

THE EFFECTS OF PRIOR SUCCESS ON
ELICITATION OF THE FEAR
OF FAILURE MOTIVE

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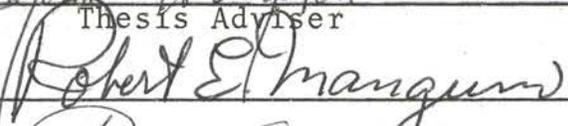
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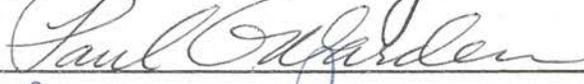
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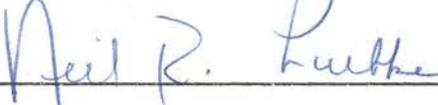
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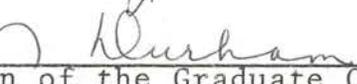
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CHAPTER I

INTRODUCTION

Much value is placed on achievement in our society. Achievement especially in a school situation is a standard whereby one acquires his station in our society. It is of little wonder then that school officials and parents are concerned with how their school compares with other schools on standardized achievement tests. Parents and teachers exert great pressure on students to perform well on achievement tasks.

The phenomenon of achievement orientation and its origin has been the subject of much research and speculation (McClelland, et al., 1953; Atkinson, 1958; McClelland, 1961, Birney, Burdick, and Teevan, 1969). Results of their research have indicated that there are two general types of motivation that are specific to achievement situations. These two types of motivation are most often conceptualized as an approach or an avoidance motivation. The approach motive is described as a striving for success, while the avoidance motive is described as a striving against failure. It has been hypothesized that some individuals are dominated by approach motivation in achievement situations and others by avoidance motivation. The former are

defined as hope of success individuals, while the latter are fear of failure individuals (McClelland, et al., 1953). The fear of failure motive may be defined more clearly by the behaviors it produces in an achievement situation. When given the opportunity, an individual motivated by the fear of failure will avoid an achievement situation. However, when required to enter an achievement situation, the fear of failure individual exhibits a variety of behaviors which serve to avoid failure. Research indicates that failure in an achievement situation poses a threat to the fear of failure motivated individual for several reasons (Birney, Burdick, and Teevan, 1969). Failure is a threat because its consequences may involve nonego punishments such as losing a job or repeating a course, a devaluation of the self, or social devaluation.

The fear of failure individual is at an extreme disadvantage in our society. Achievement is a socially rewarded activity and consequently much value is placed upon it in our society. This is a problem especially for a high fear of failure motivated individual of school age. He is motivated to avoid a situation in which he is forced to obtain most of his social rewards. As a consequence of such a dilemma, the fear of failure individual engages in a variety of avoidance and escape responses in achievement situations but which give him the appearance of active participation (Birney, Burdick, and Teevan, 1969). These avoidance behaviors deter the individual from gaining the

maximum from the situation because his main concern is with rationalizing his performance rather than improving it. This complicates the fear of failure individual's problems by maintaining his fear motivation.

Fear of failure motivation is a problem that must be considered by professional educators as they attempt to maximize the instructional environment of every student. An instructional environment which will reduce the defensiveness and facilitate the performance of the fear of failure individual must be designed. Toward this end, several research questions are appropriate: "What variables in the educational process can be manipulated to reduce fear of failure?" and "How generalized are the results of reduction efforts?"

Statement of the Problem

Individuals with a particular motivational disposition have been described as being at a disadvantage in achievement situations. Motivation of these individuals in an achievement situation is classified as fear of failure. The behavior of fear of failure motivated individuals has been termed pathological because it is often self-defeating (Birney, Burdick, and Teevan, 1969). His behavior is self-defeating in that its purpose is to rationalize his performance rather than improve it, consequently maintaining the basis of his fear.

There has been but one study reported in the literature which attempts to reduce the fear of failure motivation elicited by an achievement situation (Frazier, 1970). The overall treatment effects were not significant. Frazier's measure of the fear of failure motive was not administered following performance in the achievement situation which contained his treatment but it was given in a neutral situation. Consequently, Frazier's study was an attempt to change the basic motivational disposition rather than the amount of motive aroused by environmental cause. Basic motivational disposition refers to the characteristic motive pattern associated with a particular situation, in this case the achievement situation. A basic motivational disposition is an enduring characteristic personality trait. An individual with a fear of failure motivational disposition is one whose behavior in an achievement situation is consistently motivated by fear of failure. Distinct from the basic motivational disposition is the arousal or activation of a motive in a particular situation. Research has shown that both the hope of success motive and the fear of failure motive can be aroused by specific environmental manipulations in an achievement situation (McClelland, et. al., 1953; and Birney, Burdick, and Teevan, 1969), even though this is not the individual's characteristic motivation in achievement situations, McClelland (1965) has proposed that

repeated arousal of the hope of success motive can lead to a transformation of the basic motivational disposition. This study is an extension of McClelland's proposal to the fear of failure motive. The problem this study is concerned with is, "Can the fear of failure motive aroused by failure be reduced by specific environmental manipulations available in the classroom?" A secondary problem is "Do the effects of these manipulations transfer to other achievement situations?"

Significance of the Study

Atkinson and Feather (1966, pp. 369-70) describe the fear of failure dominated individual in the following terms:

He is dominated by the threat of failure, and so resists activities in which his competence might be evaluated against a standard or the competence of others. Were he not surrounded by social constraints (i.e., spurred by a need to be approved for doing what is generally expected by his peers) he would never voluntarily undertake an activity requiring skill when there is any uncertainty about the outcome. When forced into achievement oriented activities, he is most threatened by what the other fellow (high need for achievement) considers the greatest challenge. Constrained, but given a choice, he will defend himself by undertaking activities in which success is virtually assured or activities which offer so little chance of success that the appearance of trying to do a very difficult thing (which society usually applauds) more than compensates for repeated and minimally embarrassing failures. Given an opportunity to quit an activity that entails evaluation of his performance for some other kind of activity, he is quick to take it. Often constrained by social pressures and minimally involved, not really achievement-oriented at all, he will display what might be taken for dogged determination

in the pursuit of the highly improbable goal. But he will be quickly frightened away by failure at some activity that seemed to him to guarantee success at the outset. The dogged persistence is really rigid, apathetic compliance, as is his tolerance for continual routine success at tasks offering virtually no possibility of failure. This fellow's general resistance to achievement-oriented activity opposes any and all sources of positive motivation to undertake the customary competitive activities of life. Thus, he suffers a chronic decrement in achievement tests. His long history of relative failure means he will view his chances in new ventures more pessimistically than others unless there is specific information to contradict a simple generalization from past experience.

The individual described above will never reach his full potential. His motivation in achievement situations is such as to interfere with his growth. If education is to provide the individual with opportunities to help him grow to his full potential, then it must concern itself with the fear of failure motive. Instructional environments must be designed to counteract the effects of this motive. The present study could contribute toward an empirical basis for the design of such instructional environments. If successful, these conditions could serve as a basis for extrapolating McClelland's proposal for changing basic motive disposition to reduce the fear of failure motive.

Definition of Concepts

Motive

the learned disposition or tendency to behave in a certain way in a specific type of situation.

Need Achievement

a motive operating in achievement situations which is positive and directs approach behavior toward attainment of a standard.

Fear of Failure

a motive operating in achievement situations which is negative and directs avoidance behavior away from the aversive properties of the situation.

Thematic Apperception Test

a projective test devised by Henry Murray and his associates (1938), commonly called the TAT; composed of 20 pictures, each of which is used by a subject as the starting point of a story.

Press

as scored on the TAT, the term for an environmental force, a patterned, meaningful whole which affects, or might affect the subject in a certain manner (Sanford, 1943, p. 127).

Hostile Press

as scored by Birney, Burdick, and Teevan (1969) on the TAT, content descriptive of a situation where the action in a story involves someone trying to deal with a threatening and hostile situation not created by his own actions by someone or something else; the proposed measure of the dependent variable in this study.

Assumptions

The following are assumptions necessary for the proposed study:

1. Fear of failure motivation can be aroused by failure in an achievement situation.

2. The Hostile Press Scoring System for the Thematic Apperception Test is a sufficiently valid and reliable instrument with which to measure fear of failure motivation.
3. Uncontrolled variables are randomly distributed.

Rationale for Hypotheses

The theoretical position is the functional analysis of escape and avoidance conditioning. A functional analysis can be considered a particular kind of theory in that we may use it in an attempt to explain behavior in light of a scientific analysis (Skinner, 1969). The functional analysis of escape and avoidance conditioning is concerned with behaviors that remove or avoid an aversive stimulus. In escape conditioning, the removal of an aversive stimulus is contingent upon the emission of a response. This process is negative reinforcement and the behavior that removes the aversive stimulus is learned; that is, it increases in probability of occurrence (Reese, 1966). In avoidance conditioning, the organism learns to make a response that prevents the onset of an aversive stimulus (Lundin, 1969). The essential difference between an escape and avoidance situation is the cue or discriminative stimulus that triggers the avoidance behavior (Millenson, 1967). This stimulus is essential in that it allows the individual to emit a behavior which avoids,

rather than merely escapes, the aversive consequences that have in the past been associated with the discriminative stimulus. Research has demonstrated that even unconscious avoidance behavior can be conditioned in human subjects (Hefferline, Keenan, and Harford, 1959; Hefferline, 1962). Through the pairing of the discriminative stimulus with the aversive stimulus, the discriminative stimulus takes on the function of a conditioned negative reinforcer (Lundin, 1969). Consequently, any behavior that removes this conditioned negative reinforcer will increase in probability of occurrence.

The behavior of the fear of failure motivated individual fits the model of avoidance conditioning. In the past achievement situations have been associated with aversive stimuli. Consequently, behaviors have been conditioned which avoid the aversive stimuli associated with achievement situations. The discriminative stimuli for the avoidance behaviors are achievement situations. Achievement situations may take many forms in our society including academic and nonacademic situations. The discriminative stimulus of an achievement situation is a generalized concept termed an abstraction (Holland and Skinner, 1961). Abstractions are formed by experience with many examples of a class. Behaviors learned in these experiences are then generalized to new examples of the class previously not encountered. Since the discriminative

stimulus of an achievement situation is a conditioned negative reinforcer for the fear of failure motivated person, avoidance of an achievement situation should be reinforced. However, he is not often given this opportunity as he is forced into the achievement situation especially in academic settings. Once in the achievement situation, avoidance behaviors do occur. Fear of failure motivation in terms of a functional analysis is a repertoire of avoidance behaviors conditioned to the generalized concept of an achievement situation. The reinforcement of the avoidance behaviors would be the avoidance of the aversive consequences that had in the past been associated with the achievement situation.

This theory has several implications for the reduction of fear of failure motivation. To replace avoidance behavior, a desired behavior in an achievement situation must result in consequences more reinforcing than the avoidance behavior. This would result in the extinction or reduction of the avoidance behavior repertoire. The behavior repertoire is the data from which we infer the operation of the fear of failure motive, consequently, if the avoidance behaviors are reduced so is the fear of failure motive. The second implication is that reduction of avoidance behavior requires reinforcing the desired behavior in a number of different achievement situations. Fear of failure motivation is a generalized avoidance

behavior repertoire developed through experience in a wide array of achievement situations. To reinforce the desired behavior in only one or two achievement situations would result in discrimination learning. This would lead to a reduction of the functioning of the fear of failure motive in those particular achievement situations while it would have little effect on other achievement situations. To eliminate the functioning of the fear of failure motive would require experiences in a number of different achievement situations. Treatments which confine their efforts to one type of achievement situation would not eliminate avoidance to all achievement situations.

Hypotheses

The following null hypotheses are of interest from a functional analysis of fear of failure motivation:

1. Previous success feedback in an achievement situation will reduce the fear of failure motive aroused by failure feedback in that situation.
2. There will not be a differential effect produced by the number of previous success feedbacks on the fear of failure motive elicited by a failure feedback.
3. The effects of previous success feedbacks will not be specific to the particular task on which the feedback occurred.

4. There will not be a significant relationship between the fear of failure motive scores and the Alpert-Haber Achievement Anxiety Test.

CHAPTER II

REVIEW OF THE LITERATURE

History and Origins

Research interest in the area of fear of failure motivation was stimulated by McClelland and Atkinson's work on need for achievement. They were initially interested in obtaining a satisfactory measure of a human motive. The effects of motive arousal on various perceptual measures and fantasy measured by the Thematic Apperception Test were studied. Motivation aroused by food deprivation had an effect on both perception and fantasy (Sanford, 1936; McClelland and Atkinson, 1948; Atkinson and McClelland, 1948). The results for arousal of a hypothesized need for achievement were better for fantasy measures than the perceptual measures (McClelland, Atkinson, and Clark, 1949; McClelland, et al., 1953). From this measure of need for achievement, work progressed to research for correlates in behavior of this motive and into the origins of the motive and from this came an interest in fear of failure motivation. Atkinson formulated his theory of fear of failure in 1957 and modified his position in 1964. Heckhausen (1966) summarized his

work with German subjects and formulated his own theory of fear of failure motivation. Birney, Burdick, and Teevan (1969) published the results of a series of experiments on fear of failure motivation and proposed their own theory of motivation. All three theories offer essentially the same description of the fear of failure motivated individual. The confusing issue is that all three theories have different measures of fear of failure motivation. Atkinson uses a combination of the TAT scores for need achievement and the Test Anxiety Questionnaire to measure fear of failure motivation. Heckhausen measures fear of failure motivation with his own scoring system of the TAT; and Birney, Burdick, and Teevan use their own. The three scoring methods have no significant intercorrelation (Birney, Burdick, and Teevan, 1969). Consequently, each study used in this review of the literature will indicate which method was used to measure fear of failure. Atkinson's scoring method will be designated n ach-TAQ; Heckhausen's method will be designated FFTAT; and Birney, Burdick, and Teevan's method will be HP.

Research into the origins of the fear of failure motive suggests a pattern of childrearing that is associated with the motive. McGhee and Teevan (1965) asked subjects to describe how they remembered their early home environment. Subjects who scored low in fear of failure motivation described what may be called a neutral-reward

type of environment. These subjects perceived their mothers as having been neutral when they failed to meet her expectations in an achievement situation, and rewarding when they did meet her expectations. Subjects who scored high in fear of failure motivation described a neutral-punishment type of home environment. They perceived their mothers as having been neutral when they performed up to her expectations in an achievement situation, and punitive when they did not perform up to her expectations. This study was replicated by Teevan and Fischer (1967) with the same results. Feld (1960) in a study of fourteen 16 year old boys found failure anxiety as measured by the TAQ was related to the absence of early self-reliance training.

Level of Aspiration

One of the first behavior correlates of the fear of failure motive to be studied was level of aspiration. Hausmann (1933) studied the relationship of personality types and differences between performance and aspirational levels. He concluded that an individual who consistently sets his level of aspiration below his actual performance was doing this to avoid the failure experience. The same conclusion was reached in a study by Frank (1935). These studies did not utilize a measure of fear of failure motive and were based on extremely inadequate sampling (Hausmann had six subjects, five of whom were psychiatric patients;

and Frank had one subject). However, this observation has been partially supported. Subjects high in fear of failure motivation tend to set aspiration levels at the extremes. Thomas and Teevan (1964) used an electronic rifle range to study the effects of the fear of failure motive on level of aspiration. Subjects were given five trials of 20 shots each and were asked to state their level of aspiration before each trial. Subjects who scored high in the fear of failure motive placed their level of aspiration either below or extremely above their actual performance. Brody (1963, n ach-TAQ) had subjects state their estimate of the probability of success in a sequential decision task. High fear of failure subjects stated extremely confident positions. Hancock and Teevan (1964, HP) had subjects perform a task in which the probability of success ranged from $1/6$ to $5/6$. Monetary rewards for a correct choice were given at the rate of fifty cents at $1/6$ probability, forty cents at $2/6$ probability, etc. High fear of failure subjects avoided the middle probabilities which would have maximized winnings and instead chose the extreme probabilities. DeCharms and Dave (1965) using their own method of measurement studied the effects of the fear of failure motive on risk-taking in shooting basketball shots. Subjects high in fear of failure motivation avoided the middle range of probabilities. Teevan and Smith (1964, HP) used the concept, confirming interval, to measure level of aspiration in a scrambled words test. The confirming

interval requires the subject to give a range of expectations for his performance. High fear of failure subjects tend to have wide confirming intervals. The finding was supported in a later study by Birney and Rolf (1965, HP). A study by Teevan and Myers (1965, HP) demonstrated that the more important the ability tested, the wider the confirming interval. The explanation proposed is the wider the confirming interval the less probable is failure. The fear of failure motivated person uses level of aspiration as an avoidance behavior. If he sets his level of aspiration below his actual behavior, he avoids failure but an extremely high level of aspiration seemingly does not serve this function. A high level of aspiration does imply that the individual is capable in this ability. Support for this was obtained in the study by Thomas and Teevan (1964); the high fear of failure subjects who set high levels of aspiration did not think that task was a good measure of their ability.

A different approach to the level of aspirations of fear of failure subjects has been to study the effects of task variables on level of aspiration. Heckhausen (1963, FFTAT) studied the effects of knowledge of results at the task on level of aspiration. He found that high fear of failure subjects do not adjust their level of aspiration following failure. Moulton (1965, nach-TAQ) found that high fear of failure subjects made "atypical" changes in levels of aspiration following success and failure at a

task. An "atypical" change was defined as a decrease in level of aspiration after success and an increase following failure. Feather (1966, n ach-TAQ) demonstrated that high fear of failure subjects made more typical changes in levels of aspiration after failure at a task rather than success. A typical change as opposed to an "atypical" change would be one in which the level of aspiration is raised after success or lowered after failure. The results of these studies appear to be contradictory. More research is required in this area to clarify the effects of task variables on level of aspiration. A general conclusion cannot be obtained from the data available.

Performance on Achievement Tasks

A research area of extreme importance in the study of the fear of failure motive is performance. Measures of performance have been taken in a wide variety of situations. McClelland and Liberman (1949) studied subjects with scores in the middle range on need for achievement, whom they termed failure oriented. These subjects were slower to recognize failure words presented tachistoscopically than other subjects. DeCharms, et al., (1955) in a study of middle need for achievement subjects showed they have a greater recall of achievement stories than nonachievement stories. Subjects high in the fear of failure motive tend to have high grades. This has been demonstrated at the

grade school level (Teevan, 1962, HP), and at the college level (Hancock, 1964, HP; Teevan and Smith, 1964, HP; and Teevan and Pearson, 1965, HP). A number of studies have shown that there is a correlation between success in college and need for achievement measured by McClelland n ach protocol. Since McClelland n ach protocol does not distinguish between predominantly hope for success and fear of failure oriented subjects (Reitman and Williams, 1961) these lend support to the relationship between fear of failure motivation and school success. These studies showed that high achievement motivated students do better in high school and college (Shaw, 1961; Uhlinger and Stephens, 1960; Robinson, 1964; Meyer, et al., 1965). The explanation for this apparent conflict with fear of failure motivation theory is that the school is an achievement situation in which everyone is forced to enter. The high fear of failure motivated individual will, if forced to, work very hard at the task to avoid failure. Results at various tasks have varied and the high fear of failure motivated individual appears to be better than low fear of failure individuals at certain tasks. At the same time he appears to do worse on certain types. Bartmann (FFTAT, 1963) demonstrated that the introduction of a mild stress, such as a mild time stress, has a debilitating effect on the performance of a complex cognitive task by high fear of failure motivated subjects. He concluded that

stress in an achievement situation sets up a "task attitude" in fear of failure motivated subjects that interferes with effective cognitive functioning. Caron (1963, n ach-TAQ) demonstrated that high fear of failure subjects did better on learning tasks and poorer on comprehension tasks than low fear of failure subjects. High fear of failure subjects took more trials for the solution of a complex paced maze task than low fear of failure subjects (Rolf-Birney, 1965, HP). The least improvement on solving insight problems was shown by high fear of failure subjects following programmed instruction (Bartmann, 1965, FFTAT). In a study of the ability to do addition problems quickly, high fear of failure subjects demonstrated the greatest effort. The findings illustrate that the fear of failure individual tends to perform best on tasks that require lower level cognitive abilities and to perform worst on tasks that measure more complex abilities. Atkinson (1953) studied the effects of aroused failure on the Zeigarnik effects in subjects who scored in the middle range of need for achievement. He found that under this condition, the subjects recalled more completed than incompleted tasks. Middle need for achievement scoring subjects recall more failure stories under neutral conditions, but more success or neutral stories after failure arousal (Reitman, 1961). Heckhausen (1963, FFTAT) studied the recall of past task success by high fear of

failure subjects under feedback and no feedback conditions. Subjects tended to underestimate success under both conditions. These findings indicate that fear of failure individuals use recall as a defense against failure. McKeachie (1961, nach-TAQ) demonstrated that high fear of failure motivated college students perform better, as determined by higher grades, in a structured class where they obtain frequent feedback about success and failure. Feather (1966, nach-TAQ) states that high fear of failure subjects who have a high initial expectancy of success perform better at a task than those who have a low initial expectancy of success. Feedback that indicates success tends to increase performance on tasks by high fear of failure subjects. Weiner (1966, nach-TAQ) studied the effects of failure and success feedback on the learning of easy and complex tasks. On the difficult task with success feedback, high fear of failure subjects performed better than low fear of failure subjects. Since feedback indicating success and failure is an important variable in this study, research will be included on this variable which does not pertain to the variable of fear of failure motivation. Lazarus, Deese, and Osler (1952) in a summary of research concluded that in the face of threatening experiences or the prospect of failure, induced by failure feedback, cognitive functioning deteriorated. Feedback about failure perceived as a threat may disrupt performance

on a task (Solly and Stagner, 1956), and may even produce "impulsivity" in response to a different and subsequent task (Dittes, 1959). Subjects with low self-esteem perform poorer on a digit symbol task under failure feedback than under success feedback (Shrauger and Rosenberg, 1970), and on a quiz dealing with contemporary affairs (Silverman, 1964). The conclusion is that the effects of feedback about success and failure depend upon personality variables with one of these variables being the fear of failure motive.

Ryan and Lakie (1965) investigated performance of high fear of failure motivated subjects on a perceptual motor task. The fear of failure motive was measured by the French Test of Insight and the Manifest Anxiety Scale. The perceptual motor task was administered under a competitive condition and a solitary or noncompetitive condition. The results showed that high fear of failure subjects performed best under noncompetitive conditions.

Feather (1961, n ach-TAQ) had high fear of failure subjects work at either of two perceptual reasoning tasks. One task was presented as easy and the other as difficult by the use of fake group norms. Subjects persisted at the difficult task and moved away from the easy task even though both were unsolvable. Weiner (1965, n ach-TAQ) studied the persistence of fear of failure subjects at a digit symbol task. One group of subjects was given feedback which indicated that they were successful at the task,

while the other was given feedback which indicated failure. Subjects under the success feedback condition persisted longer at the task and performed better.

Social Basis of Fear of Failure

A summary of the literature presented thus far suggests the following picture of the fear of failure person. He uses aspiration as a defense against failure by setting it at extremes. He may set it so low as to be consistently below his actual performance thereby avoiding failure. To set an extremely high level of aspiration, as he will often do, seems to insure failure. This really absolves him of responsibility for the failure because no one can be expected to perform at such a level of proficiency. At the same time he implies that his ability does exceed his performance. Previous failure seems to have more of a realistic change on his level of aspiration than does success. This could possibly be because he is more oriented toward failure cues in an achievement situation.

His performance tends to be best in situations which require use of a simple skill under noncompetitive situations. Feedback that indicates success has a more facilitating effect upon his performance than does failure feedback. Conversely, the fear of failure individual tends to do worse in situations which require the use of complex skills and competitive situations. Negative feedback

emphasizing failure tends to have a debilitating effect upon his performance. One contradiction to the fear of failure person's performance on complex tasks is the positive relationship between academic performance and fear of failure motivation. Birney, Burdick, and Teeven (1969) offer an explanation of this relationship by stating that situations which require social cooperation reduce fear of failure motivation. They include the pursuit of academic success in this category because so many aspects of academic progress require compliance to the teacher's demands and desires. They base this relationship between social cooperation and fear of failure motivation on the following evidence. Stamps and Teevan (1965, HP) studied the relationship between fear of failure motivation and conformity in Crutchfield and Asch conformity tasks. Subjects high in fear of failure conformed under Asch conditions, but not under Crutchfield. The important distinction between the situations is that in the Crutchfield task there is no direct contact between the subject and others in the experiment but there is direct contact with others in the Asch conformity task (Asch, 1955; Crutchfield, 1955) Birney and Stillings (1967, HP) used a Prisoner's Dilemma game in which two strategies were available. One was a cooperative strategy and the other was competitive. High fear of failure subjects used the cooperative strategy more frequently

than the competitive strategy. Teevan and Fischer (1966, HP) designed a questionnaire and determined that fear of failure subjects perceived the criterion for performance as being external. These results and the finding that the Hostile Press score of fear of failure motivation correlates positively with the James-Phares Scale lead to the conclusion that the high fear of failure individual sees standards of success and failure as determined by external sources, one of the most important being other people (Birney, Burdick, and Teevan, 1969). This conclusion then lends support to their explanation of the relationship between academic performance and compliance to the teacher's demands.

The finding that high fear of failure individuals see standards of success and failure as determined by external sources, especially other people, lends support to several findings by Birney and Heckhausen (Heckhausen, 1968). High fear of failure subjects as measured by FFTAT were compared on a preference for working conditions to high fear of failure subjects as measured by HP. A significant difference ($P < .025$) was found for preference of socially threatening situations with the high fear of failure subjects measured by HP avoiding the socially threatening situations. Birney and Heckhausen performed another experiment in which the two groups of fear of failure subjects, measured by FFTAT and HP, were placed in group

achievement situations. Each member in these group achievement situations had to compete against each other. Results showed that the HP groups performed poorer than the FFTAT groups. These studies indicate that the HP score of fear of failure centers on the threat of social devaluation. Failure is a threat because it implies or signifies social devaluation.

Personality Correlates

Research into other personality correlates of fear of failure motivation has been mainly concerned with vocational preference and self-ideal discrepancy. Results of research in vocational preference show that high fear of failure subjects tend to have unrealistic vocational aspirations. Mahone (1960, n ach-AAT) demonstrated that high fear of failure subjects prefer vocations above or below their perceived ability. Burnstein (1963, n ach-MAS) showed that high fear of failure subjects had the lowest vocational aspirations of a sample of college students. Morris (1966, n ach-TAQ) found that high fear of failure subjects had high aspirations within their chosen career field if they were of low IQ.

The literature on self-ideal discrepancy and fear of failure demonstrates that there is a relationship. Teevan and Smith (1964, HP) showed a positive relationship between fear of failure and size of self-ideal discrepancy. Smith

and Teevan (1971, HP) demonstrated a negative correlation between fear of failure, self-ideal congruence, and adjustment.

Summary

Chapter II has presented a review of the research on the fear of failure motive. Individuals who scored high on fear of failure motivation perceived their mothers as having been neutral when they performed up to her expectations, and punitive when they did not perform up to her expectations.

High fear of failure motivation leads to the setting of extreme levels of aspiration. Subjects with high fear of failure state their expected performance at levels either extremely below or above their actual performances. Research shows that the fear of failure motive affects performance least under noncompetitive conditions and under conditions that maximize success feedback rather than failure feedback. The fear of failure motive has less of an effect on performance in tasks involving simple skills rather than complex skills.

The fear of failure motive was shown to be related to various personality traits. These personality traits are low vocational aspirations, conformity in a social situation and a discrepancy between the actual self and the ideal self.

CHAPTER III

METHODOLOGY

Purpose of the Study

Frazier (1970) following the approach-avoidance conceptualization of Birney, Burdick, and Teevan (1969) attempted to reduce fear of failure motivation. The treatments overall were ineffective in reducing fear of failure motivation. The purpose of the present study is twofold. The first is to determine the effects of prior success in an achievement situation on the amount of fear of failure motivation induced by failure in the situation by means of a group measure. The second consideration is whether the effects of success on fear of failure elicitation are specific to the task in which they occur or do they generalize to other achievement situations.

Selection of the Population

S's participating in this study were 60 students from four sections of an adolescent psychology course at a large southwestern university. S's who volunteered to be in the study ranged between sophomores and seniors with most enrolled in the College of Education and some representation of the College of Arts and Sciences.

S's were solicited on the basis of the following information:

This study is concerned with the test-retest reliability of certain cognitive abilities tests. It will require you to take several different test forms a number of times, depending on the group to which you are assigned. One group will take it only once and the other groups as many as ten times. Are there any questions?

Questions asked by prospective subjects were then answered.

Sample

S's were randomly assigned to six experimental groups by method of a table of random numbers. This was done in order to randomize the distribution of uncontrolled variables through the different treatment groups.

Procedure

The procedure of this study involved performance on a problem-solving task. Two different problem-solving tasks were used in this experiment and will be referred to as Task A and Task B. Task A was an anagram solution problem (Sargent, 1940). Task B was a logical reasoning problem similar to those constructed by Thurstone (1938).

S's from Groups I and II were given five different problems from Task A on each of ten sessions over a period of six weeks. They were given the following feedback at the end of a performance session: "You are doing well at this task. You have finished in 'X' seconds less than the

average college student. This puts you at the 'X' percentile." The number that "X" represents will be varied according to time taken to complete the task but never less than the fifty-fifth percentile. At the eleventh session S's in Group I were given Task A and Group II were given Task B. Feedback was provided as in the first ten sessions. However, feedback during the eleventh session was negative and indicated to the S's that their performance was below standard. Following this failure feedback during the eleventh session, the Hostile Press (HP) measure and the Achievement Anxiety Test (AAT) were administered to the S's. S's in Groups III and IV received the same treatment as Groups I and II except success feedback sessions were limited to five sessions dispersed over six weeks. S's in Group III were given Task A under "failure feedback" conditions, then the AAT and HP measure during session six. S's in Group IV were given Task B under "failure feedback" conditions, then the AAT and HP measure during session six. S's in Group V and VI served as control groups in that they did not receive any "success" treatment. S's in Group V were given Task A under the "failure feedback" conditions and then administered the AAT and HP measure. Task B was given the the S's in Group VI under "failure feedback" conditions and they were then administered the AAT and HP measure. In order to expedite the testing of S's, they were tested in small groups of four to six subjects from the section of the educational psychology course they were

enrolled in. This procedure seemed appropriate since research indicates that the fear of failure motive identified by the HP measure concerns failure as a threat because it signifies social devaluation (Heckhausen, 1968). A summary of the procedures described above is found in Table I.

TABLE I
SUMMARY OF EXPERIMENTAL PROCEDURES

Group	Success Condition	Success Task	Failure Task
I	10 Sessions	Task A	Task A
II	10 Sessions	Task A	Task B
III	5 Sessions	Task A	Task A
IV	5 Sessions	Task A	Task B
V	0 Sessions	-----	Task A
VI	0 Sessions	-----	Task B

For each group specific instructions were given as to what is required of them on each task. At the first session the following instructions were given to the groups:

As you were told, this study is concerned with the reliability of certain cognitive abilities tests. However, at the same time in an attempt to make this an educational experience for you as well, I would like to give you the following information. It has been demonstrated that people differ in their ability to work these problems, and that students who do well at this task are able to perform well in a variety of other tasks. So your performances will be a good indication of your general aptitude for college work.

Many students wonder how well they are doing on the task. So for your information, at the end of the task, I will tell you how many correct answers you have and how you are doing as compared to other college students.

After all the data was gathered, S's were briefed as to the true nature of the study. S's were told that the problems were not a real test of their general intellectual ability, and that they had not really performed poorly on the last one. The purpose of the AAT, HP measure and the different treatment groups was explained. The experimenter then answered questions put forth by the S's.

Instrumentation

Task A was composed of anagrams taken from a list reported by Sargent (1940). This task requires that the subject place the letters of a scrambled word in the

correct sequence which spells the word correctly. There were eleven forms of this task, each containing five anagram problems. The five anagrams for each form were randomly selected from Sargent's list. The eleventh list was used for the failure feedback sessions and the anagrams in this list were selected because they were the most difficult to solve according to Sargent's data. The following directions were given for each form:

Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place the correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

Appendix A contains the eleven forms of Task A.

Task B consisted of questions similar to the Reasoning Subtest of Thurstone's Tests of Primary Mental Abilities. Reasoning is a syllogism test in which the individual is asked to judge whether an inference follows from the given premises. The following directions were given for Task B:

This test consists of a list of arguments, each followed by a conclusion. The objective is to determine whether the conclusion is correct or incorrect. In the blank provided by each argument place a 'C' if the conclusion is correct; place an 'I' if the conclusion is incorrect. The following example is marked correctly.

C All men are mortals
 Sam is a man.
 Therefore, Sam is a mortal.

Read each argument carefully before answering.

Task B. is contained in Appendix A.

These tasks were chosen because either the actual task or similar tasks have been used successfully in studies of achievement motivation. The scrambled word test has been used successfully in a number of experiments (Lowell, 1952; Feather, 1961; French and Lesser, 1964). Problems involving reasoning, such as technical construction and coin-sorting, have been employed successfully (Bartmann, 1963). Even activities which are failed seldom or not at all can arouse motivation if the experimenter represents the task as particularly informative about personal competence (Atkinson and Raphelson, 1956). However, Atkinson and Reitman (1956) were not able to replicate this. One of the most important requirements is that the task allow the subject to set his own pace (Heckhausen, 1967). Both of the tasks chosen for this study allow for the pace of work to be left open.

Fear of failure motivation was measured by the Hostile Press Scoring System for the Thematic Apperception Test. The Hostile Press Scoring System was developed by Birney, Burdick, and Teevan (1969). It is a paper and pencil projective test, adapted from the TAT, designed to measure fear of failure motivation in terms of a Hostile Press imagery score. The S is asked to write a story about each of four stimulus cards. There is a protocol sheet for

each stimulus card with four questions designed to insure coverage of the plot. The four questions are:

1. What is happening? Who are the persons?
2. What has led up to this situation--that is, what has happened in the past?
3. What is being thought--what is wanted? by whom?
4. What will happen? What will be done?

The stories in this study were scored by a graduate student in clinical psychology, who is experienced in psychodiagnostic procedures. He practiced scoring for Hostile Press on the fifty examples provided by Birney, Burdick, and Teevan (1969) and achieved 88 percent agreement with their scoring system. He then scored the stories written in this study without knowledge of the S's name or group to which the S was assigned. Birney, Burdick, and Teevan (1969) report a product-moment stability of $+0.40$ for a two-week interval and a $+0.55$ for a six month interval. They consider this comparable to those reported for McClelland's *n ach* measure, and are sufficient for research comparisons of group differences (Birney, Burdick, and Teevan, 1969). Support for this type measure is offered by Brown (1965). He argues that their usefulness is determined by their fruitfulness in the study of behavior. Support for the fruitfulness of the Hostile Press Scoring System is provided in Chapter II of this study.

Birney, Burdick, and Teevan (1969) show low positive significant ($p < .05$) correlations between the Hostile Press Scoring System and the following psychological tests:

Manifest Hostility scale (+.38)

James-Phare's Scale (predecessor of the Rotter Internal-External Scale, +.36)

MMPI Subscales, f (+.29), Depression (+.25), Psychasthenia (+.24), Mania (+.25), and Introversion (+.39)

IPAT Subscales, Manifest Anxiety ($p < .065$, L H), Paranoid Insanity ($p < .05$, H L), and Guilt Proneness ($p < .01$, H L).

They concluded that essentially these scales reflect the tendency to see the world as a hostile, powerful, disorderly place that produces depression and requires authority (Birney, Burdick, and Teevan, 1969).

Of particular interest to this study is the effect of failure arousal on Hostile Press scores. Birney, Burdick, and Teevan (1969) tested the effect of failure arousal on HP scores. The study involved 120 college students in two conditions, failure arousal and neutral. The differences between the two conditions on Hostile Press was found significant beyond the .01 level ($X^2=7.70$, $p < .01$).

The Hostile Press scoring system was originally validated for male subjects only. Birney, Burdick, and Teevan (1969) stated that in several studies the

differences between males and females have been significant. Heckhausen (1969) reported several studies by him and Birney where the differences were not significant. Frazier (1970) reported no overall sex differences but did have a sex and age interaction. The significant interaction with sex was at an earlier age than subjects used in this experiment. Based on the above and the scarcity of available subjects, females were used in this study.

The following instructions adapted from McClelland et. al. (1953) were given for the Hostile Press measure:

This test is a test of your creative imagination. I will show you a picture for twenty seconds and then you will have four minutes to make up a story about it. Notice that there is one page for each picture. The same four questions are asked on each page. They will guide your thinking and enable you to cover all the elements of a plot in the time allotted. Plan to spend about a minute on each question, I will keep time and tell you when it is about time to go on to the next question for each story. You will have a little time to finish your story before the next picture is shown.

Obviously there are no right or wrong answers, so you may feel free to make up any kind of a story about the pictures that you choose. Try to make them vivid and dramatic, for this is a test of creative imagination. Do not merely describe the picture you see. Tell a story about it. Work as fast as you can in order to finish in time. Make them interesting. Are there any questions? If you need more space for any question use the reverse side.

Appendix B contains the descriptions of the pictures used in this study and descriptions of the Hostile Press scoring categories.

The Alpert-Haber Achievement Anxiety Test was administered to the subjects as a check of the construct validity of the fear of failure motive. This test was administered after the failure experience following administration of the HP measure. The AAT was used because of its brevity and research indicates that it is a better predictor of test performance than either the Manifest Anxiety Scale or the Test Anxiety Questionnaire (Alpert and Haber, 1960). The test consists of nineteen items and has two scales. The debilitating anxiety scale correlates negatively with test performance and grade point average. The facilitating anxiety scale correlates positively with test performance and grade point average. Alpert and Haber (1960) report correlations of $-.25$ and $-.28$ between the debilitating scale and two test grades in an introductory psychology course. The facilitating scale correlated $+.21$ and $+.26$ with the two test grades. Grade point average correlated with the debilitating scale $-.35$ and with the facilitating scale $+.37$. All of these correlations were significant at the $.05$ level. The test-retest reliability for a ten-week interval is $.83$ for the facilitating scale, and $.87$ for the debilitating scale. Dember, et al. (1962) reported high correlations between the two scales and course grade for introductory psychology students. They also reported that the AAT was not as useful for female students as for male students.

Milholland (1964) using a much larger sample, 302 as compared to 39, than Dember, et. al., obtained a greater correlation for women between the AAT and course grade. Milholland (1964) concluded that the correlations for women were somewhat higher than for men. A study by Pervin (1967) demonstrated further than the correlations between the AAT and performance are significant, even though his correlations were lower than those reported elsewhere (+.11 and -.13). Datta (1967) did a factor analysis of the AAT and 46 personality scales (California Psychological Inventory, 16PF, FIRO-B, the K, A, R, and Es scales of the MMPI, and measures of self-esteem and psychosomatic anxiety). There were eighteen correlations with the AAT facilitating scale and only four of these were significant at the .05 level. Two of the four significant correlations were the dominance scales. Twenty-four of the correlations with the AAT debilitating scale were significant at the .001 level. Of the 24 correlations, the highest were with the MMPI A scale, which measures anxiety; the 16PFO scale, which measures worrying; the 16PFQ4 scale, which measures unchannelled tension; and the psychosomatic anxiety scales. These four scales had inter-correlations among them ranging from +.46 to +.69. The AAT debilitating scales and these four scales all correlated below -.40 on Factor 1, which the author describes as measuring psychological well-being.

The following directions were given for the Achievement Anxiety Test:

In the following confidential questionnaire of personal attitudes, indicate for each item the extent of your agreement or disagreement with that statement using a numeral (5 to 1) in the space opposite the statement. Note that the numeral 3 means no agreement or no disagreement. Are there any questions?

Statistical Analysis

A 3X2 factorial analysis of variance for a fixed effects model was used to test the first three hypotheses in this study. The level of significance was set at .05, and an F test had to reach this level of significance in order to reject a null hypothesis. The fourth hypothesis was tested by means of a critical-ratio z-test performed on the Pearson's Product-Moment Correlation Coefficients obtained. The level of significance for rejecting this null hypothesis was preset at .05.

Summary

Chapter III has presented the methodology of this study. The sample of subjects used in the study was described as was the method employed in assigning them to the experimental groups. The first section is a detailed explanation of the experimental procedure, which was followed by a description of the instrumentation. The final section treated the statistical analysis of the study.

CHAPTER IV

RESULTS OF STATISTICAL ANALYSIS

Introduction

This study examined the effects of prior success feedback on the intensity of the fear of failure motive elicited by feedback indicating failure, and the generalization of this effect to a different achievement task. There were three experimental conditions involving different amounts of success feedback. These conditions were ten, five, and zero feedback sessions. Two different task conditions were contained at each of the three success feedback conditions. Ten subjects were randomly assigned to each cell. The fear of failure motive was scored by use of the Hostile Press scoring system. A summary of the data presented as a mean and standard deviation for each experimental group on the fear of failure motive measure after the failure feedback session is shown in Table II.

This chapter presents the results of the statistical analysis of the data. The first three hypotheses were analyzed by means of a 3X2 Factorial Analysis of Variance for a fixed effects model. The significance level was set at the .05 level. For the fourth hypothesis a Pearson product-moment correlation (r) technique was used to

TABLE II
MEAN AND STANDARD DEVIATION OF
FEAR OF FAILURE SCORES FOR
THE EXPERIMENTAL GROUPS

Group	Mean	Standard Deviation
I	4.00	2.11
II	3.60	2.95
III	3.80	2.39
IV	4.20	1.99
V	4.30	2.98
VI	5.10	2.96

determine the relationship between the fear of failure motive scores and both the debilitating and facilitating scales of the Alpert-Haber Achievement Anxiety Test. A critical-ratio z-test was employed to test the significance of the correlation coefficients.

The hypotheses and results of the data analysis for each will be reported individually in the remaining portion of this chapter.

Hypothesis One

H1: Previous success feedback in an achievement situation will reduce the fear of failure motive aroused by failure feedback in that situation.

The results of the analysis of variance technique used for testing hypothesis one is presented in Table III. The statistical analysis employed to test hypothesis one yielded an F of .662. This F is not significant at the .05 level, consequently hypothesis one may be rejected. The results indicated that previous success feedback in an achievement situation did not reduce the fear of failure motive aroused by a failure feedback in that achievement situation.

Hypothesis Two

H2: There will not be a differential effect produced by the number of previous success feedbacks on the fear of failure motive elicited by a failure feedback.

TABLE III
SUMMARY DATA TABLE FOR THE 3X2 FACTORIAL
ANALYSIS OF VARIANCE

Source	df	SS	MS	F*
Success	2	8.93	4.47	.662
Task	1	1.07	1.07	.159
Interaction	2	3.73	1.87	.277
Error	54	364.60	6.75	
TOTAL	59	378.33		

*p < .05 required for rejection of null hypothesis.

The statistical analysis required to test hypothesis two was a two-step procedure. This procedure would have required the rejection of hypothesis one as the first step. The second step would be the use of a Duncan's Multiple-Range F Test to determine between which success feedback conditions the significant differences occurred. A significant difference at the first step was a prerequisite for the use of Duncan's test; consequently, hypothesis two must be accepted. This indicates that there is no significant difference between the two success feedback conditions. This is to be expected since there was no difference between the success feedback conditions and the no-success feedback condition.

Hypothesis Three

H3: The effects of previous success feedbacks will not be specific to the particular task on which the feedback occurred.

The statistical analysis required to test hypothesis three was a two-step procedure as described to test hypothesis two. The first test was for a significant difference between Task A and B. The F for Task is presented in Table III and was equal to .159. This was not significant at the .05 level; therefore, the null hypothesis three was accepted. This indicates that the effects of the success feedback did not transfer to new tasks.

H4: There will not be a significant relationship between the fear of failure motive scores and the Alpert-Haber Achievement Anxiety Test.

A Pearson's Product-Moment correlation coefficient was computed for the fear of failure motive scores and the scores of each of the two scales on the Alpert-Haber Achievement Anxiety Test. The values obtained for these correlations are presented in Table IV.

TABLE IV
PRODUCT-MOMENT CORRELATION COEFFICIENTS
HOSTILE PRESS AND ACHIEVEMENT
ANXIETY TEST: DEBILITATING
AND FACILITATING SCALES

	AAT-	AAT+
HP	-.12	+.01

A critical-ratio z-text was used to determine the significance of the correlation coefficients. When $N=59$ as in this case, a correlation must be larger than .26 to be significant at the .05 level. On the basis of this, the null hypothesis four was retained. There was not a significant correlation between the hostile press scores and the scales of the Achievement Anxiety Test.

Summary

Chapter IV has presented the results from a statistical analysis of the experimental data. A description of the statistical techniques employed in the study was followed by an analysis of the findings related to each of the null hypotheses.

It was determined that in this study, success feedback did not have an effect on the fear of failure motive elicited by the occurrence of a failure feedback during that achievement task. A small but nonsignificant correlation was obtained between the fear of failure measure and the debilitating scale of the Achievement Anxiety Test. Therefore, it seems that the two tests are not measuring the same phenomena.

A more detailed discussion of the findings and their implications is presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

The study was an experimental investigation of the effects of previous success feedback on the fear of failure motive elicited by failure feedback in an achievement situation. Sixty junior and senior students enrolled in four sections of adolescent psychology at a large southwestern university served as subjects in the study. The subjects were randomly assigned to one of six experimental groups.

Three success feedback conditions were employed with two groups of subjects at each level. The three success conditions differed on the number of feedback trials, which were ten, five, and zero trials. All groups in the ten and five success conditions were given Task A to complete. On each of these trials with different forms of Task A, they were told they had performed very well. Then three groups, one each in conditions ten, five, and zero, were given the same form of Task A but different from the ones they had already taken and were told that

they performed very poorly. Three groups, one each in conditions ten, five, and zero were given the same form of Task B and were told they had performed very poorly. Immediately after the failure feedback, all groups were given the Hostile Press measure for fear of failure motivation and the Achievement Anxiety Test.

The statistical technique used to test the data pertaining to three of the null hypotheses of interest to this study was an analysis of variance design. These hypotheses were constructed to answer the following questions:

1. Does previous success feedback in an achievement situation have an effect on the fear of failure motive elicited by failure feedback in that situation?
2. Do differing amounts of success feedback have different effects on the fear of failure motive elicited by failure feedback?
3. Does the effect of this success feedback in one achievement situation transfer to a different achievement situation?

The answer to these research questions was negative based on the statistical analysis of the data obtained in the study. The fourth hypothesis was constructed in an effort to investigate the construct validity of the measure of fear of failure motivation used in this study. The

question was, "Is the Hostile Press scoring system just another way of measuring test anxiety?"

A Pearson's Product-Moment Coefficient was calculated between the subject's Hostile Press scores and their scores on the Achievement Anxiety Test. A critical-ratio z-test indicated that there was not a significant relationship between the two measures for the data obtained from this study.

Conclusions and Implications

None of the statistical tests of the hypotheses were significant. The success experimental conditions employed in this study had no effect on the fear of failure motive elicited by failure feedback; consequently, no further information about reduction attempts may be concluded from this study.

The author feels subjectively that it is necessary to state the more plausible interpretations of the results of this study. The Hostile Press scoring system could possibly be a poor measure of the fear of failure motive. It does have a low test-retest reliability with values of $+ .40$ for a two week interval and a $+ .55$ for a six month interval (Birney, Burdick, and Teevan, 1969). It is a modified projective test and still has scoring problems inherent in projective techniques such as the great reliance on the interpretations of the scorer. As mentioned in Chapter II, there are three different measures

of the fear of failure motive with very low intercorrelation. However, Birney, Burdick, and Teevan (1969) report interjudge agreements with practice approaching 90 percent. Studies using the Hostile Press scoring system have shown significant differences on a wide range of behaviors, including aspiration levels (Thomas and Teevan, 1964; Hancock and Teevan, 1964); performance in achievement situations (Teevan, 1962; and Hancock, 1964); conformity (Stamps and Teevan, 1965; and Birney and Stillings, 1967). Its sensitivity to feedback cues in an achievement situation has been demonstrated (Birney, Burdick, and Teevan, 1969). It has been hypothesized that there is no significant intercorrelation between the three fear of failure measures because they measure fear based on three different threats. Heckhausen (1968) describes an experiment that suggests that the Hostile Press scoring system measures fear of failure based on the threat of social devaluation. If Heckhausen is correct, the Hostile Press would have been the most appropriate measure for this study because the subjects were tested in small groups allowing for the threat of social devaluation.

The second possibility is that the experimental situation did not effectively elicit the fear of failure motive because either the tasks were not satisfactory or the feedback was not believed by the subjects. The tasks used in this experiment were chosen because either the actual task or a similar one had been used successfully

in other experiments (Lowell, 1952; Feather, 1961; French and Lesser, 1964; Bartmann, 1963). Feedback might not have been believed because it was not contingent on the actual level of the performance. Research has shown that noncontingent feedback can affect performance in a wide variety of subjects. Weiner (1966) demonstrated that high fear of failure subjects perform better with noncontingent success feedback than with noncontingent failure feedback. Other studies show that subjects perform poorer with noncontingent or contingent failure feedback including "normal" and low self-esteem subjects (Lazarus, Deese, and Osler, 1952; Solly and Stagner, 1956; Silverman, 1964). During the course of this study, subjects often asked for the solution to a problem they could not solve. Another possible indication that the experiment was interesting is that over the six weeks duration, there was no experimental mortality. Several subjects asked for copies of the experimental tasks to take to their roommates; however, they were asked to wait until the experiment was over. Also during the failure feedback sessions, a number of subjects made comments such as, "This one is much harder than the others," "I didn't do so well on this one," or "I never was good at this kind of thing." Although these comments were occasionally heard during the success feedback sessions. These subjective impressions are

support for the opinion that the subjects were meaningfully involved in the experimental task, and they were more likely to perceive the task as measuring an important skill.

Another plausible explanation is that the experiment lacked adequate controls. All the F ratios obtained from the analysis of variance were less than one. While theoretically impossible, it does occur frequently and can often be attributed to improper experimental controls. However, it is also attributable to a poor dependent measure.

An alternate interpretation to the choices mentioned above is to assume the adequacy of the dependent measure, the controls, and the experimental procedure and seek an explanation in the theoretical rationale. Previous success was not effective in reducing the fear of failure motive aroused by failure in an achievement situation. Research suggests a pattern of childrearing that is associated with the fear of failure motive (McGhee and Teevan, 1965; Teevan and Fischer, 1967). If this motive has its origins in childhood, then behaviors associated with it have received thousands of reinforcements by the time a person reached young adulthood. It is possible then that an experimental condition of ten or five counterconditioning trials would have little or no measurable effect. This view is supported by Frazier's study (1971) which involved many more counterconditioning trials and no failure feedback condition and

resulted in no significant treatment effect.

The last explanation to be mentioned is that the results obtained are an effect of the interaction of a combination of two or more of the above factors. The experimental data does not provide a basis for deciding which explanation is correct. It does indicate that the Hostile Press scoring system measures something besides anxiety as measured by the Achievement Anxiety Test. Previous success did not have a significant effect on the fear of failure motive as elicited by the failure feedback. There was no generalization of a success effect on one task to another. Notice should be taken that the results are restricted to the population used in this study or to a similar population.

Recommendations for Further Research

Research studies are needed to extensively investigate the fear of failure motive in several areas. Some suggestions for further research are as follows:

1. A study to investigate the effects of longitudinal application of success feedback on the fear of failure motive.
2. A study to determine the effects of contingent success feedback versus noncontingent success feedback on the fear of failure motive.

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APPENDIX A

TASKS A AND TASK B

Cognitive Abilities Test:

Anagrams, Form 1

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

OERST _____

YEVER _____

ESONRA _____

SCLIAO _____

IPUCLB _____

Cognitive Abilities Test:

Anagrams, Form 2

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

BAIHT _____

AGAGRE _____

CRCTII _____

CNEGAH _____

GINREFO _____

Cognitive Abilities Test:

Anagrams, Form 3

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

NMGOINR _____

IMTCELA _____

PEEOLP _____

DUGEJ _____

ETLHHA _____

Cognitive Abilities Test:

Anagrams, Form 4

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

PEORDI _____

GAESAV _____

RECMI _____

UEJGD _____

GUORP _____

Cognitive Abilities Test:

Anagrams, Form 5

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

DJGEU _____

EONSPR _____

RCMIE _____

SDURG _____

EDDILM _____

Cognitive Abilities Test:

Anagrams, Form 6

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

EVSUORN _____

CMYOPAN _____

UCTRK _____

SEAXLU _____

EIVARR _____

Cognitive Abilities Test:

Anagrams, Form 7

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

CUMTOS _____

UDLQII _____

SUTCBI _____

RSANEO _____

THWGIE _____

Cognitive Abilities Test:

Anagrams, Form 8

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

HHLTAE _____

EOPYLS _____

BISTICU _____

AIMANL _____

NSRWAE _____

Cognitive Abilities Test:

Anagrams, Form 9

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

ELSAUX _____

SPRUUE _____

EYMTP _____

ETROS _____

NAETRU _____

Cognitive Abilities Test:

Anagrams, Form 10

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

HCNAGE _____

EJEWYRL _____

EMICR _____

CEPART _____

NPEHPA _____

Cognitive Abilities Test:

Anagrams

NAME _____

Total _____

DIRECTIONS: Rearrange the letters in each of the following problems to spell a meaningful English word. EXAMPLE: LOPPEE to PEOPLE. You may use this page for scratch work, but place correct answers in blanks provided. Do not start until told, and record total time to complete all five problems in the blank provided.

RNTAEU _____

CBTSIIU _____

LXSAUE _____

ERANUT _____

DIMLED _____

Cognitive Abilities Test:

Logical Reasoning

Name _____

Time _____

Instructions: This test consists of a list of arguments, each followed by a conclusion. The objective is to determine whether the conclusion is correct or incorrect. In the blank provided by each argument place a C if the conclusion is correct; place an I if the conclusion is incorrect. The following example is marked correctly.

 C All men are mortals.
 Sam is a man.
 Therefore, Sam is a mortal.

Read each argument carefully before answering.

- ___ 1. Brown is older than Jones.
 Jones is older than Smith.
 Therefore, Brown is older than Smith.
- ___ 2. If George is disappointed, Mike will be delighted.
 Mike is disappointed.
 Therefore, George is delighted.
- ___ 3. No scientists are narrow-minded.
 Some bigots are narrow-minded.
 Therefore, not all bigots are scientists.
- ___ 4. There aren't birds who aren't two-footed animals.
 Although there are some birds who aren't feathered.
 Therefore, some two-footed birds aren't feathered.
- ___ 5. All birds have wings.
 Some phlaf have wings.
 Therefore, some phlaf are birds.

APPENDIX B

DESCRIPTION OF THE HOSTILE PRESS

SCORING CATEGORIES

Hostile Press Imagery

The content of the story is about a person reacting to an undesirable environmental situation. This situation must be either a reprimand for the character's action; legal action against the character; the loss of an affiliative relationship; a reaction against hostile and vague forces; a violation of privacy; an inducement to crime; a destruction of personal beliefs; or any major assault on the character's well-being.

Need Press Relief

The content of the story contains an overt expression of a need for relief, escape or withdrawal on the part of the character reacting to an undesirable situation.

Instrumental Reaction to Press

The content of the story involves an action on the part of the character in the undesirable situation to escape or adjust to it.

Affect Reaction to Press

The content of the story contains a character who reacts to the undesirable environmental situation with an emotional statement.

Goal Anticipation

The content of the story has an emotional statement about the results or predicted results of the undesirable environmental situation.

DESCRIPTION OF STIMULUS CARDS USED FOR
HOSTILE PRESS MEASURE

Card A

Card A is picture 7BM from the TAT. A grey-haired man is looking at a younger man who is sullenly staring into space (Murray, 1943).

Card B

Card B is picture 1 from the TAT. In this picture a young boy is contemplating a violin which rests on a table in front of him (Murray, 1943).

Card C

Card C is picture 2 from the TAT. This is a country scene. In the foreground is a young woman with books in her hand; in the background a man is working in the fields, and an older woman is looking on (Murray, 1943).

Card D

Card D is picture 8BM from the TAT. In this picture an adolescent boy is looking straight out of the picture; the barrel of a rifle is visible at one side and in the background is the dim scene of a surgical operation like a reverie image (Murray, 1943).

APPENDIX C

ALPERT-HABER ACHIEVEMENT ANXIETY TEST

In the following questionnaire of personal attitudes, indicate for each item the extent of your agreement or disagreement with that statement using a numeral (5 to 1) in the space opposite the statement. Note that the numeral 3 means no agreement and no disagreement.

- | | | | | | | | |
|---|----|--|--------------------------|---|---|---------------------------------------|-------|
| — | 1. | I work most effectively under pressure as when the task is very important. | Always | | | | Never |
| | | | 1 | 2 | 3 | 4 | 5 |
| — | 2. | Nervousness while taking an exam or test hinders me from doing well. | Always | | | | Never |
| | | | 5 | 4 | 3 | 2 | 1 |
| — | 3. | In a course where I have been doing poorly, my fear of a bad grade cuts down my efficiency. | Always | | | | Never |
| | | | 5 | 4 | 3 | 2 | 1 |
| — | 4. | When I am poorly prepared for an exam or test, I get upset, and do less well than even my restricted knowledge should allow. | This never happens to me | | | This practically always happens to me | |
| | | | 1 | 2 | 3 | 4 | 5 |
| — | 5. | The more important the examination, the less well I seem to do. | Always | | | | Never |
| | | | 5 | 4 | 3 | 2 | 1 |

14. Time pressure on an exam causes me to do worse than the rest of the group under similar conditions.
 Time pressure always seems to make me do worse on an exam than others
 5 4 3 2 1
 Time pressure never seems to make me do worse on an exam than others
15. Although "cramming" under pre-examination tension is not effective for most people, I find that if the need arises, I can learn material immediately before an exam, even under considerable pressure, and successfully retain it to use on the exam.
 I am always able to use the "crammed" material successfully
 5 4 3 2 1
 I am never able to use the "crammed" material successfully
16. I enjoy taking a difficult exam more than an easy one.
 Always
 5 4 3 2 1
 Never
17. I find myself reading exam questions without understanding them, and I must go back over them so that they will make sense.
 Never
 1 2 3 4 5
 Almost always
18. The more important the exam or test, the better I seem to do.
 This is true of me
 5 4 3 2 1
 This is not true of me
19. When I don't do well on a difficult item at the beginning of an exam, it tends to upset me so that I block on even easy questions later on.
 This never happens to me
 1 2 3 4 5
 This almost always happens to me

APPENDIX D

TABLE V
RAW DATA

Group	Subject	HP	AAT-	AAT+
I	1	5	28	32
	2	2	20	26
	3	4	14	29
	4	0	20	36
	5	6	31	26
	6	4	26	28
	7	6	40	20
	8	3	29	24
	9	3	29	24
	10	7	36	20
II	11	0	28	23
	12	0	29	31
	13	2	27	27
	14	10	26	27
	15	5	27	19
	16	2	26	26
	17	5	19	25
	18	4	24	26
	19	5	22	33
	20	3	30	25
III	21	7	25	24
	22	2	27	25
	23	2	48	14
	24	0	35	23
	25	4	39	18
	26	5	30	29
	27	6	24	32
	28	2	26	25
	29	7	31	30
	30	3	38	22

TABLE V (Continued)

Group	Subject	HP	AAT-	AAT+
IV	31	6	23	23
	32	4	36	24
	33	0	33	19
	34	4	27	28
	35	4	34	27
	36	4	33	24
	37	2	36	21
	38	6	36	19
	39	6	36	23
	40	6	34	18
V	41	8	31	19
	42	3	35	20
	43	5	29	22
	44	7	32	20
	45	7	26	19
	46	0	31	28
	47	7	20	19
	48	0	38	26
	49	2	35	17
	50	4	34	23
VI	51	0	28	28
	52	6	14	29
	53	2	33	22
	54	3	30	24
	55	6	25	22
	56	10	25	29
	57	7	23	25
	58	5	29	21
	59	4	35	27
	60	8	37	21

2
VITA

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