A STUDY OF THE RELATIONSHIP OF NEED FOR ACHIEVEMENT AND NEED FOR AFFILIATION IN THE ADOLESCENT CHILDREN OF MILITARY MEN ACCORDING TO THE RANK OF THE FATHER AND ACCORDING TO SEX

BY

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ACCORDING TO THE RANK OF THE FATHER AND

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Master of Arts

in Education

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by

Elizabeth Greear Rumbley

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To the Graduate Council:

I am submitting herewith a Research Paper written by
Elizabeth Greear Rumbley entitled "A Study of the Relationship
of Need for Achievement and Need for Affiliation in the Adolescent
Children of Military Men According to the Rank of the Father and
According to Sex." I recommend that it be accepted in partial
fulfillment of the requirements for the degree of Master of Arts
in Education, with a major in Psychology: Counseling and Guidance.

Darland E. Blair

Major Professor

Accepted for the Council:

Dean of the Graduate School

ACKNOWLEDGMENTS

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CHAPTER I

Introduction to the Problem

The purpose of this study is to determine the relationship among three groups of military dependent students in the need for achievement and the need for affiliation. In addition, an effort is made here to assess the difference between the two needs in the total group, and the difference between boys and girls in the strength of each need.

It would appear obvious that anyone who has to deal with human beings must have some understanding of motivational force, including needs, drives, and urges.

The importance of studying the origins of n Achievement is implicit in McClelland's (1970) finding that in ancient Greece and in Spain in the late Middle Ages, a high level of concern for achievement was followed 50 years or so later by rapid economic growth. In both countries a period of declining achievement concern was followed very soon by economic decline.

Murray (1938) says that n Achievement is an elementary ego need which alone may prompt any action or be fused with any other need. He defines n Achievement as a drive to do something difficult as well and as quickly as possible.

In the study previously cited (Murray, 1938) n Affiliation is defined as the need to form friendships and associations, "to greet, join, and live with others. To co-operate and converse sociably with others. To love. To join groups."

There is a dearth of research related particularly to the school children in those schools operated exclusively for military dependents. Such schools are established when no local educational agency is considered able to provide "suitable free public education for these children (p. 103)," (Shelburne & Groves, 1965). In 1962, these authors state, the Secretary of Health, Education & Welfare decreed that local public schools which are segregated do not provide "suitable free public education."

The very fact that special schools exist for the children of the military indicates a possibility of the existence of factors in the military setting which may affect the students in these schools.

The rank structure of the military has historically been one of non-fraternization between officers and enlisted men. This study is an attempt to determine whether the barrier between these two groups is reflected in the children of these men.

Review of the Literature

This study is based on the assumptions that children reflect their parents' ambitions and/or status in life; and that there are some traits peculiar to career military men which should thus be reflected in their offspring.

Allport (1937) felt that there is a relationship between what the father is and what his child wants to become; he maintained that the influence of the parent is "usually positive, which means that standards, tastes, and characteristics of the parent are likely to be imitated (p. 185)."

Need for achievement. Ringness (1967), in a study of identification patterns, motivation, and school achievement, found that achievement values of junior high school boys were related to identification with their fathers and to achievement values held by the fathers.

In a later study (Ringness, 1970) the same author found reinforcement for his theory, saying, "To the extent that an achievement-oriented value system is portrayed in common by parents, teachers, and peers, and to the extent that the subject identifies with each of these figures, it may be expected that the subject will be collectively reinforced in achievement values and behaviors (p. 174)."

There may be a connection between n Achievement as reflected in the rank structure of the military and that found by McClelland in the study previously cited (1970) in which the author analyzed the characteristics of successful executives. He found that in large companies

men in the lowest salary brackets have the lowest $\underline{n}$ Achievement scores while those in the next higher bracket have the highest average $\underline{n}$ Achievement level. At the same time, McClelland found that men in the highest income brackets have a somewhat lower average concern for achievement, perhaps because they feel they are doing well enough to let up a little. It is possible to conclude that McClelland's findings could be related to less need for achievement on the part of high-ranking military officers and lower-ranking enlisted men; by extrapolation this deduction may be reflected in the children of these men.

If a correlation can be assumed between the rank structure of the military and the socioeconomic strata of the civilian community, then it may be pertinent to cite Galper's research (1963) which showed that current family social status was significantly related to the status aspirations of 263 male ninth graders.

Williams (1970), in a study of personal and social attitudes and values of high school students, found that students whose fathers were white-collar or blue-collar workers were more likely to have high educational aspirations than students whose fathers were service workers or farmers. Interestingly, he found that fewer girls than boys had high levels of educational aspirations.

In another study relating $\underline{n}$ Achievement to socioeconomic status of the family, Littig and Yeracaris (1965) showed that sons of blue-collar origins who achieved white-collar status had a higher $\underline{n}$ Achievement than those who remained in blue-collar occupations.

In a study stratified along similar lines to the present study, Rosen (1958) found that members of the middle class tend to have

considerably higher n Achievement than members of the lower social classes. The connotation here is that the working class child, for this study represented by the child of the lower-ranking enlisted man, is not pressured for personal achievement as early nor as consistently as the middle class child, and his motivation to succeed is more directly related to the rewards such success brings.

On the other hand, Hall (1969) reported that his research indicated no "support to the thesis that junior college students from lower SES backgrounds experience less academic success because they lack the desire to achieve (p. 60)." This study found "relatively high (though not statistically significant) n-Ach scores" for the lower socio-economic group contrasted with the middle SES. It should be conceded, however, that the very fact that these young people were in junior college indicated a strong n Achievement.

McArthur (1955), studying middle and upper classes, found significantly greater n Achievement in the middle than in the upper class.

Some of the research, at least, relates n Achievement to an insistence on being independent and to severity of independence training in childhood (McClelland, 1955). In the military setting the question arises as to whether the higher-ranking military men would be more likely to insist on early, severe independence of their children than would the lower-ranking men. Without differentiating among ranks, Meier (1943) said, "The basic principle of military instruction is learning by doing and is characterized by individual responsibility (decentralization) and progressive training, followed by practice and refinement (p. 175)."

Hermans (1970) cites a remark by McClelland saying that high $\underline{n}$ Ach Ss are characterized by a need for personal responsibility.

Winterbottom's investigations (1958) point to the importance of the mother in determining $\underline{n}$ Achievement. Her research indicated that mothers of children with high achievement motivation provide early training (before the age of eight) in independence and mastery; they evaluate their children's accomplishments more highly and are more rewarding; they make fewer restrictions through age ten but more through age seven, and more demands than restrictions through age seven.

There may be evidence in these findings of Winterbottom related to periodic absences of the father from the military home when he is required to serve unaccompanied tours of duty overseas. It could be possible that during these years the military wife makes greater demands upon her sons.

Perhaps the following statement may negate any findings relating responsibility training to $\underline{n}$ Achievement: "Whatever undermines the sense of personal responsibility or removes the challenge from a situation also tends to be avoided, thereby maintaining the values of success for the individual (p. 179)," (McClelland, Atkinson, Clark, & Lowell, 1958).

McClelland (1970), in the study previously cited, asks where strong achievement motivation originates; he answers this question by saying that for a boy, it seems to be related to three factors: parents' high standards of achievement; warmth and encouragement; and a father who is not dominating or authoritarian. McClelland's entire article is

concerned with business men and their drives as related to national achievement and does not mention girls.

High n Achievement related to a non-authoritarian father is a finding of research by Rosen and D'Andrade (1959). These writers showed that boys with more powerful fathers came to depend on the fathers for decisions while authoritarian fathers seemed to produce sons with low n Achievement. Mother domination did not appear to interfere with the development of n Achievement.

It would be plausible to assume that military fathers as a group would be more authoritarian than would civilian fathers since the entire military structure is authoritarian. It is also a valid assumption that military men, to be successful, must conform. McClelland (1969) said in an interview, "Where you find too great a demand for conformity, you'll find a low-performing company (p. 53)," referring to business enterprises. The implication here is that unless some freedom is given, there will be no initiative taken. Is the total structure of the military life too conforming to permit any motivation for achievement?

French and Thomas (1957), in a study of Air Force personnel, found that subjects with high achievement motivation were more likely to reach a solution to a problem than those with low motivation.

Need for affiliation. The literature on n Affiliation is more sparse than on n Achievement. A relation between the two needs may be deduced by a study of high school sons discussed by McClelland, Atkinson, Clark, and Lowell (1953) in which boys with high n Achievement perceived their fathers as friendlier than boys with low n Achievement. Perhaps this finding indicates that the needs are complementary.

Another relationship between the two drives for achievement and affiliation may be implied in the findings of French (1955) whose research in another Air Force situation revealed that where "affiliation cues were more prominent in the situation than achievement cues, performance was related to affiliation motivation scores rather than achievement motivation scores (p. 236)."

In the interview cited earlier, McClelland (1969) was quoted as saying, "On many assembly lines the most important motivation is affiliation . . . The only way they can stand it is by chatting with their fellow workers (p. 55)." McClelland further mentions telephone operators in offices who, he says, are motivated because they know everything that is going on (implying a need for affiliation) not because they are achievement-oriented.

Atkinson, Heyns, and Veroff (1958) established that the need for affiliation was related to the desire for positive interpersonal relationships, and that it has been defined in terms of social dependence and concern over separation from another. The key words are separation and dependence when attempting to relate this research to the children of the military. The frequent permanent changes of station to which a military family is subjected seem likely to foster a high feeling of separation among military children. In addition, the military family appears to develop a high degree of dependency on the branch of service to which it belongs; such dependence would appear to be necessary to the need for security.

CHAPTER III

Research Design

Statement of the Problem

The review of the literature would indicate that a higher need for achievement is evident in families which value achievement more. It would seem, therefore, that achievement would be valued to a greater degree in the homes of military officers than in the homes of enlisted men, and in the homes of the higher-ranking enlisted men than in those of lower rank.

While there is little supportive evidence from the literature, a knowledge of military customs and stratification would seem to indicate a difference in need for affiliation among the children of the military, again according to the rank of the father.

The problem considered here was the measurement of n Achievement and n Affiliation of eleventh grade students in a military dependent high school located on an Army post. A comparison was made of these measurements when the group of subjects was divided according to father's rank and according to sex; in addition, a comparison between the strength of the two needs was made in the total group. The .05 level of significance was used.

Five hypotheses were stated in order that all the possible variables affecting the two needs could be evaluated.

Hypotheses

Hypothesis 1. There is no significant difference in need for achievement between eleventh grade children of military officers and enlisted men.

Hypothesis 2. There is no significant difference in need for affiliation between eleventh grade children of military officers and enlisted men.

Hypothesis 3. There is no significant difference in need for achievement between sexes in eleventh grade children of military men.

Hypothesis 4. There is no significant difference in need for affiliation between sexes in eleventh grade children of military men.

Hypothesis 5. There is no significant difference between the need for achievement and the need for affiliation in the eleventh grade children of military men.

Design of the Study

The examination of the strength of the two needs according to the rank of the subjects' fathers consisted of two analyses of variance designed as illustrated in Table 1.

TABLE 1

Analysis of Variance Design

Rank of Father	N
E-6 and below	17
Officers and Warrant Officers	27
E-7, E-8, and E-9	46

To examine differences in the strength of each need in the total group, the t-test for correlated groups was used.

To examine differences between sexes in the strength of each need, two t-tests for a difference between two independent means were used.

Delimitations

The following delimitations should be noted:

1. Hermans (1970), in the work previously cited, refers to deficiencies in the commonly used projective techniques which have been the usual devices used to measure n Ach, among which he includes the French Test of Insight. He refers to Klinger's (1966) assessment of these devices as lacking in internal consistency and test-retest reliability, as being deficient in validity against performance criteria, and having a low intercorrelation among themselves. If these deficiencies exist in the instrument used, the research conclusions would, of course, be affected.

2. French (1958, Ch. 16) developed the instrument used in the present study by administering the test to Pre-Flight Cadets at Lackland Air Force Base. Since the present study was conducted in a high school with younger Ss, the findings may not be applicable.

3. It is not known whether or not the fathers who were ranked as officers had earlier been enlisted men. In light of the implied difference in n Ach between men moving upward and men who have reached a high level, the lack of information on history of rank could affect the findings of the present study.

4. In the present study warrant officers were grouped with officers; it is known that warrant officers have been enlisted men, thus implying that these members of the group would have high n Ach.

5. Since the Ss employed in the present study were for the most part 17 years of age, no allowance is made for the military dependents who may have dropped out of school when they became 16.

6. If the father is assumed to be an identifying figure, then the fact that 33 fathers, of the total sample of 90, were stationed away from home at the time of the study could be assumed to affect the findings.

7. Schwartz, Feldman, Brown, and Heingartner (1969) found that situations which constitute an obstacle to task fulfillment tend to be avoided by individuals high in $\underline{n}$ Ach; in the present study a number of items were not responded to, and one test was left completely blank.

8. Item 10 on the test was incorrectly reproduced. The word "different" was substituted for the correct word which was "difficult."

9. The persons asked to score the tests given in the present study were graduate students in psychology. It is possible that more experienced scorers would have interpreted the results differently.

10. Since the sample employed in the present study was limited to the eleventh grade students in one military dependent high school located on an Army post on which a sizable number of "waiting wives" (those whose husbands are stationed elsewhere) lived, any generalizations must be restricted to similar conditions.

CHAPTER IV

Procedure

<u>The sample</u>. The sample used in this study consisted of all the eleventh grade students in English classes who were present on the testing date at Fort Campbell High School, Fort Campbell, Kentucky. It should be understood that all eleventh graders are required to take English. The sample contained a total of 90 students of which 42 were boys and 48 were girls.

As has already been stated, 17 of the fathers of the students were enlisted men of the rank E-6 or below; 27 of the fathers were officers (major and above) or warrant officers; and 46 were enlisted men of the ranks E-7, E-8, and E-9.

<u>The instrument</u>. The instrument used for the measurement of $\underline{n}$ Achievement and $\underline{n}$ Affiliation was French's Test of Insight Form II (Appendix A).

French, in work previously cited (1958), stated that her test makes partial use of the TAT-type stories developed by McClelland and his associates in the work cited earlier (McClelland <u>et al</u>, 1953); she also stated that she made some use of Sherriffs' projective technique, which he called "The Intuition Questionnaire."

French stated that the needs she selected for investigation, achievement and affiliation, were chosen because she felt that measurement of both these needs would contribute to prediction of behavior under many conditions.

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French pointed out that she constructed her test on the assumption that individuals with high needs would tend to project their own needs into the behavior of others.

The instrument French developed was administered in five different forms to 344 Pre-Flight Cadets at Lackland Air Force Base. The results were standardized and used in relating the test to other measures. Test of Insight scores correlated .82 and .83 respectively with observational judgments of n Ach and n Affil.

Further evidence of the validity of achievement and affiliation scores obtained by French's method appears in previously cited articles by French (1955) and French and Thomas (1957), and in French (1958, Ch. 29).

Administration and scoring. The instrument was administered to five separate classes of eleventh graders by this researcher. Care was taken to maintain an impersonal, research-oriented approach when introducing the test. Each class was reminded not to write their names on their papers. No indication of the direction of the research was given other than that contained in the test itself. On the information portion of the test sheet, the blank for father's rank was included in such a way that it seemed no more important than age or sex or grade.

The tests were scored individually by this researcher and two other graduate students in psychology; the three scorers then met to reconcile their differences.

CHAPTER V

Presentation of the Data

It is of some interest to examine the mean scores of the
Ss since they appear to be lower than those first arrived at by French
in the development of her test (French, 1958, Ch. 16). The mean scores
are summarized in Table 2.

TABLE 2

Raw Score Means

Rank of Father	Raw Score Mean	
	n Ach	n Affil
E-6 & below	1.52	3.70
Officers & Warrant Officers	1.29	3.44
E-7, E-8, & E-9	1.65	3.19

Table 3 gives a summary of the analysis of variance for the
n Ach scores. The F ratio was not significant.

TABLE 3

Analysis of Variance: n Ach

Source	Sum of Sqs.	df	ms	F
Total	112.46	89	--	
Between groups	2.15	2	1.075	.8477
Within groups	110.31	87	1.268	

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Table 4 gives a summary of the analysis of variance for the n Affil scores. The F ratio was not significant.

TABLE 4

Analysis of Variance: n Affil

Source	Sum of Sqs.	df	ms	F
Total	312.1	89	--	
Between groups	1.4	2	.7	.1944
Within groups	310.7	87	3.6	

To determine the difference between sexes in the need for achievement, the t-test for a difference between two independent means was used. To be significant at the .05 level for 90 df, a t value of 1.98 must be obtained. The t actually obtained was 1.78; the conclusion is that girls in the study had a greater need for achievement than the boys, but the difference was not statistically significant.

To determine the difference between sexes in the need for affiliation, the t-test for a difference between two independent means was again used. To be significant at the .05 level for 90 df (the nearest given in the t table to the actual 89 df), a t value of 1.98 must be obtained; to be significant at the .01 level, a t of 2.632 is required. The obtained t was 2.21; therefore, it was concluded that the difference was significant beyond the .05 level. The girls were thus found to have a significantly greater need for affiliation than the boys.

To determine the difference between the strength of the two needs in the total group of 90 Ss, the t-test for related measures was used. To

be significant at the .01 level for 90 df, a $\underline{t}$ value of 2.632 must be obtained. The obtained $\underline{t}$ was 8.0; therefore, it was concluded that the need for affiliation among the Ss was significantly higher than their need for achievement.

CHAPTER VI

Discussion

An examination of the statistics obtained in the present study confirms null hypotheses 1 and 2; it can, therefore, be assumed that previously supposed differences between officers and enlisted men in status, need for achievement, and need for affiliation, if they do exist, are not reflected in their children. This is a finding to be welcomed by this researcher who had observed status consciousness among military dependents.

It is apparent that as a group adolescent children of the military do have a strong need for affiliation. It may be a possibility that these young people who are regularly uprooted and moved to new homes may feel that they do not belong anywhere and that they do not have time to make new friends every time they move.

Null hypothesis 3 was confirmed although a difference did exist between boys and girls in the need for achievement in the total group. This finding agrees with a study conducted by Field (1951) showing that women's $\underline{n}$ Achievement was tied up with social acceptability, men's with leadership capacity and intelligence. McClelland and his associates (1953) said they had some evidence to show that this difference between women and men may be related to the greater importance of dependence on others for women and independence of others for men.

Null hypothesis 4 was rejected since the $\underline{t}$ value obtained was significant beyond the .05 level; thus it was established that girls in the study had a greater need for affiliation than boys in the total

group. Field's findings cited earlier (1951) relating to n Achievement seem to this researcher to have a bearing on the present study's results on need for affiliation.

Null hypothesis 5 was rejected since the t value obtained was very high, beyond the .01 level; thus, it was established that the need for affiliation was much stronger in the total group than was the need for achievement.

Groesbeck (1958) characterized his subjects with weak n Ach and strong n Affil as being cautious, lacking spontaneity in expressing emotions, and rejected by peers from close friendships. They tended toward conformity and poor communication with others. The question may arise as to what bearing the pattern of military life as it affects dependents may have in causing this very strong need for affiliation.

French, in the study cited earlier (1958, Ch. 29), found that subjects low in achievement motivation and high in affiliation motivation tend to perform better when given feeling rather than task feedback. She also found that, as she had predicted, affiliation-motivated Ss would get higher scores if the problem appeared to them to be more of a group task than an individual one.

Ringness (1963) found that low achievers were more motivated to affiliate with peers than were high achievers, in contrast to the family orientation and engagement in family activities characteristic of high achievers.

McClelland, in the study previously cited (1970), said that boys with high n Achievement tend to be good with their hands because they

get instant feedback as to how well they are doing. Conversely, he found that there was only average $\underline{n}$ Ach among research scientists; thus, he theorized that a research scientist must be willing to work for very long periods of time without knowledge of whether or not he is on the right track. Perhaps the clue here is the relation of high $\underline{n}$ Ach to concrete feedback; it is doubtful whether very many high school students anywhere today feel they have any concrete evidence of the rewards of hard work. Do they lose the need for achievement in the dreary repetition of the classroom?

In view of the over-all findings of low $\underline{n}$ Ach in the present study, it may be pertinent to quote McClelland (work previously cited, 1970), "external difficulties and pressures are not nearly so important in shaping history as some people have argued. It is how people respond to those challenges that matters, and how they respond depends on how strong their concern for achievement is (p. 222)."

Should we be concerned with the apparent low $\underline{n}$ Ach as it may affect our country's future?

That the low $\underline{n}$ Achievement is also a portent of low actual achievement so far as grades in school are concerned is a finding of Rosen in the work previously cited (1958). He states categorically that there is a significant relationship between grades and motivation to achievement.

Similarly, Orso (1969) found a positive significant correlation of $\underline{n}$ Ach score and grade point average.

The most striking finding of the present study was, of course, the evidence of much greater need for affiliation than need for achievement

in the total group. This evidence can be related to the theory of adolescents' seeking of self-acceptance through acceptance by their peer group; however, more extensive research might uncover reasons which would be related to the specific nature of the life of the military dependent. Is there extra trauma for him in the lack of a permanent home which may not exist for his civilian counterpart? Is the uncertainty of tomorrow accentuated so that he seeks the only security he thinks he can find on his own, that of friendship?

Certainly, there is a distress note sounded here from the subjects of the study. There may be a distress note sounded for the future if the finding of low n Ach should be extrapolated to the total population when these young people become adults.

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A P P E N D I X

The Instrument

Please fill in all the blanks as indicated, but do not write your name on the paper.

Age____   Sex: M____   F____   Grade____   Father's Rank_____

Father living at home_____   Father stationed elsewhere_____

Do you plan to attend college after graduation?_____

FRENCH'S TEST OF INSIGHT FORM II

This is a test of your understanding of the <u>reasons</u> why people behave as they do. You will be given a characteristic behavior of each of a number of people. Your task is to explain why each person behaves as he does. Read each description and then decide what you think would usually be the reason why a person does what this one does. Decide what this person is like, what he wants to have or do, and what the results of his behavior might be. If you think of more than one explanation, give <u>only</u> the one you think is <u>most likely</u>. Write your answers in the spaces provided.

1. Ted never hesitates to express an opinion.

2. Dave likes a good argument.

3. Jerry never keeps anything to himself.

4. John said, "Look what I've done."

5. Sam worries a lot about how he has done on examinations.

6. Peter cares very little about what other people think of him.

7. Larry gives a lot of parties.

8. Ray works much harder than most people.

9. Jack enjoys being a member of a large family.

10. George will usually volunteer for a difficult task.