THE TASK-ORIENTED AND SUCCESS-ORIENTED NEED OF ACHIEVEMENT AND SELF-IMAGE

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Abstract: The subject of conducted studies is the need for achievement as one of the main motivations of human action. Seeking connections between need of achievement and self-image regression analysis were performed separately for the task-oriented and success-oriented need of achievement. The results indicate that the task-oriented need for achievement is explained mainly by the need for dominance and endurance. With regard to the success-oriented need for achievement in men important explaining variables are: need for autonomy, need for dominance, critical parent and femininity. In women the need for order and deference are explaining the success-oriented need for achievement. Conducted studies shows which traits should be developed to shape a different type of need for achievement for man and women respectively.

Keywords: need for achievement, success/task-orientation, self-image.

1 Need for achievements and self-image

The importance of the need for the achievements has been noticed by writers of different classifications of human psychological needs. There are also authors who have studied only achievement motivation.

Literature is rich in a variety of approach to self-image issues. There are many definitions of self-image, as well as many concepts explaining its structure, dynamics and impact on human functioning. Among the scholars of this topic can be found agreement on the fact that self-image significantly determines human behavior.

1.1 The need for achievement as a psychic power of directing human activity

Within need for achievement can be identified the following elements: obtaining good results in any task, raising standards of excellence (McClelland, 1967, Reykowski, 1985), striving for mastery. Some authors in the understanding of the needs of performance also introduce the aspect of self-esteem (Maslow, 1964, Murray, 1953). Atkinson (1964) takes the view that the strength of achievement motivation depends on the value and the probability of success. Similar understanding of the need for achievement presents Zimbardo (2008). The need for achievement is a perceived need to obtain good results, or at least avoid failure, the general tendency to achieve success, which depends on the strength of belief in success, value of success and perception of personal impact on this achievement.

Murray (1953) placed the need for achievement in the group of needs that are an expression of ambition, strong will, desire for achievement and prestige. McClelland (1953) developed this concept of motives, which he considered as the most important. He believes that the sources of human motivation are three motives: achievement, power and affiliation. McClelland wanted to replace the concept of motivation dominated by the needs with the concept of motivation hedonistic, focused on the expectations. Most research he did on achievement motivation (Koestner, Weinberger, McClelland, 1991, McClelland, 1953).

Achievement motive was defined as the desire to do everything better, crossing the mastery standards. Individual differences in the extent of the needs are perceived as permanent tendencies. He developed a projection tool to measure the need for achievement. For that purpose he used drawings, referring to this need. Then compared stories told by the subjects in the conditions of achievement motivation stimulation with stories told in neutral conditions. Stories differed significantly. When the need for achievement was triggered the respondents revealed more images of achievement, victory, success. This allowed development of a quantitative method of assessment intensity of the need for achievement. McClelland (1967) assumed that the need for achievement measured by projection method examines the latent motive, different from the explicit needs. However, subsequent studies have shown correlations between the need for achievement estimated by projection techniques and questionnaire-based methods of self-description (Trash, Elliot, 2002).

Some authors take the view that the need for achievement is not a homogeneous construct. You can subdivide this group of needs. Maslow (1964) argued that the need for respect and achievements can be divided into two subgroups. The first group is a desire of power, achievement, mastery and competence, and the second group – a desire to have a good reputation or prestige, status, fame and honor, dominance. A similar distinction for the need of achievement was suggested by the Costello (1967).

Also, an alternative approach to achievement motivation emphasizes these distinctions. They refer to goals that a person has, which undertakes various activities. Usually there are two such major goals. It is therefore considered (Dweck, 1986; Maehr, 1989) that the subject may take one of the following orientations:
- orientation to achieve mastery - person is trying to develop their own competence and skills, so that it will be possible to achieve even higher levels of performance in the future;
- orientation on the level of individual performance-goal is to demonstrate in a specific situation competence higher than other participants.

It was also introduced other distinction of human motivation. Division of human motivation into internal and external was proposed. Intrinsic motivation usually means a tendency to take up and pursue activities because of its very content, interest in the task. Extrinsic motivation is defined as the tendency to take up and pursue activities due to factors external to it, as a consequence of its execution or the effective termination; activity associated with the expected benefits (Lepper, Corpus, Iyengar, 2005, Ryan, Deci, 2000).

In search for better understanding and distinguish between task-oriented and success-oriented achievement motivation it is worth checking if self-image aspects are linked. In addition, knowing of these characteristics may allow discovering what elements of self-image can be developed in order to form a particular type of need for achievement.

1.2 The issue of self-image in the psychological literature

There are many definitions of self-image, as well as many concepts explaining its structure, dynamics and impact on human functioning. Expressions used as synonyms of self-image are: the concept of oneself, knowledge of oneself, the notion of "self", self-knowledge, self-awareness, the concept of "I" (Kostrubiec, 2004).

Self-image results from generalization of the experience of oneself (Walczak, 2000). It is a relatively stable structure, but may change throughout life. Among the factors that cause changes in the self-image may by mentioned the influence of relationships with other people, as well as personal experience (Rogers, 1959). Brzezinska (1973) defines the self-image as a set of knowledge or information about their own characteristics, abilities and skills.

Researchers emphasize that the impact on self-image has a desire to obtain social approval. People compare with others, evaluate themself and gain feedback from the group (Hurlock, 1985). The concept of "self" is part of organizing and systematizing knowledge of their own - this is a group of opinions and beliefs about their own appearance and physical characteristics, their own skills and abilities, attitudes and needs, their own position among the other people, opinions and beliefs about what the individual should get from the others (Reykowski, 1974).

1.3 The need for achievement and self-image.

The need for achievement understood as a permanent tendency to react in a certain way, and manifested in the actions may be related to the specific shaping of self-image. Success-oriented need for achievement may have a different representation of the self-image, compared to the task-oriented need for achievement. People with high need for achievement, compared to those with low intensity of this need may also show a higher intensity of other mental needs (need for dominance, endurance, order). Also, other elements of the self-image may be shaped differently depending on the orientation of the need for achievement.

The need for achievement is expressed in the long activities, intense, repeated efforts to do something difficult, to work for a distant target, determination to win (Murray, 1953). The person with the need for achievement has a strong willpower. Easily overcomes discouragement and fatigue. Therefore, it seems that people with high need for achievement should be marked by greater endurance.

According to Reykowski (1985) characteristic of need for achievement is to stimulate the need to gain success as an aim itself. In other words, a man directed by this need is not interested only in the achieved things, but in the process of achieving it. In this case a man is interested not in the same subject, which he reaches, but in the fact that for him an object is a measure of success.

A characteristic feature of striving for success is that it is based on the internalized sanctions and rewards for achieving standards of good workmanship. Initially, the impact of other people (eg, father, teacher) is the real prize, and later achievement doesn't have to be rewarded externally, because success itself gain rewarding properties. After reflection of such description it seems that the need for achievement could be related to the scale of critical parent.

On the basis of the theories of need for achievement, as well as after considering the importance of self-image research a question was raised: What dimensions of self-image explain the task-oriented need for achievement and success-oriented need for achievement?

It was expected that the task-oriented need for achievement is more closely linked with the need for endurance and originality-intelligence scales.

It was expected that the success-oriented need for achievement is explained mainly by the need for dominance and scale of the critical parent.

2 Study

2.1 Method

The study was conducted with usage of questionnaire methods.

2.1.1 Subjects

The study was attended by 302 subjects (166 women and 136 men). Average age was 22.9 years (standard deviation 3.5).

2.1.2 Variables

Explained variables are: task-oriented need for achievement and success-oriented need for achievement. It was estimated by using the achievement motivation scale developed by Ray (1975). Cronbach alpha reliability coefficient for the full scale is 0.78 (Ray, 1975). For the study, the method has been translated into Polish.

Explanatory variables consisted of 37 dimensions of the self-image measured by The Adjective Check List – ACL (Gough, Heilbrun, 1983; Juros, Oleś, 1992). The method allows for measuring of various aspects of the self-image and it consists of:

- Modus operandi scales (4 scales);
- Need scales – based on the concept of Murray (15 scales);
- Topical scales – defining the various aspects of interpersonal behavior (9 scales);
- Transactional Analysis scales– created on the basis of the theory of Berne (5 scales);
- Origence-intellectence scales– based on the concept of Welsh, which recognizes creativity (defined as originality), and intelligence as independent dimensions of personality structure (4 scales).

The Adjective Check List consists of 300 adjectives that describe different behaviors and characteristics of men. Person has the task to choose those adjectives that best define her. With these adjectives is obtained a description of 37 dimensions of personality.

2.2 Results

Due to differences in the intensity of the need for achievement in men and women and because of the suppositions about the differences in the explanatory variables for men and women separate regression analyses were performed. Tables 1 and 2 are showing the results of stepwise regression analysis for the task-oriented need of achievement in males and females. Tables 3 and 4 are showing the results for success-oriented need of achievement (for the men and women).

Table 1 Summary of forward stepwise regression for variable task-oriented need for achievement in women

Variables	Beta	Error degree of Beta	B	T	p
(Intercept)	15.73	2.73		5.76	0.000
need for endurance	0.23	0.05	0.35	4.77	0.000
need for domination	0.32	0.07	0.48	4.69	0.000
need for exhibition	-0.14	0.06	-0.23	-2.48	0.014

$R = 0.63$, $R^2 = 0.40$, $F_{(3, 162)} = 35.52$, $p < 0.001$

In women, task-oriented need for achievement is explained by: the need for dominance, endurance and the need for exhibition. The higher need for achievement the higher need for dominance and endurance and a lower need for exhibition. No other self-image variables were found to be significant in explanation of the task-oriented need for achievement in women.

Table 2 Summary of forward stepwise regression for variable task-oriented need for achievement in men

Variables	Beta	Error degree of Beta	B	T	p
(Intercept)	23.66	3.63		6.52	0.000
Need for endurance	0.20	0.05	0.32	3.64	0.000
Need for dominance	0.29	0.08	0.46	3.40	0.001
High origence. low intellectence	-0.11	0.05	-0.18	-2.33	0.021
Self-Confidence	-0.17	0.07	-0.29	-2.27	0.025

$R = 0.58$, $R^2 = 0.33$, $F_{(4, 131)} = 22.85$, $p < 0.001$

In men, the task-oriented need for achievement is explained by the stronger need for dominance and endurance. The higher need for achievement the higher need for dominance and endurance. Moreover, the scale of high origence, low intellectence had a negative relationship with the need for achievement. The higher task-oriented need for achievement the lower self-confidence.

Table 3 Summary of forward stepwise regression for variable success-oriented need for achievement in women

Variables	Beta	Error degree of Beta	B	t	p
(Intercept)	21.11	1.62		12.99	0.000
Need for order	0.12	0.03	0.34	4.52	0.000
Need for deference	-0.10	0.03	-0.28	-3.74	0.000

$R = 0.38$, $R^2 = 0.15$, $F_{(2, 163)} = 13.89$, $p < 0.001$

In women, the success-oriented need for achievement is explained by the need for order and the need for deference. The higher need for achievement the higher the need for order and lower need for deference.

Table 4 Summary of forward stepwise regression for variable success-oriented need for achievement in men

Variables	Beta	Error degree of Beta	B	t	p
(Intercept)	17.74	3.84		4.61	0.000
Need for dominance	0.14	0.04	0.36	3.88	0.000
Critical parent	0.12	0.04	0.28	2.80	0.006
Need for autonomy	-0.18	0.04	-0.42	-4.14	0.000
Feminine scale	0.11	0.04	0.29	2.96	0.004
Need for nutrurance	-0.10	0.05	-0.24	-2.05	0.042

$R = 0.49$, $R^2 = 0.24$, $F_{(5, 130)} = 8.39$, $p < 0.001$

In men, success-oriented need for achievement is explained by: the need for autonomy, need for dominance and the need to nutrurance. The higher need for achievement the lower the need for autonomy and caring for others and the higher need for domination. Moreover, the success-oriented need for achievement is negatively associated with the scale of the critical parent and positively with the scale of femininity.

2.3 Interpretation of results

The presented results demonstrate that different variables are important in explaining the task-oriented need for achievement and for the success-oriented need for achievement. In addition, different layout of variables was important for women and for men, but there are also present elements in common, particularly in relation to the task-oriented need for achievement.

For women the relationship was observed only for need of achievement with other needs. Task-oriented need for achievement in women is explained in 40% by the needs of: dominance, endurance and exhibition. Success-oriented need for achievement in women is explained in 15% by the need for order and deference.

In men, the relationship was observed for need for achievement with other needs as well as with other features of self-image. Task-oriented need for achievement is explained in men in 33% by the need for dominance and endurance, as well as negatively by the self-confidence and the scale of high origanance, low intellectance. Success-oriented need for achievement in males is explained in 24% by the need for autonomy and dominance, femininity scale, the scale of critical parent and the need to take care of others.

The presented studies indicate that for explanation the task-oriented need for achievement need for dominance and endurance are important regardless of gender of subjects. Outcome is consistent with the general understanding of the need for achievement (McClelland, 1953; Murray, 1953;

Reykowski, 1977) and the ability of longer focus on the task by individuals with a greater need for achievement. Higher need for dominance in individuals with higher need for achievement can be explained by a greater tendency to compete by such persons. In addition, in women higher task-oriented need for achievement is associated with a lower need for exhibition. Men with a higher need for achievement are less original, perhaps because they are oriented to complete the task as quickly and as best as possible, while the original solution is associated with an increased risk. That's why it will not be considered. The negative relationship of self-confidence and the need for achievement is inconsistent with the approach of Maslow (1964) and Murray (1953), who claimed that the need for achievement should be joined with high self-esteem and respect for themselves.

With regard to the success-oriented need for achievement, it was explained by a different set of variables. Women with a higher success-oriented need for achievement demonstrate a higher need for order and lower need for deference. It means that a woman of success is one that shows need for order in her activities, but is not subordinated to other. Men with a high need for success are less autonomous, more dominant, but more feminine. This is a fairly complicated picture. To explain it is necessary to immerse oneself into the importance of each variable. Association between need for achievement and need for dominance is clear and similar to that in regard to the task-oriented need for achievement. It's difficult to understand a negative relationship between success-oriented need for achievement and the need for autonomy. Higher need for success also involves an increase in the scale of a critical parent, which may be linked to rewards and punishments internalization (from parents), as an important element of the development of need for achievements (Hagger, Chatzisarantis, 2011).

As the need for achievement is "without substance", i.e. can be developed in various fields of human activity in different ways, it seems important to take into account in further research not only intensity of this need, but also content of this need. It seems that further research should also seek the psychological variables that could be responsible for gender differences which emerged in these studies.

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