A STUDY OF LEVEL OF ASPIRATION AND ITS RELATIONSHIP TO OTHER PERSONALITY VARIABLES

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A STUDY OF LEVEL OF ASPIRATION AND ITS RELATIONSHIP TO OTHER PERSONALITY VARIABLES

THESIS

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By

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Denton, Texas
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CHAPTER I

PRESENTATION OF THE PROBLEM

Introduction

Workers in the field of social psychology are agreed that level of aspiration is a favorable milieu in which to observe individual traits relating to the competitive and goal behavior of a person (9, p. 351). However, only in the past few years have investigators attempted to study goals as phenomena in themselves and the effects of attainment or nonattainment of goals on the behavior of the individual (9, p. 333).

Hoppe (7), Jucknat (8), and Frank (5, pp. 285-286) have described types of personality traits which are deduced from the level of aspiration situation and which are regarded as influential in determining behavior. These were listed as ambition, prudence, and courage to face reality. However, no independent measures of these personality factors were obtained.

Gould and Kaplan (6) and Gardner (5, pp. 191-206) made correlational studies relating certain broad personality variables to goal discrepancy scores. These investigators found only insignificant relationships between discrepancy scores and scores for (a) dominance-feeling and (b)
extraversion-introversion. Gardner (5, p. 204) obtained ratings for subjects on a number of broad traits culled from the observations of Hoppe, Jucknat, and Frank. These also showed low correlations with discrepancy scores, although in each case the findings were in the same direction as the hypotheses of the previous investigators.

Frank (4, p. 470) reported correlations obtained in connection with Murray's personality studies. The size of the goal discrepancy was positively correlated with certain personality variables. According to Frank (4, p. 470), the following factors were present: (1) the wish to do well, (2) a subjective attitude, and (3) the ability to dismiss failures. However, these correlations were seldom above .20.

These studies indicate that some slight relationships appear. However, the evidence is far too meager to provide a basis for prediction in this area. Evidence indicates that the variables investigated to-date are too broad and general to be satisfactorily isolated as determinants of a person's level of aspiration.

Statement of the Problem

Previous studies on correlations dealing with level of aspiration have been few and inconclusive. The problem of the present study was to examine the degree of relationship between an individual's level of aspiration and other personality variables as measured by standardized tests.
Background Knowledge and Theory

The concept of level of aspiration which was introduced by Dambo made explicit the possibility of observing goal levels occurring in the course of a relatively specific activity, designating some of the factors associated with fluctuations of such goals and linking the experimentally observed manifestations of goal-striving to the individual's behavior in other situations (9). However, the concept underlying the technique utilized in The Cassel Group Level of Aspiration Test derives from the idea that all human behavior is goal directed (9). This theory is espoused by Telman (10), Lewin (9, p. 354), and others. According to this theory, goals need not be conscious since much human behavior is both incited and directed by unconscious ones.

According to Brown (1), irreality as a dimension of personality assumes orientation to exist on a continuum and to distribute on the basis of a normal curve. This is not only a function of reality but also of the life space concept theorized by Lewin. For any given moment of time, Kurt Lewin (2) maintained that all of the entities which affect a person constitute his life space. Lewin maintains this life space may be grouped into two separate areas or fields: (1) the physical field or the world as it really exists, and (2) the psychological field or the world as the individual perceives it.
Need for the Study

Recognizing the increased emphasis being placed on interaction theory in contemporary psychology, it is evident that an individual's level of aspiration is very important. Not only is this phenomenon utilized in one's daily interpersonal relationships but also in his esoteric activities. The very fact that every individual has a unique background indicates that success and failure in the course of goal activities will have wide ranges of psychological meaning for an aspiring individual.

The level of aspiration technique has been utilized in many ways. The Rotter Form Board, dart throwing, and digit symbols are a few of the techniques that can be used to enable a subject to experience degrees of success and failure. However, very few of these tasks are designed for quick and easy administration to groups or individuals. A correlational study of aspiration would involve different factors depending upon the task used to measure level of aspiration. Our culture places much emphasis on competition in many forms. With this in mind, a valid and well understood test of level of aspiration would seem to lend much to the better understanding of individuals and groups.

Hypotheses

This study will investigate two null hypotheses:
1. There will not be a significant relationship between level of aspiration and measurable intelligence.

2. There will not be a significant relationship between level of aspiration and other personality variables.
CHAPTER BIBLIOGRAPHY


CHAPTER II

RELATED STUDIES

One of the earliest and most comprehensive studies of the level of aspiration as a measure of individual personality characteristics was in the article published by Lewin, Dember, Festinger, and Sears (8). This was also the first attempt to relate level of aspiration to a systematic personality theory.

Frank (2) found that the set and frame of reference of the subject when expressing his level of aspiration are characteristic of a stable trait of personality. Therefore, this trait would seem to manifest itself in almost any task. In three different tasks it was found that the ratio between level of performance and level of aspiration remained constant regardless of the tests being used to measure it.

In another investigation, Sears (9) obtained similar results and concluded that the specific aspiration level does fit into the more general reaction pattern of the individual.

Gould (5) suggested the possibility that positive discrepancies obtained from experiments on the level of aspiration are related to cultural factors which exert an influence on individuals by (1) their expectations, and (2)
their feeling obligated to improve their performance. Gould concluded that cultural mores, hopes, desires, fears, interests, and expectations influence the nature of the level of aspiration, but for any given individual these factors operate differently.

In a similar investigation, Bochow (1) indicated that the individual's level of aspiration was determined by the interrelationship of various factors in personality and culture and that investigation of these factors must consider: (1) sequence of events, (2) individual goals, (3) conflicts arising from high level of aspiration, and (4) individual differences.

In 1940, Gould (6) investigated the problem again. This study measured the correlating level of aspiration with some personality factors obtained through questionnaires. Gould concluded that what is elicited in level of aspiration is not the same thing revealed by the questionnaires and maintained that there must be more than scores. There must be comparisons.

A study utilizing groups was conducted by Gardner (3). This study was concerned with investigating correlation coefficients of level of aspiration between groups. It was found that neither the correlation coefficients nor the difference between groups were large enough to be significant, although all were in the expected direction.
Using psychiatric patients with different diagnostic classifications, Klugman (7) studied the relationship between performance on the Rotter Aspiration Board and various types of tests. These tests were the California Test of Mental Maturity to measure ability, the Minnesota Spatial Relations boards as a test of mechanical aptitude, and the Psychosomatic Inventory.

Klugman concluded that performance on the aspiration board does not appear to be influenced by mechanical aptitude, extent of schooling, mental ability (as related to his study), nor age. However, a very low relationship existed between performance and emotional stability as measured by the inventory.

Klugman's purpose in his investigation seems somewhat nebulous. He utilized the Rotter Aspiration Board in assessing level of aspiration but then states that performance was that which was being studied. Clearly, the terms "aspiration" and "performance" are not synonymous. To aspire a certain goal in a given task is one thing but to achieve that goal is quite another.

Klugman's investigation was supplemented by a study by Gardner (4). The chief aspect of aspiration-level measured was the discrepancy between aspiration-level and level of past performance. It was found that highly reliable measures could be obtained, and high intercorrelations between
tasks indicated that the behavior underlying these measures was characterized by a large degree of generality.

These high intercorrelations are easily understandable by the operation of transference. Just as knowledge of one task will facilitate understanding of another similar task, changes in the level of performance of one task affect the height of the first level of aspiration in another. As is expounded upon many times in Gestalt psychology, the extent of this transference depends on the degree to which the two tasks are similar. However, with respect to level of aspiration, this effect seems to depend more on individual factors than on performance.

In this review of previous studies, it has been evident that although the results have been in the expected direction, they have nonetheless been statistically unreliable. On the other hand, it is consistently evident that there are some factors of personality operating in conjunction with level of aspiration behavior. It is very possible that the variability of these results is due to too superficial analysis of the problem than to a real absence of relation between personality attributes and the behavior of the level of aspiration.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHOD AND DESCRIPTION OF INSTRUMENTS

Method

Subjects

Eighty-seven students enrolled at North Texas State University were used as subjects. These subjects were not classified with respect to age or sex. However, the chronological ages ranged from nineteen to forty-five.

Although the majority of these students were psychology students, it was believed that this would not bias the data. The instruments used to minimise this point was the Cassel Group Level of Aspiration Test (1957 revision) by Russell N. Cassel. The task involved in this test is one in which the subjects had had no previous experience. This test is a paper and pencil test from which numerical scores are derived with no results depending on verbalizations or observation of behavior during the test.

Procedure

The data for the study were collected from the participating students during their regularly scheduled class periods.
All subjects were administered three tests: a personality questionnaire, The 16 F. F. Test (1957 edition) by Raymond B. Cattell; a mental ability test, the Otis Quick-Scoring Mental Ability Test, Form AM by Arthur S. Otis; and a test of level of aspiration, The Cassel Group Level of Aspiration Test (1957 revision) by Russell N. Cassel. These tests were administered in the order listed. With the exception of the test for level of aspiration, the tests are self-administering.

With the Cassel Group Level of Aspiration Test it is mandatory that the instructions be followed explicitly. All students were instructed to follow the directions as read by the examiner. The instructions followed the manual explicitly and were as follows:

This test is concerned with measuring the "level of aspiration" of an individual and deals largely with that aspect of the personality. It is different from most tests in that it does not ask you to solve problems, or to indicate how you should react to certain situations. The only thing that you are asked to do in this test is to draw a four-cornered figure around each of the small circles like the ones in the example below. You are given enough time between parts of the test to rest your fingers and to get ready for the next part. The test is very accurately timed with a stop watch, and exactly 30 seconds of time are allowed to work on each of the eight parts. You must pay strict attention to the instructions for starting and stopping if your test is to have value.

There are four rules you must follow in taking the test: Rule One states that you must always indicate in the space marked "number of squares you expect to do" at the bottom of each part and the number of squares you expect to draw in the 30 seconds allowed. Rule Two states that you never get credit for more squares than
you indicate that you expect to do; for example, if you say you expect to do 20 squares and actually do 22, you get credit for the 20 you bid, and no more. Rule Three states that if you bid too many or too high, you get two points taken off what you actually do for each point you are short; for example, if you bid 20 and get only 18, you are two points short of your bid; 2 times the two points short equals 4; subtract 4 from the 18 you completed and your score is 14. If you bid too high you get penalized, and if you don’t bid high enough you don’t get credit. Therefore, you can see that it is to your advantage to bid as nearly to what you really believe you can make as it is possible for you to do. Rule Four states that every square drawn must have at least three corners or it will not be counted. Now, finish drawing the squares for the remaining circles in the examples, like those indicated:

EXAMPLE: 0 0 0 0 0 0 0 0 (1, p. 7).

After the instructions were read and relevant questions answered, the test was given. Each section of the test was followed by a rest period and additional instructions necessary for the recording work and bids for the next section.

Description of the Tests

The Cassel Group Level of Aspiration Test (CGAT) is concerned with assessing certain configurational or gestalt-type aspects of personality rather than many isolated or fragmented ones (1, p. 1). This seems to be in conflict with the studies previously reviewed. However, this is in keeping with the fact that the concept utilized in the test is derived from the idea that all human behavior is goal directed. This theory is characteristic of Tolman and other pro-gestaltists. Although Cassel states that the test is concerned with gestalt-like aspects of personality, there is
a table in the manual giving correlations between the various sub-scores on the CGAT and other psychological data (1, p. 6).

The validity and standardization the CGAT is concerned with is whether or not the instrument actually assesses the irreality dimension of the individual, irreality referring to the presence of reality, rather than the absence of it, but implying a degree of the absence of acceptable sensory phenomena for the generation of self-perception in relation to previous performance (1, p. 19). This then is the discrepancy between the real (physical) and the perceived (psychological) actions of the individual actually completed in what is supposed to be a quantified objective measure from the real or physical world of the individual which is evident to him. The number of squares that the individual expects to do on succeeding trials is therefore meant to be a quantified objective measure of his psychological field. The difference between the number of squares completed and the estimate of the subject's expectations for the succeeding performance is then the basis for six of the seven scores obtainable for the test: Level of Aspiration Quotient (IAQ), Clinical "D" Score, First Goal Score, Aspiration "D" Score, the Haasean Score, Psychological Response to Failure, and the Physiological Response to Failure.
With respect to the description of the CGAT at this point, it is well to receive other opinions of the test. Sutcliffe (4) reports that all seven scores derived are functions, directly or indirectly, of performance on the square drawing task. Sutcliffe further states that to make the functions explicit, one must consider the relationship of aspiration to performance. Cassel does not report data which would specify this relationship, but, on other grounds, one would expect high dependence of aspiration on performance on this task. Sutcliffe concludes that aspiration on the CGAT is primarily, if not wholly, a measure of dexterity with a pencil. If one wishes to measure "aspiration" one must seek a situation in which it is independent of performance.

According to Cassel, the reliability of the various scores on the CGAT tend to fluctuate with the different populations taking the test. Of the seven scores obtainable the Clinical and Hauserman scores are the least variable. The reliability for the Level of Aspiration Quotient is approximately the same as for the Hauserman Score, which is in fact the basis for the LAQ. For a typical population, the r's on all main scores have been established by Cassel as above .84 (1, p. 3).

Concerning the validity and reliability of the CGAT, the following has been reported:
One of the familiar techniques of the psychological laboratory has been made into a group test, here reported in a brief manual that is exemplary for the confusion, and pretentiousness of the author’s thinking and writing. The test’s reliability is insufficient for use in counseling individuals, as the author recommends, and its validation is a muddle because of the author’s evident misunderstanding of theoretical foundations (3, p. 115).

In as much as the Hausemann score is one of the most important and also in view of the fact that the Level of Aspiration Quotient depends on the Hausemann, this score will be the only one of the possible seven which will be utilized. As previously stated the Level of Aspiration is calculated from any standard intelligence test. Since an intelligence score was obtained and entered into the data, the omission of this score will be of no serious consequence. Also, in light of the fact that the Level of Aspiration score is derived from the Hausemann should be of sufficient warranty to cause no concern.

The Level of Aspiration Quotient is the most important score obtainable from the test and indicates the relationship between the person’s intelligence and his level of aspiration to intelligence. An IAQ of 100 indicates average aspirations and irreality for the subject’s intelligence, while IAQ’s above 100 indicate greater aspirations than intelligence, but with a low irreality dimension which is very desirable. IAQ’s below 100 indicate low aspirations for the subject’s intelligence, but with high irreality
dimension, which is very undesirable. For typical individuals, the LAQ, according to Cassel, ranges from 50 to 180, with a mean of 101.5 and with a standard deviation of 22.8 (1, p. 19).

The Aspiration "D" Score is the traditional score reported in association with the level of aspiration studies in most of the literature. It is a measure of the extent to which one's psychological field is in agreement with one's physical field and is considerably more unstructured than either the LAQ or the Hausermann Score. The Aspiration "D" Score's mere existence is wholly dependent on the necessary standards or requirements of the test itself: i.e., a figure with minimum of three corners, time limitations, and the insertion of goals prior to the performance on each separate part. High values on the Aspiration "D" Score indicate both a high level of aspiration and a high irreality dimension of personality, while low raw scores indicate the opposite. Cassel finds that typical individuals will score within a range of from 0.0 to 9.0, with a mean of 2.8 and a standard deviation of 1.5 (1, p. 22).

The First Goal Score is indicative of the subject's perceived position of how he will perform without previous knowledge of the task, with the exception of the examples of the introductory instructions. This score then provides a measure of the psychological field of the individual with a
minimum of influence from the physical field. High values on this score would then tend to indicate a high aspiration, but would have no relation to the concept of irreality, and the low scores would then tend to indicate the opposite. For typical individuals, values would range from 6.0 to 48, with a mean of 27.3 and a standard deviation of 7.8 (1, p. 22).

The Hausenmann Score, which is also frequently encountered in related literature, is the most important score on the CGAT next to the LAQ and is in its own right a measure of the level of aspiration of an individual. According to Cassel, four important elements appear to be contained in the evaluative use of this score: (1) the level of goals, (2) the degree to which goals and performance are in agreement, (3) the attitude and ability of the subject to follow directions and the rules established for the test, therefore his vulnerability and acceptance of the culture, and (4) the elimination of wish goals or fantasy concepts. High scores here also indicate high aspirations, but always in terms of, and in accordance with, the actual performance of the subject. A low score appears to indicate low aspirations in relation to the actual performance of the subject. Scores for a typical individual range from 15.00 to 39.00, with a mean of 28.4 and a standard deviation of 5.4. Cassel stated that in terms of irreality, a high score would indicate low
irreality while a low score would indicate the opposite (1, p. 22).

Although there are three more scores obtainable from the test, these seem to be the most commonly used. As stated previously, only the Hausemann Score was utilized in the present indication. The breakdown of the four scores previously covered will show their close relationship to the Hausemann Score.

The 16 P. F. Test is intended for administration in both group and individual situations, and for clinical work the latter is preferable. Normally the subjects make their responses on an answer sheet either taken from the back of the booklet or separately supplied.

Three alternative answers to each item are provided for the subject: "yes," "in between," and "no." Cattell (2, p. 3) states:

> It has been found that the pseudo "forced choice," forbidding use of a middle category (i.e., the response "uncertain" or "in between"), frustrated genuine attempts to give accurate answers and may produce poor test morale and a general disinclination to respond to the test. The balance of advantages, with adults, points to providing three alternative responses.

Concerning validity and reliability of The 16 P. F. Test, Cattell (2, p. 2) states:

> The present questionnaire meets a long-standing demand for a personality-measuring instrument properly validated with respect to the primary personality factors that are rooted in general psychological research. It is at present unique in: (a) having
every item possessed of a demonstrated saturation with respect to each of the factors which it sets out to measure, and (b) having proof that each of the questionnaire factors corresponds to a primary personality factor found elsewhere, i.e., real-life behavior situations, in social response patterns, and in abnormal, pathological behavior. Test research has been directed to getting the highest possible reliability for a small number of items. However, it is possible to gain high figures for reliability by making a test too homogeneous by choosing items sharing the same specifics as well as the required common factor, and by doing away with spread in difficulty. Since it is desirable that the 16 P. F. have a good range, and discriminate, for example, among clinical cases as well as in industry and college, we have not aimed at the artificially high reliabilities to which some handbooks accustom their readers.

Factor A of The 16 P. F. Test is concerned with cyclothymia versus schizothymia. In questionnaire responses, the A+ individual expresses preference for occupations dealing with people, enjoys social recognition, and is generally willing to go along with expediency. The A- person enjoys things or words, working alone, intellectual companionship, and avoidance of compromise (2, p. 11).

The measurement of intelligence (Factor B) has been shown to carry with it as a factor in the personality realm the following: conscientious versus lower morale, persevering versus quitting, and cultured versus boorish (2, p. 12). The B factor is, therefore, in intelligence test terms, a power not a speed measure.

Factor C is one of integration and maturity as opposed to emotionality. Cattell (2, p. 12) states that in the questionnaire manifestation the C- person is annoyed by
things and people while the C+ individual is calm and stable.

Factor E is concerned with dominance versus submission. Other variables characteristic of this factor are independency versus dependency, solemn versus expressive, and tough versus easily upset (2, p. 12).

One of the most important components in extraversion is Factor F (2, p. 13). More specifically, Factor F is concerned with surgency versus desurgency. In other words, this factor is an expression of cheerfulness versus depressiveness.

Factor G is concerned with super ego strength versus lack of internal standards (2, p. 13). Cattell states that this factor, which has some superficial resemblance to Factor C in that it also is indicative of self-controlled rather than emotional behavior, is characterized most by energy and persistence.

Factor H is a factor which has been repeatedly discovered both in ratings and in questionnaires (2, p. 14). This factor is concerned with adventurousness versus shyness. Cattell also states that this factor should be considered with Factor A as one of the two main components of the schizophrenic pattern.

Toughness versus sensitivity is portrayed by Factor I. In questionnaire studies, the I+ person has shown a dislike
of "crude" people and rough occupations, a liking for travel, and new experiences (2, p. 15). The opposite of this trait is expressed by I-. Variables indicated here are toughness, practicalness, and realistic temperamental dimension.

Factor I is concerned with suspecting versus accepting. Cattell (2, p. 15) reports that this pattern has rather larger variance in male than female populations. Cattell further states that some of the traits attributed to dominance (Factor E) belong in this pattern rather than dominance.

A subtle pattern is indicated in Factor M. This factor is concerned with self-absorption versus attention to practical needs. High M*, according to Cattell (2, p. 16), represents intense subjectivity and inner mental life. Low M scores are characteristic of realism and alertness.

Cattell (2, p. 17) reports that Factor N represents some form of intellectual-educational development, not to be confused with intelligence. However, Cattell states that this factor correlates both with intelligence and dominance. The variables in this factor are exact versus vague, aloof versus warm, and ambitious versus contented.

Factor O indicates insecurity versus self-security. Cattell (2, p. 17) states that clinically O is important, first as one of the largest factors in anxiety, and secondly, as tending to be very high in neurotics and many psychotics.
The Q+ score is indicative of fatigue in exciting situations while an Q- score is indicative of self-confidence.

Radicalism versus conservatism appears in Factor Q1. Cattell (2, p. 18) states that there is evidence that Q1+ persons are more well informed—and more inclined to experiment with problem solutions. A Q1- score is indicative of custom and tradition.

Factor Q2 is one of the major factors in introversion (2, p. 18). This factor is concerned with self-sufficiency versus group dependency. A Q2+ score is indicative of resourcefulness while Q2- portrays dependency.

Cattell (2, p. 18) states that Factor Q3 represents the level of development of the conscious self-sentiment. High self-sentiment versus poor self-sentiment is portrayed by Factor Q3.

Although Factor Q4 is similar in psychological content with Factor O+, Cattell (2, p. 19) states that the factors are demonstrably distinct. Factor Q4 is concerned with high tension versus low tension which is manifested in irrational worry and anxiety. The interpretation of Q4 is that it represents an undischarged level of excitement (2, p. 19).

Sixteen of the seventeen variables utilized in the present study were obtained from The Sixteen Personality Factor Questionnaire. The Otis Quick-Scoring Test of Mental
Ability, Form AM was utilized in obtaining measured intelligence.

The purpose of The Otis Quick-Scoring Test of Mental Ability, Form AM is measurement of mental ability, i.e., thinking power or the degree of maturity of the mind. This test includes questions on vocabulary, arithmetic reasoning, and other related areas.

The test is self-administering in the sense that it is necessary to pass out the booklets, allow a small amount of time to study the first page, and give the test. Exactly thirty minutes are allowed to complete the test and the booklets are handed in. The test is either hand scorables or machine scorables.

The reliability of the Gamma form was investigated by correlating the odd-even items (5). Test papers of 257 students in grades ten, eleven, and twelve were utilized. The coefficients obtained were .82, .85, and .73, respectively. When corrected by the Spearman-Brown formula, the reliability coefficients obtained were .90, .91, and .85, respectively.

Scores were obtained from all areas of the tests utilized and the means and standard deviations calculated for each area of the tests. Simple correlations between the eighteen variables involved in the study were then calculated and the level of significance obtained.
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CHAPTER IV

RESULTS

Table I presents the means and standard deviations of the Sixteen Factor Personality Questionnaire. The statistical data of the scores were not screened on the basis of age, sex, or college classification. Also, raw scores were utilized in favor of the standard scores. Cattell (2, p. 10) reports that in many research uses, especially those involving correlations, or determining the significance of difference of means, standard scores are unnecessary. Cattell also states that standard scores may involve some slight loss of information because they are grouped more coarsely than raw scores.

Of the sixteen factors represented by the Cattell questionnaire, only four are of significant difference to warrant closer investigation. The other twelve factors were all within the mean value of those in the manual.

The first of these factors (Factor E) is shown to have a mean of 13.40 and a standard deviation of 4.04. This is the well-known factor of dominance and the mean of 13.40 elevates this particular factor from the submissive aspect to the assertive.
Factor 0 is concerned with guilt proneness versus confidence. The mean of 8.21 places this factor toward the confidence end of the scale. That is, a low score in this area exemplifies self-confidence, toughness, and expediency.

TABLE I

MEANS AND STANDARD DEVIATIONS OF THE SIXTEEN FACTOR PERSONALITY QUESTIONNAIRE

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<tr>
<th>Factor</th>
<th>Mean</th>
<th>SD</th>
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<tr>
<td>A (reserved vs. outgoing)</td>
<td>11.70</td>
<td>4.01</td>
</tr>
<tr>
<td>B (less intelligent vs. more intelligent)</td>
<td>8.53</td>
<td>1.90</td>
</tr>
<tr>
<td>C (affected by feelings vs. emotionally stable)</td>
<td>16.89</td>
<td>4.46</td>
</tr>
<tr>
<td>D (sorrowful vs. little afraid)</td>
<td>13.40</td>
<td>4.04</td>
</tr>
<tr>
<td>E (sober vs. happy-go-lucky)</td>
<td>15.89</td>
<td>4.11</td>
</tr>
<tr>
<td>F (expedient vs. conscientious)</td>
<td>12.98</td>
<td>3.54</td>
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<tr>
<td>G (shy vs. venturesome)</td>
<td>15.48</td>
<td>5.12</td>
</tr>
<tr>
<td>H (tough-minded vs. tender-minded)</td>
<td>10.40</td>
<td>3.75</td>
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<td>I (trustful vs. suspicious)</td>
<td>7.24</td>
<td>3.24</td>
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<td>J (practical vs. imaginative)</td>
<td>12.05</td>
<td>3.69</td>
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<td>K (forthright vs. shrewd)</td>
<td>10.68</td>
<td>2.72</td>
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<tr>
<td>L (placid vs. apprehensive)</td>
<td>8.21</td>
<td>3.08</td>
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<tr>
<td>M (conservative vs. experimenting)</td>
<td>10.47</td>
<td>2.93</td>
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<td>Q2 (group-dependent vs. self-sufficient)</td>
<td>10.36</td>
<td>3.50</td>
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<td>Q3 (casual vs. controlled)</td>
<td>11.26</td>
<td>2.87</td>
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<td>Q4 (relaxed vs. tense)</td>
<td>10.21</td>
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</tbody>
</table>

Another factor which differed from the mean as set up by the norm table was Factor Q1. This is a relatively broad trait concerned with radicalism and conservatism. The mean of 10.47 would place this factor on the radical side. In other words, this particular score is indicative of persons that are better informed and more inclined to experiment with new problems.
The last of the sixteen factors of any difference was Factor Q4. This factor is very similar to Factor O but is concerned with irrational worry and tenseness and not tenseness of a physiological basis. The mean of 10.21 tends to place this factor along the line of low ergic tension. With respect to this factor, Cattell (2, p. 19) reports that low Q4 distinguishes in school work the over-achiever from the under-achievers of the same intelligence level.

Table II indicates the mean and standard deviation of The Otis Quick-Scoring Test of Mental Ability. As expected the mean is higher and the standard deviation lower than that for the total population.

The score obtained from the Cassel test was computed to yield a group mean and standard deviation. Table II presents the statistical data derived from these computations.

**TABLE II**

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otis</td>
<td>115.45</td>
<td>10.10</td>
</tr>
<tr>
<td>Cassel</td>
<td>33.23</td>
<td>5.83</td>
</tr>
</tbody>
</table>

Cassel (1, p. 22) reports that scores for typical individuals range from 15.00 to 39.00 with a mean of 28.4 and a
standard deviation of 5.4. The higher this score, the lower the unreality of the individual, while the lower the score, the higher the unreality.

All of the test scores were then correlated with the Cassel sub-test score. Table III gives these correlations against the Cassel test and the Otis and Cattell tests as the correlatives.

**TABLE III**

**CORRELATION BETWEEN CASSEL SUB-TEST SCORE, SIXTEEN FACTOR PERSONALITY QUESTIONNAIRE AND OTIS QUICK-SCORING TEST OF MENTAL ABILITY**

<table>
<thead>
<tr>
<th>Sixteen Factor Personality Questionnaire</th>
<th>Cassel Sub-Test Score (Hausenmann)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor A</td>
<td>-.046</td>
</tr>
<tr>
<td>Factor B</td>
<td>-.024</td>
</tr>
<tr>
<td>Factor C</td>
<td>-.040</td>
</tr>
<tr>
<td>Factor E</td>
<td>.049</td>
</tr>
<tr>
<td>Factor F</td>
<td>.101</td>
</tr>
<tr>
<td>Factor G</td>
<td>.084</td>
</tr>
<tr>
<td>Factor H</td>
<td>.002</td>
</tr>
<tr>
<td>Factor I</td>
<td>-.077</td>
</tr>
<tr>
<td>Factor L</td>
<td>.074</td>
</tr>
<tr>
<td>Factor M</td>
<td>.096</td>
</tr>
<tr>
<td>Factor N</td>
<td>-.126</td>
</tr>
<tr>
<td>Factor O</td>
<td>.036</td>
</tr>
<tr>
<td>Factor Q1</td>
<td>-.126</td>
</tr>
<tr>
<td>Factor Q2</td>
<td>-.127</td>
</tr>
<tr>
<td>Factor Q3</td>
<td>.132</td>
</tr>
<tr>
<td>Factor Q4</td>
<td>-.038</td>
</tr>
<tr>
<td>Otis Quick Scoring Test</td>
<td>-.038</td>
</tr>
</tbody>
</table>

Note.—None of the tabled correlations differed significantly from 0 using a critical level of significance of $P = .05$ (df equals 85).
To be significant at the .05 level of confidence the correlation would have to be .217 (df equals 85). From the data reported in Table III it is evident that none of the personality questionnaire factors or the mental ability test scores show any significant relationship with the Cassel test score.
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2. Cattell, Raymond B., Sixteen Personality Factor Questionnaire, Los Angeles, Western Psychological Services, 1957.
CHAPTER V

SUMMARY AND CONCLUSIONS

Although there have been few attempts at correlating personality factors with level of aspiration, there have been even fewer attempts at correlating a standardised level of aspiration test with personality variables. The Casse test is the latest effort to bring this technique into wider use.

Even though the results obtained herein are similar to past studies in this area the results are too inconclusive to warrant the slightest prediction. In any testing program, techniques such as these would appear to add much to a well rounded battery of tests. When tests are known to relate to various variables the instrument has a much wider range of usage and prediction.

The two hypotheses stated in Chapter I were:

1. There will not be a significant relationship between level of aspiration and measurable intelligence.

2. There will not be a significant relationship between level of aspiration and other personality variables.

To test these hypotheses eighty-seven students enrolled at North Texas State University were used. These subjects were administered three tests: The Sixteen Personality
Factor Questionnaire, The Otis Quick-Scoring Test of Mental Ability, Form AM, and The Cassel Group Level of Aspiration Test (1957 revision). These tests were administered in the order listed. Scores were obtained from all areas of the tests utilized and the means and standard deviations calculated for each area of the tests. Simple correlations between the eighteen variables involved in the study were then calculated and the level of significance obtained.

Of the sixteen personality factors portrayed by the Sixteen Personality Factor Questionnaire, only four differed to any great degree from the norms. As was previously reported, these factors were Factor E, Factor O, Factor Q1, and Factor Q4. Table III, page 30, revealed that Factor Q1 has the highest correlation with level of aspiration than any of the three factors discussed at this time. However, a correlation of -.126 is practically meaningless. This factor has a mean of 10.47 which places it above the mean as established by the table of norms. Although a superficial examination might tend to show an inverse relationship between radicalism and level of aspiration, it must be remembered that the test from which the level of aspiration was obtained is not guilt free.

Factor Q2 is seen to have an r of -.127. This factor as revealed by Table I, page 28, is seen to have a mean of 10.38. This mean would place this factor above the mean as
established by the table of norms. Again, this is an insignificant r. It does, however, lean in the direction of establishing some relationship with the factor of self-sufficiency.

The only other personality factor worthy of investigation is Factor 03. This factor deals with controlled versus uncontrolled will power and a correlation of .132 was obtained with this factor and level of aspiration. With a mean of 11.26, this factor is within the bounds of normalcy.

One other factor, that of measured intelligence, has no connection to warrant closer investigation. An r of -.038 reveals no relationship between the two factors here involved i.e., measured intelligence and level of aspiration.

The data obtained in the present investigation warrants the acceptance of both hypotheses. However, it is possible that a relationship exists that these particular tests do not reveal. Possibly other personality questionnaires or other tasks of level of aspiration would reveal more significant relationships.

The results reported in this investigation, although inconclusive, offer some areas to investigate. Probably the most important of these is The Cassel GROUP LEVEL OF ASPIRATION Test. If the test can not be shown to relate to external variables, it would seem that the test is in error. Also, by the nature of the task involved the tests demand
much research before predictive validity can be placed on
the obtained scores.

Concerning future research in this area, Lewin et al. (2, pp. 376-377) offer the following suggestions:

One can try to understand more fully the general laws of the level of aspiration. The analysis is far
enough along at present to encourage an attempt to
determine quantitatively the values on the various
scrotes of reference. Such an attempt would give in-
sight, for instance, into the factors which determine
our probability judgment about our future, and would be
of some considerable value for general theory of cog-
nitive processes and perceptions. It would permit a
quantitative approach to such divergent questions as
theory of choice and compromise; the effect of past
experience and group belonging on certain aspects of
cultural values, e.g., their distribution, interde-
pendence, and the rigidity; the factors determining
the "ability to take it"; and problems of development
and regression in regard to complying to rules.
CHAPTER BIBLIOGRAPHY


WHAT TO DO: Inside this booklet are some questions to see what attitudes and interests you have. There are no "right" and "wrong" answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate "Answer Sheet" has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and other particulars at the top of the Answer Sheet.

First, you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answers on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says "Examples." Put a mark, x, in the left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and in the right-hand box if you choose the "c" answer.

EXAMPLES:

1. I like to watch team games. (a) yes, (b) occasionally, (c) no.

2. I prefer people who:
   (a) are reserved, (b) in between, (c) make friends quickly.

3. Money cannot bring happiness. (a) yes (true), (b) in between, (c) no (false).

4. Woman is to child as cat is to: (a) kitten, (b) dog, (c) boy.

In the last example there is a right answer—kitten. But there are very few such reasoning items among the questions.

Ask now if anything is not clear. The examiner will tell you in a moment to turn the page and start.

When you answer, keep these four points in mind:

1. You are asked not to spend time pondering. Give the first, natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about "team games" and you might be fonder of football than basketball. But you are to reply "for the average game," or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.

2. Try not to fall back on the middle, "uncertain" answers except when the answer at either end is really impossible for you—perhaps once every two or three questions.

3. Be sure not to skip anything, but answer every question, somehow. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.

4. Answer as honestly as possible what is true of you. Do not merely mark what seems "the right thing to say" to impress the examiner.
1. I have the instructions for this test clearly in mind. (a) yes, (b) uncertain, (c) no.
2. I am ready to answer each question as truthfully as possible. (a) yes, (b) uncertain, (c) no.
3. It would be good for everyone if vacations (holidays) were longer and everyone had to take them. (a) agree, (b) uncertain, (c) disagree.
4. I can find enough energy to face my difficulties. (a) always, (b) generally, (c) seldom.
5. I feel a bit nervous of wild animals even when they are in strong cages. (a) yes (true), (b) uncertain, (c) no (false).
6. I hold back from criticizing people and their ideas. (a) yes, (b) sometimes, (c) no.
7. I make smart, sarcastic remarks to people if I think they deserve it. (a) generally, (b) sometimes, (c) never.
8. I prefer semiclassical music to popular tunes. (a) true, (b) uncertain, (c) false.
9. If I saw two neighbors' children fighting, I would: (a) leave them to settle it, (b) uncertain, (c) reason with them.
10. On social occasions I: (a) readily come forward, (b) respond in between, (c) prefer to stay quietly in the background.
11. I would rather be: (a) a construction engineer, (b) uncertain, (c) a teacher of social studies.
12. I would rather spend a free evening: (a) with a good book, (b) uncertain, (c) working on a hobby with friends.
13. I can generally put up with conceited people, even though they brag or show they think too well of themselves. (a) yes, (b) uncertain, (c) no.
14. I'd rather that the person I marry be socially admired than gifted in art or literature. (a) true, (b) uncertain, (c) false.
15. I sometimes get an unreasonable dislike for a person: (a) but it is so slight I can hide it easily, (b) uncertain, (c) which is so definite that I tend to express it.
16. In a situation which may become dangerous I believe in making a fuss and speaking up even if calmness and politeness are lost. (a) yes, (b) uncertain, (c) no.
17. I am always keenly aware of attempts at propaganda in things I read. (a) yes, (b) uncertain, (c) no.
18. I wake up in the night and, through worry, have difficulty in sleeping again. (a) often, (b) sometimes, (c) never.
19. I don't feel guilty if scolded for something I did not do. (a) true, (b) uncertain, (c) false.
20. I am considered a liberal "dreamer" of new ways rather than a practical follower of well-tried ways. (a) true, (b) uncertain, (c) false.
21. I find that my interests in people and amusement tend to change fairly rapidly. (a) yes, (b) uncertain, (c) no.
22. In constructing something I would rather work: (a) with a committee, (b) uncertain, (c) on my own.
23. I find myself counting things, for no particular purpose. (a) often, (b) occasionally, (c) never.
24. When talking I like: (a) to say things, just as they occur to me, (b) uncertain, (c) to get my thoughts well organized first.
25. I never feel the urge to doodle and fidget when kept sitting still at a meeting. (a) true, (b) uncertain, (c) false.
26. With the same hours and pay, I would prefer the life of: (a) a carpenter or cook, (b) uncertain, (c) a waiter in a good restaurant.

27. With acquaintances I prefer: (a) to keep to matter-of-fact impersonal things, (b) in between, (c) to chat about people and their feelings.

28. “Spade” is to “dig” as “knife” is to: (a) sharp, (b) cut, (c) shovel.

29. I sometimes can’t get to sleep because an idea keeps running through my mind. (a) true, (b) uncertain, (c) false.

30. In my personal life I reach the goals I set, almost all the time. (a) true, (b) uncertain, (c) false.

31. When telling a person a deliberate lie I have to look away, being ashamed to look him in the eye. (a) true, (b) uncertain, (c) false.

32. I am uncomfortable when I work on a project requiring quick action affecting others. (a) true, (b) in between, (c) false.

33. Most of the people I know would rate me as an amusing talker. (a) yes, (b) uncertain, (c) no.

34. Many ordinary people would be shocked if they knew my inner personal opinions. (a) yes, (b) uncertain, (c) no.

35. I get slightly embarrassed if I suddenly become the focus of attention in a social group. (a) yes, (b) in between, (c) no.

36. I am always glad to join a large gathering, for example, a party, dance, or public meeting. (a) yes, (b) in between, (c) no.

37. In school I preferred (or prefer): (a) music, (b) uncertain, (c) handwork and crafts.

38. I believe most people are a little “queer” mentally though they do not like to admit it. (a) yes, (b) in between, (c) no.

39. I like a friend (of my sex) who: (a) seriously thinks out his attitudes to life, (b) in between, (c) is efficient and practical in his interests.

40. “If at first you don’t succeed, try, try, again,” is a motto completely forgotten in the modern world. (a) yes, (b) uncertain, (c) no.

41. I feel a need every now and then to engage in a tough physical activity. (a) yes, (b) in between, (c) no.

42. I would rather mix with polite people than rough, rebellious individuals. (a) yes, (b) in between, (c) no.

43. In intellectual interests, my parents are (were): (a) a bit below average, (b) average, (c) above average.

44. When I am called in by my boss (or teacher), I: (a) see a chance to put in a good word for things I am concerned about, (b) in between, (c) fear something has gone wrong.

45. I feel a strong need for someone to lean on in times of sadness. (a) yes, (b) in between, (c) no.

46. I occasionally get puzzled when looking in a mirror, as to the meaning of right and left. (a) true, (b) uncertain, (c) false.

47. As a teenager, I joined in school sports: (a) occasionally, (b) fairly often, (c) a great deal.

48. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel. (a) true, (b) uncertain, (c) false.

49. I sometimes get in a state of tension and turmoil as I think of the day’s happenings. (a) yes, (b) in between, (c) no.

50. I sometimes doubt whether people I am talking to are really interested in what I am saying. (a) yes, (b) in between, (c) no.

(End of second column on answer sheet.)
51. I would like to be: (a) a forester, (b) uncertain, (c) a grammar or high school teacher.

52. For special holidays and birthdays, I: (a) like to give personal presents, (b) uncertain, (c) feel that buying presents is a bit of a nuisance.

53. "Tired" is to "work" as "proud" is to: (a) rest, (b) success, (c) exercise.

54. Which of the following items is different in kind from the others? (a) candle, (b) moon, (c) electric light.

55. I admire my parents in all important matters. (a) yes, (b) uncertain, (c) no.

56. I have some characteristics in which I feel definitely superior to most people. (a) yes, (b) uncertain, (c) no.

57. If it is useful to others, I don't mind taking a dirty job that others look down on. (a) true, (b) uncertain, (c) false.

58. I like to go out to a show or entertainment: (a) more than once a week (more than average), (b) about once a week (average), (c) less than once a week (less than average).

59. I think that plenty of freedom is more important than good manners and respect for the law. (a) true, (b) uncertain, (c) false.

60. I tend to keep quiet in the presence of senior persons (people of greater experience, age, or rank). (a) yes, (b) in between, (c) no.

61. I find it hard to address or recite to a large group. (a) yes, (b) in between, (c) no.

62. I would rather live in a town: (a) which is rough, prosperous, and booming, (b) uncertain, (c) artistically laid out, but relatively poor.

63. If I make an awkward social mistake, I can soon forget it. (a) yes, (b) in between, (c) no.

64. When I read an unfair magazine article, I am more inclined to forget it than to feel like "hitting back." (a) true, (b) uncertain, (c) false.

65. My memory tends to drop a lot of unimportant trivial things, for example, names of streets or stores in town. (a) yes, (b) in between, (c) no.

66. I am considered a person easily swayed by appeals to my feelings. (a) yes, (b) in between, (c) no.

67. I eat my food with gusto, not always so carefully and properly as some people. (a) true, (b) uncertain, (c) false.

68. I generally keep up hope in ordinary difficulties. (a) yes, (b) uncertain, (c) no.

69. People sometimes warn me that I show my excitement in voice and manner too obviously. (a) yes, (b) in between, (c) no.

70. As a teenager, if I differed in opinion from my parents, I usually: (a) kept my own opinion, (b) in between, (c) accepted their authority.

71. I prefer to marry someone who can: (a) keep the family interested in its own activities, (b) in between, (c) make the family a part of the social life of the neighborhood.

72. I would rather enjoy life quietly in my own way than be admired for my achievements. (a) true, (b) uncertain, (c) false.

73. I can work carefully on most things without being bothered by people making a lot of noise around me. (a) yes, (b) in between, (c) no.

74. I feel that on one or two occasions recently I have been blamed more than I really deserve. (a) yes, (b) in between, (c) no.

75. I am always able to keep the expressions of my feelings under exact control. (a) yes, (b) in between, (c) no.
76. In starting a useful invention, I would prefer: (a) working on it in the laboratory, (b) uncertain, (c) selling it to people.

77. "Surprise" is to "strange" as "fear" is to: (a) brave, (b) anxious, (c) terrible.

78. Which of the following fractions is not in the same class as the others? (a) 3/7, (b) 3/9, (c) 3/11.

79. Some people seem to ignore or avoid me, although I don't know why. (a) true, (b) uncertain, (c) false.

80. People treat me less reasonably than my good intentions deserve. (a) often, (b) occasionally, (c) never.

81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me. (a) yes, (b) in between, (c) no.

82. I have decidedly fewer friends than most people. (a) yes, (b) in between, (c) no.

83. I would hate to be where there wouldn't be a lot of people to talk to. (a) true, (b) uncertain, (c) false.

84. People sometimes call me careless, even though they think me an attractive person. (a) yes, (b) in between, (c) no.

85. My reserve always stands in the way when I want to speak to an attractive stranger of the opposite sex. (a) yes, (b) in between, (c) no.

86. I would rather have a job with: (a) a fixed, certain salary, (b) in between, (c) a larger salary, but depending on my constantly persuading people I am worth it.

87. I prefer reading: (a) a realistic account of military or political battles, (b) uncertain, (c) a sensitive, imaginative novel.

88. When bossy people try to "push me around," I do just the opposite of what they wish. (a) yes, (b) in between, (c) no.

89. Most people would be "better off" if given more praise instead of more criticism. (a) true, (b) uncertain, (c) false.

90. In discussing art, religion, or politics, I seldom get so involved or excited I forget politeness and human relations. (a) true, (b) uncertain, (c) false.

91. If someone got mad at me, I would: (a) try to calm him down, (b) uncertain, (c) get irritated.

92. I would like to see a move toward: (a) eating more vegetable foods, to avoid killing so many animals, (b) uncertain, (c) getting better poisons to kill the animals which ruin farmers' crops (such as squirrels, rabbits, and some kinds of birds).

93. If acquaintances treat me badly and show they dislike me: (a) it does not upset me a bit, (b) in between, (c) I tend to get downhearted.

94. Careless folks who say "the best things in life are free" usually haven't worked to get much. (a) true, (b) in between, (c) false.

95. Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force. (a) true, (b) in between, (c) false.

96. At fifteen or sixteen I went about with the opposite sex: (a) a lot, (b) as much as most people, (c) less than most people.

97. I like to take an active part in social affairs, committee work, etc. (a) yes, (b) in between, (c) no.

98. The idea that sickness comes as much from mental as physical causes is much exaggerated. (a) yes, (b) in between, (c) no.

99. Quite small setbacks occasionally irritate me too much. (a) yes, (b) in between, (c) no.

100. I very rarely blurt out annoying remarks that hurt people's feelings. (a) true, (b) uncertain, (c) false.
101. I would prefer to work in a business: (a) talking to customers, (b) in between, (c) keeping office accounts and records.

102. "Size" is to "length" as "dishonest" is to: (a) prison, (b) sin, (c) stealing.

103. AB is to dc as SR is to: (a) qp, (b) pq, (c) tu.

104. When people are unreasonable, I just: (a) keep quiet, (b) in between, (c) despise them.

105. If people talk loudly while I am listening to music, I: (a) can keep my mind on the music and not be bothered, (b) in between, (c) find it spoils my enjoyment and annoys me.

106. I think I am better described as: (a) polite and quiet, (b) in between, (c) forceful.

107. I attend social functions only when I have to, and stay away any other time. (a) yes, (b) uncertain, (c) no.

108. To be cautious and expect little is better than to be happy at heart, always expecting success. (a) true, (b) uncertain, (c) false.

109. In thinking of difficulties in my work, I: (a) try to plan ahead, before I meet them, (b) in between, (c) assume I can handle them when they come.

110. I have at least as many friends of the opposite sex as of my own. (a) yes, (b) in between, (c) no.

111. Even in an important game I am more concerned to enjoy it than to win. (a) always, (b) generally, (c) occasionally.

112. I would rather be: (a) a guidance worker with young people seeking careers, (b) uncertain, (c) a manager in a technical manufacturing concern.

113. If I am quite sure that a person is unjust or behaving selfishly, I show him up, even if it takes some trouble. (a) yes, (b) in between, (c) no.

114. Some people criticize my sense of responsibility. (a) yes, (b) uncertain, (c) no.

115. I would enjoy being a newspaper writer on drama, concerts, opera, etc. (a) yes, (b) uncertain, (c) no.

116. I find it embarrassing to have praise or compliments bestowed on me. (a) yes, (b) in between, (c) no.

117. I think it is more important in the modern world to solve: (a) the political difficulties, (b) uncertain, (c) the question of moral purpose.

118. I occasionally have a sense of vague danger or sudden dread for no sufficient reason. (a) yes, (b) in between, (c) no.

119. As a child I feared the dark. (a) often, (b) sometimes, (c) never.

120. On a free evening I like to: (a) see an historical film about past adventures, (b) uncertain, (c) read science fiction or an essay on "The Future of Science."

121. It bothers me if people think I am being too unconventional or odd. (a) a lot, (b) somewhat, (c) not at all.

122. Most people would be happier if they lived more with their fellows and did the same things as others. (a) yes, (b) in between, (c) no.

123. I like to go my own way instead of acting on approved rules. (a) true, (b) uncertain, (c) false.

124. Often I get angry with people too quickly. (a) yes, (b) in between, (c) no.

125. When something really upsets me, I generally calm down again quite quickly. (a) yes, (b) in between, (c) no.
126. If the earnings were the same, I would rather be: (a) a lawyer, (b) uncertain, (c) a navigator or pilot.

127. “Better” is to “worst” as “slower” is to: (a) fast, (b) best, (c) quickest.

128. Which of the following should come next at the end of this row of letters: xoxooxxo0xxx? (a) xox, (b) oox, (c) oxx.

129. When the time comes for something I have planned and looked forward to, I occasionally do not feel up to going. (a) true, (b) in between, (c) false.

130. I could enjoy the life of an animal doctor, handling disease and surgery of animals. (a) yes, (b) in between, (c) no.

131. I occasionally tell strangers things that seem to me important, regardless of whether they ask about them. (a) yes, (b) in between, (c) no.

132. I spend much of my spare time talking with friends over social events enjoyed in the past. (a) yes, (b) in between, (c) no.

133. I enjoy doing “daring,” foolhardy things “just for fun.” (a) yes, (b) in between, (c) no.

134. I think the police can be trusted not to ill-treat innocent people. (a) yes, (b) in between, (c) no.

135. I consider myself a very sociable, outgoing person. (a) yes, (b) in between, (c) no.

136. In social contacts I: (a) show my emotions as I wish, (b) in between, (c) keep my emotions to myself.

137. I enjoy music that is: (a) light, dry, and brisk, (b) in between, (c) emotional and sentimental.

138. I try to make my laughter at jokes quieter than most people’s. (a) yes, (b) in between, (c) no.

139. I admire the beauty of a fairy tale more than that of a well-made gun. (a) yes, (b) uncertain, (c) no.

140. Hearing different beliefs about right and wrong is: (a) always interesting, (b) something we cannot avoid, (c) bad for most people.

141. I am always interested in mechanical matters, for example, in cars and airplanes. (a) yes, (b) in between, (c) no.

142. I like to tackle problems that other people have made a mess of. (a) yes, (b) in between, (c) no.

143. I am properly regarded as only a plodding, half-successful person. (a) yes, (b) uncertain, (c) no.

144. If people take advantage of my friendliness, I do not resent it and I soon forget. (a) true, (b) uncertain, (c) false.

145. I think the spread of birth control is essential to solving the world’s economic and peace problems. (a) yes, (b) uncertain, (c) no.

146. I like to do my planning alone, without interruptions and suggestions from others. (a) yes, (b) in between, (c) no.

147. I sometimes let my actions get swayed by feelings of jealousy. (a) yes, (b) in between, (c) no.

148. I believe firmly “the boss may not always be right, but he always has the right to be boss.” (a) yes, (b) uncertain, (c) no.

149. I tend to tremble or perspire when I think of a difficult task ahead. (a) generally, (b) occasionally, (c) never.

150. If people shout suggestions when I’m playing a game, it does not upset me. (a) true, (b) uncertain, (c) false.

(End of sixth column on answer sheet.)
151. I would prefer the life of: (a) an artist, (b) uncertain, (c) a secretary running a social club.

152. Which of the following words does not properly belong with the others? (a) any, (b) some, (c) most.

153. "Flame" is to "heat" as "rose" is to: (a) thorn, (b) red petals, (c) scent.

154. I have vivid dreams, disturbing my sleep. (a) often, (b) occasionally, (c) practically never.

155. If the odds are really against something's being a success, I still believe in taking the risk. (a) yes, (b) in between, (c) no.

156. I like it when I know so well what the group has to do that I naturally become the one in command. (a) yes, (b) in between, (c) no.

157. I would rather dress with quiet correctness than with eye-catching personal style. (a) true, (b) uncertain, (c) false.

158. An evening with a quiet hobby appeals to me more than a lively party. (a) true, (b) uncertain, (c) false.

159. I close my mind to well-meant suggestions of others, even though I know I shouldn't. (a) occasionally, (b) hardly ever, (c) never.

160. I always make a point, in deciding anything, to refer to basic rules of right and wrong. (a) yes, (b) in between, (c) no.

161. I somewhat dislike having a group watch me at work. (a) yes, (b) in between, (c) no.

162. I keep my room smartly organized, with things in known places almost all the time. (a) yes, (b) in between, (c) no.

163. In school I preferred: (a) English, (b) uncertain, (c) mathematics or arithmetic.

164. I have sometimes been troubled by people's saying bad things about me behind my back, with no grounds at all. (a) yes, (b) uncertain, (c) no.

165. Talk with ordinary, habit-bound, conventional people: (a) is often quite interesting and has a lot to it, (b) in between, (c) annoys me because it deals with trifles and lacks depth.

166. I like to: (a) have a circle of warm friendships, even if they are demanding, (b) in between, (c) be free of personal entanglements.

167. I think it is wiser to keep the nation's military forces strong than just to depend on international goodwill. (a) yes, (b) in between, (c) no.

168. People regard me as a solid, undisturbed person, unmoved by ups and downs in circumstances. (a) yes, (b) in between, (c) no.

169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions. (a) yes, (b) in between, (c) no.

170. My viewpoints change in an uncertain way because I trust my feelings more than logical reasoning. (a) true, (b) to some extent, (c) false.

171. I learn better by: (a) reading a well-written book, (b) in between, (c) joining a group discussion.

172. I have periods when it's hard to stop a mood of self-pity. (a) often, (b) occasionally, (c) never.

173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument. (a) always, (b) generally, (c) only if it's practicable.

174. Small things sometimes "get on my nerves" unbearably though I realize them to be trivial. (a) yes, (b) in between, (c) no.

175. I don't often say things on the spur of the moment that I greatly regret. (a) true, (b) uncertain, (c) false.

(End of seventh column on answer sheet.)
176. If asked to work with a charity drive, I would: (a) accept, (b) uncertain, (c) politely say I'm too busy.

177. Which of the following words does not belong with the others? (a) wide, (b) zigzag, (c) regular.

178. “Soon” is to “never” as “near” is to: (a) nowhere, (b) far, (c) next.

179. I have a good sense of direction (find it easy to tell which is North, South, East, or West) when in a strange place. (a) yes, (b) in between, (c) no.

180. I am known as an “idea man” who almost always puts forward some ideas on a problem. (a) yes, (b) in between, (c) no.

181. I think I am better at showing: (a) nerve in meeting challenges, (b) uncertain, (c) tolerance of other people's wishes.

182. I am considered a very enthusiastic person. (a) yes, (b) in between, (c) no.

183. I like a job that offers change, variety, and travel, even if it involves some danger. (a) yes, (b) in between, (c) no.

184. I am a fairly strict person, insisting on always doing things as correctly as possible. (a) true, (b) in between, (c) false.

185. I enjoy work that requires conscientious, exacting skills. (a) yes, (b) in between, (c) no.

186. I'm the energetic type who keeps busy. (a) yes, (b) uncertain, (c) no.

187. I am sure there are no questions that I have skipped or failed to answer properly. (a) yes, (b) uncertain, (c) no.
### IPAT

**ANSWER SHEET: THE 16 P. F. TEST, FORM A**

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**EXAMPLES:**

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**BE SURE YOUR MARKS ARE HEAVY. ERASE COMPLETELY ANY ANSWER YOU WISH TO CHANGE.**

---

**END OF TEST**
**THE CASSEL GROUP LEVEL OF ASPIRATION TEST**
(Revised 1957)

- By -
RUSSELL N. CASSEL, Ed. D.

Published by
WESTERN PSYCHOLOGICAL SERVICES
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<th>Name</th>
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**SCORES**

Aspiration “D” Score

Unstructured First Goal

Hausmann Score

Clinical “D” Score

Psychological Response to Failure

Physiological Response to Failure

L. A. Q. Score

**GENERAL DIRECTIONS**

This test is concerned with measuring the "level of aspiration" of an individual and deals largely with that aspect of the personality. It is different from most tests in that it does not ask you to solve problems, or to indicate how you should react to certain situations. The only thing that you are asked to do in this test is to draw a four cornered figure around each of the small circles provided. There are eight different parts to the test, and each one is made-up of three lines of small circles like the ones in the example below. You are given enough time between parts of the test to rest your fingers and to get ready for the next part. The test is very accurately timed with a stop watch, and exactly 30 seconds of time are allowed to work on each of the eight parts. You must pay strict attention to the instructions for starting and stopping if your test is to have value.

There are five rules you must follow in taking the test: RULE ONE states that you must always indicate in the space marked "number of squares you expect to do" at the bottom of each part the number of square you expect to draw in the 30 seconds allowed. RULE TWO states that you never get credit for more squares than you indicate that you expect to do; for example, if you say you expect to do 20 squares and actually do 22, you get credit only for the 20 you bid, and no more. RULE THREE states that if you bid too many or too high, you get two points taken off of what you actually do for each point you are short, for example, if you bid 20 and get only 18, you are 2 points short of your bid; 2 times the 2 points short equals 4; subtract 4 from the 18 you completed and your score is 14. If you bid too high you get penalized, and if you don’t bid high enough you don’t get credit. Therefore, you can see that it is to your advantage to bid as nearly to what you really believe you can make as it is possible for you to do. RULE FIVE states that every square drawn must have at least three corners or it will not be counted. Now, finish drawing the squares for the remaining circles in the examples, like those indicated:

**EXAMPLE:**

Now turn to PART I and write the number of squares you expect to do for this part in the space provided. READY! BEGIN! (after 30 seconds) STOP! Mark the number of squares you have done in the space provided. (and so on for each part).
### PART I

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<th>Number of squares you expect to do</th>
<th>Number of squares you have completed for this part</th>
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### PART II

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*“D”—Score # 1*  
(Hausmann # 1)

### PART IV

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*“D”—Score # 2*  
(Hausmann # 2)

PLEASE TURN TO PAGE 3 AND WRITE IN THE NUMBER YOU EXPECT TO DO IN PART 5.
PART V

Number of squares you expect to do: __________ Number of squares you have completed for this part: __________ Score: __________

(Physiological) (Hausmann # 3)

PART VI

Number of squares you expect to do: __________ Number of squares you have completed for this part: __________ Score: __________

(Physiological) (Hausmann # 4)

PART VII

Number of squares you expect to do: __________ Number of squares you have completed for this part: __________ Score: __________

(Psychological)

PART VIII

Number of squares you expect to do: __________ Number of squares you have completed for this part: __________ Score: __________

(Psychological) (Physiological)

PLEASE TURN IN YOUR BOOKLET AS SOON AS REQUESTED. THANK YOU.
LEVEL OF ASPIRATION PROFILE

**SCORES FROM**
The Cassel Group Level of Aspiration Test

<table>
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<th>Clinical &quot;D&quot;- Score</th>
<th>Aspiration &quot;D&quot;- Score</th>
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Typical Norm  Delinquent Norm  Latin Descent Norm
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