CHAPTER VII
DISCUSSION
n Achievement and Anxiety

The present results of negative correlation between n Achievement and Test Anxiety are consistent with the results obtained by various investigators (Atkinson and Litwin, 1960; Bartlett and Smith, 1966; Litwin, 1960).

The negative relationship between n Achievement and Test Anxiety is understandable in the light of the viewpoint of McClelland, et al. (1953). McClelland, et al. argued that the hope of success and the fear of failure are the two types of achievement motivation. The persons whose achievement motivation is governed by hope of success, generally have experiences of competitive success in attaining a reasonable standard of excellence. The achievement motivation of such persons consists largely of association of certain previous experiences with positive affective changes. The other persons whose achievement motivation is governed by the fear of failure have experiences of punishment for failure and the feeling of failure persists in them for a long time. It follows from this that hope of success and fear of failure develop out of opposite experiences i.e., experiences of success and reward and failure and punishment. The n Achievement scores which indicate hope of success and Test Anxiety scores which indicate fear of failure should therefore be negatively correlated.
Similarly, in the theory of achievement motivation (Atkinson, 1957), hope of success or motive to achieve success, combined with the strength of expectancy of success and incentive value of success in a particular activity, and fear of failure or motive to avoid failure, combined with expectancy of failure and negative incentive value of failure, are regarded as two distinct independent dispositions. Regarding the effect of these tendencies on performance, Atkinson (1964, p. 246) states: "This inhibitory tendency, called the tendency to avoid failure, opposes and dampens the positive tendency to approach success which does excite actions that are expected to lead to the goal, success." It follows from this that, as characteristics and functioning of these two motives are opposite, they are negatively related.

Furthermore, Winterbottom (1958) found that training for early independent mastery of skills was associated with high achievement motivation. The findings of Feld (1960) and Bartlett and Smith (1966) showed that high Test Anxiety in adolescent boys was associated with relatively late maternal demands for independence, while low test anxiety was associated with relatively early independence training. The findings of all these three studies indicate that the kind of learning experiences which contribute to the development of a positive motive to achieve are incompatible with the kind of experiences which contribute to the development of an avoidant motive. In the light of these research findings, negative relationship between these two variables is expected.
The insignificant value of correlation between achievement and test anxiety in the present study is understandable in terms of McClelland, et al. (1953) discussion of the development of hope of success and fear of failure. These two motives, as stated by McClelland and his associates, develop out of experiences of success and reward and failure and punishment. But this does not mean that one person who had experiences of success in a competitive situation does not have the experiences of failure. The person may have had both types of experiences in different situations but the incidence of success may have been higher and this may determine his general disposition of hope of success in achievement situations. The reverse may be true for persons having the fear of failure motivation. This state of affairs would induce insignificant correlation between achievement and test anxiety scores which are used as measures of hope of success and fear of failure respectively.

Likewise, Atkinson and Litwin (1960) in their study used achievement as a measure of hope of success and test anxiety as a measure of fear of failure. Atkinson and Litwin, on the basis of the common findings of test anxiety and achievement (McClelland, et al., 1953; French, 1958; Mandler and Sarason, 1952; Sarason and Mandler, 1952) have stated that one might assume that achievement and test anxiety are simply opposite ends of a single motivational continuum. But with
regard to the position taken by them about these two motives in their study, they state: "The position taken here, however, is that the measure of achievement obtained from thematic apperception... and the measure of test anxiety obtained from the self-knowledge scale developed by Mandler and Sarason are not measures of the same variable. Rather, it is assumed that these particular measures of achievement indicate the strength of a motive to approach success, while Mandler-Sarason test anxiety scores indicate the strength of a motive to avoid failure." Looking on these two motives as different and independent aspects of achievement it is but natural that they should be uncorrelated.

The insignificant relationship between achievement and test anxiety extends Sarason, et al. (1960) theory of test anxiety. In their discussion on the relationship between test anxiety and achievement, Sarason and his associates state:

"Although the test anxious child has strong doubts about his abilities and anxiously anticipates the vague but negative consequences of failure, at the same time he has a strong need to achieve the goal which others set for him or which he has set for himself" (Sarason, et al., 1960, p. 23). They further say that this statement does not imply that the low anxious subjects have less achievement as compared to the high test anxious. Rather the low test anxious subjects may have equally strong need to achieve. The relationship between achievement and test anxiety, according to Sarason and his co-workers, is
complex and no clear cut hypothesis seems to emerge. It appears highly likely (though no final word can be said at this stage) that the two variables may not, in fact, be related at all.

One point which demands explanation here arises out of McClelland's concept of n Achievement which seems to be different from Sarason's. Sarason argues that, as high anxious children have a wish to please or to conform to the standards of parents or surrogates, their n Achievement is likely to be high. In his view, thus, a factor which leads to high n Achievement is the need or the wish of the test anxious child to please or to conform to the standards of the parents or surrogates. Furthermore in discussion of the characteristics of achievement motivation, McClelland et al. (1958, p. 73) state: "What then becomes crucial in scoring stories for achievement motivation is detecting affect in connection with evaluation. A boy may have an achievement frame of reference, perhaps because of stress on achievement by his parents..., but unless there is some sign of affect over performance we cannot be sure that he is personally involved, that he sees his own performance in terms of these standards...."

McClelland's theory of the development of the achievement motive holds that the person high in n Achievement has internalized the standards of excellence with which he is competing. From this theory it seems to follow that subjects with high n Achievement scores, should be less affected by social influence in the conformity situation. The person characterized by high n Achievement, according to McClelland, seems to be the first of the
two types of strivers mentioned by DeCharms, Morrison, Reitman, and McClelland (1955). According to DeCharms, et al., two types of strivers can be distinguished—one interested in competence and the other in avoiding disapproval. The former have highly generalized, deeply felt motivation for competence whereas the latter are more desirous of adult approval than of mastery. It follows from this that McClelland has restricted himself to the first type of strivers whereas Sarason has not.

On the basis of the results of their study, Cooper and Howell (1961) have stated that hope of success and fear of failure are two different, but perhaps parallel, continua. According to them, hope of success (growth oriented) and fear of failure (neurotic in nature) cannot be regarded as opposite positions on the same undimensional continuum. Rather, each motive is potentially 'neurotic' or 'growth oriented', depending on its intensity. Bartlett and Smith (1966) argue that it is possible to conceive of parents who hold high standards for the child and reward his success but who also punish his failures and encourage dependent behaviour. In the light of this argument it seems very probable that achievement and Test Anxiety scores are uncorrelated rather than strongly negatively correlated.

Achievement and Intelligence

The results of the present study indicate that there is a positive insignificant relationship between achievement and intelligence.
The present finding is similar to the findings obtained by McClelland, et al. (1953), French (1955a), Mahone (1960), Hayashi, Okamoto, and Habu (1962), Smith (1964), Mingione (1966), and Bartlett and Smith (1966). Significant positive correlation between n Achievement and intelligence was reported by French and Thomas (1953), Robinson (1964), and Bruckman (1966), Meyer, et al. (in Heckhausen, 1967). Of these investigations the samples of the studies by French and Thomas, Robinson and Meyer, et al. were restricted to the subjects with scores from the upper end of the distribution of intelligence. The possibility of finding a closer connection between motivation and intelligence, when the sample is restricted to the upper end of the distribution of intelligence, is pointed out by McClelland, Baldwin, Bronfenbrenner, and Strodbeck (1953). It has been reported by them that there is an upper limit in the distribution of intelligence from which point onwards accomplishments, including intellectual performance, depend on difference in motivation. There is also a lower limit in the distribution of intelligence scores below which point motivation is unrelated to the performance, or in other words is irrelevant. But this does not seem to be the case with the study of Bruckman. She obtained a highly significant correlation between n Achievement and intelligence, when all students from the 3rd and 4th forms were taken. According to Bruckman, positive significant correlation between n Achievement and intelligence is explainable
in terms of Himmelweit’s (in Bruckman, 1966) exposition of the conative aspect of intelligence. This points to the possibility of intelligence indirectly exerting a causal influence upon the child’s motivation to achieve. Himmelweit suggests that, as the brighter child is able to handle the situation more successfully as compared to his less intelligent counterpart, this promotes his further explorations and his need to engage in achievement-related activities. Bruckman further states that there seems to be a circular relationship between these two variables. Superior intelligence seems to contribute to the development of high level of achievement. Actually superior intelligence helps the child in succeeding in his efforts. Furthermore, as success is probably encouraged and rewarded, it increases the achievement motivation in its turn. Motivation may also serve to increase the child’s measured intelligence, as it impels the child to do well in all achievement-related situations (including intelligence test performances).

However, the findings obtained in the present study can be interpreted in terms of Atkinson’s statement concerning the situations and goals through which achievement motivation is expressed. Atkinson (1958, p. 500) states: “Achievement-oriented situations and goals are not defined by the achievement motive; it may provide the impetus to excel, but it does not delineate the areas in which such excellence should or may take place.” It, therefore, follows from this that situations and goals
through which achievement motivation of a person should get expression are determined by all aspects of the person's personality and not by his achievement motivation alone. Thus those who are inept in competing with a standard of excellence in intellectual activities, may select activities for which they are richly endowed. Concern of these persons with an endeavour for a standard of excellence is similar to those of intelligent persons, the only difference is that of goals selected. The selection of different goals by different persons for the expression of achievement is also pointed out by McDonald (1959). He states that many boys and girls may have the same need to achieve but not all of them seek the same goals to satisfy it. One child seeks to satisfy his need by winning praise of his teachers while another child by becoming an outstanding athlete. This shows that the same need can be satisfied by adopting different goals.

Goals are selected by different persons on the basis of their self-knowledge and the feeling that they are best suited for them. Self-knowledge is gained through social interaction. In the formative years a child is compared in different respects by his parents with other children of his age-group. Many a time he is compared for his effectiveness and achievements and many times for his low efficiency and lesser competence. As a result of such evaluations, he forms an opinion about himself and thinks where he stands in comparison with his fellow beings. When he finds himself less successful in activities
which involve intelligence, he may start striving for a standard of excellence in other activities for which he has been assessed as superior to others. It is also possible that those persons who are of average intelligence get involved in very simple tasks. For example, achievement motivation of some one might get expression and satisfaction through his being the best mason among his peers. The possibility of low objective standards in terms of which a person evaluates his performance is reported by McClelland and his associates. To quote them (McClelland, et al., 1953, p. 80): "Whether the performance be grooming, playing football, landing a job, or herding sheep, it can give evidence of an achievement motive if there is affect or involvement connected with evaluation of it (doing it well, and so on)."

From the foregoing discussion it seems possible that the person, who does not have high intelligence, can have high n Achievement, but it does not mean that intelligence and n Achievement are not related. As Heckhausen (1967, p. 128) states: "It would be premature to conclude, however, in the absence of theoretical treatment, that the two variables are functionally unrelated. . . ."

It cannot be denied that intelligence is a prerequisite for the development of n Achievement. Some degree of native ability is required in the subject so that n Achievement can develop in him. The interaction between intelligence and motivation has been obtained in studies reported earlier
Heckhausen opines that the relationship between n Achievement and intelligence will be further clarified if the subjects are homogeneous with respect to social class. According to him, homogeneous social class combined with homogeneous intelligence is important for another theory of connection between intelligence and motivation.

n Achievement and Sex

The present findings indicate that girls have significantly higher n Achievement as compared to boys.

The results obtained by Veroff (in McClelland et al., 1953) showed that, under both neutral and achievement-oriented conditions, the mean n Achievement score (on 3 male pictures) for high school girls was higher than that for boys. The difference between the means of the two sexes was statistically significant under the neutral conditions and it was not significant under the achievement-oriented conditions. In the study by Veroff and in another study by Veroff, Wilcox, and Atkinson (1953), the female subjects did not show the expected increase in n Achievement scores as a result of achievement-oriented instructions. Women not showing an increase in n Achievement scores as a result of achievement-oriented instructions might be indicative of the fact that 'the scoring method was not valid when applied to women' (McClelland et al., 1953, p. 173). Nevertheless, the n Achievement scores of women are related to performance in the same manner in which scores of male subjects are.
The results of various studies have shown that there is no significant difference between the n Achievement scores of boys and girls (Bruckman, 1966; Mingione, 1968; Shell, 1967). Diverse findings regarding differences in the n Achievement scores of boys and girls have been obtained in India. Desai (1970) found that the male subjects had higher mean n Achievement score as compared to the mean n Achievement score of the female subjects. However, the difference between the mean n Achievement scores of the two sexes was not statistically significant. Sinha (1967) found that male subjects had higher mean n Achievement score as compared to female subjects, but the difference between the means of two was not statistically significant. He stated that, probably because of restricted and selective sample, the difference between the means of the two did not approach significance. In a study by Gupta (1970), girls were found to be having higher n Achievement score than their male counterparts. The difference between the mean n Achievement scores of the two sexes was significant at the .01 level. Similar to Gupta's findings, unpublished results of Gokalnathan\(^1\) indicate that girls have significantly higher (p < .05) n Achievement as compared to boys.

The present results on sex differences in n Achievement scores are consistent with those of Gupta (1970) and Gokalnathan which indicated that girls had higher n Achievement scores as compared to those of boys.

\(^1\)Personal Communication
The results obtained in the investigations, in which differences in achievement motivation of boys and girls are studied, are understandable in the light of social change which is taking place at a rapid speed in almost every country. From time immemorial there have been different role concepts for the two sexes in most societies. Men were mainly meant for extramural and women for intramural activities. But, as a consequence of the rapid social change within the last 50 years and more within the last 20-25 years, the disparity between the role concepts of males and females is decreasing. Women are playing greater and more effective part in various spheres of human activities today than they ever played before. The provision of equal opportunities to women has increased their concern with competition with men and this is indicated by the findings of studies in which boys and girls are found to be equally achievement-oriented or girls are seen to be having higher n Achievement as compared to the boys (Bruckman, 1966; Mingione, 1968; Shell, 1967; Gupta, 1970).

The results of the present study can possibly be explained in the light of social change which is taking place in India even at a greater speed (India being an underdeveloped country) than many other countries of the world. Previously girls were expected to perform household chores and were not encouraged to participate in outdoor activities. But now, when ample opportunities are being provided to girls to come out of the four walls of the house and compete with boys, their concern
with performing well is so high that they obtain a higher score in n Achievement than their male counterparts in this respect. It is likely that to avail themselves of the opportunities now being thrown open to them, they strive harder to achieve the goals which had previously been denied to them.

Furthermore, girls' concern with pursuing careers may be an additional reason for their scoring high on the n Achievement measure. There is a growing urge among girls to be as independent and self-sufficient as possible. In the stories written by girls they are found to be earnestly striving for a high standard of excellence in occupations e.g. in picture C.4 (Boy learning 'tabla' from a teacher), most girls have stated that the student wants to learn 'tabla' very well so that he may become a good 'tabla' master. Similarly, in R.2 (Boy painting) they have stated that the boy wants to become a good painter so that he may be recognized as a great artist. This evidence reveals that girls are interested in careers and they want to win due recognition in different fields.

In the past times, girls, in this country, were usually considered inferior to boys. This might have led to the development of an inferiority complex. Probably to compensate for this complex, now when facilities for competing with the menfolk are being provided, they are trying harder to display their worth and talent while competing with boys. Rather they are excelling
boys in some domains. They may be unconsciously trying to convince men that superiority of the so-called strong muscle, acknowledged for so long, is only a myth.

In a study by Bruckman (1966) significant superiority in n Achievement scores of older (Median age 11 to 11½ years) over younger children (median age 10 to 10½) was observed. This finding was taken to suggest a higher level of motivation in the older, more mature children. The findings obtained by Winterbottom (1958) indicated that mothers of children with high n Achievement expected of them independence, maturity, and accomplishments at early ages. It is an accepted fact that girls mature earlier than boys in all aspects of their psychological and physical development. There seems, therefore, a strong possibility that this advantage of earlier maturity has resulted in the girls' obtaining higher mean n Achievement score than the boys.

n Achievement and Social Class

The results of the present study indicate that there is a positive significant correlation between n Achievement and social class.

Studies of Douyon (1958), Rosen (1956), Douyon and Adelson (1958) indicated that there is a positive relationship between social class membership and n Achievement scores. Middle-class subjects are found to be more highly motivated than their working-class counterparts. In a majority of the studies conducted in U.S.A., the comparison between
middle and working classes has been made. The most likely reason for this is that these two groups make a preponderance of the American population. In India, usually three conventional classes of society viz., high, middle, and low, are compared with respect to achievement motivation. In the present study, the positive significant correlation between n Achievement and social class indicates that the higher the social class of the subject the higher is his level of n Achievement.

The results of analysis of variance (one-way) indicate that the effect of social class on n Achievement is significant ($F=5.57$, df=2,426, $p<.01$). The difference between the mean n Achievement score of middle and low classes is significant at the .05 level whereas it is significant at the .01 level for high and low class subjects. The middle and high class subjects do not differ significantly in their n Achievement levels ($t=1.62$, n.s.). When high and low social class groups are formed on the basis of median-split, there appears no difference in the mean n Achievement scores of these two groups. Mehta (1967) did not get significant differences between the mean n Achievement scores of high, middle, and low class subjects. No significant difference between the n Achievement scores of middle and low class subjects was obtained in a study by Malatesha (1968). However, Srivastava and Tiwari (1967) found that the middle-class subjects had higher n Achievement as compared to the subjects of high and low social classes.
Bruckman (1966) obtained positive significant correlations between n. Achievement and social class scores for boys and girls (taking only the middle and the low classes) but the values of correlations became insignificant for both the sexes, when intelligence was controlled.

The possible explanation for the relationship obtained in the present study, between the n. Achievement and social class scores may be that the child-rearing practices of families of the three social class groups are different. The child-rearing modes of parents of subjects with high and low n. Achievement have been studied in a number of investigations. The results obtained by McClelland and Friedman (1952) and McClelland et al. (1965) revealed that the parents of the children who had high n. Achievement expected independence e.g. mastery in various skills and tasks at an earlier age as compared to the parents whose children had low n. Achievement.

In a study by Winterbottom (1958) mother's behaviour about independence training, reward, and punishments for respective fulfilled and unfulfilled demands and mother's evaluations of the son's accomplishments were studied. She found that mothers of the high n. Achievement boys made demands for independence training earlier than mothers of the low n. Achievement boys. The mothers of the boys with high n. Achievement evaluated the children's accomplishments higher and as more rewarding than the mothers of boys with low n. Achievement.

Rosen (1959) found that the child-rearing practices mentioned
by Winterbottom as related to high n Achievement are characteristic only of the middle class. In a cross-sectional study at the Fels Institute, Crandall and his associates (1960b) found that the achievement behaviour of Kindergarten children (middle class populations) correlates with the degree of positive reinforcement which they receive from their mothers for their achievements, efforts and striving for recognition. Strodtbeck (1958) concluded from his study of differences in achievements and incentives between boys of Italian and Jewish extraction, that the higher motivation of the Jewish youth could be explained by family power structure, cultural tradition and parental attitudes. In a study by Rosen and D'Andrall (1959), parents' behaviour was observed at the time the subjects (boys) performed a series of tasks. It was seen that parents of the boys with high n Achievement set for their sons higher standard of excellence than did the parents of subjects with low n Achievement.

In the light of the results of above stated studies, it seems very likely that the present results have been obtained because of the fact that achievement-oriented values are more characteristic of the high and middle class families than those of low class. So far no attempt has been made to study the child-rearing practices of families of high, middle, and low social classes in India. Therefore, studies on child-rearing methods of families of different social
class groups seem necessary. It is hoped that information provided by these studies will provide basis for interpreting the inconclusive findings in this sphere.

When three components of social class - education, income, and occupation were taken separately and the analysis of variance was carried out, the results indicated that only the effect of education on n achievement was significant \( (F=2.20, \text{df}=6,422, p < .05) \). This finding is similar to the finding of McClelland, et al. (1965), and Kagan and Moss (1962) which indicate that the education of fathers affects the n Achievement level of children. t test for difference between the mean n Achievement scores of subjects whose fathers belonged to high, middle, and low categories on education indicated that the difference between high and low groups was significant at the .01 level. The difference was significant at the .05 level for middle and low groups. The possible explanation for the present finding is that, as fathers of high and middle class subjects are highly educated, they are likely to be more alive to the need of the education of their children. The parents of high and middle class subjects may generally require children to surpass others and display adequate excellence. Moreover, to get good education and consequently good occupation and income requires hard work on the part of the person. Fathers of the subjects who come from high and middle social classes are presumed to have put in hard labour to get good education and thereby superior social
privileges and status. Families with such a background of hard work are more likely to impart training to their children in self-reliance, hard work, and self-sufficiency. These families are expected to inspire their children to look to the future, when they will do well and surpass their fathers' occupational and social levels. In explaining how education of parents can affect n Achievement level in children, Heckhausen has stated that the effect of parents' education on n Achievement levels in the subjects is very likely due to the fact that parents' education is exhibited in day to day achievements related to activities in socio-cultural contexts, from which the child imbibes and develops his values, attitudes, and beliefs. It seems that education as an index of social class may indeed be more important as a determiner of n achievement in children than the other two indices. Also, as the statement by Heckhausen shows, the effect of parents' education on n Achievement may be in part independent of their child-rearing practices.

The other possible reason for higher n Achievement in the subjects of high and middle social classes as compared to those of low social class may be that parents of high and middle social class subjects have more leisure to spend with their children. This brings the parents and the children nearer and parents develop better understanding of their offspring. They know about the interests, curiosities, and capabilities of their children and, being financially well-off,
they provide them with facilities to develop their talents. The provision of such facilities is likely to be helpful to the subjects of this class in the development of high n Achievement. On the other hand, parents of subjects of low social class neither have time to spend with their children (being more occupied with raising family income) nor the money to provide their offspring with facilities for development of their interests and talents. Thus, it seems very likely that subjects of high and middle social class are more highly motivated than their working class counterparts.

Higher level of n Achievement (though statistically insignificant in the high school subjects) than middle class subjects in the present study indicates that, regardless of competitive performance required from middle class subjects (as was hypothesized), child-rearing practices of high social class families or their higher level of education or their being in position to provide facilities to children to develop their talents may be helping in the development of high n Achievement in the children of this class. This interpretation, however, is tentative. Only thorough studies of child-rearing practices of families of three groups of social class, as has been already said, can throw further light on these conclusions.

n Achievement and Vocational Aspirations

The findings of the present study indicate that
n Achievement and Test Anxiety, singly as well as taken together, did not reliably discriminate between the realistic and unrealistic groups. However, on the basis of the degree of discrepancy from realistic category, when unrealistic group was divided into two - moderately discrepant and highly discrepant groups - n Achievement and Test Anxiety, independently as well as jointly, could differentiate between the two groups for the total sample and for the boys.

The present findings pertaining to the relationship of achievement-related motives to vocational aspiration to some extent failed to give adequate support to the findings of Mahone (1960), Burnstein (1963), Morris (1964) and Atkinson and O'Connor (in Atkinson and Feather, 1966). In a study by Mahone subjects High in n Achievement and Low in Test Anxiety were found to be having realistic vocational aspirations. Burnstein found that success motivated (n Achievement and Test Anxiety) had a higher level of aspiration than failure motivated persons. In a study by Morris (1964) the unrealistic nature of the vocational choice of individuals who were low in resultant motivation (Low n Achievement-High Test Anxiety) was revealed. The findings obtained by Atkinson and O'Connor for male high school students above median intelligence confirmed Mahone's findings.

The results of the present study might have been obtained because of the fact that subjects in the present study
were of a younger age group. In Atkinson and O'Connor's study the subjects were high school students i.e. of a younger age group but they were all of above median intelligence. So the findings of the present study are not directly comparable to those of Atkinson and O'Connor. The subjects in the present study, being students of ninth class, were of adolescent age. As reported by Passi (1970), this is an age of fickle decision based on irrational enthusiasm. On the basis of research findings in the field of education, reference about the maldistribution of vocational choices, preferences, and interests of high school youth is made by Lockwood (1959). Gribbson (cf. Tennyson, 1964) has stated that many youngsters till the tenth grade level, are not ready to make prevocational choices. Philips (1956) suggests that such a choice should not, however be taken as anything more than a basis for discussing their vocational problems. Montesane and Geist (1964), found that twelfth grade boys took into account more factors related to their abilities, occupational requirements, and conditions of work in making vocational decisions than was the case with ninth grade boys.

In the light of all this, it seems that vocational choices of ninth class students are not crystallised. As such the major hypothesis of the theory of achievement motivation about the relationship of achievement and test anxiety to vocational aspiration was not proved at this age. The lack of realism in vocational choices of subjects from 11 to 17 years,
is reported by Hurlock. To quote her: "From 11 to 17 years, there is normally a gradual swing to reality. However, young adolescents are still ignorant of their capacities and they still have only limited job information. They may make tentative choices, changing to another job aspiration when they receive more information about it. Only after the age of 17 years do they base their choices on facts" (Hurlock, 1967, p. 357). Thus, the reason for unrealism in vocational aspirations of adolescents is that they have scanty knowledge of the work involved in various vocations and of what will be expected of them if they enter the professions which seem suitable to them.

The second part of the analysis with regard to relationship of n Achievement and Test Anxiety to the degree of discrepancy from realistic category indicated that, in the group of boys and in the combined sample, subjects high in n Achievement and low in Test Anxiety revealed less discrepancy as compared to the subjects low in n Achievement and high in Test Anxiety. This shows that in success-motivated subjects there is a lesser tendency to be unrealistic as compared to the failure-threatened subjects.

Though these results are in line with expectations and partly support the findings of Mahone and other studies, mentioned above, they are not fully in accordance with them. As has already been said before, the reason for this might have been that the subjects in the present study were of a
younger age group. In the context of this finding it seems that, though the implications of the theory of n Achievement cannot presumably be proved on ninth class students, they may be proved on college students. Furthermore, in the present study, intelligence was not controlled and it is possible that, when intelligence is controlled, the theory of n Achievement can be proved on high school students as well. Possibly the results could also be explained in terms of some sampling peculiarity. Only replication can throw some further light on the point.

No relationship between n Achievement and Test Anxiety to subjective goal discrepancy in any of the two analysis was found for the group of girls. Besides the reasons stated above, it seems extremely difficult to explain why no relationship between achievement related motives and subjective goal discrepancy has been obtained for girls. Enough studies on vocational aspirations in relation to girls are not available.