A test of the life-span model. *Journal of Social Psychology*, *136*, 325-331.
- Burke, P. J. (1991). Identity Processes and Social Stress. *American Sociological Review*, *56*, 836-849.
- Castano, E., Yzerbyt, V., Paladino, M.-P., & Sacchi, S. (2002). I belong, therefore, I exist: Ingroup identification, ingroup entitativity, and ingroup bias. *Personality and Social Psychology Bulletin*, *28*, 135–143. doi:10.1177/0146167202282001
- Chen, X., Bian, Y., Xin, T., Wang, L., & Silbereisen, R. K. (2010). Perceived social change and childrearing attitudes in China. *European Psychologist*, *15*(4), 260-270. doi: 10.1027/1016-9040/a000060
- Chipperfield, J. G., & Havens, B. (2001). Gender Differences in the Relationship Between Marital Status Transitions and Life Satisfaction in Later Life. *Journal of Gerontology*, *56B*(3), 176-186.
- Conway, M., & Ross, M. (1984). Getting What You Want By Revisiting What You Had. *Journal of personality and social Psychology*, *47*(4), 738-748.
- Crosby, F. (1976). A model of egoistical relative deprivation. *Psychological Review*, *83*, 85-113. doi: 10.1037/0033-295X.83.2.85
- Dambrun, M., Taylor, D. M., McDonald, D. A., Crush, J., & Méot, A. (2006). The relative deprivation-gratification continuum and the attitudes of South Africans towards immigrants: A test of the V-curve hypothesis. *Journal of Personality and Social Psychology*, *91*, 1032-1044. doi: 10.1037/0022-3514.91.6.1032
- Davies, J. C. (1962). Toward a theory of revolution. *American Sociological Review*, *27*, 5-19. doi: 10.2307/2089714

- Davies, J. C. (1969). The J curve of rising and declining satisfaction as a cause of some great revolutions and a contained rebellion. In H. D. Graham, & T. R. Gurr (Eds.), *The history of violence in America: Historical and comparative perspectives* (pp. 690–730). New York: Praeger.
- de la Sablonnière, R., Auger, E., Sadykova, N., & Taylor, D. M. (2010). When the “We” Impacts How I Feel about Myself: Effect of Temporal Collective Relative Deprivation on Personal Well-being in the Context of Dramatic Social Change in Kyrgyzstan. *European Psychologist, 15*(4), 271-282.
- de la Sablonnière, R., Auger, E., Taylor, D. M., Crush, J., & McDonald, D. (2011; en préparation). *Group Narratives in the Context of Dramatic Social Change in South Africa: Antecedents and Consequences*.
- de la Sablonnière, R., Hénault, A.-M., & Huberdeau, M.-E. (2010). Comparaisons sociales et comparaisons temporelles: vers une approche séquentielle et fonction de la situation unique. *Les Cahiers internationaux de psychologie sociale, 83*, 3-24.
- de la Sablonnière, R., Taylor, D. M., Perozzo, C., & Sadykova, N. (2009). Reconceptualizing relative deprivation in the context of dramatic social change: The challenge confronting the people of Kyrgyzstan. *European Journal of Social Psychology, 39*(3), 325-345. doi: 10.1002/ejsp.519
- de la Sablonnière, R., & Tougas, F. (2008). Relative deprivation and social identity in times of dramatic social changes: The case of nurses. *Journal of Applied Social Psychology, 38*, 2293-2314.
- de la Sablonnière, R., Tougas, F., & Lortie-Lussier, M. (2009). Dramatic social change in Russia and Mongolia: Connecting relative deprivation to social identity. *Journal of Cross-Cultural Psychology, 40*(3), 327-348. doi: 10.1177/0022022108330986
- de la Sablonnière, R., Tougas, F., & Perenlei, O. (2010). Beyond social and temporal comparisons: the role of temporal inter-group comparisons in the context of dramatic social change in Mongolia. *Journal of Social Psychology, 150*, 98-115.

- Ferring, D., & Hoffmann, M. (2007). Still the same and better off than other?: social and temporal comparisons in old age. *European Journal of Ageing, 4*, 23-34. doi: 10.1007/s10433-007-0045-5
- Frye, N. E. (2006). Relationship problems and physical aggression: The moderating role of temporal comparison. *Personal Relationship, 13*, 303-315.
- Gergen, K. J. (2005). Narrative, Moral Identity, and Historical Consciousness: A social Constructionist Account. In J. Straub (Ed.) *Narration, Identity and Historical Consciousness* (pp. 99-119). Berghabn books: New York.
- Goldberg, L. R. (1992). The Development of Markers for the Big-Five Factor Structure. *Psychological Assessment, 4*(1), 26-42.
- Goodwin, R. (2009). *Changing relations: achieving intimacy in a time of social transition*. New York: Cambridge University Press.
- Goodwin, R., & Tang, C. (1998). The transition to uncertainty?: The impacts of Hong Kong 1997 on personal relationships. *Personal Relationships, 5*, 183-190.
- Grant, P. R., & Brown, R. (1995). From Ethnocentrism to Collective Protest: Responses to Relative Deprivation and Threats to Social Identity. *Social Psychology Quarterly, 58*(3), 195-212.
- Grofman, B. N., & Muller, E. N. (1973). The strange case of relative gratification and potential for political violence: The V-curve hypothesis. *American Political Science Review, 67*, 514-539.
- Guimond, S., & Dambrun, M. (2002). When prosperity breeds intergroup hostility: The effects of relative deprivation and gratification on prejudice. *Personality and Social Psychology Bulletin, 28*, 900-912. doi: 10.1177/014616720202800704
- Guimond, S., & Dubé-Simard, L. (1983). Relative deprivation theory and the Quebec nationalist movement: The cognitive–emotion distinction and the personal group deprivation issue. *Journal of Personality and Social Psychology, 44*, 526–535. doi: 10.1037/0022-3514.44.3.526
- Gurr, T. R. (1970). *Why men rebel?* Princeton, NJ: Princeton University Press.

- Haddock, G. (2006). Do I get better looking each day? Changes in self-perceptions of attractiveness as a function of temporal perspective. *European Journal of Social Psychology, 36*, 761–771. doi: 10.1002/ejsp.317
- Holmes, T. H., & Rahe, R. H. (1967). The Social Readjustment Scale. *Journal of Psychosomatic Research, 11*, 213-218.
- Joly, S., Tougas, F., & de la Sablonnière, R. (2004). Le nationalisme d'un groupe minoritaire: pour le meilleur ou pour le pire. *Revue canadienne des sciences du comportement, 36*(1), 45-55.
- Jones, S. C. (1973). Self- and Interpersonal Evaluations: Esteem Theories Versus Consistency Theories. *Psychological Bulletin, 79*, 185-199.
- Jones, B. L., & Nagin, D. S. (2007). Advances in group-based trajectory modeling and an SAS procedure for estimating them. *Sociological Methods and Research, 35*, 542-571. doi: 10.1177/0049124106292364
- Jones, B. L., Nagin, D. S., & Roeder, K. (2001). A SAS procedure based on mixture models for estimating developmental trajectories. *Sociological Methods and Research, 29*, 374-393. doi: 10.1177/0049124101029003005
- Kalmijn, M., & Monden, C. W. S. (2006). Are the Negative Effects of Divorce on Well-Being Dependent on Marital Quality? *Journal of Marriage and Family, 68*, 1197–1213.
- Kanten, A. B., & Teigen, K. H. (2008). Better than average and better with time: Relative evaluations of self and others in the past, present, and future. *European Journal of Social Psychology, 38*, 343–353. doi: 10.1002/ejsp.457
- Karney, B. R., & Frye, N. E. (2002). “ But We’ve Been Getting Better Lately”: Comparing Prospective and Retrospective Views of Relationship Development. *Journal of Personality and Social Psychology, 82*(2), 222-238.
- Keyes, C. L. M. (2000). Subjective change and its consequences for emotional well-being. *Motivation and Emotion, 24*(2), 67-84.
- Keyes, C. L. M., & Ryff, C. D. (2000). Subjective change and mental health: A self-concept theory. *Social Psychology Quarterly, 63*(3), 264–279.

- Lacourse, E., Nagin, D., Vitaro, F., Cote, S., Arseneault, L., & Tremblay, R. E. (2006). Prediction of early onset deviant peer group affiliation. *Archives of General Psychiatry, 63*, 562-568.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer.
- Lecky, P. (1945). *Self-Consistency: A Theory of Personality*. New York : Island Press.
- McAdams, D. P. (1996). Personality, modernity, and the storied self: A contemporary framework for studying persons. *Psychological Inquiry, 7*, 295-321.
- McAdams, D. P. (2001). The psychology of life stories. *Review of General Psychology, 5*, 100–122.
- McFarland, C., & Alvaro, C. (2000). The impact of motivation on temporal comparisons: Coping with traumatic events by perceiving personal growth. *Journal of Personality and Social Psychology, 79*, 327–343.
- Moghaddam, F. M. (1990). Modulative and generative orientations in psychology: Implications for psychology in the Three Worlds. *Journal of Social Issues, 46*, 21-41.
- Moghaddam, F. M. (2002). *The individual and society: A cultural integration*. New York: Worth Publishers.
- Moscovici, S. (1972). Society and theory in social psychology. In J. Israel & H. Tajfel (Eds.), *The context of social psychology* (pp. 17-67). London: Academic Press.
- Nagin, D. S. (1999). Analyzing developmental trajectories: A semiparametric, group-based approach. *Psychological Methods, 4*, 139-157. doi: 10.1037/1082-989X.4.2.139
- Nagin, D. S. (2005). *Group-based modeling of development*. Cambridge, MA: Harvard University Press.
- Nagin, D., & Tremblay, R. E. (1999). Trajectories of Boys' Physical Aggression, Opposition, and Hyperactivity on the Path to Physically Violent and Nonviolent Juvenile Delinquency. *Child Development, 70*(5), 1181-1196.

- Olson, J. M., Roese, N. J., Meen, J., & Robertson, D. J. (1995). The preconditions and consequences of relative deprivation: Two field studies. *Journal of Applied Social Psychology, 25*, 944-964. doi: 10.1111/j.1559-1816.1995.tb02384.x
- Osborne, C., & McLanahan, S. (2007). Partnership Instability and Child Well-Being. *Journal of Marriage and Family, 69*, 1065–1083.
- Parsons, T. (1964). *The social system*. London: Routledge & Kegan.
- Pettigrew, T. F., Christ, O., Wagner, W., Meertens, R. W., Dick, R. V., Zick, A. (2008). Relative Deprivation and Intergroup Prejudice. *Journal of Social Issues, 64*(2), 385-401.
- Rocher, G. (1992). *Introduction à la sociologie générale*. Ville LaSalle : Éditions Hurtubise HMH.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York: Free Press.
- Ross, M. (1989). Relation of Implicit Theories to the Construction of Personal Histories. *Psychological Review, 96*(2), 341-357.
- Ross, M., Heine, S. J., Wilson, A. E., & Sugimori, S. (2005). Cross-Cultural Discrepancies in Self-Appraisals. *Personality and Social Psychology Bulletin, 31*(9), 1175-1188. doi: 10.1177/0146167204274080
- Ross, M., & Wilson, A. E. (2002). It feels like yesterday: Self-esteem, valence of personal past experiences, and judgments of subjective distance. *Journal of Personality and Social Psychology, 82*, 792–803.
- Runciman, W. G. (1966). *Relative deprivation and social justice: A study of attitudes to social inequality in twentieth-century England*. Berkeley: University of California Press.
- Runciman, W. G. (1968). Problems of research on relative deprivation. In H. H. Hyman & E. Singer (Eds.), *Readings in reference group theory and research* (pp. 69-76). New York: Free Press.
- Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing Optimism From Neuroticism (and Trait Anxiety, Self-Mastery, and Self-Esteem): A Reevaluation

- of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67 (6), 1063-1078.
- Scheier, M. F., Weintraub, J. K., & Carver, C. S. (1986). Coping With Stress: Divergent Strategies of Optimists and Pessimists. *Journal of Personality and Social Psychology*, 51(6), 1257-1264.
- Silbereisen, R. K., & Tomasik, M. J. (2010). Human Behavior in Response to Social Change: A Guide to the Special Section. *European Psychologist*, 15(4), 243-245. doi: 10.1027/1016-9040/a000059
- Sheldon, J. P. (2004). Age and Gender Differences in the Sources of Self-Evaluation Valued by Adult Athletes. *Journal of Adult Development*, 11(1), 47-53.
- Stouffer, S. A., Suchman, E. A., DeVinney, L. C., Star, S. A., & Williams, R. M. Jr. (1949). *The American soldier: Adjustment during army life*. Princeton, NJ: Princeton Univ. Press.
- Strohschein, L., McDonough, P., Monette, G., & Shao, Q. (2005). Marital transitions and mental health: Are there gender differences in the short-term effects of marital status change? *Social Science & Medicine*, 61, 2293–2303.
- Suh, E. M. (2002). Culture, Identity Consistency, and Subjective Well-Being. *Journal of Personality and Social Psychology*, 83(6), 1378–1391. doi: 10.1037//0022-3514.83.6.1378
- Swann, W. B. Jr. (1990). To be adored or to be known? The interplay of self-enhancement and self-verification. In E. T. Higgins & R. M. Sorrentino (Eds.), *Handbook of motivation and cognition* (Vol. 2, pp. 408–448). New York: Guilford.
- Swann, W. B. Jr., Stein-Seroussi, A., & Giesler, R. B. (1992). Why people self-verify. *Journal of Personality and Social Psychology*, 62, 392–401.
- Tajfel, H. (1972). Introduction. In J. Israel & H. Tajfel (Eds.), *The context of social psychology* (pp. 1-13). London: Academic Press.

- Tougas, F., de la Sablonnière, R., Lagacé, M., & Kocum, L. (2003). Intrusiveness of minorities: Growing pains for the majority group? *Journal of Applied Social Psychology, 33*, 283-298. doi: 10.1111/j.1559-1816.2003.tb01897.x
- Tougas, F., Rinfret, N., Beaton, A., & de la Sablonnière, R. (2005). Policewomen acting in self-defense: Can psychological disengagement protect self-esteem from the negative outcomes of relative deprivation ? *Journal of Personality and Social Psychology, 88*, 790-800.
- Walker, I. (1999). The effects of personal and group relative deprivation on personal and collective self-esteem. *Group Processes and Intergroup Relations, 2*(4), 365-380. doi: 10.1177/1368430299024004
- Walker, I., & Mann, L. (1987). Unemployment, relative deprivation, and social protest. *Personality and Social Psychology Bulletin, 13*, 275-283. doi: 10.1177/0146167287132012
- Walker, I., & Pettigrew, T. F. (1984). Relative deprivation theory: An overview and conceptual critique. *British Journal of Social Psychology, 23*, 301-310.
- Westerhof, G. J. (2010). "During my life so much has changed that it looks like a new world to me" A narrative perspective on migrating in time. *Journal of Aging Studies, 24*(1), 12-19.
- Westerhof, G. J., & Keyes, C. L. M. (2006). After the fall of the Berlin wall: Perceptions and consequences of stability and change among middle-aged and older East and West Germans. *The Journal of Gerontology, 61*(5), 240-247.
- Wilson, A., & Ross, M. (2000). The frequency of temporal-self and social comparisons in people's personal appraisals. *Journal of Personality and Social Psychology, 78*, 928-942.
- Wilson, A., & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology, 80*, 572-584.

Zagefka, H., & Brown, R. (2005). Comparisons and perceived deprivation in ethnic minority settings. *Personality and Social Psychology Bulletin*, *31*, 467-482. doi: 10.1177/0146167204271711

Annexe A

Tâche effectuée en équipe dans le cadre de l'Étude 1

DIRECTIVES

BUTS :

- Évaluer les différences des styles décisionnels utilisés par les hommes et les femmes lorsqu'ils doivent prendre des décisions en équipe.
- Évaluer les différences entre l'efficacité des hommes et des femmes à prendre des décisions justes et rapides en groupe.

PROCÉDURE :

- Lire la mise en situation.
- Prendre une décision en équipe
- La performance de votre équipe de travail sera évaluée à partir de l'opinion d'experts.

TÂCHE 1

Exercice de survie en hiver

Votre avion vient tout juste de s'écraser au milieu d'une forêt au sud du Manitoba. Il est 11 h 32 en mi-janvier. Le petit avion dans lequel vous voyagez s'est écrasé sur un lac. Le pilote et le copilote sont morts au moment de l'impact. Peu de temps après l'écrasement, l'avion s'est enfoncé au fond du lac, emportant avec lui les corps du pilote et du copilote. Vous êtes les seuls survivants de l'avion. Personne d'entre vous n'est blessé sérieusement et vous êtes tous au sec.

L'écrasement a eu lieu brusquement, avant même que le pilote n'ait le temps de demander de l'aide ou même de s'informer de sa position par communication radio. Avant l'écrasement, vous vous souvenez que le pilote a annoncé que vous étiez à 20 miles au nord-ouest d'une petite ville.

Vous vous retrouvez dans un endroit sauvage entouré de bois lourd. Il y aussi beaucoup de bois morts et de brindilles au sol. La profondeur de la neige varie entre 20 cm et 100 cm. Le dernier rapport météo indiquait que la température allait atteindre -15 °C durant la nuit et -9 °C durant le jour. Vous portez tous des vêtements de ville d'hiver : veston, pantalon, soulier de marche et manteau.

Avant d'évacuer l'avion, des survivants ont eu le temps de récupérer **12 objets**. Afin d'éviter de vous épuiser, il s'avère inutile que vous vous encombriez d'objets qui pourraient être inutiles à votre survie. Votre tâche est donc de mettre ces objets en ordre de priorité considérant que l'élément 1 soit l'objet le plus important à votre survie et 12 le moins important. Comme vous êtes les seuls survivants et qu'il est important que vous demeuriez ensemble pour votre survie, vous devez arriver à un consensus quant à l'importance de chacun des objets.

Total= 12 objets

- _____ Balle de laine
- _____ Papier Journal
- _____ Boussole
- _____ Allume-cigarette (vide)
- _____ Une hache
- _____ Une carte géographique de la région plastifiée
- _____ Un pistolet de calibre .45 chargé
- _____ Une toile rigide de 20 pieds par 20 pieds
- _____ Un pantalon et un chandail d'extra pour chaque survivant
- _____ Une boîte de conserve métallique vide
- _____ Un fond de bouteille de Whisky
- _____ Une barre de chocolat format familial pour chaque survivant

TÂCHE 2

Exercice de survie dans le désert

Vous participez actuellement à une excursion dans le désert du Nouveau-Mexique avec un club de géologie. C'est la dernière semaine de juillet. Vous avez voyagé sur de petits sentiers, loin de toutes routes. À environ 10 h 30 ce matin, le minibus dans lequel vous voyagez s'est enfoncé dans un ravin de 30 pieds et par la suite, a pris en feu. Le conducteur ainsi que le guide de votre club de géologie ont été tués au moment de l'impact. Il ne reste plus que vous. Vous êtes les seuls survivants à l'accident.

Vous savez que la ferme la plus proche de vous est à 45 km. Il n'y a aucune habitation plus près. Comme aucun membre de votre club n'ira à l'hôtel, vous devriez être reporté comme disparu en soirée. En général, plusieurs personnes savent où vous êtes, mais à cause de la nature de votre expédition, il s'avère difficile pour ces personnes de savoir où vous vous trouvez.

L'environnement autour de vous est aride, accidenté et très sec. Il y a un étang près de vous, mais il est contaminé par des excréments animaux et des souris mortes. Vous avez entendu un rapport météo avant de quitter votre minibus qui indiquait que la température allait atteindre plus de 45 degrés Celsius. Vous êtes tous habillés de vêtements d'été légers et vous avez tous un chapeau et des lunettes soleil.

Au moment d'évacuer l'autobus, certains membres de votre groupe ont eu le temps de récupérer des objets. En tout, vous disposez de **12 objets**. Afin d'éviter de vous épuiser, il s'avère inutile que vous vous encomriez d'objets qui pourraient être inutiles à votre survie. Votre tâche est donc de mettre ces objets en ordre de priorité (1 = élément le plus important; 12 = élément le moins important). Comme vous êtes les seuls survivants et qu'il est important que vous demeuriez ensemble pour votre survie, vous devez arriver à un consensus quant à l'importance de chacun des items.

Total = 12 objets

- _____ Boussole magnétique
- _____ Une toile rigide de 20 pieds par 20 pieds
- _____ Livre, *Plantes du désert*
- _____ Un rétroviseur
- _____ Un couteau large
- _____ Une lampe de poche avec 4 piles
- _____ Une veste par personne
- _____ Un imperméable en plastique transparent de 6 par 4 mètres par personne
- _____ Une carte de la région
- _____ Un pistolet de calibre .28 chargé
- _____ Une gourde remplie à moitié d'eau pour chaque personne
- _____ Une large boîte d'allumettes domestiques

TÂCHE 3

Dans une étude récente, *Dun's Review* ont fait une liste des produits et des activités les plus périlleuses aux États-Unis en se basant sur les statistiques annuelles des morts accidentelles. Ci-dessous sont listés **15** de ces produits et activités qui ont causé des morts accidentelles. Votre tâche est de placer les différents items selon leur degré de dangerosité en vous fiant au nombre de morts accidentels encourus par le produit ou l'activité. Vous devez arriver à un consensus.

Total= 15

- _____ Natation
- _____ Les chemins de fer
- _____ Le métier de policier
- _____ Les appareils ménagers
- _____ L'alcool
- _____ L'énergie nucléaire
- _____ Fumer la cigarette
- _____ Les véhicules motorisés (automobiles, camion, motocyclette...)
- _____ Les pesticides
- _____ Les armes à feu
- _____ Les bicyclettes
- _____ Le métier de pompier
- _____ La randonnée en montagne
- _____ La vaccination
- _____ Les opérations médicales

TÂCHE 4

Déclenchement d'une Troisième Guerre mondiale

Vous êtes un membre de la Commission de Sécurité au Ministère de la Défense. La troisième guerre mondiale se déroule. De nombreux centres importants dans le monde sont en train d'être détruits. Les gens cherchent désespérément des abris souterrains qui les protégeront de l'attaque nucléaire et de ses conséquences.

La Commission de Sécurité au Ministère de la Défense dispose de l'un de ces abris, le message que vous avez reçu est le suivant :

*« Notre abri peut contenir un nombre limité de personnes. Cependant, un groupe de **10 personnes** demande à y être abrité. Ceux qui seront refusés mourront sûrement, tandis que les personnes choisies survivront assurément. Afin de faciliter la tâche au ministre de la Défense, votre équipe de travail a été contactée pour mettre en ordre de priorité les personnes que vous accepteriez dans l'abri. Nous vous fournissons les informations suivantes sur les 10 personnes. À cause de l'urgence de la situation, nous n'avons pas le temps nécessaire pour vous fournir de plus amples renseignements. »*

C'est maintenant la responsabilité de votre équipe de décider parmi les **10 personnes suivantes** celles qui devraient être acceptées dans l'abri souterrain en mettant en ordre de priorité les personnes (1= la personne qui doit absolument être dans l'abri). Il est important que vous arriviez à un consensus quant à la décision que vous allez prendre.

- _____ Une jeune fille, âgée de 16 ans, pas très intelligente, faible Q.I., ayant abandonné l'école secondaire, enceinte.
- _____ Un policier armé, décoré pour son dévouement au travail.
- _____ Un prêtre âgé de 55 ans.
- _____ Une femme docteur en médecine, âgée de 36 ans, stérile.
- _____ Un violoniste, âgé de 46 ans. Il a été vendeur de drogues pendant 7 ans et est sorti de prison depuis 6 mois.
- _____ Un jeune homme politiquement engagé, âgé de 20 ans, n'ayant aucun talent particulier.
- _____ Une prostituée de « longue date », âgée de 39 ans, n'ayant pas pratiqué son métier depuis 4 ans.
- _____ Un architecte homosexuel.
- _____ Un étudiant en droit âgé de 26 ans.
- _____ La conjointe de l'étudiant en droit, âgée de 25 ans. Elle a passé les six derniers mois dans un hôpital psychiatrique et elle prend encore de larges doses de sédatifs. (Les deux derniers sont très amoureux l'un de l'autre).

TÂCHE 5

Exercice de survie lors d'une attaque nucléaire

La possibilité d'une guerre nucléaire a été annoncée et l'alerte a été sonnée. Vous et des membres de votre groupe avez eu la chance d'avoir accès à un petit abri souterrain. Lorsque la guerre sera officiellement déclarée, vous devrez immédiatement aller vous réfugier dans votre abri souterrain. Vu l'espace très limité du refuge, vous devez décider rapidement des objets qui vous permettront de survivre durant et après l'attaque nucléaire. Les émissions radioactives représentent le plus grand danger auquel vous risquez d'être confronté. Afin de vous aider dans votre prise de décision, vous avez identifié des objets importants. Toutefois, comme votre refuge est restreint vous devez évaluer avec les autres membres de votre groupe l'importance de chacun de ces objets.

Considérant qu'il est possible que vous soyez réfugiés pendant plusieurs semaines dans ce petit abri, il est important que chacun d'entre vous s'entende sur l'importance de chacun des objets à apporter avec vous. Votre tâche est donc de mettre ces objets en ordre de priorité considérant que 1 est l'objet le plus important à votre survie et 12 le moins important. La décision doit relever de l'ensemble des membres de votre équipe.

Total = 12 objets

- _____ Une large et une petite poubelle avec un couvercle
- _____ Une caisse de bouteille d'eau
- _____ Des couvertures
- _____ Un réchaud pour les boîtes en conserve
- _____ Chandelles et allumettes
- _____ De la nourriture en conserve et des aliments secs
- _____ Eau de javel
- _____ Un extincteur à incendie
- _____ Une lampe de poche et des piles
- _____ Une radio fonctionnant avec des piles
- _____ Du savon et des serviettes
- _____ Une trousse de premiers soins avec de l'iode et des médicaments

Annexe B

Formulaire de consentement et questionnaire de l'Étude 1

Titre de la recherche
Prise de décision en équipe

Chercheur
Emilie Auger

FORMULAIRE DE CONSENTEMENT

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet de recherche vise à étudier les différences quant aux styles décisionnels utilisés par les hommes et les femmes. Plus précisément, cette étude évaluera les différences entre l'efficacité des hommes et des femmes à prendre des décisions justes et rapidement au sein d'un groupe de travail.

2. Participation à la recherche

Votre participation à cette recherche consiste :

- à prendre une décision en équipe quant à une problématique qui vous sera présentée. Cette tâche sera réalisée à cinq reprises. Une rétroaction sera offerte après chacune des tâches quant à la décision que vous aurez prise conjointement. Cette rétroaction est basée sur l'opinion d'experts qui se sont penchés sur la problématique en question. Cette rétroaction permettra d'évaluer la performance de votre équipe de travail. Vous aurez ainsi un indicatif pour vous réajuster.
- À remplir un questionnaire portant sur votre expérience subjective quant à la réalisation des cinq tâches.

La participation à la recherche requiert environ 1 heure.

3. Confidentialité

Les renseignements que vous nous donnerez demeureront confidentiels. Chaque participant(e) à la recherche se verra attribuer un code et seuls le chercheur principal et/ou la personne mandatée à cet effet auront accès à la liste des participants, au code que vous aurez choisi ou à vos coordonnées. De plus, les renseignements seront conservés dans un classeur sous clé situé dans un bureau fermé. Aucune information permettant de vous identifier d'une façon ou d'une autre ne sera publiée. Ces renseignements personnels seront détruits après 7 ans, soit au plus tard le 1er juin 2012. Seules les données ne permettant pas de vous identifier pourront être conservées après cette date.

4. Avantages et inconvénients

En participant à cette recherche, vous pourrez contribuer à l'avancement des connaissances en psychologie sociale. Plus précisément, vous aiderez à déterminer s'il existe une effectivement une différence quant à l'efficacité des hommes et des femmes à prendre des décisions justes et rapidement. De plus, votre participation pourra également vous donner l'occasion de mieux vous connaître personnellement. Votre participation pourrait aussi vous permettre de mieux connaître les styles décisionnels de votre groupe d'appartenance (homme/femme).

Par contre, il est possible que votre participation à cette étude suscite des réflexions ou des souvenirs émouvants ou désagréables. Si cela se produit, n'hésitez pas à contacter l'agent(e) de recherche. S'il y a lieu, l'agent(e) de recherche pourra vous recommander à une personne-ressource.

5. Droit de retrait

Votre participation est entièrement volontaire. Vous êtes libre de vous retirer en tout temps par avis verbal, sans préjudice et sans devoir justifier votre décision. Si vous décidez de vous retirer de la recherche, vous pouvez communiquer avec le chercheur, au numéro de téléphone indiqué au bas de cette page. Si vous vous retirez de la recherche, les renseignements personnels vous concernant et qui auront été recueillis au moment de votre retrait seront détruits.

6. Indemnité

Les membres de l'équipe ayant obtenu la meilleure performance recevront un prix de 200\$, équivalent à 50\$ chacun.

B) CONSENTEMENT

Je déclare avoir pris connaissance des informations ci-dessus, avoir obtenu les réponses à mes questions sur ma participation à la recherche et comprendre le but, la nature, les avantages, les risques et les inconvénients de cette recherche.

Après réflexion et un délai raisonnable, je consens librement à prendre part à cette recherche. Je sais que je peux me retirer en tout temps sans préjudice et sans devoir justifier ma décision.

Signature : _____ Date : _____

Nom : _____ Prénom : _____

Je déclare avoir expliqué le but, la nature, les avantages, les risques et les inconvénients de l'étude et avoir répondu au meilleur de ma connaissance aux questions posées.

Signature du chercheur : _____ Date : _____

(ou de son représentant)

Nom : _____ Prénom : _____

Pour toute question relative à la recherche, ou pour vous retirer de la recherche, vous pouvez communiquer avec Emilie Auger (étudiante au baccalauréat orientation : Honor), au numéro suivant : (514) 343-6111 # 5589.

Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, par téléphone (514) 343-2100 ou à l'adresse courriel suivante : ombudsman@umontreal.ca.

APRÈS LA TÂCHE 1

1- Sur une échelle de 0 à 10, comment qualifierez-vous le score que votre équipe a obtenu à la tâche 1 ?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

2- À quel point êtes-vous satisfait du score obtenu par votre équipe à la 1^{ère} tâche ?

Totalelement insatisfait		Plutôt insatisfait			Neutre	Plutôt satisfait			Totalelement satisfait	
0	1	2	3	4	5	6	7	8	9	10

APRÈS LA TÂCHE 2

3- Comment qualifierez-vous le score que votre équipe a obtenu à la 2^e tâche ?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

4- Comparativement au score obtenu lors de la tâche précédente, à quel point le score de votre équipe s'est-il amélioré à la 2^e tâche?

Définitivement détériorée		Détériorée		Ni améliorée, ni détériorée			Améliorée		Définitivement améliorée	
0	1	2	3	4	5	6	7	8	9	10

5- Comparativement au score obtenu lors de la tâche précédente, à quel point êtes-vous satisfait du score obtenu par votre équipe à la 2^e tâche?

Totalelement insatisfait		Plutôt insatisfait			Neutre	Plutôt satisfait			Totalelement satisfait	
0	1	2	3	4	5	6	7	8	9	10

APRÈS LA TÂCHE 3

6- Comment qualifierez-vous le score que votre équipe a obtenu à la 3^e tâche?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

7- Comparativement au score obtenu lors de la tâche précédente, à quel point le score de votre équipe s'est-il amélioré à la 3^e tâche?

Définitivement détériorée		Détériorée		Ni améliorée, ni détériorée			Améliorée		Définitivement améliorée	
0	1	2	3	4	5	6	7	8	9	10

8- Comparativement au score obtenu lors de la tâche précédente, à quel point êtes-vous satisfait du score obtenu par votre équipe à la 3^e tâche?

Totalelement insatisfait		Plutôt insatisfait			Neutre	Plutôt satisfait			Totalelement satisfait	
0	1	2	3	4	5	6	7	8	9	10

APRÈS LA TÂCHE 4

9- Comment qualifiez-vous le score que votre équipe a obtenu à la 4^e tâche?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

10- Comparativement au score obtenu lors de la tâche précédente, à quel point le score de votre équipe s'est-il amélioré à la 4^e tâche?

Définitivement détériorée		Détériorée		Ni améliorée, ni détériorée			Améliorée		Définitivement améliorée	
0	1	2	3	4	5	6	7	8	9	10

11- Comparativement au score obtenu lors de la tâche précédente, à quel point êtes-vous satisfait du score obtenu par votre équipe à la 4^e tâche?

Totalemment insatisfait		Plutôt insatisfait			Neutre	Plutôt satisfait			Totalemment satisfait	
0	1	2	3	4	5	6	7	8	9	10

APRÈS LA TÂCHE 5

12- Comment qualifiez-vous le score que votre équipe a obtenu à la 5^e tâche?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

13- Comparativement au score obtenu lors de la tâche précédente, à quel point le score de votre équipe s'est-il amélioré à la 5^e tâche ?

Définitivement détériorée		détériorée		Ni améliorée, ni détériorée			Améliorée		Définitivement améliorée	
0	1	2	3	4	5	6	7	8	9	10

14- Comparativement au score obtenu lors de la tâche précédente, à quel point êtes-vous satisfait du score obtenu par votre équipe à la 5^e tâche?

Totalemment insatisfait		Plutôt insatisfait			Neutre	Plutôt satisfait			Totalemment satisfait	
0	1	2	3	4	5	6	7	8	9	10

APRÈS VOTRE PERFORMANCE GLOBALE

15- Globalement, sur une échelle de 0 à 10, comment qualifierez-vous les scores obtenus par votre équipe aux 5 tâches?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

16- À quel point êtes-vous satisfait des scores obtenus par votre équipe ?

Totale		Plutôt insatisfait			Neutre	Plutôt satisfait			Totale	
insatisfait									satisfait	
0	1	2	3	4	5	6	7	8	9	10

17- D'après vous, à quel point les scores obtenus par votre équipe ont été stables ?

Totale		Plutôt instable			Neutre	Plutôt stable			Totale	
instable									stable	
0	1	2	3	4	5	6	7	8	9	10

18- Sur une échelle de 0 à 10, comment qualifierez-vous votre performance individuelle aux 5 tâches ?

Très mauvaise		Plutôt mauvaise			Neutre	Plutôt bonne			Très bonne	
0	1	2	3	4	5	6	7	8	9	10

19- Globalement, à quel point êtes-vous satisfait de votre performance individuelle ?

Totale		Plutôt insatisfait			Neutre	Plutôt satisfait			Totale	
insatisfait									satisfait	
0	1	2	3	4	5	6	7	8	9	10

20- D'après-vous, à quel point votre performance globale individuelle a été stable ?

Totale		Plutôt instable			Neutre	Plutôt stable			Totale	
instable									stable	
0	1	2	3	4	5	6	7	8	9	10

ÉTUDE SUR LA PRISE DE DÉCISION EN ÉQUIPE

Cher collaborateur, chère collaboratrice,

Nous tenons à préciser que, dans ce questionnaire, il n'y a pas de bonnes ni de mauvaises réponses. Vous êtes invités à répondre *honnêtement* aux questions. Les informations fournies ne serviront que pour des fins de recherche.

Nous vous remercions de votre précieuse collaboration à ce projet.

Emilie Auger
Étudiante au Honor
Université de Montréal

Indiquez votre degré d'accord avec chacun des énoncés ci-dessous.

0	1	2	3	4	5	6	7	8	9	10
Complètement en désaccord		Plutôt en désaccord qu'en accord		Ni en accord, ni en désaccord		Plutôt en accord qu'en désaccord		Complètement en accord		

1. Je m'identifie aux femmes.	0	1	2	3	4	5	6	7	8	9	10
2. Être une femme, est une partie importante de qui je suis.	0	1	2	3	4	5	6	7	8	9	10
3. Les femmes ont un nombre important de choses en communs.	0	1	2	3	4	5	6	7	8	9	10
4. Je suis très intéressée par ce que les autres pensent des femmes.	0	1	2	3	4	5	6	7	8	9	10
5. Je suis contente d'être une femme.	0	1	2	3	4	5	6	7	8	9	10
6. Je suis fière d'être une femme.	0	1	2	3	4	5	6	7	8	9	10
7. Je sens qu'être une femme n'est pas louable.	0	1	2	3	4	5	6	7	8	9	10
8. J'attache une grande valeur au fait d'être une femme.	0	1	2	3	4	5	6	7	8	9	10
9. Mon image des femmes est négative.	0	1	2	3	4	5	6	7	8	9	10
10. Je ne me considère pas comme appartenant à un groupe quelconque.	0	1	2	3	4	5	6	7	8	9	10
11. Je me perçois comme un individu plutôt qu'un membre d'un groupe de personnes quelconque.	0	1	2	3	4	5	6	7	8	9	10
12. Les femmes vont démontrer clairement aux hommes qu'elles sont plus efficaces.	0	1	2	3	4	5	6	7	8	9	10
13. Les femmes vont très bientôt démontrer plus d'initiatives et d'engagement que les hommes.	0	1	2	3	4	5	6	7	8	9	10
14. Au Canada, il est clair que les femmes partagent une culture commune.	0	1	2	3	4	5	6	7	8	9	10

15. Mes croyances à propos des femmes semblent changer fréquemment.	0	1	2	3	4	5	6	7	8	9	10
16. Si l'on me demandait de décrire les femmes en général, ma description risquerait de différer d'une journée à l'autre.	0	1	2	3	4	5	6	7	8	9	10
17. Je pense que la situation de la femme va devenir meilleure dans le futur.	0	1	2	3	4	5	6	7	8	9	10
18. Les femmes peuvent penser à plusieurs moyens pour obtenir les choses qui sont importantes pour elles.	0	1	2	3	4	5	6	7	8	9	10
19. Même lorsque certains se découragent, je sais que les femmes peuvent trouver un moyen pour résoudre le problème.	0	1	2	3	4	5	6	7	8	9	10
20. Les femmes sont intelligentes.	0	1	2	3	4	5	6	7	8	9	10
21. Les femmes sont honnêtes.	0	1	2	3	4	5	6	7	8	9	10
22. Les femmes sont travailleuses.	0	1	2	3	4	5	6	7	8	9	10
23. Les femmes sont sympathiques.	0	1	2	3	4	5	6	7	8	9	10
24. Les hommes sont intelligents.	0	1	2	3	4	5	6	7	8	9	10
25. Les hommes sont honnêtes.	0	1	2	3	4	5	6	7	8	9	10
26. Les hommes sont travailleurs.	0	1	2	3	4	5	6	7	8	9	10
27. Les hommes sont sympathiques.	0	1	2	3	4	5	6	7	8	9	10
28. Je suis certain(e) de mes réponses aux questions concernant les femmes (question 1 à 27)	0	1	3	3	4	5	6	7	8	9	10

Indiquez à quel point vous êtes en accord avec chacun des énoncés ci-dessous.

	0	1	2	3	4	5	6	7	8	9	10				
	Complètement en désaccord			Plutôt en désaccord qu'en accord			Ni en accord, ni en désaccord			Plutôt en accord qu'en désaccord			Complètement en accord		
1. Je ne me sens pas très énergique	0	1	2	3	4	5	6	7	8	9	10				
2. Je pense que je suis une personne de valeur, au moins égal(e) à n'importe qui d'autre.	0	1	2	3	4	5	6	7	8	9	10				
3. En général, ma vie correspond de près à mes idéaux.	0	1	2	3	4	5	6	7	8	9	10				
4. J'ai hâte à chaque nouvelle journée.	0	1	2	3	4	5	6	7	8	9	10				
5. Parfois je me sens vraiment inutile.	0	1	2	3	4	5	6	7	8	9	10				
6. Mes conditions de vie sont excellentes.	0	1	2	3	4	5	6	7	8	9	10				
7. Je suis satisfait(e) de ma vie	0	1	2	3	4	5	6	7	8	9	10				
8. Il m'arrive de penser que je suis un(e) bon(ne) à rien.	0	1	2	3	4	5	6	7	8	9	10				
9. Je suis capable de faire les choses aussi bien que la majorité des gens.	0	1	2	3	4	5	6	7	8	9	10				
10. Je me sens alerte et éveillé(e).	0	1	2	3	4	5	6	7	8	9	10				
11. Je pense que je possède un certain nombre de belles qualités.	0	1	2	3	4	5	6	7	8	9	10				
12. Jusqu'à maintenant, j'ai obtenu les choses importantes que je voulais de la vie.	0	1	2	3	4	5	6	7	8	9	10				
13. Je sens peu de raisons d'être fier(e) de moi.	0	1	2	3	4	5	6	7	8	9	10				
14. J'aimerais avoir plus de respect pour moi-même.	0	1	2	3	4	5	6	7	8	9	10				
15. Je me sens stimulé(e).	0	1	2	3	4	5	6	7	8	9	10				
16. Si je pouvais recommencer ma vie, je n'y changerais presque rien.	0	1	2	3	4	5	6	7	8	9	10				
17. Tout bien considéré, je suis porté(e) à me considérer comme un(e) raté(e).	0	1	2	3	4	5	6	7	8	9	10				
18. J'ai de l'énergie et de la détermination.	0	1	2	3	4	5	6	7	8	9	10				
19. J'ai une attitude positive vis-à-vis moi-même.	0	1	2	3	4	5	6	7	8	9	10				
20. Souvent, je ne me sens pas très compétent(e).	0	1	2	3	4	5	6	7	8	9	10				
21. Les gens que je connais me disent que je suis bon(ne) dans ce que je fais.	0	1	2	3	4	5	6	7	8	9	10				
22. J'ai été capable d'apprendre des habilités nouvelles et intéressantes récemment.	0	1	2	3	4	5	6	7	8	9	10				

23. La plupart du temps, je ressens un sentiment d'accomplissement face à ce que je fais.	0	1	2	3	4	5	6	7	8	9	10
24. Dans ma vie, je n'ai pas vraiment la chance de montrer mes capacités.	0	1	2	3	4	5	6	7	8	9	10
25. Je me sens souvent incapable d'accomplir ce que je veux faire.	0	1	2	3	4	5	6	7	8	9	10
26. Je poursuis énergiquement mes buts	0	1	2	3	4	5	6	7	8	9	10
27. À ce jour, j'ai accompli les buts que je m'étais fixés.	0	1	2	3	4	5	6	7	8	9	10
28. Si je devais me trouver dans une situation difficile, je pourrais penser à plusieurs façons de m'en sortir.	0	1	2	3	4	5	6	7	8	9	10
29. Certains jours, j'ai une très bonne opinion de moi-même; et d'autres jours j'ai une opinion très mauvaise de moi-même.	0	1	2	3	4	5	6	7	8	9	10
30. J'ai remarqué que mes idées à propos de moi-même semblent changer très rapidement.	0	1	2	3	4	5	6	7	8	9	10
31. Je sens que rien, ou presque rien, ne peut changer l'opinion que j'ai de moi-même actuellement.	0	1	2	3	4	5	6	7	8	9	10

L'échelle suivante est constituée d'une série de mots décrivant différents sentiments et émotions. Indiquez jusqu'à quel point vous ressentez **en ce moment** le sentiment ou l'émotion qui correspond à ce mot.

	1	2	3	4	5
	Très peu ou pas du tout	Un peu	Modérément	Assez	Extrêmement
1. Intéressé(e)	1	2	3	4	5
2. Affligé(e) (éprouvez du chagrin)	1	2	3	4	5
3. Excité(e)	1	2	3	4	5
4. Bouleversé(e)	1	2	3	4	5
5. Fort(e)	1	2	3	4	5
6. Coupable	1	2	3	4	5
7. Épouvanté(e)	1	2	3	4	5
8. Hostile	1	2	3	4	5
9. Enthousiaste	1	2	3	4	5
10. Fier (fière)	1	2	3	4	5
11. Irritable	1	2	3	4	5
12. Alerte	1	2	3	4	5
13. Honteux(se)	1	2	3	4	5
14. Inspiré(e)	1	2	3	4	5

15. Nerveux(se)	1	2	3	4	5
16. Déterminé(e)	1	2	3	4	5
17. Attentif(ve)	1	2	3	4	5
18. Énervé(e)	1	2	3	4	5
19. Actif(ve)	1	2	3	4	5
20. Effrayé(e)	1	2	3	4	5

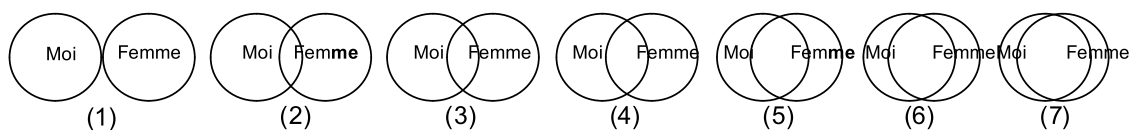
Cette échelle a pour but de mesurer ce que vous pensez maintenant. Veuillez lire chaque énoncé et encrer la réponse qui correspond le mieux à ce que vous pensez *en ce moment*.

0	1	2	3	4	5	6	7	8	9	10
Complètement en désaccord		Plutôt en désaccord qu'en accord			Ni en accord, ni en désaccord			Plutôt en accord qu'en désaccord		Complètement en accord

En ce moment,

1. Je me sens confiant(e) en mes habiletés.	0	1	2	3	4	5	6	7	8	9	10
2. Je suis soucieux(se) de savoir si je suis considéré(e) comme une personne qui a du succès ou comme un(e) raté(e).	0	1	2	3	4	5	6	7	8	9	10
3. Je sens que les autres me respectent et m'admirent.	0	1	2	3	4	5	6	7	8	9	10
4. Je me sens gêné(e).	0	1	2	3	4	5	6	7	8	9	10
5. Je suis satisfait(e) de mon apparence en ce moment.	0	1	2	3	4	5	6	7	8	9	10
6. Je suis mécontent(e) de moi-même.	0	1	2	3	4	5	6	7	8	9	10
7. Je me soucie de ce que les autres pensent de moi.	0	1	2	3	4	5	6	7	8	9	10
8. Je me sens inférieur(e) aux autres en ce moment.	0	1	2	3	4	5	6	7	8	9	10
9. Je m'inquiète des impressions que je fais.	0	1	2	3	4	5	6	7	8	9	10
10. Je sens que je ne réussis pas bien.	0	1	2	3	4	5	6	7	8	9	10
11. Je me sens bien avec moi-même.	0	1	2	3	4	5	6	7	8	9	10
12. Je suis soucieux(se) de paraître idiot(e).	0	1	2	3	4	5	6	7	8	9	10
13. Je pense que je suis aussi intelligent(e) que les autres.	0	1	2	3	4	5	6	7	8	9	10

Encercler le diagramme qui représente le mieux à quel point le fait d'être une femme est important dans la façon de vous définir.



Sexe : Homme Femme

Âge : _____

Quelle est votre occupation principale?

Travailleur(se)

Étudiant(e)

Université : _____

Programme d'études : _____

En recherche d'emploi

Autre (précisez) : _____

Langue maternelle : _____

D'après vous, quels étaient les objectifs de cette expérience ?

Merci infiniment d'avoir collaboré à cette étude.

Annexe C

Rapports fictifs utilisés dans le cadre de l'Étude 2

ÉTUDE 2

Condition instable



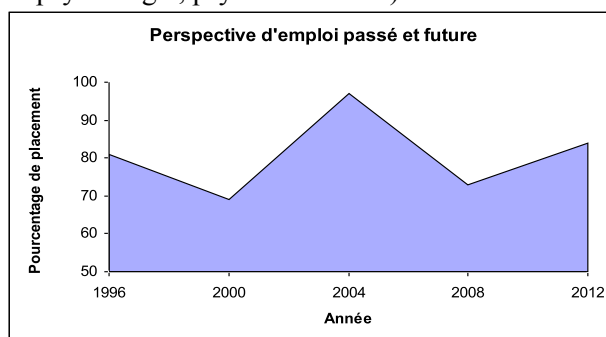
Le marché du travail au Québec – Perspectives professionnelles passées et futures de 1996-2012

Emploi-Québec a recensé les perspectives professionnelles passées et futures des professions les plus occupées au Québec. Afin d'évaluer les perspectives d'emploi, les pourcentages de placement passé et attendu dans le futur sont calculés pour les professions les plus occupées au Québec.

Selon un rapport publié en septembre 2008 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs perspectives d'emploi ont révélé un pourcentage de placement extrêmement stable à travers le temps alors que d'autres ont révélé un pourcentage de placement extrêmement instable.

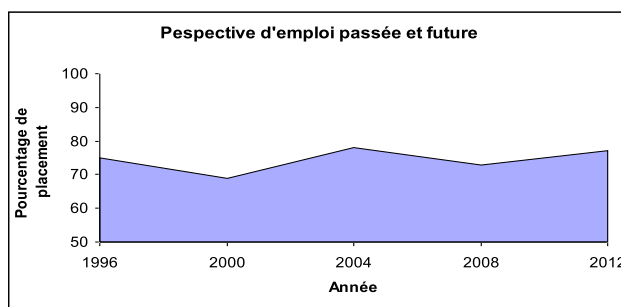
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un pourcentage de placement extrêmement instable notons :

- Le domaine des services sociaux et de la santé mentale (incluant psychologie, psychoéducation)



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un pourcentage de placement extrêmement stable notons :

- Les finances



ÉTUDE 2

Condition stable



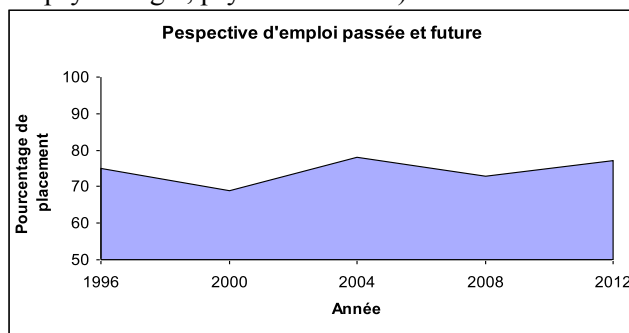
Le marché du travail au Québec – Perspectives professionnelles passées et futures de 1996-2012

Emploi-Québec a recensé les perspectives professionnelles passées et futures des professions les plus occupées au Québec. Afin d'évaluer les perspectives d'emploi, les pourcentages de placement passé et attendu dans le futur sont calculés pour les professions les plus occupées au Québec.

Selon un rapport publié en septembre 2008 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs perspectives d'emploi ont révélé un pourcentage de placement extrêmement stable à travers le temps alors que d'autres ont révélé un pourcentage de placement extrêmement instable.

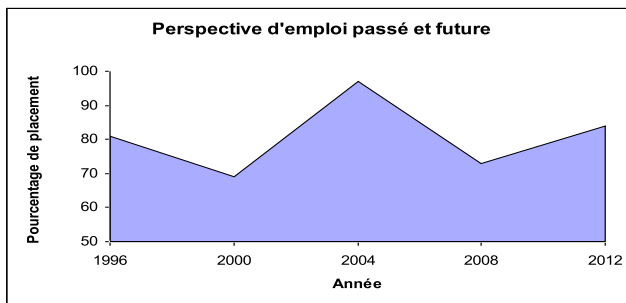
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un pourcentage de placement extrêmement stable, notons :

- Le domaine des services sociaux et de la santé mentale (incluant psychologie, psychoéducation)



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un pourcentage de placement extrêmement instable notons :

- Les finances



Annexe D

Formulaire de consentement et questionnaire de l'Étude 2

Titre de la recherche	Chercheur	Directeur de recherche
Opinion sur les perspectives d'emploi	Emilie Auger	Roxane de la Sablonnière

FORMULAIRE DE CONSENTEMENT

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet de recherche vise à étudier l'opinion quant aux perspectives d'emploi des étudiants universitaires.

2. Participation à la recherche

Votre participation à cette recherche consiste :

- à remplir un questionnaire portant sur votre expérience subjective quant à vos perspectives d'emploi.
- La participation à la recherche requiert environ 10-15 minutes.

3. Confidentialité

Les renseignements que vous nous donnerez demeureront confidentiels. Chaque participant(e) à la recherche se verra attribuer un code et seuls le chercheur principal et/ou la personne mandatée à cet effet auront accès à la liste des participants, au code que vous aurez choisi ou à vos coordonnées. De plus, les renseignements seront conservés dans un classeur sous clé situé dans un bureau fermé. Aucune information permettant de vous identifier d'une façon ou d'une autre ne sera publiée. Ces renseignements personnels seront détruits après 7 ans, soit au plus tard le 1er janvier 2015. Seules les données ne permettant pas de vous identifier pourront être conservées après cette date.

4. Avantages et inconvénients

En participant à cette recherche, vous pourrez contribuer à l'avancement des connaissances en psychologie sociale. De plus, votre participation pourra également vous donner l'occasion de mieux vous connaître personnellement. Par contre, il est possible que votre participation à cette étude suscite des réflexions ou des souvenirs émouvants ou désagréables. Si cela se produit, n'hésitez pas à contacter l'agent(e) de recherche. S'il y a lieu, l'agent(e) de recherche pourra vous référer à une personne-ressource.

5. Droit de retrait

Votre participation est entièrement volontaire. Vous êtes libre de vous retirer en tout temps par avis verbal, sans préjudice et sans devoir justifier votre décision. Si vous décidez de vous retirer de la recherche, vous pouvez communiquer avec le chercheur, au numéro de téléphone indiqué au bas de cette page. Si vous vous retirez de la recherche, les renseignements personnels vous concernant et qui auront été recueillis au moment de votre retrait seront détruits.

B) CONSENTEMENT

Je déclare avoir pris connaissance des informations ci-dessus, avoir obtenu les réponses à mes questions sur ma participation à la recherche et comprendre le but, la nature, les avantages, les risques et les inconvénients de cette recherche.

Après réflexion et un délai raisonnable, je consens librement à prendre part à cette recherche. Je sais que je peux me retirer en tout temps sans préjudice et sans devoir justifier ma décision.

Signature : _____ Date : _____
Nom : _____ Prénom : _____

Je déclare avoir expliqué le but, la nature, les avantages, les risques et les inconvénients de l'étude et avoir répondu au meilleur de ma connaissance aux questions posées.

Signature du chercheur : _____ Date : _____
Nom : _____ Prénom : _____

Pour toute question relative à la recherche, ou pour vous retirer de la recherche, vous pouvez communiquer avec Emilie Auger (étudiante à la maîtrise), au numéro suivant : (514) 343-6111 # 5589. Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, par téléphone (514) 343-2100 ou à l'adresse courriel suivante : ombudsman@umontreal.ca

ÉTUDE D'OPINION SUR LES PERSPECTIVES D'EMPLOI

Cher collaborateur, chère collaboratrice,

La présente étude vise à connaître votre opinion quant à l'étude menée par Emploi-Québec sur la perspective d'emploi dans votre domaine. Nous tenons à préciser que, dans ce questionnaire, il n'y a pas de bonnes ni de mauvaises réponses. Vous êtes invités à répondre **honnêtement** aux questions. Les informations fournies ne serviront que pour des fins de recherche.

Nous vous remercions de votre précieuse collaboration à ce projet.

Emilie Auger
Assistante de recherche
Université de Montréal

1. Quel est le secteur dans lequel vous envisagez travailler (cocher le secteur qui s'applique le mieux) ?

Services sociaux

Santé mentale (i.e. psychologie, psychoéducation, conseillers en orientation)

Finances

2. Les perspectives d'emploi dans votre domaine sont-elles stables ou instables à travers le temps ?

Totalelement instable		Plutôt instable			Neutre	Plutôt stable			Totalelement stable	
0	1	2	3	4	5	6	7	8	9	10

Indiquez à quel point vous êtes en accord avec chacun des énoncés ci-dessous.

0	1	2	3	4	5	6	7	8	9	10
Complètement en désaccord		Plutôt en désaccord qu'en accord		Ni en accord, ni en désaccord		Plutôt en accord qu'en désaccord		Complètement en accord		

1. Je m'identifie aux étudiants en psychologie.	0	1	2	3	4	5	6	7	8	9	10
2. Être étudiant en psychologie est une partie importante de qui je suis.	0	1	2	3	4	5	6	7	8	9	10
3. Les étudiants en psychologie ont un nombre important de choses en communs.	0	1	2	3	4	5	6	7	8	9	10
4. Je suis très intéressé(e) par ce que les autres pensent des étudiants en psychologie.	0	1	2	3	4	5	6	7	8	9	10
5. Je suis content(e) d'être étudiant(e) en psychologie.	0	1	2	3	4	5	6	7	8	9	10
6. Je suis fier(e) d'être étudiant(e) en psychologie.	0	1	2	3	4	5	6	7	8	9	10
7. Je sens qu'être un(e) étudiant(e) en psychologie n'est pas louable.	0	1	2	3	4	5	6	7	8	9	10
8. J'attache une grande valeur au fait d'être un(e) étudiant(e) en psychologie.	0	1	2	3	4	5	6	7	8	9	10
9. Mon image des étudiants en psychologie est négative.	0	1	2	3	4	5	6	7	8	9	10

10. Je pense que la situation des étudiants en psychologie va devenir meilleure dans le futur.	0	1	2	3	4	5	6	7	8	9	10
11. Les étudiants en psychologie peuvent penser à plusieurs moyens pour obtenir les choses qui sont importantes pour eux.	0	1	2	3	4	5	6	7	8	9	10
12. Même lorsque certains se découragent, je sais que les étudiants en psychologie peuvent trouver un moyen pour résoudre les problèmes.	0	1	2	3	4	5	6	7	8	9	10

Indiquez à quel point vous êtes en accord avec chacun des énoncés ci-dessous.

0	1	2	3	4	5	6	7	8	9	10
Complètement en désaccord		Plutôt en désaccord qu'en accord		Ni en accord, ni en désaccord		Plutôt en accord qu'en désaccord		Complètement en accord		

1. Je pense que je suis une personne de valeur, au moins égal(e) à n'importe qui d'autre.	0	1	2	3	4	5	6	7	8	9	10
2. Parfois je me sens vraiment inutile.	0	1	2	3	4	5	6	7	8	9	10
3. Il m'arrive de penser que je suis un(e) bon(ne) à rien.	0	1	2	3	4	5	6	7	8	9	10
4. Je suis capable de faire les choses aussi bien que la majorité des gens.	0	1	2	3	4	5	6	7	8	9	10
5. Je pense que je possède un certain nombre de belles qualités.	0	1	2	3	4	5	6	7	8	9	10
6. Je sens peu de raisons d'être fier(e) de moi.	0	1	2	3	4	5	6	7	8	9	10
7. J'aimerais avoir plus de respect pour moi-même.	0	1	2	3	4	5	6	7	8	9	10
8. Tout bien considéré, je suis porté(e) à me considérer comme un(e) raté(e).	0	1	2	3	4	5	6	7	8	9	10
9. J'ai une attitude positive vis-à-vis moi-même.	0	1	2	3	4	5	6	7	8	9	10
10. Je poursuis énergiquement mes buts.	0	1	2	3	4	5	6	7	8	9	10
11. À ce jour, j'ai accompli les buts que je m'étais fixés.	0	1	2	3	4	5	6	7	8	9	10
12. Si je devais me trouver dans une situation difficile, je pourrais penser à plusieurs façons de m'en sortir.	0	1	2	3	4	5	6	7	8	9	10
13. Certains jours, j'ai une très bonne opinion de moi-même; et d'autres jours j'ai une opinion très mauvaise de moi-même.	0	1	2	3	4	5	6	7	8	9	10
14. J'ai remarqué que mes idées à propos de moi-même semblent changer très rapidement.	0	1	2	3	4	5	6	7	8	9	10
15. Je sens que rien, ou presque rien, ne peut changer l'opinion que j'ai de moi-même actuellement.	0	1	2	3	4	5	6	7	8	9	10

Sexe : Homme Femme

Âge : _____

Quelle est votre occupation principale?

Travailleur(se)

Étudiant(e)

Université : _____

Programme d'études : _____

En recherche d'emploi

Autre (précisez) : _____

Langue maternelle : _____

D'après vous, quels étaient les objectifs de cette expérience ?

Merci infiniment d'avoir collaboré à cette étude.

Annexe E

Rapports fictifs utilisés dans le cadre de l'Étude 3

ÉTUDE 3

Condition instable et niveau de la privation relative élevé



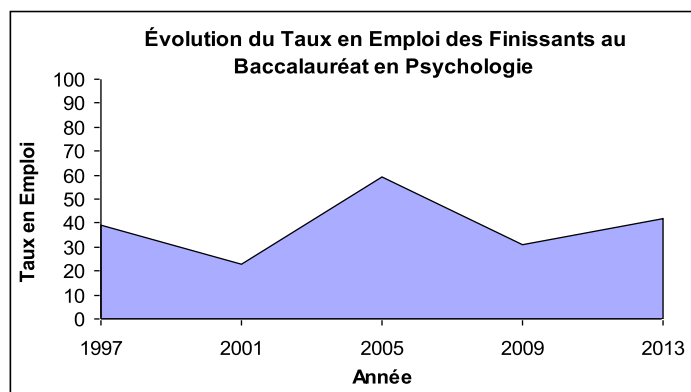
Le Marché du Travail au Québec – Évolution du Taux en Emploi de 1997-2013

Emploi-Québec a recensé les taux en emploi passés et futurs des professions les plus occupées au Québec en fonction de la formation obtenue. Le taux en emploi représente le pourcentage de personnes occupant un emploi à temps plein parmi celles qui détiennent la formation visée.

Selon un récent rapport publié en avril 2009 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs secteurs d'emploi ont révélé un taux en emploi faible et extrêmement instable à travers le temps alors que d'autres ont révélé un taux en emploi aussi faible, mais extrêmement stable.

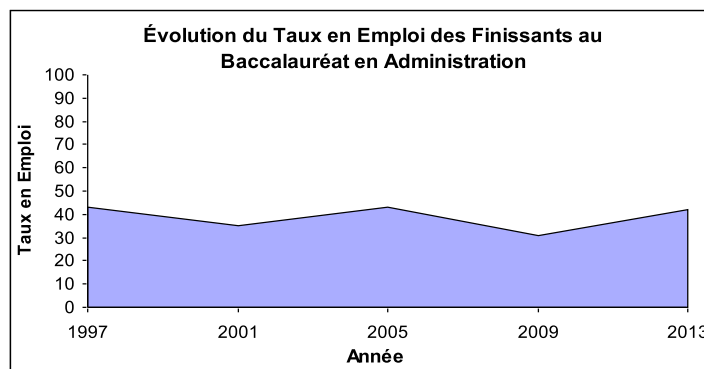
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi faible et extrêmement instable, notons :

- Les étudiants au baccalauréat en psychologie.



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi faible et extrêmement stable notons :

- Les étudiants au baccalauréat en administration



ÉTUDE 3

Condition instable et niveau de la privation relative faible



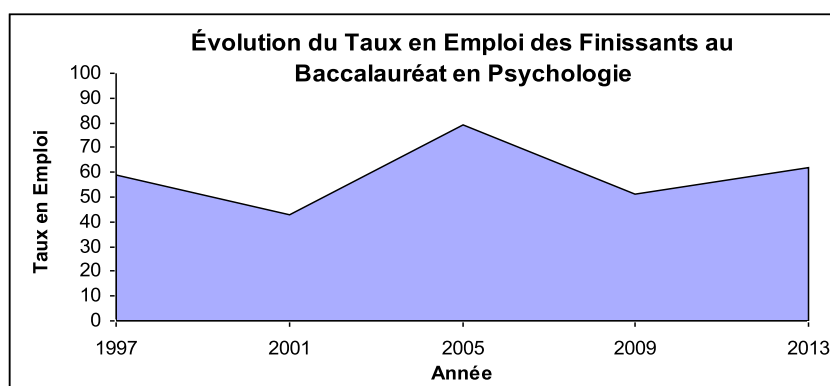
Le Marché du Travail au Québec – Évolution du Taux en Emploi de 1997-2013

Emploi-Québec a recensé les taux en emploi passés et futurs des professions les plus occupées au Québec en fonction de la formation obtenue. Le taux en emploi représente le pourcentage de personnes occupant un emploi à temps plein parmi celles qui détiennent la formation visée.

Selon un récent rapport publié en avril 2009 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs secteurs d'emploi ont révélé un taux en emploi élevé et extrêmement instable à travers le temps alors que d'autres ont révélé un taux en emploi aussi élevé mais extrêmement stable.

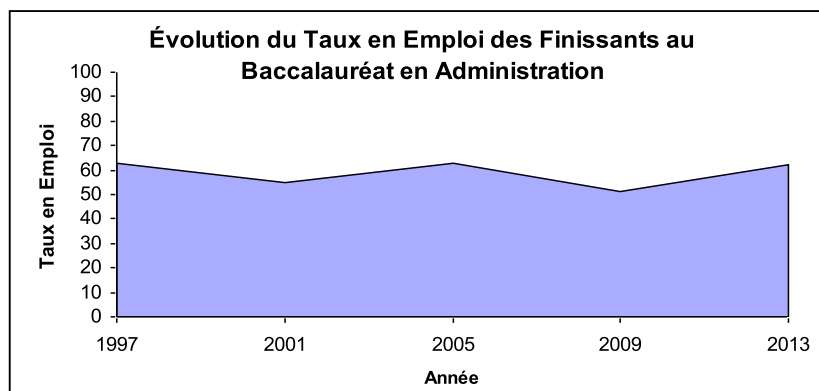
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi élevé et extrêmement instable, notons :

- Les étudiants au baccalauréat en psychologie.



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi élevé et extrêmement stable notons :

- Les étudiants au baccalauréat en administration.



ÉTUDE 3

Condition stable et niveau de la privation relative élevé



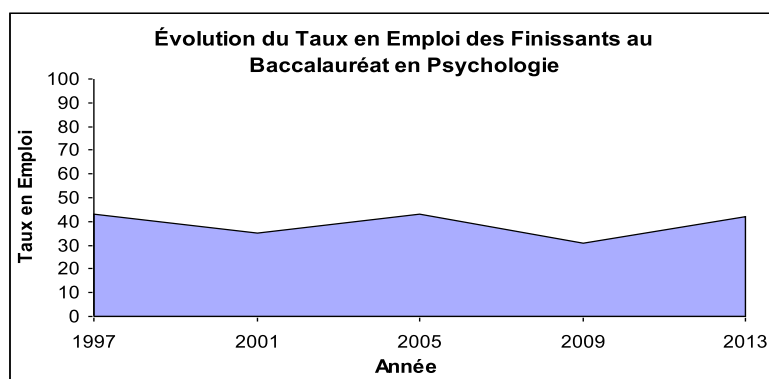
Le Marché du Travail au Québec – Évolution du Taux en Emploi de 1997-2013

Emploi-Québec a recensé les taux en emploi passés et futurs des professions les plus occupées au Québec en fonction de la formation obtenue. Le taux en emploi représente le pourcentage de personnes occupant un emploi à temps plein parmi celles qui détiennent la formation visée.

Selon un récent rapport publié en avril 2009 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs secteurs d'emploi ont révélé un taux en emploi faible et extrêmement stable à travers le temps alors que d'autres ont révélé un taux en emploi aussi faible, mais extrêmement instable.

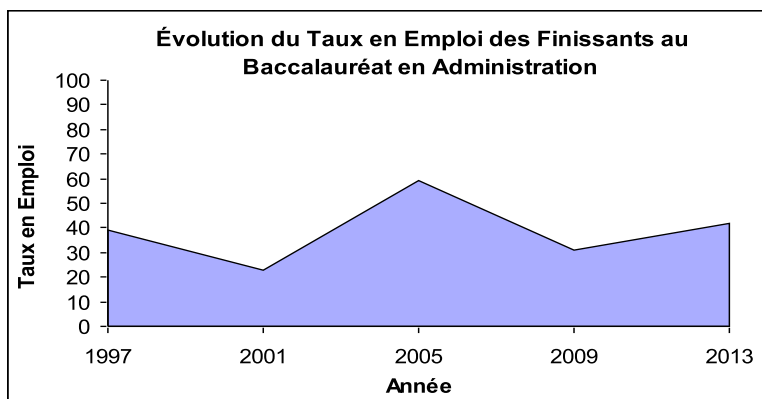
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi faible et extrêmement stable, notons :

- Les étudiants au baccalauréat en psychologie.



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi faible et extrêmement instable, notons :

- Les étudiants au baccalauréat en administration



ÉTUDE 3

Condition stable et niveau de la privation relative faible



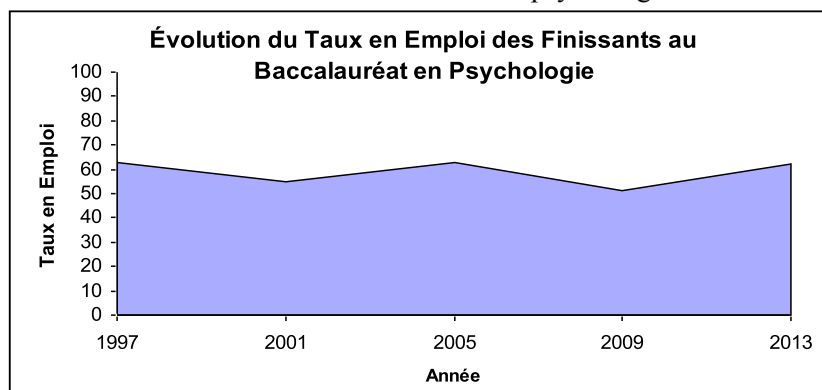
Le Marché du Travail au Québec – Évolution du Taux en Emploi de 1997-2013

Emploi-Québec a recensé les taux en emploi passés et futurs des professions les plus occupées au Québec en fonction de la formation obtenue. Le taux en emploi représente le pourcentage de personnes occupant un emploi à temps plein parmi celles qui détiennent la formation visée.

Selon un récent rapport publié en avril 2009 par Emploi-Québec, parmi les métiers et professions étudiés, plusieurs secteurs d'emploi ont révélé un taux en emploi élevé et extrêmement stable à travers le temps alors que d'autres ont révélé un taux en emploi aussi élevé, mais extrêmement instable.

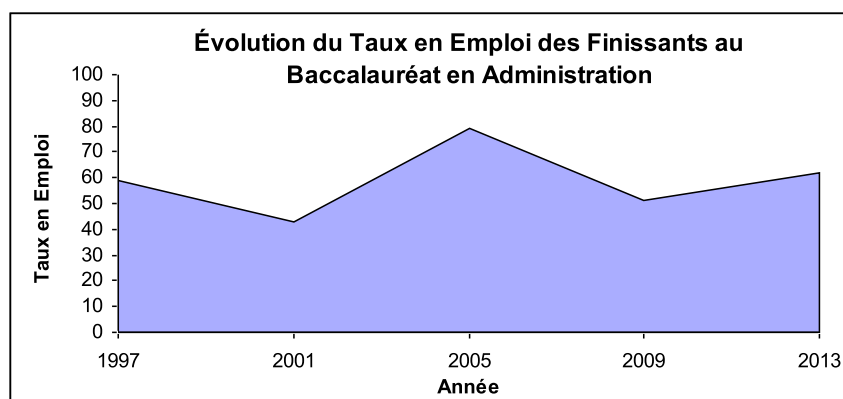
Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi élevé et extrêmement stable, notons :

- Les étudiants au baccalauréat en psychologie.



Parmi les secteurs qui ont enregistré dans le passé ou qui enregistreront dans le futur un taux en emploi élevé et extrêmement instable, notons :

- Les étudiants au baccalauréat en administration.



Annexe F

Formulaire de consentement et questionnaire de l'Étude 3

Titre de la recherche	Chercheur	Directeur de recherche
Opinion sur le taux en emploi	Emilie Auger	Roxane de la Sablonnière

FORMULAIRE DE CONSENTEMENT

A) RENSEIGNEMENTS AUX PARTICIPANTS

1. Objectifs de la recherche

Ce projet de recherche vise à étudier l'opinion des étudiants universitaires quant aux taux en emploi passés et futurs dans leur domaine d'étude respectif. En tant qu'étudiant universitaire, vous êtes directement affectés par les perspectives d'emploi dans votre domaine et avez probablement une opinion sur le sujet.

2. Participation à la recherche

Votre participation à cette recherche consiste :

- à lire le plus récent rapport gouvernemental qui recense les taux en emploi passés et futurs de votre domaine d'étude.
- À remplir un questionnaire portant sur votre expérience subjective quant aux taux en emploi dans votre domaine d'étude.

La participation à la recherche requiert environ 15 minutes.

3. Confidentialité

Il s'agit d'une étude anonyme. Personne ne pourra vous identifier. De plus, les renseignements seront conservés dans un classeur sous clé situé dans un bureau fermé. Aucune information permettant de vous identifier d'une façon ou d'une autre ne sera publiée. Ces renseignements personnels seront détruits après 7 ans, soit au plus tard le 30 septembre 2016. Seules les données ne permettant pas de vous identifier pourront être conservées après cette date.

4. Avantages et inconvénients

En participant à cette recherche, vous pourrez contribuer à l'avancement des connaissances en psychologie sociale. De plus, votre participation pourra également vous donner l'occasion de mieux vous connaître personnellement. Par contre, il est possible que votre participation à cette étude suscite des réflexions ou des souvenirs émouvants ou désagréables. Si cela se produit, n'hésitez pas à contacter l'agent(e) de recherche. S'il y a lieu, l'agent(e) de recherche pourra vous recommander à une personne-ressource.

5. Droit de retrait

Votre participation est entièrement volontaire. Vous êtes libres de vous retirer en tout temps par avis verbal, sans préjudice et sans devoir justifier votre décision. Si vous décidez de vous retirer de la recherche, vous pouvez communiquer avec le chercheur, au numéro de téléphone indiqué au bas de cette page. Si vous vous retirez de la recherche, les renseignements personnels vous concernant et qui auront été recueillis au moment de votre retrait seront détruits.

B) CONSENTEMENT

En répondant au questionnaire, vous indiquez par le fait même que vous acceptez de participer à cette recherche.

Pour toute question relative à la recherche, ou pour vous retirer de la recherche, vous pouvez communiquer avec Emilie Auger (étudiante à la maîtrise), au numéro suivant : (514) 343-6111 # 5589. Toute plainte relative à votre participation à cette recherche peut être adressée à l'ombudsman de l'Université de Montréal, par téléphone (514) 343-2100 ou à l'adresse courriel suivante : ombudsman@umontreal.ca. Notez que l'ombudsman de l'Université de Montréal accepte les appels à frais virés.

Titre de la recherche

Opinion sur le taux en emploi

Chercheur

Emilie Auger

Directeur de recherche

Roxane de la Sablonnière

TAUX EN EMPLOI PASSÉS ET FUTURS DE 1997-2013

• D'après vous, quels sont les facteurs qui peuvent expliquer que les taux en emploi des étudiants au baccalauréat en psychologie soient faibles et instables.

À QUEL POINT ÊTES-VOUS EN ACCORD OU EN DÉSACCORD?

Complètement en désaccord Plutôt en désaccord qu'en accord Ni en accord, ni en désaccord Plutôt en accord qu'en désaccord Complètement en accord

Les taux en emploi pour les individus ayant obtenus un baccalauréat en psychologie sont ...

• instables à travers le temps.	0	1	2	3	4	5	6	7	8	9	10
• élevés à travers le temps.	0	1	2	3	4	5	6	7	8	9	10
• stables à travers le temps.	0	1	2	3	4	5	6	7	8	9	10
• faibles à travers le temps.	0	1	2	3	4	5	6	7	8	9	10

Je suis satisfait(e) des taux en emploi des étudiants au baccalauréat en psychologie.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Si je le devais, je crois que je me trouverais un emploi facilement après mon baccalauréat en psychologie.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

De façon générale, les taux en emploi ont très peu changé à travers le temps pour les étudiants au baccalauréat en psychologie.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

À QUEL POINT ÊTES-VOUS EN ACCORD OU EN DÉSACCORD?

Complètement en désaccord Plutôt en désaccord qu'en accord Ni en accord, ni en désaccord Plutôt en accord qu'en désaccord Complètement en accord

Je m'identifie aux étudiants au baccalauréat en psychologie.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Être étudiant(e) au baccalauréat en psychologie est une partie importante de qui je suis.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Les étudiants au baccalauréat en psychologie ont un nombre important de choses en communs.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Je suis très intéressé(e) par ce que les autres pensent des étudiants au baccalauréat en psychologie.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Je regrette souvent d'être un(e) étudiant(e) au baccalauréat en psychologie.	0	1	2	3	4	5	6	7	8	9	10
En général, je suis heureux d'être un (e) étudiant(e) au baccalauréat en psychologie.	0	1	2	3	4	5	6	7	8	9	10
Je tiens à continuer à étudier en psychologie.	0	1	2	3	4	5	6	7	8	9	10

À QUEL POINT ÊTES-VOUS EN ACCORD OU EN DÉSACCORD?

	Complètement en désaccord	Plutôt en désaccord	Ni en accord, ni en désaccord	Plutôt en accord	Complètement en accord						
J'attache une grande valeur au fait d'être un(e) étudiant(e) au baccalauréat en psychologie.	0	1	2	3	4	5	6	7	8	9	10
Mon image des étudiants au baccalauréat en psychologie est négative.	0	1	2	3	4	5	6	7	8	9	10
Être étudiant(e) au baccalauréat en psychologie est la partie la plus importante de qui je suis.	0	1	2	3	4	5	6	7	8	9	10
Je pense que la situation des étudiants au baccalauréat en psychologie va devenir meilleure dans le futur.	0	1	2	3	4	5	6	7	8	9	10
Les étudiants au baccalauréat en psychologie peuvent penser à plusieurs moyens pour obtenir les choses qui sont importantes pour eux.	0	1	2	3	4	5	6	7	8	9	10
Même lorsque certains se découragent, je sais que les étudiants au baccalauréat en psychologie peuvent trouver un moyen pour résoudre les problèmes.	0	1	2	3	4	5	6	7	8	9	10
Les croyances que j'entretiens à propos des étudiants au baccalauréat en psychologie semblent changer fréquemment.	0	1	2	3	4	5	6	7	8	9	10
En général, j'ai une perception claire de ce que sont les étudiants au baccalauréat en psychologie.	0	1	2	3	4	5	6	7	8	9	10
L'opinion que j'entretiens concernant les étudiants au baccalauréat en psychologie peut changer d'une journée à l'autre.	0	1	2	3	4	5	6	7	8	9	10

La situation des étudiants au baccalauréat en psychologie peut changer.

0 1 2 3 4 5 6 7 8 9 10

À QUEL POINT ÊTES-VOUS CERTAIN ?

Pas certain du tout Un peu Modérément Beaucoup Totalement certain

À quel point êtes-vous certain de vos réponses aux questions précédentes sur les étudiants au baccalauréat en psychologie ?

0 1 2 3 4 5 6 7 8 9 10

À QUEL POINT ÊTES-VOUS EN ACCORD OU EN DÉSACCORD ?

Complètement en désaccord Plutôt en désaccord qu'en accord Ni en accord, ni en désaccord Plutôt en accord qu'en désaccord Complètement en accord

Je pense que je suis une personne de valeur, au moins égale à n'importe qui d'autre.

0 1 2 3 4 5 6 7 8 9 10

Parfois je me sens vraiment inutile.

0 1 2 3 4 5 6 7 8 9 10

Je suis capable de faire les choses aussi bien que la majorité des gens.

0 1 2 3 4 5 6 7 8 9 10

À QUEL POINT ÊTES-VOUS EN ACCORD OU EN DÉSACCORD ?

Complètement en désaccord Plutôt en désaccord qu'en accord Ni en accord, ni en désaccord Plutôt en accord qu'en désaccord Complètement en accord

Je pense que je possède un certain nombre de belles qualités.

0 1 2 3 4 5 6 7 8 9 10

Je sens peu de raisons d'être fier(e) de moi.

0 1 2 3 4 5 6 7 8 9 10

Il m'arrive de penser que je suis un(e) bon(ne) à rien.

0 1 2 3 4 5 6 7 8 9 10

J'ai une attitude positive vis-à-vis moi-même.

0 1 2 3 4 5 6 7 8 9 10

Je poursuis énergiquement mes buts.

0 1 2 3 4 5 6 7 8 9 10

À ce jour, j'ai accompli les buts que je m'étais fixés.

0 1 2 3 4 5 6 7 8 9 10

Si je devais me trouver dans une situation difficile, je pourrais penser à plusieurs façons de m'en sortir.

0 1 2 3 4 5 6 7 8 9 10

J'ai parfois l'impression de connaître les autres mieux que moi-même.

0 1 2 3 4 5 6 7 8 9 10

Mon opinion vis-à-vis moi-même peut être différente d'un jour à l'autre.

0 1 2 3 4 5 6 7 8 9 10

En général, j'ai une perception claire de qui je suis et de ce que je suis.	0	1	2	3	4	5	6	7	8	9	10
Je sens que rien, ou presque rien, ne peut changer l'opinion que j'ai de moi-même actuellement.	0	1	2	3	4	5	6	7	8	9	10
Certains jours, j'ai une très bonne opinion de moi-même; et d'autres jours j'ai une opinion très mauvaise de moi-même.	0	1	2	3	4	5	6	7	8	9	10
Tout est relatif. Nous ne pouvons vivre selon aucune règle définitive.	0	1	2	3	4	5	6	7	8	9	10
Je me demande souvent quel est le vrai sens de la vie.	0	1	2	3	4	5	6	7	8	9	10
Aujourd'hui, la seule chose dont on peut être sûr est qu'on ne peut être sûr de rien.	0	1	2	3	4	5	6	7	8	9	10
Je compare souvent mes caractéristiques personnelles actuelles (par exemple : mes compétences, mes traits) avec les caractéristiques des autres personnes.	0	1	2	3	4	5	6	7	8	9	10
Je ne suis pas le genre de personne qui se compare souvent aux autres.	0	1	2	3	4	5	6	7	8	9	10
Je ne suis pas le genre de personne qui se compare souvent avec le passé.	0	1	2	3	4	5	6	7	8	9	10

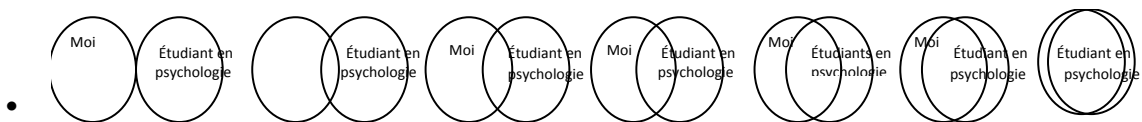
Je compare souvent mes caractéristiques personnelles actuelles (par exemple : mes compétences, mes traits) avec mes caractéristiques personnelles passées.	0	1	2	3	4	5	6	7	8	9	10
Je compare souvent ma propre situation avec celle des autres étudiants au baccalauréat en psychologie.	0	1	2	3	4	5	6	7	8	9	10

À QUEL POINT EST-CE IMPORTANT ?

	Aucunement important	Un peu	Modérément	Assez	Extrêmement important						
D'après vous, à quel point est-il important pour les étudiants en psychologie de se comparer avec les étudiants de d'autres disciplines ?	0	1	2	3	4	5	6	7	8	9	10
D'après vous, à quel point est-il important pour les étudiants en psychologie de se comparer avec la situation passée des étudiants en psychologie ?	0	1	2	3	4	5	6	7	8	9	10

ENCERCLE

- Encercler le diagramme qui représente le mieux à quel point le fait d'être un étudiant en psychologie est important dans votre façon de vous définir

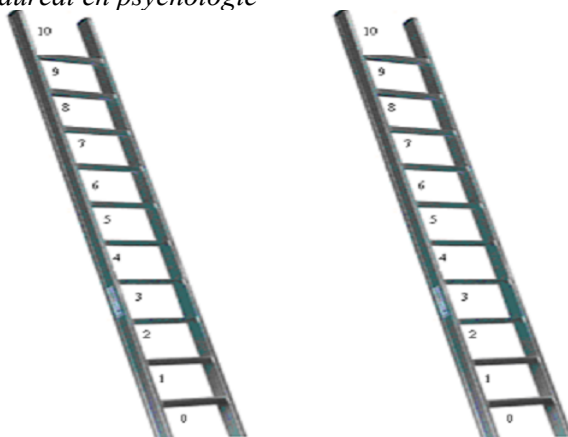


ENCERCLER LE CHIFFRE SUR LE BARREAU

- Imaginez cette échelle comme représentant la position des membres de la société au Québec. Au sommet de l'échelle se trouvent les individus les plus privilégiés, ceux qui ont le plus d'argent, le plus d'éducation, et les meilleurs emplois (10). Au bas sont les individus les plus désavantagés, ceux qui ont le moins d'argent, le moins d'éducation, et les pires emplois ou pas d'emploi (0).

1. *Veillez encercler le chiffre associé à l'étage qui correspond le mieux, selon vous, aux étudiants au baccalauréat en psychologie*

2. *Veillez encercler le chiffre associé à l'étage qui correspond le mieux, selon vous, aux étudiants au baccalauréat en administration*



QUESTIONS GÉNÉRALES

- Age: _____
- Homme : _____ Femme : _____
- Quel est votre programme d'étude : _____
- Qu'envisagez-vous faire après votre baccalauréat ? _____
- Langue maternelle : français anglais autre :
- Nationalité : _____
- D'après vous, quels étaient les objectifs de cette recherche ? _____

Merci de votre participation 😊

Annexe G

Formulaire de consentement et questionnaire de l'Étude 4 (en anglais)

Consent Form

Dear research participant,

Thank you for your participation in this research. This work will help the researchers of Kyrgyzstan and Canada in evaluating the changes in the Kyrgyz society over the last decades. As a direct participant of the events in Kyrgyzstan, you, unlike anyone else, can best describe your relation to all that is happening and had happened in the country.

For the success of this research you need to answer our questions with utmost sincerity. Our questions do not presuppose “right” or “wrong” answers. We do not have a slightest idea of what you should feel and think, but we want to know what do you feel and think in reality.

Your participation in our research is voluntary. You may stop answering the questions at any time. If you do not understand a question or cannot answer it, skip it. At the same time, we ask for your patience. It may seem to you that some of the questions repeat, however, they all study different, even though close, aspects of social psychology. Please do not discuss your answers during filling out of the questionnaire which should take about 30 minutes.

We guarantee your confidentiality. If you have any questions or suggestions about conducting this research, you can contact Galina Gorborukova, research coordinator (Department of Psychology of American University – Central Asia, tel. 66-10-92.

Thank you again for your participation in this research,

Department of Psychology of American University – Central Asia, Kyrgyzstan
Department of Psychology of McGill University, Canada

Winter 2009

I declare that I have read the information relative to the survey and that answers were given to my questions relative to my participation in that survey and that I understand the goal, the nature, the advantages, the risks and the disadvantages. After reflexion and enough time, I consent to participate in this research project. I know that I can stop answering the survey at any time without prejudice and without justification of my decision.

Signature : _____ Date : _____

Last name : _____ First name : _____

I declare that I have explained the objective, the nature, the advantages, the risks and the inconveniences of the study and that I have answered in the best of my knowledge to the questions asked. Signature of the researcher (or the assistant):

Galina Gorborukova _____ Date : _____

If you have any questions or suggestions about conducting this research, you can contact Galina Gorborukova, research coordinator (Department of Psychology of American University – Central Asia, tel. 66-10-92. Any complains about this study can be addressed to the ombudsman of the Université de Montréal, at the following number (514) 343-2100 or at this email ombudsman@umontreal.ca (collect calls are accepted).

Contact Information

1. Date: _____
2. Nom: _____
3. Telephone number:
 - A) Phone number (home): _____
 - B) Phone number (cell): _____
4. E-mail address: _____
5. Civic address _____

 If you do not have a phone number or e-mail address, could you provide any other contact information that might help us to find you in one year:

<p><u>Demographic Information:</u></p> <p>6. Sex: FEMALE: ____ MALE: ____</p> <p>7. Date of birth: _____</p> <p>8. Mother's nationality: _____</p> <p>9. Father's nationality: _____</p> <p>10. Your nationality: _____</p> <p>11. Native language: _____</p> <p>12. Language(s) that you know the best: _____</p> <p>13. Language that you speak at home _____</p> <p>14. Birthplace: _____</p> <p>15. Have you been abroad? _____ If yes, how many years _____</p> <p>16. Social class: () poor; () working class; () middle class; () upper middle class; () upper class</p>	<p>17. Your religion: (Indicate a specific denomination or religion even if you are not currently a practicing member of that group. For example, Roman Catholic, Ukrainian Catholic, United Church, Anglican, Lutheran, Baptist, Greek Orthodox, Jewish, Islam, Buddhist, Hindu, Sikh, atheist, agnostic, etc.)</p> <p>Specify one denomination or religion only: _____</p> <p><u>Information Concerning Your University:</u></p> <p>18. Your University : _____</p> <p>19. Your Faculty : _____</p> <p>20. Courses: _____</p> <p>21. How much year have you spent at the university?</p>
--	--

Your evaluation of the Kyrgyz's History (1800-1918)

Please circle a number from 0 to 10 as your answer. The scale of answers is designed in such a way that the extreme points designate the highest degree of your negation or agreement with the given question. The middle point (number 5) means that you are not likely to answer in terms of the other positions.

1. Pre-Soviet period (1800-1918)

1.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) during Pre-Soviet period?

(1) Could not influence at all	(2) More likely they could not	(3) Yes and no	(4) More likely they could	(5) Definitely could
--------------------------------------	--------------------------------------	-------------------	----------------------------------	-------------------------

1.2. How would you evaluate the economic well-being of the Kyrgyz people during Pre-Soviet period?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

1.3. In general, when I compare the situation of Kyrgyzstan today to its situation during Pre-Soviet period, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

1.4. During Pre-Soviet period, the economic well-being of the Kyrgyz people was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

1.5. During Pre-Soviet period, the influence of Kyrgyz people on their own government (power, leaders) was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

2. Soviet period (1918-1990)

2.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) during Soviet period?

(1) Could not influence at all	(2) More likely they could not	(3) Yes and no	(4) More likely they could	(5) Definitely could
--------------------------------------	--------------------------------------	-------------------	----------------------------------	-------------------------

2.2. How would you evaluate the economic well-being of the Kyrgyz people during Soviet period?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

2.3. In general, when I compare the situation of Kyrgyzstan today to its situation during Soviet period, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

2.4. During Soviet period, the economic well-being of the Kyrgyz people was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

2.5. During Soviet period, the influence of Kyrgyz people on their own government (power, leaders) was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

3. Early independence period (1990-2005)

3.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) during Early Independence period?

(1) Could not influence at all	(2) More likely they could not	(3) Yes and no	(4) More likely they could	(5) Definitely could
-----------------------------------	-----------------------------------	-------------------	-------------------------------	-------------------------

3.2. How would you evaluate the economic well-being of the Kyrgyz people during Early Independence period?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

3.3. In general, when I compare the situation of Kyrgyzstan today to its situation during Early Independence period, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

3.4. During Early Independence period, the economic well-being of the Kyrgyz people was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	-----------------------------	-------------------	---------------------------	-----------------------

3.5. During Early Independence period, the influence of Kyrgyz people on their own government (power, leaders) was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	-----------------------------	-------------------	---------------------------	-----------------------

4. The Tulip Revolution Period (march 2005)

4.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) during the Tulip Revolution period?

(1) Could not influence at all	(2) More likely they could not	(3) Yes and no	(4) More likely they could	(5) Definitely could
--------------------------------------	--------------------------------------	-------------------	----------------------------------	-------------------------

4.2. How would you evaluate the economic well-being of the Kyrgyz people during the Tulip Revolution period?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

4.3. In general, when I compare the situation of Kyrgyzstan today to its situation during the Tulip Revolution period, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

4.4. During the Tulip Revolution period, the economic well-being of the Kyrgyz people was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

4.5. During the Tulip Revolution period, the influence of Kyrgyz people on their own government (power, leaders) was unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	--------------------------------	-------------------	---------------------------	-----------------------

5. Present Period (Since march 24 2005 to today)

5.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) during the Present period?

(1) Could not influence at all	(2) More likely they could not	(3) Yes and no	(4) More likely they could	(5) Definitely could
-----------------------------------	-----------------------------------	-------------------	-------------------------------	-------------------------

5.2. How would you evaluate the economic well-being of the Kyrgyz people during the Present period?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

5.3. In general, when I compare the situation of Kyrgyzstan today to its situation during the Present period, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

5.4. During the Present period, the economic well-being of the Kyrgyz people is unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	-----------------------------	-------------------	---------------------------	-----------------------

5.5. During the Present period, the influence of Kyrgyz people on their own government (power, leaders) is unstable.

(1) Totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Totally stable
-------------------------	-----------------------------	-------------------	---------------------------	-----------------------

6. Near Future (In One Year from Now)

6.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) in One Year From Now?

(1) Will not be able at all	(2) More likely they will not be able	(3) Yes and no	(4) More likely they will be able	(5) Definitely will be able
--------------------------------	--	-------------------	--------------------------------------	--------------------------------

6.2. How would you evaluate the economic well-being of the Kyrgyz people in One Year From Now?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

6.3. In general, when I compare the situation of Kyrgyzstan in One Year from Now to its situation today, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

6.4. In One Year from Now, the economic well-being of the Kyrgyz will be unstable.

(1) Will be totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Will be totally stable
---------------------------------	-----------------------------	-------------------	---------------------------	-------------------------------

6.5. In One Year from Now, the influence of Kyrgyz people on their own government (power, leaders) will be unstable.

(1) Will be totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Will be totally stable
---------------------------------	-----------------------------	-------------------	---------------------------	-------------------------------

7. Distant Future (In Ten Year from Now)

7.1. Overall, could the Kyrgyz people influence upon their own government (power, leaders) in Ten Years From Now?

(1) Will not be able at all	(2) More likely they will not be able	(3) Yes and no	(4) More likely they will be able	(5) Definitely will be able
--------------------------------	--	-------------------	--------------------------------------	--------------------------------

7.2. How would you evaluate the economic well-being of the Kyrgyz people in Ten Years From Now?

(1) Very bad	(2) Bad	(3) Moderate	(4) Good	(5) Very good
-----------------	------------	-----------------	-------------	------------------

7.3. In general, when I compare the situation of Kyrgyzstan in Ten Years From Now to its situation today, I feel satisfied.

(1) Not at all satisfied	(2) A little	(3) Moderately	(4) A lot	(5) Totally satisfied
-----------------------------	-----------------	-------------------	--------------	--------------------------

7.4. In Ten Years From Now, the economic well-being of the Kyrgyz will be unstable.

(1) Will be totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Will be totally stable
---------------------------------	-----------------------------	-------------------	---------------------------	-------------------------------

7.5. In Ten Years From Now, the influence of Kyrgyz people on their own government (power, leaders) will be unstable.

(1) Will be totally unstable	(2) More likely unstable	(3) Moderately	(4) More likely stable	(5) Will be totally stable
---------------------------------	-----------------------------	-------------------	---------------------------	-------------------------------

8. How much do you agree with the following statements?

Please indicate the extent to which you disagree or agree with each of the following statements.

(1) Totally in disagreement	(2) In disagreement	(3) Neither in agreement or disagreement	(4) In agreement	(5) Totally in agreement
-----------------------------------	------------------------	---	---------------------	--------------------------------

8.1. I am proud to be a Kyrgyz.	1	2	3	4	5
8.2. I feel that being a Kyrgyz is <i>not</i> worthwhile.	1	2	3	4	5
8.3. I attach great value to being a Kyrgyz.	1	2	3	4	5
8.4. My image of Kyrgyz is negative.	1	2	3	4	5
8.5. I am very interested in what representatives of other nationalities think about Kyrgyz people.	1	2	3	4	5

9. How much do you agree with the following statements?

Please indicate the extent to which you disagree or agree with each of the following statements.

(1) Totally in disagreement	(2) In disagreement	(3) Neither in agreement or disagreement	(4) In agreement	(5) Totally in agreement
-----------------------------------	------------------------	---	---------------------	--------------------------------

9.1. It is important to me that other Kyrgyz identify me as one of theirs.	1	2	3	4	5
9.2. I think Kyrgyz can always count on each other.	1	2	3	4	5
9.3. Even if Kyrgyz's situation is not good, it is important that we stick together.	1	2	3	4	5
9.4. I enjoy working with other Kyrgyz to achieve success.	1	2	3	4	5
9.5. When I am with Kyrgyz, I usually feel like we are one unit.	1	2	3	4	5
9.6. Kyrgyz successes are my successes.	1	2	3	4	5
9.7. We will make it clear to members of other countries that we are more efficient.	1	2	3	4	5
9.8. It is our goal not to be taught by members of other countries, but to teach them ourselves.	1	2	3	4	5
9.9. We from Kyrgyzstan will very soon show more initiative and engagement than members of other countries.	1	2	3	4	5
9.10. We will show to the world that we can successfully build our society.	1	2	3	4	5
9.11. I make an effort to be considered as members of other countries.	1	2	3	4	5
9.12. It is my very wish to be citizen of other countries.	1	2	3	4	5
9.13. I try to live as members of other countries do rather than Kyrgyz.	1	2	3	4	5

9.14. I feel similar to Kyrgyz people as a whole in terms of general attitudes and beliefs.	1	2	3	4	5
9.15. I like Kyrgyz people as a whole.	1	2	3	4	5
9.16. I feel that I fit into my cultural group (i.e. Kyrgyz people).	1	2	3	4	5
9.17. I feel that Kyrgyz people are cohesive.	1	2	3	4	5
9.18. I think the population of Kyrgyzstan believes that their lives will get better in the future.	1	2	3	4	5
9.19. Kyrgyz can think of many ways to get the things in life that are most important to them.	1	2	3	4	5

10. How much do you agree with the following statements?

Please indicate the extent to which you disagree or agree with each of the following statements.

(1) Totally in disagreement	(2) In disagreement	(3) Neither in agreement or disagreement	(4) In agreement	(5) Totally in agreement
-----------------------------------	------------------------	---	---------------------	--------------------------------

10.1. Even when others get discouraged, I know Kyrgyz can find a way to solve the problem.	1	2	3	4	5
10.2. Kyrgyz worry about their economic condition.	1	2	3	4	5
10.3. Kyrgyz's past experiences have prepared them well for their future.	1	2	3	4	5
10.4. We Kyrgyz can change the relation to the international world by our own effort.	1	2	3	4	5
10.5. We Kyrgyz are not able to manage our fate by ourselves.	1	2	3	4	5
10.6. The Russians in Kyrgyzstan are entitled to be better off than the Kyrgyz.	1	2	3	4	5
10.7. It is justified that the Russians in Kyrgyzstan are currently doing better than the Kyrgyz.	1	2	3	4	5
10.8. The Kyrgyz have the right to demand to be as well off as the Russians.	1	2	3	4	5
10.9. I think that the situation of the Kyrgyz people will remain stable for the next years.	1	2	3	4	5
10.10. The current situation of the Kyrgyz people will not change easily.	1	2	3	4	5
10.11. In principle, it is not difficult for a Kyrgyz to be considered as a Russian.	1	2	3	4	5
10.12. For a Kyrgyz it is nearly impossible to be regarded as a Russian.	1	2	3	4	5
10.13. Being faced daily with the situation of the Kyrgyz one can only become annoyed.	1	2	3	4	5
10.14. The Kyrgyz current situation is such that sometimes one could simply anger.	1	2	3	4	5
10.15. I would rather be a citizen of Kyrgyzstan than of any other country in the world.	1	2	3	4	5
10.16. There are some things about Kyrgyzstan today that makes me ashamed of Kyrgyzstan.	1	2	3	4	5

10.17. The world would be a better place if people from other countries were more like the Kyrgyz.	1	2	3	4	5
10.18. Generally speaking, Kyrgyzstan is a better country than most other countries.	1	2	3	4	5
10.19. People should support their country even if the country is in the wrong.	1	2	3	4	5

11. How much do you agree with the following statements?

(1) Totally in disagreement	(2) In disagreement	(3) Neither in agreement or disagreement	(4) In agreement	(5) Totally in agreement
-----------------------------------	------------------------	---	---------------------	--------------------------------

11.1. The help we receive from other countries concerning Kyrgyz people is not a good indicator of who we are.	1	2	3	4	5
11.2. The judgments passed on Kyrgyz people are biased and discriminatory.	1	2	3	4	5
11.3. Kyrgyz people are evaluated fairly and reasonably by other countries.	1	2	3	4	5
11.4. The judgments passed on Kyrgyz people faithfully reflect who we are.	1	2	3	4	5
11.5. Appraisals of Kyrgyz people are a fair measure of our abilities.	1	2	3	4	5
11.6. Being appreciated by others Kyrgyz is not part of my standards of personal success.	1	2	3	4	5
11.7. Being successful in the Kyrgyz society is not part of the most important things in my life.	1	2	3	4	5
11.8. It is important to be good or bad according to Kyrgyz standards.	1	2	3	4	5
11.9. Kyrgyz people will readily defend each other from criticism by outsiders.	1	2	3	4	5
11.10. I find that I generally do not get along with Kyrgyz people.	1	2	3	4	5
11.11. I enjoy belonging to the Kyrgyz people because I am friends with many others Kyrgyz.	1	2	3	4	5

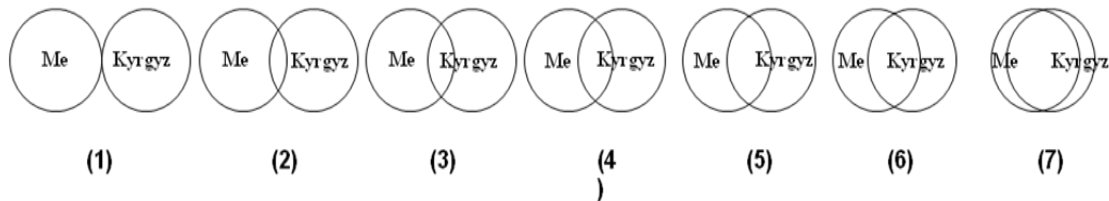
12. How confident are you?

(1) Not at all sure	(2) A little	(3) Moderately	(4) A lot	(5) Totally sure	
12.1 How confident or sure do you feel about your overall ratings with regards of previous questions on your cultural/ethnic group?	1	2	3	4	5

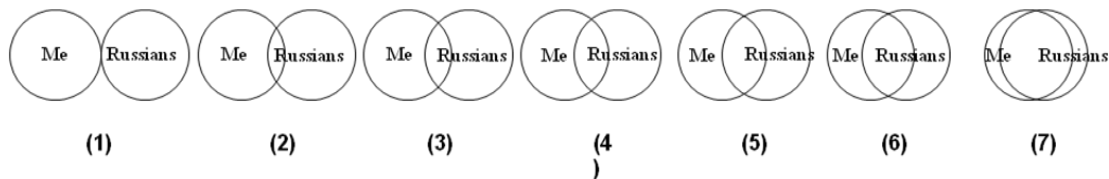
13. Please Circle the Picture?

And now you will be asked to demonstrate vividly on the diagram how you relate to the groups of Kyrgyz, Russians, and Americans. In the diagram below you will see pairs of circles that represent identification with the group “Kyrgyz”. No overlap means that a person does not feel any affiliation with the group “Kyrgyz” and the biggest overlap shows that a person feels a very strong connection with the group “Kyrgyz”. All the circles in the middle show different degrees of group identification. *Choose the pair of circles that you feel best represents your own level of identification with the group “Kyrgyz”.*

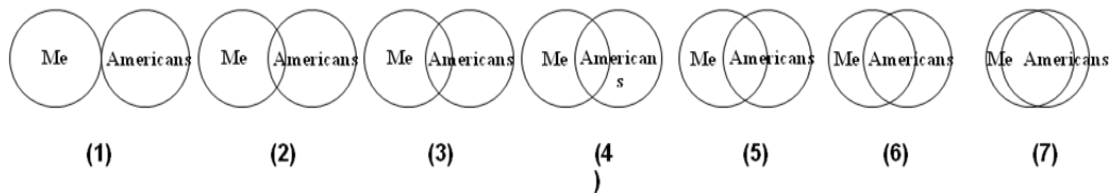
13.1. Circle the illustration that best corresponds to the relationship between **you** and the group of **Kyrgyz**.



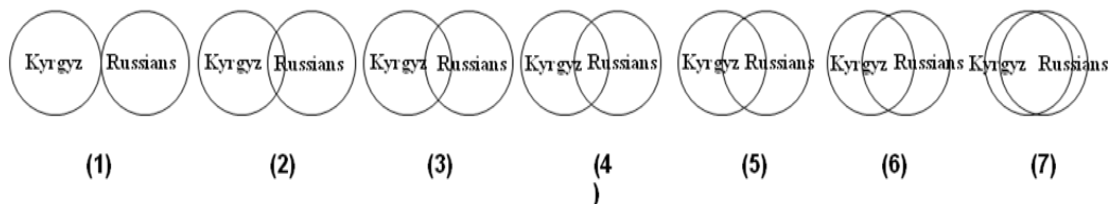
13.2. Circle the illustration that best corresponds to the relationship between **you** and the group of **Russians**.



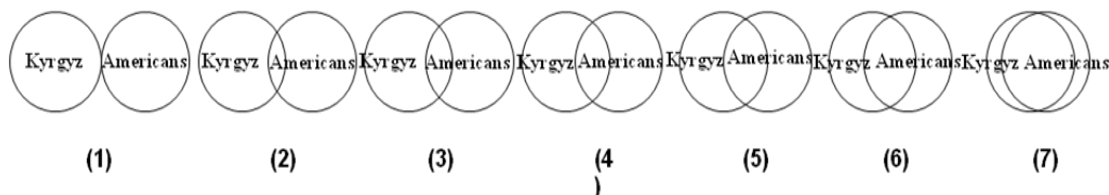
13.3. Circle the illustration that best corresponds to the relationship between **you** and the group of **Americans**.



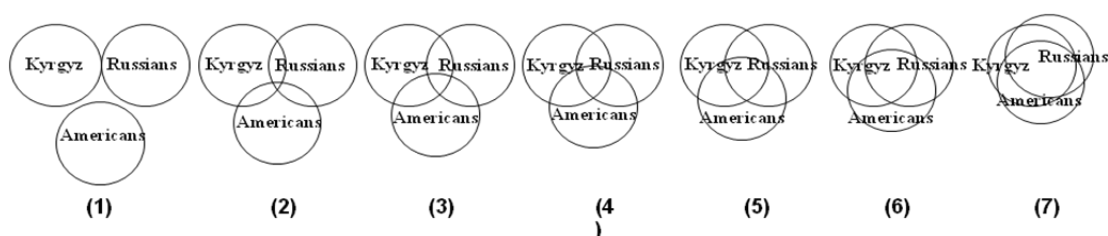
13.4. Circle the illustration that best corresponds to the relationship between the group of **Kyrgyz** and the group of **Russians in Kyrgyzstan**.



13.5. Circle the illustration that best corresponds to the relationship between the group of **Kyrgyz** and the group of **Americans in Kyrgyzstan**.



13.6. Circle the illustration that best corresponds to the relationship between the group of **Kyrgyz**, the group of **Russians**, and the group of **Americans in Kyrgyzstan**.



Please indicate to what extent you agree to the following statements.

1.a. What is the social status of Kyrgyz people compared to Americans?	Much lower 1	Ниже 2	Not lower, not higher 3	Выше 4	Much higher 5
1.b. In your opinion, how legitimate and correct is this situation?	Totally legitimate 1	2	Moderately legitimate 3	4	Totally illegitimate 5
2.a. What is the social status of Kyrgyz people, compared to Russians.	Much lower 1	Ниже 2	Not lower, not higher 3	Выше 4	Much higher 5
2.b. In your opinion, how legitimate and correct is this situation?	Totally legitimate 1	2	Moderately 3	4	Totally illegitimate 5
3. How similar are Kyrgyz and Americans?	Not similar at all 1	Законно 2	Moderately similar 3	Не законно 4	Extremely similar 5
4. How Similar are Kyrgyz and Russians?	Not similar at all 1	Законно 2	Moderately similar 3	Не законно 4	Extremely similar 5

14. Ladder

In the following question, you will see a ladder that represents a population. At the top of the scale, we find the most efficient people, those who have the most money, the best education, and the best jobs in this given population (10). At the bottom of the scale, we find the less efficient people, those who have the least money, less education, and the worst jobs or no job (0). Numbers can be written beside the stairs.

14.1. In the ladder below, please indicate where you feel **Kyrgyz** people are located *at the moment*.



14.2. In the ladder below, please indicate where you feel **Kyrgyz** people will be located *in ten years from now (Distant Future)*.



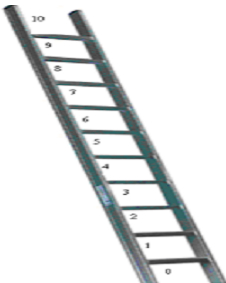
14.3. In the ladder below, please indicate where you feel **you** are located *at the moment*.



14.4. In the ladder below, please indicate where you feel **you** will be located *in ten years from now (Distant Future)*.



14.5. In the ladder below, please indicate where you feel **Russia** is located *at the moment*.



14.6. In the ladder below, please indicate where you feel **America** is located *at the moment*.



14.7. In the ladder below, please indicate where you feel **your family** is located *now*.



15. How would you describe Kyrgyz people?

This section is designed to measure a particular aspect of your cultural group: Kyrgyz “identity”. Your cultural group identity is the unique qualities which characterize your cultural group and seem to set it apart from other cultural group. Specifically, your cultural group identity refers to the norms, attitudes, goals, beliefs, customs, behaviors, reputation, etc. that seem to represent the overall spirit of your cultural group. *Please write down what you consider to be the Kyrgyz identity.*

What about your description of the Kyrgyz Identity

15.1. Please indicate the extent to which you found easy to generate a description of the Kyrgyz identity.

(1) Very difficult	(2) A little	(3) Moderately	(4) A lot	(5) Very easy
------------------------------	------------------------	--------------------------	---------------------	-------------------------

15.2. How confident you are that it is an accurate description of the Kyrgyz identity?

(1) Not at all confident	(2) A little	(3) Moderately	(4) A lot	(5) Very confident
------------------------------------	------------------------	--------------------------	---------------------	------------------------------

15.3. How typical of the prototype of your cultural group you consider yourself to be?

(1) Not at all typical	(2) A little	(3) Moderately	(4) A lot	(5) Very typical
----------------------------------	------------------------	--------------------------	---------------------	----------------------------

15.4. What percentage of Kyrgyz people would agree with your description?

(1) None	(2) A few	(3) Some	(4) Many	(5) Almost all
--------------------	---------------------	--------------------	--------------------	--------------------------

15.5. What percentage of fellow members who are important to you would agree with your prototype?

(1) None	(2) A few	(3) Some	(4) Many	(5) Almost all
--------------------	---------------------	--------------------	--------------------	--------------------------

15.6. To what extent the Kyrgyz identity prescribes shared beliefs, attitudes, feelings and behavior that guide you?

(1) Not at all	(2) A little	(3) Moderately	(4) A lot	(5) Very much
--------------------------	------------------------	--------------------------	---------------------	-------------------------

15.7. How strongly do Kyrgyz people differ from other groups in your society?

(1) Not at all	(2) A little	(3) Moderately	(4) A lot	(5) Very much
--------------------------	------------------------	--------------------------	---------------------	-------------------------

16. Your Identity

(1) Strongly Disagree	(2) Somewhat Disagree	(3) Neither Agree, Nor Disagree	(4) Somewhat Agree	(5) Strongly Agree
--------------------------	-----------------------------	---------------------------------------	--------------------------	-----------------------

16.1. I feel that I'm a person of worth, at least on an equal basis with others.	1	2	3	4	5
16.2. I feel I have a number of good qualities.	1	2	3	4	5
16.3. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
16.4. I am able to do things as well as most other people.	1	2	3	4	5
16.5. I feel I do not have much to be proud of.	1	2	3	4	5
16.6. I take a positive attitude toward myself.	1	2	3	4	5
16.7. On the whole, I am satisfied with myself.	1	2	3	4	5
16.8. I wish I could have more respect for myself.	1	2	3	4	5
16.9. I certainly feel useless at times.	1	2	3	4	5
16.10. At times I think I am no good at all.	1	2	3	4	5
16.11. In most ways my life is close to my ideal.	1	2	3	4	5
16.12. The conditions of my life are excellent.	1	2	3	4	5
16.13. I am satisfied with my life.	1	2	3	4	5
16.14. So far I have gotten the important things I want in my life.	1	2	3	4	5
16.15. If I could live my life over, I would change almost nothing.	1	2	3	4	5
16.16. I energetically pursue my goals.	1	2	3	4	5
16.17. I can think of many ways to get the things in life that are most important to me.	1	2	3	4	5
16.18. There are lots of ways around any problem.	1	2	3	4	5
16.19. I've been pretty successful in life.	1	2	3	4	5
16.20. I meet the goals that I set for myself.	1	2	3	4	5

Thank you for your participation! 😊

Annexe H

Formulaire de consentement et questionnaire de l'Étude 4 (en russe)

Анкета для самозаполнения

Проект: Изучение гражданской идентичности

Исследователи: Роксана де ля Саблоньер профессор кафедры психологии Монреальского Университета, Канада и Галина Горборукова доцент кафедры социологии Американского Университета в Центральной Азии, Бишкек.

А. Информация для участника опроса

Цели исследования: Данное исследование поможет исследователям Кыргызстана и Канады оценить изменения в кыргызском обществе за последние десятилетия. Являясь непосредственным участником происходящих в республике событий, Вы, как никто другой, сможете описать свое отношение ко всему, что происходит и происходило в стране.

Участие в проекте: Для успеха данного исследования Вам нужно максимально искренне ответить на поставленные вопросы, на которые не может быть «правильных» или «неправильных» ответов. У нас нет ни малейшего представления о том, что Вы должны думать и чувствовать, но мы хотим узнать, что Вы думаете и чувствуете на самом деле.

Конфиденциальность: Мы гарантируем вам полную конфиденциальность Ваших ответов. Каждому вопроснику будет присвоен соответствующий номер, а Ваше имя будет известно только исследователям данного проекта. Заполненные вопросники будут храниться в течение 7 лет в закрытом месте. В анализе будет использована обобщенная информация.

Преимущества и недостатки: Вы можете получить информацию о результатах исследования. Если Вы столкнетесь со сложностями во время заполнения опросника, вы можете обратиться непосредственно к исследователю.

Ваши права: Ваше участие в исследовании добровольно. Вы можете прекратить отвечать на вопросы в любое время. Если Вам не понятен какой-либо вопрос или Вы не можете на него ответить, пропустите его. В то же время, мы просим Вас проявить терпение. Вам может показаться, что некоторые из вопросов повторяются, но, на самом деле, они все исследуют различные, хотя и близкие, аспекты социальной психологии. Пожалуйста, ни с кем не обсуждайте ответы во время заполнения опросника, которое займет около 30 минут.

Б) Ваше согласие

Я подтверждаю, что я ознакомился с вышеизложенной информацией, я добровольно участвую в данном проекте, я понимаю цели проекта, его преимущества и недостатки. Я понимаю, что мое участие является добровольным и я могу отказаться от заполнения вопросника в любое время, не объясняя мотивов своего отказа.

Ваша подпись: _____ Дата: _____

ФИО: _____

Я подтверждаю, что я объяснила цели и задачи данного проекта, его преимущества и недостатки и на вопросы респондентов я предоставляла исчерпывающие ответы.

Подпись исследователя _____ Дата: _____
(или их ассистентов)

ФИО: _____

Если у Вас появились вопросы или предложения по поводу данного исследования, обращайтесь, пожалуйста, к Галине Горборуковой по телефону: 66-10-92 или по. Если у Вас есть претензии по поводу проведения исследования Вы можете обратиться непосредственно к руководителю кафедры Социология Айтиевой Медине Дюшкеенве по телефону 66-10-92 или к Омбудсмену Монреальского Университета по телефону 1514 343-2100 или по E-mail: ombudsman@umontreal.ca.

Заранее благодарим Вас за участие в этом опросе!

Контактная информация.

1. Дата: _____
 2. Имя: _____
 3. Тел: _____
 А) Домашний _____
 В) Сотовый _____
 4. Электронный адрес: _____
 5. Домашний
адрес _____

Если у Вас нет телефона или электронного адреса, пожалуйста, предоставьте любую другую информацию, которая поможет нам найти Вас в конце семестра:

<p>Демографическая информация.</p> <p>6. Пол: муж _____ жен _____</p> <p>7. Дата рождения: _____</p> <p>8. Национальность матери: _____</p> <p>9. Национальность отца: _____</p> <p>10. Ваша национальность: _____</p> <p>11. Родной язык: _____</p> <p>12. Язык которым Вы владеете лучше всех остальных: _____</p> <p>13. Язык на котором Вы общаетесь дома: _____</p> <p>14. Место рождения: _____</p> <p>15. Были ли Вы за рубежом? Если да, то где и как долго? _____</p> <p>16. Ваш социальный класс: () бедный; () рабочий класс; () средний класс; () высший средний класс; () высший класс</p>	<p>17. Ваша религия: (обозначьте вероисповедание или религию, даже если в настоящее время вы не являетесь ее постоянным членом. Например, Римское Католичество, Украинское католичество, Английское католичество, Баптизм, Ислам, Иудаизм, Буддизм, и тд.)</p> <p>Напишите только одно вероисповедание или религию:</p> <p>_____</p> <p>Информация о Вашем университете</p> <p>18. Ваш ВУЗ: _____</p> <p>19. Факультет: _____</p> <p>20. Курс обучения: _____</p> <p>21. Как долго Вы учитесь в Вашем вузе? _____</p>
---	--

Ваше оценивание кыргызской истории

В следующих вопросах мы просим вас оценить историю Кыргызстана. Вам предложены утверждения и дана оценочная шкала. Вы должны выбрать только один номер от 1 до 5. Шкала построена таким образом, что самые высшие (ближе к 5) и самые низшие (ближе к 1) отображают ваше полное несогласие или согласие с утверждением. Средняя оценка (3) обозначает то, что вы не можете ответить в рамках заданного утверждения. В этой части анкетирования мы не собираемся проверять ваше знание досоветской истории. Мы хотим понять ваше восприятие этого важного периода истории для Кыргызстана.

1. Досоветский период (1800-1918)

1.1. Могли ли кыргызы влиять на их правительство (власть, лидеров) в досоветский период?

(1) Совсем не могли	(2) Скорее не могли	(3) И да и нет	(4) Скорее могли	(5) Определенно могли
------------------------	------------------------	-------------------	---------------------	-----------------------------

1.2. Как бы вы оценили экономическое благосостояние кыргызов в досоветский период?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

1.3. В целом, насколько вы удовлетворены нынешней ситуацией в Кыргызстане по сравнению с досоветским периодом?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	----------------	--------------------	-------------------------------	----------------------------------

1.4. В досоветский период экономическое благосостояние кыргызов было нестабильным

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

1.5. В досоветский период влияние кыргызов на свое правительство (власть, лидеров) было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

2. Советский Период (1918-1990)

2.1. В целом, могли ли кыргызы влиять на свое правительство в советский период?

(1) Совсем не могли	(2) Скорее не могли	(3) И да и нет	(4) Скорее могли	(5) Определенно могли
------------------------	------------------------	-------------------	---------------------	-----------------------------

2.2 Как бы Вы оценили экономическое благосостояние кыргызов в советский период?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

2.3. В целом, насколько вы удовлетворены нынешней ситуацией в Кыргызстане по сравнению с советским периодом?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	----------------	--------------------	-------------------------------	----------------------------------

2.4. В советский период экономическое благосостояние кыргызов было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

2.5. В советский период влияние кыргызов на свое правительство (власть, лидеров) было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

3. Ранний период независимости (1990-2005)

3.1. Могли ли кыргызы влиять на их правительство (власть, лидеров) в ранний период независимости?

(1) Совсем не могли	(2) Скорее не могли	(3) И да, и нет	(4) Скорее могли	(5) Определенно могли
------------------------	------------------------	--------------------	---------------------	-----------------------------

3.2. Как бы вы оценили экономическое благосостояние кыргызов в ранний период независимости?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

3.3. В целом, насколько вы удовлетворены нынешней ситуацией в Кыргызстане по сравнению с ранним периодом независимости?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	----------------	--------------------	-------------------------------	----------------------------------

3.4. В ранний период независимости экономической благосостояние кыргызов было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

3.5. В ранний период независимости влияние кыргызов на свое правительство (власть, лидеров) было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

4. Революционный период (март 2005)

4.1. Могли ли кыргызы влиять на их правительство (власть, лидеров) в революционный период?

(1) Совсем не могли	(2) Скорее не могли	(3) И да, и нет	(4) Скорее могли	(5) Определенно могли
------------------------	------------------------	--------------------	---------------------	-----------------------------

4.2. Как бы вы оценили экономическое благосостояние кыргызов в революционный период?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

4.3. В целом, насколько вы удовлетворены нынешней ситуацией в Кыргызстане по сравнению с революционным периодом?

(1) Удовлетворен полностью	(2) Не много	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	-----------------	--------------------	-------------------------------	----------------------------------

4.4. В революционный период экономическое благосостояние кыргызов было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

4.5. В революционный период влияние кыргызов на свое правительство (власть, лидеров) было нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

5. Текущий период (с 24 марта 2005 года по нынешний день)

5.1. В целом, могут ли кыргызы влиять на свое правительство в текущий период?

(1) Совсем не могли	(2) Скорее не могли	(3) И да и нет	(4) Скорее могли	(5) Определенно могли
------------------------	------------------------	-------------------	---------------------	-----------------------------

5.2. Как бы Вы оценили экономическое благосостояние кыргызов в текущий период?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

5.3. В целом, насколько вы удовлетворены нынешней ситуацией в Кыргызстане?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	----------------	--------------------	-------------------------------	----------------------------------

5.4. В нынешнее время экономическое благосостояние кыргызов нестабильно.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

5.5. В нынешний период влияние кыргызов на свое правительство (власть, лидеров) нестабильное.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

6. Ближайшее будущее (через 1 год)

6.1. В целом, смогут ли кыргызы влиять на свое правительство в ближайшем будущем?

(1) Совсем не смогут	(2) Скорее не смогут	(3) И да, и нет	(4) Скорее смогут	(5) Определенно смогут
-------------------------	-------------------------	--------------------	----------------------	---------------------------

6.2. Как бы Вы оценили экономическое благосостояние кыргызов в ближайшем будущем?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

6.3. В целом, насколько вы будете удовлетворены ситуацией в ближайшем будущем в Кыргызстане по сравнению с нынешним положением?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
-------------------------------	----------------	--------------------	----------------------------	-------------------------------

6.4. В ближайшем будущем экономическое благосостояние кыргызов будет нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
-------------------------------	-----------------------------	------------------	--------------------------	-----------------------------

6.5. В ближайшем будущем влияние кыргызов на свое правительство (власть, лидеров) будет нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
-------------------------------	-----------------------------	------------------	--------------------------	-----------------------------

7. Далекое будущее (через 10 лет)

7.1. В целом, смогут ли кыргызы влиять на свое правительство через 10 лет?

(1) Совсем не смогут	(2) Скорее не смогут	(3) И да, и нет	(4) Скорее смогут	(5) Определенно Смогут
----------------------------	-------------------------	--------------------	----------------------	------------------------------

7.2. Как бы Вы оценили экономическое благосостояние кыргызов через 10 лет?

(1) Очень плохо	(2) Плохо	(3) Средне	(4) Хорошо	(5) Очень хорошо
--------------------	--------------	---------------	---------------	---------------------

7.3. В целом, насколько вы будете удовлетворены ситуацией через 10 лет в Кыргызстане по сравнению с нынешним положением?

(1) Удовлетворен полностью	(2) Немного	(3) И да, и нет	(4) Скорее удовлетворен	(5) Полностью удовлетворен
----------------------------------	----------------	--------------------	-------------------------------	----------------------------------

7.4. Через 10 лет экономическое благосостояние кыргызов будет нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

7.5. Через 10 лет влияние кыргызов на свое правительство (власть, лидеров) будет нестабильным.

(1) Абсолютно нестабильным	(2) Скорее не стабильным	(3) Умеренным	(4) Скорее стабильным	(5) Абсолютно стабильным
----------------------------------	--------------------------------	------------------	-----------------------------	--------------------------------

8. Насколько вы согласны с нижеописанными утверждениями?

Пожалуйста, укажите степень согласия или несогласия с каждым нижеприведенным утверждением.

(1) Совсем не согласен	(2) Не согласен	(3) И да, нет	(4) Согласен	(5) Полностью согласна
---------------------------	--------------------	------------------	-----------------	---------------------------

8.1. Я горд тем, что я Кыргыз.	1	2	3	4	5
8.2. Я считаю, что быть Кыргызом не особо стояще.	1	2	3	4	5
8.3. Я очень ценю то, что я кыргыз.	1	2	3	4	5
8.4. Мое представление «кыргызов» отрицательное и негативное.	1	2	3	4	5
8.5. Я заинтересован в том, что другие национальности думают о кыргызах	1	2	3	4	5

9. Насколько вы согласны с нижеописанными утверждениями?

Пожалуйста, укажите степень согласия или несогласия с каждым нижеприведенным утверждением.

(1) Совсем не согласен	(2) Не согласен	(3) И да, и нет	(4) Согласен	(5) Полностью согласен
---------------------------	--------------------	--------------------	-----------------	---------------------------

9.1. Для меня важно, чтобы другие кыргызы считали меня своим.	1	2	3	4	5
9.2. Я думаю, что кыргызы всегда могут положиться друг на друга.	1	2	3	4	5
9.3. Даже, когда в Кыргызстане не все в порядке, это важно, что мы все вместе.	1	2	3	4	5
9.4. Мне нравится достигать успеха во время работы с кыргызами.	1	2	3	4	5
9.5. Когда я с кыргызами, я чувствую, что мы единое целое.	1	2	3	4	5
9.6. Успехи кыргызов – мои успехи.	1	2	3	4	5
9.7. Мы покажем другим странам, что мы более способные.	1	2	3	4	5
9.8. Наша цель не быть обучаемыми другими странами, а учить их самим.	1	2	3	4	5
9.9. Мы – кыргызы – совсем скоро покажем большую инициативу и вовлеченность, чем представители других стран.	1	2	3	4	5
9.10. Мы покажем миру, что мы можем удачно построить свое общество.	1	2	3	4	5
9.11. Я прилагаю усилия, чтобы восприниматься, как гражданин другого государства.	1	2	3	4	5
9.12. У меня есть желание быть гражданином другой страны.	1	2	3	4	5
9.13. Я стараюсь жить, как граждане других стран, нежели граждане Кыргызстана.	1	2	3	4	5

9.14. Я чувствую схожесть между кыргызами в отношениях и пониманиях.	1	2	3	4	5
9.15. В целом, я люблю кыргызов.	1	2	3	4	5
9.16. Я думаю, что я подхожу к кыргызской культуре.	1	2	3	4	5
9.17. Я думаю, что кыргызы сплоченные люди.	1	2	3	4	5
9.18. Я думаю, что кыргызы, в основном, верят в улучшение их положения в ближайшем будущем.	1	2	3	4	5
9.19. Кыргызы знают о много путей для достижения, в жизни самого важного.	1	2	3	4	5

10. Насколько вы согласны с нижеописанными утверждениями?

Пожалуйста, укажите степень согласия или несогласия с каждым нижеприведенным утверждением.

(1) Совсем не согласен	(2) Не согласен	(3) И да, и нет	(4) Согласен	(5) Совсем согласен
---------------------------	--------------------	--------------------	-----------------	------------------------

10.1. Даже когда другие опустили руки, я верю, что кыргызы найдут выход.	1	2	3	4	5
10.2. Кыргызы волнуются о своем экономическом положении.	1	2	3	4	5
10.3. Прошлый опыт кыргызов хорошо подготовил их к будущему.	1	2	3	4	5
10.4. Мы сможем своими усилиями изменить отношение кыргызов к международным странам.	1	2	3	4	5
10.5. Мы, кыргызы, не способны управлять своей судьбой.	1	2	3	4	5
10.6. Русские в Кыргызстане считаются лучше, чем кыргызы.	1	2	3	4	5
10.7. Это объяснимо, почему русские в КР в настоящее время живут лучше, чем кыргызы.	1	2	3	4	5
10.8. У кыргызов есть право жить так же хорошо, как и русские и требовать то же, что и русские.	1	2	3	4	5
10.9. Я думаю, что ситуация с людьми кыргызской национальности будет оставаться стабильной на протяжении следующих лет.					
10.10. Настоящая ситуация в Кыргызстане не изменится легко.	1	2	3	4	5
10.11. В принципе, кыргызам легко считаться русскими.	1	2	3	4	5
10.12. Для кыргызов это практически невозможно считаться русскими.	1	2	3	4	5
10.13. Видя ежедневные проблемы кыргызов, можно быть только раздраженным.	1	2	3	4	5
10.14. Настоящая ситуация в Кыргызстане такая, что может только злить человека.	1	2	3	4	5
10.15. Я лучше буду гражданином Кыргызстана, чем любой другой страны.	1	2	3	4	5
10.16. Есть некоторые вещи в Кыргызстане, за которые мне стыдно.	1	2	3	4	5
10.17. Мир был бы лучше, если бы люди были подобны, кыргызам.	1	2	3	4	5

10.18. В целом, Кыргызстан лучше по сравнению с большинством других странами.	1	2	3	4	5
10.19. Люди должны поддерживать свою страну, даже если в стране что-то не то.	1	2	3	4	5

11. Насколько вы согласны или не согласны с нижеописанными утверждениями?

(1) Совсем не согласен	(2) Не согласен	(3) И да, и нет	(4) Согласен	(5) Совсем согласен
---------------------------	--------------------	--------------------	-----------------	------------------------

11.1. Помощь, которую нам оказывают другие страны, не хороший показатель для нашей страны.	1	2	3	4	5
11.2. Предубеждения о кыргызах дискриминируемые и предвзятые.	1	2	3	4	5
11.3. Кыргызцы оцениваются другими странами как разумные и беспристрастные.	1	2	3	4	5
11.4. Суждения о кыргызах честно отображают то, кто мы есть.	1	2	3	4	5
11.5. Оценивание кыргызов это честный показатель наших способностей.	1	2	3	4	5
11.6. Быть оцененным положительно другими кыргызами не есть для меня показатель собственного успеха.	1	2	3	4	5
11.7. Быть успешным в кыргызском общества является для меня важной частью моей жизни.	1	2	3	4	5
11.8. Быть хорошим или плохим по кыргызским стандартам для меня не важно.	1	2	3	4	5
11.9. Кыргызцы с готовностью защищают друг друга от критики извне.	1	2	3	4	5
11.10. В целом, я не особо лажу с другими кыргызами.	1	2	3	4	5
11.11. Мне нравится быть кыргызом, потому что у меня много друзей кыргызов.	1	2	3	4	5

12. Насколько вы уверены?

(1) Не полностью	(2) Немного	(3) Среднеумеренно	(4) В основном, уверен	(5) Абсолютно уверен
12.1. Насколько вы уверены в вашей общей оценке в соответствии с вашими прошлыми вопросами о культурной и этнической культуре?				1 2 3 4 5

13. Пожалуйста, обведите ответ в изображении

Теперь мы попросим Вас проиллюстрировать ваше отношение к кыргызам, русским и американцам. На картинках ниже изображены пары кругов, которые представляют идентификацию с группой «кыргызы». Буква «Я» обозначает Вашу личность, буква «К» обозначает кыргызов. Если круги не накладываются друг на друга, то это означает, что человек не испытывает никакой связи с данной группой. Если же кружочки сильно пересекаются, то это означает, что человек имеет очень сильную связь с группой «кыргызы». Круги посередине обозначают различные степени групповой идентификации. Выберите только одну пару кругов, которые лучше других представляют Ваш уровень идентификации с группой «кыргызы»:

13.1 Отметьте, пожалуйста, те круги, которые лучше всего определяют отношения между Вами/Вашим Я и группой Кыргызы



13.2 Отметьте, пожалуйста, те круги, которые лучше всего определяют отношения между Вами/Вашим Я и группой Русские



13.3 Отметьте, пожалуйста, те круги, которые лучше всего определяют отношения между Вами/Вашим Я и группой Американцы



13.4 Отметьте, пожалуйста, те круги, которые лучше всего определяет отношения между

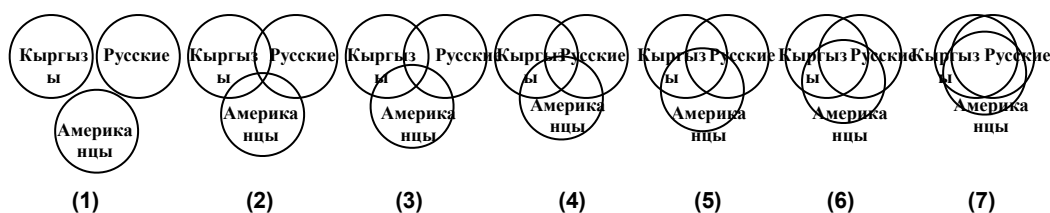
кыргызами и русскими в Кыргызстане



13.5 Отметьте, пожалуйста, те круги, которые лучше всего определяет отношения между **кыргызами и американцами в Кыргызстане**



13.6 Отметьте, пожалуйста, те круги, которые определяют отношения между **кыргызами, русскими и американцами в Кыргызстане**



Пожалуйста, укажите, в какой степени Вы согласны или не согласны со следующими утверждениями.

1. а. Какое положение занимает Кыргызстан по сравнению с Америкой?	Намного ниже 1	Ниже 2	Не ниже и не выше 3	Выше 4	Намного выше 5
1. б. Вы думаете это законно и справедливо?	Абсолютно законно 1	Законно 2	И законно и не законно 3	Не законно 4	Абсолютно не законно 5
2. а. Какое положение занимает Кыргызстан по сравнению с Россией?	Намного ниже 1	Ниже 2	Не ниже и не выше 3	Выше 4	Намного выше 5
2. б. Вы думаете это законно и справедливо?	Абсолютно законно 1	Законно 2	И законно и не законно 3	Не законно 4	Абсолютно не законно 5
3. Насколько одинаковы Кыргызстан и Америка?	Абсолютно не одинаковы 1	Не одинаковы 2	Достаточно одинаковы 3	Одинаковы 4	Абсолютно одинаковы 5
4. Насколько одинаковы Кыргызстан и Россия?	Абсолютно не одинаковы 1	Не одинаковы 2	Достаточно одинаковы 3	Одинаковы 4	Абсолютно одинаковы 5

14. Лестница

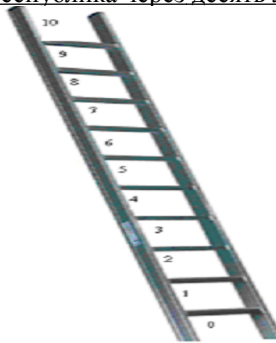
В этом вопросе вы видите лестницу со ступеньками. Представьте, что ступени данной лестницы соответствуют месту страны в целом или людей из Вашей страны. На самом веру лестницы находятся страны или люди, чье положение является наиболее благоприятным, те у кого больше всего денег, лучшее образование и т.д. (10). В самом низу находятся страны или люди, чье положение наихудшее самые бедные страны или бедные люди, плохое образование т.д. (0).

Цифры можно писать рядом с лестницей

14.1. Пожалуйста, укажите цифру на одной из ступеней лестницы, на которой в данный момент находится Кыргызская Республика



14.2. Как Вы думаете, на какой ступени этой лестницы буду находиться Кыргызская Республика через десять лет



3. На этой лестнице отметьте, пожалуйста, Ваше собственное положение в настоящий момент



14.4. На этой лестнице отметьте, пожалуйста, Ваше собственное положение через десять лет



14.5. На этой лестнице отметьте, пожалуйста, где находится Россия в данный момент



14.6. На этой лестнице отметьте, пожалуйста, где находится Америка в настоящий момент



7. На этой лестнице отметьте ступеньки, на которых находится Ваша семья в настоящий момент



15. Как бы вы описали кыргызов?

Эта часть анкеты направлена на изучение важного аспекта вашей культурной группы – «Кыргызской идентичности». Ваша культурная идентичность это набор уникальных качеств, которые характеризуют вашу культурную группу и этим самым отличаются от других культурных групп. Точнее, ваша культурная идентичность включает нормы, отношения, цели, верования, традиции, поведения, репутацию и т.д., которые представляют общий дух вашей культурной группы. Что вы понимаете под Кыргызской идентичностью – напишите, пожалуйста, вашу точку зрения.

15. Ваше объяснение кыргызской идентичности

15.1. Насколько легко объяснить кыргызскую идентичность?

(1) Очень тяжело	(2) Немного тяжело	(3) Умеренно	(4) Легко	(5) Очень легко
---------------------	-----------------------	-----------------	--------------	--------------------

15.2. Насколько вы уверены, что это и есть правильное описание кыргызской идентичности?

(1) Не полностью уверен	(2) Немного уверен	(3) Умеренно уверен	(4) Уверен	(5) Очень уверен
----------------------------	-----------------------	------------------------	---------------	---------------------

15.3. Считаете ли вы себя типичным прототипом вашей культуры?

(1) Не полностью типичный	(2) Немного типичный	(3) Средне типичный	(4) Типичный	(5) Очень типичный
------------------------------	-------------------------	------------------------	-----------------	-----------------------

15.4. Сколько кыргызов согласятся с вашим описанием?

(1) Никто	(2) Немного	(3) Несколько	(4) Много	(5) Почти все
--------------	----------------	------------------	--------------	------------------

15.5. Сколько людей, которые важны для тебя, согласятся с твоим описанием?

(1) Никто	(2) Немного	(3) Несколько	(4) Много	(5) Почти все
--------------	----------------	------------------	--------------	------------------

15.6. В какой степени кыргызская идентичность приписывает тебе веру, отношение, чувства и поведение?

(1) Не полностью	(2) Немного	(3) Умеренно	(4) Много	(5) Очень много
---------------------	----------------	-----------------	--------------	--------------------

15.7. Как сильно кыргызы отличаются от других национальностей в нашем обществе?

(1) Не полностью	(2) Немного	(3) Умеренно	(4) Сильно	(5) Очень сильно
---------------------	----------------	-----------------	---------------	---------------------

16. Ваша идентичность

(1) Совсем не согласен	(2) Не согласен	(3) И да, и нет	(4) Согласен	(5) Совсем согласен
---------------------------	--------------------	--------------------	-----------------	------------------------

16.1. У меня есть чувство собственного достоинства, и я не хуже других.	1	2	3	4	5
16.2. У меня много хороших качеств.	1	2	3	4	5
16.3. Вообще – то, мне свойственно думать, что я неудачник(ца).	1	2	3	4	5
16.4. Я могу успешно делать то же самое, что и другие люди.	1	2	3	4	5
16.5. Мне кажется, мне мало чем можно гордиться.	1	2	3	4	5
16.6. Я положительно оцениваю самого себя.	1	2	3	4	5
16.7. В целом, я доволен собой.	1	2	3	4	5
16.8. Мне бы хотелось научиться больше уважать себя.	1	2	3	4	5
16.9. Иногда я ясно чувствую, что я ни на что не гожусь.	1	2	3	4	5
16.10. Иногда я думаю, что ни на что не способен.	1	2	3	4	5
16.11. В большинстве, моя жизнь близка к идеальной.	1	2	3	4	5
16.12. У меня отличные условия жизни.	1	2	3	4	5
16.13. Я удовлетворена своей жизнью.	1	2	3	4	5
16.14. На данный момент у меня есть все, что важно для меня.	1	2	3	4	5
16.15. Если бы у меня была возможность начать жизнь сначала, я бы ничего не изменил.	1	2	3	4	5
16.16. Я охотно достигаю своих целей.	1	2	3	4	5
16.17. Я думаю о многих путях получения тех вещей, которые важны для меня.	1	2	3	4	5
16.18. Есть множество путей решения проблем.	1	2	3	4	5
16.19. Я довольно-таки успешен в жизни.	1	2	3	4	5
16.20. Я достигаю целей, поставленных мной.	1	2	3	4	5

Спасибо Вам за участие в исследовании!

