FEAR OF FAILURE IN RELATION TO ANXIETY AND LEVEL OF ASPIRATION AMONG UNIVERSITY STUDENTS

DISSERTATION
Submitted for the DEGREE of
M. Phil. in PSYCHOLOGY

BY
RAHAT ALI KHAN

Under the Supervision of
Dr. Afzal Kureshi
Reader

DEPARTMENT OF PSYCHOLOGY
ALIGARH MUSLIM UNIVERSITY,
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RAHAT ALI KHAN
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"If even fearful to do a thing — — whereof the execution did cry out against the non-performance, it was a fear which oft infects even the wisest".

- Shakespeare; The Winter's Tale
CHAPTER - I
INTRODUCTION

The present study aims at (a) discovering relationship among three personality variables, i.e., Fear of Failure, Anxiety and Level of aspiration that seem to be theoretically related among themselves and characterized by almost similar underlying dynamics, and (b) determining the influence of certain social differentials on Fear of Failure motivation.

Fear of failure as an established personality dimension does not have a very long history and can be identified in such clinical problems as anxiety, inferiority feeling, shame and guilt. However, the problem came into the focus of empirical researches in the studies of level of aspiration. The extent to which a person was satisfied with his performance was regarded as the main determinant of level of aspiration (Dembo, 1931), so also the feeling of success and failure were thought to have a bearing on the attainment and nonattainment of the level of aspiration (Hoppe, 1930). Further, differences between performance and aspiration level were believed to be linked with personality (Hausmann, 1933). It was perhaps this study that provided a methodology adopted by subsequent researchers on level of aspiration and an account of the goal setting behaviours.
of persons, now popularly known as "Fear of Failure". Fear of failure person was found to be cautious enough to set his level of aspiration very close to his performance and even lower (Gardner, 1940; Frank, 1935), while Gould (1939) in her study could not objectively conclude that fear of failure was related to goal-discrepancy score, but Sears (1941 and 1940) could prove that low and high discrepancy L.A. scores covaried with a fear of failure attitude. He argued that the negative-discrepancy persons were more self-conscious and were more afraid of losing their worth in the eyes of others. Thus, the FF concept as it exists now can be understood in an interpersonal context (Birney et al., 1969): A FF person is one who is concerned only with avoiding a situation where he may lose his value in the eyes of others.

Another important source of FF is to be found in the researches on need achievement by McClelland and his associates (1953), which stimulated many researchers and theoreticians. Need for achievement as a single motive system was picked up and developed by the researchers with a view to working out a personality theory, with motivation as its nucleus. Need for achievement as one important mainspring of action relevant to the present day competitive society was given due regard, and after McClelland a large number of studies poured in, and various dimensions of n-Ach came to the fore on which research
is in progress at present. Although, a passing reference was made to what is known as FF in the initial studies but as a dimension in its own right it had yet to be worked out. The suggestion that FF exists in n-achievement situation came about when some subjects were found to react to the arousal treatment with a sense of fear. The suggestion was picked up and the concept was developed by at least three groups of researchers represented by Atkinson (1957), Heckhausen (1963), and Birney and others (1969) who engaged in conceptualizing and operationalizing the motive to avoid failure. Atkinson and others (1957), after going through the literature on anxiety measures found the Test Anxiety Questionnaire (Mandler and Sarason, 1952) as the most appropriate measure of fear of failure. In doing so Atkinson was eager to combine n-Ach with test anxiety — so that the motive to approach success and the motive to avoid failure could be conceptualized simultaneously. Deviating from McClelland's definition, Atkinson advanced a model of behaviour in achievement situations.

The avoidance motive refers to "individuals capacity to experience pain in connection with certain kinds of negative consequences of acts and/or a capacity for experiencing shame and humiliation as a consequence of failure". His model for fear of failure becomes complete if the expectancy for failure and incentive (failure) are also included. The crux of Atkinson's
views on FF is that it is a disposition to inhibit one's achievement striving on penalty of pain. Thus avoidance motive makes one inhibited in achievement orientation to be saved of a possible failure. It follows from this model that the two motive dispositions, one of hope and the other of inhibition work in mutual opposition and produce opposite behaviours in individuals having this or that disposition. Thus the tendency to avoid failure is a multiplicative function of the motive to avoid failure, the probability of failure and the incentive value of failure.

Another parallel group of studies following a different theory of fear of failure is represented by Heckhausen (1963). He published the summary of a research program, extending over a long period, to study Hope of Success and Fear of Failure in achievement situations. His sample comprised German students, workers, children and soldiers. Employing the empirical method of item analysis he developed TAT codes for Hope of Success and Fear of failure. He urged that potential and actual motivation should be distinguished, the former employing what "motivation" generally connotes referring to a "normative state which determines, as does a frame of reference, how (in relation to the self) a given category of life situation has to be constituted to be satisfactory for a certain person". Whereas, "actual motivation (or an aroused motive) means an expectation
According to this theory Fear of Failure is a potential state of dissatisfaction which gets translated into reality when confronted with the events leading to it. This definition makes it explicit as to what an individual expects will be his future condition and therefore compares well with the Atkinson's notion of anxiety. As borne out from Heckhausen's research of failure surrounds the fear that one will not be able to compete with the standards of excellence appropriate to the task and question.

A more up-to-date theory which has taken due cognizance of the FF theory forwarded by Atkinson and Heckhausen and in a way has attempted to compensate for the limitations in these theories is that given by Birney and others (1969). This latter line of research has in fact been adopted in the present investigation. Birney et al., have not followed the Atkinson model in conceptualizing their theory. They have chosen a rather more parsimonious and less rigorous model involving lesser in theoretical contemplations and adopting a more empirical attitude. They have applied to FF the conception of the anticipatory goal reaction as a stimulus to action, meaning thereby that the Hullian viewpoint on learning theory is adopted, thus making it possible to study special classes of habits learned associatively. They also seem to follow Showrer (1939) and Miller
(1948) model of anxiety reduction which help speculations on the possible reinforcing value of various behaviours that might be fear-reducing in nature. Accordingly, motive as anticipatory changes in affect may be taken as definite class of habits if this view stands. Unlike Atkinson, Birney et al. have not confined the definition of incentive to attributes of the task itself which constitute to excluding the interplay of other situational conditions. Moreover, Atkinson's model did not appeal to this group of researchers, which treated incentive and probability as task-defined. Rather, searching out the aspects of achievement situation causing variation in the attributes of the incentive influencing the subject was desired at Birney and others. In view of their experience with subjects they found that fear of failure did not mean to the subjects fear of task failure, Instead, their fear meant failure in the eyes of others.

Replicating most of Atkinson's findings on choice and performance aspects of the FF person including his aspiration behaviour Birney, et al. explored achievement situations of different kinds such as social, cooperative and complex. This provided knowledge about the circumstances under which fear of failure can produce successful behaviour. Many suggestions cropped up as to what kinds of achievement situations will appear to be more fascinating to a FF oriented person.
The FF concept of Birney, et al. is situation-oriented, whereas, it is task oriented with Atkinson. Thus, for Jirney et al., FF should be expected in persons who show a liking for achievement situations that hold promise of permitting sufficient practice and development of skill and especially "If the task contains requirements for cooperation with coworkers with whom success and failure credit is shared, and who can act as a source of positive social evolution" Birney et al. (1969).

On the basis of the empirical evidence flowing from their own studies - Birney et al. have identified three possible consequences of nonattainment resulting into three parallel fears namely (a) devaluation of the self-estimate, (b) non-ego punishment, (c) social devaluation. In reaction to these three possible anticipations about the outcome of acts the individual may develop three corresponding defenses: (a) the defense against the loss in self-estimate, (b) the defense against punishment, (c) defense against a loss in social value. To say in a few words and in general terms what Birney, et al. understand by FF is that people differ in the degree to which they fear these three possible consequences of an achievement outcome, so that for some people the fear may be directed at the lowering of their self-estimate, for others it may concern with lowering of their worth in the eyes of others and still for others it may relate to the fear of the loss of reward that are associated with nonattainment.
Fear of failure, having been dealt with above, Anxiety and Level of aspiration are to be explained now.

Anxiety, our another concept seems to be intimately connected with fear of failure and perhaps its most vital ingredient means, and as conceived in this study, an emotional state characterized by a feeling of fear of a vague and generalized nature. In the different views on anxiety three primary emotional responses have been stressed i.e., pleasure, fear and anger (Horney, 1945). To some psychologists anxiety has been a motivational state rather than an emotional state. The motivational concept of anxiety has been popular enough among psychologists with diverse followings, so that both the psychoanalysts as well as experimental psychologists agree on this point.

The history of "anxiety" in psychological literature dates back to 1923 with Freudian expositions on the dynamics of behaviour. Freud conceives anxiety as an emotional state or condition in which there was a specific unpleasurable quality and some motor discharge of which the individual was well aware. Anxiety was treated by him as a signal to the organism of impending danger. For him anxiety was transitory and covaried in intensity proportionate to the seriousness of anticipated threat. It was not clear, however, whether Freud considered anxiety as a stimulus, a response or an abstraction. After Freud, a large number of theoretical conceptualizations of anxiety emerged out
of direct clinical applied settings. Few of them are worth-mentioning here. Sullivan (1953) defined anxiety as a perceived negative evaluation by significant others. Goldstein (1939) defined anxiety as a catastrophic reaction, Rogers (1951) as a threat to self concept and May (1950) as a threat to existence. However, Mandler (1972), reviewing the theories of anxiety, concluded that most of the theories were simply a modification of Freud's view on anxiety, and he suggested the term anxiety to be replaced by helplessness.

In the experimental perspective anxiety was conceptualized either as classically conditioned (e.g., Mowrer, 1939; Pavlov, 1927), or as a drive state which motivates the organism to further behaviour (e.g., Spence and Spence, 1966; Spence and Taylor, 1953; Dollard and Miller, 1950). In this approach different aspects of anxiety have been considered for example, its stimulus and response aspects in order to explain it. The value of certain stimulus anxiety arousing was assessed in certain studies where the subject was made to learn avoidance in situations which used to be previously neutral for him (Hayward, 1957; Miller, 1948a; Watson and Rayner, 1920). Drive content of anxiety and fear has been studied in a different category of researches (Dollard and Miller, 1950; Miller, 1948a). Anxiety has also been used as an energizing factor in a number of studies (Hull, 1943).
As distinct from the clinical and experimental approaches, another group of researches adopting a personality approach, beginning around 1960's, has been concerned with the identification and measurement of personality traits, the factor that possibly influence stress reaction, and specific anxiety states. It may be noted that this latter perspective has been responsible for the emergence of a general theoretical model of anxiety. Numerous studies may be reported under this head but principal among them appear to be that of Cattell, Lazarus and Spielberger. Cattell (1961) was the first to identify and measure two well-demarcated anxiety constructs, i.e., state anxiety and trait anxiety. He indicated and actually attempted to isolate these two factors by means of various factor analytic studies. In his researches extending from 1947 till 1973 Cattell was constantly intrigued to thoroughly analyze the phenomenon of anxiety. The 16 P.F. as described in his book (Cattell, 1973) was mainly aimed at measuring anxiety state and anxiety trait. As two distinct factors, state and trait, Cattell's deliberations have indeed been valuable for the measurement of anxiety.

Some psychologists concerned themselves, primarily to studying the concept of stress and cognitive processes, going beyond distinguishing state and trait (Lazarus, 1969, 67, 56). For Lazarus, stress is a psychological problem. He considered stress as a stimulus and as a response, the first referring to
a circumstance external to the person making extraordinary demands from him; and the second stressing the response characteristics rather than the condition producing stress - physiological stress, sociological stress and psychological stress. Of these the latter is perhaps synonymous with what is generally known as anxiety as a trait.

Lazarus and his associates believe (Lazarus and Averill, 1972; Lazarus et al., 1970) that stress is not one single thing but a collective term for an area of personality study. They chose the term "threat" as a means of describing a "psychological state that intervene between the antecedent conditions prompting cognitive appraisal, and the specific ways of coping (London and Exner, pp. 46)". This line of research is important in the study of anxiety for it provides an important theoretical position explaining the relationship between threat and anxiety.

Spielberger (1972b, 1972c, 1966) maintains that acquiring a comprehensive view of anxiety the relationship among the three anxiety concepts - anxiety as a state, anxiety as a complex process that involve stress and threat, and anxiety as a trait - need to be made clear. State anxiety is defined by Spielberger (1970, p.3) as "a transitory emotional state or condition of the human organism that is characterized by subjective consciously-perceived feelings of tension and apprehension, and heightened autonomic nervous system activity".
Trait anxiety on the other hand refers to stable individual differences in anxiety proneness and the tendency to perceive the world in a certain way.

Research on stress and anxiety has been focusing on the influence of different kinds of stressors on anxiety reactions. Such as the physical stressors and the psychological stressors, one involving the anticipation or confrontation with a situation, potentially harmful, dangerous, painful, and discomforting; and the other involving the anticipation of meeting with situations that may pose threat to self-esteem and involving fear of failure or degradation.

The distinction between these two types of stressors has been supported by a number of studies (Strahan, 1974; Mundler and others, 1962; Basowitz et al., 1955). Basowitz et al. (1955) distinguished two types of anxiety: shame anxiety and harm anxiety. Harm anxiety was a result of physical stressors and shame anxiety a response to psychological stressors involving threats of failure.

It may be recalled that fear of failure motivation as conceived by Birney et al., and as actually adopted in the present investigation bears much resemblance to the shame aspect of anxiety as given by Basowitz (1955).
Another personality dimension which the present study intends to investigate in relation to fear of failure is level of aspiration. While tracing the origins of fear of failure a passing reference was made to level of aspiration which is one of the main dimensions believed to have much resemblance to fear of failure and hence need elaboration in some length. Fear of failure and level of aspiration seems to reside into the same matrix of goal-setting behaviour and their inherent relationship is quite obvious, offering a justification for taking up these dimensions together, as the present investigation has intended at. Level of aspiration as conceived here is what Hoppe (1930) defined: "The totality of those constantly shifting, now indefinite and now precise expectations, goal-setting or demand in connection with future performance". Level of aspiration situation presupposes anticipation of success and failure in relation to level of past performance and seems to depend on the need to maintain the level of aspiration, the need to make it approximate to the level of future performance and the need to avoid failure. Frank (1935) finds that level of aspiration is the outcome of the conflict among the needs (a) to choose a high level of difficulty in order to achieve maximum success; (b) to choose a low level of difficulty in order to meet with as little failure as possible; and (c) to choose a moderate level of difficulty whose mastery still appears possible and
whose outcome one is most likely to predict exactly. In any L.A. situation the frame of reference of an individual is the evolution of his image in relation to his contact with groups, his perception of their experiences, his ideal self, his personal success or failure and his conception of what is possible. Thus, level of aspiration is determined by the group of which the person compared himself. Festinger (1942) informed his subjects that they were doing better than specified group and their aspirations were affected particularly by the subject being told that they were below their peers in performance. It may be evident, therefore, that the conception of fear of failure (Birney, et al., 1969), as adopted in this investigation, operates in the interpersonal context as is true of level of aspiration. The fundamental assumption in level of aspiration studies has been that the L.A. statements reflect the felt aspirational state and that attainment of the level described by the person produces success and nonattainment, failure. Hence it may be suggested that level of aspiration statements serve as strategies to avoid a loss in social value rather than a way to reduce fears of nonattainment, which do not reflect personal aspirational state but are indeed interpersonal behaviour.
The analysis of risk preference (Atkinson, 1957) is closely related to what Festinger (1942b) and Escalona (1940) have conceived of level of aspiration because the theoretical terms in these two models were also the probabilities and valences of success and failure. The setting of an aspired level of performance is therefore conceptually similar to a risk preference for a task in which selection is made among a number of alternatives differing in difficulty. It follows that level of aspiration paradigm can conveniently be accommodated within Atkinson's theoretical framework, providing a strong plea for viewing L.A. and FF as twin phenomena.

It may be recalled that the purpose of the present investigation consisted partly in exploring the impact of certain external variables viz., age, sex, religion and socioeconomic status of FF. The importance of these variables as sources of possible differences in any aspect of behaviour are obvious but in so far as fear of failure is concerned they seem to be a bit more relevant for these reasons: the tendency to react to situations may be a direct consequence of the nature and level of learning and maturation process, the kinds of roles and stereotypings associated with a particular group, the extent and intensity of hopes, fears, apprehensions, beliefs, convictions, self-perceptions, and perception of others about self; and the level of well being psychological as well as economic,
and the extent a loss is withstood and the gain valued etc. To say it plainly, fear of failure being an interpersonal phenomenon, and operating in a goal-setting situation is bound to be affected by such considerations as the religious faith, chronological age, sex and socioeconomic status of the participating person. Whether a grown up adult shows a greater avoidant response than an adolescent is a question, for example, that requires a reference to the interest, goals, responsibilities and involvement in achievement situations which members belonging to these group may have in different degrees and forms. Thus, there is a possibility that the difference between the emotional and physical maturity of the two age groups may likely be an effective source of variation in the strength and substance of their fear of failure.

As such, sex may not be a source of difference in fear of failure but perhaps the sex roles stereotyping, cultural conditioning, self concept, which are definitely not the same with males and the females in our society make this variable potent enough to anticipate, on fear of failure motivation, differences among the members of two groups.

The two religious groups, namely, Hindu and Muslim, proposed to be studied in the present investigation, are also likely not to be alike with respect to the situations giving rise to hopes and fears. As members of the majority and the
minority community, the Hindu and Muslim subjects respectively
do not appear to react similarly to the possibilities of failures
and nonattainments, and the ensuing psychological effects in the
forms of disappointments and dispair are manifested differently
in their behaviours. The attitudes, beliefs and values of the
members of the two religious faiths being at bay from each other
and so also their self perceptions - the feeling that as members
of one particular group they are at advantage or disadvantage,
the feeling that equality, freedom and justice are meant for a
particular group, a sense of being discriminated against, mutual
distrust, disillusionment in respect of equality of opportunity -
all seem to go with the variable of religion.

Socioeconomic status differences also promise differences
in fear of failure, for the interpersonal texture and structure
with the various socioeconomic strata is different and the
position, social as well as economic, of the subjects of different
socioeconomic status groups enjoy, predispose them to act and
react accordingly. The concern and involvement of subjects
hailing from relatively less privileged socioeconomic background
in a competitive situation, for example, will be determined
partly by the expected amount of cost to be incurred at the
possible failure. Likewise the privileged socioeconomic status
of a subject will determine the nature and amount of his hopes
and fears associated with a particular situation.
That the aforementioned four variables may be some of the important sources of variation in the amount of fear of failure may now be evident and so also the purpose of the present study.

The following chapter presents a review of studies on Fear of Failure and related dimensions to provide a context in which the present study can be viewed.
CHAPTER - II
REVIEW OF RELEVANT STUDIES

The tradition of research in fear of failure is not very old. As pointed out in the preceding chapter, the roots of fear of failure are to be found in the studies of level of aspiration, anxiety and related dimensions. Being a relatively new entry to the domain of empirical research, literature on FF is rather scarce. Nevertheless, whatever studies exist on FF, an exhaustive account of them is neither intended nor needed here. Rather, drawing to the most relevant studies on FF falling into certain broad categories in terms of their aims and objectives, this chapter is aimed at presenting an appraisal of studies having a direct or indirect bearing on FF research. Besides providing an acquaintance through these studies with the concept of FF, its relationship with other personality variables and certain external determinants is looked for.

For the purpose of the present chapter, a reference to only very relevant studies is made and the groups under which these studies fall are:

(a) Fear of failure as related to certain personality variables.
(b) Fear of failure as related to situation and task variables.

(c) Studies on FF relating to its methodology.

(d) External determinants of fear of failure.

Fear of failure as related to certain personality variables

Hamin (1977) hypothesized that a less stable self-concept, resulting from avoidant and defensive achievement related behaviour, would compare well with fear of failure. To 41 male college students self rating inventories were administered on two different occasions and their need achievement was measured by TAT. When verbal productivity on TAT and rigidity measured by the authoriterianism on the F scale were controlled, resultant achievement motivation was positively correlated with self-concept stability upholding the proposed hypothesis.

Patty and Safford (1977) intended to explore motive to avoid success, motive to avoid failure, state-trait anxiety and performance. The State-Trait Anxiety Inventory (Spielberger, et al., 1970), the Achievement Anxiety Test (Alpert and Haber, 1960), Digit Span Subscale of the WAIS (Wechler, 1955) were administered to 60 undergraduate females and 50 undergraduate males to investigate the effect of task difficulty and
ambivalent achievement motive on state anxiety and performance. State anxiety was found to have been affected by the interaction of task difficulty and ambivalent motives and so also the performance, but in the case of female, whereas, performance was not affected in the case of males although like the females their state anxiety also underwent change. The motive to avoid success was more relevant achievement motive of the females, whereas with the males it was the motive to avoid failure. Intercorrelations between the MAS, MAF, facilitating test anxiety, and trait anxiety resulted in significant correlations between MAF and facilitating test anxiety for both males and females, and between trait anxiety and both MAF and facilitating test anxiety for females.

Goal-setting behaviour and personality factors as determinants of level of aspiration were investigated by Yoshida (1971) who assumed that level of aspiration was a composit of many complex factors. 34 Male and 28 female high school students completed a Japanese version of the MAS scale and the Yatabe - Guilford Personality Inventory. The subjects took a digit-symbol substitution task or an addition test. Result suggested that the high anxiety group showed a higher goal discrepancy which resulted from this group's lack of self confidence, inability to show a positive attitude towards goals, escanism, and a tendency to avoid failure. Previous experience
of success and failure resulted in significant goal shifts for the factors of sociability and introversion-extroversion.

In a study by Cohen and Parker (1974), the hypothesis that fear of failure would be positively correlated with fear of death was tested. A group of 47 male undergraduates wrote stories against 4 TAT pictures and also filled in the Cohe1-Lester's Fear of Death Scale. On the basis of their scores, the subjects were divided into two groups of the high and low scores on these two measures. Chi-square analysis of the data showing no significant different between the groups confirmed the hypothesis that fear of death and fear of failure were related to each other.

Teevan and Fisher's (1974) study was about investigating Hostile Press and internal versus external standards of success and failure. A 12-item true-false questionnaire was administered to a group of 44 male undergraduates to determine whether their conception of success and failure was in terms of internal or external locus of control. The subjects were also given a measure of FF, the Hostile Press measure, utilizing TAT cards. The prediction that subjects with high hostile press scores would be higher on external locus of control than the subjects low on hostile press was found to be true. In two more replication studies in this series with 64 high school juniors and 50 college students similar results came about.
Stamps and Teevan (1974) studied the relationship between fear of failure and conformity in two situations after Asch's (1956) and Crutchfield's (1955) models. A group of 63 male college freshmen and sophomores wrote stories on Far pictures to measure fear of failure and the Crutchfield and Asch's standard procedures were used for measuring conformity behaviour. Stamps and Teevan presumed that there would be no difference between high and low HP subjects in Crutchfield situation, but that high HP subjects would show more conformity in an Asch situation. This should be true because in Asch situation the subjects sat in plain sight of one another; each subject seen what response was being given by whom and the experimenter was also in sight and did not seem to show any emotion at the responses of the confederates. The expectation that there would be no difference between high and low HP subjects in conformity in Crutchfield situation came true and also that high HP subjects conform more than low HP subjects in Asch situation.

In a study by Birney and Rolf (1965) it was further confirmed that HP scores implied dependency relationship. They predicted that high scorers on HP would have their work "underchose" in a situation where their performance was evaluated directly by others for group purposes and so would be threatening. Going by others judgement presumably the high
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HP scorers showed the least concern whether they failed in their eyes because they did not exercise their own choice in a social situation. Although, there is sufficient evidence that being right in its own right serves as a reinforcing factor. Yet it has been acknowledged that what is more important is proving right in the eyes of others. Contrasted with the internal frame of reference which the high n-Ach people use (McClelland, 1953), the frame of reference with high HP people is external whereas, the high n-Ach people compete with an internal standard of excellence and perceiving a need they tend to satisfy it; the HP people do not, rather they react because as far as they are concerned the distinction between intrinsic and extrinsic reward does not exist and all rewards have an extrinsic character.

The presumption that HP reflects a motivation to avoid evaluation, indicating that subjects high in HP will tend to avoid a competitive situation if it is in their control, have been put to test in a number of studies using the "Prisoner's Dilemma" (Birney and Stillings, 1967; Evans and Crumbaugh, 1966; Teevan and Stamps, 1966; Rapoport, 1962). Rapoport discovered that in an experimentally manipulated social situation some subjects did not adopt cooperative strategies of trusts for many trials even though their scores were coming down. The results of such kind of studies illustrate well the way in which
cognitive or the strategies available interact with motivational variables to affect behaviour. They also provide evidence for the interpretation of the HP score as a measure of fear of failure and adaptive behaviour as a concomitant of avoidance motivation.

Relationship among self-ideal congruency, adjustment and fear of failure motivation were explored by Smith and Teevan (1971). Fear of failure motivation was seen as related to reduced self satisfaction, adjustment level and achievement related self-acceptance. 40 Male and 50 female subjects wrote stories to be analysed in terms of the HP measure. They also filled in a Q-sort and a self rating inventory (SRI). Correlations indicated FF to be inversely related to both self-ideal congruency and adjustment. Self rating data also supported these findings. Achievement congruence was inversely related to fear of failure for males. It was also borne out from the results that though basically related to achievement motivation in the case of males the FF had a relationship with a generalized reduction in self acceptance.

In a study of fear of failure in group risk-taking Hartnell and Barber (1974) used the Choice Dilemma Questionnaire to 60 high school students under success oriented or failure oriented instructions and a control group of 30 college students performed under the usual success oriented instructions. Results
revealed that subjects in failure condition were significantly more risk taking in their decisions than the subjects in the success condition. This indicated that fear of failure in decisions involving risk resulted in high risk decision.

Teevan and Smith (1975) studied the relationship between FF and n-Ach on the one hand and a measure of aspirational level known as "Confirming-interval" on the other. It was presumed that aspirational statements could be better understood as representing a range of aspirations and the region between upper and lower boundaries was termed as "confirming interval". 46 Females and 44 males took a standardized measure of FF and a Scramble word measure of confirming-interval dimensions. Males showed predicted positive correlations between width of confirming interval and fear of failure motivation as also between fear of failure and the mean discrepancy between confirming-interval boundaries and performance scores. In case of females the case was reverse. It was concluded that the value of the concept of confirming-interval to level of aspiration in the study of failure avoidance motivation was quite relevant.

Cohen and Hauston (1975) tried to discover relationship between fear of failure and rigidity in problem solving using a sample of undergraduates. Fear of failure was measured by the usual TAT procedure and problem solving by means of what is known as Water Jar Problems as developed by Lucnin and found the two not to be related.
In a different study Cohen and Teevan (1975) explored the relationship between Philosophies of Human Nature and Hostile Press. It was presumed that high scorers on hostile press would perceive the world as a hostile place and therefore an unfavourable view of human nature, or would score low on Philosophies of Human Nature Test. On the whole the data upheld the presumption but there was an indication contrary to the established findings that hostile press compared favourably with conformity and dependence.

That people high on hostile press see the world as hostile threatening place was investigated in another study by Cohen and Teevan (1975). The hypothesis tested was that persons high on Hostile Press should show psychological reactions to their feeling about the world. A questionnaire meant to measure reaction-to-stress and Birney's Hostile Press measure were used and the nature of results predicted that there was positive relationship between the two measures.

Administering Birney's Hostile Press measure on a sample of 20 male undergraduates who scored either very high or very low on the measure, Cohen and Teevan (1974) intended to test truth of the hypothesis that persons with high fear of failure were more likely to capitalize an opportunity for their benefit and were better able to manage a favourable impression that was likely to give them greater social value and got the answer in affirmative.
Fear of failure has also been tried in studies of vocational and career choices and aspirations. Mahone (1960), for example, found that failure motivated subjects made more unrealistic career choices than success oriented subjects. The career choices were either below or above their ability to achieve. Burnstein (1963) investigated the extent to which desired careers were seriously aspired to. The failure-oriented persons showed withdrawal tendencies and were happy with simpler occupations if it saved them from the uncertainties and risks involved in a more demanding career. Using different methods, Lilling (1963), and Kim (1963) also reached to the same conclusions. Minor and Neel (1953) had supportive evidence to show that highly motivated persons throughout had a higher occupational level of aspiration.

Tseng and Carter (1970) determined the role of achievement motivation and fear of failure in vocational choice, vocational aspiration, and perception of vocational prestige. Using appropriate measures with 220 male high school students and analyzing the data by means of variances and multiple comparisons they found significant differences between the high n-Ach/low FF and low n-Ach/high FF groups. Subjects in whom the motive to approach success was greater than the motive to avoid failure had significantly more accurate perceptions of occupational prestige and higher occupational aspirations.
than subjects in whom the motive to avoid failure was greater than the motive to approach success.

Ducette and Wolk (1971) sought an answer to the question whether interaction over time between ability grouping and personality variables were interrelated? On a sample of 260 female high school students TAQ and Aebhrabian's Scale for measuring FF and n-Ach and some other relevant scales were administered. Subject in low ability groups showed a lower need for achievement, higher need to avoid failure and the higher average score of test anxiety than the subjects in the high ability group. The effect of ability grouping was found to interact with grade level for level of aspiration. As compared to the subjects in the upper ability group the lower ability group subjects experienced a reduction in level of aspiration over time.

A few studies of FF its antecedents and development can be cited. Harmans and others (1972) studied achievement motivation and fear of failure in a developmental context. A group of 40 subjects in the age group of 9/10 years with extreme scores on achievement measure, "Harmans Debilitating Anxiety Scale for Children" were selected and their interactions with their parents were observed at home while they performed four different tasks. Parents of high achievement motivated subjects used more non specific help and positive task-oriented
High n-Ach subjects more often refused help offered by the parents. Parents of high debilitating anxiety subjects showed fewer reaction and subjects expressed insecurity, produced more negative and fewer positive tension releases, and withheld more reinforcements - after solutions. Parents of high n-Ach/low debilitating anxiety subjects had relatively high expectation of subjects performance. Teacher ratings showed that high n-Ach subjects expressed more goal striving, personal responsibility and persistence. High debilitating anxiety subjects were more socially dependent particularly when intelligence was low.

Teevan and McGhee (1972) investigated the importance of certain child/parent interaction variables for the development of fear of failure, achievement motivation. A questionnaire on mastery and independence training was given to 41 mothers of high and low fear of failure male students who were selected by means of TAT scores. Results indicated that the mothers of high FF subjects accepted independance and achievement behaviour earlier than mothers of low FF subjects. Mothers of low FF subjects rewarded their son following satisfactory behaviour while in others of high FF subjects were neutral. Subjects whose mothers gave neutral responses following satisfactory behaviour and punished them for their unsatisfactory behaviour had higher FF motivation than subjects
whose mothers rewarded and were neutral, respectively.

The study of fear of failure with telic dominance was a partial objective of investigation by Margalroyd and others (1978). By telic dominance was meant the extent to which a person was serious minded, planned ahead and organized himself in the pursuit of goals and sought to avoid arousal. The persons who were regarded highly telic showed greater fear of failure and those low on telic dominance high hope of success. It was also suggested that highly telic dominance individual was more prone to feelings of anxiety than the one with low telic dominant score.

That human physiology was also relevant in so far as hope of success and fear of failure was concerned was brought out in a study by Mueller and Beiersmann (1969). 30 males with serum urate level of 7 mg/100 ml or higher were found to score significantly higher on hope of success and obtained lower value on fear of failure as indicated by Beckhansen's schemes of analyses.

FF as related to task and situational variables

Karabenick and Marshall (1974) assigned a substitution task to 279 female undergraduates who worked under three conditions - opposite a male, opposite a female, or no opponent- under achievement-oriented conditions. Subjects were informed
of their success, failure or similar performance vis-a-vis the other persons and then a second performance trial was given to the subjects. Fear of success was measured by a projective measure and fear of failure by Debilitating Anxiety Scale. Mean performance improvement was found to be related to individual differences in F3, FF and type of opponent. Low FF subjects were found to improve more after failure than after success while high FF subjects improved following success than failure.

Morris and Liebert (1973) investigated the effects of threat of failure and threat of shock on the state anxiety reactions of 175 male undergraduates differing in level of trait anxiety. Worry scores were found to go up only in the failure threat situation and emotionality scores were found to increase in the shock threat situation. State anxiety scores were higher for high A-trait subjects than for low A-trait subjects in all groups. The prediction of relationship between A-trait and worry scores was not supported.

Smith and others (1972) hypothesized that students with higher failure avoidance motivation than success orientation would involve more in unfair means in examination, would take greater risk of being apprehended and go with lesser preparation for examinations. 44 Male and 63 female undergraduates served as subjects. Result suggested the prediction for frequency of
cheating, degree of risk and preparation for examinations was true in the case of males only. Both males and females were found to be concerned with a loss of self-esteem as a result of being apprehended. A major situational determinant was competition for grades when an increase in the cheating frequency was observed in both boys and girls.

An investigation into the psychodynamic factors responsible for academic underachievement was carried out by Weiner (1971). These factors included hostility towards parents which was not directly expressed, concerns about rivalry with parent and siblings that led to marked fear of failure or of success and a preference for passive-aggressive modes of coping with different situations. The impact of these psychodynamic factors on the learning disability of the subjects was determined.

Scullz and Pomerantz (1974) investigated motive to succeed and probability of success and their application to achievement situations. With the help of two different measures of motive to succeed administered to 93 males IX class students they wanted to know their preference for motive to succeed and motive to avoid failure. Both the measures were multidimensional and were correlated with internal achievement responsibility for success and measures for academic achievement and they were significantly related with each other. Over-
estimation of the probability of success was found to be directly related to motive to succeed. Both the success and failure oriented subjects overestimated probability of success more on difficult tasks than on easy tasks.

Stamps (1973) investigated the effects of self reinforcement and group therapy interventional techniques in modifying fear of failure motivation and classroom behavior of 123 economically deprived children. The therapeutic technique was found to be effective to provide success and reward experience for these children. Subjects developed internal patterns of positive reinforcement, feeling of competency and self-esteem, increases in academic performance and decreases in fear of failure motivation.

Studies on FF relating to its methodology

A few representative studies relating to the methodological aspects of fear of failure may now be mentioned. Good and Good (1975) attempted to develop an objective measure of the motive to avoid failure, and the inventory developed contained 25 items that assessed fear of failure. A distinction was made between worry and emotionality as separate components of anxiety. The scale was tested on 191 undergraduates. The females were found to show a higher tendency of FF. Further, a relationship between fear of failure and perceived difficulty
of academic subjects was also confirmed for both males and females indicating that the scale had the construct validity.

Becker and others (1975) in order to test the validity of the idea that the Hostile Press Measure of fear of failure had to do with a fear of being failure in the eyes of others (as found by Birney et al. 1969) made a correlational analysis of the relationship between Hostile Press and the Fear Survey Schedule of the responses of 200 undergraduates. It was predicted that hostile press would correlate with those fears which had to do with failing in the eyes of others and not with any other kind of fears, thus lending support to the proposition of Birney and others.

A fairly recent study making an objective measurement of fear of success and fear of failure by means of factor analytic approach is that by Sadd and others (1973). This study was concerned primarily with answering the questions whether fear of success and fear of failure were operationally distinct; and whether all fear of success measure tapped single unidimensional construct? As many as eight fear of success and fear of failure scales were administered to 415 male and female subjects. Results showed that fear of success and fear of failure were highly related. Each scale was factor analysed and five highly stable orthogonal factors were obtained. One of these factor was fear of success another test anxiety
(or fear of failure), the third was related with attitude towards success in medical school, the fourth seemed to reflect neurotic insecurity and the last pertained to the value of success.

External determinants of fear of failure

Studies exploring the impact of such variables as age, sex, religion and socioeconomic status on Fear of Failure, Anxiety and Level of Aspiration, though may not appear to be related directly to our purpose provide some evidence to how FF covaries with these variables. Literature on FF however is silent on the role of religious denomination of a particular group in the determination of the amount and pattern of failure avoidant behaviour. Although, there may be a few studies concerning the influence of ethnic and cultural characteristics on FF. These being not so relevant to us may be excluded from reviewing.

Studies of age differences in FF are again almost non-existent in literature, though some studies have provided suggestive evidence of age being a discriminating factor in sample studied for related variables like anxiety and goal-setting (in which fear of failure was presumably implied).

In a sample of children Hill and Sarason (1968) found that the males and females showed differences in their anxiety relating
to academic achievement, the females showing a higher amount of failure avoidance than the males, and this difference increased in the same direction as they grew older.

Although no substantial evidence seems to be available on the relationship of FF with sex differences directly, some results of studies on expectancy of success, level of aspiration and anxiety about failure as summarised by Stein and Bailey (1973) provide information about sex differences in avoidant behaviour in aforementioned situations.

Crandall reported a series of studies on various age groups showing that females had lower expectancies of success than males even when their performance was superior. Similar were the results of the studies of Battle (1966), Monanelli and Hill (1969), Stein (1971), and Strickland (1971). Hill and Duseck (1969) reported a negative correlation between anxiety and expectancy suggesting that hope of success was adversely affected by increase in anxiety, or that failure avoidance covaried with anxiety.

An evidence as to the possible relationship of sex with FF comes from a study of level of aspiration (Crandall and Rabson, 1960). They reported that elementary school girls were more likely than boys to repeat a task on which they had previously succeeded than one. One on which they had failed, meaning thereby that the girls were more failure avoidant and
took lesser risk in achievement situations.

That females were more anxious about failure in academic situations than males and that the latter scored higher than males on questionnaire measures of test anxiety has been reported in several studies (Wallach and Kogan, 1965; Hill and Sarasohn, 1966, Feld and Lewis, 1969).

Stein and Bailey (1973) have convincing explanation for the females higher anxiety and lesser ego defensive behaviour. For them the cultural norm that permits females to express anxiety more readily and probably also made them experience it in first hand and develop a weaker defense against their expression of anxiety and acceptance of failure.

As for socioeconomic differences in fear of failure motivation not many studies are to be reported. However, one such study that we came across pertains to investigating the motive to approach success and motive to avoid failure in boys from different social groups (Holland, 1969). In a sample of 255 seventh and eight grade boys differences between social groups in achievement related motive were examined. Motive to avoid failure was measured by the Test Anxiety Scale for Children while the motive to approach success was measured by TAT. Analysis of regression revealed a clear relationship between social background and motive to avoid failure, higher social group being less failure motivated. Besides, some
clear trends were also explicit when the two motives were combined. Subjects with a high motive to approach success and a low motive to avoid failure made up an increase in proportion, and those with a low motive to approach success and a high motive to avoid failure made up a decrease in proportion, when going from lower to higher social group.
CHAPTER - III

METHOD AND PLAN

The study was planned keeping in view the proposed objectives which consisted mainly in finding out relationship between Fear of Failure and level of aspiration, and Fear of Failure and anxiety, as also in determining the strength of fear of failure motivation among subjects in relation to differences of age, sex, religion and socioeconomic status. To this end it was necessary (a) to work out an appropriate tool for measuring Fear of Failure ensuring its reliability and effectiveness for eliciting FF imagery; (b) to borrow appropriate tools for measuring anxiety and level of aspiration; (c) to draw a sample of subjects representing distinct groups in terms of the variables of the study; and (d) to select suitable statistical techniques for treating the data.

Test Material: Eight pictures depicting figures and situations like those of the thematic apperceptive test plates were worked out and used to elicit themes to be analysed for Fear of Failure. Two of these pictures were those used by McClelland and his associates (1953) and to be used later by Birney and others (1959) for the study of Fear of Failure. The other two of the
pictures used were drawn as per Birney et al's (1969) description of pictorial situations used in their study of fear of failure with a slight change in situations and faces to look Indian. Three pictures used were taken from AAPAS Motive Test (Kureshi, 1971). One picture that was used was selected from several others on the basis of its highest FF eliciting cues.

Indeed, these pictures were not selected tentatively. Rather, all these pictures along with six other pictures (in all fourteen pictures) were drawn with related situations after Birney et al. (1969). These were tested for their FF cues on small sample before administering them on the main sample and eight out of these pictures were found better in discriminating the subjects for the strength of FF cues. As a try-out these pictures were administered on a small group of 20 subjects. Analysis by two examiners of the two hundred and eighty stories written on fourteen pictures helped in selecting the eight pictures with stronger FF cues. The L-value giving the degree of agreement between the two independent scores was .38.

The eight pictures used for measuring FF motive in the present investigation (Cf. Appendix) with their source of origin are as under.

1. A boy and a girl standing beside a crystal gazer apparently eager to know about their future (from Kureshi: AAPAS Test, 1971).
2. Outside an office two persons sitting on a bench and a neon standing near the office door (Specially drawn for the purpose).

3. A lonely young boy sits in a chair in a depressed mood stretching his legs (from Kureshi: AAPAS Test, 1971).

4. An elderly man and a young boy, possibly father and son stand, probably pondering over some serious matter (Card 79A from Murray's Thematic Apperception Test).

5. A girl stands in front of a mirror in her room (Birney, et al., 1964).


7. A girl student with books sits in a park looking a bit tried (from Kureshi: AAPAS Test 1971).


The material consistency of the set of pictures was ensured by means of the split-half reliability method, the r-value being .793.

For measuring anxiety an Indian adaptation (Sinha, 1963) of Taylor's MAS (1953) was used. This Indian version incorporated some items from the IPAT (Cattell, 1957) and MAS (Taylor, 1953). Most of the statements were framed anew. The inventory comprised hundred items all of which were in positive
form where checking them as true was indicative of anxiety. Each item checked as "yes" was to be awarded the score of one. Thus every respondent would have as much score as many times he responded in affirmative.

For measuring level of aspiration the L.A. Coding Test (Ansari and Ansari, 1964) was used. This is a highly reliable test. The split-half reliability of the test is reported to be .93 for the goal discrepancy score. It had eleven, equally alike, sub-tests. On the top right of each sub-test, there was a key indicating figures and symbols standing for these figures. Each sub-test had 75 figures and the subject was asked to write a symbol, in appropriate space, in accordance with the key. These eleven sub-tests differed only in their arrangements of figures. On the left top of each sub-test a space was provided in which the subject was required to write the number of codes he expected to cover within specific time (in 45 sec.) and on the left bottom a space was provided in which the subject was asked to write the number of codes he covered within the specified time limit. (Mean goal-discrepancy score without algebraic sign was used in the study).

Sample: After having ascertained the suitability of tools to be used for the present study the next step was to select a representative sample of the university students on which the test could be administered. In view of the consideration
that use of a projective test which was a complex and time-consuming affair and besides this two more tests (L.A. Coding Test and Anxiety Test) were to be used a big sample could have been unmanageable. So it was put at a reasonably sized. With the help of matched pair technique of controlled selection, subjects were selected from a large population of students. It was contemplated that the number of subjects falling in each group formed according to the variables of the study, i.e. age, sex, religion and socioeconomic status were almost equal. A 2 x 2 x 2 x 2 factorial design was used. A sample of 123 students was drawn from the Aligarh Muslim University students population with an average age of 20 years, the range being 16 to 24 years. The older group ranged from 20 to 24 and younger from 16 to 19 years, each group having 64 subjects. Further it was so selected that half of these were male and another half female. The Aligarh Muslim University being a residential University the students came mostly from the upper and middle strata of Indian society. Therefore, the sample was equally represented by these strata. In determining the socioeconomic status of subjects the income of their parents and guardians and the profession of their parents and guardians were also given due weightage. The USIS group was represented by subjects whose parents and guardians were medical practitioners, advocates, university teachers, engineers, prosperous
businessmen, contractors, executives etc. Subjects treated under MSES belonged to semi professionals, teachers, petty shop-keepers and so on. While planning this study religion was also considered as an important source of variation. Therefore, half of the subjects represented in this study were followers of Hindu religion and other half followers of Islam.

The following figure shows the break-up of the sample of 128 subjects in sub-groups with the number of subjects in each stated.

Administration of the tests: Since it was quite time consuming and rather taxing to respond three tests on the part of the subjects, for convenience of the subjects it was decided to administer the tests in two separate sessions. In the first session the TAT was administered and L.A. Coding Test and Anxiety Tests were administered in another session arranged before hand through consultation with the subjects themselves. The tests were administered generally in a small group of three to five subjects at a time. The subjects who first responded to TAT were asked to fix time and date for the next session as per their convenience. Before starting the session for story writing, the subjects were given an oral talk, just to satisfy their curiosity, that they had to participate in a game of story writing to let us have a specimen of their imagination.
<table>
<thead>
<tr>
<th>Sample (129)</th>
<th>Hindu (64)</th>
<th>Muslim (64)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (32)</td>
<td>U. Age (16)</td>
<td>L. Age (16)</td>
</tr>
<tr>
<td>Female (32)</td>
<td>U. Age (16)</td>
<td>L. Age (16)</td>
</tr>
<tr>
<td></td>
<td>(8)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>(8)</td>
<td>(8)</td>
</tr>
<tr>
<td></td>
<td>(8)</td>
<td>(8)</td>
</tr>
</tbody>
</table>

Note: The image contains a table and a diagram that is not clearly legible due to the resolution and orientation of the image.
The subjects were given four to five minutes to write one story and each picture was shown to them for about thirty seconds. In this way eight pictures were presented one after another in a serial order. An additional picture was also used to produce warming-up effect. Standard instructions (Atkinson, 1953) were given them to have an idea of what was required of them as they wrote stories. These instructions emphasized the subject to be more imaginative. The instructions given to the subjects were as under.

(a) What is happening? Who are the persons?
(b) What has led up to the situation?
(c) What is being thought? What is wanted?
(d) What will happen? What will be done?

The subjects were told that they were required not just to answer these questions, rather these were meant to facilitate their thinking. Each question was not necessarily to be answered. Basically it was required to write a continuous and complete story. It was emphasized that there were no right or wrong stories so they could feel free and write whatever came to their mind. It was further impressed upon the subjects that mere description of pictures would be avoided and a dramatic, interesting story reflecting their understanding of people and human situations would be appreciated. In writing each story subjects were asked to keep in view the aforementioned four
questions. Stories thus written were likely to be complete with regard to plot, beginning and end with reference to feelings and emotions of characters, their relationships and so forth. About one hundred and fifty four subjects were approached in this way but some cases were dropped for either they failed to cooperate or their stories were not written in accordance with the given instructions. Also some of these subjects could not be approached for the next session. The sample finally retained had one hundred and twenty eight subjects, as stated earlier.

Data obtained in the form of imaginative stories were scored for Hostile Press by the investigator according to Birney, et al. system (1969). The Hostile Press scoring system is based on Murray's (1938) press concept. The stories are scored on the basis of whether the central figures in the stories strived to escape, adjust, or overcome retaliation or catastrophe threats. A brief summary of the same is given below.

A brief description of Hostile Press Scoring System

Hostile Press Imagery: Hostile Press imagery is scored when some one in the story is subject to: (a) reprimands for personal actions; (b) legal or judicial retaliation for action or alleged action; (c) deprivation of affiliative relationships; (d) hostile, vague environmental forces or physical conditions, violation of privacy, inducement to crime, destruction of beliefs, or any major assault of their well-being.

In addition to the above general imagery categories, the following specific cases are scored.
(1) The character is fired from a job.
(2) He is thrown out of school or flunks out of school.
(3) Failure (in an achievement situation) with strong affect.
(4) All suicides (with inferred G−).
(5) Pain with affect.

Subcategories, to be scored only if Hostile Press Imagery is scored.

Need Press Relief: Scored when some one in the story being affected by Hostile Press makes an overt statement of Need for relief, withdraw or escape.

Instrumental Reaction to Press: is scored when the figure under Press is moved to take eliminative action against the Press, to withdraw from it, or to adjust to it.

Affect Reaction to Press: scored when the figure under Press reacts with some statements of either positive or negative emotional feeling.

Goal Anticipation: scored when some one in the story being affected by Hostile Press expressed statements of relief or renewed or additional Press. Relief is scored + and renewed or additional Press is scored −.

Press Thema: Thema will be scored unless achievement imagery is present.

Statistical techniques Used: In view of purpose of this study to discover interrelationship among three personality variables i.e. fear of failure and anxiety; and fear of failure and level of aspiration; the raw data were subjected to the Pearson-Product-Moment correlation. And, for the assessment of differences in the strength of fear of failure between the groups of subjects formed on the basis of religion, sex, age, and socioeconomic status two tests of significance namely analysis of variance and the t-test were found suitable and applied to the raw data.
CHAPTER - IV

RESULTS AND DISCUSSION

The present chapter presents the statistical analysis of the data obtained for this investigation and interpretation and discussion thereof. As pointed out in the preceding chapter, in order to study the relationship between Fear of Failure and Anxiety; and Fear of Failure and Level of Aspiration - the Pearson Product Moment Correlation was used. Results of this analysis are shown in Table I. In Table II appear the results of analysis of variance and in Table III - VI appear the results of t-test. The abbreviations used in these tables - USES, MSBS and FF stand for Upper Socio-economic Status, Middle Socio-economic Status and Fear of Failure, respectively. Values with one and two asterisks indicate significance at .05% and .01% levels respectively.
Table I
Showing the results of intercorrelations between FF and Anxiety; and FF and Level of Aspiration.

<table>
<thead>
<tr>
<th></th>
<th>FF/Anxiety</th>
<th>FF/Level of Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>.293** (P &lt; .01)</td>
<td>-.18* (P &lt; .05)</td>
</tr>
</tbody>
</table>

As may be evident from the r-value (.293) obtained for the relationship between FF and Anxiety which is significant at .01 level that the two variables have a highly positive correlation. A significantly negative relationship exists between FF and Level of Aspiration as shown by the r-value -.18 which is significant at .05 level.
Table II

Showing results of the analysis of variance as applied on Ss data following 2x2x2x2 factorial design.

<table>
<thead>
<tr>
<th>Sources of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>341.25</td>
<td>1</td>
<td>341.25</td>
<td>9.99**</td>
</tr>
<tr>
<td>Sex</td>
<td>2.25</td>
<td>1</td>
<td>2.25</td>
<td>0.065</td>
</tr>
<tr>
<td>Age</td>
<td>150.94</td>
<td>1</td>
<td>150.94</td>
<td>4.42*</td>
</tr>
<tr>
<td>SES</td>
<td>453.75</td>
<td>1</td>
<td>453.75</td>
<td>13.29**</td>
</tr>
<tr>
<td>Religion x Sex</td>
<td>23.63</td>
<td>1</td>
<td>23.63</td>
<td>0.69</td>
</tr>
<tr>
<td>Religion x Age</td>
<td>13.13</td>
<td>1</td>
<td>13.13</td>
<td>0.39</td>
</tr>
<tr>
<td>Religion x SES</td>
<td>5.69</td>
<td>1</td>
<td>5.69</td>
<td>0.166</td>
</tr>
<tr>
<td>Sex x Age</td>
<td>14.44</td>
<td>1</td>
<td>14.44</td>
<td>0.422</td>
</tr>
<tr>
<td>Sex x SES</td>
<td>484.38</td>
<td>1</td>
<td>484.38</td>
<td>14.18**</td>
</tr>
<tr>
<td>Age x SES</td>
<td>142.38</td>
<td>1</td>
<td>142.38</td>
<td>4.17*</td>
</tr>
<tr>
<td>Religion x Sex x Age</td>
<td>233.82</td>
<td>1</td>
<td>233.82</td>
<td>6.54*</td>
</tr>
<tr>
<td>Religion x Sex x SES</td>
<td>36.65</td>
<td>1</td>
<td>36.65</td>
<td>1.07</td>
</tr>
<tr>
<td>Religion x Age x SES</td>
<td>27.19</td>
<td>1</td>
<td>27.19</td>
<td>0.796</td>
</tr>
<tr>
<td>Sex x Age x SES</td>
<td>233.82</td>
<td>1</td>
<td>233.82</td>
<td>6.94*</td>
</tr>
<tr>
<td>Religion x Sex x Age x SES</td>
<td>23.48</td>
<td>1</td>
<td>23.48</td>
<td>0.697</td>
</tr>
<tr>
<td>Within treatments</td>
<td>3824.13</td>
<td>112</td>
<td>34.14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6010.93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of the analysis of variance presented in Table II reveal the following: The value of the F-ratio for the main effect Religion is significant (F = 9.99, p < .01) indicating that the FF means for Hindu and Muslim Ss significantly differ. The mean values for Hindu Ss being 16.89 and for Muslim Ss being 20.15 showing that the strength of FF is greater among Muslim Ss than among their Hindu counterparts. This is corroborated by the value of the t-test (Table III).

The value of F-ratio for the main effect Sex is not significant (F = .065, p > .05) indicating that as for as FF is concerned boys and girls do not differ significantly from each other. A further confirmation to this effect comes from the value of the t-test (Table IV), which is also not significant.

The main effect Age is significant as indicated by the value of the F-ratio (F = 4.12, p < .05). The FF means for the older and younger Ss differ significantly, the older Ss showing stronger FF than younger Ss as evident from their means - 19.88 and 17.43 respectively. The value of the t-test (Table V) also supports the finding.

The main effect Socioeconomic status is also significant (F = 13.29, p < .01), as borne out from the analysis of variance, SES seems to be an effective source of variation in the amount of FF among the Upper and Middle SES groups. A higher mean
value of 20.40 among the Upper SES group as compared to that among Middle SES group 16.64 shows that the former group is more fearful of failure than the latter. This finding is further confirmed by the t-test (Table VI).

As may be evident from Table II the F-ratios for the following interactions are insignificant: Religion x Sex; Religion x Age; Religion x SES; Sex x Age; Religion x Sex x SES; Religion x Age x SES and Religion x Sex x Age x SES. And the F-ratio for the interactions Sex x SES; Age x SES; Religion x Sex x Age and Sex x Age x SES are significant.

Table III
Showing the results of the t-test as applied on the FF scores of Hindu and Muslim Ss.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>64</td>
<td>16.89</td>
<td>6.37</td>
<td>1.199</td>
<td>2.71**</td>
</tr>
<tr>
<td>Muslim</td>
<td>64</td>
<td>20.15</td>
<td>7.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-value: $t = 2.71$, $p < .01$ being significant indicates that Hindu and Muslim differ in their FF. The FF means for Hindu and Muslim Ss are 16.89 and 20.15, respectively, indicating that the strength of FF is greater among Muslim than their Hindu counterparts.
Table IV
Showing the results of the t-test as applied on the FF scores of Male and Female Ss.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>64</td>
<td>18.65</td>
<td>6.52</td>
<td></td>
<td>1.23</td>
</tr>
<tr>
<td>Female</td>
<td>64</td>
<td>18.39</td>
<td>7.32</td>
<td></td>
<td>.211    (N.S.)</td>
</tr>
</tbody>
</table>

The t-value being .211 is not significant, showing that the Male and Female Ss do not differ in their FF.

Table V
Showing the results of the t-test as applied on the FF scores of Older and Younger Ss.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older</td>
<td>64</td>
<td>19.88</td>
<td>7.56</td>
<td></td>
<td>1.23</td>
</tr>
<tr>
<td>Younger</td>
<td>64</td>
<td>17.43</td>
<td>6.18</td>
<td></td>
<td>1.99*</td>
</tr>
</tbody>
</table>

The t-value: t = 1.99, p < .05 being significant indicates that the two groups differ in their strength of FF. The FF means for Older and Younger Ss are 7.56 and 6.18, respectively, indicating that FF is higher among Older Ss than Younger Ss.
Table VI

Showing the results of the t-test as applied on the FF scores of USES and MSES Ss.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SED</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>USES</td>
<td>64</td>
<td>20.40</td>
<td>5.86</td>
<td>1.18</td>
<td>3.16**</td>
</tr>
<tr>
<td>MSES</td>
<td>64</td>
<td>16.64</td>
<td>7.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-value: $t = 3.16$, $p < .01$ being significant indicates that Ss belonging to the two social strata differ in their strength of FF. The FF means for USES and MSES Ss being 20.40 and 16.64 respectively it is well evident that strength of FF is greater among USES than MSES Ss.
A significantly positive relationship existing between Fear of Failure motivation and Anxiety, one of our main findings, may seem too obvious to warrant many explanations. Moreover, ample empirical evidence is available to this effect (cf. Chapter I and II). Admittedly, anxiety is an essential ingredient of a task situation holding out possibilities of success and failure and a natural corollary of expectancies relating to the nature of the consequences of acts. Fear of Failure, as it is an avoidance motive representing the individual's capacity to experience pain in connection with certain kinds of negative consequences of act (or a capacity for experiencing humiliation and shame associated with expectancy of failure) may conceivably be higher among individuals showing a greater amount of generalized anxiety, which is markedly unpleasant in character. One explanation for the positive relationship between FF and anxiety may be presented following Miller's proposition (1943) that since it is unpleasant to be anxious any behaviour promising reduction in this drive is reinforcing. Accordingly, a task situation giving rise to apprehensions about the possibility of accomplishing a task being largely unwelcome is avoided more by individuals who run a high generalized anxiety because avoidance seems to be the simplest alternative to reduce it.

Another supportive evidence for the close relationship between FF and anxiety can be inferred from Atkinson's observation
that higher FF is to be found among low n-Ach (a characteristic of high FF person) and high test-anxiety persons. Similarly, low n-Ach and high TAQ persons were believed to behave in a generally avoidant fashion, as found by Birney and others (1969). Likewise, high-anxiety persons appearing to be more self-deprecat ing were believed to be highly sensitive to anxiety arousing cues in situations that involved psychological threats to self-esteem, which has been considered to be the most vital attribute of FF persons (Spielberger, 1972b; Sarason, 1960).

Thus, expected as the relationship between FF and Anxiety appeared on the face of it, the aforementioned studies tend to offer further support to the finding.

Another finding of the study is that Level of Aspiration is inversely related to Fear of Failure indicating also that increase in FF covaries with decrease in LA. That is, high FF presupposes a subdued aspiration level and a tendency for behaving in a defensive manner. Therefore, a low-goal-setting. On the part of the individual is a more likely course which is possibly purported to avoid the possibility of being let down in the eyes of others on failing to come up to the claimed Level of attainment. There are studies both agreeing (Schroeder and Hunt, 1957; Yoshida, 1971) and disagreeing (Frank, 1938; Sears, 1940) with the result, while others suggesting an inconsistent pattern of relationship between the two variables (Rotter, 1954; Mahone, 1960).
Believing that the individual's level of aspiration affected his satisfaction with his performance (Dembo, 1931), it may be assumed that corresponding to their high PF score our subject's low LA score, while betraying their dissatisfaction with their performance, also indicated a cautious and depressed attitude in matters of self-evaluation in relation to a given goal. Further testimony upholding this result comes from Gould (1939) who found low goal discrepancy scores to occur in Ss dominated by fear of failure.

Compared to Hindu Ss the Muslim Ss stronger PF motivation, as found in the present study, may appear fairly understandable and expected if one has due cognizance of the psychological environment in which Muslims as members of a particular community live with their characteristic self-perceptions, attitudes, values and traditions amidst the physical environment with its socio-cultural and political-historical realities.

It may be a common observation that Muslims as members of a minority community are invariably a party to all major conflicts and discards with members of the majority community for which many explanations have been advanced from time to time, among them being the bitter fact of partition and its fall outs generating a mutual distrust among members of the two communities and the apathy of the minority community to all efforts toward national reconstruction. A negative psychology
that had developed among the Muslims in early Post-Independent period, though getting feeble, they have yet to reassure themselves of their positive role in the national life and make members of the majority community feel the truth if such a desire. Nevertheless, a general attitude of non-involvement and non-participation in competitive situations, on the part of the Muslims, may presumably be ascribed to their general negative reaction to the self and others' self-evaluation thereby suspecting their capability to compete with standards of excellence as well as their acceptability to members of the majority community.

Conditioned as they seem to have become to be indifferent and averse to situations of comparative assessment of their worth with members of the majority community, an attitude of resignation and keeping away from such situations is perhaps economical and defensive on their part. Because, probably the possibility of self-estimate loss and a loss in social value in the event of failing in competitive situation would not there arise. This seems to be the psychological strategy the Muslims adopt reflecting their defenses against self-devaluation and reduction in social value, the components of Fear of Failure motivation.

Only scarce empirical evidence is available to back the above finding as few studies have been concerned to determine the influence of religious or cultural differences in Fear of Failure. However, result of a study of Indian adolescents (Kureshi, 1975), conforms to the finding where Fear of Failure
as one component of n-Ach was reported to be appreciably higher among the Muslims than the Hindus.

Age has also turned out to be an effective source of variation in the strength of Fear of Failure, the older Ss showing a higher amount. One plausible explanation for this may be that as compared to younger Ss the older Ss being more mature, socially and emotionally, perceiving themselves as more serious, committed and responsible individuals, consonant with others' expectations of them to be so, pay a higher premium on maintaining their self-esteem and social-value, thus developing a stronger avoidant reaction to situations anticipated by them as potential threats to their self-estimate and social value. On the other hand, as a group, the younger Ss being rather a happy-go-lucky lot tend to behave in a less concerned and involved manner and probably take the possibility of success or failure in a light vein so that their reaction to anticipations of failure is not very strong. Presumably, as far as they are concerned, the price for failure they may pay in the form of self and social devaluation is not as high as it is to the older Ss who show a stronger avoidance to the failure-borne situations.

That FF is more likely a tendency among grown-ups than among younger one's was indicated in a study where males and females separately showed an increased amount of failure avoidance as they grew (Sarason, 1966), providing some strength to our finding.
The result that male and female Ss do not differ in their FF motivation, while being contrary to the earlier findings, (cf. Chapter II), also brings in the question whether FF has the same meaning to both sexes. As suggested often in respect of n-Ach of which FF is a necessary element, the conditions of arousal for n-Ach (and probably for FF) seem to be different for males and females — acceptance and popularity being more relevant to female achievement and leadership, intelligence and success to male achievement, referring respectively to self estimate and social value the fear of reduction or loss of which constitutes what is meant by Fear of Failure motivation (Birney et al. 1969). Thus, perhaps one way to explain this absence of difference in the amount of FF between the male and female Ss may be that of the two aspects of FF, reduction in self-estimate and social value, the former being avoided more by males and the latter by females, so that the quantum of avoidance expressed in each one's protocols is almost of the same order. Hence, presumably absence of difference between the two sexes in respect of FF.

That Ss hailing from the upper socioeconomic status show a stronger FF motivation than the MSES Ss is consonant with some earlier observations (Birney et al. 1969; Roald, 1969). Hypothesizing that Fear of Failure arises only after standards of task excellence are established against which self-evaluation or social evaluation may be made, Ss in different socioeconomic
strata, differing among themselves in respect of their development of these standards, and being guided by them differently, should naturally respond alike to the anticipations of failure.

A stronger FF motivation among the USES Ss, as compared to the MSES Ss may possibly be explained in terms of the former group's perceived status as distinct from the latter, not only in their being socially and economically better off but also in holding greater social responsibility and possibility of being more bitterly reprimanded by the society on having failed. Achievement situations that involve much self-interrogation and social responsibility, while seemingly more compatible with what is expected of the USES group would probably be avoided more by members of this group. And so they would be more sensitive to apprehend the possible threats to their self-estimate and social value, lest they fail to come up to the level of anticipated accomplishment. Situations in which Ss can recognize the likelihood of being evaluated tend to give rise to fear of failure and as social standards become more discriminating and refined, and as the hierarchy of rankings for excellence gets more complex, such fears may crop up more spontaneously. Thus, the USES group with greater amount of these attributes should express stronger fear of failure in whose case there are so many avenue open to judge themselves, or to be judged, and run the risk of devaluation.
On the other hand, where work situations involve lesser operations and where self-assigned social responsibility is too less to evoke social disapproval on having failed to fulfil it, as the case seems to be with the MSES Ss, a less strong FF among them is both likely and understandable.
SUMMARY

The purpose of the study was twofold: (1) to determine relationship between FF motivation and Anxiety, and between FF motivation and Level of Aspiration; (2) to determine the influence of Religion, Sex, Age and socioeconomic status variables on FF motivation. This called for developing a theoretical framework and methodological strategy which were achieved by means of identifying the roots of Fear of Failure in motivation research, appraising the various theoretical positions and bringing out conceptual analysis of the construct, arising at the connotation of FF as adopted in this study, acquainting with the data of earlier research on the accompaniments and determinants of FF motivation, deliberating on the appropriateness of the measuring device and the manner in which the plan chalked out for this study was to be executed (Chapter I, II and III). A set of eight TAT-like pictures specially designed for the study, Sinha's Anxiety scale, (An adaptation of Taylor's Manifest Anxiety Scale) and Ansari and Ansari's L.A. Coding Test, comprised the tools of the study which were administered in small groups drawn from a sample of 128 university students rigorously sampled to adequately represent the social variables. For purpose of administration Atkinson's standard procedure (1958) and for analysis
Birney et al's Hostile Press Scoring System (1969) were used.

The major findings of the study were:

- A significantly positive relationship existed between FF and Anxiety.

- FF motivation and Level of Aspiration were inversely related.

- The Muslim Ss showed a greater amount of FF than the Hindu Ss.

- Compared to the younger Ss, the older Ss were more failure avoidant.

- No significant difference existed in the FF of male and Female Ss.

- The USES Ss had a stronger FF motivation than their ISIS counterparts.

Relationship/absence of relationship between the personality variables were explained in terms of the common or distinct attributes of the variables, and presence/absence of difference in the strength of FF motivation were interpreted mainly in terms of the Ss' social roles, cultural conditioning, self perception and the psychological impact of the social, political and historical realities (Chapter IV).
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APPENDIX