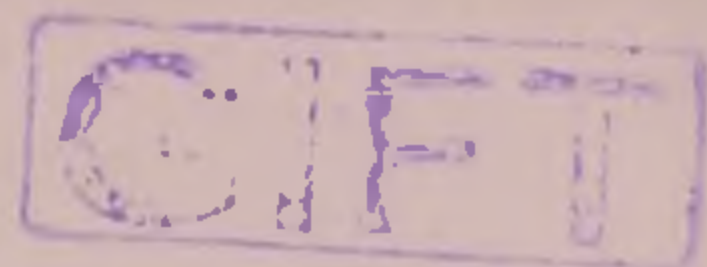


**PERSONALITY AS RELATED
TO
DEMOGRAPHIC
AND
PSYCHO-SOCIAL FACTORS**



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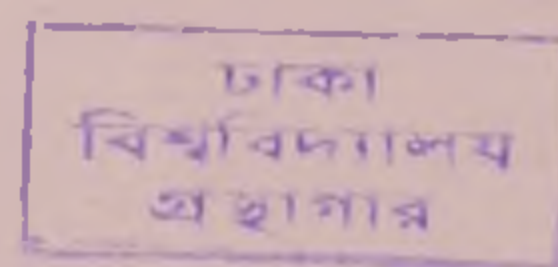
By

Most. Akhtara Banu

Registration No- 52

Session- 2007-2008

**Department of Psychology
Faculty of Biological science
UNIVERSITY OF DHAKA
BANGLADESH**



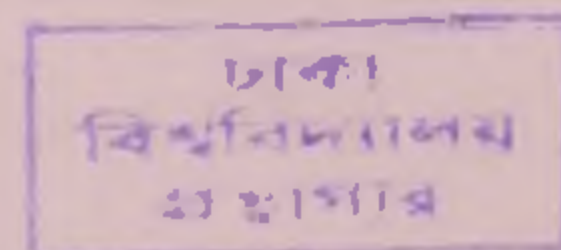
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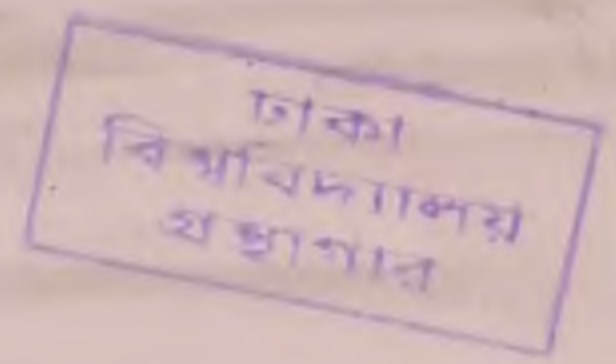
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ABSTRACT

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The present study investigated the child personality such as poor self-control, social incompetence, internalization, cognitive development and anxiety as related to demographic and psycho-social factors. The main objectives of the present study were (a) To investigate whether poor self-control, social incompetence, internalization, cognitive development and anxiety differed in terms of age, gender and achievement. Other objectives were to find out the relationship among poor self-control, social incompetence, internalization, cognitive development and anxiety and also to investigate whether anxiety was predicted by poor self-control, social incompetence, internalization. Instrument used in the present study comprised of two scale- (i) Personality Inventory of Children (PIC) scale. (ii) Children Manifest Anxiety Scale (CMAS). The sample comprised of 300 school children and their mothers. The study used non-random purposive sampling technique. The participants were selected from Dhaka and Rajshahi metropolitan city. They were the student of 12 educational institution. 150 male and 150 female total 300 children and their mothers were included in the present study. The children themselves filled up the anxiety questionnaire and their mothers filled up the personality inventory about their child, as it was designed for the mothers. The data were analyzed by three-way analysis of variance. Co-relation of co-efficient and multiple regressions were also done. The following results were found (a) The main effects of age and achievement regarding poor self-control, social incompetence, internalization and anxiety were found to be significant (i) It was found that with the increased of age, the amount of poor self-control, social incompetence, internalization and

anxiety decrease. (ii) The amount of poor self-control, social incompetence, internalization and anxiety of low achiever children were more than that of high achiever children, (iii) No significant difference between male and female children was found in poor self-control, social incompetence, internalization and anxiety. (iv) No two-way or three way interaction were found to be significant regarding poor self-control, social incompetence and internalization. In case of anxiety, the result revealed that the interaction between age and achievement were found to be significant. It means that the amount of anxiety of both high and low achiever decreases with the increases of age. But the anxiety of low achievers decrease less than high achiever children. (b) The main effect of age and achievement were also found to be significant in cognitive development. (i) The cognitive development of 12 years children were more than that of 8 years and 16 years children were much more than 12 years. It has been found that with the increasing of age the cognitive development also increase. (ii) Significant difference between high achiever and low achiever children was also found in cognitive development. It has been found that the amount of cognitive development of high achiever children was more than that of low achiever children, (iii) The interaction between age and achievement were found to be significant in cognitive development. It means that the amount of cognitive development of high and low both achievers increase with the increases of age. But the cognitive development of low achiever were less than high achiever children. (iv) No significant difference was found between male and female children in the cognitive development. (v) The result of the study revealed no significant interaction effects between age with gender and gender with achievement. Even no significant three-way interaction were found in age by gender and by achievement in cognitive development. (c) (i) The correlation coefficients among poor self-control, social incompetence, internalization and anxiety were found significant and positively correlated. (ii) On the other hand respondent's cognitive development showed a significant negative correlation

with poor self-control, social incompetence, internalization and anxiety. (d) The result of the multiple regressions revealed that 41.9% of the variation in anxiety could be explained by the variation of poor self-control. Again 53.1% of the variation in anxiety might be explained by the variation of both poor self control and social in competence. Furthermore 60.7% of the variation in anxiety could be explained by the variation of poor self control, social incompetence and internalization.

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My sincere thank goes to my children Fairuze Adiba and Faiyaz Abrar and all other family members who have patiently allowed me to take my time off for the study and completion of the thesis.

Certificate

This is to certify that the thesis entitled the “Personality as related to Demographic and Psycho-Social Factors” has been completed by Most. Akhtara Banu, Department of Psychology, University of Dhaka for the award of Ph.D Degree. The work has been done under my supervision. This is an original piece of work. I recommend the thesis for examination.

M Khanam

4.6.15

(Dr. Mahfuza Khanam)

Professor

Department of Psychology

University of Dhaka.

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CHAPTER-1

INTRODUCTION

PERSONALITY AS RELATED TO DEMOGRAPHIC AND PSYCHO-SOCIAL FACTORS

Children are the future love and aspiration of the nation. Children are the future citizens of the country. Every child at birth remains beautiful and pure. He or she is born in a family with full of love affection, care, sympathy and cooperation from all of its members (Habiba, 2002). As social beings the children are the most promising part in the society. A child possesses a lot of latent talent. Children centered research and education management are going on all over the world to develop their talents (Sabbashaehi, 2001). The education with which the child starts his career begins at home. Family provides every facility for the development of intelligence and well-integrated personality. Based upon personality characteristics, he becomes an adequate adult member of the society and takes in hand the responsibility to direct the nation for his/her over all development (Fiske, 1978).

The natural characteristics of a child begin to grow along with growing of age. Many promising possibilities are spoiled or frustrated for want of favorable atmosphere and the mission for well-integrated personality development of a child may be shattered (Hurlock, 1997). Both home and social environment as well as education and financial security are at the root of development of a child's idealism, belief, attitude, consciousness, intelligence and above all well integrated personality characteristics (Ahmed, 1997).

Anxiety may develop as reaction to many factors. Though Freud stressed on birth trauma as a main source of anxiety, yet the modern psychologists put greater emphases on childhood experiences. Numerous studies support that behaviours like parental overprotection, rejection, over dominance, and belittling attitudes toward the child, together with the child acute and prolonged irresolvable conflict between the child's dependence and hostile impulses make him feel helpless and as a result his anxiety may be generalized to many situations that involve relationship with other people or may be implied an evaluation of his competence (Shaffer & Shoben, 1956). With the rapid change in the socioeconomic pattern of modern society there are many reasons that like to produce anxiety and children today are more susceptible to anxiety. Studies showed that anxiety has increased so much that typical school children during the 1980's reported more anxiety than child psychiatric patients did during the 1950's (Partenheimer, 1996-2002). That's why some authors like to describe the period as the "age of anxiety".

Man is a social being. He or she has to make relation with other people at the time of living in the society. In this way personality is formed due to the reaction of other elements in the society. So in general, the conglomeration of manners, which keep balance in the society, is called personality. Personality means some traits of qualities which make a person popular and attractive to other's personality' Characteristics which makes a person different from others Distinction and novelty may be considered as the elements of personality. A person may be considered different from others because of special distinction and characteristics (Sabbashachi, 2001).

1.1. Conception of Personality:

Each child born with certain physical traits that underline his basic personality. Many children become difficult because their "equipment" just isn't working right. As they struggle, they can become fussy, irritable, negative, or self absorbed. The final shape of a child personality is determined partly by how his parents and other caregivers relate to these physical traits. Helson and Moane (1987), McCrae and Costa (1996) attempt to integrate various approaches to personality development. They found six interrelated elements in diverse theories of personality: basic tendencies, external influence, characteristic adaptations, self concept, objective biography, and dynamic processes.

In addition, Hall's work (1976) The ideas of high-context culture and low-context culture also investigated widespread discussions concerning socio-cultural differences in human behaviours, including the area of children's social competencies. Most of these popular meanings fall under one of two headings. The first use equates the term to social skill or adroitness. An individual's personality is assessed by the effectiveness with which he or she is able to elicit positive reactions from a variety of persons under different circumstances. A person may thus be said to have an "aggressive personality". Or a "submissive personality" or a "fearful personality". In each case the observer selects an attribute or quality that is highly typical of the subject and that is presumably an important part of the overall impression created in others and the person's personality is identified by this term. It is clear that there is an element of evaluation in both usages. Personalities as commonly described are good and bad.

While the diversity in ordinary use of the word personality may seem considerable, it is overshadowed by the variety of meanings with which the psychologist has endowed this term. In an exhaustive survey of the literature, (Allport, 1937) extracted almost fifty different definitions that he classified into a number of broad categories. Here we will concern ourselves with only a few of these definitions. Personality is that which gives order and congruence to all the different kinds of behaviour in which the individual engages. A number of theorists have chosen to emphasize the function of personality in mediating the adjustment of the individual. Personality consists of the varied and yet typical efforts at adjustment that are carried out by the individual (Campbell, 1980). In other definitions, personality is equated to the unique or individual aspects of behavior, in this case, it is a term to designate those things about the individual that are distinctive and set him or her apart from all other persons. Finally, some theorists have considered personality to represent the essence of the human condition (Hall, 1998). These definitions suggest that personality refers to that part of the individual that is most representative of the person. Not only in that it differentials the individual from others. But more importantly because it is what he or she actually is. Allport's suggestion that "personality is what a man really is" Illustrates this type of definition. The implication here is that personality consists of what. In the final analysis, is most typical and deeply characteristic of the person. The importance of such stylistic qualities for personality lies not in the fact that can entertain us with them. Or that they can sometimes be used by police detectives in tracking down a thief by his modus operandi (style of working) from one crime to another (Darwin, 1873).

Personality development has been a major topic of interest for some of the most prominent thinkers in psychology. Our personality is what makes us unique, but now exactly do we become who we are today? In order to answer this question, many prominent theorists developed stage theories to describe various steps and stages that occur on the road of personality development. The following theories focus on various aspects of personality development, including cognitive social and moral development (Mayer and Solovey, 1999).

Man is social being. To live in society he has to create mutual, relation personality emerged through various element and reactions with persons and society. So, in common view personality is the combination of behaviour which related with social environment. Personality is some characteristics or creativeness through which person are considered favorite and attractive than others. Diffortuation, uncommonness, attractiveness is considered the elements of personality. Man is considered separate from other man for special creativity and characteristics. But it is hard to define personality in one word. Various physiologist try to desire personality in various ways:

- According to Woodworth “personality is the total nature of human behaviour.”
- According to Boring “personality is the adjustment between environment and persons.”
- Whittaker “personality is the characteristics of persons which expresses repetition of human behaviour”

From analysis and review the above definition we can say that personality is the special unity of person's structure, way of behaviour, eagerness, attitude and ability of power to meet combination of situation. Personality

predicts what will be done by person in a particular situation. Many think that personality is the combination of real behaviour ascribed by environment and race. It has four parts. The four main parts are Intelligence, characteristics, attitude and physical Structure. Above definition of personality is not a complete definition this definition emphasis on a special aspect. To review and analysis various definition Alport has given a complete definition of personality.

According to Allport (1937), personality is the combination of changing and active bio-physiological matter and human behaviour and it also helps to express person's creativity. Personality is the psycho-physical matter which determines separate utility with environment. Here organization meets some conservation and their mutual relation organized entity means creative or asleep matter of human being, behaviour of person, his/her general thinking his/her values, etc.

The components of personality are described in a bio-physiological organization. From bio-psycho aspect, person's adaptation power with environment work or behaviour a certain type of aptitude is expressed. To analysis from above definition it is clear that Allport has emphasized on unity in his definition.

Development of personality:

Formal theories of development must first be differentiated from the effort to identify the biological and social conditions, which by facilitating, retarding shaping, or distorting the 'normal' course, influence development. The personality is made up of three major systems; the id. the ego and the superego. Although each of these provinces of the total

personality has its own functions, properties, components, operating principles, dynamisms and mechanisms, they interact so closely with one another that it is difficult if not impossible to disentangle their effects and weight their relative contribution to human behavior. Behavior is nearly always the product of an interaction among these three systems: rarely does one system operate to the exclusion of the other two (Hall, Lindzey and Campbell, 1998).

There is truth in the cliché that each child is an individual. No two children have exactly the same combination of dispositions, beliefs, values, goals, and interests, since those are the ingredients of the self. As each child grows physically and cognitively, new experiences with the world contribute to the development personality (Gelfand, 1962).

Social behavior and personality development have all made significant contributions to our present knowledge concerning the psychological growth of children. Children acquire skills and abilities because they have an intrinsic need to obtain knowledge and deal effectively with the environment. When they apply strategies in problem solving, he/she is motivated by a desire to be a competent and effective person. This is called competence motivation. But that even though competence may be fundamental motive in itself, the achievement of important abilities may lead to the gratification of other motives. A child who masters crucial academic skills is likely to earn high grades. Receive recognition from parents, peers, and teachers, and to have the opportunity to move on to a wider variety of challenging tasks, White (1959). Another one factor that appears to play a role in the cognitive functioning is anxiety. There is a good deal of evidence which indicates that very high levels of anxiety interfere with learning and remembering, but moderate levels can

promote learning (Spielberger, 1966). Presumably, moderate anxiety keep the child alert and attentive. The difficulty of the task is also important. Highly anxious children do well on simple tasks. But their performance suffers more and more impairment as the tasks become increasingly complex and abstract (Castaneda, Palermo and McCandles, 1956; Stevenson and Odom, 1965).

Some traits of personality measured in the present research.

1.2. Self-control and Poor self-control:

Indiscipline is one of the characteristics of personality. When the child begins to grow up, the other members of the family begin to teach him discipline and rules, such as you should to it or not. A child will obey others as per the norms of the family environment. The development of his characteristics will depend on how much a child's parents and other people help him (Whittaker and Gooze, 2006).

Self-control breeds will-power and nothing in this universe can defeat human being's will-power according to the laws of universe. Many people underestimate the importance of self control while pursuing for self development. Self control is something which acts like a steering of a car. If we can't control our car's steering properly, then how can we reach destination safely? The resistance to this very desire to do something which we have decided to refrain from or is not in our wider interest is called Self Control. We commit with ourselves many things to refrain from which we find not beneficial or detrimental. However, with pace of time, we lose grip on our commitment and may be we start dragging towards that forbidden zone. When this happens often that we cannot exert self-control to keep our self commitments, we feel like having no

control of life. Our life appears to be so powerful that we are unable to control it ourselves. Eventually, we leave it all upon the circumstances and stop struggling. All this failure happens due to lack or loss of self control (Barkly, 2004).

In early psychology, psychologist and neurologist Freud (1959) established a foundation for the concept of self-control with his pleasure-principle and reality principle. Respectively, these principles refer to the desire for immediate gratification and the delay of gratification. The pleasure principle drives an individual to look for pleasure and to avoid pain. However, the individual learn the necessity of standing the pain and delaying gratification as the process grew up, because of the obstacles of the realities of life. Following the basic principles.

In the broadest sense, self-control is the means by which human beings manage themselves. Although the activity of self-control is often conscious and intentional, it frequently takes place without attention or effort. The self-control construct encompasses a variety of proclivities, competencies, and strategies that, together, account for variability in a broad range of behaviors and outcomes across the life span. According to Ackerman (1997) although factors outside the individual are always at play, the ability to manage oneself effectively through self-control is a major factor in distinguishing people who achieve success and well-being from those who do not.

The complexity of human experience coupled with a rich mental life enabled by a highly evolved capacity for self-awareness, gives rise to a wide range of issues to be managed through self-regulation. Perhaps the most straight forward, and certainly the most concrete of these is

behavior. Through self-control, people are able to do what they want, when they want, for as long as they want. Conversely, they are able to restrain themselves, limiting or avoiding behaviors altogether, when particular actions would not be adaptive or appropriate. Less concrete but no less central to the human experience are cognition, motivation, and emotion. Successful management of cognition allows for planning of behavior, evaluating the consequences of behavior with reference to goals and plans, and explaining outcomes. The management of motivation through self-control is critical for initiating new or difficult behaviors, persisting in the face of challenge, and withdrawing when continued effort would be futile or counterproductive. The management of emotion is perhaps the most challenging, but processes of self-control allow for monitoring and evaluation of emotions as well as actions to sustain, enhance, or suppress emotions as desired. Self-control is the principal means by which humans manage their thoughts, motivation, feelings, and behavior, Cillessen and Bellmore (1999).

Although it is evident that most people are capable of managing themselves some, if not most of the time, it is not always the case that they do so. In the absence of self-control, thoughts, motivation, feelings, and behavior are guided by impulses, affordances, and behavioral contingencies; that is, they are left unmanaged. When impulses, affordances, or contingencies pull for behavior or other aspects of experience that are appropriate and desirable, the absence of self-control is not a liability. Indeed, in such cases attempts at self-regulation may work against achieving an optimal experience or performance (Leary, Adams & Tate, 2006). Typically, however, leaving thoughts, motivation, feelings, and behavior to impulses, affordances, and contingencies yields experiences and performances that are suboptimal, perhaps even

destructive, for self and others. The general tendency to eschew management of oneself is associated with a host of problem behaviors (Gottfredson & Hirschi, 1990).

Self control is instinctively present in all of us. For example, when we are thirsty and water is unavailable, we can easily wait till a certain time. Our waiting for water unless its available is a glimpse of our self control. Likewise, when we are waiting in a queue, bearing some brash people, listening to complains about us and trying to be punctual are all different examples of self-control. We mostly lack the level of required self control because we are hasty. We develop a habit of doing everything hastily and want quick results, thus slowly depriving ourselves from self control. An another important reason is free thinking. We require independence in all of our actions and thoughts and thus do not like to be barred or restricted.

Self-Control requires us to be restricted on some matters. This clash of our personal desire and internal advice for self control results in loss of self-control. Self-control can be better understood as a war between our heart and mind. Our heart wants freedom without limits, however our mind wants to limit our freedom in those areas which are detrimental and harmful for us. This can very well sum up the importance of self control. We deep inside our mind are well aware that certain action, habit, person or situation is harmful for us and it should be avoided. Our brain gathers information from all media available to it including the genetic memory and uses it to give us this deep feeling and insight. (Heckman, 2006).

This information tells us that we should avoid certain things. However, our heart/wishes work parallel to our mind information. Because they are controlled by our animal-brain which lacks wisdom and wit, therefore we

find it hard to resist these temptations in a nut-shell, self-control enables us to shun bad habits, take control of our decisions, increase our will power and to write our own destiny ourselves (Mc crae and Costa, 1996).

1.3. Social Competence and Incompetence:

Man is a social being. Though every child is born in a family, he begins to grow up gradually and becomes a member of this society. In order to live in the society one cannot deny the inter relation. So to be socially not fit or to be fit to live in society one has to know about the rights and duties of one another, such as the respect to the elder and the sympathy to the younger. The children become involved with various unfair social activities for various reasons. They cannot react on match with the changed atmosphere these kind of traits of personality are called social incompetence. Several developmental theories acknowledged the importance of social interactions in the lifetime development of humans. How well an individual interacts with others can be looked at in terms of his or her social competence. The definition of this construct has experienced great changes since the formal psychological study of social competence began in the early 1920's. As psychology has expanded to acknowledge more environmental factors in human social, emotional, and cognitive development, researchers have accommodated these ideas into their conception of social competence by narrowing the definition to specific behaviors in specific settings when interacting with specific people or groups of people. In other words, what began as simply a term to describe an individual's ability to interact with others is now defined in terms of the physical and cultural environment in which the individual interacts with others, including the characteristics of the others with which he or she is interacting. Similarly, the assessment of social

competence is now more specific and defined than it was in the past (Richman, Brown and Maxine, 1987).

Despite all the developments and changes in the conceptualization of social competence throughout the twentieth century, there still was a general lack of agreement about the definition and measurement of social competence during the 1980's (Dodge, 1989). While some definitions and assessment methods looked at specific behaviors exhibited by children, others tried to tap underlying abilities. Simultaneously, there was disagreement about whether social competence should be thought of as a trait or as a series of acquired skills. Therefore, definitions of social competence in the 1980's placed different emphasis on social cognitive skills and capacity, behavioral performance, judgments made by others (McFall, 1982, cited in Rubin & Rose-Krasnor, 1992; Hops, 1983, cited in Merrell, 1993) and psychological risk. They also incorporated the idea that goals, strategies, and outcomes had to be effective and appropriate to differing ages. For example, social competence was thought of as the "attainment of relevant social goals in specified social contexts, using appropriate means and resulting in positive developmental outcomes" (Ford, 1986 cited in Rubin & Rose-Krasnor, 1992) and "the ability to engage effectively in complex interpersonal interaction and to use and understand people effectively" (Rubin & Rose-Krasnor, 1992).

These definitions moved away from the ambiguity present in definitions like O'Malley (1977, cited in Dodge, 1989), which said that social competence was the ability to attain personal goals in social situations, but made no reference to the appropriateness of the goals themselves. However, the definitions of the 1980's often did not acknowledge the age,

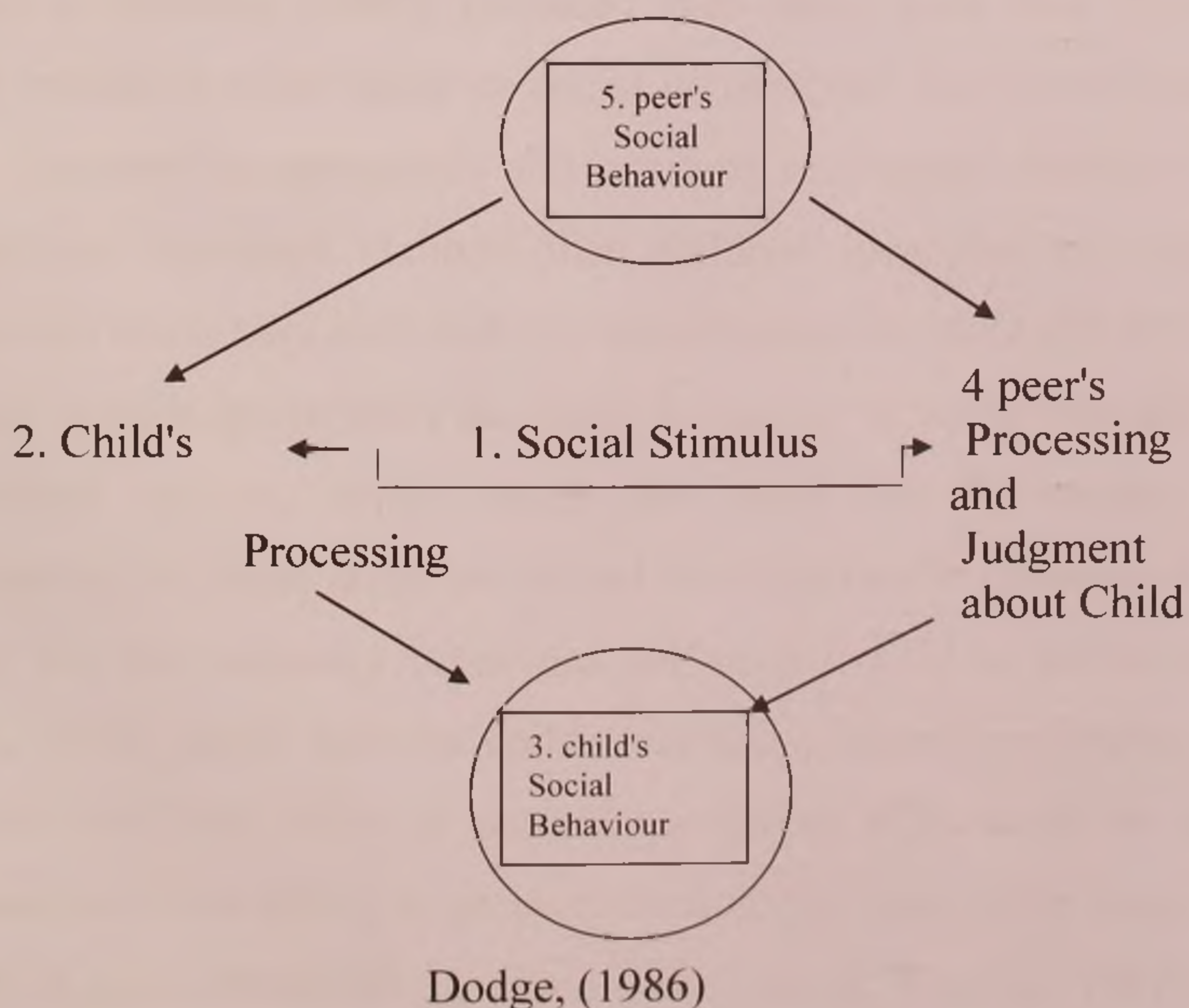
situation, and skill specificity implicit in the complex construct of social competence (Pellegrini, 1985).

The first definitions of social competence loosely described this construct as the successful interaction between an individual and his or her environment, or successful navigation of interpersonal interactions. Social skills were considered as a separate but related construct and were not yet clearly incorporated into the definition of social competence. While this definition of social competence appears to acknowledge environmental factors in the social interactions of humans, most assessment techniques for the social competence of children did not measure a child's behavior in real life settings, even as recently as the 1970's. For example, children were sometimes asked to participate in structured role-playing activities with an adult experimenter, label facial expressions with emotion words, or give directions to a blindfolded listener as part of a social skills or social competence battery (Gottman, Gonso & Rasmussen, 1975). Because each research effort that examined social competence involved a variety of these assessment tools, which were often adapted from other constructs such as the study of cognitive abilities (Piaget's perspective taking tasks), it was difficult to compare the results of these studies. While some looked solely at peer acceptance or popularity as a measure of social competence, and described it as such, other experiments measured social competence in more complex terms, such as a child's knowledge related to social problem solving.

In the 1980s, with the rise of information processing model in the study of cognitive psychology, psychologists proposed similar models to describe social interactions and define social competence. These models, such as the one described by Dodge in 1986 (Dodge, Pettit, Mc Claskey

& Brown, 1986, Figure-1), broke social situations into specific units and hoped to explain the cognitive processes involved when a child was involved in a social interaction. The five interactive components involved in this interaction included the social stimulus, the child's internal processing of the child's social behavior, the peer, or social partner's, processing and judgment about the child, and the peer's social behavior. Social information was processed in four steps, which incorporated the short-term and long-term memory and other related concepts from the general information-processing model. The social processing steps in Dodge's model were encoding social cues, interpreting these social cues, retrieving and generating potential responses to the stimulus, and enacting the chosen response (Figure-2). This new conceptualization of social competence in terms of clearly defined cognitive processes and behaviors added to the assessment of the social competence of children.

Figure 1: A model of social exchange in children

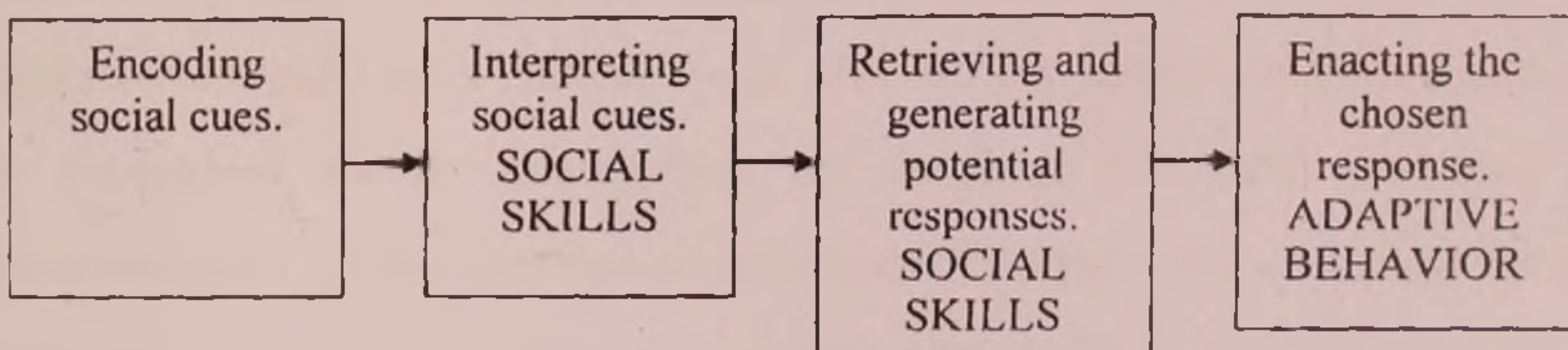


Rubin and Rose-Krasnor (1986, cited in Rubin & Rose-Krasnor, 1992) devised a similar model of how children process social information. The steps they outlined were, selecting a social goal, examining and interpreting the environment, accessing and selecting strategies, implementing a strategy, and evaluating the outcome of the strategy (Figure 2). Rubin and Rose-Krasnor expanded on this by acknowledging the influence of internal traits, such as self-perceptions or attributions, or states, such as affect, on whether or not these steps in social information processing were completed. This conceptualization of social competence as the ability to perform a series of cognitive processes and enact appropriate behaviors in social situations allowed for the development of assessment tools that not only aided in the identification of socially incompetent children, but also identified specific deficits that could be targeted in intervention programs. These intervention programs, or social skills training and coaching, became popular at the end of the 1980's.

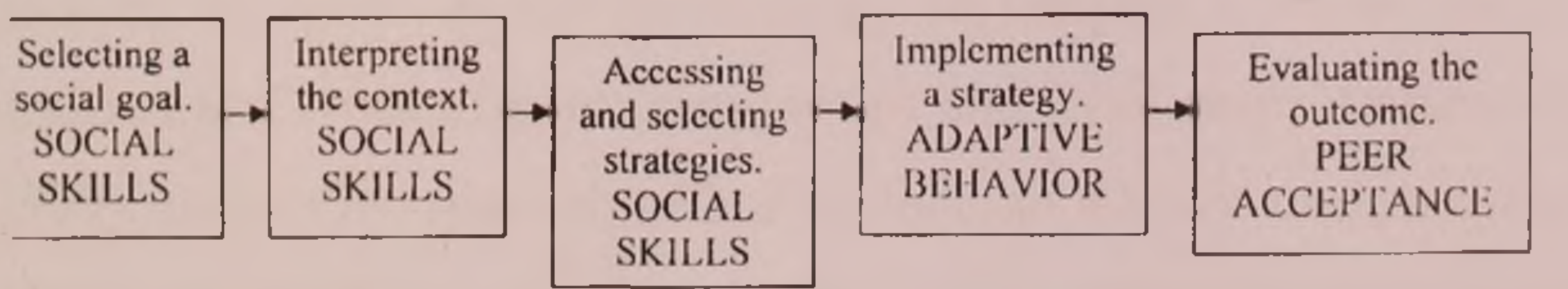
Gresham & Reschly (1987) proposed that there were four types of deficits related to social skills or social competence also contributed to the development of appropriate and practical assessment measures and interventions. Gresham claimed that children identified as socially incompetent could have skill deficits, which meant the child did not have the social knowledge or skills necessary to engage in social interactions; performance deficits, which meant the child had knowledge and understanding of social skills but lacked the cognitive or physical ability to carry out the necessary behaviors, self-control skill or performance deficits, which meant that the child's excessive anxiety or impulsivity interfered with their ability to acquire appropriate skills or, if the skills were acquired, their ability to properly execute the appropriate behaviors or skills in social situations. Gresham (Gresham & Rcschly, 1987) also

identified three sub-domains of social competence: adaptive behavior, social skills, and peer acceptance. These aspects of social competence reflect the measurement tools used to assess social competence, and can be incorporated into the information processing models of social interaction proposed in (1986) by Dodge et al.

Figure 2: Social Information-Processing Models Dodge (1986)



Rubin & Rose-Krasnor, (1986)



The definition and assessment of social competence throughout the second half of the twentieth century has primarily focused on the identification of children at risk for potential negative consequences of poor peer relationships. In simply identifying these children, assessment tools such as socio-metric rating scales are effective. In order to complete these scales, children rate how much they like their classmates or would prefer to work or play with them, and researchers determine which children in the classroom are popular, accepted, rejected, or neglected. Traditionally, rejected and neglected children would receive social skills training in order to improve their social knowledge and successful experience in social interactions. When the other two aspects of social

competence, namely social skills and adaptive behaviors, are assessed through parent or teacher ratings or behavioral checklists, researchers or school psychologists can go one step further than identifying socially at-risk children; they can now develop individualized interventions that target the skill deficits or performance deficits the child apparently has in social interactions.

Psychology has moved away from the information-processing model of cognitive thought as a central focus and is now examining development in ecological terms, accounting for internal processes as well as characteristics of the external environment. Studies of social competence and peer interactions continue to examine the behavioral determinants of children's peer relationships, the hypothesis that social skills deficits account for poor social functioning, the origins of these skills and deficits, and types of peer relationships and relationship features (Ladd, 1999). Innovative research efforts include an attempt to determine how and to what degree a child's behaviors and peer relationships separately contribute to development and adjustment. Researchers are also examining the affective and physiological correlates of social competence and the complex interplay of emotional dispositions, emotional regulation, and behavioral regulation in socially competent and incompetent children. The role of sex/gender in children's peer relationships as well as cultural and ethnic similarities and differences in children's social competence and peer relationships are also being studied through current research efforts. These studies will hopefully contribute to a more precise and descriptive definition of social competence as well as assessment tools that can be used by a variety of professionals. In fields such as school psychology where a common language is necessary

when collaborating with each other and with other professionals, there is a need for clear definitions and common assessment tools.

Breakthroughs in methodology for assessing infants' perceptual abilities have shown that even newborns are quite perceptive, active, and responsive during physical and social interaction. The newborn infant will imitate people, stick out its tongue, flutter its eyelashes, and open and close its mouth in response to similar actions from an adult or older child. Through crying and other distress sounds, the infant signals physical needs for food, warmth, safety, touch, and comfort. Infants' physical requirements are best met when delivered along with social contact and interaction. Babies who lack human interaction may "fail to thrive". Such infants will fail to gain sufficient weight and will become indifferent, listless, withdrawn and/or depressed, and in some cases will not survive (Clark and Koch, 1983).

Increasingly, an infant will engage in social exchanges by a "reciprocal matching" process in which both the infant and adult attempt to match or copy each other by approximation of each other's gaze, use of tongue, sounds, and smiles. Bruner and others (1978) have proposed that these social interaction processes, which continually undergo development, also constitute a "fine timing" system for the child's language and cognitive development.

It is important for infants to maintain close relationships with one or more adults. Typically, one adult is the mother, but others may be fathers, older siblings, or family friends. The smiling and laughing of an infant become responses to different types of social stimulation and objects provided by specific persons (Goldberg, 1982). A growing bonding attachment,

marked by strong mutual affect, with at least one particular adult, is critical to the child's welfare and social-emotional development.

Attachment, evident within six to nine months, becomes obvious when the infant shows distress as the mother departs from a setting. Infants and toddlers who are "securely attached" are affectionate and tend not to cling to their mothers, but to explore the surrounding physical and social environment from this "secure base", showing interest in others and sharing their explorations with the mother by pointing and bringing objects of interest (O'den Sherri, 1987).

The socialization of the child is facilitated not only by the parents, but also within the family context, which may include relatives and friends who support the parents and children, and further reinforce cultural values. Studies by Baumrind and others (1973) have demonstrated that, as children develop, parents use different methods of control or leadership styles in family management that fall into fairly predictable categories authoritarian (high control) authoritative (authority through having knowledge and providing direction) permissive (low control or direction) combinations of the above.

Some cultural groups tend to prefer one or the other of these styles, each of which encourages and controls different patterns of behavior in children. Mothers who are more verbal in their influence on children's actions have been found to use "benign" instructive direction that appears to result in the child having greater social competence at home, with peers, and in school settings.

As a toddler, the child moves in peer contexts which provide opportunities for learning to sustain interaction and develop understanding of others. Piaget (1932) pointed to peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy. In the contexts of school, neighborhood, and home, children learn to discriminate among different types of peer relationships—best friends, social friends, activity partners, acquaintances, and strangers (O'den, 1987). Through building and sustaining different types of peer relationships and social experiences, especially peer conflict, children acquire knowledge of the self versus other and a range of social interaction skills. Mixed-age peer interaction also contributes to the social-cognitive and language development of the younger child while enhancing the instructive abilities of the elder child (Hartup, 1983).

Children's social-cognitive development, including moral judgment, appears to parallel cognitive development as children's perceptions of relationships, peers, and social situations become more abstract and less egocentric. Preschoolers are less able to differentiate between best friends and friends than are elementary school-age children. But young children can provide specific reasons why they do not like to interact with certain peers. From six to 14 years of age, children shift their views of friendship relationships from sharing of physical activities to sharing of materials, being kind or helpful, and, eventually, perceiving friendships that allow individuality to be expressed or supported (Berndt, 1981).

A child's connection with a given family, neighborhood, center, or school may limit opportunities for social development. Mixed age, sex, racial, or cultural peer interactions may be infrequent and highly bound by activity differences and early learned expectations, thereby limiting the extent of diversity in peer interaction. This lack of diversity limits the child's ability to be socially competent in various circumstances (Ramsey, 1986).

Hallinan, in 1983, found that formally structured educational situations, built around teacher-group interaction, tend to result in fewer peer interactions than less formal settings. Fewer socially isolated children are found in informal classrooms where activities are built around projects in which peers can establish skills for collaboration and activity partnership. The long term benefits of positive peer interactions and relationships have been shown in a number of studies (O'den, 1987). Greater social adjustment in high school and adulthood has been observed for people who at 9 or 10 years of age were judged to be modestly to well accepted by peers. Poor peer acceptance results in fewer peer experiences, few of which are positive, thus creating a vicious cycle of peer rejection.

Various instructional approaches and experiences related to social skills development have proved effective in increasing children's social competence. Coaching, modeling, reinforcement, and peer pairing are methods based on the same learning processes evident in early adult-child relations. With these methods, social-cognitive and behavioral skills can be developed which can provide poorly accepted peers with the ability to break the cycle of peer rejection. Children appear to learn how to more competently assess peer norms, values, and expectations and to select actions that may bring them within the "threshold of peer acceptance" (O'den, 1987).

Early recognition of social problems in infants and preschool children is necessary for best developmental outcomes. Social difficulties continue over time and are highly resistant to change. It is not surprising that a strong relationship exists between childhood behavior problems, delinquency, and later criminality. If left impairment place children at high risk for persistent social and emotional problems, underachievement, school dropout and ultimately delinquency. Research has demonstrated that a young child's ability to learn is assured by a sense of security and stability, and continuous relationships with adults, including their families and communities stated by Gresham and Reschly (1987).

Early identification and intervention with social problems can have a significant impact on the developing child in three major areas. First, brain development, important early relationships and experiences can positively affect gene role, neural connections, and the organization of the mind, having a life-long positive effect. Fischer (1980) found that positive early experiences lay the necessary foundation for the healthy growth of future behaviors and thought development. The development of self being and social ability in the early years plays a critical part in shaping the way children think, learn, react to challenges, and develop relationships throughout their lives.

Evaluating social and emotional capability in very young children can be difficult. Accuracy of the child's behavior often depends upon certain variables including the age of the child, when the behavior occurs, the setting where it occurs, and which adults are present at the time. Developmental and cultural variability, differences in adult and child

temperament, and changing behavioral expectations are some factors that make social and emotional assessment particularly challenging. For example, one family may tolerate loud talking and throwing of play toys while another family may tolerate only quiet voices and no throwing of objects indoors. A two-year-old who throws herself on the floor at the supermarket and screams because she can't have a chocolate donut will not be labeled "unusual" while an eight years old who does the same would be (Mattick, 2004).

Very young children, for example, have to learn to understand and recognize their own feelings, but then they increasingly learn to associate verbal labels to those feelings, to learn that others have feelings too, and to begin to sympathize with others. As children grow older, they learn to manage their emotions to block feelings of anxiety, sadness, or frustration, and to delay gratification in order to achieve a goal. Children need a combination of intellectual skills, motivational qualities, and social emotional skills to succeed in school. They must be able to understand the feelings of others, control their own feelings and behaviors, and get along with their peers and teachers. Children need to be able to cooperate, follow directions, demonstrate self-control, and "pay attention." One of the most important skills that children develop is self-control - the ability to manage one's behavior so as to resist impulses, maintain focus, and undertake tasks even if there are other more tempting options available. Self-control motivates the ability to take on every task, so that the outcomes are not just how children get along with one another but also how they can focus and learn in the classroom (Cole and Balcutis, 2005).

Children with social problems enter kindergarten unable to learn because they cannot pay attention, remember information on purpose, or act socially in a school environment. The result is growing numbers of children who are hard to manage in the classroom. These children cannot get along with each other, follow directions, and are impulsive. They show hostility and aggression in the classroom and on the playground. The problems begin before kindergarten. In some studies as many as 32 percent of preschoolers in Head Start programs have behavioral problems (Muraven, Shmueli and Burkley, 2006).

Children lacking social skill suggest that teachers spend too much time trying to restrain unmanageable children and less time in teaching. Early childhood teachers report that they are extremely concerned about growing classroom management problems, and that they are unprepared to handle them. Kindergarten teachers report that more than half of their students come to school unprepared for learning academic subjects (Roberts and Chernyshenko, 2005) stated that if these problems are not dealt with, the result can be growing aggression, behavioral problems and, for some, delinquency and crime through the school years and into adolescence and adulthood.

Some characteristics of socially incompetent children:

- # Generally, the incompetent children of the society are self centered and selfish. They never hesitate slightly to do harm even to their near and dear relatives just for their simple own interest.

- # These type of children are mostly emotional and sentimentalist. They involve instantly in various antisocial, inhuman and un-law activities forced by drive of ID.
- # Without any reason they deny the actual truth and take pleasure.
- # Negative attitude are severely noticed in them.
- # The order and advice of other people seems created opposite behaviour to them.
- # The lack of dutifulness are noticed in them mostly.
- # Generally, they are idle and unwilling to work (Merrel, 1989).

1.4. Internalization:

Internalization has different definitions depending on the field that the term is used in. Internalization is the opposite of externalization. There are many contents of internalization: a) General, b) Psychology c) sociology, d) Biology and, e) Economics.

Generally, internalization is the long-term process of consolidating and embedding one's own beliefs, attitudes, and values, when it comes to moral behavior. The accomplishment of this may involve the deliberate use of psychoanalytical or behavioral methods. When changing moral behavior, one is said to be "internalized" when a new set of beliefs, attitudes, and values, replace or habituates the desired behavior. For example, such internalization might take place following religious conversion. Internalization is also often associated with learning (learning

ideas or skills) and making use of it from then on. The notion of internalization therefore also finds currency in applications in education, learning and training and in business and management thinking (The free encyclopedia, 2005).

In sciences such as psychology and sociology, internalization is the process of acceptance of a set of norms established by people or groups, which are influential to the individual. The process starts with learning what the norms are, and then the individual goes through a process of understanding why they are of value or why they make sense, until finally they accept the norm as their own viewpoint. Role models can also help. If someone we respect is seen to endorse a particular set of norms, we are more likely to internalize those norms. This is called identification. In Freudian psychology, internalization is one of the concepts of the psychological process of introjections, a psychological defense mechanism.

In developmental psychology, internalization is the process through which social interactions become part of the child's mental functions, after having experienced an interaction with another person the child subsequently experiences the same interaction within him/herself and makes it a part of his/her understanding of interactions with others in general. As the child experiences similar interactions over and over again, she/he slowly learns to understand and think about them on higher, abstract levels. Lev Vygotsky suggested that mental functions, such as concepts, language, voluntary attention and memory are cultural tools acquired through social interactions.

1.5. Cognitive development:

Cognitive development is the construction of thought processes, including problem solving, and decision-making, from childhood through adolescence to adult. It is an important trait of personality. Knowledge development means the development of intelligence. The development of cognitive domain is related with language development, development of thought imagination energy, observation memory and the performance of educational achievement. They develop after their birth gradually. Its ideas develop about various things and events. A child has to keep balance with the changeable environment and it is called the act of outgoing process (Habiba, 2002).

Cognitive development is very crucial in the development of a child. Cognitive development is the growth in children's ways of thinking about and interacting with their environment. Young children initially learn about the world through active, physical exploration and then gradually develop the ability to think symbolically and logically about their experiences. Children are curious explorers, and their cognitive development involves learning new concepts and testing a variety of ideas. A biologist, known as Piaget was interested in how an organism adapted to their environment, especially behavior adaptation to the environment. Piaget hypothesized that infants are born with schemes operating at birth that he called reflexes. However, in human beings an infant uses these reflexes to adapt to the environment, these reflexes are quickly replaced with constructed schemes. Piaget described two processes used by the individual in its attempt to adapt: assimilation and accommodation. Both of these processes are used though out life as the person increasingly adapts to the environment in a more complex manner.

Assimilation is the process of using the environment so that it can be placed in cognitive structures. Accommodation is the process of changing cognitive structures in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life. In his work Piaget identified the child's four stages of mental growth.

Cognitive development is a very important factor in a child's life. It is recommended that parents and teachers challenge the child's abilities, but do not present material or information that is too far beyond the child's level. As an infant's cognitive development grows he knows how to use things to his advantage. His new smiles help to hold mother's attention longer. He also learns that as mother moves slowly from one side of him to the other, he can move his eyes and head to sustain the interaction. However, if his mother moves out of sight and the baby loses her altogether because he does not yet have the ability to remember and reproduce her image in his mind. Either he will fuss because the schema that he was in is gone, or he will switch on another schema, such as comforting himself by thumb sucking. There is a process to this development that does take a long time to develop fully, but with the help of loved one we can help our child be successful and learn to engage in activities that are good for him and his cognitive learning process (Solovey & Mayer, 1990).

It was once believed that infants lacked the ability to think or form complex ideas remained without cognition until they learned language. It is now known that babies aware of their surroundings and interested in exploration from the time they are from birth, babies begin to actively learn. They gather, sort, and process information around them, using the

data to develop perception and thinking skills (NiChols, Shaun and Stich 2000).

Cognitive development refers to how a person perceives, thinks, and gains understand of his or her world through the interaction of genetic and learned factors. Among cognitive development, information processing, intelligence, reasoning, language development, and memory are involved (Metha and Mathur, 1986).

Historically, the cognitive development of children has been studied in a variety of The oldest is through intelligence tests, such as the widely used Stanford Binet Intelligence Quotient (IQ) test first adopted for use in the United States by psychologist Lewis Terman (1877-1956) in 1916 from a French model pioneered in 1905. IQ science based on the concept of "mental age," according to which the scores of child intelligence match his or her age, while a gifted child's performance is comparable of an older child, and a slow learners' scores are similar to those of a younger child tests are widely used in the United States, but they have come under increasing for defining intelligence too narrowly and for being biased with regard to race.

In contrast to the emphasis placed on a child's native abilities by intelligence test learning theory grew out of work by behaviorist researchers such as Watson (1958) and Skinner (1953), who's argued that children are completely memory, Learning theory focuses on the role of environmental factors in shaping the intelligent children, especially on a child's ability to learn by having certain behaviors rewarded others discouraged.

The most well-known and influential theory of cognitive development is that of psychologist Jean Piaget, (1983). Piaget's theory are decades of extensive observation of children, including his own, in their natural environments as opposed to the laboratory experiments of the behaviorists. Although Piaget was interested in how children reacted to their environment, he proposed a active role for them than that suggested by learning theory. He envisioned a child' knowledge as composed of science, basic units of knowledge used to organize experiences and serve as a basis for understanding new ones.

Schemas are continually being modified by two complementary processes that Piaget termed assimilation and accommodation. Assimilation refers to the process of taking new information by incorporating it into an existing schema. In other words, people assimilate new experiences by relating them to things they already know. On the other hand, accommodation is what happens when the schema itself changes to new knowledge. According to Piaget, cognitive development involves an ongoing to achieve a balance between assimilation and accommodation that he termed equilibration.

At the center of Piaget's theory is the principle that cognitive development occurs series of four distinct, universal stages, each characterized by increasingly sophistic and abstract levels of thought. These stages always occur in the same order, and builds on what was learned in the previous stage.

The child would respond positively. However when asked if there are more dogs than animals, the child would once again response positively.

Such fundamental errors in logic show the transition between intuitiveness in solving problems and true logical reasoning acquired in later years when the child grows up. Piaget considered that children primarily learn through imitation and play throughout these first two stages, as they build up symbolic images through internalized activity.

Studies have been conducted among other countries to find out if Piaget's theory is universal. Psychologist Patricia Greenfield conducted a task similar to Piaget's beaker experiment in the West African nation of Senegal. Her result stated that only 50 percent of the 10-13 year olds understood the concept of conservation. Other cultures such as central Australia and New Guinea had similar results. If adults had not gained this concept, they would be unable to understand the point of view of another person. There may have been discrepancies in the communication between the experimenter and the children which may have altered the results. It has also been found that if conservation is not widely practiced in a particular country, the concept can be taught to the child and training can improve the child's understanding. Therefore, it is noted that there are different age differences in reaching the understanding of conservation based on the degree to which the culture teaches these tasks. (Theory of cognitive development, Wikipedia, the free encyclopedia, 2005).

1.6. Anxiety:

Anxiety is a complex phenomenon and now a day it is very much difficult to find out a person without any anxiety. Anxiety is a state of intense apprehension, uneasiness, uncertainty, or fear resulting from the

anticipation of threatening event or situation of a degree that the normal physical and psychological functioning of the affected individual is disrupted. The psychological side of anxiety includes a specific conscious inner attitude and a peculiar feeling state characterized by (i) a physically, as well as mentally painful awareness of being powerless to do anything about a personal matter; (ii) presentiment of an impending and almost inevitable danger; (iii) by a tense and physically exhausting alertness as if facing an emergency; (iv) by apprehensive self absorption which interferes with an effective and advantageous solution of reality's problems, or (v) by irresolvable doubt concerning the nature of the threatening evil, concerning the probability of the actual appearance of the threat, concerning the best objective means of reducing or removing the evil, and concerning one's subjective capacity for making effective use of those means if and when the emergency arises.

Anxiety is an emotion often accompanied by variable physical symptoms. These can include twitching, muscle tension, headaches, sweating, dry mouth or difficulty in swallowing. Some people also report dizziness, a rapid or irregular heart rate, increased rate of respiration, diarrhoea or frequent need to urinate when they are anxious. Fatigue, irritable mood, sleeping difficulties, decreased concentration, sexual problems, and nightmares are also common.

The common causes of anxiety are actual danger (very often stress is an appropriate reaction), emotional stress such as grief and depression, physical stress such as a medical illness, medication side effects, withdrawal from drugs, substance abuse or withdrawal, poor diet, etc.

Anxiety manifests itself through three separate systems and each one can be primary in any individual person. These three systems are: the mental system (which includes the actual feelings of nervousness, anxiety, and panic and also includes thoughts such as "there is something wrong"); the physical system (which includes all the physical symptoms such as dizziness, sweating, palpitation, chest pain and breathlessness); the behavioral system (which includes the actual activities such as pacing, foot tapping and avoidance). All systems are aimed at getting the organism prepared for immediate action and their purpose are to protect the organism.

The term "anxiety" varies in meaning, as it appears in the writing and research of psychologists. According to Hilgard, Atkinson and Atkinson (1975), by "anxiety" we mean the unpleasant emotion characterized by the terms "worry", "apprehension," "dread", and "fear" that we all experience at times in varying degrees. Freud (1959) defined anxiety as a drive like hunger or sex but instead of arising from internal tissue conditions it is produced originally by external causes. On the other hand, Spiegelberger (1972) considered anxiety both as a trait as well as a state. Psychologists use the term in its trait sense when they refer to "high anxiety" or "low anxiety" individuals. A high anxiety individual is one who is consistently keyed up, who tends to be in a relatively high state of tension and arousal. A low anxiety individual conversely, is one who is characteristically slow to react, is very relaxed, and is not easily aroused.

Anxiety, a basic human emotion, signaling uncertainty or threat in the environment, has figured prominently in the literature as one of the most pervasive important reactions to stress experienced by (Sarason and Sarason, 1990). More than any other emotion, psychological research has

centered on how anxiety influences adaptational outcomes such as cognitive and social performance, subjective well-being and somatic health or illness. As such, it is almost a synonym of psychological stress (Lazarus, 1971).

A basic meta-theoretical assumption in current transactional cognitive-motivational analysis is that both stress and emotions are primarily about person-environmental relationships (Lazarus, 1971). This the quality and intensity of an emotion is the product of actual or anticipated adaptation encounters with the environment, which are appraised by the individual as having either positive or negative significance for well-being. The cognitive-motivational perspective maintains that there are distinctive core relational themes underlying each emotion. Co-rrelational themes refer to personal meanings attributed to events which can take the diverse forms of harm or loss, threat and benefit. Any evoked emotion reflects a high level synthesis so several appraisal relating to individuals adaptation status in the current environment. With respect to anxiety, the core theme is danger or threat to ego or self esteem when a person is facing an uncertain, existential threat. Thus, anxiety appears when an event is appraised as being a threat, this appraisal being largely cognitive, symbolic process. Emotions, such as anxiety, tell us something of a person's goal hierarchy and belief system and how events were appraised. Thus, the very presence of anxiety in an evaluative encounter is informative because it tells us that an existential threat has not been controlled very well. Sarason theorizes that stress is intrinsic to the interpretation of a specific situation, whereas anxiety is a reaction to a perceived threat and incapacity to cope with the situational challenge in a satisfactory way. An anxious person feels that he or she cannot meet the demands of these challenges. Following are some of the major critical attributes of anxiety enumerated by Sarason and Sarason (1990):

- The individual appraises a situation as difficult, threatening or challenging.
- The individual perceives himself or herself as being inefficient or inadequate to the task at hand, lacking coping responses needed to deal forthrightly with a call for action or a situation restraint or opportunity.
- The individual focuses on undesirable consequences of personal inadequacy or on undesirable outcomes.
- The individual expects and anticipates failure and loss of self-esteem or regard by others.

On the basis of clinical experiences in dealing with thousands of adults with physical as well as psychological problems, the clinicians have emphasized the importance of anxiety as one of the causative factors. It is also an empirically proved fact that competition and complexities of the modern world create constant anxiety in adults (Carson, Butcher and Coleman, 1988). Lindgren (1978) observed that anxiety has an elusive, bothersome quality and is hard to identify. Thus, anxiety has been variously conceptualized as a stimulus condition, as a probability of a harmful future outcome and as response to a stressful condition (Shechter and Ziedner, 1990).

We found anxiety in social situation also, when an individual being interviewed for a much-wanted job; stepping into a roomful of strangers; performing or giving a speech before an important audience-make anyone feel anxious. Some people especially those who are shy or easily embarrassed feel anxious in almost any situation in which they might be evaluated. For these people, anxiety is more as trait than a temporary state.

Maddux, Norton and Leary (1988) have tried to explain the causes of social anxiety by applying self-presentation theory. According to this theory we are eager to present ourselves in ways that make a good impression. We feel anxious when we are motivated to impress others but doubt our ability to do so.

Myers (1993) states that we feel most anxious when:

- Dealing with powerful, high-status people-people whose impressions matter.
- In an evaluative context, as when making a first impression on the parents of one's fiancée.
- The interaction focuses on something central to our self-image, as when a college professor presents ideas before peers at a professional convention.
- We are self-conscious and our attention is focused on ourselves and how we are coming across.

In view of the above presentation, it is obvious that now a day, anxiety is a common phenomenon all over the world. In a developing country like Bangladesh where people of all ages face so many problems in their day to day life it is likely that they will be suffering from anxiety. Anxiety for examination, anxiety for transport, anxiety of research confirmed the fact. But residential density, which is a common problem of Bangladesh, may be conducive to anxiety. That is why in the present study the possibility of the factor of anxiety to be an outcome of residential density has been explored.

1.7. Academic Achievement:

Achievement encompasses student ability and performance. It is multidimensional, it is intricately related to human growth and cognitive, emotional, social and physical development: it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life (Steinberger, 1993) defines achievement as "the quality and quantity of student's work" This second definition is the one that more or less applies to this research. The former being too exhaustive. What we need here is the quality of the student's work; we need to calculate the mean of their overall grades during the first semester of the current year (Abraham, 1999).

In 1972 Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that I Q together with the personality factor which they called conscientiousness predicted achievement in all areas.

The social skill is very important in school. It can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement (Elias and others, 1991).

In January, (2000) Murphy conducted a study that examined the relationship between self-identity and academic achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the

academic achievement. The study also showed that self-identity improves through social interaction and communication with others.

Educational achievement is a student measurement of learning in a certain period of time. Future success of students can imagine through measurement of present success (Dilara Pervin, 1999). Achievement test is a test through which success of person is measured. Achievement test reviewed the special subjects that are studied by student. After a period of time it is examined how well a student acquired knowledge.

The aim of achievement test is to evaluate performance of trainee after text based training in a limited period of time. Such: the final examination of educational institution. (1) Teacher made test. (2) Standardized achievement test. From achievement test teachers and guardians are able to know how far skill or knowledge is acquired by a student. Achievement test motivate students to learn their lesson. Sometimes achievement test help to identify success and error of teaching method.

Literature Review

1.8.a. Personality:

Merrill and Palmer (2005) worked on parent and child personality traits and children's problem of behaviour from age 4 to 9 year. This study focused on the link between parent and child personality traits and the developmental course of externalizing problem behavior in a general population based sample. The study reported links between children's and parents' personality traits.

According to Patterson, Reid & Dishion (1992), much work on problem behaviours has focused on the broad and present social context in which these behaviours occur. But the link to personality suggests that the etiology of problem behaviour lies also within the individual (Moffitt, 1993).

Early individual differences have the potential to shape how children experience, interpret, and respond to the world around them (Caspi, 1998). One of the major insights of personality psychology is that such individual differences are related to each other in an organized, systematic fashion. Together, such individual differences form basis traits of personality, which in turn are organized into robust, higher-order personality super-factors. Allport (1937) noted, personality traits are ultimately deriving their significance from the role they play in advancing adaptation within, and mastery of, the personal environment" personality research has sought to formulate the ways in which personality

differences, in transaction with environmental circumstances, organize behavior in dynamic ways overtime (McCrae & Costa, 1996).

Share Cohort-sequential latent growth modeling was used to analyze longitudinal data for children's externalizing behavior from four overlapping age cohorts (4, 5, 6, and 7 years at first assessment) measured at three annual time points. The data included mother and father ratings on the Child Behavior Checklist and the Five-Factor Personality Inventory and teacher ratings on the Hierarchical Personality Inventory for Children of 674 children of a proportional stratified general population sample. Results indicated a significant nonlinear decline in problem behavior from ages 4 to 9. Child benevolence was negatively related to initial levels of problem behavior. Higher scores on emotional stability in children corresponded to larger reductions of problem behavior over time. Parents' conscientiousness and emotional stability were negatively related to initial levels of externalizing problem behavior. At the age of 4-9 years, boys had higher initial scores than girls, but boys and girls followed a similar developmental trajectory.

Traditionally, temperament has been viewed as a substrate for personality development, consisting of simple, basic styles that emerge early and are tied closely to later personality dimensions. Several studies have examined childhood personality and temperament in relation to the broader concept of behavioral disorder, which includes conduct problems, aggression, and oppositional behavior as well as hyperactive and impulsive behaviors. Negative emotionality, high unmanageability, poor self-regulation, and impulsivity emerge as relevant early temperamental correlates (Rothbart & Bates, 1998). These temperament characteristics have been shown to be heritable (Plomin, 1993). In Moffitt (1993)

taxonomy of antisocial behavior, personality traits play a pivotal role in the etiology of life-course-persistent antisocial behavior. Most of these studies have considered direct, linear effects, where the contribution of a particular temperament trait to the development of an adjustment pattern is investigated. However, the integration of the various results is hindered by conceptual differences accompanied by assessment differences. Moreover, there is no consensus on the number and nature of temperamental dimensions, and the dimensions do not consistently emerge from factor analytic studies (Mervielde & Fruyt, 1999).

Problem of behavior was more prevalent among boys with high scores on extraversion and low scores on agreeableness and conscientiousness. Krueger, Caspi, Moffitt, Silva, and McGee (1996) have linked externalizing behavior to lower scores on conscientiousness and agreeableness. Research in criminology showed that greater delinquent participation was associated with a personality configuration characterized by high negative emotionality and weak constraint in different countries, different age cohorts, across gender, and across race (Caspi, 1994).

Evidence suggested maternal neuroticism has been linked to child delinquency (Borduin, Henggeler & Pruitt, 1985) and more generally to externalizing behaviors in children (Bates, Bayles, Bennet, Ridge & Brown, 1991). Emotional instability connotes difficulty coping under stress. Children with externalizing problem behavior would be expected to create unusual stress on parents. So a vulnerable parent (with low rank on emotional stability) may more often experience a failure in parenting effectiveness (O'Leary & Terry, 1995).

Most epidemiological studies revealed that from about 4 years of age on, boys are more likely than girls to engage in both aggressive and nonaggressive antisocial behavior (Keenan & Shaw, 1997; Lahey, 2000). Recently, Moffitt and Caspi (2001) found that with regard to adolescent delinquency, males and females in the life-course-persistent antisocial pathway shared the same childhood risk factors measured at age 3 years.

1.8.b. Self-control and Poor self-control:

Weisner Thomas & Eduson Barnice carried out a research on children of different types of families since 1973 to 1986. The types of families are as follows: Single mother family, extended family, socially contracted family, nuclear family consisting of both father and mother. They interviewed the offspring's and parents of these families. After carrying out research for long twelve years they found that the self-control power is satisfactory of those children who were from the higher middle class and higher class of the society and whose parents were highly educated. Their adaptability with the society is appreciable. On the contrary they found that whose parents and other members of the family were poorly educated the behaviour traits of those children were not shaped by values. They also observed that these children were more prone to destructive activities. Moreover, social adaptability was also poor of these children. They also found that there was no significant difference between girls and boys that the above mentioned characteristics of personality.

Weisner Thomas and Eiduson Barnice (1973-1986), also carried out a research for a long period to see on the influence of familial life style and culture on shaping the behaviour and personality of the children. They categorized the families in the following groups – families having

parents, matriarchal families, broken families, socially contracted families etc. They launched their research on 2400 children of 3 years to 15 years under the aforementioned groups. In each group there were 50 families. Among those children 47% were girls and 53% were boys. During their research they focus on the children values, self regulation sympathetic attitude, social adaptability etc. They divide these children into two groups – 3 to 8 years old and 8 to 15 years old. Their findings were as follows: the children of (8-15) years old nurtured more values and possessed more self regulation ability than the children of 3 to 8 year's old. Even the children of this group expose more sympathetic attitude and social competence than the children of 3 years to 8 years age. They also found that there was no significant difference between the girl children and the boy children and the children living with parents.

In (1981), a report was published by Alexander and Cohen. The report said that the increase of long term criminal activities, clash, conflict, abstaining from work etc, was related to self-control, social incompetence and negative attitude exposed in childhood. The findings indicated that the children who do not get required direction for commendable natural and proper manifestation, who do not get necessary co-operation, do not know how control one's self and how to interact with others of the society. Besides, negligence towards these children helps increase negative attitude which very often results in various kinds of criminal activities, violence and desisting from work.

Vandamme, Thomas and Steven (1987), investigated the reasons behind the lack of self-control, dependence on others, social incompetence, anti-social activities, aptness to quarrel and indifference to work and anxiety etc. To conduct the research they procure information from 1200 students

of different schools and they used the information as score provided by their mothers.

This research was launched by considering age, sex and socio-economic condition of the children. Findings indicated a co-rrelation among poor self-control, social incompetence and other characteristics. The researchers found that the tendency of anti-social activities, lack of self-control, apathy to work, aptness to quarrel vandalism and social incompetence and anxiety were less prominent among the children of 13 years to 16 years old than those of 10 years to 12 years.

The processes of self-control are initiated when routinised activity is impeded or when goal-directedness is otherwise made salient the appearance of a challenge, the failure of habitual action patterns, etc (Karoly, 1993).

In one study Robert & Rechel (1992) assessed how well children were able to delay gratification or self-regulate their behaviour. Encouraging self-regulation and delay of gratification are important for regulating energy intake, they said. In the experiment, the researchers looked at the children when they were ages three, five, seven, nine 11 and 12 years old. At age three, the children took part in a test of their self-control. They were left sitting alone in a room with several toys, one of which they were asked not to touch until an adult returned. Those who waited at least 75 seconds before plying with the toy were considered high in self-regulation. Then at age five, the children participated in a similar exercise in delayed gratification that involved the choice between a smaller portion of a favorite food immediately or a larger amount after several minutes.

Compared with children who showed high self-control and were able to wait at least 210 seconds before diving in, children who were unable to wait at both ages had the highest body mass index scores for their age at 12 years, and the fastest increases in BMI over the nine-year follow-up, the researchers found.

æIn essence, it appears that children with greater self-regulation tend to be leaner, smarter, and better able to get along with others.” (Gooze and whitaker, 2006).

1.8.c. Social competence and incompetence:

Various theories of development, including those written by Freud, Erickson, and Piaget emphasize the importance of social groups and interactions in an individual's development. The study of the social interactions of children began in the 1930's with investigations into the nature of peer groups and the associations between children's characteristics and their relative positions within these peer groups (Ladd, 1999). The study of social competence began in full force in the 1950's and 1960's when researchers found that children's social competence was related to future mental health and adjustment (Dodge, Asher & Parkhurst, 1989). Dodge (1989) found that social incompetence in early and middle childhood could be linked to maladaptive outcomes in adulthood.

In 1953, Jahoda (cited in Pellegrini, 1985) to recognized that individuals can choose to apply a variety of problem-solving skills and strategies in problematic social situations. They released a paper describing social competence as a judgment made by one person about the performance of

another in one situation or in all problematic situations which confront him and stipulated that the assessment of social competence should occur within the context of a critical or problematic situation because this type of functioning is most closely tied to important social outcomes.

In 1985, Pellegrini measured social competence in terms of peer perceptions by asking children to assign their classmates to roles in the hypothetical class play. The researcher investigated how interpersonal problem solving, assertiveness and self-esteem were related to academic competence and social competence with peers and teachers.

The results of some studies suggested that coaching or training in specific social knowledge or skills could improve incompetent children's social interactions and peer relationships (Dodge, 1989).

Rubin and Rose-Krasnor (1992) developed a Social Information-Processing Model of social competence. Their definition of social competence incorporated these last three ideas: "the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations.

Gresham and Reschly (1987) examined a handful of the assessment tools available for the measurement of adaptive behavior, social skills, and peer acceptance. They found that the assessment of social competence was hindered by an interaction among the method employed by a measure, the setting it targets, and the content of the items on the measure.

Tuttled and Dewey (1993) found that the behaviour of parents with their children in the family helps enhance the social skills of the children. The

study showed that all the parents in the family don't always behave equally well with the children of the behaviour of the parents is not always at par with their children on different occasions. It certainly has an adverse impact on the minds of the children. If the children are given much care or too much negligence, they are likely to develop in them a sense of insecurity, insolence, a tendency to indulge in anti-social and immoral activities. On the other hand when the parents teach their children to be independent, self-reliant and to respect each other, they are unlikely to indulge in anti-social and immoral activities. The researcher also found that there was no significant difference between girls and boys in the case of the above mentioned characteristics of personality.

Baumrind and Diana (1968-1980) carried out studies for 12 years on the three stages of a child pre- childhood, childhood and adolescent. In the studies they dealt with the attitudes of the parents/guardians in the development process of the children in socialization and intelligence. They showed that the attitudes, personality and morality of the parents/guardians play a vital role in the socialization and intellectual development of the children. They found that the children who receive too much control by the parent and whose parents always faults with them fail to show up expected behaviour in the society. They also exhibit somewhat selfish behaviours. Their intellectual development is also showed down.

William, Bursuck and Asher Steven (1987) investigated the relationship between social competence and achievement. The study was carried out on the children of grades 3 and 4. They found that the with good social competence have good academic and they suffer less in anxiety. The

students with less social competence cannot do well in exams and they suffer much in anxiety.

Kasen, Andrewe and Jeffrey (2001) had done a research work on the personality of the children. They found that the children who were dependent on others in their childhood they become dependent when they grow up. They exhibit them inefficiency in terms of social depute, despair, anxiety and social rules and regulation, There was no discrepancy in the findings between boys and girls.

Malecki & Elliott (2002) observed that the importance of children's social competence as a developmental foundation in early childhood has been well supported. The ability to interact effectively and maintain positive relationships with others has been documented to be a strong predictor for children's school readiness and positive school adjustment."There is a growing body of scientifically based research supporting the strong impact that enhanced social and emotional behaviors can have on success in school and ultimately in life".

When the researchers investigated pre-school socialization goals and values, children's developmental variations in social competence, and the types of behavioral problems experienced by preschoolers in several different countries and among different cultural groups in the United States, researchers found both universal and culturally specific characteristics. Only a limited number of empirical studies, however, have directly examined the teacher's role in young children's social competence development (Howes and Clemente, 1994); Kemple, David and Hysmith (1997), and most of them reported unsatisfactory findings.

Similar results were reported by Kemple and others (1997), whose found that teachers became involved in an average of five peer interactions during a 30-minute free-play period, their interventions were very short, and they seldom followed upon their interactions.

Howes (2000), examined the teacher-child relationship and children's social competence. It was found that the children who had close relationships and low conflict with teachers at the preschool age showed higher level of social competence at second grade. This suggests the significant role of teacher-child relationship on young children's development of social competence in their early years. More recently, in Wilson, painta and stuhlman, (2007) study first grade children in classrooms marked by high-quality emotional supports (which included teacher sensitivity and positive feedback) displayed significantly better social competence than children in other classrooms.

The studies about early childhood teachers' beliefs about social competence are extremely scarce. Very little is known about teachers' beliefs about social competence, especially from a socio-cultural perspective, and how they affect teachers' practices as well as children's development of social competence. Goffin (1989) asserted that as the field of early childhood education has traditionally claimed to concern itself with social and emotional competence, it is essential to undertake systematic examinations of the relationships among teachers' beliefs, knowledge, and practices in the classrooms. Moreover, if teachers have inaccurate perceptions concerning how a child begins to form friendships or if they believe certain behavior is universally problematic, then such beliefs may influence the ways they respond to their children and, in turn,

will eventually have an impact on the development of children's social competence (Rubin and Rose-Krasnor, 1992).

The study was to investigate White American kindergarten teachers' beliefs about culture and children's development of social competence. The study was two-folded. The first phase of the study examined whether the White American kindergarten teachers differentiate a child's social competencies depending on his or her cultural background. The second phase further explored the characteristics of these kindergarten teachers' beliefs about culture and social competence.

Partenheimer David (1996-2002), conducted a study of see the Father's Impact on Children's Well-Being and social competence. He found that "Involved fathers bring positive benefits to their children that no other person is as likely to bring." Fathers have a direct impact on the well-being of their children.

In another study Weinstein (2002) found that children with good relationships with their fathers were less likely to experience depression, to exhibit disruptive behavior, or to lie and were more likely to exhibit pro-social behavior. This same study found that boys with involved fathers had fewer school behavior problems and that girls had stronger self-esteem. In addition, numerous studies have found that children who live with their fathers are more likely to have good physical and emotional health, to achieve academically, and to avoid drugs, violence, and delinquent behavior.

1.8.d. Cognitive Development:

In 1992, Cornell Dewey applied an I.Q. test on about 1090 youths involved in criminal activities and found that most had less I.Q. In his opinion, high co-relation exists between I.Q. and crime tendency. He also found family background, hatred by family, member's ignorance, etc. involved in it.

Lut-funnessa and Uddin (2000) investigated the impact of I.Q. on school achievement and found that children with high I.Q. did better in schools. They administered Raven (1938) æThe coloured progressive matrices" on 600 students at secondary level. It was found that the students with good I.Q. had done very well in Math's, science and arithmetics and it was also found that there is no significant difference between male and female children.

Dilara Parvin (1999) carried out a study on the cognitive development of children age between 5 and 13 years. She had found that the I.Q. of the children of 8 - 10 years old was higher than those of 5 - 7 years old. They also responded very well in answering questions based on cognitive domain. The I.Q. of 11 - 13 years old student was higher than those of 8 - 10 years old and they could respond well the answers of the questions based on cognitive domain.

Metha and Mathur (1986) carried out a research work on the influence of heredity on intelligence. It was seen that the children with good

background of parents good I.Q and with less I.Q of parents the children have less I.Q.

1.8.e. Anxiety:

Richman, Brown and Maxine (1987) carried out research on anxiety for quite a long time. They found out differences of anxiety between different groups of children. In the research they found out that the children of professional mothers suffer more in anxiety than those of the housewife mothers. There was no specific distinction between boys and girls of the housewife mothers. The children of a joint family suffer more from anxiety than those belonging to nuclear family. The children live with the other siblings in the family suffer more from anxiety than those who do not stay with the siblings. They also found that the anxiety of middle age people were less than young people.

To see the age effect on anxiety of the children Rosenblatt & Rosenblatt, (2000) conducted a study on the children of age groups 6-10 and 11-16 and found out that the children of 11-16 age group suffer less from anxiety than the children of age group 6-10.

Islam (2000) investigated the effects of anxiety on academic achievement of the students of secondary school children. They found that the students who suffer more from anxiety, their school performance is worse than those who suffer less in anxiety.

Afrose (1983) observed anxiety reaction in male and female children. It was that as the child-rearing practices for the boys and girls differ, there will be difference in the level of anxiety in them. The sample consisted of

100 children (50 boys and 50 girls) whose age ranged from 12 to 14 years. A Bangla version of Children Manifest Anxiety Scale (CMAS) was used. The results showed that the boys are significantly less anxious than the girls. The correlation coefficient between the Anxiety Score and the Lie Score showed that the higher the anxiety of a child the less he/she is inclined to tell lies.

Afroze and Rabbi (1985) observed the association between self-concept, anxiety and delinquency on a sample of 50 delinquent boys from a correctional school at Tongi and 50 non-delinquent boys from a high school in Dhaka city. The self concept scale and the Children Form of Manifest Anxiety Scale were- used for data collection. The results indicate that the delinquent boys significantly differ from the non-delinquent boys in 'respect of self-concept and their anxiety level is also significantly higher than that of the non-delinquents. The results also showed a negative correlation between self-concept and anxiety meaning thereby that the lower the self-concept the higher is the anxiety.

Khanam and Arjumand (2000) investigate the role of sex and generation on anxiety. They observed that generation was found to be a significant variable in anxiety. It was found that older groups were more anxious than that of younger groups. But no significant difference was found between male and female respondents regarding their anxiety while the interaction between these two main effects had been found to be significant.

In another study Mahfuza Khanam (2002) examined the effects of residential Density on psychological well-being and anxiety of different

age, sex. Researcher observed that the young respondents have the lowest anxiety than that of middle and old aged respondents.

Islam and Nahar (2003) explored the influence of anxiety on learning. They compared the anxiety level of high performing with that of low performing secondary school students. Socioeconomic status and gender was also considered as a mediator. The results failed to find any significant difference between the anxiety score of high and low performing students, the interaction effect of achievement, gender and socio-economic status was significant.

Khanam and Rahman (2003) compared the degree or anxiety of incoming and outgoing, male and female students of Dhaka University. Gender was found to be a significant variable in level of anxiety. In comparison to male, female scored higher in this regard. But no significant difference was found between incoming and out going students in level of their anxiety.

Snyder and Smith (1986) concluded that anxiety can also serve as a self handicapping function. They found that labeling oneself as anxious can provide an excuse for failure. The symptom is an unconscious strategies play to explain away negative out-comes.

As a reflection of the stress and strain of highly competitive world anxiety is been widely prevalent in an educational setting. Early researches in this area have suggested that anxiety is basic to attention. Sharma (1970) observed that a moderate level of anxiety stimulates the most effective learning behaviour. Studies of Eysenck, (1967); Mandler

and Sarason, (1952) have reported a curvilinear relationship between anxiety and performance.

Gupta and Indira (1993) found that employed women and housewives had significantly greater anxiety as compared to their male counterparts. When the traditional husbands approved of the idea of wives employment, anxiety was greater than when they did not approved it.

Geller (1996) observed that due to their communal orientation many women do not view their jobs as justification for attending less to their families and household work. Therefore, they feel personal pressures that cause them to feel guilt and anxiety.

Twenge (2000) observed that people seem to have become more anxious than past. He states that if levels of anxiety have changed, the most likely cause is changes in the larger sociocultural environment. Recent research and theory in psychology has recognized that environments vary between countries and regions, producing differences in personality, emotion, perception and behaviour (Choi, Nisbett and Norenzayan, 1999).

Barlow (1988) found that more people visit doctors for anxiety than for colds, and anxiety is more common than depression.

Rholes, Riskind and Neville (1985) stated that simply the anticipation of physical threat can cause anxiety whereas both anxiety and depression appear after a loss, only-anxiety appears when a loss is threatened.

To see the Relationship between Anxiety and Performance a study was conducted by Miguel Humara (2001). The another examined the

relationship between anxiety and performance from a cognitive-behavioral perspective.

The catastrophe model of anxiety and performance looks at the interactive effects of physiological arousal and cognitive anxiety upon performance. Physiological arousal can influence performance as a result of the individual's interpretation of their physiological symptoms. According to the model as cognitive anxiety increases it will be beneficial to performance at low levels of physiological arousal but a detrimental effect at high levels of physiological arousal. Furthermore, when cognitive anxiety is at a low level, changes in physiological arousal have little effect upon performance. However, as cognitive anxiety increases physiological arousal can have either a positive or negative effect on performance depending on how much arousal there is. Once physiological arousal levels are too high there is a steep drop in performance which can only be reversed by a reduction in physiological arousal. Although the model fails to include a self-confidence variable, its interactive approach seems to be the best explanation for observed behaviors (Hardy, 1990).

Dewey and Grossbery (1988) conducted a research work on the personality adjustment and high intelligence. They found that the children with high I.Q. are usually less anxious and less frustrated and they can adjust themselves under any circumstance and any environment.

The researcher clearly found that, anxiety exerts a variety of effects on performance. These effects vary based on gender and level of experience.

In order to facilitate peak performances by the person of any profession psychologists must consider the three different facts of anxiety: cognitive anxiety, somatic anxiety, and self-confidence. Research findings indicated that successful persons who interpret their anxiety as being facilitative is characterized by high scores on self-confidence and low scores on somatic and cognitive anxiety.

Although relaxation, imagery, and cognitive interventions are each beneficial for the purposes of anxiety reduction in profession they are far more powerful when used in conjunction with one another.

1.8.f. Academic Achievement:

Wood and Alex (2010) presented a paper on hope uniquely predicts the academic achievement. Theoretically, hope should be positively related to academic achievement because, if academic achievement is assumed to be a goal, hope is conceptualized as creating adaptive goal-specific expectancies and behaviors, which leads to a positive outcome of that goal.

When comparing hope with academic achievement, finding suggests that intelligence and personality variables are related to both hope and academic achievement. General intelligence is strongly related to academic achievement.

Intelligence, be it general intelligence or divergent thinking, it is not clear whether hope leads to higher academic achievement, or whether more hopeful people do better academically simply because they are more

intelligent. Therefore, it is important to control for both general intelligence and divergent thinking when examining the relationship between hope and academic achievement. Regarding personality, conscientiousness has emerged as a particular predictor of academic achievement. As with the intelligence variables, it is possible that hope only appears to lead to greater academic achievement due to more hopeful people also being more conscientious. Therefore, it is also important to control for conscientiousness when examining the relationship between hope and academic achievement, Thompson and Gathercole (1978).

The researcher investigated another impact of fathers on cognitive ability and educational achievement children with involved, caring fathers have better educational outcomes. A number of studies suggest that fathers who are involved, nurturing, and playful with their infants have children with higher I.Q. as well as better linguistic and cognitive capacities. Those children with involved fathers go on to start school with higher levels of academic readiness. They are more patient and can handle the stresses and frustrations associated with schooling more readily than children with less involved fathers.

As early as preschool, the relationships children develop with one another can have a lasting impact on academic achievement, because they can contribute to more positive feelings about school and eagerness to engage in classroom activities, which can, in turn, lead to higher levels of achievement (Traill, 1978).

Early rejection by peers has been associated with persistent academic and social difficulties in elementary school. That is why it is important to have skilled preschool teachers who can intervene when they see children having difficulties with peers and help the children learn how to resolve conflicts, control emotions, and respond to the feelings of others.

The influence of a father's involvement on academic achievement extends into adolescence and young adulthood. Numerous studies found that an active and nurturing style of fathering is associated with better verbal skills, intellectual functioning, and academic achievement among adolescents. For instance, in 2001, U. S. Department of Education study found that highly involved biological fathers had children who were 43 percent more likely than other children to earn mostly A's and 33 percent less likely than other children to repeat a grade.

Bempechat (1989), found an important role of parent involvement in children's academic achievement. Research evidence suggested that parents' behaviors with their children stimulation, consistency, moderation, and responsiveness influence the children's cognitive and social development.

In (1966) a large scale study by Coleman and Campbell indicated a stronger correlation between achievement and family background and environment than between achievement and the quality.

The study of Baker and Stevenson (1986) revealed that, in some families, the socialization of achievement operates in ways that produce a relative match between the child's learning skills, attitudes, and motives and the demands of the school. In other families, the socialization of achievement

operates in such a way that children have difficulty realizing their full potential, so that they fall behind in their school work and develop poor attitudes, low expectancies, and maladaptive achievement behaviors achievement.

Middle-class parents tend to have higher expectations for their children's academic performance and higher career aspirations (Baker and Lareau, 1987). While the literature suggested that academic and cognitive socialization are facilitated by middle-class status. Considerable research has shown that lower-class status does not necessarily predict less effective parent practices. This study showed that high achieving children had parents who stressed the value of education for their futures, monitored their academic progress closely, and fostered an internal sense of control and responsibility over academic outcomes. Similarly, in a study of achievement motivation in Southeast Asian, Bempechat and Ginsburg (1989) found that regardless of ethnicity and social class, high achievement was associated with intense educational socialization, including close supervision of school progress.

Epstein (1989) examined the home factors that contribute to academic achievement. She argues that differences in children's motivation and learning can be partly accounted for by the degree to which the environments of the school and the home overlap.

The study supports the view that parental cognitive and academic socialization practices can foster children's academic achievement.

Clark & Koch (1983) suggested that the children's cognitive development benefits from programs that disseminate child development information

to their parents and helps parents further their own education and enhance their job skills. Evaluations of the various FT models showed that participating parents learned both how to help their children with school-work and also improve their own job skills. James Comer (1986) reported that many low income parents participating in a parent involvement program became role models for their children by virtue of continuing their own education, taking new jobs, and eventually leaving the welfare roles.

Epstein (1986) suggests that a comprehensive program of parent involvement should include: (1) techniques to help parents create home environments conducive to learning, (2) frequent and clear communications from teachers to parents about pupil progress, (3) the use of parents as resources in school (volunteers), (4) teacher assistance with educational activities in the home.

The evidence suggests that parent involvement programs have a positive impact on children's achievement (Henderson, 1981). Parents who maintain frequent contact with the school have higher achieving children than parents who have infrequent contact. And, schools that are well-connected with the community tend to have higher achieving students than schools with fewer ties. Parents who become involved in their children's schooling tend to develop positive attitudes towards their children's teachers. They rate teachers higher in interpersonal and teaching skills, perceive them as wanting them to help their children and as very helpful in suggesting ideas for home activities (Epstein 1987), involved parents also tend to enlist the support of others, become actively involved in community issues, and further their own education (Henderson, 1988).

In an ongoing study of first, third, and fifth grade teachers, principals, parents, and students. Epstein (1987) reported a positive relationship between the frequency with which teachers encouraged parent involvement and reading gains for all students. In addition, fifth graders developed more positive attitudes towards school and completed more homework on weekends.

In addition to examining parent involvement behaviors, some researchers have explored the effect of children's perceptions of their parents' involvement on academic outcomes. Keith and Fehrmann (1987) defined parent involvement as actual or perceived expectations for performance, verbal encouragement or interactions regarding homework, direct reinforcement for academic improvement, and general academic guidance or support.

Seeley (1982) argues that parent involvement might 'be facilitated if the relationship between parents and teachers became a true partnership based on mutual sharing, helping, and accountability. He contends that as long as schools see the parents' role as one of background support (providing food, clothing, and shelter) the current relationship between parents and teachers will remain unequal and based on assumptions of power.

Thus, the accumulated evidence supports the importance of parent involvement in children's education. Some parents have the skills to foster both cognitive growth and achievement motivation. More importantly, parents who do not have these skills can readily acquire them. The research shows that when teachers and educational

administrators are strongly committed to drawing parents into their children's education, the academic outcomes for children can be *very* positive.

1.9. Rationale of the study:

Bangladesh is a developing and populous country of third world. The population of the country is increasing day by day. Our people are facing various problems to maintain their existence. Since the children of today will lead the country in future, it is necessary of their part to grow-up with some moral traits. Personality is a very important component of human life, because man is social being. To live in society, he has to maintain mutual relations. Personality emerges through various elements and reactions with persons and societies. There is no alternative of well integrated personality characteristics to build up a real citizen for the national development. The development of personality is required to develop the person and society. The foundation of the personality is formed in childhood and it influences one's later life. Some traits of child personality have been measured in the present study, such as, poor self-control, social incompetence, internalization and cognitive development.

Today's children are the future citizens of the country. Self-control is a very important factor for well developed personality of a child. To develop the self-control of a child, house environment plays an important role. A child grows up gradually in the family and here his/her fair, unfair habit develops and when the child beings to grow up.

The children who are socially misfit are prone to be self centered and selfish in nature. They lack in sense of responsibility and as a result, they

may indulge in any kind of anti-social, inhuman and immoral activities driven by bad instinct and this is not desirable at all. They cannot reset on match with the changed atmosphere.

Internalization is the long-term process of consolidating and embedding one's own beliefs attitudes and values which shape a child's personality and help the child become an ideal citizen. Therefore, this type of personality characteristics needs to be measured.

Cognitive development is very crucial in the development of a child. It is the growth in children's ways of thinking about and interacting with their environment. The development of cognitive domain is related with language development, development of thought, imagination, knowledge and intelligence. Cognitive development is an important trait of personality and education has the relation with cognitive development keenly. The children cannot recognize the good and evil for the lack of proper cognitive development. They also lag behind them the study. The researcher thus thinks it necessary to measure the traits of personality.

In the study the academic achievement is an important variable. The study has also made an attempt to see the difference if any of these four traits of personality on the high and low achievers. Therefore it should be very pertinent to determine the relationship and impact of academic achievement upon the four traits of personality and anxiety of different stages of a child.

Age has an effect on anxiety and personality because with the growing of age the learning and experience are also increasing. The researcher thinks whether the age creates any factor to develop the personality, language and knowledge of a child. Another rationale of the study finds it

appropriate to see the influence of the age on the different stages of 8, 12 and 16 considering the four domains of a child's personality and anxiety.

In the socio-economical context of Bangladesh, a male child enjoys upper hand compared to his female counterpart. But the present age in an era of globalization with the advancement of science and technology. The mindset of people has undergone a lot of changes. The girls are also moving forwards with their male counterparts. Parents now-a-days are found to be neutral treating both the male and female child. The present study intends to see how far this is implemented in real life situation. Therefore, the researcher has felt the need to study the difference in four domains of a child's personality and anxiety according to the gender.

Among these four traits only cognitive development indicates a positive sign. If the respondents get a high score in cognitive development we can assure that their knowledge, experience etc. are growing-which is a positive sign for the welfare of a society. On the other hand, if the respondents get higher score on rest of the traits, it will be a bad signal for the society. To know the exact position these traits in their personality, these traits have been chosen.

Although, this kind of ample research work on the impact of different traits on the child personality has been done abroad, but no study of this kind on the personality of children has been carried out yet in our country. In view of our socio-economic content the first time this very concept is new indeed. The researcher does believe that this present study on the child personality will carry important message for a children too. It is expected that the finding will be throw some light in this area and add

some new knowledge. This knowledge will help the concerned authority as well as parents and teachers those working with the children.

Anxiety is a common factor in our culture. Children are also suffering from this anxiety – anxiety for exam, anxiety for traffic jam etc. which ultimately increasing creates many negative aspects of their personality and anxiety is a great obstacle on the way of proper development of child personality. So without well development of their personality, they are involved with anti-social activates. It is true that one day these children will live in this society as grown up citizens. But it is a negative trait of personality. So, if we find excessive anxiety among the respondents, that will be a threaten signal. In that case, concerned authority must take proper steps to deal with anxiety properly.

The importance of the present study is immense here because the first step to the country's development lies in the individual's development. The foundation of personality lays in the childhood, which influences a person in later life. So the main aims of the present study makes an attempt to measure the impact of academic achievement, age of male and female children on the four traits of child personality e.g. poor self-control, social incompetence, internalization, cognitive development and anxiety.

1.10. The Objectives of the present study were-

- 1) To investigate whether poor self-control differed in terms of age, gender and achievement.
- 2) To investigate whether social incompetence differed in terms of age, gender and achievement.

- 3) To investigate whether internalization differed in terms of age, gender and achievement.
- 4) To investigate whether cognitive development differed in terms of age, gender and achievement.
- 5) To investigate whether anxiety differed in terms of age, gender and achievement.
- 6) To investigate the relationship among poor self-control, social incompetence, internalization, cognitive development and anxiety.
- 7) To investigate whether anxiety was predicted by poor self-control, social incompetence and internalization.

CHAPTER – 2

METHOD

METHOD

2.1. Participants:

The sample of the present study consisted of 300 school children and their mothers. Among the students, 150 were male children and 150 were female children. They were selected on the basis of non-random purposive sampling technique. The total samples were subdivided into three age groups such as eight, twelve and sixteen years. In each group 50 were male and 50 were female respondents. Again, they were also subdivided according to their achievements that are high achiever and low achiever. The distribution of the selected students is given in the table no-1.

Table 1: The sample distribution in terms of gender, age and achievement of the respondents:

	Male		Female	
Age	High achiever	Low achiever	High achiever	Low achiever
8 years	25	25	25	25
12 years	25	25	25	25
16 years	25	25	25	25
Total	75	75	75	75
Total	Male = 150		Female = 150	
Grand total = 300				

2.1.1. Selection of participants:

The participants were selected from Dhaka and Rajshahi metropolitan city following a non-random purposive sampling technique. Six schools of Dhaka and Six schools of Rajshahi metropolitan city were selected purposively. 25 students were also selected purposively from every school.

Table 2: Distribution of sample on the basis of selected school

City	Name of School	Number of Students
Dhaka	Agroni girls school and college, Azimpur	25
	Dhanmondi boy's school, Dhanmondi	25
	Mohammadpur model school and college, Mohammadpur	25
	Harmen mainner school, Mirpur.	25
	Greenland school and College, Mohammadpur	25
	Preparatory school, Mohammadpur	25
Rajshahi	P.N. govt. girls school, Alupottimore	25
	Loknath boys' high school, Hetemkha	25
	Govt. collegiate school, Shahebbazer	25
	Sahid Nazmul Haque girls' high school, Kadirgang	25
	Medieal campus Govt. primacy school, Shipipara	25
	Laxmipur govt primary school, Laxmipur.	25
	Total	300

After contacting with the school authority the author collected the result of last 3 years of the students from class III, VII and X. Then the average

marks were found out for each student. The student who got above 75% marks were regarded as high achiever and those who got below 45% marks were regarded as low achiever. Then on the basis of purposive sampling technique, 8 students were selected from class III, VII and X who are all 8, 12 and 16 years old. But in one school from class III, 9 students had been selected. Again for another school from class VII, 9 students had been selected. In the same way class X, 9 students had been selected. Among the 8 students of each classes, 4 were high achiever and 4 were low achiever students. Thus, 25 student of each school had been selected. Thus, 25 high achiever and 25 low achiever male children of 8 years old, 25 high achiever and 25 low achiever female children of 8 years old were selected. In the same manner, 25 high achiever and 25 low achiever male children of 12 years old and 25 high achiever and 25 low achiever female children of 12 years old were selected. Then the same way 25 high achiever and 25 low achiever male children of 16 years old and 25 high achiever and 25 low achiever female children of 16 years old were selected. By this process 150 male and 150 female children, in total 300 students were selected. These students and the mothers of the selected students were regarded as the respondents of the present study.

2.2. Instrument:

Instruments used in the present study comprised of two scales. They were:

- (a) Personality inventory for children (PIC) scale.
- (b) Children's manifest Anxiety scale (CMAS).

Along with these two scales a bio-data form was also used.

2.2.1. Personality inventory for children (PIC) scale:

PIC scale stands for personality inventory for children. Robert. D. Wirt, David Lachar, James K. Klinedinst, Philip D. Seat (1984) were the pioneers of this scale. The concept of this scale was initiated 30 years back. After the publication of the first edition of the scale in 1977, another edition of the scale, following sufficient revision, was published from WPS, Los Angel in 1984 and this present form of the scale has been used in this study for measuring personality of the children. This scale is appropriate for the children of 3-16 age groups. The mothers of the students filled up this questionnaire about their child, as it was designed for the mothers. With the help of this scale data were collected from the mother about their kids.

PIC scale contained a number of variables. The personality inventory had 131 items to assess different personality traits. Such as – (a) Poor self-control, (b) Social incompetence, (c) Internalization (d) Cognitive development and (e) Lie score. But in the present study, no work has been done on Lie score items.

Poor self-control: There were 30 items which measured a child's poor self-control. Of these 26 items were true type and 4 items were false type. The true type items no- were 3, 7, 17, 20, 26,30,31, 34, 38, 42, 43, 46, 52, 54, 56, 57, 60, 70, 71, 79, 87, 98, 104, 109, 112, 122. And false type items no were 62, 90, 93 . 119. The response options were Yes/No type. Summing up all the numbers, the total number of poor self-control was calculated.

Social incompetence: There were 30 items which measured a child's social incompetence. Of these, 13 items were true type and 17 items were false type. The true type items No. were 2, 11, 13, 14, 16, 36, 47, 50, 65, 77, 89, 99, 114. And false type items no- were 1, 5, 8, 22, 32, 39, 45, 48, 51, 58, 67, 73, 84, 95, 97, 108, 126. The response options were Yes/No type. Summing up all the numbers, the total number of social incompetence was calculated.

Internalization: These were 31 items of PIC scale on internalization. All these items of internalization were true types and there were no false type items on internalization. The true type items No. were 4, 9, 10, 19, 21, 25, 27, 29, 44, 49, 53, 75, 76, 81, 82, 85, 92, 94, 101, 106, 111, 117, 120, 121, 123, 124, 125, 127, 128, 129, 131. The response options were Yes/No type. Summing up all the numbers, the total number of internalization was calculated.

Cognitive development: In PIC to measure cognitive development. There were 10 true type items and 15 false type items. Total 25 items were to determine cognitive development of personality. The true type items no. were 12, 33, 37, 61, 64, 86, 91, 96, 100, 118. And false type items no- were 6, 15, 18, 23, 28, 35, 41, 68, 69, 78, 102, 103, 105, 116, 130 . The response options were Yes/No type. Summing up all the numbers, the total number of cognitive development was calculated.

Determine of Lie score: There were 15 items determine of Lie score in the PIC scale. Of these 7 items were true type and 8 items were false type. Of these Lie items true type items no. were 40, 55, 59, 72, 83, 107, 115. And false type items no were 24, 63, 66, 74, 80, 88, 110, 113. But in the present study no work has been done on Lie score items.

Validity

The characteristics of PIC scale that considered included evidence of scale validity, classification rates, scale reliability, relation to other scales and factor analysis, mean scale elevation in various samples, and score variability and ranges. To explore the internal structure of the scales selected for the PIC profile, factor analysis at the item level was conducted. Items obtain weights of at least .30 were placed on factor associated with the largest weight. Within each factor, those items which loaded significantly are presented in order of their decreasing factor weights. The scale was made for determine some specific traits of child personality, content and concurrent validity were presented in the PIC scale at the time of items analysis.

Reliability:

The psycho metric properties of the PIC have been extensively investigated and documented over a period of many years. The PIC is some what unique in that the scales were developed and validated independently. Three types of reliability studies have been conducted with the PIC. The first addresses test retests stability. Although variability in scale scores due to maturation environmental factor, and ratings for an individual child should be reasonably stable across settings and over time.

A second type of reliability assesses the internal consistency of the informant's responses within individual scales. Measures of response consistency are relevant for the PIC than for other personality measures because for many of the empirically derived scales, the construction

methodology was explicitly designed to create item heterogeneity. Thus internal consistency estimates are provided to show their comparability with other personality measures for children. Not because they are regarded as especially meaningful and important alone. Finally, a third type of reliability concerns the extent of inter rater agreement between pairs of informants, generally mothers and fathers. Who were asked to rate the same child. Studies like these are especially important because they provide a basis for interpreting profiles which are completed by an informant other than a mother or mother surrogate.

Test-Retest Reliability:

There studies had examined PIC scale stability. This scale has test-retest reliability data for the factor scales and shortened profile scale was presented in the revised format manual supplement.

To obtain an estimate of temporal stability in a clinical population, the PIC was completed on two separate occasions by mothers of children being evaluated as out patients by the preadolescent service of Lafayette Clinic. Thirty-four test-retest pairs were obtained. Both administrations occurred during the evaluation of each child and therefore minimizing the change that changes in scale elevation would reflect actual changes in child status due to intervention. The interval between test administrations ranged from 4 to 72 days with an average interval of 15.2 days ($SD=13.0$). This sample consisted of 22 boys and 12 girls age 3-16 ($\bar{X} = 116.1$ months $sp=23.0$). The average reliability coefficient for the scales was .86 this variability may reflect changes in mother defensiveness over the

time span of the evaluation. This study suggested that these scales demonstrated sufficient constancy to permit use of the PIC in both group and individual assessment.

2.2.2. Scoring of PIC scale:

To determine the score of four traits of personality, four scoring keys were made according to the obtained information. For the specific feature in the answer sheet one box was perforate between the two boxes in each question. If (✓) mark were found in the perforated box then 1 mark was given. Thus using the different scoring keys, different score were formed about the four traits of child personality. Such as in case of poor self-control, summing up all the numbers in this trait, the total score was calculated. Same process was followed to determine the other traits.

Scores of the scale were calculated as follows:

For each one 'yes' answers, 1 mark was given if it was right, and for each "no" answer, 1 mark was given if it was correct too. In the place of yes, no answer was given and the place of no, yes answer was given then no mark was given and thought that the answer was wrong. In case of poor self-control, high score may be 12 and low score may be 04. Here, high score indicates poorer self-control and low score indicates higher self-control. In case of social incompetence, high score may be 14 and low score may be 03. Here, high score indicates poorer social competence and low score indicates higher social competence. In case of internalization, high score may be 16 and low score may be 06. Here, high score indicates poorer internalization and low score indicates good internalization. In

case of cognitive development, high score may be 13 and low score may be 05. Here, high score indicates higher cognitive development and low score indicates lower cognitive development.

2.2.3. The Bangla Version of the PIC Scale:

The personality inventory for children (PIC) scale was originally developed in English. The questionnaire was translated in Bangla by Banu, A. (2008).

Validity of Bangla Version of PIC Scale:

The original PIC scale was translated from English to Bangla in order to measure the four traits of child personality, such as, poor self-control, social incompetence, internalization and cognitive development of the school children in Bangladesh. The 131 items of the PIC scale were translated into Bangla and these items were given to 10 judges, who were the teachers of Dhaka University (Seven from Department of Psychology were subject matter experts who were familiar with this subject and three from Department of English) for judgment of these items whether these were correct or not and also for taking an opinion of the translation. They were also requested to suggest whether any correction was needed. Finally the translated version was again retranslated into Bangla in order to verify the reliability of translation. Thus the content and face validity of the scale was also determined.

Reliability of Bangla Version of PIC Scale:

Before administering this scale to a large group of sample this final Bangla version scale was administered to a small group ($N = 25$) with a view to measuring the test-retest reliability of this scale. These individuals were requested to state whether they noticed any problem in understanding the language of the items or the meaning of the items. After seven days interval of the first administered of the Bangla version scale, this scale was again administered to those 25 participants. Administering this scale twice, correlations were found regarding the measure poor self-control, social incompetence, internalization and cognitive development which were $r = .87$, $r = .83$, $r = .60$, $r = .86$ respectively. All the correlation scores were statistically significant in $\alpha = .01$ level. This means that the Bangla version of the PIC scale was quite satisfactory.

2.2.4. Children Manifest Anxiety Scale (CMAS):

To determine the anxiety of children, æChildren manifest anxiety scale” (C.M.A.S) was used. In 1956, Alfred Castaneda. Boyd R. McCandless and Devid, S. Palermo developed this scale and firstly used this scale. In CMAS, there were 53 questions in which 42 items were used for determining anxiety and left 11 were determining of lies, of the children. The number of determining of anxiety items were 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 35, 37, 38, 39, 40, 42, 43, 44, 45, 46, 48, 50, 51, 53, and The number of determining of Lie score items were 5, 10, 17, 21, 30, 34, 36, 41, 47, 49 and 52.

Validity of the CMAS:

The children's manifest anxiety scale is a scale of measuring the anxiety of the children. Criterion-related validity is achieved when a test yields the same result as another valid test. The CMAS has normative data obtained with a scale of manifest anxiety adapted from Taylor's for use to determine the anxiety of the children. CMAS has been validated against Taylor's manifest anxiety scale. So it is strongly implied that the CMAS has a satisfactory level of content and concurrent validity.

Reliability of the CMAS:

There were two sub-scales in CMAS. One scale contained 42 items to determine anxiety and another scale had 11 items to determine Lie scoring. There were two reliabilities about anxiety and Lie items. One-week test-retest reliabilities averaged at about .90 for the anxiety items and at about .70 for the Lie items. Inter correlations between the anxiety items and the Lie items clustered around the zero value. Significant differences on Lie scale were found to be associated with grade.

2.2.5. Scoring of the CMAS:

If the answer was "yes" then it was regarded as the anxiety score and 1 mark was given to participants. If the answer was "no" of the anxiety score then participants got no marks. If in respect of lie score the answer of 10 and 49 questions was "no" and other number such as 5, 17, 21, 30, 34, 36, 41, 47 and 52 answer was "yes" then it will be regarded lie score and 1 mark will be given to the participants. Total score was calculated by summing up all the numbers. In case of anxiety, high score may be 24

and low score may be 11, here high score indicate the higher anxiety and low score indicates the lower anxiety.

2.2.6. The Bangla Version of CMAS Scale:

The original CMAS was translated from English to Bangla in order to measure the anxiety of children. The scale was translated in to Bangla by Afrose in 1984.

Validity of Bangla Version of CMAS:

According to Anastasi (1982), content validity involves essentially systematic examination of the scale content to determine whether it covers a representative sample of the behaviour domain to be measured. To measure the content validity of the scale, the present scale was given to seven teacher of Dhaka University who were the expert of related subject for their judgment of these items whether these were correct or not and also for taking an opinion of the translation. They were also requested to suggest whether any correction was needed. Finally the translated version was again retranslated into Bangla in order to verify the reliability of translation. As experienced professionals gave their input also has an influence on the validity of the items of Bangla version of CMAS. So it is strongly implied that the Bangla version of children manifest anxiety scale (CMAS) had a satisfactory level of content validity.

Reliability of Bangla Version of the CMAS:

The Bangla version of children manifest anxiety scale (CMAS) was administrated twice with in 3 weeks interval on a sample group of 85

children. Pearson's co-rrelation was computed between these two responses. The test-retest correlation of the coefficient was found $r=.81$, which was significant at $\alpha = 0.01$ level.

Design: It was a cross-sectional research on school going children ranging in age from 8-16 years.

2.3. Procedure:

It took about 6 months to complete the data collection from the respondents. The author herself collected the data from different 12 schools of Dhaka and Rajshahi metropolitan city.

After contacted with the school authority a date was fixed to administer the questionnaire. All of the selected respondents seated in a room and the investigator spent a few minutes in talking with the students. The investigator explained the purpose of the research and also explained briefly the tasks he/she would require to do. Before the questionnaire the respondents first filled up the bio-data form. Then they were administered the CMAS scale.

After completing the questionnaire, the respondents returned the questionnaire to the author and she checked whether all the items were attended. If not the respondent was requested to do the missed one.

After that all of the respondent students were given PIC scale. They were requested to fill up the questionnaire by their mothers. They were also told that while answering the scale the mothers should not discuss about that with anybody. There was also an instruction on how to response.

The following instruction was given to the respondents about PIC scale.

æPersonality is an important feature in human life. This personality builds up from childhood. To determine of four traits of personality 131 questions are given below. In the answer sheet there are two answers that is 'yes' or 'no' for each question. You are requested to put a (✓) tick mark in the box that is seems to perfect about your children.”

After 4 days the students returned the filled up questionnaire. The author checked whether all the items were attended. If not the questionnaire was given again to do the missed one.

The students were thanked for their cooperation and through them their mothers were conveyed thanks. They were assured that the information given by them would be kept secret.

Same procedure was followed in case of 12 selected schools.

A Bio-data form including student name, age, sex, class, name of institution, fathers name, occupation and educational qualification, mothers name, occupation, educational qualification was also used in the present study.

CHAPTER - 3

Results

Results

In order to examine the effects of age, gender and achievement of the respondents, the scores were analyzed by 3-way ANOVA & Multiple regression analysis were carried out for data analysis. The obtained results are given below:

Table 3: 3×2×2 analysis of variance as a function of poor self-control according to gender, age and achievement of the respondents.

<i>SV</i>	<i>N</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P Value</i>
Age		550.32	2	275.16	135.58*	.001
Gender		3.41	1	3.41	1.68	.196
Achievement		316.21	1	316.21	155.81*	.001
Age × Gender		1.287	2	.64	.31	.729
Age × achievement		5.80	2	2.90	1.431	.241
Gender ×achievement		.053	1	.053	.026	.871
Age × Gender × achievement		1.80	2	.90	.44	.641

300

The results of the ANOVA presented in Table 3 revealed that the main effects of age and achievement regarding poor self-control were found to be significant ($F=135.58$, $df =2$, $p< .01$ and $F=155.81$, $df =1$, $p< .01$ respectively). The main effect of gender was not found to be significant. The interaction effects between age with gender; age with achievement and gender with achievement and among age by gender and by achievement were not found to be significant also.

Table 4: Mean and Standard deviation of poor self-control according to age of the respondents.

Age	$\bar{X}$	<i>SD</i>	<i>N</i>
8 years	7.07	2.18	100
12 years	5.25	1.81	100
16 years	4.10	1.64	100

As shown in the Table 4, the mean of the poor self-control score among 8 years, 12 years and 16 years old children were 7.07, 5.25 and 4.10 respectively. The result indicates that 8 years old respondents have the poorest and 16 years old respondents have the best self control.

Table 5: Mean and Standard deviation of poor self-control according to gender of the respondents.

Gender	$\bar{X}$	<i>SD</i>	<i>N</i>
Male	5.47	2.15	150
Female	5.68	2.27	150

Table 5 showed that the mean of the poor self-control score of male and female children were 5.47 and 5.68 respectively. The result revealed that male and female children does not differ significantly in case of poor self-control.

Table 6: Mean and Standard deviation of poor self-control according to achievement of the respondents.

Achievement	$\bar{X}$	<i>SD</i>	<i>N</i>
High	4.54	1.94	150
low	6.60	1.97	150

The results of the Table 6 showed that the mean of the poor self-control score of high achiever children was 4.54 and low achiever was 6.60. The table indicates that high achiever respondents have low and low achiever respondents have the high poor self-control.

Table 7: 3×2×2 analysis of variance as a function of social incompetence according to gender, age and achievement of the respondents.

<i>SV</i>	<i>N</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P Value</i>
Age		517.34	2	258.67	101.62*	.001
Gender		.08	1	.08	.03	.857
Achievement		392.16	1	392.16	154.07*	.001
Age × Gender		1.04	2	.52	.20	.814
Age × achievement		3.12	2	1.56	.61	.542
Gender × achievement		1.20	1	1.20	.47	.492
Age × Gender × achievement		.24	2	.12	.04	.953

300

The results of the ANOVA presented in Table 7 revealed that the main effects of age and achievement regarding social incompetence were found to be significant ($F=101.62$, $df=2$, $p<.01$ and $F=154.07$, $df=1$, $p<.01$ respectively). The main effect of gender was not found to be significant. The interaction effects between age with gender; age with achievement and gender with achievement and among age by gender and by achievement were not found to be significant also.

Table 8: Mean and Standard deviation of social incompetence according to age of the respondents.

Age	$\bar{X}$	<i>SD</i>	<i>N</i>
8 years	7.07	2.18	100
12 years	4.66	1.83	100
16 years	4.02	1.82	100

As shown in the Table 8, the mean of the social incompetence score among 8 years, 12 years and 16 years old children were 7.07, 4.66 and 4.02 respectively. The result indicates that 8 years old respondents have the poorest and 16 years old respondents have the highest social competence.

Table 9: Mean and Standard deviation of social incompetence according to gender of the respondents.

Gender	$\bar{X}$	<i>SD</i>	<i>N</i>
Male	5.23	2.38	150
Female	5.27	2.32	150

Table 9 showed that the mean social incompetence score of male and female children were 5.23 and 5.27 respectively. The finding indicates that male and female children does not vary in social incompetence.

Table 10: Mean and Standard deviation of social incompetence according to achievement of the respondents.

Achievement	$\bar{X}$	<i>SD</i>	<i>N</i>
High	4.10	1.82	150
Low	6.39	2.25	150

Table 10 showed that the mean of social incompetence score of high and low achiever children were 4.10 and 6.39 respectively. It means that, low achiever respondents have high and high achiever respondents have low social incompetence.

Table 11: 3×2×2 analysis of variance as a function of internalization according to gender, age and achievement of the respondents.

<i>SV</i>	<i>N</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P Value</i>
Age		1128.64	2	564.32	179.99*	.001
Gender		.56	1	.56	.18	.672
Achievement		520.08	1	520.08	165.88*	.001
Age × Gender		1.72	2	.86	.27	.759
Age × achievement		14.32	2	7.16	2.28	.104
Gender × achievement		.16	1	.16	.05	.820
Age × Gender × achievement		1.32	2	.66	.21	.809

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The results of the ANOVA presented in Table 11 revealed that the main effects of age and achievement regarding internalization were found to be

significant ($F=179.99$, $df =2$, $p< .01$ and $F=165.88$, $df =1$, $p< .01$ respectively). The main effect of gender was not found to be significant. The interaction effects between age with gender; age with achievement and gender with achievement and among age by gender and by achievement were not also found to be significant.

Table 12: Mean and Standard deviation of internalization according to age of the respondents.

Age	$\bar{X}$	<i>SD</i>	<i>N</i>
8 years	8.62	2.49	100
12 years	5.79	2.34	100
16 years	3.90	1.68	100

As shown in the Table 12, the mean of the internalization score among 8 years, 12 years and 16 years old children were 8.62, 5.79 and 3.90 respectively. The result revealed that 8 years respondents have the highest and 16 years old respondents have the lowest internalization.

Table 13: Mean and Standard deviation of internalization according to gender of the respondents.

Gender	$\bar{X}$	<i>SD</i>	<i>N</i>
Male	6.06	2.98	150
Female	6.15	2.89	150

Table 13 showed that the mean of the internalization score of the male and female children were 6.06 and 6.15 respectively. The result indicates that there is no significant difference between boys and girls respondents according to internalization.

Table 14: Mean and Standard deviation of internalization according to achievement of the respondents.

Achievement	$\bar{X}$	<i>SD</i>	<i>N</i>
High	4.78	2.33	150
Low	7.42	2.880	150

Table 14 showed that the mean and standard deviation between high and low achiever children were 4.78 and 2.33; and 7.42 and 2.88 respectively. It means that low achiever respondents have high and high achiever respondents have low internalization.

Table 15: 3×2×2 analysis of variance as a function of cognitive development according to gender, age and achievement of the respondents.

<i>SV</i>	<i>N</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P Value</i>
Age		4243.48	2	2121.74	635.83*	.001
Gender		.03	1	.03	.00	.925
Achievement		2357.60	1	2357.60	706.51*	.001
Age × Gender		9.98	2	4.990	1.49	.226
Age × achievement		703.24	2	351.62	105.37*	.001
Gender × achievement		4.08	1	4.08	1.22	.270
Age × Gender × achievement		.72	2	.36	.10	.897

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The results of the ANOVA presented in Table 15 revealed that the main effects of age and achievement regarding cognitive development were found to be significant ($F=635.83$, $df=2$, $p<.01$ and $F=706.51$, $df=1$, $p<.01$ respectively). The main effect of gender was not found to be significant. The interaction effect between age and achievement was found to be significant ($F=105.37$, $df=1$, $p<.01$). But the interaction effects between age with gender and gender with achievement and among

age by gender and by achievement were not found to be significant.

Table 16: Mean and Standard deviation of cognitive development according to age of the respondents.

Age	$\bar{X}$	<i>SD</i>	<i>N</i>
8 years	5.07	1.59	100
12 years	9.86	4.95	100
16 years	14.28	3.69	100

As shown in the Table 16, the mean of the cognitive development score among 8 years, 12 years and 16 years old children were 5.07, 9.86 and 14.28 respectively. The result revealed that 8 years old respondents have the poorest and 16 years old respondents have the highest cognitive development. It means that cognitive development increases with increasing of age.

Table 17: Mean and Standard deviation of cognitive development according to gender of the respondents.

Gender	$\bar{X}$	<i>SD</i>	<i>N</i>
Male	9.75	5.36	150
Female	9.73	5.18	150

Table 17 showed that the mean of the cognitive development score of male and female children were 9.75 and 9.73 respectively. No significant difference has been found between male and female respondents in cognitive development.

Table 18: Mean and Standard deviation of cognitive development according to achievement of the respondents.

Achievement	$\bar{X}$	<i>SD</i>	<i>N</i>
High	12.54	5.28	150
Low	6.93	3.44	150

Table 18 showed that the mean and standard deviation between high and low achiever children were 12.54 and 5.28 and 6.93 and 3.44 respectively. The table indicates that high achiever respondents have highest cognitive development than their low achiever counterpart.

Interaction Effect:

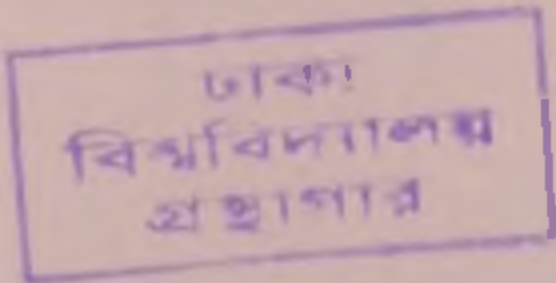
The interaction effect between age and achievement in terms of cognitive development has been found to be significant. The mean scores of cognitive development of the interaction between age and achievement have shown in the following table:

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Table 19: The two-way interaction between age and achievement in cognitive development.

Achievement	age		
	8 year	12 year	16 year
	High $\bar{X} = 5.86$ <i>SD</i> = 1.51	$\bar{X} = 14.36$ <i>SD</i> = 2.34	$\bar{X} = 17.40$ <i>SD</i> = 2.01
low	$\bar{X} = 4.28$ <i>SD</i> = 1.24	$\bar{X} = 5.36$ <i>SD</i> = 1.68	$\bar{X} = 11.16$ <i>SD</i> = 1.92

The interaction effect between age and achievement in terms of cognitive development was found to be significant. Table-19 indicates that in case of both high and low achiever group, cognitive development increases with increasing of age.



The interaction between age and achievement in case of cognitive development has been shown in figure No. 3

Figure 3: The interaction between age and achievement in terms of cognitive development

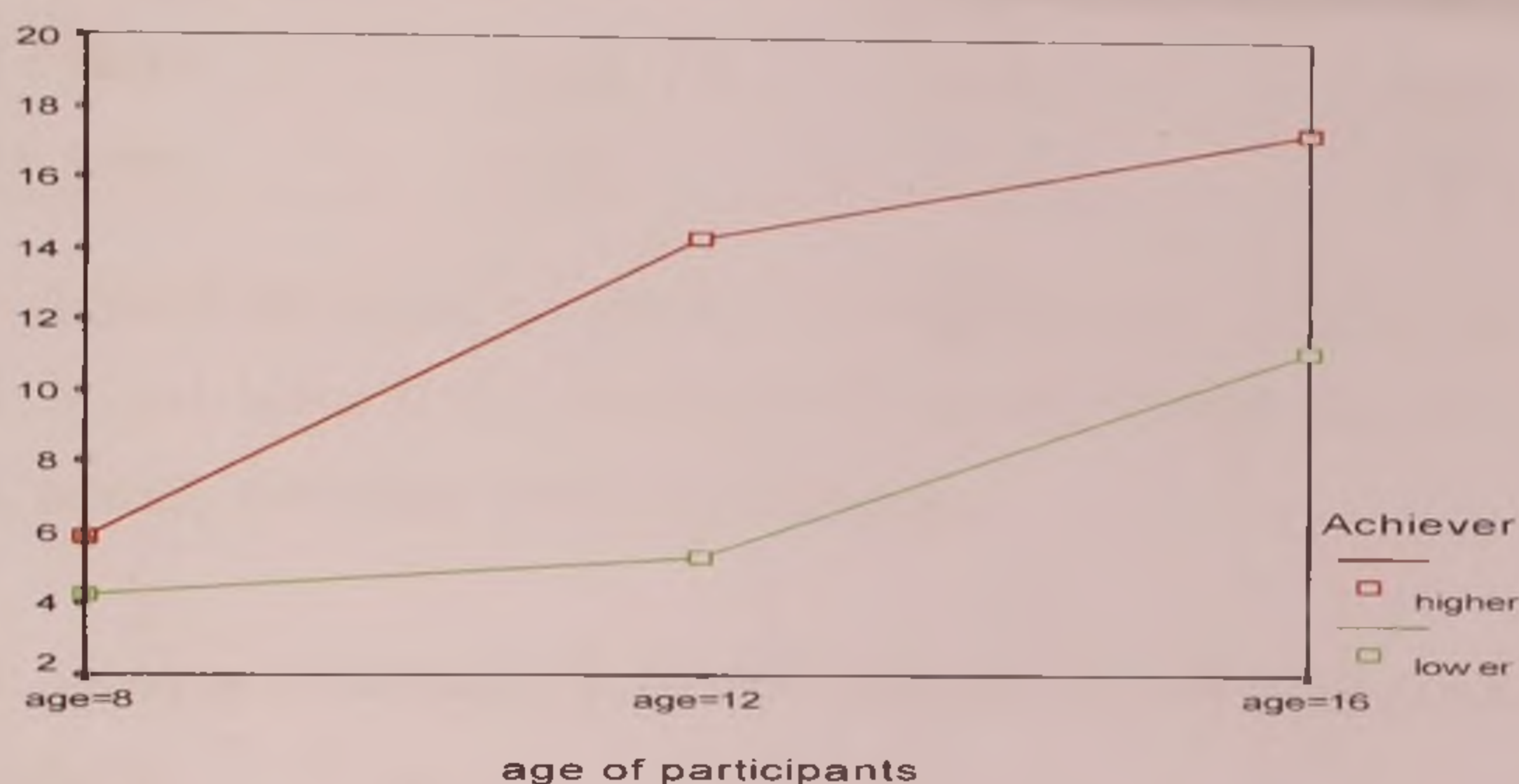


Table 20: 3×2×2 analysis of variance as a function of anxiety according to gender, age and achievement of the respondents.

<i>SV</i>	<i>N</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P Value</i>
Age		5488.44	2	2744.22	254.17*	.001
Gender		.750	1	.75	.069	.792
Achievement		2391.36	1	2391.36	221.49*	.001
Age × Gender		7.98	2	3.99	.370	.691
Age × achievement		176.24	2	88.12	8.162*	.001
Gender × achievement		1.20	1	1.20	.111	.739
Age × Gender × achievement		6.20	2	3.10	.287	.750

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The results of the Table-20 revealed that the main effects of age and achievement regarding anxiety were found to be significant ($F = 254.17$, $df = 2$, $p < .01$ and $F = 221.49$, $df = 1$, $p < .01$ respectively). The main effect of gender (male & female) was not found to be significant. The interaction effect between age and achievement was found to be significant ($F = 8.16$, $df = 1$, $p < .01$). The interaction effects between age with gender; gender with achievement and among age by gender and by achievement were not found to be significant.

Table 21: Mean and Standard deviation of anxiety according to age of the respondents.

Age	$\bar{X}$	<i>SD</i>	<i>N</i>
8 years	20.41	5.35	100
12 years	13.48	4.30	100
16 years	10.14	3.19	100

Table 21 showed the mean of anxiety among 8 years, 12 years and 16 years old children were 20.41, 13.48 and 10.14 respectively. According to the result, anxiety decreases with increasing age.

Table 22: Mean and Standard deviation of anxiety according to gender of the respondents.

Gender	$\bar{X}$	<i>SD</i>	<i>N</i>
Male	14.72	6.02	150
Female	14.63	6.22	150

Table-22 showed that the mean and standard deviation of anxiety scores of male and female children were 14.72 , 6.02 and 14.63, 6.22. The result indicates no significant difference in anxiety between male and female respondents.

Table 23: Mean and Standard deviation of anxiety according to achievement of the respondents.

Achievement	$\bar{X}$	<i>SD</i>	<i>N</i>
high	11.85	4.55	150
Low	17.5	6.18	150

Table 23 showed that the mean and standard deviation of anxiety scores of high and low achiever children were 11.85 and 4.55; and 17.5 and 6.18 respectively. The result revealed significant difference in anxiety between

high and low achiever children. Low achiever children has more anxiety than their high achiever counterpart.

Interaction Effect:

The interaction effect between age and achievement in terms of anxiety was found to be significant ($F = 8.162$; $df = 2$, $P < .01$). The Mean scores of anxiety between age and achievement is shown in the following table:

Table 24: Mean scores of anxiety of the interaction between age and achievement

achievement		Age		
		8	12	16
	High	$\bar{x} = 16.70$ $SD = 4.13$	$\bar{x} = 10.56$ $SD = 2.081$	$\bar{x} = 8.30$ $SD = 1.76$
	Low	$\bar{x} = 24.12$ $SD = 3.58$	$\bar{x} = 16.40$ $SD = 3.97$	$\bar{x} = 11.98$ $SD = 3.26$

Table-24 indicates that respondents of 8 years, who are low achiever have highest ($\bar{x} = 24.12$) and 8 years old but high achiever respondents have the lowest ($\bar{x} = 16.70$) anxiety.

The interaction between age and achievement in anxiety has shown in figure No. 04.

Figure 04: The interaction between age and achievement in terms of anxiety

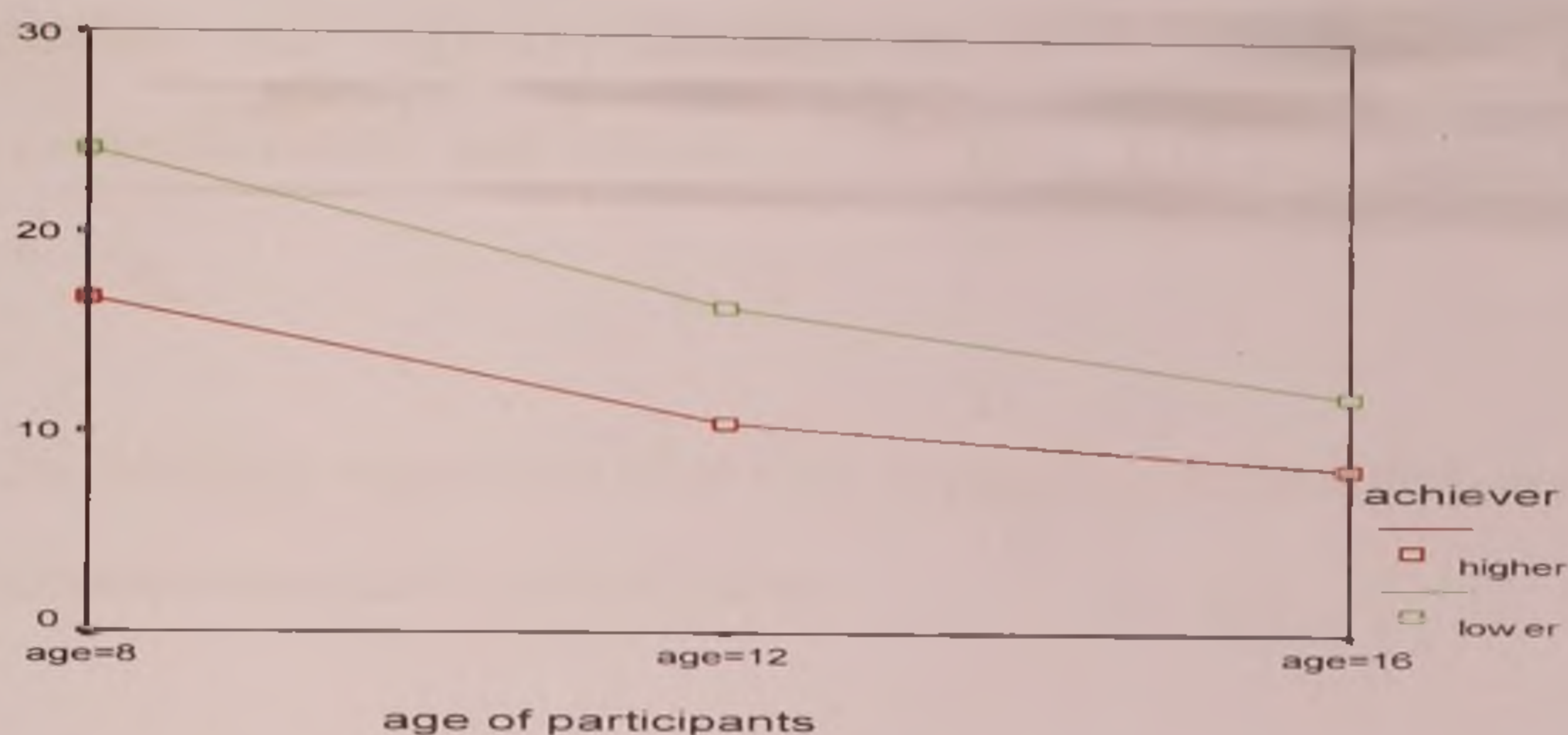


Table 25: Co-rrelations among poor self-control, social incompetence, internalization, cognitive development and anxiety

Variables	1	2	3	4	5
1. Poor self control	-	.550(**)	.657(**)	-.696(**)	.647(**)
2.Social incompetence		-	.537(**)	-.629(**)	.636(**)
3.Internalization			-	-.709(**)	.695(**)
4.Cognitivedevelopment				-	-.712(**)
5. Anxiety					-

** $p < .05$

Table-25 shows that the relationships between poor self- control and social incompetence is .550,($p < .05$), poor self-control and internalization is .657, ($p < .05$), poor self-control and anxiety is .647, ($p < .05$), social incompetence and internalization is .537,($p < .05$), social incompetence and anxiety is .636, ($p < .05$), internalization and anxiety is .695,($p < .05$). these above mentioned variables were positively correlated and on the other hand, the relationships between poor self-

control and cognitive development is $-.696$, ($p < .05$), social incompetence and cognitive development is $-.629$, ($p < .05$), internalization and cognitive development is $-.709$, ($p < .05$) and cognitive development and anxiety $-.712$, ($p < .05$) were found to be negative.

Table 26: Multiple regression of anxiety depending on poor self- control, social incompetence and internalization

Predictors	<i>R</i>	<i>R</i> ²	<i>R</i> ² change	<i>F</i>	<i>P</i> value
Poor self-control	.647	.419	.419	214.681	.001
Poor self-control and social incompetence	.756	.531	.112	168.292	.001
Poor self-control, social incompetence and internalization	.779	.607	.076	152.691	.001

As shown in the Table-26, it might be said that 41.9 % of the variation in anxiety could be explained by the variation of poor self control. Again, 53.1% of the variation in anxiety might be explained by the variation of both poor self control and social incompetence. Furthermore 60.7% of the variation in anxiety could be explained by the variation of poor self control, social incompetence and internalization simultaneously.

Table 27: Regression of anxiety on poor self-control, social incompetence, and internalization

Predictors	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>p</i>
Poor self control	.631	.140	.228	4.495	.001
Social Incompetence	.796	.118	.306	6.736	.001
Internalization	.795	.105	.381	7.582	.001

As shown in the Table-27, the effects of poor self control, social incompetence and internalization on anxiety were significant ($\beta = .228$, $p < .05$, $\beta = .306$, $p < .05$ and $\beta = .381$, $p < .05$ respectively) and regression coefficients were positive. So, the standardized regression coefficient ($\beta = .228$) of anxiety associated with poor self-control indicated that anxiety increased .228 SD units with each one SD increased in poor self control holding social incompetence and internalization constant. Similarly, the standardized regression coefficient ($\beta = .306$) of anxiety associated with social incompetence indicated that anxiety increased .306 SD units with each one SD increased in social incompetence holding poor self-control and internalization constant. Again, the standardized regression coefficient ($\beta = .381$) of anxiety associated with internalization indicated that anxiety increased .381 SD units with each one SD increased in internalization holding poor self-control and social incompetence constant.

CHAPTER - 4

DISCUSSION

&

CONCLUSION

Discussion & Conclusion

Personality is a very important component in one's life. The foundation of the personality is formed in childhood and it influences one's later life. In order to live in the society, one has to develop ties with others.

In the present study emphasis has been given on the traits of a child personality. These traits include poor self control, social incompetence, internalization and cognitive development. The study has analyzed whether age, gender and academic achievement has any impact on the traits of a child personality. Along with this, the study has also measured whether age, gender and academic achievement has any influence on anxiety of children.

- # The present study was to investigate whether there were any differences, poor self-control, social incompetence, internalization, cognitive development and anxiety according to age, gender and achievement.
- # The study has analyzed the co-relation of anxiety with the above mentioned characteristics of personality.
- # The study has analyzed which of the four Characteristics, poor self-control, social incompetence, internalization and cognitive development has been more influenced by anxiety.

Following the findings of the study an important difference has been found between age and achievement in dealing with the four

characteristics of personality, poor self control, social incompetence, internalization and cognitive development and anxiety. In the findings it is also evident that there has been a strong correlation among the four traits of personality and anxiety.

4.1. Effect of Age, Gender and Achievement on Poor Self-control:

The result of present study shows that there is a significant difference in poor-self control according to age. The result indicates that respondents of 8 years old have the poorest, 12 years old respondents have moderate and 16 years old respondents have highest self-control. It means the poor self-control reduces with the growing of age. In this case we can say that with the growing of age, a child's behaviour gets more disciplined. The stage of being disorganized comes to a tolerable extent. Through the process of interaction with the members in the family and those in the society they get to know the difference between which is good and which is not. They gradually give up bad habits and learn about the rules, discipline and codes of life. As a result with the passage of age the rate of children's poor self-control reduced. This finding is very much consistent with the findings of Vandamme, Thomas and Steven (1987). They procure information from 1200 student of different schools and they used the information as score provided by their mothers. The behaviour of these children was full of chaos and disorder. The researchers found that the tendency of anti social activities, lack of self-control, were less prominent among the children of 13-16 years old than those of 10-12 years old children. Weisner Thomas and Eduson Bernic (73-86) also found that compared to 3-8 years old children, 8-15 years old children possessed more self regulation ability.

In the present study we also found that there is no significant difference in case of poor self-control between the boys and girls respondents. This finding is very much consistent with the findings of Weisner Thomas and Eduson Bernic (73-86). They found no significant difference between boys and girls in their personality traits. These researchers also found that children of poorly educated families or broken families have less regulation ability. The respondents of the present study both boys girls have come from well educated families. So, no significant difference has been found between boys and girls self-controlling behaviours. In this regard it can be said that there has been a remarkable change in the mind set of our parents. Instead of giving birth too many children, they are rather serious about their education and making them good citizens of the country. They also have identical attitude towards the boys and girls. As a result, boys and girls have similar type of self control.

In the findings of present study it was also evident that the poor self-control vary according to achievement. It has been revealed that the poor self control score is more in low achievers than that of high achievers. In a study by Lut-funnessa and Uddin (2000), it was found that the children with more I.Q. can retain things more in mind and they can learn their lessons more attentively. Through the study they have also shown that the intelligent children can adapt themselves with all types of situations in life. They have also more self-control, they are also able to address all problems in their later life. But those having less I.Q. are inattentive in study and cannot do well in examinations too. These children cannot adjust well with their surroundings. They have also less self control in life. Though more I.Q. does not always mean more achievement. But the same explanation can be applied in the present study. May be, the high achiever respondents of the present study have more capacity to solve

their problems and they are well adjusted in life than their counterparts. So, they have less poor self-control.

4.2. Effect of Age, Gender and Achievement on Social Incompetence:

Man is a social being. Though he is born in a family, he grows up gradually as a member in the society. While living in the society he cannot deny the interpersonal relationship. Therefore in order to live in a society he needs to know about the rights, responsibilities, duties of his own as well as, respect to elders and love to the younger's. A child develops himself someone competent to live in the social group and social team. But due to some unavoidable reasons a child gets involved in some activities not acceptable in the society. They cannot adjust themselves later on with the changed situation. This kind of characteristics of personality is called social incompetence. Faulty social system, negligence to the children and too much control over them are the factors for their being incompetent in the society.

The finding of the present study indicates that age played an important role in a child's personality in case of social competence. It has been found that there is a significant difference in social incompetence according to age. The study showed that the rate of social competence was highest in the age group of 16, in the age group of 12 it is moderate and the age group of 8 has poorest social competence. Here, we can say that with the growing age of a child the social incompetence dropped.

Here, we can also say that with the growing age of the children their interaction with the family members also goes up. While studying in

school, they also get an opportunity to mingle with other children. As a result they develop a sense of responsibility and reliance in them. They also get to know which one is socially acceptable and which one is not. It means their capacity to ensure social adjustment and equalization is increases and incompetence decreases. This finding is also consistent with the finding of Baumrind and Diana (1968-80). They conducted studies on the three stages of a child namely pre-childhood, childhood and adolescent period for 12 years. They found that the social incompetence was higher in a child's pre-childhood period than in his/her childhood period. Incompetence was higher for the childhood period than in the adolescent period.

Weisner Thomas and Eduson Bernic (1973-1986) conducted study on child's social adjustment and personality determination. They put the children in two categories. One in 3-8 age groups and another in 8-15 age groups. In their study they found that the social values were high for 8-15 year groups than for 3-8 year age group. 8-15 age group is also capable of demonstrating passion to others and they can show some social competence as well. The researchers also showed in their study that the children who live with their parents have more self regulation and social competence than those who have broken families.

In the present study it has been found that there was no significant difference between male and female children in social incompetence. Kasen, Andrewe and Jeffery (2001) conducted a research work on the personality of the children. They found that the children who were dependent on others in their childhood they become dependent when they grow up. They exhibit inefficiency in terms of social depute, despair anxiety and social rules and regulation. There was no discrepancy in the

findings between boys and girls. So, the present finding is totally consistent with their findings.

The present study also failed to find any differences between boys and girls in respect of social incompetence. The reason behind it is that the parents are now more aware about the impact of education. They possess equal and identical attitude towards boys and girls. The children get same education regarding social discipline and learn same behaviour from the family. There are a good number of NGOs and Private Organizations working in the area of women, health, education and their social status. As a result the girls were no longer behind the boys. Therefore there has not been found any difference between boys and girls regarding the above mentioned characteristics.

Another finding of the present study indicated that the social incompetence of low achiever was higher than the high achievers. This finding can be explained by the following findings.

Baumrind and Diana (1968-1980) carried out a study on the three stages of children. The sample comprised of 2500 children. They found that good school result yield good social competence and sorry figures in the school examination leads in low social competence

William Bursuck and Asher Sterven (1987) carried out another study to find out the relationship between social competence and academic achievement. They also showed that the students with good social competence have good academic achievement. The students with less social competence cannot do well in exams.

The finding can be explained after Ramsey (1986), who found that a child's connection with a given family, neighborhood, center, or school may limit opportunities for social development. Mixed age, sex, racial, or cultural peer interactions may be infrequent and highly bound by activity differences and early learned expectations, thereby limiting the extent of diversity in peer interaction. This lack of diversity limits the child's ability to be socially competent in various circumstances.

4.3. Effect of Age, Gender and Achievement on Internalization:

The result of the present study showed that the age has a significant influence on internalization. The result revealed that the respondents of 16 years have the lowest, 12 years respondents have the moderate and the respondents of 8 years have the highest level of internalization. It means children's internalization decreased with the increasing of age. Generally, internalization is the long-term process of consolidating and embedding one's own beliefs, attitudes, and values, when it comes to moral behavior. The accomplishment of this may involve the deliberate use of psychoanalytical or behavioral methods. Changing moral behavior, one is said to be "internalized" when a new set of beliefs, attitudes, and values, replace or habituates the desired behavior. For example, such internalization might take place following religious conversion. Internalization is also often associated with learning and making use of it from then on. The notion of internalization therefore also finds currently in applications in education, learning and training and in business and management thinking (The free encyclopedia, 2005).

In this respect we can say that, with the increasing of age of the children, the education and experience also developed. Religious feelings, belief,

idealism and attitude were changed. They learn what should to be done or not and every time they learn right behaviours. As a result the quantity of internalization decreased with the increased of age.

The result revealed no significant difference between male and female children in respect of internalization. In this case we can say that at present in Bangladesh equal importance is given to the girls with the boys in the sector of family, school, society and state. Everybody is aware about their rights, and equal privileges are given both of them. As a consequence, no significant difference was found between male and female children.

Present study showed that, the internalization of low achiever children was much more than the high achiever children. It can be said that the children whose I.Q. were well and physical and mental development was perfect, those who get the opportunity of living in the normal and conscious family, the academic result of their is good and they can cope with any circumstances in normally. For this reason the quantity of internalization of those children is low. On the other hand the children who were not attentive in study and chaos and conflict prevails in their family and low I.Q. they cannot do well in the examination. These children cannot easily cope with social values, idealism, rules and regulation. For this reason the internalization of them is high. So, it could be said that the children whose academic achievement was well, the internalization of them were not high. On the contrary the children whose academic achievement was poor their internalization was very high.

4.4. Effect of Age, Gender and Achievement on Cognitive development:

The development of cognitive domain is related with language development, development of thought and imagination power, observation, memory and the performance of educational achievement. They develop gradually after the birth. Its ideas develop about various things and events. A child has to keep balance with the changeable environment and it is called the act of out-going process.

The result showed that there is a significant difference in cognitive development according to age. The study indicated that respondents of 8 years old have poorest, 12 years old have moderate and 16 years old respondents have highest cognitive development. Dilara Parvin (1999) carried out a study on the cognitive development of children between 5-13 years. She found that the I.Q. of the children of 8-10 years old was higher than those of 5-7 years old. They also responded very well in answering questions based on cognitive domain. The I.Q. of 11-13 year's old student was higher than those of 8-10 years old and they could respond well the answers of the question based on cognitive domain. According to the findings of the research age was an important factor in case of cognitive development. In the present study, similar result has been found.

The study indicated that, there was no significant difference between male and female children in cognitive development. Lut-funnesa and Uddin (2000) found that there was no significant difference between male and female children in case of cognitive development and academic achievement. The present finding is consistent with their findings. The

result could be explained another way. At present the parents have equal attitude about education and right and other demands of both children. They equally take care of them. They provide same privileges to them to flourish their talent. Both children grow up with affection and sweet environment with their parents and other kith and kins. May be, for these reasons, no difference of cognitive development between male and female children have been found.

The present study revealed that cognitive developments vary according to achievement. The result showed that high achiever respondents have high cognitive ability than that of low achiever respondents. Metha and Mathur (1986) carried out a study on parental education level, cognitive development and achievement of primary school student. They said that if the children born with a lot of I.Q. and if they get a change of grew up in a beautiful family environment for their language development, every body of the family became awake, then these children learn how to express their opinion freely. They learn various types of knowledge and the method of applying then. Along with it if the school which deals with logical function, the cognitive development of them were high in quantity and the academic achievement of them also satisfactory. On the contrary, if the children born with low I.Q. and do not get proper family environment, the cognitive development of them become low and the academic achievement of them also were not satisfactory. May be, due to these reasons, high achievers have high cognitive level. Lut-funnessa and Uddin (2000) also found a positive relationship between academic achievement and cognitive development.

4.4.1. Two-ways Interaction between Age and Achievement in respect of Cognitive development:

The result of present study shows that there is a significant interaction between age and achievement in cognitive development. Table-19 indicates that the respondents of high achiever 8 years old children have poorest, 12 years old respondents have moderate and 16 years old respondents have highest cognitive development.

In the same way the respondents of low achiever 8 years old children have poorest, 12 years old respondents have moderate and 16 years old respondents have highest in cognitive development. It means that the amount of cognitive development of high and low both achiever children increase with the development of age. But the cognitive development of low achiever increased less than high achiever children.

It can be said that with the increasing of age, the learning, experience and quantity of knowledge also increased. As a result the children whose cognitive development were high, their academic achievement were also satisfactory and at the same all these increases with increasing age.

4.5. Effect of Age, Gender and Achievement on Anxiety:

The present study indicates that age play an important role in anxiety of the children. The result showed that the rate of anxiety was least in the age group of 8 years old respondents and it is highest, the age group of 12, it is moderate and the age group of 16 years old, have lowest anxiety. Here we can say that with the growing of age the anxiety reduces of the children.

Richman, Brown and Maxine (1987) conducted a study on anxiety. They determined differences of anxieties on two age groups of children. They also found that the middle aged people suffer relatively less than the young people.

An another study, Khanam (2002) found that the young respondents have the lowest anxiety than that of middle and old aged respondent. These findings are contradictory with the present study but the findings of the present study is very much consistent with the findings of Rosenblatt and Rosenblatt (2000). They found out that the children of 11-6 age group suffer less from anxiety than the children of age group 6 - 10. It means the extent of anxiety reduce with the growing of age. So we can say that age has significant effects on anxiety of the children.

The result of the present study indicates that there is no significant difference between male and female respondents in anxiety. This finding is very much consistent with the findings of Richman, Brown and Maxine (1987). They found out that the children of professional mother's sufferer more in anxiety than those of the housewife mother's children. But they found out that there was no significant distinction between boys and girls of the housewife mother and professional mother. But the result of the present study is contradictory with the finding of Afrose (1983) and Khanam (2002). The result of their study showed that the boys were significantly less anxious than the girl respondents. In this respect, we can say that from above these findings it is very much difficult to reach any conclusion about the gender effect on anxiety because the research findings are not always consistent.

There are many possible reasons behind these reverse findings of present study. In this regard we can say that although in the past the role of males in the family was dominant. Social learning theorists believe that the boy and girl children's behavioural pattern was different because from the very infancy they were treated differently. Girls were taught to conform, to be docile, and to be dependent whereas the boys were taught to succeed, to achieve, and to be independent. But with the passage of time and with the advancement of education, now a days, the female are also marching with their male counterpart.

In the area of intellect and creativity, the womenfolk are no longer far behind. In addition there has been raise of consciousness in the minds of the members of family. They are equally attentive in rearing both their sons and daughters in the light of modern knowledge. The family outlook towards both male and female child is now equal. The reason was they feel woman have also to be well equipped with knowledge and technology to keep pace with the demand of the present world. This reality is equally felt at family, socially and state level, therefore, in the present study, no significant difference has been found about anxiety between male and female children.

The study was also evident that the anxiety also very according to achievement. The anxiety score is more in low achiever than that of high achiever respondents. William Bursuck and Asher Steven (1987) in a study has drowned relationship among anxiety, social competence and academic achievement of the children of grades 3 and 4. They found that the students with good academic achievement have less anxiety. On the other hand, the students with less academic achievement have much

anxiety. The same explanation can be applied in the present study. The finding of present study is very consistent with the findings of Islam (2000). In his study he found that the student those suffer more from anxiety their school performance was worse than who suffer less in anxiety.

In another study Afroze (1984) searched for relation among academic achievement and anxiety in children. The finding of this study showed significant negative correlation between academic achievement and anxiety.

4.5.1. Two ways Interaction between Age and Achievement in respect of Anxiety:

The result of present study showed a strong significant interaction effect between achievement and age indicates that the respondents of high achiever 8 years old children have highest, 12 years respondents have moderate and 16 years old respondents have poorest anxiety. In the same way the respondents of low achiever of 8 years old children have highest, 12 years respondents have moderate and 16 years old respondents have poorest anxiety. It means with the growth of age the extent of anxiety goes down for both low and high achiever children. It means that age helps to reduce anxiety. But the extent of anxiety remains relatively high for the low achiever children. With the passage of time the learning and experience of children goes up. As a result they can adjust with the changed situation in the society, self-control power gets increased, the children can overcome despair and as a result anxiety gets down. The children then achieve different creative and successes. It is mentioned here that the extent of anxiety gets reduced for both high achievers and low achievers with the growth of their age.

4.6. Co-rrelation among Poor Self-control, Social Incompetence, Internalization, Cognitive development and Anxiety:

This present research has been focused on four characteristic of personality of children. Those characteristic include poor self-control, social incompetence, internalization and cognitive development. Anxiety exercises an important influence on the personality of children considering all these factors, the present research identifies whether there is any co-relation among the above mentioned four characteristic of personality and anxiety. In this present study a significant positive correlation has been found between poor self-control and social incompetence, poor self-control and internalization, poor self-control and anxiety, social incompetence and internalization, social incompetence and anxiety, internalization and anxiety. Beside these significant negative co-rrelation has been found between poor self-control and cognitive development, social incompetence and cognitive development, internalization and cognitive development and anxiety with cognitive development.

The present research showed a significant positive co-rrelation between poor self-control and social incompetence. Weisner Thomas and Eduson Barnic (1973-86) found that the self-control power most of the children are satisfactory in those families which are in socially higher class and higher middle class and whose parents are highly educated. Their ability to adjust to the existing social environment is also well. On the other hand, the children from the working class and whose parents are not so much educated are not guided by any social values and norms. These children tend to vandalise more and possess less ability to adapt to existing social codes. From the research, the researchers discovered a

high positive co-rrrelation between poor self-control and social incompetence. Besides this, both poor self-control and social incompetence are negative traits of personality. So, it was expected that they will be positively correlated with each other. The present finding has fullfill that expectation.

From the findings of the study it was also evident that poor self-control and internalization are significantly and positively correlated. The same findings also found by Alexander and Cohen (1981). They found that, poor self-control, negative attitude, wrong values, morality and faith during childhood are positively related. They also detected that the children who did not get proper guide lines and co-operation from their families, schools, neighbours and society, their personality do not develop properly and they do not know how to do self-control and also do not learn about how to interact with others in the society. They found that poor self-control, internalization, wrong values, morality and belief etc are clearly related to each other. So it can be said that, poor self-control and internalization of children indicate the same side of personality, So the children who are the possessor of less self control power, they lead by the wrong social values, and ideals. So a significant co-rrrelation has been found between poor-self-control and internalization of children.

The result revealed that there has been a strong positive co-rrrelation between poor self-control and anxiety. This finding is consistent with the finding of Richman, Brown and Maxine (1987). After working for long with anxiety of children they found that there is a co-relation of anxiety with mental pressure in educational institution and lack of self-control. The children of our country suffer from anxiety for various reasons such as Traffic jam, stress in lesson of school, insecurity etc. So, the children

frequently suffer from anxiety for family and social reason. Weisner Thomas and Edusion Bernice (73-86) found that children from upper class and well-educated parents have more self-control. But most of the respondents of the present study belong to middle class families. May be, for this reason they have less self-control. Besides this, poor self-control and anxiety-both are negative traits of personality. So, this positive correlation is in the right line.

From the findings of the present study, it was also evident that there is a significant positive co-rrelation between social incompetence and internalization. Tuttle and Dewey (1993) found positive correlation between social competence with values, beliefs and ethics. Similarly, less social control and more uses of defense mechanism go side by side, which leads a positive correlation. So positive co-rrelation has been found in the present study between social incompetence and internalization.

The present research showed a significant positive co-rrelation between social incompetence and anxiety of the respondents, (William Bursuck and Asher Steven, 1987) observed in a study relationship among anxiety, social incompetence and academic achievement of the children of grade 3 and 4. They found that, the children who suffer from more anxiety, showed their social incompetence. On the contrary the children who suffer from less anxiety, they were socially very competent. This finding is very much consistent with the present finding of the study. The result of the research revealed that there is a significant positive co-rrelation between internalization and anxiety. Research finding indicate that internalized children think more. May be this over thinking produce anxiety among them. For this reason a positive co-rrelation has been found between these two variables.

4.7. Co-rrrelation between Poor self-control and Cognitive development:

The present study showed a significant negative co-rrrelation between poor self-control and cognitive development.

This finding is very much consistent with the findings of Lut-funnessa and Uddin (2000). They found that the children with more I.Q. can retain things more in mind. They have also more self-control. The intelligent children can adapt themselves with all types of situations in life but those children having less I.Q. are inattentive in their study and they have poor self-control and these children cannot adjust well with their surroundings. Their cognitive development is less. As, poor self-control and cognitive development are two opposite traits, so, this significant negative co-rrrelation is expected one.

4.8. Co-rrrelation between social incompetence and cognitive development:

The present study revealed significant negative co-relation between social incompetence and cognitive development. The findings of present study are consistent with the study of Baumrind and Diana (1980). They deal with the development process of the children in socialization and intelligence. They found that, the children who have well development of the intelligence, they have good social competence, and the children who have less development of intelligence they have poor social competence.

Similarly, it can be said that, the children who's cognitive development is well their social incompetence would be less. On the contrary, the social incompetence would be more who have the less cognitive development. As a result, social incompetence and cognitive development are negatively co-related with each other.

4.9. Co-rrelation between Cognitive development and Internalization:

The result of the study also revealed a very significant negative co-rrelation between internalization and cognitive development. In this prospective we can say that, the cognitive development means more or less intelligence development. There is a relationship among quantity of I.Q. development, thinking and imagination power development. According to Freud (1959) internalization is a process of defense mechanism. May be, use of more defense mechanism hampers cognitive development. For this reason, a negative co-rrelation has been found between these two.

4.10. Co-rrelation between Cognitive development and Anxiety:

The findings of the present study were also evident that, there is a significant negative co-rrelation between cognitive development and anxiety. The present finding is very much consistent with the finding of Hardy (1990). In another study Dewey and Grossbery , (1988) found that the children with high I.Q. are usually less anxieous and they are less frustrated. They can adjust themselves under any circumstance and any environment. They face fewer or no problems in the case of knowledge

and behavior development. The present research also shows the same co-rrrelation.

In this context we can say that the children whose cognitive development occurs properly can completely develop their thinking and imaginative power side by side with improving their language. These children making best use of their acquired knowledge can adjust themselves to any situation and subsequently they can also cut a good figure in their exams, as they suffer from anxiety less. They learn social rules meticulously in an easy way. On the other hand, the children who cannot add to their knowledge appropriately are seen suffering from insecurity at every step on their life. As they lack of self-confidence and self-control cannot discharge any duty or responsibility to the point. They also fail to carry good results in their exams. Worry and tension always keeps working in their mind and so prove unsuccessful to be on good terms with others in the society very easily. Even because of not being able to develop their knowledge fully and well, they are engaged in anti-social activities of various sorts.

So, in this prospective, in the result of present research a significant negative co-rrrelation of cognitive development with poor-self-control, social incompetence, internalization and anxiety has been found.

4.11. Multiple regression of Anxiety depending on Poor self-control, Social Incompetence and Internalization:

Anxiety is a kind of emotion in which there is a continuous presence of mental pressure, creating uneasiness and offensive condition in a man

tension or anxiety springs from pessimism about future or the danger coming to the life of a man during the miserable and fearful condition.

The multiple regression result of the present study showed that, if anxiety increases one unit, poor self-control raises $\cdot 631$ units. Again if anxiety increases one unit, social incompetence increases $\cdot 796$ units. Similarly 1 unit increase of anxiety, internalization raises $\cdot 795$ units. It is evident from the findings that anxiety is influenced by poor self-control, social incompetence and internalization. A research of Richman, Brown and Maxine (1987) suggest that experience of failure in the past gives rise to anxiety in the mind of children. They detect that remarkable causes of children anxiety are repudiation of parents, excessive offence, oppression, less participation in social activities and injustice to the children, etc.

In this perspective, we can say that a child is helpless since the moment he/she is born. He/she is brought up with great care. The basis of a child's growing up depends on his/her family. After that a child goes to school and learns to interact with others and subsequently he/she is introduced to various norms and rules of a society. Family, school and society itself play an important role in developing the personality of a child. But due to different reasons and lack of congenial environment a child is deprived of his/her bright prospects. A child fails to meet his/her depression. And from this frustration, anxiety is created. This anxiety stands as great obstacle in the way of a proper and fair development of a child's personality.

The present research contains the same result as the previous ones. Poor self-control, social incompetence, internalization describe the negative side of personality. So, a significant positive co-relation of the above

mentioned traits with anxiety has been observed. But in this context poor self-control, social incompetence, internalization characteristics of child personality at the same time are more responsible for increasing the anxiety of children.

4.12.1. Conclusion

Population has become a barrier to the development of a nation. The physically and mentally developed children are the assets of a nation. If brought up nicely, they will one day rule the country, protect the nation, and wipe out corruption. This is why the population of a country has to be turned into wealth; the young generation has to be saved from decadence. The personality of a child is developed in his childhood which influences his later life.

The findings of the present study show that the four traits of personality such as poor self-control, social incompetence, internalization and cognitive development and anxiety play an important role in the case of above factors. Since poor self-control, social incompetence and internalization and anxiety all reflect the negative aspects of one's character, it decreased with the growing of age. On the other hand, cognitive development determines the positive aspects of one's character, it increased with the growing of age.

The reason behind it was the behaviour of a child is disciplined with the growth of age. His interaction with others enhances, changes take place in the level of self-confidence, morality and ideals. The extent of insecurity and despair reduce. As a result with the growth of age personality's poor self-control, social incompetence, internalization and anxiety reduce. But

with the passage of time the experience and learning of a child increases. As a result the cognitive development of a child also increases.

Like many other studies, the present study also revealed that family plays a very vital role in the characteristics of a child's poor self-control, social incompetence, internalization, cognitive development and anxiety. The activities that enhance interaction in the society have to be increased. There have to be counseling in schools.

It has been found in the study that there is no difference between male and female child in the case of four traits of a child's personality and anxiety. The reason behind is, the consciousness at the family level has been raised following the expansion of education. They have the identical attitude to the boys and girls. They provide the children with equal opportunities and rights. These besides, the government and different NGOs have taken up different programmes for the development of women. Giving emphasis on gender parity, the government has made girls education free up to grade X - II. As a result there has not been found any discrepancy in the case of male and female child.

One important finding of the present study is the poor self-control, social incompetence; internalization of a child's personality and anxiety is higher in the case of low achievers than the high achievers. The cognitive development is less for low achievers than high achievers. Therefore, there has to be future plans for the low achievers to bring them at a normal level. The family, schools and state should adopt some measures in this regard.

In the present study it has been high co-rrelation among four traits of personality and anxiety. Significant positive co-rrelation has been found between poor self-control, social incompetence, internalization and anxiety. In case of cognitive development, negative co-relation has been with anxiety. Poor self-control, social incompetence, internalization and anxiety have negative sides of personality. Cognitive development bears positive sides of personality. As a result positive co-rrelation has been found among poor self-control, social incompetence, internalization and anxiety. Negative co-relation has been found for cognitive development with that four traits of personality above mentioned.

Therefore it can be said that if intelligence and knowledge are well exposed, the extent of poor self-control, social incompetence, internalization and anxiety get reduced. For this, family and schools should adopt different development activities. Science fair, study tour, quiz competition should be undertaken. The state should adopt different plans.

It has been found in the study that anxiety depends on three negative aspects of personality, namely, poor self-control, social incompetence, and internalization. Therefore, in order to remove the negative sides of personality awareness has to be raised at family level. The children should be taught discipline. In order to ensure participation in social activities, psychological friendly methodology has to be adopted. Plans have to be chalked out at school and state level. Necessary steps have to be taken for implementation.

4.12.2. Limitations:

- # The present study deals with children. Since the mind of a child is always restless, it has been a bit painstaking to make them understand the contents of the study. Moreover, it has to be disseminated to their mother through the children. It was also again a story of ordeal when data were collected from their mother's by the children.
- # The experience of collecting data from the children was not always a sweet one. The school management was also found not much willing to show their annual record books of results. This also results in a kind of discomfort for the researcher to collect data.
- # Though information has been received from the mothers of children to know four types of characteristics of personality. It has not been possible to contact all the mothers of those children directly. The information has been collected from children.
- # Social backgrounds of various children were of various sorts. In this case whether family income, structure and education of parents have any influence on these subjects is not checked.
- # In fine, it can be said that in the socio-economic context of Bangladesh this was a new study. The area of the personality of a child is very vast. In the present study the number of variables was relatively less. But in order to investigate the areas of the traits of a child's personality more related variables are needed.

Despite a number of limitations of the study, it has been a unique contribution in understanding the effects of anxiety and academic achievement on four traits of personality, such as poor self-control, social incompetence, internalization and cognitive development of different age, gender and achiever group.

4.12.3. Indication for further research:

A number of limitations of the present study provide the basis for further research.

- # In the present study data have been collected from the children living in Dhaka and Rajshahi city. But it would be better for the sake of better findings to collect data from the children living in rural and district and other divisional headquarters.
- # The present study has worked on four traits of a child's personality. But there are other factors such as parent's occupation, education, earnings, social status that have influenced the findings of the study. These were not controlled either. Therefore, while doing the research that should have been considered well.
- # The present study has worked on the four traits of personality of the children who live in families. But there should be study on the above children who don't have homes, who live in orphanage, villages and in madrassas, because when grown up they will be living with us in families. Therefore there should be a comparative study between the two cases.

- # In 1956 Adler said, the position of a child in the family certainly has some influence on his personality. In terms of age, the younger children feel a kind of inferiority in them. In order to overcome them, they try to prove themselves good to their elders. In the present study it should be investigated whether birth order has any impact on the four traits of personality like- poor self control, social incompetence, internalization, cognitive development and anxiety.

4.12.4. Application:

Guardians of every family have to think more consciously so that their children can be turned into an ideal citizen in the days to come.

This research will be of great help for the administration of orphanages where orphans are brought up.

Children are involved in various social activities side by side with their study. This research can assist children to make them possess the good qualities of an ideal citizen.

In conclusion it can be said that in the present socio-economic set up of Bangladesh it is seen that some of the people of our country are leading a life of vagabond and anxiety. They do not know where to go. Crimes are, in our country, on the increase and corruption has been like an incurable disease which is destroying this society very rapidly. There is no alternative but to develop personality with a view to building up our society and country free of corruption and other anti-social and state activities. The development of a person means refining on developing his/her personality. So to develop this personality steps must be taken carefully and consciously since the childhood of a child. In this situation

like family, school and society, a state has to shoulder the responsibilities. Through understanding its importance and adopting various plans nationally, effective and necessary measures have to be taken. If the government takes various steps in this case along with different non-government organizations of cause it will be possible to build up a good nation though the proper development of later talent of children.

CHAPTER – 5

SUMARRY

SUMARRY

Personality is a very important component in one's life. The foundation of the personality is formed in childhood and it influences one's later life. In order to live in the society, one has to develop ties with others. Children are the future love and aspiration of the nation, they are the future citizens of the country. As social beings the children are the most promising part in the society. A child possesses a lot of latent talent. Children centered research and education management are going on all over the world to develop their talents, intelligence and well-integrated personality. Both home and social environment as well education and financial security are at the root of development of a child idealism, belief, attitude, consciousness, intelligence and above all well integrated personality characteristics. According to Allport (1937) personality is the combination of changing and active bio-physiological matter and human behaviour and it also help to express person's creativity. Personality is the psycho-physical matter which determines separate utility with environment. Here organization meets some conservation and their mutual relation organized entity means creative or asleep matter of human being, behaviour of person his/her general thinking his/her values etc. In the present study emphasis has been given on four traits of child personality. Such as (a) Poor self-control (b) Social incompetence (c) Internalization and (d) cognitive development. An another factor of anxiety also included the present study.

- (a) **Poor self-control:** The resistance to this very desire to do something which we have decided to refrain from or is not in our wider interest is called self-control. Self-control breeds will-

power and nothing in this universe can defeat human being's will-power according to the laws of universe which acts like a steering for a car. If we can't control our car's steering properly then how can we reach destination safely.

- (b) **Social incompetence:** Man is social being. Though every child is born in a family, then he begins to grow up gradually and become a member of this society. In order to live in the society one cannot deny the interrelation. So to be killed socially or to be fit to live in society one has to know about the right and duties of one another, such as the respect to the elder and the sympathy to the younger. They cannot react on match with the changed atmosphere these kind of traits of personality are called social incompetence. Social incompetence discussed based on the models of (i) social exchange in children model and (ii) social information processing models.
- (c) **Internalization:** Generally internalization is the long-term process of consolidating and embedding one's own beliefs, attitudes and values, when it comes to moral behaviour. The accomplishment of this may involve the deliberate use of psychoanalytical or behavioural methods. When changing moral behaviour, it is said to be "internalized". When a new set of beliefs, attitudes, and values, replace or habituate the desired behaviour.
- (d) **Cognitive development:** Cognitive development is very crucial in the development of a child, cognitive development is the

growth in children's ways of thinking about and interacting with their environment. It is an important trait of personality. Knowledge development means the development of intelligence. The development of cognitive domain is related with language development, development of thought, imagination, energy, observation, memory and the performance of educational achievement. They develop after their birth gradually. A child has to keep balance with the changeable environment and it is called the act of outgoing process. Some theorists have given more emphasis on cognitive development. Such as the four stage theory of cognitive development of Jean Piaget's.

- (e) **Anxiety:** Anxiety is a complex phenomenon and now a day it is very much difficult to find out a person without any anxiety. Anxiety is a state of intense apprehension, uneasiness, uncertainty from the anticipation of threatening event of a degree that the normal physical and psychological functioning of the effected individual is disrupted. Anxiety is a basic human emotion, signaling uncertainty or threat in the environment, has figured prominently in the literature as one of the most pervasive important reactions to stress experienced by man.
- (f) **Academic Achievement:** Achievement encompasses student ability and performance. It is dimensional, intricately related to human growth and cognitive emotional, social and physical development.

Rationale of the study was that Bangladesh is a developing and populous country of third world. The population of the country is increasing day by day of various reasons. For this reasons our people facing various problems to maintain their existence. Bangladesh will have to turn its manpower in wealth in the world in information and technology, for this at first we should develop the personality of our children because they become an equate adult member of the society and takes in hand the responsibility to direct the nation for her/his over all development. In order to keep our existence in the competitive word we must build up our child. Who are the future of the state and nation, and as ideal citizen they will remove corruption of our country. So they should be grown up in on ideal way and proper development of personality. Discipline is very important factor for developing personality in a child. The undaunted will force of a child one suppressed by hard and fast rules in the golden days of childhood may stand as a barrier to sail through a peaceful social life when the child will be grown up as a self-reliant entity in future. Besides the children who are socially misfit are prone to be self centered and selfish in nature. They lack in sense of responsibility and as a result they may indulge in any kind of anti social, inhuman and immoral activities driven by bad instinct. So some traits of child personality have been measured in the present study such as poor self-control, social incompetence, internalization and cognitive development.

Among these four traits only cognitive development indicates a positive sign. If the respondents get a high score in cognitive development we can assure that their knowledge, experience etc are growing which is a

positive sign for the welfare of a society. On the other hand, if the respondents get higher score on rest of the traits, it will help the concerned authority as well as parents and teachers, those working with the children. So, I hope that the finding will be throw some light in this area and add some new knowledge. This test has been used in Western culture. By using this test in our culture, researcher wanted to know the similarities or difference between Western and Eastern culture. Anxiety is a common factor in our culture. Children are also suffering from this anxiety, anxiety for exam, anxiety for traffic jam etc. But it is a negative trait of personality. So, if we find excessive anxiety among the respondents, that will be a threaten signal. In that case, concerned authority must take proper steps to deal with anxiety.

The main purpose of the present study were to investigate poor self-control, social incompetence, internalization, cognitive development and anxiety, differed in terms of different age (8, 12, 16 age group), gender (male and female) and academic achievement (high achiever and low achiever group), and investigate the relationship among poor self-control, social incompetence, internalization, cognitive development and anxiety. Another aims of the research that finds it appropriate to see the influence of 8.12 and 16 years age group on four traits of child personality such as poor self-control, social incompetence, internalization, cognitive development and anxiety. Therefore age has been taken as a variable of the study. In Bangladesh the socialization process of boys and girls is different, and it is usually seen that the children having much stress in their mind cannot well adapt themselves in the society. Low achievers may have more anxiety than that of high achievers due their poor achievement. There for it was seems very pertinent to determine relationship and impact of academic achievement, age and gender upon

above mentioned four traits of personality and anxiety. Another important objective was that the above mentioned research work have been done abroad and since no study of this nature has been carried out in our country, the importance of the present study is immense because first step of the country's development lies in the individuals developments. The foundation of personality lays in the childhood, which influences the person in later life. Pursuant to all these factors the present study has been under taken to evaluate the influence of the variables academic achievement, anxiety, gender and age factors upon the four traits of child personality above mentioned.

The specific objectives of the study were to find out that-

- (i) To investigate whether poor self-control differed in terms of age, gender and achievement.
- (ii) To investigate whether social incompetence differed in terms of age, gender and achievement.
- (iii) To investigate whether internalization differed in terms of age, gender and achievement.
- (iv) To investigate whether cognitive development differed in terms of age, gender and achievement.
- (v) To investigate whether anxiety differed in terms of age, gender and achievement.
- (vi) To investigate the relationship among poor self-control, social incompetence, internalization, cognitive development and anxiety.
- (vii) To investigate whether anxiety was predicted by poor self-control, social incompetence, and internalization.

Sample: The sample of this study comprised 300 school children along with their 300 mothers on the basis of non-random purposive sampling technique. The participants were selected from Dhaka and Rajshahi metropolitan city those who are taking education from 12 educational institution fifty male and fifty female children from class III, VII and X, whose age group were 8, 12 and 16 years. The children were sub-divided into two groups, high achiever 150 and low achiever 150. Therefore 300 children and their 300 mothers were included in the present study.

Instruments: Instruments used in the present study comprised of two scales

(a) Personality inventory to children (PIC) Scale. The PIC scale stands for children personality inventory. Robert D. wirt, David Lachar, James. K. Klinedinst, Philip D. seat are the pioneers of this scale. The scale was published from W.P.S. Los Angels in 1984. Then the PIC scale translated into Bangla version properly by the researcher in (2008). That Bangla version of PIC scale was being used the present study. The content and face validity of the scale was also determined and the revised one used in the study had 131 questionnaires. The test retest co-rrelations were found that $r=.87$, $r=.83$, $r=.60$ and $r=.86$ respectively. All the scores were statistically significant in $\alpha =.01$ level. The PIC scale has been used for (3-16) year age group children for measuring four trait of child personality. Such as poor self-control, social incompetence, internalization and cognitive development.

(b) In the present study for determining the anxiety of children a scale was used that was æchildren manifest anxiety scale” (C.M.A.S.) In

1956 Alfred Castaneda, Boyd R. McCandless and Devids Palermo established this scale. Then in 1984 professor Dr. Dilruba Afrose in Psychology Department of Dhaka University translated it into Bangla version. Bangla version of children manifest anxiety scale (CMAS) had a satisfactory level of content validity, and the test-retest co-rrrelation of coefficient of stability $r=.81$ was found to be significant at $\alpha=0.01$ level. That Bangla version of CMAS was being used the present study.

- (c) To select the high achiever and low achiever group student the result and mark sheet of annual examination of last 3 years are collected by the help of the authority of every school.

Procedure: The research was about 6 months to complete the data collection from the respondents of selected 12 school of Dhaka and Rajshahi metropolitan city areas. The Bangla version of the PIC scale were administered to the mothers of 300 school student whose were 8, 12, and 16 years group, for measuring the poor self-control, social incompetence, internalization and cognitive development as well as for collecting all information about their children and the Bangla version of the CMAS the researcher administered of 300 school students for determining of anxiety. After filling up the questionnaires these were collected. High and Low achiever children were selected on the basis of the previous three years final results and mark sheets of examinations. Then the percentages of the total mark of each year were calculated with a view to obtaining the average score of the three years in which theses average scores were considered as academic achievement score. The student who gets above 75% average score and below 45% average score were regarded as high and low achiever children.

Result: After collection of data three types of statistical techniques was applied to the data to attain the purpose of the present research was to investigate whether there were any significant differences and co-relation among poor self-control, social incompetence, internalization, cognitive development and anxiety according to age group (8, 12 and 16), gender (male and female), and achievement (high and low achiever group), of respondent. The data were analyzed by (3) way analysis of variance, co-relation of coefficient and multiple regressions. The following result of the ANOVA table revealed that (1) the main effects of age and achievement regarding poor self-control were found to be significant, effects of age and achievement ($F=135.58$, $df=2$ and $p<.01$) and ($F=155.81$, $df=1$ and $p<.01$) respectively. It has been found that with the increased of age the amount of poor self-control also decreased. And the poor self-control of low achiever children were more than that of high achiever children. But no significant difference between male and female children was found in the poor self-control. There were no interaction effects between age with gender, age with achievement and gender with achievement. Even no interaction was found in age by gender and by achievement.

(2) The main effects of age and achievement regarding social incompetence were found to be significant. Effects of age and achievement ($F=101.62$, $df=2$, and $p<.01$), and ($F=154.07$, $df=1$ and $p<.01$) respectively. It has been found that with the increased of age the amount of social incompetence also decreased. And the social incompetence of low achiever children, were more than that of high achiever children. But no significant difference between male and female children was found in social incompetence. There were no interaction

effects between age with gender, age with achievement and gender with achievement. Even no interaction was found among age by gender and by achievement.

(3) The main effects of age and achievement regarding internalization were found to be significant. Effects of age and achievement. ($F=179.99$, $df=2$, $p < .01$) and ($F=165.88$, $df=1$ and $p < .01$) respectively. It has been found that with increased of age the amount of internalization also decreased, and the internalization of low achiever, were more than that of high achiever children. But no significant difference between male and female children was found. There were no interaction effects between age with gender and age with achievement. Even no interaction was found among age by gender and by achievement.

(4) The main effects of age and achievement regarding cognitive development were found to be significant. Effects of age and achievement, ($F=635.83$, $df=2$ and $p < .01$), and ($F=706.51$, $df=1$ and $p < .01$) respectively. It has been found that with the increased of age the amount of cognitive development also increased and the cognitive development of high achiever children were more than that of low achiever children. In the case of cognitive development, the interaction effect between age and achievement was found to be significant, ($F=105.37$, $df=2$, $p < .01$). It means that the amount of cognitive development of high and low both achiever children increase with the increases of age. But the cognitive development of low achiever children were less increased than high achiever children. There was no significant difference of male and female children, and there were no interaction effects between age with gender, gender with achievement. Even no

interaction effects were found among age by gender by achievement in cognitive development.

(5) The main effects of age and achievement regarding anxiety were found to be significant. Effects of age and achievement, ($F=254.17$, $df=2$, $p<.01$) and ($F=221.49$, $df=1$, $p<.01$) respectively. It has been found that with the increased of age the amount of anxiety also decreased and the anxiety of low achiever were more than that of high achiever children, in the case of anxiety. The result revealed that the interaction effects between age and achievement was found to be significant, ($F=8.16$, $df=2$, $p<.01$). It means that the amount of anxiety of high and low both achiever children decrease with the increases of age. But the anxiety of low achiever children were less decreases than high achiever children. There was no significant difference of male and female children, and there were no interaction effects between age with gender and gender with achievement, even no interaction effects was found among age by gender and by achievement in anxiety.

(6) The co-rrrelation co-efficient among poor self-control, social incompetence, internalization and anxiety were found significant and positively correlated. Result showed that the relationships between poor self-control and social incompetence ($r=.550$, $p<.05$), poor self-control and internalization ($r=.657$, $p<.05$), poor self-control and anxiety ($r=.647$, $p<.05$), social incompetence and internalization ($r=.537$, $p<.05$), social incompetence and anxiety ($r=.636$, $p<.05$), internalization and anxiety ($r=.695$, $p<.05$) on the other hand respondents cognitive development showed a significant negative correlation with poor self-control, social incompetence, internalization and anxiety. The result

revealed that the relationship between poor self-control and cognitive development ($r = -.696, p < .05$), social incompetence and cognitive development ($r = -.629, p < .05$), internalization and cognitive development ($r = -.709, p < .05$), anxiety and cognitive development ($r = -.712, p < .05$),. So it could be said that poor self-control, social incompetence, internalization and anxiety is the negative sides of personality. As a result positive correlation has been found among the traits of personality above mentioned. But on the other hand cognitive development reflects the positive aspects of one's personality. So the result negative co-relation has been found of the cognitive developments with poor self-control, social incompetence, internalization and anxiety.

(7) The result of multiple regressions of selected statistics revealed that anxiety depending on poor self-control, social incompetence and internalization. 41.9% of the variation in anxiety could be explained by the variation of poor self-control. Again 53.1% of the variation in anxiety might be explained by the variation of both poor self-control and social incompetence. Furthermore 60.7% of the variation in anxiety could be explained by the variation of poor self-control, social in-competence and internalization. The results of multiple regressions have been found that anxiety of the children depended on poor self-control, social incompetence and internalization.

The findings of the present study have brought into focus many factors. The main purpose of the present study were to four trait of child personality such as poor self-control, social incompetence, internalization and cognitive development on the view of some demographic and

psycho-social factor, such as age, gender, academic achievement and anxiety.

The personality of human being is a very important factor, and the personality build up from childhood children are the future citizens of our country. They will lead the country in future. So, if we fail to develop our children personality they cannot adjust with the surrounding atmosphere. Bangladesh is a developing and populous country of third world. Rapid growth of population is a great obstacle to the improvement of our country. So there is no alternative of improve well integrated personality of the children to make the great population into human resource. The findings of the study have shown that age has been great factor in the case of four traits of child personality above mentioned and anxiety. The reason behind it was increases of age his/her interaction with others and society, self confidence morality and ideals, learning and experience also increase. So it could be said that poor self-control, social incompetence, internalization and anxiety's the negative sides of personality as a result increases of age the negative side of child personality above mentioned also decreases and among poor self-control, social incompetence, internalization and anxiety has been found positive correlation with each other. But the cognitive development reflects the positive aspects of one's personality. So the result revealed that with increases of age cognitive development also increases and negative correlation has been found of the cognitive developments with poor self-control, social incompetence internalization and anxiety.

It has been found in the study that there was no difference between male and female children in the case of four traits of child's personality above mentioned and anxiety. The reason behind is that consciousness of the

family. They have the identical attitude to boys and girls and provide the children with equal opportunities and rights. These besides many NGO and the government have taken different programmes for the development of women such as free education of girls up to grade XII, emphasis on gender parity etc. As a result there has not been found any discrepancy in the case of male and female children.

One another important finding of the present study was that, the amount of poor self-control, social incompetence, internalization and anxiety of low achiever children were more than that of high achiever children. But on the other hand the cognitive development of low achiever was less than that of high achiever children. Therefore, there has to be future plans for the low achievers to bring them at a normal level. The family, schools and state should adopt some measures in this regard.

It has been found in the study that anxiety depends on negative aspects of personality, namely, poor self-control, social incompetence, and internalization.

Therefore in order to remove the negative sides of personality has to be raised at family level. The children should be taught discipline, in order to ensure participation in social activities, friendly methodology has to be adopted. Plans have to be chalked out at school and state level. Necessary steps have to be taken for implementation. So to develop this personality steps must be taken carefully and consciously since the childhood of a child. In this situation like family, school, society, and state has to shoulder the responsibilities.

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APPENDIX

APPENDIX – A

Personality inventory for children (PIC) Scale:

Personality inventory for children (PIC) scale stands for personality inventory for children. Robert. D. Wirt, David Lachar. James K. Klinedinst, Philip D. Seat are the pioneers of this scale. This scale was published from W.P.S. Los Angels in 1984. The scale has been used in this scale for measuring personality of a child. This scale is also appropriate for used for the children of 3–16 age group, which the help of this scale data are collected from the mothers about their kids. The PIC scale used in the present study had 131 questionnaires four traits of child personality measured such as (a) Poor self-control, (b) Social incompetence, (c) internalization, (d) cognitive development.

1. My child often plays with a group of children.
2. My child hardly ever smiles.
3. Other children often get mad at my child.
4. My child worries about things that usually only adults worry about.
5. My child has many friends.
6. My child seems average or above average in intelligence.
7. My child's manners sometimes embarrass me.
8. My child has a good sense of humor.
9. My child sometimes sees things that aren't there.
10. My child is worried about sin.
11. Other children don't seem to listen to or notice my child much.
12. My Child sometimes undresses outside.
13. My Child has little self-confidence.
14. I often wish my child would be more friendly.
15. My Child can comb his (her) own hair.
16. My Child is usually rejected by other children.
17. My Child seems to enjoy destroying things.
18. Now and then my child writes letters to friends.
19. Thunder and lightning bother my child.
20. The school says my child needs help in getting along with other

children.

21. My Child often asks if I love him (her).
22. Other children look up to my child as a leader.
23. My Child could ride a tricycle by are five years.
24. My Child sometimes gets angry.
25. My Child frequently complains of being hot even on cold days.
26. My Child's behaviour often makes others angry.
27. Recently my child has complained of eye trouble.
28. Other think my child is talented.
29. My Child frequently has gas on the stomach (sour stomach).
30. My Child is good at laying his (her) way out of trouble.
31. My Child often cheats others children in deals.
32. My Child is good at leading games and things.
33. At one time my child had speech difficulties.
34. Pestering others is a problem with my child.
35. My Child can cut things with scissors as well as can others of his (her) age.
36. My Child doesn't seem to care to be with others.
37. My Child has difficulty doing things with his (her) hands.
38. Others think my child is mean.
39. My Child seems to know everyone in the neighborhood
40. My Child would never take advantage of others.
41. My Child can be left home alone without danger.
42. My Child jumps from one thing to another.
43. My Child has been in trouble for attacking others.
44. My Child seems too serious minded.
45. My Child has more friends than most children.
46. When my child gets mad, watch out.
47. My Child is really has no real friend.
48. My Child is as happy as ever.
49. My Child often complains that others don't understand him (her).
50. My Child has very few friends.
51. My Child likes to play active games and sports.
52. Sometimes I worry about my child's lack of concern for others feeling.
53. Often my child is afraid of little things.
54. My Child tends to see how much he (she) can get away with.
55. My Child almost never argues.
56. My Child often disobeys me.
57. My Child likes to show off.
58. Others have said my child has a lot of æpersonality".
59. My Child goes to bed on time without complaining.
60. My Child likes to æboss" others around.

61. Reading has been a problem for my child.
62. A scolding is enough to make my child behave.
63. My Child sometimes disobeys his (her) parents.
64. My Child is in a special class in school (for slow learners).
65. My Child usually plays alone.
66. My Child sometimes eats too many sweets.
67. My Child often brings friends home.
68. My Child learned to count things by age six years.
69. My Child could print his (her) first name by age six years.
70. My Child doesn't seem to learn from mistakes.
71. My Child can't seem to wait for things like other children do.
72. My Child always does his (her) homework on time.
73. My Child is usually a leader in groups.
74. Sometimes my child lies to avoid embarrassment or punishment.
75. Other children make fun of my child's different ideas.
76. Sometimes my child's muscles twitch.
77. My Child worries about talking to others.
78. My Child first talked before he (she) was two years old.
79. School teachers complain that my child can't sit still.
80. My Child has some bad habits.
81. Several times my child has spoken of a lump in his (her) throat.
82. My Child frequently has nightmares.
83. My Child almost never acts selfishly.
84. My Child is usually in good spirits.
85. My Child seems fearful of blood.
86. My Child seems more clumsy than other children his (her) age are.
87. My Child will do anything on a dare.
88. My Child sometimes becomes envious of the possessions or good fortune of others.
89. Shyness is my child's biggest trouble.
90. Usually my child gets along well with others.
91. My Child gets lost easily.
92. My Child often has headaches.
93. My Child seems to get along with everyone.
94. My Child is easily embarrassed.
95. My Child is very popular with other children.
96. My Child gets confused easily.
97. My Child is almost always smiling.
98. My Child loses most friends because of his (her) temper.
99. My Child is shy with children his (her) own age.
100. My Child was difficult to toilet train.
101. My Child wants a lot of attention when sick.

102. My Child can count change when buying something.
103. My Child can tell the time fairly well.
104. Many times my child has become violent.
105. My Child can take a bath by himself (herself).
106. Recently my child has complained of chest pains.
107. There is seldom a need to correct or criticize my child.
108. My Child has as much pep and energy as most children.
109. Recently the school has sent home notes about my child's bad behavior
110. Sometimes my child will put off doing a chore.
111. My Child often talks about death.
112. My Child has been difficult to manage.
113. Sometimes my child's room is messy.
114. My Child is usually afraid to meet new people.
115. My Child almost never needs punishing or scolding.
116. My Child could eat with a fork before age four years.
117. Often my child complains of blurring (blurred vision).
118. My Child needs protection from everyday dangers.
119. My Child respects the property of others.
120. Frequently my child will put his (her) hands over his (her) ears.
121. Everything has to be perfect or my child isn't satisfied.
122. Spanking doesn't seem to affect my child.
123. My Child talks a lot about his (her) size or weight.
124. My Child often will cry for no apparent reason.
125. My Child will worry a lot before starting something new.
126. My Child usually looks at the bright side of things.
127. My Child often has crying spells.
128. Sometimes my child gets hot all over without reason.
129. My Child seems tired most of the time.
130. Others have remarked how smart my child is.
131. My Child takes illness harder than most children.

APPENDIX – B

নামঃ পেশাঃ শিক্ষাগত যোগ্যতাঃ ...
... ..

নির্দেশনাঃ কর্মস্থলের নাম ও ঠিকানাঃ
... ..

মহোদয়,

নিম্নে শিশুদের ব্যক্তিত্বের কিছু বৈশিষ্ট্য নির্ণয়ের জন্য পিআইসি স্কেলটিকে বাংলায় অনুবাদ করা হয়েছে। অনুবাদটি সঠিক হয়েছে কিনা তা যাচাই-এর জন্য আপনার মতামত প্রয়োজন। প্রতিটি প্রশ্নের অনুবাদের পার্শ্বে পাঁচটি মতামত প্রদান করা হয়েছে। আপনার মতামতের সাথে বেশী সামঞ্জস্যপূর্ণ মতামতের ঘরে টিক চিহ্ন প্রদান করতে অনুরোধ করছি।

Personality inventory for children (PIC) scale:

1.	My child often plays with a group of children. আমার সন্তান প্রায়ই একদল শিশুর সাথে খেলা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
2.	My child hardly ever smiles. আমার সন্তান খুব কমই হাসে	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
3.	Other children often get mad at my child. আমার সন্তানের প্রতি প্রায়ই অন্য শিশুরা খুব রেগে যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
4.	My child worries about things that usually only adults worry about. শুধুমাত্র প্রাপ্ত বয়স্করা সাধারণতঃ যে সব বিষয় নিয়ে দুঃশ্চিন্তা করে আমার সন্তান সে সব বিষয় নিয়ে দুঃশ্চিন্তা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
5.	My child has many friends. আমার সন্তানের অনেক বন্ধু আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

6.	My child seems average or above average in intelligence. বুদ্ধিমত্তার দিক থেকে আমার সন্তান মনে হয় স্বাভাবিক অথবা স্বাভাবিকের চেয়ে একটু বেশী বুদ্ধিমান।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
7.	My child's manners sometimes embarrass me. আমার সন্তানের আচার আচরণ মাঝে মাঝে আমাকে বিব্রত করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
8.	My child has a good sense of humor. আমার সন্তানের ভাল রসবোধ আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
9.	My child sometimes sees things that aren't there. আমার সন্তান মাঝে মাঝে এমন কিছু দেখে যা সেখানে নেই।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
10.	My child is worried about sin. পাপ সম্পর্কে আমার সন্তান উদ্ভিগ্ন।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
11.	Other children don't seem to listen to or notice my child much. অন্য শিশুরা মনে হয় আমার সন্তানের কথা খুব বেশী শোনেনা বা তাকে খুব একটা খেয়াল করেনা।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
12.	My Child sometimes undresses outside. আমার সন্তান মাঝে মাঝে বাড়ীর বাইরে কাপড় খুলে ফেলে / উলঙ্গ হয়ে পড়ে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
13.	My Child has little self-confidence. আমার সন্তানের আত্মবিশ্বাস কম।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
14.	I often wish my child would be more friendly. আমার প্রায়ই মনে হয় আমার সন্তান যদি আরো বন্ধুত্বাপন্ন হতো।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
15.	My Child can comb his (her) own hair. আমার সন্তান নিজেই নিজের চুল আঁচড়াতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

16.	My Child is usually rejected by other children. অন্য শিশুরা আমার সন্তানকে সাধারণতঃ অবহেলা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
17	My Child seems to enjoy destroying things. জিনিসপত্র ভেঙ্গে নষ্ট করে আমার সন্তান আনন্দ উপভোগ করে বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
18	Now and then my child writes letters to friends. আমার সন্তান যখন তখন বন্ধুদের কাছে চিঠি লেখে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
19	Thunder and lightning bother my child. বজ্রপাত এবং বিদ্যুৎ চমকানিতে আমার সন্তান বিচলিত হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
20	The school says my child needs help in getting along with other children. স্কুলের মতে অন্য ছেলে-মেয়েদের সাথে মিলে মিশে চলতে আমার সন্তানের সাহায্যের প্রয়োজন।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
21	My Child often asks if I love him (her). আমার সন্তান প্রায়ই আমাকে জিজ্ঞাসা করে আমি তাকে ভালবাসি কিনা?	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
22	Other children look up to my child as a leader. অন্য ছেলেমেয়েরা আমার সন্তানকে নেতা হিসেবে দেখে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
23	My Child could ride a tricycle by age five years. আমার সন্তান পাঁচ বছর বয়সেই তিন চাকার সাইকেল চালাতে পারত।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
24	My Child sometimes gets angry. মাঝে মাঝেই আমার সন্তান রেগে যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
25	My Child frequently complains of being hot even on cold days. এমন কি শীতের দিনেও আমার সন্তান প্রায়ই গরম অনুভব করে বলে অভিযোগ জানায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
26	My Child's behaviour often makes others angry.	১.	খুব বেশী একমত	

	আমার সন্তান প্রায়ই অন্যদেরকে ত্রুণ্ড করে তোলে।	২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
27	Recently my child has complained of eye trouble. সম্প্রতি আমার সন্তান চোখের সমস্যার ভুগছে বলে অভিযোগ জানিয়েছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
28	Other think my child is talented. অন্যেরা মনে করে আমার সন্তান মেধাবী।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
29	My Child frequently has gas on the stomach (sour stomach). আমার সন্তানের পাকস্থলীতে প্রায়ই গ্যাসের সৃষ্টি হয় (পেটে ব্যথা হয়)।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
30	My Child is good at laying his (her) way out of trouble. আমার সন্তান মিথ্যা বলে সমস্যা থেকে বের হয়ে আসতে পারদর্শী।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
31	My Child often cheats others children in deals. আদান প্রদানে আমার সন্তান প্রায়ই অন্য শিশুদেরকে প্রভাবিত করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
32	My Child is good at leading games and things. খেলাধুলা এবং কোন কাজ পরিচালনার নেতৃত্ব দিতে আমার সন্তান দক্ষ।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
33	At one time my child had speech difficulties. কোন এক সময়ে আমার সন্তানের কথা বলার সমস্যা ছিল।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
34	Pestering others is a problem with my child. অন্যকে বিরক্ত করা আমার সন্তানের একটি সমস্যা।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
35	My Child can cut things with scissors as well as can others of his (her) age. আমার সন্তান তার সমবয়সী অন্যদের মত কাঁচি দিয়ে জিনিসপত্র কাটতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
36	My Child doesn't seem to care to be with others.	১.	খুব বেশী একমত	

	আমার সন্তান অন্যদের সাথে মিশার ব্যাপারে মাথা ঘামায় না।	২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
37	My Child has difficulty doing things with his (her) hands. আমার সন্তানের হাত দিয়ে কাজ করতে অসুবিধা হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
38	Others think my child is mean. অন্যরা আমার সন্তানকে নীচ মনে করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
39	My Child seems to know everyone in the neighborhood আমার সন্তান প্রতিবেশীদের সবাইকে চেনে জানে বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
40	My Child would never take advantage of others. আমার সন্তান কখনও অন্যের কাছ থেকে সুযোগ সুবিধা গ্রহণ করে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
41	My Child can be left home alone without danger. আমার সন্তানকে নির্তয়ে একাকী বাড়ীতে রেখে যাওয়া যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
42	My Child jumps from one thing to another. আমার সন্তান এক বিষয় থেকে অন্য বিষয়ে দ্রুত চলে যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
43	My Child has been in trouble for attacking others. অন্যকে আক্রমণ করার জন্য আমার সন্তান সমস্যায় পড়েছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
44	My Child seems too serious minded. আমার সন্তানকে ভাব গম্ভীর স্বভাবের বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
45	My Child has more friends than most children. অধিকাংশ ছেলেমেয়েদের তুলনায় আমার সন্তানের বন্ধু-বান্ধব বেশী।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

46	When my child gets mad, watch out. যখন আমার সন্তান খুব রেগে যায় তখন লক্ষ্য রাখতে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
47	My Child really has no real friend. বাস্তবিক পক্ষে আমার সন্তানের কোন প্রকৃত বন্ধু নেই।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
48	My Child is as happy as ever. আমার সন্তান সব সময় হাসিখুশী (সুখী)।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
49	My Child often complains that others don't understand him (her). আমার সন্তান প্রায়ই অভিযোগ করে যে অন্যেরা তাকে বুঝে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
50	My Child has very few friends. আমার সন্তানের বন্ধু সংখ্যা খুবই কম।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
51	My Child likes to play active games and sports. আমার সন্তান সক্রিয় খেলা ধুলায় অংশ নিতে পছন্দ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
52	Sometimes I worry about my child's lack of concern for others' feeling. অন্যদের অনুভূতির প্রতি আমার সন্তানের উদাসীনতা নিয়ে আমি মাঝে মাঝে উদ্বেগ হয়ে পড়ি।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
53	Often my child is afraid of little things. আমার সন্তান ছোট ছোট ভয় ব্যাপারে প্রায়ই ভয় পায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
54	My Child tends to see how much he (she) can get away with. কোন কাজে আমার সন্তান কতটুকু ফাঁকি দিতে পারে সে বিষয়ে বেশ সতর্ক।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
55	My Child almost never argues. আমার সন্তান প্রায় কখনই তর্ক করে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

56	My Child often disobeys me. আমার সন্তান প্রায়ই আমাকে অমান্য করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
57	My Child likes to show off. আমার সন্তান নিজেকে জাহির করতে পছন্দ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
58	Others have said my child has a lot of æpersonality". অন্যরা বলেছে আমার সন্তানের যথেষ্ট "ব্যক্তিত্ব" আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
59	My Child goes to bed on time without complaining. কোন অভিযোগ না করেই আমার সন্তান যথাসময়ে গুয়ে পড়ে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
60	My Child likes to æboss" others around. আমার সন্তান আশে পাশে অন্যদের ওপর কর্তৃত্ব করতে পছন্দ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
61	Reading has been a problem for my child. পড়া-শুনা আমার সন্তানের জন্য একটা সমস্যা হয়ে দাঁড়িয়েছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
62	A scolding is enough to make my child behave. আমার সন্তানকে ভদ্র আচরণ করতে বাধ্য করার জন্য একটু ভৎসনাই যথেষ্ট।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
63	My Child sometimes disobeys his (her) parents. আমার সন্তান মাঝে মাঝে তার পিতা মাতাকে অমান্য করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
64	My Child is in a special class in school (for slow learners). আমার সন্তান স্কুলের বিশেষ শ্রেণীতে লেখাপড়া করে (ধীরগতি সম্পন্নদের জন্য)।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
65	My Child usually plays alone. আমার সন্তান সচরাচর একাকী খেলা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

66	My Child sometimes eats too many sweets. কখনও কখনও আমার সন্তান অনেকগুলো মিষ্টি খেয়ে ফেলে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
67	My Child often brings friends home. আমার সন্তান প্রায়ই তার বন্ধু বান্ধবদের বাসায় নিয়ে আসে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
68	My Child learned to count things by age six years. আমার সন্তান ছয় বছর বয়সে গুণতে শিখেছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
69	My Child could print his (her) first name by age six years. আমার সন্তান ছয় বছর বয়সে তার নামের প্রথম অংশ মুদ্রিত করতে পারত।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
70	My Child doesn't seem to learn from mistakes. আমার সন্তান ভুল থেকে শিখে না বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
71	My Child can't seem to wait for things like other children do. অন্যান্য ছেলে-মেয়েদের মত আমার সন্তান কোন কিছুর জন্য অপেক্ষা করতে পারে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
72	My Child always does his (her) homework on time. আমার সন্তান সময়মত স্কুলের বাড়ীর কাজ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
73	My Child is usually a leader in groups. আমার সন্তান দলের মধ্যে স্বভাবতঃই একজন নেতা।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
74	Sometimes my child lies to avoid embarrassment or punishment. বিন্দ্রতকর অবস্থা বা শাস্তি এড়ানোর জন্য আমার সন্তান মাঝে মাঝে মিথ্যাকথা বলে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
75	Other children make fun of my child's different ideas. আমার সন্তানের ভিন্নধর্মী ধারণার জন্য অন্য ছেলেমেয়েরা তাকে নিয়ে কৌতুক করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

76	Sometimes my child's muscles twitch. মাঝে মাঝে আমার সন্তানের পেশীতে খিঁচুনি (কন্ট্রোল) হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
77	My Child worries about talking to others. অন্যের সাথে কথা বলতে আমার সন্তান উদ্ভিগ্ন বোধ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
78	My Child first talked before he (she) was two years old. দু'বছর বয়স হবার পূর্বেই আমার সন্তান প্রথম কথা বলে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
79	School teachers complain that my child can't sit still. স্কুলের শিক্ষকরা অভিযোগ করে যে, আমার সন্তান স্থির হয়ে বসতে পারে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
80	My Child has some bad habits. আমার সন্তানের কিছু খারাপ অভ্যাস আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
81	Several times my child has spoken of a lump in his (her) throat. বেশ কয়েকবার আমার সন্তান তার গলার মধ্যে দলার মত কিছু কথা বলেছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
82	My Child frequently has nightmares. আমার সন্তান প্রায়ই দুঃস্বপ্ন দেখে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
83	My Child almost never acts selfishly. আমার সন্তান কখনই স্বার্থপরতার মত আচরণ করে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
84	My Child is usually in good spirits. আমার সন্তান সাধারণতঃ ভাল মেজাজে (খোশ মেজাজে) থাকে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
85	My Child seems fearful of blood. আমার সন্তান রক্ত দেখলে ভয় পায় বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
86	My Child seems more clumsy than other children	১.	খুব বেশী একমত	

	his (her) age are. সমবয়সী অন্যান্য ছেলেমেয়েদের তুলনায় আমার সন্তান একটু বেশী অগোছালো বলে মনে হয়।	২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
87	My Child will do anything on a dare. আমার সন্তান কোন কিছু সাহসের সাথে করবে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
88	My Child sometimes becomes envious of the possessions or good fortune of others. অন্যের সম্পদ অথবা সৌভাগ্যের প্রতি আমার সন্তান মাঝে মাঝে ঈর্ষান্বিত হয়ে পড়ে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
89	Shyness is my child's biggest trouble. লজ্জাই আমার সন্তানের সবচেয়ে বড় সমস্যা।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
90	Usually my child gets along well with others. আমার সন্তান সাধারণতঃ অন্যদের সাথে ভালভাবে মিশতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
91	My Child gets lost easily. আমার সন্তান সহজেই হাল ছেড়ে দেয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
92	My Child often has headaches. আমার সন্তানের প্রায়ই মাথা ব্যাথা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
93	My Child seems to get along with everyone. আমার সন্তান প্রত্যেকের সাথে ভাল মিলিয়ে চলতে পারে বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
94	My Child is easily embarrassed. আমার সন্তান সহজেই বিব্রত হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
95	My Child is very popular with other children. অন্য ছেলেমেয়েদের মাঝে আমার সন্তান বেশ জনপ্রিয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

96	My Child gets confused easily. আমার সন্তান সহজেই দ্বিধাগ্রস্ত হয়ে পড়ে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
97	My Child is almost always smiling. আমার সন্তান প্রায় সবসময় হাসিমুখে থাকে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
98	My Child loses most friends because of his (her) temper. মেজাজের কারণেই আমার সন্তান তার অধিকাংশ বন্ধুদের হারায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
99	My Child is shy with children his (her) own age. আমার সন্তান তার সমবয়সী ছেলেমেয়েদের সাথে মিশতে লজ্জাবোধ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
100	My Child was difficult to toilet train. আমার সন্তানকে মলমূত্র ত্যাগের প্রশিক্ষণ দেয়া বেশ কঠিন ছিল।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
101	My Child wants a lot of attention when sick. অসুস্থ হলে আমার সন্তান খুব বেশী অন্যের মনোযোগ চায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
102	My Child can count change when buying something. কোন কিছু কেনার সময় আমার সন্তান বুচরো পয়সার হিসাব করতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
103	My Child can tell the time fairly well. আমার সন্তান বেশ ভালভাবে সময় বলতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
104	Many times my child has become violent. অনেক সময় আমার সন্তান আক্রমণাত্মক হয়ে উঠে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
105	My Child can take a bath by himself (herself). আমার সন্তান নিজে নিজে গোসল করতে পারে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

106	Recently my child has complained of chest pains. সম্প্রতি আমার সন্তান বুকের ব্যাথার কথা বলেছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
107	There is seldom a need to correct or criticize my child. আমার সন্তানকে সংশোধন করার বা তাকে সমালোচনা করার প্রয়োজন খুব কমই পড়ে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
108	My Child has as much pep and energy as most children. অধিকাংশ ছেলেমেয়েদের ন্যায় আমার সন্তানের যবেষ্ট তেজ ও শক্তি আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
109	Recently the school has sent home notes about my child's bad behavior সম্প্রতি আমার সন্তানের খারাপ আচরণ সম্পর্কে স্কুল থেকে বাড়ীতে চিঠি পাঠিয়েছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
110	Sometimes my child will put off doing a chore. আমার সন্তান মাঝে মাঝে গৃহকর্ম করে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
111	My Child often talks about death. আমার সন্তান প্রায়ই মৃত্যুর কথা বলে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
112	My Child has been difficult to manage. আমার সন্তানকে নিয়ন্ত্রণ করা কঠিন।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
113	Sometimes my child's room is messy. মাঝে মাঝে আমার সন্তানের কক্ষ অগোছালো থাকে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
114	My Child is usually afraid to meet new people. সাধারণত আমার সন্তান নতুন লোকের সাথে দেখা করতে ভয় পায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
115	My Child almost never needs punishing or scolding. আমার সন্তানের প্রতি কখনও শাস্তি বা ভৎসনার প্রয়োজন হয় না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

116	My Child could eat with a fork before age four years. চার বছর বয়সের পূর্বে আমার সন্তান কাঁটা চামুচ দিয়ে খেতে পারত।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
117	Often my child complains of blurring (blurred vision). আমার সন্তান ঝাপসা দেখে বলে প্রায়ই অভিযোগ করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
118	My Child needs protection from everyday dangers. আমার সন্তানকে প্রতিদিনের বিপদ থেকে রক্ষা করার প্রয়োজন হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
119	My Child respects the property of others. অন্যের সম্পত্তির প্রতি আমার সন্তানের শ্রদ্ধাবোধ আছে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
120	Frequently my child will put his (her) hands over his (her) ears. প্রায় সমরই আমার সন্তান তার কানের ওপর হাত রাখে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
121	Everything has to be perfect or my child isn't satisfied. সবকিছু নিখুঁত না হলে আমার সন্তান সন্তুষ্ট হয় না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
122	Spanking doesn't seem to affect my child. আমার সন্তানকে চড় মারলেও তার ওপর কোনও প্রভাব পড়ে না।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
123	My Child talks a lot about his (her) size or weight. আমার সন্তান তার আকৃতি অথবা ওজন নিয়ে বেশী কথা বলে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
124	My Child often will cry for no apparent reason. কোন সুস্পষ্ট কারণ ছাড়াই আমার সন্তান প্রায়ই কাঁদে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
125	My Child will worry a lot before starting something new. আমার সন্তান নতুন কিছু শুরু করার পূর্বে বেশ দুঃশ্চিন্তা করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

126	My Child usually looks at the bright side of things. আমার সন্তান সাধারণতঃ কোন কিছুর উজ্জল দিকটির প্রতি দৃষ্টি দেয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
127	My Child often has crying spells. আমার সন্তানের প্রায়ই কাঁদুনে স্বভাব দেখা যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
128	Sometimes my child gets hot all over without reason. মাঝে মাঝে আমার সন্তান কোন কারণ ছাড়াই রেগে যায়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
129	My Child seems tired most of the time. অধিকাংশ সময় আমার সন্তানকে ক্লান্ত বলে মনে হয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
130	Others have remarked how smart my child is. আমার সন্তান খুব চটপটে বলে অন্যরা মন্তব্য করে।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	
131	My Child takes illness harder than most children. অধিকাংশ ছেলে মেয়েদের চেয়ে আমার সন্তান অসুখকে বেশী কঠিন ভাবে নেয়।	১.	খুব বেশী একমত	
		২.	একমত	
		৩.	অনিশ্চিত	
		৪.	একমত নই	
		৫.	একেবারেই একমত নই	

APPENDIX – C

BIO-DATA

নাম	:	..... .....
সেব্র	:	..... .....
বয়স	:	..... .....
শ্রেণী	:	..... .....
রোল নং-	:	..... .....
শিক্ষা প্রতিষ্ঠানের নাম	:	..... .....
পিতার নাম	:	..... .....
পিতার পেশা	:	..... .....
পিতার শিক্ষাগত যোগ্যতা	:	..... .....
মাতার নাম	:	..... .....
মাতার পেশা	:	..... .....
শিক্ষাগত যোগ্যতা	:	..... .....

APPENDIX – D

PIC স্কেলের বাংলা অনুবাদ

নির্দেশনা

মহোদয়,

ব্যক্তিত্ব মানুষের জীবনের এক গুরুত্বপূর্ণ বৈশিষ্ট্য। এই ব্যক্তিত্ব গড়ে ওঠে শিশুকাল থেকেই। নিম্নে শিশুদের ব্যক্তিত্বের কিছু বৈশিষ্ট্য নির্ণয়ের জন্য ১৩১টি প্রশ্ন রয়েছে। প্রতিটি প্রশ্নের জন্য অন্য একটি উত্তরপত্রে হ্যাঁ, না দু'টি উত্তর দেওয়া আছে। আপনার শিশুর ক্ষেত্রে যে উত্তরটি বেশি সঠিক বলে আপনি মনে করেন সেই ঘরে টিক (✓) চিহ্ন প্রদান করার জন্য অনুরোধ করা হলো।

১. আমার সন্তান প্রায়ই একদল শিশুর সাথে খেলা করে।
২. আমার সন্তান খুব কমই হাসে।
৩. আমার সন্তানের প্রতি প্রায়ই অন্য শিশুরা খুব রেগে যায়।
৪. শুধুমাত্র প্রাপ্ত বয়স্করা সাধারণতঃ যে সকল বিষয় নিয়ে দুঃশ্চিন্তা করে আমার সন্তান সে সব বিষয় নিয়ে দুঃশ্চিন্তা করে।
৫. আমার সন্তানের অনেক বন্ধু আছে।
৬. বুদ্ধিমত্তার দিক থেকে আমার সন্তান মনে হয় স্বাভাবিক অথবা স্বাভাবিকের চেয়ে একটু বেশী বুদ্ধিমান।
৭. আমার সন্তানের আচার আচরণ মাঝে মাঝে আমাকে বিব্রত করে।
৮. আমার সন্তানের ভাল রসবোধ আছে।
৯. আমার সন্তান মাঝে মাঝে এমন কিছু দেখে যা সেখানে নেই।
১০. পাপ সম্পর্কে আমার সন্তান উদ্বিগ্ন।
১১. অন্য শিশুরা মনে হয় আমার সন্তানের কথা খুব বেশী শোনে না বা তাকে খুব একটা খেয়াল করেনা।
১২. আমার সন্তান মাঝে মাঝে বাড়ীর বাইরে কাপড় খুলে ফেলে / উলঙ্গ হয়ে পড়ে।
১৩. আমার সন্তানের আত্মবিশ্বাস কম।
১৪. আমার প্রায়ই মনে হয় আমার সন্তান যদি আরো বন্ধুভাবাপন্ন হতো।
১৫. আমার সন্তান নিজেই নিজের চুল আচড়াতে পারে।

১৬. অন্য শিশুরা আমার সন্তানকে সাধারণতঃ অবহেলা করে।
১৭. জিনিসপত্র ভেঙ্গে নষ্ট করে আমার সন্তান আনন্দ উপভোগ করে বলে মনে হয়।
১৮. আমার সন্তান যখন তখন বন্ধুদের কাছে চিঠি লেখে।
১৯. বজ্রপাত এবং বিদ্যুৎ চমকানিতে আমার সন্তান বিচলিত হয়।
২০. বিদ্যালয়ের মতে অন্য ছেলে-মেয়েদের সাথে মিলে মিশে চলতে আমার সন্তানের সাহায্যের প্রয়োজন।
২১. আমার সন্তান প্রায়ই আমাকে জিজ্ঞাসা করে আমি তাকে ভালবাসি কিনা?
২২. অন্য ছেলেমেয়েরা আমার সন্তানকে নেতা হিসেবে দেখে।
২৩. আমার সন্তান পাঁচ বছর বয়সেই তিন চাকার সাইকেল চালাতে পারত।
২৪. মাঝে মাঝেই আমার সন্তান রেগে যায়।
২৫. এমন কি শীতের দিনের আমার সন্তান প্রায়ই গরম অনুভব করে বলে অভিযোগ জানায়।
২৬. আমার সন্তান প্রায়ই অন্যদেরকে ক্রন্দন করে তোলে।
২৭. সম্প্রতি আমার সন্তান চোখের সমস্যায় ভুগছে বলে অভিযোগ জানিয়েছে।
২৮. অন্যেরা মনে করে আমার সন্তান মেধাবী।
২৯. আমার সন্তানের পাকস্থলীতে প্রায়ই গ্যাসের সৃষ্টি হয় (পেটে ব্যথা হয়)।
৩০. আমান সন্তান মিথ্যা বলে সমস্যা থেকে বের হয়ে আসতে পারদর্শী।
৩১. আদান প্রদানে আমার সন্তান প্রায়ই অন্য শিশুদেরকে প্রতারণা করে।
৩২. খেলাধুলা এবং কোন কাজ পরিচালনায় নেতৃত্ব দিতে আমার সন্তান দক্ষ।
৩৩. কোন এক সময়ে আমার সন্তানের কথা বলার সমস্যা ছিল।
৩৪. অন্যকে বিরক্ত করা আমার সন্তানের একটি সমস্যা।
৩৫. আমার সন্তান তার সমবয়সী অন্যদের মত কাঁচি দিয়ে জিনিসপত্র কাটতে পারে।
৩৬. আমার সন্তান অন্যদের সাথে মিশার ব্যাপারে মাথা ঘামায় না।
৩৭. আমার সন্তানের হাত দিয়ে কাজ করতে অসুবিধা হয়।
৩৮. অন্যেরা আমার সন্তানকে নীচ মনে করে।
৩৯. আমার সন্তান প্রতিবেশীদের সবাইকে চেনে জানে বলে মনে হয়।
৪০. আমার সন্তান কখনও অন্যের কাছ থেকে সুযোগ সুবিধা গ্রহণ করে না।
৪১. আমার সন্তানকে নির্ভয়ে একাকী বাড়ীতে রেখে যওয়া যায়।

৪২. আমার সন্তান এক বিষয় থেকে অন্য বিষয়ে দ্রুত চলে যায়।
৪৩. অন্যকে আক্রমণ করার জন্য আমার সন্তান সমস্যায় পড়েছে।
৪৪. আমার সন্তানকে ভাব গভীর স্বভাবের বলে মনে হয়।
৪৫. অধিকাংশ ছেলেমেয়েদের তুলনায় আমার সন্তানের বন্ধু-বান্ধব বেশী।
৪৬. যখন আমার সন্তান খুব রেগে যায় তখন লক্ষ্য রাখতে হয়।
৪৭. বাস্তবিক পক্ষে আমার সন্তানের কোন প্রকৃত বন্ধু নেই।
৪৮. আমার সন্তান সব সময় হাসিখুশী (সুখী)।
৪৯. আমার সন্তান প্রায়ই অভিযোগ করে যে অন্যেরা তাকে বুঝেনা।
৫০. আমার সন্তানের বন্ধু সংখ্যা খুবই কম।
৫১. আমার সন্তান সক্রিয় খেলা ধুলার অংশ নিতে পছন্দ করে।
৫২. অন্যদের অনুভূতির প্রতি আমার সন্তানের উদাসীনতা নিয়ে আমি মাঝে মাঝে উদ্ভিগ্ন হয়ে পড়ি।
৫৩. আমার সন্তান ছোট খাটো তুচ্ছ ব্যাপারে প্রায়ই ভয় পায়।
৫৪. কোন কাজে আমার সন্তান কতটুকু ফাঁকি দিতে পারে সে বিষয়ে বেশ সতর্ক।
৫৫. আমার সন্তান প্রায় কখনই তর্ক করে না।
৫৬. আমার সন্তান প্রায়ই আমাকে অমান্য করে।
৫৭. আমার সন্তান নিজেকে জাহির করতে পছন্দ করে।
৫৮. অন্যেরা বলেছে আমার সন্তানের যথেষ্ট “ব্যক্তিত্ব” আছে।
৫৯. কোন অভিযোগ না করেই আমার সন্তান যথাসময়ে গুয়ে পড়ে।
৬০. আমার সন্তান আশে পাশে অন্যদের ওপর কর্তৃত্ব করতে পছন্দ করে।
৬১. পড়া-শোনা আমার সন্তানের জন্য একটা সমস্যা হয়ে দাঁড়িয়েছে।
৬২. আমার সন্তানকে ভদ্র আচরণ করতে বাধ্য করার জন্য একটু ভ্রূসনাই যথেষ্ট।
৬৩. আমার সন্তান মাঝে মাঝে তার পিতা মাতাকে অমান্য করে।
৬৪. আমার সন্তান স্কুলের বিশেষ শ্রেণীতে লেখাপড়া করে (ধীরগতি সম্পন্নদের জন্য)।
৬৫. আমার সন্তান সচরাচর একাকী খেলা করে।
৬৬. কখনও কখনও আমার সন্তান অনেকগুলো মিষ্টি খেয়ে ফেলে।
৬৭. আমার সন্তান প্রায়ই তার বন্ধু বান্ধবদের বাসায় নিয়ে আসে।
৬৮. আমার সন্তান ছয় বছর বয়সে গুণতে শিখেছে।

৬৯. আমার সন্তান হয় বছর বয়সে তার নামের প্রথম অংশ মুদ্রিত করতে পারত।
৭০. আমার সন্তান ভুল থেকে শিখে না বলে মনে হয়।
৭১. অন্যান্য ছেলে-মেয়েদের মত আমার সন্তান কোন কিছুর জন্য অপেক্ষা করতে পারে না।
৭২. আমার সন্তান সময়মত কুলের বাড়ীর কাজ করে।
৭৩. আমার সন্তান দলের মধ্যে স্বভাবতঃই একজন নেতা।
৭৪. বিব্রতকর অবস্থা বা শাস্তি এড়ানোর জন্য আমার সন্তান মাঝে মাঝে মিথ্যাকথা বলে।
৭৫. আমার সন্তান ভিন্নধর্মী ধারণার জন্য অন্য ছেলে-মেয়েরা তাঁকে নিয়ে কৌতুক করে।
৭৬. মাঝে মাঝে আমার সন্তানের পেশীতে খিঁচুনি (কম্পন) হয়।
৭৭. অন্যের সাথে কথা বলতে আমার সন্তান উদ্বিগ্ন বোধ করে।
৭৮. দু'বছর বয়স হবার পূর্বেই আমার সন্তান প্রথম কথা বলে।
৭৯. কুলের শিক্ষকরা অভিযোগ করে যে, আমার সন্তান স্থির হয়ে বসতে পারে না।
৮০. আমার সন্তানের কিছু খারাপ অভ্যাস আছে।
৮১. বেশ কয়েকবার আমার সন্তান তার গলার মধ্যে দলার মত কিছুর কথা বলেছে।
৮২. আমার সন্তান প্রায়ই দুঃস্বপ্ন দেখে।
৮৩. আমার সন্তান কখনই স্বার্থপরের মত আচরণ করে না।
৮৪. আমার সন্তান সাধারনতঃ ভাল মেজাজে (খোশ মেজাজে) থাকে।
৮৫. আমার সন্তান রক্ত দেখলে ভয় পায় বলে মনে হয়।
৮৬. সমবয়সী অন্যান্য ছেলেমেয়েদের তুলনায় আমার সন্তান একটু বেশী অগোছালো বলে মনে হয়।
৮৭. আমার সন্তান কোন কিছু সাহসের সাথে করবে।
৮৮. অন্যের সম্পদ অথবা সৌভাগ্যের প্রতি আমার সন্তান মাঝে মাঝে ঈর্ষান্বিত হয়ে পড়ে।
৮৯. লজ্জাই আমার সন্তানের সবচেয়ে বড় সমস্যা।
৯০. আমার সন্তান সাধারনতঃ অন্যদের সাথে ভালভাবে মিশতে পারে।
৯১. আমার সন্তান সহজেই হাল ছেড়ে দেয়।
৯২. আমার সন্তানের প্রায়ই মাথা ব্যাথা করে।
৯৩. আমার সন্তান প্রত্যেকের সাথে ভাল মিলিয়ে চলতে পারে বলে মনে হয়।
৯৪. আমার সন্তান সহজেই বিব্রত হয়।
৯৫. অন্য ছেলে-মেয়েদের মাঝে আমার সন্তান বেশ জনপ্রিয়।

৯৬. আমার সন্তান সহজেই দ্বিধাগ্রস্থ হয়ে পড়ে।
৯৭. আমার সন্তান প্রায় সবসময় হাসিমুখে থাকে।
৯৮. মেজাজের কারণেই আমার সন্তান তার অধিকাংশ বন্ধুদের হারায়।
৯৯. আমার সন্তান তার সমবয়সী ছেলে-মেয়েদের সাথে মিশতে লজ্জাবোধ করে।
১০০. আমার সন্তানকে মলমূত্র ত্যাগের প্রশিক্ষণ দেয়া বেশ কঠিন ছিল।
১০১. অসুস্থ হলে আমার সন্তান খুব বেশী অন্যের মনোযোগ চায়।
১০২. কোন কিছু কেনার সময় আমার সন্তান খুচরো পয়সার হিসাব করতে পারে।
১০৩. আমার সন্তান বেশ ভালভাবে সময় বলতে পারে।
১০৪. অনেক সময় আমার সন্তান আক্রমণাত্মক হয়ে উঠে।
১০৫. আমার সন্তান নিজে নিজে গোসল করতে পারে।
১০৬. সম্প্রতি আমার সন্তান বুকের ব্যাথার কথা বলছে।
১০৭. আমার সন্তানকে সংশোধন করার বা তাকে সমালোচনা করার প্রয়োজন খুব কমই পড়ে।
১০৮. অধিকাংশ ছেলেমেয়েদের ন্যায় আমার সন্তানের যথেষ্ট তেজ ও শক্তি আছে।
১০৯. সম্প্রতি আমার সন্তানের খারাপ আচরণ সম্পর্কে স্কুল থেকে বাড়ীতে চিঠি পাঠিয়েছে।
১১০. আমার সন্তান মাঝে মাঝে গৃহকর্ম করে না।
১১১. আমার সন্তান প্রায়ই মৃত্যুর কথা বলে।
১১২. আমার সন্তানকে নিয়ন্ত্রণ করা কঠিন।
১১৩. মাঝে মাঝে আমার সন্তানের কক্ষ অগোছালো থাকে।
১১৪. সাধারণত আমার সন্তান নতুন লোকের সাথে দেখা করতে ভয় পায়।
১১৫. আমার সন্তানের প্রতি কখনও শাস্তি বা ভৎসনার প্রয়োজন হয় না।
১১৬. চার বছর বয়সের পূর্বে আমার সন্তান কাঁটা চামুচ দিয়ে খেতে পারত।
১১৭. আমার সন্তান ঝাপসা দেখে বলে প্রায়ই অভিযোগ করে।
১১৮. আমার সন্তানকে প্রতিদিনের বিপদ থেকে রক্ষা করার প্রয়োজন হয়।
১১৯. অন্যের সম্পত্তির প্রতি আমার সন্তানের শ্রদ্ধাবোধ আছে।
১২০. প্রায় সময়ই আমার সন্তান তার কানের ওপর হাত রাখে।
১২১. সবকিছু নিখুঁত না হলে আমার সন্তান সন্তুষ্ট হয় না।
১২২. আমার সন্তানকে চড় মারলেও তার ওপর কোনও প্রভাব পড়ে না।

১২৩. আমার সন্তান তার আকৃতি অথবা ওজন নিয়ে বেশী কথা বলে ।
১২৪. কোন সুস্পষ্ট কারণ ছাড়াই আমার সন্তান প্রায়ই কাঁদে ।
১২৫. আমার সন্তান নতুন কিছু শুরু করার পূর্বে বেশ দুঃশ্চিন্তা করে ।
১২৬. আমার সন্তান সাধারণতঃ কোন কিছুর উজ্জল দিকটির প্রতি দৃষ্টি দেয় ।
১২৭. আমার সন্তানের প্রায়ই কাঁদুনে স্বভাব দেখা যায় ।
১২৮. মাঝে মাঝে আমার সন্তান কোন কারণ ছাড়াই রেগে যায় ।
১২৯. অধিকাংশ সময় আমার সন্তানকে ক্লান্ত বলে মনে হয় ।
১৩০. আমার সন্তান খুব চটপটে বলে অন্যরা মন্তব্য করে ।
১৩১. অধিকাংশ ছেলে-মেয়েদের চেয়ে আমার সন্তান অসুখকে বেশী কঠিন ভাবে নেয় ।

APPENDIX – E

Personality Inventory for Children (PIC) স্কেলের বাংলা অনুবাদকৃত

উত্তরপত্র

অভিভাবকের নামঃ সন্তানের নামঃ বয়সঃ

শ্রেণীঃ সেক্সঃ রোল নং-ঃ শিক্ষা প্রতিষ্ঠানের নাম :

১	হ্যাঁ	না
২	হ্যাঁ	না
৩	হ্যাঁ	না
৪	হ্যাঁ	না
৫	হ্যাঁ	না
৬	হ্যাঁ	না
৭	হ্যাঁ	না
৮	হ্যাঁ	না
৯	হ্যাঁ	না
১০	হ্যাঁ	না
১১	হ্যাঁ	না
১২	হ্যাঁ	না
১৩	হ্যাঁ	না
১৪	হ্যাঁ	না
১৫	হ্যাঁ	না
১৬	হ্যাঁ	না
১৭	হ্যাঁ	না
১৮	হ্যাঁ	না
১৯	হ্যাঁ	না
২০	হ্যাঁ	না
২১	হ্যাঁ	না
২২	হ্যাঁ	না
২৩	হ্যাঁ	না
২৪	হ্যাঁ	না
২৫	হ্যাঁ	না
২৬	হ্যাঁ	না
২৭	হ্যাঁ	না
২৮	হ্যাঁ	না
২৯	হ্যাঁ	না
৩০	হ্যাঁ	না
৩১	হ্যাঁ	না
৩২	হ্যাঁ	না
৩৩	হ্যাঁ	না
৩৪	হ্যাঁ	না
৩৫	হ্যাঁ	না
৩৬	হ্যাঁ	না
৩৭	হ্যাঁ	না
৩৮	হ্যাঁ	না
৩৯	হ্যাঁ	না
৪০	হ্যাঁ	না
৪১	হ্যাঁ	না
৪২	হ্যাঁ	না
৪৩	হ্যাঁ	না
৪৪	হ্যাঁ	না

৪৫	হ্যাঁ	না
৪৬	হ্যাঁ	না
৪৭	হ্যাঁ	না
৪৮	হ্যাঁ	না
৪৯	হ্যাঁ	না
৫০	হ্যাঁ	না
৫১	হ্যাঁ	না
৫২	হ্যাঁ	না
৫৩	হ্যাঁ	না
৫৪	হ্যাঁ	না
৫৫	হ্যাঁ	না
৫৬	হ্যাঁ	না
৫৭	হ্যাঁ	না
৫৮	হ্যাঁ	না
৫৯	হ্যাঁ	না
৬০	হ্যাঁ	না
৬১	হ্যাঁ	না
৬২	হ্যাঁ	না
৬৩	হ্যাঁ	না
৬৪	হ্যাঁ	না
৬৫	হ্যাঁ	না
৬৬	হ্যাঁ	না
৬৭	হ্যাঁ	না
৬৮	হ্যাঁ	না
৬৯	হ্যাঁ	না
৭০	হ্যাঁ	না
৭১	হ্যাঁ	না
৭২	হ্যাঁ	না
৭৩	হ্যাঁ	না
৭৪	হ্যাঁ	না
৭৫	হ্যাঁ	না
৭৬	হ্যাঁ	না
৭৭	হ্যাঁ	না
৭৮	হ্যাঁ	না
৭৯	হ্যাঁ	না
৮০	হ্যাঁ	না
৮১	হ্যাঁ	না
৮২	হ্যাঁ	না
৮৩	হ্যাঁ	না
৮৪	হ্যাঁ	না
৮৫	হ্যাঁ	না
৮৬	হ্যাঁ	না
৮৭	হ্যাঁ	না
৮৮	হ্যাঁ	না

৮৯	হ্যাঁ	না
৯০	হ্যাঁ	না
৯১	হ্যাঁ	না
৯২	হ্যাঁ	না
৯৩	হ্যাঁ	না
৯৪	হ্যাঁ	না
৯৫	হ্যাঁ	না
৯৬	হ্যাঁ	না
৯৭	হ্যাঁ	না
৯৮	হ্যাঁ	না
৯৯	হ্যাঁ	না
১০০	হ্যাঁ	না
১০১	হ্যাঁ	না
১০২	হ্যাঁ	না
১০৩	হ্যাঁ	না
১০৪	হ্যাঁ	না
১০৫	হ্যাঁ	না
১০৬	হ্যাঁ	না
১০৭	হ্যাঁ	না
১০৮	হ্যাঁ	না
১০৯	হ্যাঁ	না
১১০	হ্যাঁ	না
১১১	হ্যাঁ	না
১১২	হ্যাঁ	না
১১৩	হ্যাঁ	না
১১৪	হ্যাঁ	না
১১৫	হ্যাঁ	না
১১৬	হ্যাঁ	না
১১৭	হ্যাঁ	না
১১৮	হ্যাঁ	না
১১৯	হ্যাঁ	না
১২০	হ্যাঁ	না
১২১	হ্যাঁ	না
১২২	হ্যাঁ	না
১২৩	হ্যাঁ	না
১২৪	হ্যাঁ	না
১২৫	হ্যাঁ	না
১২৬	হ্যাঁ	না
১২৭	হ্যাঁ	না
১২৮	হ্যাঁ	না
১২৯	হ্যাঁ	না
১৩০	হ্যাঁ	না
১৩১	হ্যাঁ	না
৮৯	হ্যাঁ	না

APPENDIX – F

Children's Manifest Anxiety Scale (CMAS):

1. It is hard for me to keep my mind on anything.
2. I get nervous when someone watches me work.
3. I feel I have to be best in everything.
4. I blush easily.
5. I like everyone I know.
6. I notice my heart beats very fast sometimes.
7. At times I feel like shouting.
8. I wish I could be very far from here.
9. Others seem to do things easier than I can.
10. I would rather win than lose in a game.
11. I am secretly afraid of a lot of things.
12. I feel that others do not like the way I do things.
13. I feel alone even when there are people around me.
14. I have trouble making up my mind.
15. I get nervous when things do not go the right way for me.
16. I worry most of the time.
17. I am always kind.
18. I worry about what my parents will say to me.
19. Often I have trouble getting my breath.
20. I get angry easily.
21. I always have good manners.
22. My hands feel sweaty
23. I have to go to the toilet more than most people.
24. Other children are happier than I.
25. I worry about what other people think about me.
26. I have trouble swallowing.
27. I have worried about things that did not really make any difference later.
28. My feelings get hurt easily.
29. I worry about doing the right things.
30. I am always good.
31. I worry about what is going to happen.
32. It is hard for me to go to sleep at night.
33. I worry about how well I am doing in school.
34. I am always nice to everyone.
35. May feelings get hurt easily when I am scolded?
36. I tell the truth every single time.

37. I often get lone some when I am with people.
38. I feel someone will tell me I do things the wrong way.
39. I am afraid of the dark.
40. It is hard for me to keep my mind on my school work.
41. I never get angry.
42. Often I feel sick in my stomach.
43. I worry when I go to bed at night.
44. I often do things I wish I had never done.
45. I get headaches.
46. I often worry about what could happen to my parents.
47. I never say things I shouldn't.
48. I get tired easily.
49. It is good to get high grades in school.
50. I have bad dreams.
51. I am nervous.
52. I never lie.
53. I often worry about something bad happening to me.

APPENDIX – G

নামঃ সেক্সঃ শ্রেণীঃ বয়সঃ ...
... ..

রোল নং-ঃ পিতার নামঃ মাতার নামঃ
... ..

শিক্ষা প্রতিষ্ঠানের নামঃ

গবেষণায় ব্যবহৃত CMAS এর বাংলা অনুবাদকৃত প্রশ্নপত্র

INSTRUCTIONS

নীচের প্রত্যেকটি উক্তি মনোযোগ দিয়ে পড়। যদি উক্তিটি তোমার বেলায় সত্যি বলে মনে হয়, তবে উত্তর পত্রে অনুরূপ ত্রমিক নম্বরের পাশে ‘হ্যাঁ’ শব্দটির নীচে একটি টিক চিহ্ন (✓) দাও। কিন্তু উক্তিটি যদি তোমার বেলায় সত্যি মনে না হয় তবে উত্তর পত্রে ‘না’ শব্দটির নীচে একটি টিক চিহ্ন (✓) দাও।

১. কোন কিছুতে মনোযোগ দেওয়া আমার জন্য কষ্টকর।
২. যখন আমি কোন কাজ করি, তখন যদি অন্য কেউ আমার কাজ দেখে তা হলে আমি অস্বস্তি বোধ করি।
৩. আমার মনে হয় সব কিছুতেই আমাকে ভাল করতে হবে।
৪. আমি সহজেই লজ্জা পাই।
৫. আমি যাদেরকে চিনি তাদের সবাইকে পছন্দ করি।
৬. কখনো কখনো আমার বুক ধড়পড় করে।
৭. মাঝে মাঝে আমার চিংকার করতে ইচ্ছা করে।
৮. আমার এখান থেকে অনেক দূরে চলে যেতে ইচ্ছা করে।
৯. আমার মনে হয়, অন্যরা আমার চেয়ে সহজে সব কাজ করতে পারে।
১০. আমি খেলায় হারার চাইতে জিতা পছন্দ করি।
১১. চুপি চুপি আমি অনেক কিছুতেই ভয় পাই।
১২. আমার মনে হয়, আমি যেভাবে কাজ করি তা অন্যেরা পছন্দ করে না।
১৩. আমার চার পাশে অনেক লোক থাকলেও আমি একাকীত্ব বোধ করি।
১৪. কোন বিষয়ে মন স্থির করতে আমার কষ্ট হয়।
১৫. কোন কিছু যখন আমার অনুকূলে থাকে না তখন আমি অসহায় বোধ করি।
১৬. বেশীর ভাগ সময় আমি দুঃশ্চিন্তা করি।
১৭. আমি সব সময় দয়ালু।
১৮. বাবা-মা আমাকে কি বলবে তা ভেবে আমি দুঃশ্চিন্তা করি।
১৯. নিঃশ্বাস নিতে আমার প্রায়ই কষ্ট হয়।
২০. আমি সহজেই রেগে যাই।
২১. আমি সব সময় ভাল ব্যবহার করে থাকি।

২২. আমার হাত ঘামে ।
২৩. অন্যদের তুলনায় আমাকে বেশী বার বাথরুমে যেতে হয় ।
২৪. অন্য ছেলে-মেয়েরা আমার চেয়ে বেশি সুখী ।
২৫. অন্য লোকেরা আমার সম্বন্ধে কি ভাবে তা ভেবে আমি দুঃশ্চিন্তা করি ।
২৬. কোন কিছু গিলতে আমার কষ্ট হয় ।
২৭. আমি এমন জিনিস নিয়ে চিন্তা করি, পরে দেখা যায় যে, সেগুলোর জন্য তেমন কিছু এসে যায় না ।
২৮. আমার মনে সহজেই আঘাত লাগে ।
২৯. কোন কাজটা করা ঠিক, তা নিয়ে আমি দুঃশ্চিন্তা করি ।
৩০. আমি সব সময়ই ভাল ।
৩১. কি হবে এই ভেবেও আমি দুঃশ্চিন্তা করি ।
৩২. রাতে আমার সহজে ঘুম আসে না ।
৩৩. স্কুলে আমি কত ভাল করতে পারছি তা নিয়ে আমি দুঃশ্চিন্তা করি ।
৩৪. আমি সব সময় সবার সাথে ভদ্র ব্যবহার করি ।
৩৫. আমাকে বকলে, আমার মনে সহজেই আঘাত লাগে ।
৩৬. সব সময়ই আমি সত্য কথা বলি ।
৩৭. লোকজনের সাথে থাকলেও আমি প্রায় একা বোধ করি ।
৩৮. আমার মনে হয়, কেউ আমাকে বলবে যে, আমি সঠিক ভাবে কাজ করি না ।
৩৯. আমি অন্ধকারকে ভয় করি ।
৪০. স্কুলের কাজে মন বসানো আমার জন্য কঠিন ।
৪১. আমি কখনো রাগ করি না ।
৪২. প্রায়ই আমি পেটে অন্ত্রি বোধ করি ।
৪৩. রাতে যখন শুতে যাই, তখন আমি দুঃশ্চিন্তা করি ।
৪৪. প্রায়ই আমি এমন কাজ করি, পরে মনে হয় কাজটা না করলেই ভাল করতাম ।
৪৫. আমার মাথা ধরে ।
৪৬. আমার মা-বাবার কি হবে, একথা ভেবে আমি প্রায়ই দুঃশ্চিন্তা করি ।
৪৭. আমার যা বলা উচিত নয়, তেমন কিছু আমি কখনো বলি না ।
৪৮. আমি সহজেই ক্লান্ত হয়ে পড়ি ।
৪৯. ক্লাশে বেশী নম্বর পাওয়া ভাল ।
৫০. আমি ভয়ের স্বপ্ন দেখি ।
৫১. আমি দুর্বল ।
৫২. আমি কখনো মিথ্যা বলি না ।
৫৩. আমার খারাপ কিছু ঘটবে, একথা ভেবে আমি প্রায়ই চিন্তা করি ।

APPENDIX – H

নামঃ সেক্সঃ শ্রেণীঃ বয়সঃ

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রোল নং-ঃ পিতার নামঃ মাতার নামঃ

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শিক্ষা প্রতিষ্ঠানের নামঃ

গবেষণায় ব্যবহৃত CMAS এর বাংলা অনুবাদকৃত উত্তরপত্র

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APPENDIX – I

বার্ষিক কৃতিত্ব নির্ণয়ের তথ্য সংগ্রহের ফর্ম

নামঃ সেক্সঃ শ্রেণীঃ

বয়সঃ

রোল নং-ঃ শিক্ষা প্রতিষ্ঠানের নামঃ
.....

সাল	শ্রেণী	মোট নম্বর	মোট নম্বরের শতকরা হার	শতকরা হারের গড় নম্বর	High Achiever	Low Achiever