A Study of Relationship Between Need For Achievement and Level of Aspiration (Among A Group of Adolescents)

Research Project Submitted to The Aligarh Muslim University, Aligarh In Partial Fulfilment of the MASTER OF EDUCATION DEGREE

Department of Education
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CHAPTER I

INTRODUCTION

Every individual acts and behaves to satisfy certain needs. A need leads to a drive, and a drive calls for the adequate satisfaction of the need. For the survival and all-round growth of the individual, the satisfaction of one's various needs are very important. The modus operandi of satisfying these needs however differs from individual to individual. Every man from the cradle to the grave is constantly striving to satisfy his various needs. In this process of struggle and striving, some enjoy the pleasure of accomplishment and fulfillment while others are left with incomplete accomplishment and, thereby a feeling of failure and sense of frustration. Some are strikingly realistic in their adjustment to environment and approach to problem situations while others seem to prefer to dwell on their fantasies in a dream world.

Every action is motivated by a purpose of "goal". The factor that gives direction and vigour to all human behaviour is the underlying motivation. Motives are of two kinds, Primary and Secondary. Primary motives are the drives of the organism like hunger, thirst, sex etc, While the Secondary motives are learned motives like affiliation, fear, achievement, power etc.
The achievement motive, which is also known as the need for achievement, (n-Ach) is a powerful main spring of activity to strive and compete for success. It is also called the "disposition to achieve". Throughout one's life an individual in order to satisfy his or her inner urge to accomplish something, thinks and acts in terms of attaining goals which do not always fall within his or her easy reach. The strength of the tendency to achieve, expressed in performance of a particular task in a particular situation, appears to be determined both by personality disposition (ie. achievement motive) and the immediate environmental influences. The theory of achievement motive is a theory of achievement oriented performance. It applies only when an individual knows that his or her performance will be evaluated by himself/herself or by others in terms of some standard of excellence and that the consequence of his or her actions will be either favourable evaluation ie. success, or unfavourable evaluation ie. failure.

Plunging oneself heart and soul into an achievement oriented activity, the individual wants to accomplish something and wants to enjoy the pleasure of accomplishment. The magnitude and persistence of one's activities and behaviour is proportionate to one's achievement motive. Thus all human behaviour, one way or the other, relates to the problem of motivation. The studies made by McClelland et.al (1940) provides not only a tool for the systematic
measuring of individual differences in human motivation, but also a model and method of doing so.

It is a well known fact that Motivation is the underlying mainspring of all actions which accounts for the direction, vigour and persistence of an individual's actions. It also is an empirically established fact that the achievement motive is the factor that determines the strength of tendency to act in a certain way in achievement oriented situations. It also determines the strength of the tendency to approach success through performance of some particular task and provides one with a device to measure the strength of the expectancy of success. This expectancy implies a relative frequency of success and failure following previous performance in similar activities, determining the present strength of expectancies of success and failure at a particular task. If a person has, for example, previously taken 100 shots in a dart game, two feet from the target and has hit the target 95 times, and missed it five times, on the next trial his expectancy of success should be very high and his expectancy of failure should be weak. This means that the effect of success is assumed to lead to an increase in the strength of expectancy of success at that task and a decrease in the strength of expectancy of failure at that task on the future occasion. In a similar manner, failure at a task is assumed to weaken the subsequent expectancy of success.
Closely related to the concept of achievement motivation has been the concept of level of aspiration which refers to a tendency in human beings to set their future goal in the contest of, or related to, the experience of their past performance. It goes without saying that the achievement motive is the underlying mainspring of all goal setting behaviour.

The concept of the level of aspiration first formulated by Dembo (1930) was further taken up and studied by successive psychologists, like Lewin (1935), Frank, J.D. (1935) and Jucknat, K (1937). Of the later American investigators, the observation made by Hoppe (1944) is of paramount importance. Even in the performance of simple tasks like laboratory tasks, he observed, there were marked individual differences. These were, Hoppe argued, due to important personality differences. He found, for example, that an individual may habitually set goals which are far above his level of performance thus encountering a failure experience. Another person on the other hand, consistently demands so little of himself as would show that he is so cautious and careful in setting goals that are within his reach. By doing this he provides for himself, with presumably satisfying experiences of doing "better than expected". Hoppe further suggested that such differences in goal setting behaviour are accountable by one's ambition, prudence, self confidence, courage to face reality and so on.
The level of aspiration is measured through goal discrepancy score. The difference (discrepancy) between the level already achieved and the level aspired yields a measure called goal discrepancy (g.d.) which is the quantitative measure of level of aspiration (Ansari G. 1976). If the aspired level of performance is higher than the level of past performance, the goal discrepancy score will be positive indicating that aspiration is higher than past performance. If, on the other hand, it is lower, the goal discrepancy score will be negative, indicating that the aspiration is lower than the past performance.

The earlier contention by Tolman (1932) was that the incentive and strength of expectancy (probability) or "hope of success" (in the terminology of Achievement motivation studies), had significant effect on performance. This was further confirmed by McClelland's study on young children (McClelland 1950). He undertook the study on young children measuring their level of aspiration to see whether willingness to take risks were associated with a measure of strength of achievement motive. He had children toss a ring at a peg, allowing them to stand at whatever distance they choose. The result showed that children who were strong in achievement motive did tend to make more shots from intermediate distances from the peg than children who were weak in achievement motive.
EFFECT OF SUCCESS & FAILURE EXPERIENCE
ON LEVEL OF ASPIRATION.

A person who has a motivation to avoid failure would prefer to take "intermediate risk" at a particular task by lowering the level of aspiration and setting his goal realistically after a failure experience. Similarly success in the performance of a task, which was found initially difficult, would give rise to the level of aspiration following success experiences. (Najmul Haq 1979). Thus success and failure experiences may affect one's goal setting behaviour, lowering or raising one's level of aspiration as the experiences go to strengthen or weaken the motivation.

HYPOTHESIS

The present study is an earnest attempt to enquire into achievement motivation and to examine the influence of its intensity and strength on goal setting behaviour. It may be argued, on the basis of previous researches, that need for Achievement (n-Ach) as a motivating force, gives strength and direction to the individual's striving in goal setting situations.

It may thus be hypothesised that persons who have realistic level of aspiration i.e. those who set their goals moderately higher than their actual performance are persons who possess strong need for Achievement.
It is further hypothesised that persons who show tendency of setting their goals unrealistically high or too low, ie, those who obtain high goal discrepancy score either in the Positive or in the negative direction may be persons suffering from fear of failure, whereas who have moderate goal discrepancy (g.d.) are motivated by hope of success. In this way the total goal discrepancy score have curvi-linear relationship with total need Achievement Scores.
Workers in the field of motivation agree that behaviour includes some sort of moving or driving or energising force which propels the organism. It is motivation that accounts for the direction, vigour and persistence of an individual's actions. An action is influenced by an intention. Intention is defined as determination to act in a certain way or to do a certain thing.

Closely connected with intention are purpose, design, aim, object, end etc., which all have in common the underlying notion that behaviour is directed to the attainment of a conscious end, objective or goal. This end is normally some kind of satisfaction or negatively, aversion of some discomfort. Satisfaction means fulfilling or gratifying a person's need or want. As discussed in the previous chapter a distinction is usually made between physiological or primary drives such as hunger, thirst etc., and learned or secondary drives such as fear, affiliation (Shipley & Veroff 1952) and need for Achievement (McClelland et.al. 1953). Learned drives develop as a function of specific experiences of the organism and as such they are higher order generalizations which allow one to group together a variety of stimuli and responses. (Byrne Donn 1966).
As argued by Hall and Lindzey, (1957) the achievement need is a learned motive to compete and strive for success. The "need to achieve" influences almost all spheres and areas of human behaviour. Since achievement need is a learned motive and there are wide differences among individuals in their past experiences, the strength of their motivation with respect to achievement also differs accordingly.

According to McClelland and others (1953) since the achievement motive is a learned response, one might attempt to arouse the motive by telling the subjects engaged in a group task that their individual performance on the task is a Predictor of future success and that they should try to do better than their fellow group members. The subjects who succeed in outperforming their competitors after achievement arousal should be better satisfied than subjects who fail. The theory of achievement motivation applies only when an individual knows that his performance will be evaluated (by himself or by others) in terms of some standard or excellence, and that the consequence of his actions will be either a favourable evaluation (success) or an unfavourable evaluation (failure). It is in other words, a case of achievement oriented performance. (Atkinson J.W., 1966).
Winterbottom's findings (1958) suggest that the disposition called achievement motive is to be conceived as a capacity for taking pleasure and pride in accomplishment when success at one or another activity is achieved. Other studies (Raphelson 1957) also reached the conclusion that persons who scored low in need Achievement (n-Ach) were motivated by greater fear of failure, than tendency to seek and enjoy success. A national survey of study of U.S.A made by Veroff and others (1960) which used the thematic appreceptive measures of Henry Murray for n-Ach showed that n-Ach was significantly higher among men and women who had attended College than among the rest of the population. This is because, Veroff argued, most College students are highly motivated to achieve than to avoid failure.

The theory of achievement motivation asserts that the achievement motive and the expectancy of success (hope of success) produce positive interests and sustain active pursuit of success but the motive to avoid failure and the expectancy of failure (fear of failure) may steer away the individual from achieving in related activities because the latter motive produces a tendency to avoid or inhibit action. Success breeds further success and serves as an incentive and encouragement for greater risks while failure tends to withdraw and discourage the individual from entering further into the achievement oriented situation. (Atkinson 1956).
Studies conducted by McClelland and others (1961) also lead to the conclusion that the tendency to approach success is a determinant of achievement motivation. But it is also an established fact that an individual's aspirations, efforts and persistence are influenced by factors such as his past experience, personal backgrounds, environmental influences etc. The vigour and level of performance of achievement related activities should depend upon the strength of factors which determine the positive tendency to act and which overcome the tendency to avoid failure. (Teevan 1969). It is further asserted by Atkinson (1966), Teevan (1969) that all individuals have within them both the motives i.e. motive to achieve success and motive to avoid failure. These two are invariably aroused in a person at the time of performance and lead to an approach - avoidance, an excitation - inhibition conflict. Atkinson (1966) in his studies which were made with a view to defining the phenomenon, explains in the following way. "If the motive to achieve is characterised by capacity for reaching with pride in accomplishment, the motive to avoid failure can be conceived as a capacity for reacting with shame and embarrassment when the outcome of performance is failure". (P.245). When this disposition is aroused within a person, as it is bound to be aroused, and if it is clear to him that his performance would be evaluated and failure is a distinct possibility, the result is anxiety and a tendency to withdraw from the situation. Thus the probability of attaining
success through performance is bound up inextricably with threat of failure. The expectancy of failure is strong when the expectancy of success is weak and vice versa. (Atkinson 1966), Escalona (1948) Lewin and Festinger (1944) and many others assert on the basis of research findings that the shame and embarrassment of failure is normally greater when the task in which the individual has failed appears easy in the case of failure, than when the task appears very difficult. It is so because normally little or no stigma is attached to an inability to perform a task when that task is nearly impossible to do. As shown by Atkinson (1966) experiences of failure and success could be best understood only in an interpersonal context. The person who is described as fearful of failure may well be a person who is simply fearful of losing value in the eyes of others. Success usually brings with it esteem and respect; while failure is a standard way of losing esteem. (Clark 1958).

There are many ways a person can avoid failure, but the most clear cut technique is by succeeding. It is, however, pointed out (Burnstein 1963, Briney et al. 1969) that striving for success is one of the options least likely to be chosen by someone motivated by fear of failure. This is so partly because of the very nature of success. Success is, and should be, uncertain and undependable. If the attainment of a goal is a sure certainty it loses its character. Thus
success involves risk and risk means probability of failure and it is the element of risk that makes success more thrilling.

According to Atkinson (1957) value of achievement is nil when one is fully convinced of his ability to do the task involved. If a normally intelligent adult were given the task of counting up to 100, or writing down his name, no one considers it as an achievement or success in this, nor any one derives any sense of pleasure of success or accomplishment from these simple tasks. In other words the value of success increases as the probability of that success decreases. Greater the risk and less the probability of success the more will be the feeling of achievement.

Again the value of an accomplishment increases when there are few who can accomplish it. (Birney, Burdick & Teevan - 1969). If every one can do a job, then the performance of it carries with it little glory. We do not admire and esteem people for doing things that we too can do, or everybody can do. When a task can be performed only by a few, then these few are considered successful and they are given esteem, respect and reward. It is also true that when one succeeds in tasks few others can perform, he expects to be highly evaluated by others.

It has been shown that when an individual is concerned and cautious about the evaluation of him by others and if he suspects that his performance will not stand the
demand of others' expectations, he may avoid entering an achievement situation altogether. (Atkinson 1966, Aronson 1958). The same person, on the other hand, when certain of good performance may leave no stone unturned to enter into the fray and expose himself to the risk openly. In this way actually the individual attempts to save his reputation not so much in his own eyes but in the eyes of others.

Many studies into the fear of failure motivation have come out with the findings that the concept of fear of failure as a stable personality trait has its roots in clinical problems like anxiety, guilt, feelings of inferiority, shame etc. (Feather 1961, Atkinson 1957, Burnstein 1963, Reitman 1961).

Researches in the field of level of aspiration have arrived at more or less similar conclusions regarding the behaviour of an individual in a hope-of-success, fear-of-failure situations. As early as in 1930, Hoppe discovered that feelings of success and failure are contingent on attainment or non attainment of the goal or level of aspirations set by an individual in a given task. In 1933 Hausmann while describing the goal getting behaviour of a person argued that the feeling of failure is aroused by non-attainment of ones goal and any one setting his aspiration consistently below his actual performance does so in order to avoid failure experience. Studies made by Gould (1939) also endorsed the above contention. According to
her findings, subjects with low discrepancy scores appeared to be fearful of failure. But she went one step further maintaining that high goal discrepancy scores as well could be an expression failure fears. According to her, extremely high or extremely low estimates could be an expression of a desire to avoid failure and these directions in goal setting are merely different ways of coping with the problem of failure.

Studies conducted by Sears, Rotter and others (Reviewed in Lewin et al. 1944, Rotter 1954) show that there is much greater variability in level of aspiration among anxious than among non-anxious groups. Setting a very low level of aspiration, where success is virtually guaranteed, is quite obviously a protective strategy; but so also is the setting up of extremely high goals which common sense mistakenly takes to be the measure of one's ambition. Here the individual is trying to convince his peers that his ability is to be rated not by his performance but by his aspiration.

According to Sears (1941) only those who have negative goal discrepancy scores, that is, those who consistently set their goals below their past performance, could be described and categorised as subjects suffering from fear of failure and that too in the eyes of others. She found that subjects fearful of failing in the eyes of others set their goals below their actual performance. Thus we see that fear of failure includes two elements or two kinds of fear ie.
fear of a lowered self esteem and of lowered evaluation by others.

Rotter (1954) after a series of studies recommended that a distinction should be made among patterns high-negative, low negative, high-positive and low positive goal discrepancy scores. According to him the high negative pattern is characteristic of subjects who desire to avoid failure at any cost and the low negative and low positive patterns are normal but cautious. The high positive pattern he described as an unrealistic solution of frustration, suggesting that it could be an alternative method of handling failure - a kind of compensation. He found that "this lack of contact with reality is often emphasised by a larger number of shifts upward after failure". (P.321).

Holt (1946) had added a new dimension when he argued that an individual's attainment is influenced by the extent of the intensity of motivation or ambition expressed in his goal setting behaviour.

It is in the context of the findings discussed above that the present study proposed to investigate into the relationship between Need-Achievement and Level of Aspiration.
CHAPTER III

METHOD AND PROCEDURE

The present study seeks to investigate how far the level of aspiration in an individual is correlated to the need Achievement. The level of aspiration and need for Achievement are two important personality dimensions (variables) and the present study seeks to explore how far they are mutually influencing and depending aspects of personality.

The underlying hypothesis of the study as mentioned earlier is that persons who have strong need for Achievement will have realistic level of aspiration. On the other hand those who have a low profile of Achievement motive will tend to set their goals unrealistically. The unrealistic goal setting behaviour will further be classified into positively high or negatively low as the case may be. It is assumed that any one who sets his level of Aspiration (LA) consistently below his actual performance is doing this to avoid failure experience. Unrealistically high positive goal setting behaviour may not be complimented by strong need for Achievement as it may be another way of an individual's coping with the situation.
MEASURING LEVEL OF ASPIRATION

The level of aspiration coding test prepared by G. Ansari and G. Ansari (1976) was used in the present study to measure the subjects' level of aspiration. This test is slightly different from that of Cossel's and Rotter's level of aspiration test, in the sense though simple, the present one is more intellectual in nature calling for a deeper ego involvement of the subject and at the same time making it more interesting and enjoyable.

The aforesaid LA coding is a letter - symbol substitution task. It has eleven sub-tests and each sub-test consists of 75 codes. One sub-test occupies one full page in the coding booklet and on the top of each page there is a key providing codes (symbols) for letters A B C D E F G with corresponding codes above the letters such as + = / ? ¥ X #. A key is also provided to serve as an example on the first page of the booklet before the actual test begins.

On the left top of each page there is provision for writing the number of codes the subject expects to complete in the stipulated time and on the bottom left there is space for the subject to write the number of codes actually completed. The time provided for each sub-test is one minute. A stop watch is used to ascertain the time limit. The subjects have to fill in the letters within the given time using the codes.
Before the test begins each one is required to indicate in writing the number of codes he or she expects to complete and when the appointed time is over, one has to write down the number of codes he or she did complete. All the eleven tests have the same nature except they differ in the arrangement of codes.

INSTRUCTIONS:

The instructions are printed in plain simple language in English, Hindi and Urdu on the first few pages. Further they are orally explained to the subjects and all questions and doubts are clarified by the investigator before they begin the test.

SCORING:

A scoring sheet is annexed as the last page in each booklet of the LA coding test. The first step of the scoring task is to transcribe the number of codes completed from the sub-tests into appropriate columns of the scoring sheet.

The present study needed only the goal discrepancy scores (g.d.) and this measure alone is calculated. The goal discrepancy score is calculated by subtracting the number of codes expected in the subsequent test. To put in more simple language the goal discrepancy (g.d.) is calculated by finding out the difference between the new goal set and the previous level of attainment. It is to be mentioned that the first goal is excluded from the calculation precisely because it had no preceding attainment score from
which it could be subtracted.

The discrepancy is calculated in two ways, i.e. "without algebraic signs" and "with algebraic signs". After having obtained 10 of these 'D' scores from each subject, the total aggregate is taken separately and the totals are written in the space provided on the scoring sheet both arithmetically and algebraically i.e., without sign and with sign. The mean goal discrepancy score is obtained by dividing the total by the number of tests i.e., 10. The mean discrepancy scores are further categorized into "realistic group and unrealistic group", extreme positive g.d. group and extreme negative g.d. group. The subjects whose means (with algebraic sign) fall within the range of -2.4 to +3 are considered realistic Level of Aspiration (LA) group while those who fall beyond this are considered unrealistic Level of Aspiration (LA) group either positive or negative as per their algebraic sign indicate

**POPULATION OF THE STUDY:**

The data were collected from One Hundred IX & X Grade students of the Lady Fatima Higher Secondary School, Aligarh. The students of the above mentioned school was chosen because of convenience and ready availability of the subjects. The need achievement test was also administered on the same students. The age range of the subjects is between 13 to 15.
NEED ACHIEVEMENT TEST:

The measuring and scoring of need Achievement motive (n-Ach) draws upon heavily from McClelland et al. (1953) whose test materials have provided a model for getting suitable set of pictures to be used in the present study. Pictures used in the present investigation are taken from McClelland's TAT adopted to Indian situation by Afzal Kureshi (1966). A set of five pictures were used in the present study and these five pictures were deemed more than sufficient in measuring the n-Ach motive and all the five pictures were suitable to evoke the n-Ach motive. Though they may evoke other motives like security and affiliation etc, they were not considered relevant for the present study.

RATIONALE OF TAT:

The rationale of the test is similar to Murray's TAT in which while writing the fiction, the subjects would tend to project (reveal) some of their basic 'needs', drives and strivings. By identifying themselves with one or more of the characters in the story, the individuals would 'project' or express their private fantasies or personal data in the form of stories. The pictures being vague, there is sufficient room for fertile imagination according to their motive and needs. The subjects are told that the test is to measure their imagination. The real purpose of the test however is
not revealed to them, thus giving full vent to their imagina-
ination to find expression and at the same time getting a
true glimpse of their personalities.

THE ADMINISTRATION OF THE TEST:

The administration of the test was done to the same
students of Stds IX & X of Lady Fatima Higher Secondary
School, Aligarh on whom the LA coding test was conducted.
A group of 15 students were administered the test at a
time and there were seven groups, the last having only ten
subjects in the group. They were given sheets of papers
for the purpose and were asked to dedicate one page for
each story. Before the pictures were shown, they were asked
to write down their names, age, sex, religion, parents'
occupation, income etc., on the front page.

INSTRUCTIONS:

The investigator gave the following oral instructions
to the subjects:-

"This is a test of your creative imagination. A number
of pictures will be shown to you. You will have 20 seconds
to look *** at the pictures and then about four minutes
to make up a story about it. Notice that there is one page
for each picture. Look, four questions are written on the
black board. These questions will guide your thinking and
enable you to cover all the elements of a plot in the time
allotted. Plan to spend a minute on each question. I will
keep the time with the help of this stop watch and tell you when it is time to go on to the next question for each story. You will have a little time to finish your story before the next picture is shown.

Obviously there are no right or wrong answers. So you may feel free to make up any kind of story about the pictures that you choose. Try to make them vivid and dramatic, for this is a test of your creative imagination. Do not merely describe the pictures you see. Tell a story about it. Work as fast as you can in order to finish in time. Make them interesting. Are there any questions?" (McClelland et al 1953-P.98)

The four questions written on the blackboard were as follows:

1. What is happening? Who are the persons?
2. What has led up to the situation? i.e. What has happened in the past?
3. What is being thought? What is wanted? By whom?
4. What will happen? What will be done?

The underlying presumption was that the answers to these questions would result in meaningful stories. Just 30 seconds before the end of 4 minutes, the investigator would say please wind up the story. At the end of 4 minutes the press bell would sound and all should stop writing. The same procedure is followed for all the 5 pictures.
SCORING:

In order to be scored for n-Achievement motive the story in the first instance, should show evidence of Achievement imagery. It should involve at least one of the following characteristics:-

a) Competition with some standard of excellence.
b) Unique accomplishment.
c) Long term involvement.

If the story shows a desire to reach an achievement goal then it is scored for need (N). Instrumental activity (I) is scorable when one or more characters in the story indicate something is being done about attaining an achievement goal.

Environmental obstacles will be scored for B.W. (Block World) while B.P (Block Person) will be factors within the person hindering the goal directed activity. If the characters seem to enjoy sympathies and cooperation of the world it is scorable for Nurturant Press (Nup). Goal anticipation (Ga+) is scorable when the character is hopeful of attaining achievement goal whereas his fears of failure, inability to attain goes to score for goal anticipation Negative (Ga-). The goal positive (G+) would be in line with definite accomplishment of the affective states associated with it while goal negative
(G-) is scored when the character in the story experiences a negative affective state associated with failure to attain the goal. Achievement thema (Ach th) is scored when the Achievement imagery becomes the central plot or thema of the story.

Thus, any story to be analysed for achievement motive is carefully combed for the above eleven categories. Every category being assigned a score of 1 a story may have a score of 11 as maximum.

RELIABILITY OF SCORING:

The reliability of scoring was determined by having 50 stories scored independently by the investigator himself and Dr. Afsal Kureshi (Dept of Psy. A.M.U.) who is a competent authority in this field and who has done his studies in Adolescent Fantacies (A study on adolescent fantasies unpublished Ph.D thesis A.M.U. 1966). It was done to find out the extent to which the two scores agree in their independent scoring. The inter-scorer reliability coefficients of correlation between the two scorings is

Given below:
**CORRELATION**: (Afzal Qureshi & Sebastin Panthaladi)

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\[
r = 1 - \frac{b \cdot E D^2}{N(N^2 - 1)} = \frac{6 \times 37.00}{10(100-1)}
\]

\[
r = 1 - \frac{222}{10 \times 99} = \frac{222}{990} = .224
\]

\[
r = 1 - .224 = 0.776
\]
Having scored all the 500 stories, the scores were further split into Hope of Success (H.S) group and Fear of Failure (F.F) group as per the algebraic signs indicated. The subjects who obtained scores in both Hope of Success (H.S) and Fear of Failure (F.F) i.e. (positive and negative scores) were classified as conflict group. The arithmetic mean of each were calculated and tallied against the means of Level of Aspiration as described elsewhere. This enabled the investigator to find out the relationship between need Achievement motive and level of aspiration in the same individual.

* * * * * * * * * *
CHAPTER IV

ANALYSIS OF THE DATA AND DISCUSSION

1. ANALYSIS OF THE DATA:

As has been mentioned before, the present study is undertaken to find out whether one's Level of Aspiration is influenced and directed by one's need for Achievement. It is the common sense experience and usual presumption that those who show signs of strong achievement motive will have realistic goal setting behaviour. To spell out further, the total n-Achievement is split into Hope of Success (H S) and Fear of Failure (F F). Those who scored pretty high in both these categories are classified as "Conflict Group". The Level of Aspiration mean goal discrepancy scores are tallied against the above mentioned categories—eg.
Patterns (Columns) 2, 3 and 4 are taken as subjects having realistic level of aspiration while the two extremes ie. columns 1 and 5 are considered as persons who have unrealistic Levels of Aspiration. This is done in line with Rotter's (1954) reliability of level of aspiration technique and regarded as normal patterns of levels of aspiration behaviour.
The scoring of n-Achievement is done according to the strict stipulations of McClelland and others (1958) and the stories are further scored and classified positive and negative scores as Hope of Success and Fear of Failure accordingly., making it applicable for the present study. (A A F A S Motive Test, Afzal Kureshi 1971).

The mean of Level of Aspiration goal discrepancy (with algebraic signs) are tallied against the total n-Achievement scores, against Hope of Success (H S), Fear of Failure (F F) and conflict group. Similarly the mean of the total n-Achievement scores and the total scores of Hope of Success and Fear of Failure are also calculated. Those who scored above the mean ie. .7 and above, on total n-Achievement, are considered as persons who have high Hope while the rest fall in the category of low Hope. Similarly on Fear of Failure, those who scored 1 and above are rated as high Fear of Failure group and the rest as low Fear of Failure (or no Fear at all) group. (The mean on Fear of Failure is 1).
In order to find out the statistical significance, the Chi Square is applied. As the tables below show in all groups without exception, no significant results emerged indicating that no curvilinear relationship exists between the level of Aspiration on the one hand, and the n-Achievement motive on the other, thus establishing the aforesaid hypothesis contrary to facts.

**TABLE I**

**TABLE SHOWING CONTINGENCY POSITIVE AND NEGATIVE LEVELS OF ASPIRATION ON HOPE OF SUCCESS**

<table>
<thead>
<tr>
<th></th>
<th>Hope</th>
<th>Positive G.D.</th>
<th>Negative G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17</td>
<td>24</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>32</td>
<td>27</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>51</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Chi Square $= \frac{100(17 \times 27 - 24 \times 32)^2}{49 \times 51 \times 59 \times 41} = 1.579$
Those who scored high on Hope of Success (i.e., points 5 and above), 17 persons have positive goal discrepancy on level of Aspiration while 24 persons have negative goal discrepancy scores. Among those who scored low on Hope of Success (i.e., below points 4), 32 persons have positive goal discrepancy, while 27 persons have negative goal discrepancy scores.

The Chi Square Value is 1.579 which carries no weight of significance.

**TABLE II**

**TABLE II SHOWING CONTINGENCY OF REALISTIC AND UNREALISTIC LEVELS OF ASPIRATION ON HOPE OF SUCCESS**

<table>
<thead>
<tr>
<th></th>
<th>Realistic G.D.</th>
<th>Unrealistic G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>19</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>Low</td>
<td>26</td>
<td>33</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \text{Chi Square} = \frac{100(19 \times 33 - 22 \times 26)^2}{45 \times 55 \times 59 \times 41} = 0.055 \]
Here the realistic and unrealistic Level of Aspiration goal discrepancy scores are tallied against High Hope of Success and Low Hope of Success. These persons who fall within the range -2.4 to +2.9, Level of Aspiration mean goal discrepancy are considered realistic while those that fall beyond this boundary are treated as unrealistic. 19 persons who have high Hope are realistic in their goal setting behaviour while 22 persons of the same group are unrealistic. 26 persons who have Low Hope of Success are realistic in their Level of Aspiration, while 33 persons of the same group fall in the unrealistic goal setting behaviour category.

**TABLE III**

**TABLE III SHOWING CONTINGENCY OF POSITIVE AND NEGATIVE LEVELS OF ASPIRATION ON FEAR OF FAILURE**

<table>
<thead>
<tr>
<th>Fear</th>
<th>Positive G.D.</th>
<th>Negative G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Low</td>
<td>31</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi Square $= \frac{100(17\times36 - 16\times31)^2}{48 \times 52 \times 67 \times 33} = 0.243$
Those persons who suffer from high Fear of Failure and at the same time obtained positive Level of Aspiration goal discrepancy scores are 17 in number, while 16 subjects of high Fear of Failure motive have negative goal discrepancy scores on Level of Aspiration. 31 subjects have low Fear and they stayed with the category of low positive goal discrepancy scores, while as many as 36 persons of low Fear or no Fear have negative goal discrepancy scores. The Chi Square value is 0.243 which carries no weight of significance.

**TABLE IV**

**TABLE IV SHOWING CONTINGENCY OF REALISTIC AND UNREALISTIC LEVELS OF ASPIRATION ON FEAR OF FAILURE**

<table>
<thead>
<tr>
<th>Fear</th>
<th>Realistic G.D.</th>
<th>Unrealistic G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Low</td>
<td>31</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi Square \[= \frac{100(17 \times 36 - 16 \times 31)^2}{48 \times 52 \times 67 \times 33} = 0.243\]
In Table IV we find 17 subjects rank among high Fear of Failure group, but at the same time set their goals realistically, while 16 of the same group set their goals unrealistically. Among the low Fear of Failure group 31 persons have realistic goal discrepancy scores while 36 subjects of the same group set their goals unrealistically. Here again the Chi Square value is 0.243 which is insignificant.

**Table V**

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Positive G.D.</th>
<th>Negative G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Non Conflict</td>
<td>38</td>
<td>44</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi Square \[= \frac{100(10 \times 44 - 8 \times 8)^2}{48 \times 52 \times 82 \times 18} = 0.502\]
Subjects who show symptoms of conflict (in themselves) i.e. persons who have scored both in Hope of Success and Fear of Failure, 10 subjects have positive goal discrepancy while 8 have negative goal discrepancy scores. 82 subjects have no conflicting tendency of which 38 have positive goal discrepancy and the remaining 44 have negative goal discrepancy scores. The Chi Square, here again is not significant - 0.502

TABLE VI

TABLE SHOWING CONTINGENCY OF REALISTIC AND UNREALISTIC LEVELS OF ASPIRATION ON CONFLICT BETWEEN HOPE OF SUCCESS AND FEAR OF FAILURE

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Realistic</th>
<th>Unrealistic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Non Conflict</td>
<td>34</td>
<td>48</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Chi Square = \( \frac{100(10 \times 48 - 8 \times 34)^2}{44 \times 56 \times 82 \times 18} = 1.189 \)
In Table VI we see 18 subjects suffering from conflict. 10 persons set their goals realistically and 8 set their goals unrealistically. Of the 82 subjects among the non conflict group, 34 have realistic goal setting behaviour while 48 have unrealistic goal setting behaviour. The Chi Square value is 1.189 which is insignificant.

**TABLE VII**

**TABLE VII SHOWING CONTINGENCY OF POSITIVE AND NEGATIVE LEVELS OF ASPIRATION ON TOTAL N-ACHIEVEMENT SCORE**

<table>
<thead>
<tr>
<th></th>
<th>Positive G.D.</th>
<th>Negative G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>24</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>Low</td>
<td>25</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

\[
\text{Chi Square} = \frac{100(24 \times 22 - 29 \times 25)^2}{49 \times 51 \times 47 \times 53} = 0.623
\]
Of the 53 persons who scored high (ie. above mean) on n-Achievement, 24 persons have positive Level of Aspiration goal discrepancy scores and 29 have negative goal discrepancy. 47 persons in low n-Achievement of which 25 have positive goal discrepancy and 22 persons have negative goal discrepancy scores. The value of significance is Nil. \(0.623\)

### TABLE VIII

**TABLE VIII SHOWING CONTINGENCY OF REALISTIC AND UNREALISTIC LEVELS OF ASPIRATION ON TOTAL n-ACHIEVEMENT SCORE**

<table>
<thead>
<tr>
<th></th>
<th>Realistic G.D.</th>
<th>Unrealistic G.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>26</td>
<td>27</td>
<td>53</td>
</tr>
<tr>
<td>Low</td>
<td>22</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

\[
\text{Chi Square} = \frac{100(26 \times 25 - 27 \times 22)^2}{48 \times 52 \times 47 \times 53} = 0.050
\]
Among the high n-Achievers 26 persons have realistic goal discrepancy on Level of Aspiration and 27 are unrealistic in their goal setting behaviour. Among the low n-Achievers 22 persons have realistic goal setting behaviour while 25 are unrealistic in their goal setting behaviour. The Chi Square value being 0.050 here again is insignificant.

To summarise the results, we find no significance whatsoever in all the above given groups. This brings home to the reader that the Achievement motivation no way plays a responsible role in an individual's goal setting behaviour.
DISCUSSION

The present study was undertaken as mentioned earlier to know the effect of need for Achievement on goal setting behaviour. Keeping in mind that n-Achievement refers to an individual's strength and vigour of disposition to do his best and excel others, it was expected that variation in need for Achievement will be reflected in patterns of goal setting behaviour. Since a number of recent studies have pointed out (O'Connor 1960, Mahone 1960, Speilberger 1959, Atkinson 1957, McClelland 1950, Feather 1961 etc) that need for Achievement has two components i.e. Hope of Success and Fear of Failure and also a number of researches in the field of n-Achievement have recommended that these two components which represent Approach - Avoidance tendencies respectively, should not be lumped together in a simple side of n-Achievement; the aim of the present study was to bring out the significance of these two components for the goal setting behaviour.

As discussed in the first chapter, the level of Aspiration test furnishes an opportunity to study the effect of previous performance on an individual's expectation about his future attainment. It was also pointed
out that the extent and direction of discrepancy between expected and obtained attainment are the manifestations of an individual's reality - unreality orientation and his cautiousness versus risk taking tendencies respectively.

On the basis of a review of studies on n-Achievement, Hope of success - Fear of Failure and goal setting behaviour, it was expected that those who obtain high n-Achievement score would set their goal realistically. This would be reflected in goal discrepancy score less than three. (ref, mean). The expectation that subjects high in N-Achievement would set their goals realistically is based on the findings of previous studies which show that such people have a tendency to set their goal at a level which is definitely within their reach, i.e. people who are high in n-Achievement show a pattern of goal setting behaviour tendency reflecting successive approximation to the ultimate level which they wish to attain. On the contrary those who are not motivated to achieve show a pattern of goal setting tendency in which the relationship between one's own capabilities and level of excellence is usually ignored. As for the expected influence of Hope of Success and Fear of Failure on goal setting behaviour, it may be pointed out that Hope of Success was
expected to be related to positive goal discrepancy while Fear of Failure was expected to be related to either negative goal discrepancy or unrealistic goal discrepancy.

The findings of the present study are not in accordance with the expectation as afore mentioned since no significant relationships were observed between the goal setting behaviour and either of the motivational variations, namely Hope of Success and Fear of Failure or composite score of n-Achievement. Even conflict between the two components of the motive, namely Hope and Fear were not found to be related to goal setting behaviour.

Arriving at the results which are contrary to theoretically deduced expectations we have to offer some plausible explanations of the findings which may serve as points of departure for further studies. Before we venture upon that it will be expedient to mention at this juncture that a very recent study made on the same line, measuring the relationship between levels of aspiration and Achievement motivation, found no correlation between the two. The study also showed extremely low correlation between n-Ach. scores obtained on TAT and SCT ie. sentence completion Test by Mukerji. (Bhargava V.P 1972).
There can be three reasons for obtaining results contrary to theoretical expectations.

i) It may be so that the scores of n-Achievement obtained with the help of expression through projection in the stories are not genuine indicator of strength of the motive. Motives expressed in the theme of fantacies may be an expression of an individual's wish to get at what he wants, but it may or may not reflect as to how far he or she is willing to face difficulties that may come in his way and to take pains and bear sufferings that one has to, if that person wants to attain his goal. The situation which provides an opportunity to imagine what one likes, will definitely indicate what the individual will like to have without bearing the cost of desired outcome. The doubt that the projective measure of need for Achievement may not be a genuine measure of the motive is supported by the findings of studies which show that there is no high correlation between scores or projective and psychometric measures of need Achievement (Edward 1954, EPPS S.R. Hathway J, Mc Kinly 1940 (MMPI & TAT) McClelland 1950, Bhargava V.P. 1972).

ii) Another plausible explanation of lack of relationship between n-Ach and goal setting behaviour is that the
level of aspiration situation is not a situation of interpersonal competitions. If it is granted that to do better than others is one of the essential aspect of n-Ach, then it can very well be understood that there will be little arousal of the motive as there is no one who is to be excelled. It may be argued that goal setting situation furnished by L.A. coding test provides an opportunity to compete with one's own previous performance, yet the situation is such that there is no provision for social evaluation of improvement over previous performance. Thus the task which if performed well brings concrete reward or a sense of doing better than others, or at least an enhancement of esteem in the eyes of others will be a more effective source of arousal of n-Achievement than the one which little or none of positive consequences of achievement are available.

iii) The lack of expected relationship can also be explained in the light of studies which show that n-Achievement is a source of variation in performance in the case of those tasks where the probability of success and failure is equally balanced. Many findings report that difference in the performance of those who are high and those who are low with respect of n-Achievement is not evident when the task is easy ie, chances of success are very high or the
task is very difficult i.e., chances of success are very low. (Atkinson W.A., Reitman WR 1956, Feather 1965). These findings furnish a plausible explanation for the findings of the present study. In the present study the substitution task used in the LA coding test was too easy a task to arouse achievement motive.

The explanations of the findings offered above are only suggestive conjunctures which can be taken into consideration in further explorations of the significance of n-Achievement for the pattern of goal setting behaviour.
<table>
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<th>Author(s)</th>
<th>Year</th>
<th>Title (Primary)</th>
<th>Title (Secondary)</th>
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<tr>
<td>Ansari, G.A.</td>
<td>1976</td>
<td>Level of Aspiration as a Dimension of Personality</td>
<td>Manasayan, Delhi</td>
</tr>
<tr>
<td>Atkinson, J.W.</td>
<td>1957</td>
<td>Motivational determinants of risk taking behaviour</td>
<td>Psy. Rev. 64, 359 - 372</td>
</tr>
</tbody>
</table>


Byrne Donn., Clark, R.A., Teevan, R., Ricciuti, H.N.,


also in J. W. Atkinson, 1958.

Edward.,


Escalona, S.K.,


Feather, L.,


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APPENDIX

DESCRIPTION OF PICTURES USED IN THE PRESENT STUDY

PICTURE I
A girl is seen holding a test tube in her hand, writes down something. Flasks and funnels are also seen in front of her.

PICTURE II
Two men are seen at work on a machine. Some tools and instruments are also found with them.

PICTURE III
Two men in a workshop. One is at work while the other is seen telling him something.
PICTURE IV

A girl is seen sitting in a pensive mood with a bundle of books in front of her.

PICTURE V

An young girl is sitting in a park with an open book in her lap. An young couple is found walking in the background.