MANUAL
FOR
LEVEL OF ASPIRATION MEASURE
(L O A)

INTRODUCTION

Like other psychological phenomena, motivational factors are important in directing individual behaviour consciously and make him strive to perform certain types of activity in order to achieve a definite goal. Every one aims at reaching a definite goal or excellance in performance and in doing so, he sets a desire for distinction which has an inner structure known as 'Level of Aspiration' (LOA).

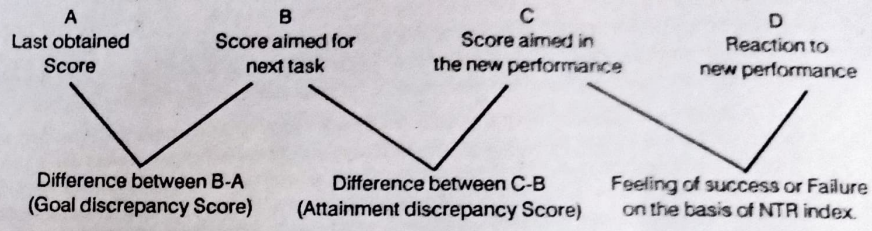
The level of aspiration is usually measured in terms of goal discrepancy score, when GDS is very high or low, it may be claimed that one is merely imaginative, fantastic, unrealistic, below or above his self esteem, on the contrary when, actual performance and expectance of the individual is about the same, it may be said that person is realstic and practical in life. Thus, setting of level of aspiration may itself mortivate the individual to try his best level, though sometimes acknowledge how well one has performed previously may equally be effective. The performance in the last trial makes one able to estimate how well he will do in the next trial whether he would exceed or fall short of his estimate. It is generally found that majority of the people tend to set their level of aspiration slightly above the previous performance and continued to adjust the level on successive trial. If one has reached the level set by him previously, he raises it on subsequent trials, but if one failed to reach the previously set level, the number is lowered onthe subsequent trials. The greater the success, the stronger the tendency to raise the level whereas the greater the failure, the stronger the tendency to lower it.

Level of Aspiration (LOA) is an individual's future expectation or ambition. It refers to the estimate of one's future in a given task. In today's world of competitiveness there is not a single individual who is devoid of ambition in some or other form. A great deal of individual variation is found with regard to goal setting behaviour. Persons with an equal amount of ability may also differ significantly in their goal setting behaviour. One may set it very high while the other very low, still others may set near to their performance level. Thus, in choosing life goals and in doing daily activities people differ largely in their expectations and aspirations.

The concept of 'level of aspiration' was first of all introduced in 1931 by Dembo, one of Lewin's student, in the course of an experimental investigation of anger. The first experiment directed towards the analysis of the level of aspiration – a translation from German Word 'Anspruch & Niveau' was performed by Hoppe in 1930. It is now a familiar concept to the psychologists, educationists, sociologists and others and having been the topic of extensive discussion and experimentation in this last quarter of the 20th century.

Experimental situations have been used to measure motivation, particularly what is known as the level of aspiration. A subject performs a task where the performance can be expressed numerically. After each trial he is told his score and asked what he aims to get next time. The

difference between the score aimed for and the last score obtained is found to be relatively constant for each person in a given task, and this difference is known as the discrepancy score (D Score). This variable was intensively studied some time ago ; the earlier literature is summarized by Lewin and Others (1944). They have also revealed level of aspiration as below :



LEVEL OF ASPIRATION DEFINED

The question arises : what does aspiration mean ? Generally the meaning of the term level of aspiration bears an intimate relationship to the method used in determining goal setting behaviour.

Hoppe (1930) defined the 'level of aspiration' (LOA) as 'a person's expectations, goals or claims on his own future achievement in a given task. On the basis of experimental analysis, Hoppe found that a geven performance is accompanied by a feeling of failure if it fails below the L.O.A. and a given performance is accompanied by a feeling of success if it goes above the LOA. Therefore LOA according to Hoppe, was essentially qualitative in nature, he ascertains LOA through the following lines of evidence : (i) the subjective nature of an individual's goal, (ii) the occurrance of success and failure experienced after the goal is achieved, conflicting and decision taking experiences, and (iii) the influence of immediate past experience on the subsequent level of goal setting behaviour. Not only this, Hoppe has also investigated the various factors which effect goal-setting behaviour. He concluded that individual variations are found in level of aspiration. In his view, a realistic person always set a goal on the basis of his past experience keeping in view of his capabilities for doing a particular task. Thus, Hoppe conceived level of aspiration as a technique for studying dynamic factors which operate in the prediction of feeling of success and failure.

Frank (1935) altered Hoppe's concept of levelof aspiration (LOA) behaviour in the light of his quantitative technique, where the goodness of performance, was measured in terms of the times taken to complete the set task. The subject was acquainted with the task, given a number of trials and after each trial told how long he had taken. He was subsequently asked to state how long he thought he would take to complete the next trial. By this method, the goal was expressed in the same units in which goodness of performance was measured, thus, enabling direct comparison to be made between the level of aspiration and the level of performance. Frank offered evidence that the LOA is a stable personality characteristic relatively independent of specific task. He then redefined Hoppe's conept of level of aspiration as, "the term level of aspiration ..... is defined as level of future performance in a familiar taks which an individual, knowing his level of past performance in that task, explicitly undertakes to reach".

As the above definition implies, level of aspiration is a form of self motivation involving competition with one's past performance. When an individual is actively involved in a task, he sets

himself a new standard or goal to achieve. He tries to gain excellence and attempts to do better than he did before, raising his goal in every new attempt. If he succeeds in reaching the level he expected to reach or if he attains a higher level than the expected one's, he experiences success which is not only satisfying him but also serves as a motivating force for further attainment. On the other hand, if he fails to attain his goal, he experiences a sense of failure which is normally followed by a lowering of the goal so that it may be achieved in the subsequent attempts. Thus, this setting of aspiration levels and the consequent feeling of success or failure resulting in either the raising or the lowering of the subsequent levels is a common characteristic of behaviour in all goal setting situations.

Following the pioneer work of Hoppe and Frank, Gould (1939) employed Frank's method but made clear her conviction that there is "no one to one relationship between what we might call true aspiration level, and the quantitative measures of level of aspiration". She has offered evidence that level of aspiration of a given individual is not independent of a given task. In 1940, Gardner described level of aspiration as a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative terms.

According to Boyd (1952). "Level of aspiration" means an individual ambition in a dynamic situation, that is it is an individual's goal or expectation in regard to the goodness of his own future performance for a given task". Backer and Seigal (1957) referred level of aspiration, 'as individual strives for a particular goal or level of achievement'.

In the words of Hurlock (1967) aspiration means "a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he is ego-involved".

Drever defined the term level of aspiration that it is best explained as a frame of reference involging self-esteem or alternatively, as a standard with reference to which an individual experiences, i.e., has the feeling of success or failure.

Joshi (1963) pointed out that level of aspiration, individual strives positively toward the goal which is generally in keeping with his assets, whereas in wishfulfilment fantasies one is lost in them.

Ali and Akhter (1973) has used the concept of level of aspiration as a motivational construct to refer to the process of setting a goal by an individual in the activity to be performed. This depends on the individual's knowledge of past performance in that particular task.

In short, many researchers have pointed out that level of aspiration is the expected level of achievement of the individual where difference is obtained between person's performance in a task and his estimate of future performance in that task. This concept of level of aspiration is taken in the present measure which is based on Humphrey and Argyle (1962).

DETERMINANTS OF LEVEL OF ASPIRATION

Level of aspiration is usually influenced by two types of factors environmental and personal. In early childhood, before the child is old enough to know what his abilities, interests and values are, his aspirations are largely shaped by his environment. As he grows older and is more aware of his abilities and interests, personal factors have a greater influence, but many of his aspirations, his values, for example are still environmental in origin.

Environmental Determinants

(i) Parental Ambitions – Parental ambitions influence the level of aspiration of the child. Parents always expect more from the first born, and therefore the level of aspiration may be higher for the first born than that of those born later.

(ii) Social Expectations – Society expects more from some people than others. It is generally assumed that one who is successful in a particular area may also be successful in other areas if he wishes.

(iii) Peer Pressure – Friends may encourage or discourage a child for any thing. If they encourage him, it is possible that he will develop a tendency of high goal setting.

(iv) Culture – Cultural traditions are important factors for setting the goal better and rich culture background helps a child in fulfilling high expectations.

(v) Social Value – it also varies with the area of achievement. Social rewards and prestige also works as a reinforcer.

(vi) Competition – Competitions with siblings and peers in the hope of showing better than others is also an affecting factor for level of aspiration.

(vii) Group Cohesiveness – It is also considered as a determinant of goal setting. One does better and sets high goal when he is acting in a group.

Personal Determinants

(i) Wishes – If one's need to achieve something or he has high achievement motivation, his level of aspiration for achieving will be higher, and thus his wishes influence the level of aspiration.

(ii) Personality – The personality characteristic also determine the kind and strength of his aspirations.

(iii) Past Experiences – The previous success strengthens one's aspirations whereas failure weakens it.

(iv) Values and Interest – Personal values and interest also determine the extent of level of aspiration.

(v) Sex – It is generally found that boys have higher aspirations than girls because of their different interests, likings, goals, and expectations of family and society.

(vi) Socio-Economic Background – It is noticed that middle and upper groups have higher degree of aspirations than those of lower group.

(vii) Racial Background – Minority groups aspire higher than majority group. It is just a sort of compensation on the part of minority groups.

MEASUREMENT OF LEVEL OF ASPIRATION

A number of researchers in the field like those of Frank (1935), Gould (1939), Sears (1940), Rotter (1942), Lewin (1944), Rosenthal and Cofer (1948), Humphrey and Argyle (1962), Underwood (1965) and others have chosen various apparatus tasks onthe one hand and several paper pencil tasks on the other hand for the study of level of aspiration variable in experimental situations. Apparatus tasks include cardboard house building, dart-throwing, bead-threading, 'T' and 'E'

...mbly puzzles, Pyramid Puzzle, Rotter's board and card sorting etc., while symbol digit ...bstitution, simple mathematical additions, cancellation tasks, universal puzzles are treated as paper pencil tasks.

In India many notable researchers have also carried their work in this area and for the study of this variable either they have selected any task or have prepared their own device. Ansari and Ansari (1963) have developed a level of aspiration measure on the basis of letter cancellation. Pareek and Chattopadhyaya (1965) have used semi-projective technique to measure the level of aspiration of farmers. Pareek (1958) and Sinha (1969) have used the widely known T.A.T. for measuring the level of aspiration. Card sorting tray and universal puzzles have been used by Bhatara (1968) in her study. On the basis of encoding method, Bhargava (1975) has developed a test on Level of Aspiration. Occupational Aspiration Scale and Educational Aspiration Scales were developed by Grewal (1975) and Sharma and Gupta (1980) respectively.

DESCRIPTION

The first page of the level of aspiration booklet contains general informations of the testee; instructions to the respondent and the scoring table while remaining eleven pages contains the performance sheet of this measure which are arranged in order of trial Numbers.

The performance sheet has 50 circles (each of 1 cm. in diameter) which are arranged in five rows – ten in each row. Above and below of these rows, there are two boxes on the right side – the upper-box is for writing the number of expected score (except in PRACTICE TRAIL) whereas lower box is for putting the number of actual score or completed performance. Thus, ten trials are needed for each subject except practice trial. Stop watch or stop clock is also required for the test.

INSTRUCTIONS TO THE RESPONDENT ✓

The following instructions which are also mentioned on the first page of the booklet are to be given to the respondent before the actual work begins :

"You are going to do a simple task, you have a page containing 50 circles in front of you and have to draw four lines in these circles, so that they may appear like a human face. You must draw the line in this sequence – Right eye, Left eye, Nose and Mouth. Work from left to right across the rows and then proceed to the next line.

For each trial 30 seconds are allotted for work and at the end of this time, you will be asked to stop the marking and count the number of completed faces and enter it in lower box. This trial will be treated as PRACTICE TRIAL. In the following trials you have to do the same thing alongwith to put the number of faces in the upper box which you intend to complete within 30 seconds time on the basis of last actual performance. Thus, you have to complete 10 trials for actual work."

"तुम एक सरल कार्य करने जा रहे हो। तुम्हारे सामने एक 50 वृत्तों (circles) वाला पृष्ठ है तथा तुम्हें इन वृत्तों में चार लाइनें एक व्यवस्थित क्रम में इस प्रकार लगानी हैं कि वह एक मानव शक्ल (human face) के समान बन जावे। व्यवस्थित शक्ल इस क्रम में बननी चाहिए—दायीं आँख, बायीं आँख, नाक तथा मुँह। पंक्तियों में बायीं से दायीं ओर तथा फिर अगली पंक्ति में इसी प्रकार से काम करें।

प्रत्येक प्रयास के लिये तुम्हें 30 सैकण्ड का समय दिया जावेगा तथा इस समय के समाप्त होते ही तुम्हें रोक देना है तथा पूर्ण शक्लों की संख्या निचले डब्बे के खानों में प्रविष्ट करने को कहा जावेगा। यह तुम्हारा पहला अभ्यास होगा। अगले प्रयासों में भी तुम्हें इसी

प्रकार कार्य करना होगा तथा कार्य करने वाले में इस संकल्प को विकसित होना चाहिए कि तुम पिछले कार्य के आधार पर करने की सोच रहे हो। इस प्रकार वास्तविक कार्य करने के लिए तुम्हें दस प्रयास करने होंगे।"

The experimenter or test administrator should not say anything to subjects except "Are you ready ?" "Go" 'and' "Stop". He should not make any reaction to the subjects performance. If a subject asks whether he is meant to fill in as many circles as he can, the experimenter should reply that he can do what he likes. Eleven trials are necessary because the practice trial is ignored in the scoring and last trial (Tenth) ensures that the subject will state a goal.

SCORING AND INTERPRETATION ✓

The procedure of scoring is simple. It provides three types of scores : (1) Goal Discrepancy Score (GDS); (2) Attainment discrepancy Score (ADS) ; and (3) The Number of Times the Goal Reach Score (NTRS).

1. Goal Discrepancy Score (GDS)

The extent and direction of the difference between actual score on the previous trial and goal set up of the next trial is known as goal discrepancy or G.D. Score, which is obtained by subtracting the actual score on a trial from the aspiration score (Goal Set up score) for the next trial. Thus, in other words, goal discrepancy is the gap between aspiration for the next trial (expected score) and the immediate performance on previous trial. According to Frank (1935) this goal discrepancy is a permanent characteristic of personality.

A positive goal discrepancy suggests that one's goal is higher, in relation to one's previous performance and a negative goal discrepancy indicates that one's goal is lower than one's previous performance. It means if expected score on the next trial is more than the actual score onthe previous trial, the GDS is termed as positive whereas if it is less than the immediate pastperformance the GDS will be negative. The size of the discrepancy shows how high or low one sets the goal relative to one's performance. The general tendency by and large (Lewin et. al., 1944) is to set the goal a little higher than the previous performance (i.e., positive goal discrepancy).

It the differences of scores are consistently positive (or expected score is more than the actual score) it indicates that the subject seldom attains the goal he sets for himself and we might say that he or she is over aspirant expects more and does less or he may be called idealistic. If the differences of scores are consistently negative (or the expected score is less than the actual score) it indicates that the subject does better than he says and we might call him as under aspirant – does more and expects less.

Goal discrepancy may also be interpreted in terms of ego-involvements. If the goal is set up seriously by the subject and if he really expects to make that score, then it might be said that the subject is ego-involved and if he fails to achieve that score, he is not ego involved and below his self-esteem.

2. Attainment Discrepancy Score (ADS)

Related to the concept of goal discrepancy is the attainment discrepancy (Lewin et al., 1944). It is the difference between aspiration (expected score) and the achievement (actual score) on the same trial.

TABLE 1

Trial Nos.	Expected Score	Actual Score	GDS (Expected Score – Actual Score on Previous Trial	ADS (Actual Score – Expected Score on Same Trial	NTRS
Practice	–	16	–	–	–
1	20	15	20 – 16 = +4	15 – 20 = –5	0
2	21	19	21 – 15 = +6.	19 – 21 = –2	0
3	22	22	22 – 19 = +3	22 – 22 = 0	1
4	20	23	20 – 22 = –2	23 – 20 = +3	1
5	21	17	21 – 23 = –2	17 – 21 = –4	0
6	22	21	22 – 17 = +5	21 – 22 = –1	0
7	25	23	25 – 21 = +4	23 – 25 = –2	0
8	24	25	24 – 23 = +1	25 – 24 = +1	1
9	24	26	24 – 25 = –1	26 – 24 = +2	1
10	25	22	25 – 26 = –1	22 – 25 = –3	0
			+Score = 23 –Score = 06 +Score = 17 Mean = $\frac{17}{10}$ = 1.7	+Score = 6 –Score = 17 –Score = 11 Mean = $\frac{11}{10}$ = 1.1	
			GDS = 1.7	ADS = 1.1	NTRS = 4

Thus in order to obtain ADS expected performance is subtracted from the actual performance. Therefore, ADS is positive when actual performance is more than expected performance and negative when expected performance is higher than the actual performance (here actual performance is treated as criterion level). The size of the discrepancy shows the extent to which one surpasses or fails to reach his goal.

In a variety of tasks, it also found to have some significance as indicator of the degree of adjustment. It shows a wide range among individuals along a reality-unreality dimension (Irwin, 1944). It would appear that a person who consistently sets his goal higher or lower than his performance would objectively by imaginative or unrealistic with a different personality structure than those persons whose aspiration scores keep pace with his performance or reality. Thus, it shows the degree of maladjustment or failure of the individual.

Psychological feeling of success and failure depends upon the direction and the size of the attainment discrepancy and not the difference between expected and actual performance. The success for one person means failure for another and even for the same person the same achievement will lead sometimes to the feeling of failure and sometimes to the feeling of success. Lewin et al., (1944) further reported that level of aspiration for certain tasks are fairly stable with time, are markedly influenced by stimultation leading to experience of success and failure and show a certain amount of generality from task to task.

The experimental studies concerning the problem of the effect of success and failure on level of aspiration were made by Hoppe (1930), Frank (1935), Jucknat (1937), Sears (1940, 1941), Lewin et al., (1944) and Child and Whiting (1949), and they all arrived at the conclusion that the level of aspiration tends to be typically raised after success and lowered after failure or it may also be said that success generally leads to a raising of the level of aspiration and failure to a lowering. The stronger the success, the greater is the probability of a rise in level of aspiration and the stronger the failure the greater is the probability of lowering the level of aspiration. The success and the expectation of further success increases the attractiveness of a task and the reverse is true for failure situation (Gebbard, 1948), Bayton and Whyte (1950) finally concluded that aspirations, confidence and performance are dependent on the immediate experience which is characterized by success or failure.

Relationship between goal discrepancy and attainment discrepancy. Both goal discrepancy and attainment discrepancy can not be separated in goal setting patterns, but they are found to be inversely related. Eysenck and Himmelweit (1946) have reported correlation of -.95 between goal discrepancy and attainment discrepancy. This negative correlation between GDS and ADS suggests that whatever makes the one higher in the positive direction should make the other higher in the negative direction.

It should be remembered that ADS is also considered as index of level of aspiration where signs are reversed. If a group sets high aspiration (higher goal discrepancy) its natural consequence is that the group is likely to fall sort of actual attainment and those who aspire low tend to be closer their goals in actual performance. Thus, ADS is so highly correlated with goal discrepancy that it should be treated as an alternative index for other. That is why, there is no justification for attainment discrepancy calculation, nor is there any psychologically meaningful expectation for attainment discrepancy.

In her study of different high and low cohesive groups Bhatara (1968) found inverse relationship between GDS and ADS ranging from -.72 to -.99. Bhargava (1975) and Bhargava and Dhir (1980) have also reported the highly negative significant relationship between the two variables. The present authors have also found significantly negative correlation (N = 100, r = -.84 at .01 level) between these GDS and ADS.

3. Number of Times the Goal Reach Score (NTRS)

This may be obtained by the number of times where his actual score is equal or more than the expected score. Though subjective probability of success is measured indirectly from goal discrepancy and attainment discrepancy score, but it can also be measured directly by NTR score which provides an index of subject's actual probability of reaching his stated goal. These may be minimum and maximum score with reference to the number of trials, and it is expected of a subject with relatively high motivation to avoid failure, to approach these two limits – minimum and maximum. An important feature of high discrepancy score is the strategy that the goal should never be reached with minimum. The subjects with minimum NTR scores showed a very high fear of failure while those with maximum NTR scores are ready to take risk of failure when NTRS is correlated with GDS and ADS. NTRS is negatively related with GDS (r = -.68, N = 40) and positively related with ADS (= -.72, N = 40).

RELIABILITY

The reliability of this measure is calculated by the test-retest method and the split half method (correlating the first half with the second half trials), (See Table 2). Here, the question of inter-judge reliability does not arise (Humphrey and Argyle, 1962).

TABLE 2

Method	N	GDS	ADS	NTRS
Retest Method				
With a gap of 1 month	100	.88	.82	.86
With an interval of 3 months	60	.72	.72	.74
Split Half Method	60	.77	.69	.78

VALIDITY

It may be stated that no device or measure of level of aspiration has made any mention of validity coefficient. Perhaps the question of validity is not relevant to the study of level of aspiration. In this context, Muthayya (1959) writes, 'level of aspiration behaviour remains constant regardless of the means used to measure it'. His argument is understandable because question of validity arises when a behaviour is inferred from another behaviour indirectly. In this situation, the respondent is involved in actual task proposed by him and situation is by and large realistic for him.

Still present investigators tried to find out the validity co-efficients with few tasks and available allied tests of aspirations and it is obtained in the Table 3

TABLE 3

Sr. No.	External Validating Criteria	N	GDS	ADS
1.	Card Sorting Tray Tasks	30	.58	.52
2.	Ansari and Ansari : The L. A. Coding Test	60	.73	.68
3.	V. P. Bhargava : Level of Aspiration (Based on Coding Method)	60	.67	.62
4.	J. S. Grewal : Occupational Aspiration Scale	60	.76	.65
5.	Sharma and Gupta : Educational Aspiration Scale Form V	60	.48	.56
6.	Deo Mohan Projective Test of Achievement Motivation (*n*-ach) Male Group	40	.72	.67
	Deo Mohan Projective Test of Achievement Motivation (*n*-ach) Female Group	40	.78	.73
7.	T. R. Sharma : Academic Achievement Motivation Test (AAMT)	80	.84	.76

Since all the obtained *r* values between the present measure of Level of aspiration and different external criteria are found significant at .01 level hence the test is having the satisfactory validity

NORM

This measure was administered on 600 higher secondary and college going male students and the results were obtained as given in the table 4.

TABLE 4

Percentile Equivalents of Raw Scores

Percentile	GDS	ADS	Category
P_{95}	7.9	–6.7	High Aspirant
P_{90}	6.5	–5.4	
P_{80}	5.3	–3.8	
P_{75} (O_3)	4.7	–3.2	
P_{70}	4.3	–2.7	Average
P_{60}	3.7	–1.9	
P_{50} (Md.)	2.8	–1.1	
P_{40}	1.9	–0.5	
P_{30}	1.1	–0.2	
P_{25} (O_1)	0.7	–0.4	Low Aspirant
P_{20}	0.1	0.7	
P_{10}	–2.1	2.2	
P_5	–2.7	3.3	
Mean	2.62	1.42	
Median	2.78	–1.11	
S. D.	3.08	2.52	
N	600	600	

Singh and Mehra (1982) has found the following statistical values on Hill area (Garhwal Region).

TABLE 5

Statistics	GDS	ADS	NTRS
Mean	1.6	–0.6	5.3
S. D.	3.64	3.57	2.66
N	476	476	476

RESEARCH APPLICATIONS

A considerable number of variables in the level of apiration situations have been worked out by foreign and Indian researchers (Sherif and Cantril, 1947, Rotter 1942, Underwood, 1965). Here we are mentioning the few research findings where this test has been used in order to investigate the relationship with other variables :

1. Ali and Akhter (1973) found that high need for Achievement is positively related to high level of aspiration, supporting the earlier findings of Jawa (1972) and contradictory to Kureshi (1978).
2. Bhargava (1976) found that level of aspiration of the child is closely related to his self concept and educational achievement.
3. Ram (1978) observed insignificant very low relationship between level of aspiration and three areas of adjustment – emotional, social, and educational.
4. Singh (1979) noticed no relationship between level of aspiration and creativity.
5. Bajaj (1979) found that level of aspiration is neither significantly related with test anxiety nor adjustment.
6. Gupta (1980) found negatively low relationship between level of aspiration and personality adjustment.
7. Bhatia (1980) revealed a positive low relationship between n-achievement and level of aspiration of individuals. No relationship was found between level of aspiration and educational adjustment and socio-economic status.
8. Bhargava and Dhir (1980) made a comparative study of need patterns of aspirant girls within realistic and non-realistic zones and noticed significant differences in respect to need for achievement, dominance, order, affiliation, succorance, change and hetrosexuality.
9. In a comprehensive study Bhargava and Jain (1980) revealed that goal setting behaviour was significantly related with eleven personality traits A, E, F, H, I, L, Q1, Q3, Q4, the nine primary factors and Q_1 and Q_{11} the two second order factors of personality as described by Cattell (1972).
10. Saxena (1981) noticed that level of aspiration was not significantly related with achievement motivation.
11. Jain (1981) found that level of aspiration was significantly negatively related with fixation and regression modes of frustration while resignation was positively related with it.
12. Singh and Singh (1981) found significant positive relationship between level of aspiration and the total creativity as well as all the three conmponents of creativity – fluency, flexibility, and originality.
13. Singh and Mehra (1983) observed insignificant relationship between level of aspiration and security-insecurity variables.
14. Bhatnagar (1983) stated that the correlation between level of aspiration and involvement in studies was found - .042 which is insignificant and denotes almost on relationship between these two variables. The results also showed when the high involvement girls and boys were compared, significant difference (at .05 level) in the level of aspiration with boys showing higher mean score than girls. Same pattern is evident where both the sexes having low involvement are compared. The difference was significant at .01 level with boys showing higher level of aspiration than girls.
15. Tiwari (1984) found a negative relationship between achievement motivation and level of aspiration.

16. Mehra (1985) revealed the significant negative relationship between goal discrepancy scor and Intellectual level and non-verbal creativity performance. She did not noticed any relationship between level of aspiration and security and verbal creativity.
17. People of low socio-economic status or belonging to high deprived group showed low aspiration level which affect their performance badly in all the fields. (Kumar and Gogia 1987 and Bhargava, Srivastava and Bhargava 1987).
18. Bhargava and Qureshi (1989) investigated that aspiration level is positively related with total verbal create thinking as well as flexibility and originality.
19. Qureshi and Bhargava (1989) reported that on the basis of attainment discrepancy score (ADS) of Level of Aspiration Measure, it was found that non-realistic group was more maladjusted than realistic group in the areas of health and educational adjustment whereas realistic group was found to be more maladjusted in the areas of social and emotional adjustment as compared to its counterpart.
20. Qureshi and Bhargava (1991 a) found that the high aspirants did not differ significantly from the low aspirants in any of the four modes of reactions to frustration – namely aggression, fixation, resignation and regression nor in their global frustration.
21. Qureshi and Bhargava (1991 b) concluded that low goal setting behaviour leads the maladjustment in the areas of health, emotions and total adjustment.
22. Qureshi and Bhargava (1993) found that goal setting behaviour affects certain needs. Low and high aspirant group of girls were found significantly different in five needs – endurance order, exhibition, succorance and nurturance. Low aspirant group revealed lesser endurance, less ordered, poorly disciplined, ill nurtured and low sympathetic feelings as compared to their counterpart whereas high group has expressed these needs in much more positive way.

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