In the present study an effort was made to probe into the relationship of n Achievement to some of the social and psychological variables namely, intelligence, anxiety, social class and vocational aspirations.

This study started by reviewing the past investigations regarding the relationship of n Achievement to the above mentioned variables. In the light of the related literature available, as well as keeping in view the theoretical assumptions about the relationship of n Achievement to different variables of the present study, the following hypotheses were formulated:

1. n Achievement and intelligence would be significantly positively correlated.
2. n Achievement and Test Anxiety would be negatively correlated but the correlation would be small.
3. Subjects coming from the middle class would have higher n Achievement as compared to the subjects coming from high or low social classes.
4. Boys would have greater n Achievement as compared to the girls.
5. Subjects high on n Achievement and Low on Test Anxiety would have realistic vocational aspirations.

The hypotheses were tested on a sample of 429 subjects, 230 boys and 229 girls from different higher secondary schools of Amritsar, Jullundur, and Chandigarh cities. Subjects in groups were tested for n Achievement
(using Mehta's adapted version of McClelland's TAT), Test Anxiety (using Hindi version of Test Anxiety Scale for Children developed by Sarason, et al.), Intelligence (using Raven's Standard Progressive Matrices), Social Class (using Kuppuswamy's Socio-economic Status Scale), and Vocational aspirations (using Vocational Information Questionnaire, developed by the investigator for the present study). Prior to the use of the adapted version of the TAT, its validity and reliability were found out for the present sample. Persistence was used as the behavioural validating criterion. The differences in persistence scores between the high and low groups on n Achievement, Test Anxiety, and on a combined index of n Achievement and Test Anxiety were tested by Mann-Whitney U Test separately for the boys, the girls, and the combined sample. The differences were all statistically significant in the predicted direction.

The figures that ranged from .70 to .72 for the test-retest reliability and from .47 to .55 for the split-half reliability showed that the test enjoyed a high reliability. The results of a pretest indicated that the sex of figures in the TAT pictures did not affect n Achievement level of the female subjects. It was, therefore, concluded that Mehta's TAT pictures containing male characters could be used to get fantasy content of female subjects.

Results in the present study were obtained by using the statistics of Pearson's product-moment correlations, partial
correlation, multiple correlations, analysis of variance, regression equations, and $\chi^2$}. Mann-Whitney U test was also used for establishing the validity of n Achievement test for the present study. The statistical analysis was done for the two sexes separately as well taking them together. The results obtained can be summed up as follows:

1. Positive insignificant correlation between n Achievement and intelligence scores was obtained for the combined sample and for the boys. The correlation between these two scores was significant at the .10 level for the group of girls. The results of partial correlations (First and Second-order), multiple correlations, analysis of variance, and regression equations indicated that these two variables were not interrelated.

2. Negative low insignificant correlation between n Achievement and Test Anxiety scores was obtained. Similar results were obtained when statistics of partial correlations, (First and Second-order) multiple correlations, analysis of variance, and regression equation were used.

3. Positive significant correlation between n Achievement and social class scores was obtained for the total group but the correlation between n Achievement and social class scores for the two sexes separately was not significant. The results of partial correlations (First and Second-order), multiple correlations, and regression equation revealed positive significant correlation between social class and n Achievement scores.
Analysis of variance (one-way) for the three groups on social class indicated that social class had significant effect on n Achievement levels of the subjects. When an analysis of variance was carried out for the two social class groups high and low (median-split) controlling for anxiety, intelligence, and sex, F value did not reach the significance level.

4. Girls were found to be having higher n Achievement as compared to the boys.

5. Subjects High on n Achievement and Low on Test Anxiety revealed a moderate degree of discrepancy from realistic category as compared to subjects Low on n Achievement and High on Test Anxiety who revealed comparatively more discrepancy. Similar results were obtained for the boys' group but in case of girls the difference between the two groups did not prove to be significant.

The present results did not support the hypothesis that n Achievement and intelligence would be significantly positively correlated. However, the results were interpreted in terms of Atkinson's (1958) and McClelland's (1963) view points about the variety of situations through which achievement motivation can get expression.

Results pertaining to relationship between n Achievement and Test Anxiety were in line with the expectations and were interpreted in terms of theoretical assumptions of McClelland, et al. (1953), Sarason, et al. (1960), Atkinson (1967, 1964). While explaining the results, due weightage was
also given to research findings with regard to the childhood experiences related to the development of these two motives.

The findings with regard to relationship between social class and n Achievement were partially consistent with expectations. The results with regard to middle class subjects, not showing higher n Achievement than high class subjects (as was hypothesized), were taken to suggest that child-rearing practices which help in development of high n Achievement are also characteristics of high social class families. This interpretation is somewhat tentative, only studies on child-rearing practices of the families of three groups of social class can throw some light on this point.

In contradistinction with the hypothesis, girls showed a significantly higher n Achievement as compared to the boys. These results were interpreted in the light of social change as a result of which disparity in the role-concept for the two sexes is vanishing and women are coming on equal footing with men.

Present findings with regard to the relationship of achievement-related motives to vocational aspirations partially proved our expectations. The incomplete findings were explained on the basis that vocational aspirations of ninth class students are not crystallized. The fact that intelligence was not controlled could also probably contribute towards the obtained results.