

**ACADEMIC ACHIEVEMENTS OF THE COLLEGE
STUDENTS AS RELATED TO THEIR PERSONALITY
VARIABLES AND INTELLIGENCE.**



**A THESIS SUBMITTED FOR THE DEGREE OF MASTER
OF PHILOSOPHY
(PSYCHOLOGY)**

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CERTIFICATE

Certified that the thesis entitled: "Academic Achievements of the college students as related to their personality variables and Intelligence" has been completed by Mr. Prokash Chandra Mondal, Department of Psychology, University of Rajshahi for the award of M. Phil Degree and that the work has been done under my supervision.

I now recommend for the examination of the thesis.

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Prokash Chandra Mondal

Abstract

The present study was an empirical investigation to find out relationships among Academic achievement personality variables and intelligence of the college students in Bangladesh. The main objectives of the study were to find out whether (a) students of high achiever group, Middle achiever and low achiever group differ in their intelligence (b) high achiever Middle achiever and low achiever students differ in their 15 personality variables (c) High achiever students Middle achiever and low achiever students differ in their family relationship (d) High achiever students Middle achiever and low achiever students differ in their socio-economic statuses. Nine hypotheses were formulated in the present study:

- i. There would be a significant difference in intelligence of high, middle and low academic achievers.
- ii. There would be a significant and positive correlation between intelligence and the academic achievements of students.
- iii. There would be a significant difference in some personality variables (Achievement, Order, Autonomy, Intarception, Succorance, Dominance, Abasement, Nurturance, Endurance and Aggression) of high, middle and low achievers.
- iv. There would be a significant correlation between some of the personality variables and academic achievement of the students.
- v. There would be a significant difference in some personality variables of the male and female students.
- vi. There would be a significant difference in family relation of the high, middle and low academic achievers.
- vii. There would be significant and positive correlation between family relationship and academic achievements of students.
- viii. There would be significant difference in belief system about consequences of high, middle and low academic achievers.
- ix. The three groups, high, middle and low achievers, would differ significantly in socio-economic status and parents' education.

15 variables of personality of the students were

i) Ach ii) def iii) ord iv) exh v) aut vi) aff vii) int viii) suc
ix) dom x) aba xi) nur xii) chg xiii) end xiv) het xv) agg.

A total of 303 respondents from colleges were selected from 16 districts of four administering divisions (Dhaka, Chittagong, Rajshahi, Khulna) of Bangladesh. The instruments used to measure personality variables and intelligence were i) EPPS (Edwards Personal Preference schedule) ii) RSPM (Raven's Standard Progressive Matrices). The respondents' personal belief about consequences, measured by Rotter's External and internal locus control scale. The respondents' family relation measured by BAI (Bell adjustment Inventories) In this research study an adapted Bengali versions of EPPS, BAI, Rotter's I-E scale were used excepting RSPM. Informations about Socio-economic status of the respondents were collected through questionnaires. The data were analyzed by different statistical techniques such as 't' test, chi-square test and Co-efficient of correlation.

303 respondents were divided into three groups as High, Middle and low achievers according to their obtained marks in S.S.C and H.S.C examinations and obtained score on intelligence test. The high achiever group consisted of 90 students (51 male and 39 female). The middle achiever group consisted of 118 students (63 male and 55 female). The low achiever group consisted of 95 students (58 male and 37 female).

The results revealed that high achievers Middle achiever and low achievers differed significantly in four measures. Students of high achiever group were more intelligent than that of middle and low achiever students. Socio-economic status of high achievers were better than that of low achiever students.

Significant difference was found in some personality variables between students of high achievers and low achiever groups.

Family relation of high achiever group was much better than that of low achiever group.

High achievers were more internalizers and the low achievers were more externalizers in their beliefs about consequences.

Statistical analysis using ('t' test) on intelligence scores of high, middle and low achiever students indicates significant difference at .05 level between high achiever and Middle achiever and high and low achiever students.

Statistical analysis using 't' test on 15 personality variables shows that significant difference at .05 level found between high and middle achievers and high and low achiever students in n-achievement, order, autonomy, interception, succorance, dominance, abasement, nurturance, endurance and aggression variables.

Significant difference at .05 level is found between male and female students in n-ach, def, ord, exh aut, aff, int suc. dom, aba, nur, end het and aggression variables.

The coefficients of correlation among different variables show the following significant relations:

- ☐ *Respondents' academic achievements show positive relation with their intelligence.*
- ☐ *Respondents' following personality variables: n-ach, ord, aut, int, dom, nur and End variable, show positive relation with academic achievements but suc, aba, and agg variables are negatively related to academic achievements.*
- ☐ *Respondents' academic achievements are positively related with their family relations.*
- ☐ *Respondents' believe system about consequences show positive relation with academic achievements.*
- ☐ *Respondents' socio-economic status (parents income and education) show positive relation with academic achievements.*

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ACRONYMS

RSPM	:	Raven's Standard Progressive Matrices.
EPPS	:	Edwards Personal Preference Schedule.
BAI	:	Bell Adjustment Inventory.
I-E:		Internal- External.
Ach	:	Achievement
Def	:	Deference.
Ord	:	Order.
Exh	:	Exhibition.
Aut	:	Autonomy.
Aff	:	Affiliation.
Int	:	Intarception.
Suc	:	Succorance.
Dom	:	Dominance.
Aba	:	Abasement.
Nur	:	Nurturance.
Chg	:	Change.
End	:	Endurance.
Het	:	Heterosexuality.
Agg	:	Aggression.

CHAPTER-I

INTRODUCTION AND BACKGROUND PLAN OF PRESENT STUDY

1.1 INTRODUCTION

After liberation (1971) educational reconstruction and reorganization has been given a high priority among the developmental programmes of Bangladesh. The limitation of the present educational set-up, as well as causes of high percentage of failure and under achievement of students (school level or college level) in their scholastic fields have almost bewildered our educationists, planners and even our national leaders, more than ever before.

Increasing demand both from people and government for educating the masses, it has become rather essential to guard against any deterioration in the educational standard. Surprisingly enough the greater emphases on education has increased the number of students, both school and college levels, but the quality of students and the standard of scholastic records have been showing a downward trend. Present year thousands of students fail at the different examinations, and such a colossal wastage in terms of money, time and energy in the context of the country's poor resources is indefensible.

In Britain and also in the United States, failures in the different scholastic examinations are negligible as compared to Bangladesh.

Thus as long as this state of affairs is allowed to continue in our educational set-up, academic failures and under achievement will continue to be prominent hallmarks of Bangladesh's system of education.

In spite of the fact that schools and colleges impart uniform class room instructions to all students, wide range of differences is observed in their scholastic achievements. It is a well-known fact that every year nearly fifty percent, or even more, experience the trauma of failure, and

this not only affects adversely their academic progress, but also personal adjustment and which is demonstrated by the increase of anti-social behaviour among the student population. In many cases the immediate reaction to failure is suicide.

With a big gap between aspirations and achievements, personality difficulties are the likely consequences. Personality difficulties give rise to under achievements and failures and underachievement in turn result in personality maladjustment, Frustration and their bad effects on personality and learning have been found significant in the empirical studies of investigators. Kendrew (1935) observed that frustration disturbed the rate of work. Torrance (1964) found that academic failures may divert pupils towards anti-social behavior.

The fact is that scholastic achievement consists of primarily intellectual activities in which intelligence is supposed to play a dominant role, it was rather natural and logical for earlier educationists in their scholastic fields. Some theorists went to the length of assuming perfect correspondence between intelligence and academic achievement of students. The different researches carried out during the last decades have shown that pupil's academic deficiency is not due to a single factor like intelligence but a host of relevant factors and this finding cast a serious doubt on the earlier idea about the unilateral and univocal supremacy of intelligence in determining scholastic attainments. Stagner (1961) observed that the relation between intelligence and academic achievement was dependent upon certain personality factors, in as much as wide differences were observed between intelligence and academic achievement of adjusted and maladjusted students.

Personality variables manifest needs study habits, socio-economical background, inappropriate educational and vocational goals, internal and external locus control, unhealthy parent-child relations, ill equipped school, inadequate training facilities, uncongenial environment etc have great impacts on scholastic achievement of school and college students. In other words, a student must have ability as well as some favourable contributory personality traits to execute his plans accordingly to his schedule. Thus high scholastic achievement requires both intelligence and ability on the other hand and favourable contributory personality factors on the other.

It may be mentioned here that low scholastic achievement caused by environmental pressures and mild personality difficulties may be improved by psychological counseling and thus there appears to be definite need to find those personality variables and particularly the extent to which they are related to scholastic achievement of students. But unfortunately, very few studies seem to have been carried out in this direction in Bangladesh. The need for additional knowledge in this regard is also the need of the day in as much as it will help the country's educational planners and educators to devise suitable corrective measures for overall improvement in the educational system of the country. Thus being conscious of this urgent need for helping a large number of college students to gain better understanding of themselves in relation to their academic pursuits that the present study was planned and carried out. It was expected, therefore, that the present investigation would provide some valuable information and throw further light on an area of great academic importance, which had failed to receive the attention it deserved of Bangladeshi psychologists. The study under report is concerned with a study of students intellectual ability and personality variables as related to academic achievement. An attempt would therefore be made to highlight them in the following matters.

1.2 Personality:

The meaning and definition of any term is arbitrary. This also holds true in case of the word personality. To arrive at its meaning, we have to trace the historical root of the word. The term personality has been derived from the Latin Word "Persoan" which means 'mask'. Among the Greeks, actors used a mask to hide their identity on stage. Actors in Ram Lila and Krishna Lila use mask when they enact the role of a particular character from the epics.

Even today, for a layman, personality means the effect which an individual leaves on other people. Precisely, means the effect which an individual wearing a mask left on the audience. It was developed on the basis of Plato's idealistic philosophy who believed that personality is mere facade for some substance. The term personality as used by the Psychologist commonly refers to the distinctive characteristics of individuals, the stable and changing relationships between these characteristics, the origin of the characteristics the ways in which they help or hinder the interaction of a person with other person and the characteristic ways in which a person thinks about himself.

Some Definitions

1. **Personality as a stimulus:** Some psychologists define personality in terms of its social stimulus value. How an individual affects other persons with whom he comes in contact, whether he is impressive or repulsive, he has dominating or submissive personality. Personality, from this point of view, become identical or reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette. Generally, we use this concept of

personality in selecting applicants for various jobs and courses. The interviewers take in to consideration the total picture of an individual's organized behavior.

2. **Summative approach:** The second approach of defining personality emphasizes the importance of sum total of different processes and activities of the individual as, for example, innate dispositions, habits, impulses and emotions etc. This approach was criticized by Gestalt psychologists who objected to the idea of aggregation or sum total of parts without introducing the concept of organization and integration of parts into a total whole.
3. **Integrative approach:** The definitions of this category lay emphasis on the integrative aspect of personality and its definite pattern of organization. Warren's dictionary defines personality, "personality is the integrative organization of all the cognitive, affective., cognitive and physical characteristics of an individual as it manifests itself in focal distinction from others."

G.W. Hartman defined "Personality is integrated organization of all the pervasive characteristics of an individuals as it manifests itself in focal distinctiveness to others."

4. **Totality view:** This approach to define personality puts more emphasis on integration than the first category of definitions given above. It forgets the part. According to this view, the general characterization of pattern of an individual's total behavior is his personality. A man's personality is the total picture of his organized behavior, especially, as it can be characterized by his fellowmen in a consistent way. (Mark Sherman in his book, Personality: Inquiry and application (1979) has defined personality as, "the characteristics pattern of behaviors, cognition's and emotions which may be experienced by the individual and manifest to others.")

5. Personality as adjustment: An individuals, since his birth, attempts to adjust to his environment. Behavior of an individual can be defined as an adjustment to his environment. Every individual develops his own unique way of adjustment in the society. According to this approach, personality is an individual's characteristic pattern of behavior. Individual, through his continuous reactions, attempts to adjust himself in his environment. We can say that sum of the individual's movements as he adapts himself to the environment is his personality.

We have described the approaches to define the term personality. Below we will examine important definitions of personality.

Fredenburgh in his book, *The Psychology of Personality and Adjustment* tried to summarize the various definitions in single definitions, which runs as, "Personality is a stable system of complex characteristics by which the life pattern of the individual may be identified."

Allport (1961) who devoted most of his time for research on personality defines "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment."

The definition given by Allport is very comprehensive and includes all aspects of an individual's personality. Some terms used in the definition need explanation. Dynamic means that personality is undergoing a constant change but it is still organized. It constitutes two types of systems psycho (mental) and physical and these two systems interact with internal and external environment. The word 'determine' lays emphasis that it is the psychophysical system that activates the

organism for action. The unique adjustment of the individual to his environment means that each individual employs different methods of adjustment resulting in unique adjustment.

Guilford (1959) defines Personality "An individual's personality, then, is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another."

Thus we see that different approaches have been made to define personality but there is no agreement on a single definition of personality. Though there is diversity of views but even then all psychologists agree on certain common basic characteristics. One basic fact is that personality is unique. No two individuals, even the identical twins have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today, depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. The third common characteristic of most definitions is that they stress the need to understand the meaning of individual differences. Personality is what makes individuals unique: it is only through the study of personality that the relevant differences among individuals can be made clear.

1.3 Personality variables:

Personality variables are the manifest needs of the individual. The statements in the EPPS and the variables that these statements purport to measure have their origin in a list of manifest needs presented by H.A Murray and others (1938).

We can also describe a person in terms of his motives and goals why he does what he does. Motives are one example of general traits.

“general” means that the motive is assumed to lead to many different types of specific behaviors. In the following examples, the specific behaviors can vary considerably, but they are all expressions of a more general trait- a motive.

We therefore need to have concepts of personality that are cast in terms of general traits, of which motives are an example, as well as in terms of specific traits and behaviors. As in the case of specific traits. Psychologists have not yet agreed on any particular set of motives as the standard for comparing different individuals. The set they use depends on their theoretical orientation and what they are attempting to find out about a particular individual or group.

Motives such as those exist in each of us in varying degrees. Since the original study was conducted, psychologists skilled in the study of personality have devised techniques for rating the strength of each of the motives, or needs of a person fairly reliably. For instance, an objective test, the Edwards personal preference schedule (EPPS) has been developed for the assessment of many motives (Edwards, 1954).

The EPPS provides measures of 15 personality variables. The names of the variables are as follows:

1. Achievement (ach): To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. Deference (def): To get suggestions from others, to find out what others think, to follow instruction and do what is expected, to please others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. Order (ord): To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organized details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. Exhibition (exh): To say with and clever things to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have one others, to talk about personal achievements, to be the center of attention, to use word that others do not know the meaning of, to ask questions others cannot answer.
5. Autonomy (aut): To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.
6. Affiliation (aff): To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendship, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.
7. Intarception (int): To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in place, to judge people by why they do, things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. Succorance (Suc): To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affliction from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.
9. Dominance (dom): To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.
10. Abasement (aba): To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.
11. Nurturance (nur): To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to for give others, to do small favours for other, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change (chg): To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine to and experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.
13. Endurance (end): To keep at a job until it is finished, to complete and job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.
14. Heterosexuality (het): To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.
15. Aggression (agg): To attack contrary points of view, to tell others what one thinks about them, to criticized others publicity to make fun of others to tell others, off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read news paper accounts of violence.

The EPPS differs from many inventories in another respect. A number of personality inventories purpose to measure such traits as emotional stability, anxiety, adjustment, or neuroticism. Still other

inventories purport to measure such clinical and psychiatric syndromes as schizophrenia, paranoia, or hysteria. High and low scores on these inventories have associated mal-adjustive or clinical connotation. For research and counseling purposes, where it is often desirable to report back scores to subjects, such inventories, such inventories present definite problems. These connotations are less likely to be attached to the variables in the EPPS.

1.4 Traits

The personality pattern is a unified multidimensional structure in which the concept of self is the core or center of gravity. Into this structure are integrated many patterns of response tendencies, Known as "traits" which are closely related to and influenced by the concept of self. The major function of traits is to integrate lesser habits, attitudes, and skills into larger though feeling action patterns. The concept of self, in turn integrates the psychological capacities of the person and initiates action. In this role, the concept of self is the true core or center of gravity of the pattern. Personality traits have been described and defined in many ways though most of the descriptions and definitions are similar in that they include certain common salient points. A trait has been described as an aspect or dimension of personality which consists of a group of related and consistent reactions characteristic of a persons typical adjustment. All descriptions and definitions of traits emphasize that traits are learned tendencies to evaluate situations in a predictable way and react in a manner which the person has found more or less successful in similar situations and when similarly motivated. Since the person's characteristic ways of reacting are learned each new reaction is influenced to some extent by the success the person has had in his previous adjustments to similar reactions. As a result, traits, while predictable, are not automatic acts which occur in exactly the same from every time they are aroused by the core of the personality pattern- the

concept of self. Allport has stressed the role of learning in bringing about slight variations in the predictable manner a person adjusts to situations:

Traits, unlike the 'faculties' or "Powers" of earlier Psychology, are not "little men within the breast" who pull the strings of behavior. Traits are looser tendencies each expression of a trait being slightly different because it confronts other determining conditions. Further more after an act takes place, there is 'feedback' to the nervous system and in the future a trait will never be precisely the same as it was previously. Thus continuous flow is the primary fact. Yet we know that traits exist because, in spite of the continuous flow and change, there is considerable constancy in a person's mode of behavior. We can say that certain acts are characteristic of him. Traits underlie what is "Characteristic" in conduct. While traits are the product of learning, they are based on hereditary foundations and these foundations influence the form the trait will take. There is some evidence that certain traits are actually determined, or certainly favored, by hereditary predisposition. People who show the characteristic pattern of neurotic instability, for example, have various degrees of autonomic imbalance. The intellectual capacity of a person, determined by his hereditary endowment influences the way he perceives a situation and how he learns to react to it.

Every trait has three characteristics: uniqueness, degree of likableness, and consistency. Uniqueness does not mean that a person has certain traits that are peculiarly his. It means that he has his own individual quantity of a particular kind of behavior. As Woodworth and Marquis point out, "Traits are 'dimensions' of behavior in which individuals differ".

A trait is not something that is either present or absent. Instead like intelligence, it is distributed according to the curve of normal distribution. This means that a trait is present in all or almost all people but in varying degrees, and in the curve of normal distribution, most people cluster around the mean or average in any particular trait. The second characteristic of traits is likableness. Some traits. Such as honesty, generosity, and trustworthiness are liked by others. While some are disliked-rudeness cruelty and egocentrism, for example. These attitudes toward traits result from social learning in a particular cultural setting and are almost universal within a culture.

The third characteristic of traits is consistency. This means that a person can be expected to behave in approximately the same way in similar situations. Consistency, like uniqueness, is relative. A person may be self-confident in a situation because he has mastered the skills needed to adjust to it and has experienced success in similar situations. But in situations requiring skills and modes of adjustment which he has not mastered so well or has had less success with in the past, he will show less self confidence and may even show fear. Similarly, a person may be punctual in situations where punctuality gives him satisfaction, but not in situations where being on time is unimportant to him or is regarded as socially incorrect. These examples illustrate what Allport meant when he said that perfect and rigid self-consistency is not to be expected.

Common traits are qualities that are found in most people within a cultural group. Such as dominance, Sociability, truthfulness, need for achievement and generosity however, among the members of the cultural group, Common traits are found in varying degrees. These traits are the result of similar environmental influences similar cultural values, and similar child- training methods, and environmental conditions are different other traits are common.

Unique traits are patterns of behavior which characterize a particular individual and may not be found to the same degree in other people. They are developed from unusual combinations of hereditary qualities. From personal experiences, and from the social environment with its cultural values. Even common traits have a unique element though this element is far less notable than in the unique traits. As was pointed out earlier, different people have varying amounts of the same traits.

Early in life, the individual develops his or her idiomatic way of meeting the demands and opportunities of life and this forms his own pattern which governs his future behavior. Family. Social life, school and cultural traditions may block, hamper or impair the development of the individuals or may aid it. The uniqueness of common traits has been further emphasized by Allport.

No two persons ever have precisely the same trait. though each of two men may be aggressive (or esthetic). the style and range of the aggression (or estheticism) in each case is noticeably different what else could be expected in view of the unique hereditary endowment the different developmental history, the never-repeated external influences that determine each personality. The end product of unique determination can never be anything but unique.

More recently, by means of factor analysis, clusters or groups of personality traits have been identified. It has been found for example that a person who is dominant in his relationship with others usually tends to be assertive. egotistical, vindictive, hard-hearted and tough. The opposites of these qualities likewise tend to go together. If related qualities are grouped into clusters, the number of traits that must be considered in studying the personality pattern can be reduced and a

more workable approach developed. One of the best-known and most widely accepted classifications of personality clusters is that of cattell (37). Starting out with 4000 trait names, cattell reduced the list to 171 by eliminating overlapping and rare qualities, Then, by factor analysis, he reduced the traits into clusters, dividing trait clusters into two categories: Surface and source traits. Surface traits are those which show the influence of environmental molding and which, therefore, vary in different cultures. Source traits are constitutional or environmental factor so basic that they apply in any culture and influence many different surface traits, cattell identified 12 clusters of source traits and 20 of surface traits.

1.5 Intelligence

The countless concepts of what intelligence is range from a genetically endowed, inborn, general capacity to develop a number of intellectual abilities; to the ability to do a variety of specific things and to engage in rational, Productive behavior: to whatever intelligence tests measure, "Terman (1921) described intelligence as the ability to think abstractly. This definition, however, Precludes the existence of intelligence in young children, and most contemporary Psychologists are more likely to agree with Piaget (1952). Who finds evidence of intelligence in the newborn infants first adaptive behaviors or with wechsler (1944). Who defines it as the ability" to act purposefully, to think rationally and to deal effectively with the environment"

Some early theorists (Binet, Simon, Goddard, and Terman) believed that intelligence was an all-encompassing factor (the more intelligent you were, the better you were at everything): They considered it to be determined genetically, Stable throughout life, and modifiable only within limits, Spearman (1927) Proposed the two-factor Theory: The g factor

(general intelligence) influences all-round performance and the S factor (Specific abilities) accounts for difference between an individuals scores on different tasks- That is, the situation in which Someones verbal scores are much higher than math scores. Thurstone and Thurstone (1941) identified seven Separate factors that combine to make up intelligence: memory reasoning, number, perceptual speed, space, verbal comprehension, and word fluency. They devised tests to measure these primary mental abilities.

Guilford (1959) Proposed a three dimensional model of intelligence. Intelligence is made up of 120 different intellectual abilities. The result of interaction by three major dimensions: Operations (the ways we think). Contents (what we think about). and products (The results of the application of a certain operation to a certain content or our thinking a certain way about a certain issue). For example, to test the cognition of figural units, a person is asked to recognize pictures of familial objects when parts of their silhouettes are blocked out. To test the ability to make transformation of meaning in semantic relations, (the testee is asked to state several ways in which two objects, say an apple and an orange are a like) To test the ability of divergent production of symbolic units, the examinee may be asked to list as many words as possible beginning with the letters. The term intelligence is a constantly active interaction between inherited ability and environmental experience, which results in an individuals being able to acquire remember and use knowledge: understand both concrete and abstract concepts: to understand the relationships among objects events and ideas and to apply this understanding: and to use all the above in daily functioning.

1.6 Locus of Control

The term locus control refers to a construct that originated from within Rotter's social learning theory (Rotter, 1972) in social learning terminology, locus of control is a generalized expectancy pertaining to the connection between personal characteristics, actions and experienced outcomes. It develops as an abstraction from accumulated specific encounters in which persons perceive the causal sequences occurring in their lives. Some students called internalizers assume that they are personally responsible for their successes or failures. For example if they do well in examinations they would attribute their hardwork at study for better result rather than the test being too easy. Other children known as externalizers believe that their successes or failures depend more on luck or on the actions of others.

Locus of control, like helplessness, concerns the beliefs that individuals hold regarding the relationships between actions and outcomes, whereas Seligman (1975) describes helplessness in terms of response-outcome independence, a generalized expectation of external control is defined as a pervasive belief that outcomes are not determinable by one's personal efforts. The converse, an internal locus of control is the belief that outcomes are contingent upon actions. Within social learning theory it is possible to describe individuals as holding expectations that are more "internal" or "external" with regard to causation and thus to control.

The locus of control construct differs from some other constructs in that it is used primarily as a personality characteristic, an individual difference that is assumed to have some stability and generalization. Much of the earlier work with the locus of control construct helped to explicate the nomological network of variables and actions that the term

helped to tie together. An internal locus of control was associated with a more active pursuit of valued goals, as would be manifested in social action (Levenson 1974: strickland, 1965).

1.7 Academic achievement in school and College

Achievement refers to what a person has acquired or achieved after the specific training or instruction has been imparted. In other words, achievement tests are primarily designed to measure the effects of a specific programme of instruction or training (Anastasi. 1968). The performance on the achievement test indicates the performance under known and controlled conditions. The primary purpose of an achievement test in schools is to evaluate what a student has learned.

The school and college govern the activity of an adolescent students, a teen-ager for six or more of the most energetic hours daily excepting the vacations and holidays, So this institution plays a highly significant influencing role in their lives, particularly in the formative years. In these institution their planned learnings go on, they learn here skills for future life and gain experiences for their future preparations. Here they enjoy the services of the professionals and live in the adolescents society for meaningful transactions of group life. The schools are the social world which provides the transactions from the life within the home, intimate and protective, the life within the community often interpersonal and competitive. Many of the adolescents students most seriously felt responsibility and most serious problems, are those concerned with school work and school living. In brief home and school lives cover the major part of the total field of an adolescent student, when their major needs are found to grow centering around the advantages and achievements of the grown up adults- as seen as heard or may be as dreamt of- "around ego and its defenses" (Freud, 1948).

Our society places heavy emphasis on achievement and success of the college students and there in for many Bangladeshi lies the value of abstract thinking, logical analysis, and effective writing. Before adolescence, students understand the importance of achievement, fear, failure, and feel nervous during Examination (Feed, 1967). But the issue of achievement of the students is especially important because significant- and often irrevocable- educational and career choices are made during adolescence, and students being to comprehend the implications of these choices and of the possibilities before them. Students in this stage of life have the cognitive capacities to understand and to explore systematically the long-term consequences of their educational and career choices. Of course things besides the quality and quantity of instruction received in school also affect how much an adolescent student achieves. The adolescent student's personal characteristics, for example, are an extremely important ingredient in this mix.

Underachievers are adolescent students whose achievements in school and sometimes in other areas fall short of what could be expected of them, given their high level of abilities, underachievers are likely to have I.Qs over 120 but school grades of Cs and below. Although children may not perform up to their potential in elementary school, underachievers usually are first identified in junior high, perhaps because that is when academic demands intensify, underachievers shirk their homework do not finish assignments do not attend the classes regularly do not seem to want to do anything academic and are socially and intellectually immature (Me Call, 1986).

But socialization is unlikely to provide a complete explanation of gender differences in achievement. Among high-achieving adolescent

students although girls achieve less than boys in science and math. They achieve more than boys in verbal tasks, especially writing (Benbow and Stanley, 1980. National center for educational statistics, 1985). Another explanation for boys higher achievement rests on what happens in the classroom. As one recent Study showed, boys dominate class discussion, call out answers more often, and get more of their teachers attention than girls (Sadker and sadker, 1985). Girls are encouraged to sit quietly and raise their hands, boys to assert themselves actively. Teachers often did things for girls but instructed boys how to do things for themselves. They tended to criticize boys Wrong answers, to help them to find the correct answer, and praise them for answering correctly. But when girls answered incorrectly, teachers tended to move on to another student.

No doubt many factors contribute to observed gender differences in achievement- aptitudes abilities, interests, experience, socialization, motivation and attention. These differences remain a focus of investigation- and concern- for researchers and educator's. Most upsetting, despite attempts by feminists and equality- minded parents and teachers, the 1985 SAT figures showed girls falling further behind boys- in varbal as well as mathematical and scientific tests.

Very bright children do better work in school enjoy their work more, and are better adjusted to the school situation than those of lesser abilities (190,200). They excel in language facility, resourcefulness, creative imagination, sustained attention, and breadth of attention. Even more important. They possess greater intensity of mind then less intelligent students.

When very bright students are critical of their schools or colleges and dislike the work there, it is generally because they find the work dull or unchallenging. They are often bored, especially in classes where they are held back by less able students or where teachers discourage creative work by rewarding memory work.

In adult life, very bright people are more likely to be successful and to achieve fame than their less intelligent contemporaries. There is little evidence to justify the traditional belief that "early ripe, early rot." or that the very bright burn themselves out quickly and develop post adolescent mediocrity. However, both in school and in business. They may fall short of achieving what they are capable of. As Terman and Oden have pointed out. "Intellect and achievement are far from perfectly correlated". The failure of very bright people to reach their full potential may be due to lack of motivation caused by insufficient emotional satisfaction from achievement, an unstimulating home and school environment.

Unfavorable social attitudes toward achievement which encourage bright people to work below capacity in the hope of gaining acceptance, encouragement by parents and teachers to concentrate on intellectual activities at the expense of social and emotional development, and unfavorable self concepts which result in lack of self-confidence, perseverance and integration toward goals. In addition, some set unrealistically high levels of aspiration for themselves and if they fail to reach the goals, feel inadequate and inferior. Strang has remarked "If their ego-involvement is great, the threat of failure may have a disorganizing effect on their performance".

In school, those who are bright and academically successful have little in common with many of their classmates: they limit their close friendships to those whose abilities are similar to theirs. They are however, on amiable terms with their less able class mates and are, on the whole liked and respected. In fact moderately bright boys and girls are generally significantly above the average in social acceptance. Strang writes that "It is the atypical gifted child who withdraws markedly from social contacts". By high school and college, bright students are usually

socially and emotionally more mature than their classmates. They not only make good social adjustments but are often selected as leaders. This enables them to acquire social skills and social insight, both of which contribute to popularity and leadership roles in adult life. It has been found that those who are bright hold more positions of leadership and responsibility in adult life than do college graduates as a group. By contrast those who are dull make poor social adjustments. They are generally unpopular and rarely play leadership roles. The brighter the members of the group with which they are associated. The more unpopular they are, their handling of interpersonal relationships is poor because of their limited social and self insight, and their emotional behavior is immature as compared with that of their peers. They tend to be egocentric and emotionally uncontrolled, giving way to emotional outbursts at unpredictable times. Thus expectation of success or failures are a powerful determinants of achievement behaviour of the students who expect to achieve usually do, where as those who expect to fail may spend little time and effort persuing goals that they believe to be "out of reach".

1.8 Family relationship:

The child relationship with his parents is a significant factor in the development of his personality. During his earliest years the parents constitute the chief social influence which the child experiences. The techniques which the parents employ in their treatment of the child, i.e. the incentives they offer, the frustration they impose, their methods of control, together with the character of their general attitudes toward him, sever as formative forces on the child's behaviour. Later, the determining nature of their interaction with their children is supplemented by forces from other parts of the environment. Nevertheless, all through the

dependent years, the particular quality of the parents roles in parent child relation ships is of paramount importance in the establishment of permanent motivational and personality attributes.

Parents are teachers, by reinforcing some kinds of behaviour and discourage other, they help determine the personality traits, goals and values of the child. But child may discover that his mother will let him have his own way if he throws a temper tantrum. Another child in another family may find that temper tantrums do not work, but that feigning illness does. The techniques a child develops in dealing with his parents naturally carry over into his order contacts with others.

One significant way in which the family influences personality is by giving or withholding affection.

Family rules are important throughout the course of children's development. But parents adapt rules to their children's changing behavior and needs. The simple, absolute "no crossing the street alone" kind of rule for young children does not work with older children, who have become more independent and who have entered into social relationships with classmates, teammates, teachers, friends, and neighbors. With preschoolers, the basic issues for parents were establishing routines, teaching children to care for themselves, and controlling temper tantrums and sibling fights. But in middle childhood, new issues arise: which chores should children do? How should parents supervise children's social lives? should parents help with homework? what should parents do if children have trouble in school (Newson and Newson, 1976) Ideally, family rules in middle childhood, as earlier, take a middle course between permissiveness and restrictiveness.

School-age children need less monitoring than younger children do, of course, and involved parents have to be sensitive to the changing needs of their growing children. When parents and children trust one another, they constantly telegraph their needs and the more controlling relationship between involved parents and immature children is gradually reshaped during middle childhood into the less controlling relationship between involved parents and their trustworthy, trusting, mature children. Parents turn over to their children many daily decisions. There is a shift from parents regulation of the child's activities to correlation by both parent and child. But some rules are still necessary and children know this. Even when they do not like particular rules and restrictions, children know that some limits are necessary. They think that parents should step in when their children misbehave.

Strife between parents and teenager student is common, but it need not be a constant fact of life Bundura and walters (1959) Showed a comfortable acceptance of each other by parents teenage sons. Another recent study found that parents are troubled by many facets of teenage life, but they are generally positive about the young people themselves. Parents say: "We love their fresh insights, surprising evidences of maturity, their idealism and eagerness to learn". "Its great becoming friends as well as parents": and "they make me feel alive and involved. I was 'old' when they were young, but now I'm younger than my years" (MC Call's 1973).

If parents do not encourage children to pursue higher education and are not willing to help them through college, it is that much harder for the students. Some do work their way through school or take out loans or win scholarships. But by and large, parental encouragement

and financial support influence aspiration as well as achievement when parents are ambitious for their children and reward them for good school work, The children aspire to occupations higher than their parents (Bell, 1963). Parental encouragement is a better predictor of high ambition than a social class.

The persistence of these early foundations can be observed in the personality patterns of college students. When parents are rejecting their adolescent children are reported to anxious, introverted, low achiever and tense when they are loving, their children become extroverted, warm conscientious, composed and happy. When they are neglectful, their children become serious, retiring, about and anxious.

1.9 Rational of taking socio-economic status of parents

Most of us are greatly influenced in our vocational goals by the kinds of homes we grow up in. Generally the lower the social class the lower the goal. Most people are more comfortable in familiar situations, and most people are more familiar with people of similar social class. Children who grow up in working class neighborhoods are more likely to know adults who work as plumbers, postal workers, and hairdressers rather than doctors, lawyers, and professors. They become more familiar with both the jobholders and the jobs, which then appear more attainable. While young people often aim to reach higher socio-economic levels than those of their parents, generally they aspire only to the next higher rank.

Hollingshead (1949) asked high school students what kinds of jobs they aspired to. Only 7percent from the lowest social class in the study aimed for business and professional careers while 77 percent from the two highest classes had such goals. At that time upper and middle-class

high schools students had more of an idea of what they wanted to do than did teenagers students from working class homes. Today the proportions might well be reversed. Many first year college students have only the haziest notion of the type of work they want to do, and some are still at sea after they receive their diplomas. Turned off by what they see as a hypocritical, materialistic society. Such students sometimes take low level Jobs as vehicles for their real lives, a hedonistic search for pleasure. Others volunteer for service projects like the peace corps until they come to grips with what they want to do.

Many of the difference in adolescents achievement including the differences related to gender can be traced to family influences. Family factors are linked to adolescents students opportunities, abilities, and motivation to achieve.

The opportunities for achievement presented to an adolescents students depend in part on the family's socio-economic status and race. Poor and minority students are found in disproportionate numbers in the lower tracks, in school (Featherman, 1980). Even the bright students from poor families are likely to achieve less than students from wealthier families if they know that they cannot afford to go to college. Adolescents student from middle-class families consistently achieve more in school than those from poorer (Garbarino). Despite attempts to close the gap in educational opportunities between social classes, social class remains a strong determining factor in an adolescents school achievement (Featherman, 1980)

Adolescents students from middle-class families are also likely to achieve more in school than adolescents student from poorer families because of difference in their academic abilities. These difference stem from environmental and genetic sources. On the average, middle-class

parents have higher I.Q scores than parents from lower social classes and their children are likely to inherit greater intellectual abilities. They also receive the advantages of living in an environment where the importance of learning and achievement is stressed, and good nutrition, health care and lessons are provided (Featherman, 1980).

Middle-class parents also may instill stronger achievement motivation in their children. Adolescents students from families in which parents expect and reward their children's achievement and autonomy have been found to have a higher need for achievement than adolescents student whose parents are indifferent to their achievements (winterbottom, 1985: Rosen and D'Andrade, 1959). In laboratory resarch, adolescents students who have been exposed to a model who rewards himself or herself for excellence are likely to have high standards for achievement (Bandura, 1977).

Parents of adolescents students who are underachievers are likely to be uninterested in education or in their children's school or to be interested but of the opinion that the school not they should make their children shape up (MC call. 1986).

1.10 Rational of selecting college students as sample

The college students are passing the stage of adolescence. Adolescence may be described as a period of Psychological growing up for keeping pace with significant Physical changes during the teen ages of life. It is the period during which a person changes from the status of a dependent child to that of an independent adult. It is a period of development: a period during which skills, Knowledge, and attitudes necessary for a socially responsible adulthood are being acquired. An adolescent lives in a stage of not a child, a not an adult, (Martin and Jamison, 1952).

An adolescent dream for a preparation for accepting future responsibilities, which, amongst others, include educational, vocational, social and marital fields of her life. She wants to live a happy and self-sufficient future life in a family setting with others in community and to perform several social roles competently in successive stages of their life. More comprehensively, adolescent research literature expressed interest in the following line of inquiries (Havinghurst, 1951: Malm and Jamison, 1952).

- a) The world of adolescence: their perceptions about reality.
- b) The physical development of the adolescents: their constitutional changes:
- c) social adjustment: their peer life, social relations and sociability:
- d) Heterosexual adjustment: heterosexual interest, company and curiosities:
- e) Emotional adjustment: their feelings, sentiments and hopes and frustrations.
- f) Standards, ideals, morals, religion beliefs: their faith in community culture: and
- g) Personal adjustment: their modes of adjustment with family, school societal systems, vocational opportunities, expectations and other spheres of life that are usually expressed through their attitudes towards the issues.

The school governs the activity of an adolescent students, a teenager for six or more of the most energetic hours daily excepting in the vacations and holidays. So this institution plays a highly significant influencing role in their life. Particularly in the formative years. Here their planned learning's go on, they learn here skills for future life gain experiences for their future preparations. Here they enjoy the services of

the professionals and lives in the adolescent's society for meaningful transactions of group-life. The school is the social world which provides the transactions form the life within the home, intimate and protective, the life within the community often interpersonal and competitive. Many of the adolescents most seriously felt responsibility and most serious problems, are those concerned with school work and school- living. In brief home and school-lives cover the major part of the total field of an adolescent, when their major needs are found to grow centering around the advantages and achievements of the grown up adults-as seen as beard or may be as dreamt of- around ego and its defenses" (Freud, 1948).

Around the 1960s the valuable publications of harvard psychologist Erik Erikson took up a distinctive position in the field of adolescent study of particular significance to an understanding of adolescence in his identify: youth and crisis (Erikson, 1968), his epigenetic principle states that "anything that grows has a ground plan, and that out of this ground plan the parts arise each part having its time of special ascendancy, until all parts have arisen to form a functional whole (Erikson1968). Human development is explained by him in term of "increasing Psychosocial function". The beauty of Erikson's Identity thesis is synthesis and comprehension by involving freudion 'being' adler's 'becoming' and Havinghurst's ' selecting-developing-preparing-achieving'. In the battle for autonomy a adolescent students may show stubborn refusal, temper tantrums and the "yes no" syndrome or, by overcoming the psychosocial barriers, may bloom with all her becomings with a wholesome personality of a desired competence. She is in the sojourn of searching and searching "Identity or sense of sameness and continuity must be searched for, Identity is not given to the individual by the society, nor does it appear as a maturational phenomenon, it must

be acquired through sustained individual efforts. Unwillingness to work on one's own identity formation carries with it the danger of role diffusion, which may result in alienation and a lasting sense of isolation and confusion. The search for an identity involves the production of a meaningful self-concept in which past, present and future are linked together (Muss, 1975). One of the basic issues regarding education during adolescence, in the light of identity thesis is to what extent and how do schools contribute to and enhance B-engalee adolescence students efforts in producing a meaningful self-concept".

Eriksons thesis is further extended and elaborated by J. Marcia under the title "Determination and construct validity of Ego Identity status". He has stressed on two essential variables Viz. Crisis and commitment- "Students refers to times during adolescence when the individual seems to be actively involved in choosing among alternative occupations and beliefs" (Marcia. 1967). This element of belief has a significant prevalent influence on the total cognitive field of an individual- as a very important determinant of growing individuals act of perceiving the world.

The trend of discussion in above Paragraphs have enlightened, mainly, two sides of adolescent study that are prevalent in the contemporary thoughts. Of them, the first one is a list of important variables, to cover the study comprehensively and their operational dynamics in the process of making an adolescent. The second one is the role of educators, educational institutions and a policy for rendering best service to the adolescent population. So far as the variables are concerned the list suggested by Havinghurst (1951). and Marcia (1967) seem to be sufficient and undisputed. About the operational dynamic consciously or unconsciously, all serious thinkers have accepted the Lewinian model (Lewin, 1939) in spirit and principle- "The particular type

of behaviour that emerges and the degree of adolescent behaviour depend greatly on the strength and nature of these conflicting field force as variables. Above all in importance is the amount of difference between- and the factors that separate- adult society and the child society in a particular culture" (Lewin, 1939). In regard to the role, personal function and service policy of educational institutions, there lies an undefined support to piaget's following two assumptions piaget wholeheartedly believes in the child's autonomy and his active participation in his own cognitive growth. "There are two basic and correlated principles from which an education inspired by psychology can never depart:

- 1) That the only real truths are those that one builds freely in one's self and are not those received from without.
- 2) That moral good is essentially autonomous and cannot be prescribed" (Piaget, 1974a).

Piaget first basic principle is very significantly present in the recent views of humanistic approaches or a third force psychologies (Sahakian, 1977) Kohlberg (1969) has presented a major extension and revision of piaget's theory which presumably more closely approximates the tenets of the cognitive- development approach. Like piaget. Kohlberg has hypothesized that the child passes through successive stages to moral development each of which is characterized by a particular characterization of the moral order. Each stage is thought to represent a unitary whole that emerges from an integration of previous moral thought and experience. According to Kohlberg, the successive levels of moral development are described viz., Pre-moral level, conventional level and autonomous level. Morality becomes more sophisticated (from a rudimentary idea of Pre-moral justice) and social as the adolescent moves through specific stages of moral thinking and may reach to an awareness of universal values and ethical principles.

Kohlberg inspired by piaget's cognitive development approach to moral development, viz., The pre-moral level, conventional level and autonomous level. Morality becomes more sophisticated (from a rudimentary idea of pre-moral justice) and social as the adolescent moves through specific stages of moral thinking and may reach to an awareness of universal values of ethical principles. He classified six stages of moral development viz. 1) obedience and Punishment orientation, 2) instrumental relativist orientation, 3) interpersonal concordance orientation. 4) Orientation towards authority law and duty. 5) Social contract orientation, and 6) universal ethical principles orientation. (Kohlberg, 1969: 1970). Adolescent's critical attitude towards self and others develop during the stages three and four (up to mid-adolescence) and in late adolescence the continued endorsement of conventional morality reflects a deficiency in moral development as sacred in terms of its place in categorical (Kohlberg, 1970) These supports the importance of an adolescents commitment to traditional values and beliefs. as envisaged in the assumption of Marcia (1967).

Before closing the adolescent research question, it would not be irrelevant to remember the equivocal influence of both home and school during adolescence that has been emphasized by the social learning theorists repeatedly.

The influence of the personal examples set before the adolescents by the parents, elders in the family, teachers. Social or political leaders as model figure has been admitted by the said group of theorists unequivocally. A great variety of social learning phenomena viz: moral Judgment, sexual behaviours, permissible habits, adherence to certain standards and the like, are acquired because a learner observes a model's behaviour and imitates the behaviour observed (Bandura, et. al. 1963). In contrast to any predetermined influence, social learning theory

assumes that behaviour is primarily determined within a social situational context and the behavioral changes that occur in a given individual are the consequences rather than a function of age. These assumptions speak in favour of a dominant influence of students. Community life in school, in comparison to other social milieu during adolescence “cut off from large segments of society adolescents have found psychological support and social reward within their own group and depend upon each other, consequently this adolescent sub culture has created its own vernacular and its own value system” (Coleman, 1961). “Adolescence” can be explained in a variety of ways ranging from Hall’s description of a rebirth to Hollingworth’s description of gradualness. The disposition to emotional and social difficulties during the period is substantially greater than during other developmental period “The hypothesis of a universal period of storm and stress is no longer tenable, and in the light of the findings presented by Bandura (1964) and often (1969) one can no longer accept the ‘Storm and stress’ “Concept as applicable to even the majority of adolescents in our society” (Muss, 1975).

Because of the importance of this particular stage of life, the present study aimed to investigate the personality variables and intelligence in relation to academic achievement of the college students in Bangladesh.

1.11 The Methodology Question overview:

About few years back, a report on “what has been done during the post three decades” in the field of psychological assessment presented in a nutshell, an idea about the methodology question (Sundbery, 1954). A

recent report expressed apprehension about a gradual decline of interest in developing new personality tests and in lieu, a rising interest in developing tools for behavioral assessment (Reynolds and sund berg, 1976). Assessment, in contrast to measurement aims at discerning individual characteristics which are important for decisions in person-society relationships. In addition to testing assessment includes interviewing, observation, and various other methods for combining and communicating personal information. "(sundberg, snowden and Reynolds. 1978). In the field of assessment competence is a term that connotes a search for positive characteristics. Particularly, capabilities for coping with life situations. According to bloom (1977)." "To link individual problems to characteristics of the social system, the most compelling have been the concepts of competence and competence building" Mirvis. P. and Berg, D (1977) note that within groups, Competence is measured by skill in detecting errors and acting upon that information. Competence is measured not by skill in avoiding errors but by skill in detecting them.

The term Competence has been discussed by different psychologists with different denotations. Competence of an individual being recognized and approbated by others in a social context, may act as an incentive to reinforce motivating factors in the individual concerned (White, 1959: smith, 1966: Hampden and Turner, 1971: white, 1973: Harter and Zigier, 1974). According to some psychologists it is developed in the cognitive field by the process of analysis. Synthesis and restructuring of the field as an ability (Me Clell and, 1973) as inter personal behavior skill (Foote and cottrell, 1955: Phillips, 1968) as the

signs of mastering curricular goal-achievement skills (Anderson and Messick, 1974; Pottinger, 1975). The core content of these denotations has signified the presence of knowledge, attitudes and skills in a composite from in one's competence a personal characteristics which leads to achievements having adaptive payoffs in significant environment (sundberg. et al. 1978). Norma Haan (1980), a psychiatrist, denotes competence as coping mechanism. Coping mechanism are the thoughts and actions we take to search for information, solve problem, seek help from others, recognize our feelings and establish goals and objectives. So coping mechanisms take us beyond simply meeting the everyday demands of our environment and are there fore on the competence end of the adaptation continuum. According to Thomas Gilbert (1978). "It is only then that we can tell what skill are effective, characteristic of competence from his perspective, are behaviors that lead to clear valuable and measurable accomplishments. So the personal Characteristics suggest an ecological situation or supportive social milieu in the midst of which one's adequate Knowledge, a well balanced attitude Pattern, and high skills for expression are so developed as he can function in that setting with confidence and efficacy. Their attitude patterns towards self. Social systems and interpersonal skills and some other relevant variables of student hood. In this study, the objective criteria for classifying the sample population in terms of certain possible competency strata is a student's total examination marks by which he is judge by others as of "high worth" or "low worth".

Current trends in the assessment of competence put more weight on the recognized or "Proven worth" of an individual in a particular sphere of operation or performance as cognitive alternatives to intelligence quotient (Feuerstein, 1973; Babad and Budoff, 1974; Kogers, C.R. 1977), resting on the premise that intelligence is an ability to learn and profit from appropriate past experience. Community Psychology

services count seriously the question of competence and there is a concomitant interest in developing tools to assess personal resources for adaptive coping in natural or especially arranged environments (Sundberg. et al. 1978). Assuming hierarchy amongst positive self attitude, attitude of trust, and optimism towards the world and instrumental behavior as essential elements of healthy personality. Tyler and Gatz (1977) evaluated competence amongst adolescents and should that change from guidance and counseling was moderated by competence level, spivack and shure (1974) identified interpersonal problem solving skill as critical components in social adjustment of young children-involving references of consequences of social acts and social motivations in self and others. In spirit, in these assessment approaches, emphasis has been laid on teaching strategies of thought rather than specific behaviours i.e. towards restructuring of cognitive field structure or cognitive reorganization. Personality theorists show an increasing preference to formulate healthy functioning and positive achievement for assessment purpose. California psychological inventory (CPI). Minnesota counseling inventory (MCI) with positive scales have given serious consideration to constitutional poise social responsibility and achievement factors. After Goldfred and D'zurilla (1969) the question of competence may be explained in terms of the following: (a) Achievements or accomplishments, (b) internal antecedents or (c) behavior-environment interactions. They can be studied in terms of (a) any criterion score or measure, (b) content analysis projective test data and (c) score of attitude scales, respectively. Self management and Self understanding scores also may be experimented for assessment purpose as these scores would be more purposeful or meaningful to clientele than more academic purpose.

1.12 Need of the study:

The students are the future citizens of this country and their personalities are the cause of their behaviour. Scholastic failure or success will build them acceptable or unacceptable person in a society,

adjustable or maladjustable qualities will be picked up from the environment surroundings. Not only does an adolescent student's motivation to succeed or fail affect his achievement, but so does his explanation of why he succeed or failed. Socialization is unlikely to provide a complete explanation of gender difference in achievement. Girl and Boy students may know whether their achievements are more or less than that of boys in scholastic achievement. After knowing the differences in their personality variables (manifest needs) the student can find out their self concept which is most important for their mature identity. The low scholastic achievement caused by environmental pressures and mild personality difficulties may be improved by psychological counseling and thus there appears to be definite need to find those personality factors and particularly the extent to which they are related to scholastic achievement of students. The need for additional knowledge in this regard is also the need of the day in as much as it will help the country's educational planners and educationists to devise satiable corrective measures for overall improvement in the educational system of the country. Thus being conscious of this urgent need for helping a large number of school students to gain better understanding of themselves in relation to their academic pursuits that the present study was planned and carried out. Thus this investigation has been entitled as follows: title: Academic achievements of the college students as related to their personality variables and intelligence.

1.13 Applied value of the study:

- 1 Providing guideline to parents, teachers to handle the growing generation for wholesome growth and social adjustment.
- 2 To present a report to the school or college authorities and education planners on personality difference in relation academic achievements and will suggeste remedies for the welfare of the student population.
3. To make the student population fit for national development.

CHAPTER-II

REVIEW OF LITERATURES

2.1 Review of literatures:

The purpose of this chapter is to provide an overview of the main findings of important empirical studies of personality and intelligence and non-intellectual factors related to academic achievements. It is expected that a review of previous researches in the given area would provide a useful background of the development of present study.

Brill (1962) found that I.Q. of the deaf children could differentiate them well in terms of their long-term academic achievements. Attempts at a long range prediction of subsequent academic achievement by establishing its relationship with intelligence measured at an early age had also been made by investigators, like Brillhartz and Huston (1941), Keys (1940), Plapp, Psathas and Caputo (1965), Rosenfeld and Nemzek (1938). And C.P. Sinha (1980) but, as may be seen from most of the studies, the correlation between intelligence and subsequent academic achievement became so low with the passage of time that no significant generalization could be made on this.

Burt (1923), Rastogi (1965), and Shinn (1956) noted that the test of intelligence when combined with the test of interest, proved to be a better predictor of achievement than intelligence alone, but strong (1948) found interest to be a better predictor of achievement than intelligence.

Stagner (1961) observed that the relation between intelligence and academic achievement was dependent upon certain personality factors, in as much as wide differences were observed between intelligence and academic achievement of adjusted and maladjusted children.

Muthayya (1962) observed lack of relationship between intelligence and achievement and similarly, Portenier (1935) reporting the findings of his study concluded that intelligence was less significant factor in

predicting academic achievement than were home background and certain personality characteristics.

Jamuar (1961a) had also obtained moderate correlation between intelligence and scholastic achievement, using Raven's progressive matrices to measure intelligence. Rao (1963) had also employed Raven's progressive matrices and had obtained positive and statistically significant correlation between intelligence and achievement at .01 level of confidence.

Kundu (1962) in "An investigation in the prediction of school success" also found positive and statistically significant correlation between intelligence and achievement and observed that the two intelligence tests, Terman-Merrill and a locally devised omnibus test of intelligence, appeared "--- to be effective predictor of school achievement". McDonnell (1962) also observed that intelligence as measured by Detroit and Raven's progressive Matrices was the best predictor of scholastic achievement. Ohmann (1927) studied 128 cases of scholastically deficient students and found low intelligence as one of the five major causes of scholastic deficiency. Thus most of the studies like the present one have conclusively established that intelligence is positively and significantly related to scholastic achievement of students, although the obtained Co-efficients of correlation differ from one investigation to another. This may be due to heterogeneity of subjects and the tools employed to measure intelligence.

Mitra (1961) also observed that the best single predictor was a speed test of general ability. Sinha (1966a) has reported that the superiority of the high achiever with regard to intelligence was clear enough to be disputed. Kahn and Singer (1949) also studied two groups differing markedly for scholastic success in a school of commerce. The

results showed a significant difference in terms of intelligence between these two groups and thus they observed that intelligence in itself could cause scholastic deficiency. Kowitz and Levy (1965) had also observed that intelligence test could differentiate achievers and underachievers significantly at .01 level of confidence.

Littig and Yeracaris (1963) observed need-achievement was positively related to academic achievement among men but not among women. Achievement motivation had been found to be a significant factor in the academic performance of students by Bendig (1958a, 1958b, 1958c), Caplehorn and Sutton (1965), Esther (1966), Gebhart and Hoyt (1958), Goodstein and Heilbrun, Jr. (1962), Gough (1953), Heilbrun, Jr. (1962), Izard (1962), Kight and Sassenrath (1966), Krug (1959), McDonald and Gynther (1963), Morgan (1951, 1952), Myers (1955), Peirson, Barton and Hey (1964), Reiter (1964), Ricciuti and Sadacca (1955), Weiss, Wertheimer and Groesbeck (1959). But studies by Bachman (1964), Burdick (1956), Gibbs (1966), Lowell (1950, 1952), Merrill and Murphy (1959), Parrish and Rethlingshafer (1954) did not show encouraging results in this regard.

Singh (1965), Srivastave (1966a) found underachievement to be significantly related to academic motivation and similarly, Chahbazi (1956,1960) found need achievement scores to be significantly related to academic performance of students.

Similarly, Heikkinen (1957) observed that the relationship between achievement motivation and academic performance was not linear and personality of the individual should be taken into account in considering motivation and achievement.

Muthayya (1964) confirmed the results obtained by McDonald et.al (1953) that high and low achievers differed significantly in their need achievement score, similarly Hopkins Mallison and sarnoff (1958) Lang, Sferra and seymour (1962). Todd, Terrell and Frank (1962) found the two groups, high and the low achievers differed significantly in their achievement motivation. Smith (1964) did not find need-achievement measures to be significantly associated with the grades earned by students. Shaw (1961) administered three need achievement scales the French and the McClelland need achievement scales and the Edward personal preference schedule and found that none of these differentiated achievers and underachievers significantly.

Joshi (1963) studying heterogeneity in the distribution of intelligence among the different faculties, observed that the science students seem to be definitely superior to arts and commerce students. Wallace (1952) observed that those whose work involves the use of words do better on the verbal part of the intelligence test, While those studying more practical subjects do better on non-verbal part of the intelligence test.

Several studies, such as, Hopkins Mallison and sarnoff (1958). Lang. Sferra and Seymour (1962). Muthayya (1964). Sing (1965). have found that the high and the low-achievers could be significantly differentiated on the basis of need-achievement motivation.

Singh (1965) used two measures. The Edwards personal preference schedule to measure need-achievement and an unstandardized inventory for academic motivation. On both the scales, he found that the mean scores of the high academic achievers were greater than the mean scores of the low-academic achievers.

McClelland et al (1953) has pointed out that there are other experimental conditions in which the test can be administered. It may, therefore, be suggested that an intensive study of need-achievement under different experimental conditions should be made to find out the criteria for predicting academic achievement of school students.

Harris (1940) in his review has also concluded that the essential factors in students academic achievement in order of importance are: I) Ability (or intelligence, etc. (II) Effort (or drive or degree of motivation, etc). III) Circumstances (Personal, Social, economic, academic, etc.).

Heilbrun, Jr. (1962) in a comparative study of Edwards personal preference schedule and Heilbrun Need scale on the college achievers and non-achievers found the latter more valid in predicting academic achievement. Chahbazi (1956, 1960) using sound stimuli and picture stimuli tests, also found that need-achievement scores were positively and statistically significantly related to academic performance of students. Low to moderate positive correlation's between need-achievement and academic achievement have also been found in several studies.

Lang, sferra and Seymour (1962) where they observed that Edwards personal preference schedule variables could differentiate well between the high and the low achieving freshmen. Hopkins, Mallison and saranoff (1958) in their investigation into "Some non-intellectual correlates of success and failure among university students" also found that on motivation the groups differ significantly.

Jamuar (1961a-1961b) not only found significant Positive relationship between introversion and academic achievement but also observed that introversion influenced scholastic achievement

independently of intelligence and Study-habits of the students. Similarly, Kline (1966). Ringess (1965) Singh (1965) found underachievement associated with extraversion while strange (1937) found complete lack of association between the various measures of introversion extraversion and scholarship.

In studies on anxiety as a factor in academic achievement, investigations of Bendig (1958a), Furneaux (1957), Lynn (1957), Sarason (1957), Sarason and Mandler (1952) have found anxiety to facilitate academic performance of students while those of Atkinson and Litwin (1960), Cochran and Cleland (1963), Cox (1964), Crandall, Katkovsky and Preston (1962), Feldhusen, Denny and Condon (1965), Flescher (1963), Malnig (1964), Reese (1961), Sarason (1961, 1963) Singh (1965), Singh (1966) and Smith (1964) have found it as factor of interference in intellectual performance of students.

Warburton (1962) conducted a survey of the studies made in the U.S.A. and found that most of the studies showed academic achievement to be adversely affected by anxiety, but only in one study, he found anxiety facilitating scholastic achievement of students.

Studies by Silverman, Davids and Andrews (1963) showed that underachievers exhibited significantly greater number of general anxiety symptoms, while capable students exhibited greater apprehensiveness about academic matters and examinations Cohen (1963), Phillips (1962) found excessive anxiety to result in underachievement while moderate anxiety in over achievement.

Mello and Guthric (1958) Concluded that maladjusted college males "admit to more symptoms of anxiety and inferiority" and females tend "to be disturbed about interpersonal relationship based on MMPI

Performance, but no comparison with a control group of adjusted students was made.

Black (1956) and Drake (1954) have limited relevance to the problem of personality differences in adjusted and maladjusted college students. The former was intended to clarify the meaning of MMPI scores in normal college SS and thus used no maladjusted group, while the latter studied specified subgroups within a larger maladjusted group and made no comparisons with normals.

Merrill and Heather's (1954) who compared self-descriptions on a 58-item list of adjectives of a group of counseling center clients "Showing some emotional disturbance" with another group of clients who did not. Although several adjectives were differentially endorsed by these two groups, the investigators cautiously limited themselves to the broad conclusion that the more poorly adjusted group "marked more items reflecting dissatisfaction with themselves in their social and personal relationships." Accordingly, no specific inferences about personality differences were provided.

Saunders (1956) has presented a mathematical basis of moderated regression and further evidence of its operation. This work suggests that personality factors may be associated with achievement but not necessarily in a linear or curvilinear relationship. Nor is the relationship that of the usual suppressor variable. Rather, there may be at least one subgroup and probably more than one, characterized by certain personality characteristics in which the relationship between intelligence and achievement is different from that among those not in the subgroup.

Research, on personality development has usually focused on personality traits. The goal of the trait approach is to identify personality

traits patterns of thought, motivation, and behavior that differ among individuals and to understand how individual differences in these traits emerge in the course of development and influence the life course. The trait approach has been quite successful and has yielded numerous insights into the growth of behavioral development (Caspi, Elder, and Bem, 1987; Digman, 1989; Funder, 1991; McCrath and Costa, 1990).

Much of the growing interest in developmental psychology in personality types has originated from Block's (1971) seminal work on personality configurations in early adulthood. Block argued that the constraints imposed by temperament and the surrounding environment were likely to allow only a restricted number of genuinely different personality types to emerge. Caspi and Silva, (1995) have made an important step toward identifying the implications of personality types for development. They found that well-adjusted children were able to adapt to changing circumstances and manifested appropriate levels of self-esteem.

Srivastava and Gupta (1996) was conducted on college students to find out the significant difference between high and low depressive personas in terms of personality adjustment. For this study 100 college students were selected with the help of accidental sampling technique from Govt. college, Rishikesh. All the students were administered depression and personality adjustment scales. Results and personality adjustment. School results indicate that male and female students significantly differ on depression and amount of depression play. a significant role in personality adjustment.

Studies showed that adolescent boys generally become more aggressive (Wolstenholme and O'Connor, 1967) and short tempered while girls are found to be more depressive and anxious (Lvey and Bardwick,

1968) with greater emotionality and disruption, particularly in social relations (Ruble and Brooks, 1977).

Many investigations have been carried out in the past to find out the effects of parent-child relationship on the development of human personality. Sears, Maccoby and Levin (1957) found that cold and rejection mothers reported a background of feeding problems. Persistent bed-wetting. Aggressiveness, and slow conscience development in their children.

There are very few studies on adolescents in Bangladesh and most of them are concentrated on the changes, adjustment and delinquency. Haq (1986) found that vast majority of the adolescents in Bangladesh are well adjusted, have good relations with their families and friends and accept the values of society. They can cope with the internal and or external world adequately. Psychologically the adolescents were found to be moderately adjusted with good impulse and emotional control. In sexual attitudes, most of the adolescents were found to be moderate to highly conservative. However there is still much to learn about the adolescents of our country with emphasis on the problems they encounter and the influencing factors of such problems during this transitional period of life.

A Study in Bangladesh (Karim, 1990) Found Profound cultural effects on both Personally perceived self and socially perceived self of adolescents. Child rearing pattern and socialization process of different society also differentially influence the adjustment patterns of adolescents to the various changes they experience. As the rural and urban social practices in Bangladesh vary to certain degree, it is possible that adolescents could be differentially affected with regard to their

problems. Similarly a sex difference exists in the problems and kind of stress experienced by adolescent girls and boys.

A Study on Bangladeshi adolescents found that adolescent boys and girls differ significantly in the areas of home, education, and overall adjustment and adolescents who feel that they are internally control of their successes and failures are better adjusted than those who feel that the events in their lives are beyond their control i.e externally controlled. (Sultana, 1984).

Study found that students with an internal locus of control showed better adjustment to college in terms of academic achievement and social adjustment. (D.M.& Brockway, J.H. [1999].

Various studies have shown that internals not only believe they have the power to affect their outcomes, but that they actually perform more effectively in both laboratory and academic situations. In academic settings, for example. Findley and cooper (1983) have found very strong evidence that internality is associated positively with superior performance on a variety of standard achievement tests. Bar-Tal and Bar-Zohar (1977) found also that internality is associated positively with grade-point average.

Study found that community college students who succeeded at distance education had high internal locus of control. (Dille, B. & Mezack, M. [1991].

Studies of Barger and Hall (1965), Brokaw (1962), Burnas (1949), Snider and linton (1964) had shown that the high socio-economic status was conducive to high academic achievement among students. Similary, Abrahamson (1952), Furneau (1963), Phillips (1962), Srivastava (1966a)

found significant positive relation between socio-economic status and scholastic achievement of students. Dockrell (1959) found that socio-economic index and performance in English and Arithmetic to be significantly and positively related. Donovan (1962), observed significant difference between the high and low achievers with regard to their socio-economic conditions, but Wellington and Wellington (1965) failed to observe significant difference between under and overachievers and their socio-economic conditions. Similarly, Singh (1965) failed to observe significant relation between achievement of students and their family income.

Curry (1962) found that as the intellectual ability decreases from high to low, the effects of socio-economic condition upon scholastic achievement of students greatly increases.

Coster (1959) found that high income group students did better and also continued their education in colleges. While low income group students failed more and were also attracted towards vocational programmes.

Barbe (1965) observed that gifted students mostly came from homes where parents themselves were educated. Similarly Hopkins, Mallison and Sarnoff (1958) compared graduates from students who either failed or withdrew from education, and found the two groups difference significantly in their parents education, personal and social relationship.

Gordon (1959) found that the family of underachievers and overachievers differed, the overachievers parents tended to have some formal education and to be employed mainly in professional, managerial, proprietary and official occupation and similar findings were also

obtained by Briggs Johnson and writ (1962), Ford (1957). Singh (1965) also found father's education and occupation was significantly and positively related to the academic achievement of students. Barger and Hall (1965) had also shown that parental education and occupational status to be conducive to high academic achievement.

Hewer (1965) identified nine social groups on the basis of father's occupation and parental education and found that the college grade could be efficiently predicted on the basis of those social groups. Similarly, Jamuar (1963) found significant relation between achievement and father's occupation and Klausmeier (1958) observed that highachievers were superior in the occupational level of parents in comparison to the lowachievers.

Wellington and Wellington (1965) failed to observe any significant relation between student's achievement and their parental education and occupational status. Similarly, McGillivray (1964). Sinha (1966b) could not find any difference between the high and low achieving groups with respect to parental education and occupational level.

2.2 Objectives:

- i. To find out personality variables of male and female college students.
- ii. To find out relationship between personality variables and academic achievements of three groups of students (high achiever, middle achiever and low achiever).
- iii. To find out relationship between intelligence and academic achievement of three groups (high, middle and low achievers).
- iv. To find out relationship between academic achievement and locus controlling attitudes of three groups (high, middle and low achievers).

- v. To find out family relationship and academic achievement of three groups (high, middle and low achievers).
- vi. To diagnose their personality difficulties, life barriers detecting low performances in education and other facts to enrich the understanding of parents, teachers education planners and helpfull for developing college counselling programmes.

2.3 Hypotheses:

Specifically, the purpose of the present study was to test the following hypotheses:

- i. There would be a significant difference in intelligence of high, middle and low academic achievers.
- ii. There would be a significant and positive correlation between intelligence and the academic achievements of students.
- iii. There would be a significant difference in some of the personality variables (Achievement, Order, Autonomy, Intarception, Succorance, Dominance, Abasement, Nurturance, Endurance and Aggression) of high, middle and low achievers.
- iv. There would be a significant correlation between some of the personality variables and academic achievement of the students.
- v. There would be a significant difference in some personality variables of the male and female students.
- vi. There would be a significant difference in family relation of the high, middle and low academic achievers.
- vii. There would be significant and positive correlation between family relationship and academic achievements of students.
- viii. There would be significant difference in belief system about consequences of high, middle and low academic achievers.
- ix. The three groups, high, middle and low achievers, would differ significantly in socio-economic status and parents' education.

CHAPTER-III

METHOD

3.1 The Sample:

303 college students were used as subjects in the present study. Male students were 172 and Female students 131. They were selected at random from 16 colleges of the district, of Rajshahi, Khulna, Natore, Mymensing, Comilla, Jhala Kathi, Gaibandha, Jessore, Chittagong, Barisal, Bagerhat, Satkhira, Rangpur, Naogaon, Bogra and Thakurgaon. Samples are selected only from B.A and B.Sc classes of the colleges. Their age ranges from 18 year to 22 years. Their mother tongue was Bengali.

3.2 Selection of sample:

In order to have a representative sample, the sample size was distributed as per population density of the country. The sample was selected from the main four administrative divisions (Dhaka, Chittagong, Khulna, Rajshahi) of the country following multi stage random sampling technique. Firstly, 16 districts were selected at random out of 64 districts through lottery procedure, then 8 colleges were selected from the city areas of eight districts and 8 colleges were selected from the out skirts areas of eight districts. The respondents (male and female) were selected from students of B.A and B.Sc classes with First, 2nd and 3rd divisions, and from different socio-economic background. Almost equal number of male and female students were selected at random with the help of college authority. (viz Table 1)

3.3 Distribution of Sample:

Table 1: Showing the distribution of sample with areas total number of subjects selected from different district's colleges.

District	Name of Colleges	Areas	No. of Students	
			Male	Female
1) Natore	Rani Bhabani College	City	11	9
2) Mymensingh	Nasirbad College	City	11	9
3) Jhalakathi	Jhalakathi Govt. College	City	11	9
4) Jessore	M.M City Govt. College	City	11	9
5) Chittagong	Hazi Mahammed Mohsin College	City	11	9
6) Barisal	B.M College	City	12	8
7) Bagerhat	P.C College	City	12	8
8) Naogaon	Naogaon Degree College	City	8	7
9) Rajshahi	Durgapur Degree College	Out skirts of City	11	9
10) Khulna	Paikgasa College	Out skirts of City	11	9
11) Comilla	Amir Hoshian Jobada College	Out skirts of City	11	9
12) Satkhira	Shamnagar Mohsin Degree College	Out skirts of City	11	9
13) Rangpur	Mitta Puker Degree College	Out skirts of City	11	9
14) Gaibandha	Palash Bari Degree College	Out skirts of City	10	6
15) Bogra	Adamdhighi Rahim Uddin Degree College	Out skirts of City	10	6
16) Thakurgaon	D.N College	Out skirts of City	10	6
			172	131
			Grand Sum= 303	

3.4 Design of the Study

The purpose of the study was to investigate the personality variables and intelligence of Bangladeshi college students in relation their academic achievements. To serve this purpose students of different

colleges were used as representative samples. In order to have representative sample, multi randomized groups design were used in this study.

The students in the present study were having Bangli as their mother-tongue, it was considered desirable to use Bengali version of the different tests. Tests were i) Non-Verbal intelligence test (RSPM) 2) EPPS 3) BAI 4) Rotters' I-E, scale.

The Ravens standard progressive matrices (RSPM) test was used to measure the subjects' intelligence. An adapted Bengali version of Edwards Personal Preference schedule (EPPS) (1959) was used to measure personality variables of the students. Family relation of the students was measured by Bell adjustment inventory (BAI). In order to measure their locus control, Rotters' I-E, control scale, (adapted Bengali version) was used in this study. These tests were administered on 303 students (172 male and 131 female). The subjects were divided into three groups according to their academic performances in S.S.C and H.S.C examinations.

With regard to using examination marks and score on intelligence test as the criterion of academic achievement. In the present study, the average aggregate marks obtained at two consecutive final Board examination (S.S.C and H.S.C) were taken as the criterion of academic achievement.

For the purpose of the study, school and college examination marks were taken as the criterion for differentiating the high, middle and low achievers in respect of their academic attainments.

The high academic achievement group consists of 90 students (51 male and 39 female). The examination marks in S.S.C and H.S.C were above 1200, and in both examination, they got first division. The range of intelligence score was 50 to 55, percentile points 75-90, Grade II.

The middle academic achievement group consists of 118 students (63 male and 55 female). The examination marks in S.S.C and H.S.C were 900 to 1199 and in both examination, they got second division. The range of intelligence scores was 44 to 49, Percentile points 50 to 75 Grade III⁺.

The low academic achievement group consists of 95 students (58 male and 37 female). The examination marks in S.S.C and H.S.C were bellow 900 and in both examination, they got third division. The range of intelligence score was 28 to 42, Percentile point 25 to 50, Grade III-.

The statistical comparison among intelligence of high, middle and low achiever groups will be obtained separately by employing t-test. The statistical comparison among 15 variables of personality of high, middle and low achiever groups will be found out separately by employing t-test. Significant difference between male and female students will be found out through by t-test. Significant difference between family relationship and academic achievement of the three groups (high, middle and low achiever) students will be found out through by t-test.

The relationship of intelligence and academic achievement will be computed by using person's product moment method, and the relationship of academic achievement and each of the 15 variables of personality, family relationship will be computed separately by using person's product moment method. Significant difference between locus controlling attitude and academic achievements of the three groups (high, middle and low achiever) students will be found out through by chi-square test.

In regard of the socio-economic status, the total numbers will be divided into three groups. Such as high income group (income above 10000 TK.) consist of 75 students, middle income group (income 5000-10000 TK) consist of 145 students and low income group (income below 5000 TK) consist of 83 students. The statistical comparisons will be determined among high, middle and low income group of students on the basis of their academic achievement (high, middle and low achievers) by employing chi-square test. The relationship parent education and academic performances of the students' will be found out by chi-square test.

3.5 Measuring Tools:

1. Non-verbal Intelligence test (RSPM).
2. Edwards personal preference schedule (EPPS).
3. Bell Adjustment Inventory (BAI).
4. Rotters' Locus of control scale (I-E scale).

In present study Bengali version of Tests. EPPS, BAI and I-E scale were used.

A) Bengali version of Edwards personal Preference schedule (EPPS):

As the purpose of the present study was to measure personality variables of College students of Bangladesh, the English Version of EPPS was not suitable for the Bengali speaking students. The research student of the Department of psychology, University of Dhaka translated the original Version of Edwards Personal Preference Schedule (EPPS) into Bengali Language. Informations about reliability and validity to this Bengali Version of EPPS was not reported.

Dr. Taskina Faruk, Professor, Department of Psychology, University of Rajshahi for reserach purposes examined the content validity of this Bengali Version of EPPS in 1990 by the expert's opinions. The contents (or items) of original EPPS and Bengali version of EPPS were submitted to a group of subject-oriented experts. Experts were taken from the teachers of psychology Department and the teachers of English department of the University of Rajshahi and teachers of Psychology Department and the teachers of English department of different colleges of Rajshahi. The expert judged whether or not the items of Bengali Version represent the same meaning expressed by the items of English Version of EPPS (original). The validity of the contents of Bengali Version of EPPS depends upon the consensus judgement of the majority of the subject-oriented experts. Reliability of the Bengali Version of EPPS was find out by test and re-test method by applying on the same individual after a gap of three months. Correlation is ranged from .72 to .87.

B) Bengali version of Bell Adjustment Inventory (BAI):

The Bell Adjustment Inventory (BAI 1962) was first translated in Bengali by Faruk. T. (1980). This Bengali version of BAI was checked by several distinguished persons in education and administration of Rajshahi and Dhaka University, to find out the correlation, the Bengali version and BAI were administered on twenty students (10 male and 10 female) with an interval of six weeks. The results show that the adapted BAI and original BAI are highly correlated. To verify the reliability of the adapted BAI a test retest method was followed at an interval of three month. Correlation coefficients of the Bengali version with the English original and the test-retest scores were all significant at 0.05 level.

The 1962 revision of the BAI thus provides six measures of personal and social adjustment: a) Home Adjustment, b) Health Adjustment, c) Submissiveness, d) Emotionality, e) Hostility, f) Masculinity and femininity.

Coefficients of reliability of original Bell Adjustment inventory (Home Adjustment) and Bengali version of the inventory r is .94 for boy and .92 for girl.

For measuring family relationship of the students only home adjustment measure is used in present study.

C) Bengali version of Rotter's I-E control scale: It measures individuals internal or external dimension of personality. Test originated by rotter was translated into equivalent Bengali form with the help of three teachers in Bengali and three teachers in psychology, under the overall supervision and guidance of the supervisor of the present study. Intraslating the original statements into Bengali, care was taken to put them in everyday's simple language while maintaining intact the functional value of each statement.

To estimate reliabilities of the Bengali version the scale, it was administered on a sample of students in B.A and B.Sc classes. Test-retest reliability Co-efficients have been found by administering the test at an interval of one month. The correlation between original scale and Bengali version of the I-E scale was .89 and the split-half reliability of the Bengali version scale was .70 (calculated from spearman Brown prophecy formula).

3.5a Description of original measuring tools:

1. Non-verbal Test (RSPM):

Raven's Standard Progressive Matrices (RSPM), published in 1938, was constructed on the a priori assumption that, if Spearman's (1923) principles of noegenesis were correct, it should provide a test suitable for

comparing people with respect to their immediate capacities for observation and clear thinking. The Mill Hill Vocabulary Scale is designed to complement the RSPM by assessing a person's ability to recall acquired information. The Standard Progressive Matrices (Sets A, B, C, D and E), or RSPM, is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for his observation, see the relations between them, conceive the nature of the figure completing each system of relations presented, and by so doing, develop a systematic method of reasoning. The scale consists of 60 problems divided into five sets each set consists of 12 problem. In each set the first problem is as nearly as possible self-evident. The problems which follow become progressively more difficult. The order of the items provides the standard training in the method of working. The five sets provide five opportunities for grasping the method and five progressive assessments of a person's capacity for intellectual activity. To ensure sustained interest and freedom from fatigue, the figures in each problem are boldly presented, accurately drawn and, as far as possible, pleasing to look at.

Reliability:

The RSPM and the MHV have been standardized together for representative samples of British people, 6 to 65 years of age (Foulds and Raven, 1948; Raven, 1948) and for Irish children aged 6 to 12 years of age (Gill and Byrt, 1973).

Test-retest reliability:

According to Laroche (1960) has reported 0.85 with 6th grade Congo schoolboys and referred to Verhaegen's (1956) data with a value of 0.88 also with Congo schoolchildren after several weeks. From the original studies on RSPM, Raven (1948) and Foulds and Raven (1948) found reliabilities ranging from 0.83 to 0.93, with the higher values being associated with younger subjects (under 30).

Validity:

i. Correlations with concurrent intelligence measures:

For English speaking children and adolescents, reliable correlation of RSPM with the Binet and Wechsler scales ranges from +0.54 to +0.86 (Raven, 1948; Taibl, 1952; Banks & Sinha, 1951; Barratt, 1956; Moran, 1972; review by Burke, 1958).

ii. Correlations with concurrent achievement measures:

Correlations between RSPM and performance on achievement tests or actual scholastic achievement are generally lower than correlations with intelligence tests, and even more variable, ranging from negligible (e.g. Keehn & Prothro, 1955) to very high (e.g. Irvine, 1966).

iii. Predictive Validity:

The external criterion commonly adopted in Predictive Validity investigations in scholastic achievement assessed sometime after the administration of RSPM. Validity coefficients reported in studies with English and non-English speaking children and adolescents generally range up to +0.70 (Stinissen, 1956; Elley MacArthur et al, 1962; Rao, 1963; Giles, 1964; Irvine, 1966; Maderna & Valseschini, 1967).

Scoring and Interpretation of RSPM:

A person score on the scale is the total number of problems he solves correctly. By subtracting from a person's score on each of the five sets the score normally expected on each set for the same total score on the scale, the consistency of his work can be assessed. The difference between the score a person obtains on each set and that normally expected for his total score can be shown numerically as follows:

"Discrepancies; 0, -1, +2, -2, +1"

If a person's score on one of the sets deviates by more than 2, his total score on the scale cannot be accepted as its face value as a consistent estimate of his general capacity for intellectual activity. The consistency of an estimate, the total scores obtained, the time required and the grades reached are conveniently summarized as follows:-

Total score 46 Discrepancies 0, +1, -2, +2, -1
 Grade III+ Time 38min

2. Edwards Personal Preference Schedule:

Edwards Personal Preference Schedule (EPPS) was designed primarily as an instrument for research and counseling purport to provide quick and convenient measures of a number of relatively independent normal personality variables. The statements in the EPPS and the variables that these statements purpose to measure have their origin in a list of manifest needs presented by H.A. Murray and others (1938). The names that have been assigned to the variables are those used by Murray.

The EPPS provides measures of 15 personality variables. The names of the variables are as follows:

- | | |
|-----------------------|---------------------------|
| 1. Achievement (ach) | 9. Dominance (dom) |
| 2. Deference (def) | 10. Abasement (aba) |
| 3. Order (ord) | 11. Nurturance (nur) |
| 4. Exhibition (exh) | 12. Change (chg) |
| 5. Autonomy (aut) | 13. Endurance (end) |
| 6. Affiliation (aff) | 14. Heterosexuality (het) |
| 7. Intarception (int) | 15. Aggression (agg) |
| 8. Succorance (suc) | |

The usual personality inventory consists of a set of statements relating to personality traits that are to be answered in such a way that a

"Yes" response indicates that the subject believes the statement is characteristic of himself and a "No" response that it is not. A printed inventory of this kind was given to a sample of 140 college students. One of the statements in the inventory was "I like to be loyal to my friend." Another statement was "I like to avoid responsibilities and obligations." It was found that 98 per cent of the students answered "Yes" to the first statement and only 6 per cent to the second.

Unknown to these students the statements in the inventory had been previously scaled for degree of social desirability by the method of successive intervals. This scaling method resulted in a psychological continuum of social desirability on which the statements could be located. Statements with low social desirability scale values on this continuum represent traits, which are judged to be socially undesirable and Statements with high social desirability scale values represent traits which are judged to be socially desirable. The two treatments mentioned above were widely separated on the social desirability continuum. The scale value for the statement concerning "loyalty to friends," that was endorsed by 98 percent of the students, was 4.14. The scale value for the statement concerning "avoidance of responsibilities and obligations," that was endorsed by only 6 per cent of the students was. 68. This relationship between the percent of "Yes" responses obtained for the personality statement and the social desirability scale values of the statements is quite general.

In EPPS, higher the score on a particular variables the more often the subject has chosen the statements for this variable as being descriptive of himself in preference to the statements for other variables. And the lower the score on a particular variable, the less often the subject has chosen the statements for the variable as being descriptive of himself in preference to the statements for the other variables.

For the complete set of statements it was found that the percent of "Yes" responses increased with the social desirability scale values. The relationship was linear and the strength of the relationship as measured by the product-moment correlation coefficient was. 87. This research is described in detail by Edwards. (1953).

Directions for Administration:

The EPPS is easy and convenient to administer. It may be given either individually or to large groups. Complete directions are printed on the cover of the booklet. Answers are recorded on a specially prepared answer sheet. Both a regular answer sheet for hand scoring only and an IBM answer sheet are available. The IEM answer sheet may be scored either by hand or by machine. If the tests are to be machines scored, electrographic pencils must be supplied.

In given individually, it will usually be sufficient to ask the subject to read the directions on the cover of the booklet. Directions for marking each type of answer sheet are given on the answer sheet itself.

In giving the EPPS to a large group an answer sheet may be slipped inside each booklet prior to the time of administration, or the answer sheets may be distributed separately before the booklets. The subjects should fill in name, sex, age, educational status, and date on the answer sheets. When the booklets have been distributed, the subjects should be asked to read the directions on the cover silently while the examiner reads them aloud. After reading the directions, the examiner may ask if there are any questions. Answers to questions should be consistent with the printed directions. It may be explained that some of the choices may be difficult to make, but that they should be made, as well as they can be made, in the light of the subject's own estimates of their characteristics. They are to choose, in all cases, that statement in a each pair that they believe to be more characteristics of themselves.

It has been found that it requires about 40 minutes for the average college student to complete the EPPS. Some subjects will take longer than this and some will complete the EPPS in a shorter period. Most

college students, however, will finish by the end of 50 minutes. There is no time limit on completing the EPPS, but subjects should not be informed of this unless they ask specifically. They should be encouraged to work as rapidly as possible. The examiner may state at the end of 25 minutes that approximately half of the items should be completed. If he chooses, the examiner may announce the time at the end of each of four 12 minute periods, stating that approximately 50, 100, 150 and 200 items should be completed at the end of each successive period.

Directions for scoring:

Answers to the items appearing in the EPPS are recorded on a separate answer sheet. In the following sections on scoring, directions are given for machine and hand scoring of the IBM answer sheet, and for scoring the regular answer sheet.

Hand Scoring- Regular Answer Sheet:

On the regular answer sheet the subjects answers each item by circling the letter A or the letter B next to the corresponding item number on the answer sheet. Step 1. The template should be placed over the answer sheet so that the items printed above the three wide slots appear within these slots, insuring correct registration. Through the three narrow slits running diagonally across the template, draw lines on the answer sheet. A colored pencil is recommended. These lines will go through items 1, 7, 13, 19, 25, 101, 107, 113, 119, 125, 201, 207, 213, 219 and 225. The items crossed out are not to be counted in obtaining the scores for the personality variables.

Through the three wider openings in the template, trace the outline of the openings on the answer sheet. These lines should encompass items, 151, 157, 163, 169, 175; 26, 32, 38, 44, 50; 51, 57, 63, 69 and

75. The responses to these items are to be included in the row score for the personality variable, but will also be used in the consistency measure described in Step 5 below.

The template is now removed and not used further in the scoring. Some scorers may find that, after they have scored a considerable number of answer sheets, the use of the template is no longer necessary because they have memorized the marking scheme. However, caution must always be exercised that the proper items are identified for the consistency check.

Step. 2. Count the number of A's encircled in the first row of answers on the answer sheet and record this number at the end of the row in the column labeled "r". Count the number of A's encircled in each successive row and record the count at the end of that row in column "r". In obtaining these row scores do not count encircled A's in any item that has been marked and by the diagonal lines drawn in Step 1.

Step. 3. Count the B's encircled in the first column and record this count in the first (top) row of column "c". at the right of the answer sheet. Count the B's encircled in each successive column and record these counts in the successive rows of column "c". In obtaining these column scores, do not count encircled B's in any of the items that have been marked out by the diagonal lines drawn in step 1.

Step 4. When Step 3 has been completed there will be 15 numbers recorded in column "r" and 15 in column "C" Add the two numbers in each row of columns "r" and "c" and record the sums in columns "s" directly at the rights. The numbers recorded in column "s" are the total row scores for the 15 personality variables.

As a check on the scoring, add the numbers in column "s". The sum of column "s" must equal 210. If it is not equal to 210, then an error has been made in the scoring. However, this check does not necessarily guarantee the accuracy of the scoring, since compensating errors may occur.

Step 5. The marking done in Step 1 will cross out one item and bracket another item in each column of the answer sheet. The pairs of items so identified in the 15 columns are those with the following numbers:

1	7	13	19	25	26	32	38
151	157	163	169	175	101	107	113
44	50	51	57	63	69	75	
119	125	201	207	213	219	225	

The numbers in each column of the pairs shown represent 15 identical items in the EPPS; e.g., items 1 and 151 present the same pairs of statement in the same order. If an individual filling out the EPPS has been consistent, he will have encircled the same letter for both of the indicated items in each column. To obtain the consistency score, compare the responses to the pair of indicated items in each column; if they are the same, place a check marks in the box at the bottom of that column; if they are different, make no mark in the box. Finally, count the number of check marks across the row of boxes and record the sum in the space labeled. "con" at the bottom right hand corner of the answer sheet. For example, if A has been encircled for item 19 and B encircled as the choice for item 169, this will count as one unlike pair of choices and no check mark will be placed at the bottom of that (the fourth) column. If further, All the other pairs of choices are identical, the consistency score for that paper will be 14.

Step 6. A profile stability score may be obtained, if desired, by correlating the scores in column "r" with those in column "c".

Step 7. The consistancy score for subject is 11 or higher, it may regard this as evidence that the subject is not making his choices on the basis of chance alone.

3. Bell Adjustment Inventory:

Description of the scale: The questionnaire of the bell Adjustment Inventory was first published in 1934 by Hugh. M. Bell. Then the improved revision of this inventory was administered on the students of secondary classes in 1936. The Adult Form of the inventory was developed, standardized and published in 1938. The Adult Form contained measures of Home, Health. Social and Emotional adjustment, and in addition, a section on occupational adjustment to determine a worker's job satisfaction. The last revision of the Bell Adjustment inventory was published in 1962. The 1962 revision of the Bell adjustment inventory provides six measures of personal and social adjustment:

1) Home Adjustment 2) Health Adjustment 3) Submissiveness 4) Emotionality 5) Hostility 6) Masculinity-femininity.

1) Home Adjustment:

35 question on Home Adjustment from BAI are applied on the students for this study. High scores on Home Adjustment tend to be associated with one or more of these conditions in the family: i) Inability to live up to the expectations of on or both parents, ii) Role reversals of parents, iii) Feelings of parental rejection, iv) Persistent tensions in the home, v) Arbitrary restrictions and non-affectionate discipline, vi) Sibling rivalries, vii) Inability to identify with or relate to one or both parents, viii) Divorce or separation in the home, ix) Possessive parents, x) Fear of parents.

Low scores mean that the students is getting along well at home and that this phase of his adjustment is satisfactory to him. However, occasionally a low score indicates that the student is too dependent upon

his home, that he is content to bathe in the warm sunlight of his parents love and protection rather than to seek to merit the acceptance and affection of his peers outside the home.

2. Health Adjustment:

Eleven health problems are covered in this section of the inventory: i) frequent colds, nose and throat discharge ii) diseases, operations, or accidents with residual effects iii) Visual difficulties iv) Fatigue, v) Sleeplessness, vi) Weight problems, vii) Digestion and elimination difficulties, viii) Headaches and pains, ix) A history of medical attention, x) A history of absences from school and xi) Skin diseases. High scores indicate unsatisfactory health adjustment low scores, satisfactory.

3. Submissiveness:

Individuals scoring high tend to be submissive and retiring in their social contacts. Individuals with low scores tend to be self-confident and assertive. Students who make high scores on submissiveness labeled social Adjustment in the earlier edition tend to lack confidence several of these social situation or roles: i) Meeting people in groups or introducing one person to another, ii) Conversing easily with different types of people, iii) Taking the initiative in different social situation, iv) Speaking before groups, v) Accepting leadership roles, vi) Reciting orally in class, vii) Entering groups by one self, viii) Having the social spotlight turned on them, ix) Making friends easily, x) Avoiding feelings of self-consciousness and shyness.

4. Emotionality:

Individuals with high score tend to be unstable emotionally: with low score to be emotionally secure. High scores on Emotionality (formerly

called Emotional Adjustment) suggest that the students has concerns in one or more of the following areas: i) A tendency to live in a world of daydreams and to imagine things, ii) Volatile feelings such as fear, anger, and excitement, iii) Depressive feelings coming from isolation and from feelings of inferiority, iv) The feeling that one is the victim of fate and misfortune, v) Feelings of guilt, vi) Feelings of self-consciousness, and easily hurt feelings, vii) Worry, anxiety, and nervousness.

5. Hostility:

Individuals with high scores tend to be hostile and critical in social relationships: with low scores, to be friendly and accepting of people. The terms included in this scale cover the following attitudes toward relationship with others. i) The feeling that people, in general, are stupid, dull, bore some trite, gullible, and irrational, ii) The belief that you can not afford to trust people, even your friends, lest they may a "Sucker" of your, iii) The feeling that others are unfriendly toward you, don't understand you, iv) That it is foolish to tell the truth, it's better to cover up a bit, v) Belief that you should not hesitate to tell people off and criticize them openly, vi) Belief that others feel you are critical of them and dislike them, vii) The belief that the fear of being punished is all that restrains most people from doing wrong and that every one has his price, viii) Belief that if you don't look out for yourself no one else will, ix) That altruism is basically selfish and that good deeds are useless, x) That our convictions and moral practices are stupid and xi) A feeling of superior isolation from the mass of mankind.

6. Masculinity femininity:

Female who score high tend to have strong masculine interests. Females who score low tend to have strong feminine interests. Males who score high tend to be strongly masculine in their interests. Males who

score low tend to have the interests of females. Question included in this section of the inventory are items on which there is a marked difference between the answers of men and women. The questions tend to fall under these heading: i) Items which refer to fear-arousing experience, e.g. fires, earthquakes, insane persons and burglaries, ii) leisure time activities such as sports, reading, dancing and dramatics, iii) Uncouth and vulgar activities which arouse feelings of disgust, iv) Occupations which are particularly masculine or feminine, e.g., Social worker, engineer, etc., v) Interests and taste in clothing and jewelry, vi) Vocabulary habits, vii) cruelty to animals.

Reliability:

The coefficients of reliability for each six sections of the inventory are reported below. These were determined by correlating the odd-even items and applying the spearman Brown prophecy formula. The subjects were college freshmen, sophomores, and Juniors. All corrected coefficients are above 80.

COEFFICIENTS OF RELIBILITY

	r	P.E.
1) Home Adjustment	.89	.008
2) Health Adjustment	.80	.015
3) Submissiveness	.89	.008
4) Emotionality	.85	.012
5) Hostility	.83	.012
6) Masculinity-femininity	.84	.011

VALIDITY:

Cross-validated studies were made of each of the six scales by having high school and college counselors nominate students who they considered would exemplify 6 the opposite extremes of each variable.

Such counselors were supplied with descriptions prepared by the author of the prototype of the high and the low scorer and they then submitted names for each group.

Home Adjustment:

Counselors at chico (calif) high school and Hasbrouck Heights (N.J) High school selected a total of fifty-one students whom they considered as having poor home adjustment and an equal number with very good home-situations, with the following results:

Groups	Means	Difference	Sigma/diff
Good Home N= 51	4.65	5.62	.80
Poor Home N= 51	10.27		

Scoring of the Scale:

For each statement a "O" or "I" was allocated. Students were to respond to each item by saying either "yes" or "no" or "?" Total number of "yes" responses to each category formed adjustment scores. In this method a subject can obtain maximum 200 points and minimum zero points. In other words the range of scoring would be 0-200 for total adjustment. The range of scoring for home adjustment component 0-35. Higher score indicated poor adjusted. A low score on home adjustment indicates his happy home life.

4. Internal-External Locus of control scale: (Rotter, 1966)

Locus of control refers to a generalized expectancy about causation of reinforcements or outcomes with one end of the unidimensional continuum labeled internal, and its opposite, external.

An internal locus of control indicates that an individual believes that he or she is responsible for the reinforcements experienced: in effect, that the persons actions, characteristics, qualities, etc, are prominent determinants of the experiences being queried. An external locus of control, however, indicates that the person views his or her outcomes as being primarily determined by external forces, whether they be luck. Social context, other persons, or whatever. The focus of the construct, them. is on the perceived contingency between action, characteristics and events. As others have noted, contingency rather than competence or effectiveness is at the core of Rotter's unidimensional construct.

This history of the development of the test is detailed in Rotter's (1966) monograph, and more extensive descriptions and reviews may be found in Lefcourt (1976a, 1982) and phares (1976). In its present form, it consists of 23 question pairs. Using a forced choice format. Plus 6 filler questions.

Internal statements are paired with external statements. One point is given for each external statements selected. Scores can range from 0 (most internal) to 23 (most external).

The scale is self-administered and can be completed in about 15 minutes. The scale has been most frequently used with college students, but has also been used with adolescent and older subjects. No upper or lower age limits have been established.

Reliability:**Internal consistency.**

An internal consistency coefficient (Kuder-Richardson) of .70 was obtained from a sample of 400 college students. (Rotter, 1966).

Test-Retest:

For two sub groups of Rotter's (1966) sample test-retest reliability coefficients were computed. With a value of .72 for .60 college students after one month (for males, r .60: for females, r .83). After two months, an r of .55 was obtained for 117 college students (for males, r .49: for females, r .61).

Validity:

Over 50% of the internal-external locus of control investigations have employed the Rotter scale. It is not possible to list all of the findings here. Detailed literature reviews are available (Lefeourt 1981b, 1982, 1983a, 1984: Phares, 1976). The literature does indicate that there are individual differences in Perception about ones control over one's destiny and that the rotter scale is sensitive to these differences.

Score one point for each of the following items numbers:

2.a, 3.b, 4.b, 5.b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a, 20.a, 21.a, 22.b, 23.a, 25.a, 26.b, 28.b, 29.a,

A high score = External Locus of Control

A low score = Internal Locus of Control

3.6 Procedure of data collection:

There are 64 districts in Bangladesh. Out of 64 districts, 16 districts were selected at random for this study. 16 districts were selected at random from the areas of Natore, Chittagong, Barisal, Jessore, Mymensingh, Comilla, Jhalakathi, Bagerhat, Rangpur, Thakurgoan, Bogra, Naogaon, Gaibandha, Khulna and Rajshahi, Samples were selected from 8 colleges of the city (Natore, Mymensingh,

Jhala Kathi, Jessore, Chittagong Barisal, Bagerhat, Naogaon) and from 8 colleges at the out skirts of the city: (Rajshahi, Khulna, Comilla, Satkhira, Rangpur, Gaibandha, Bogra, Thakurgaon), At first the principals of 16 colleges were formally approached by the investigator for collecting data from the students of 1st and 2nd year of bachelor classes. After receiving a positive reply from the concerned authorities, a date for the administration of questionnaire was fixed up. On the appointed date the students were seated in a room.

The subjects were selected at random from the attendance register of the students with the help of college teachers, from those who were present on that day, firstly before administering the Questionnaire, the students were asked to fillup the page containing information about their age, Sex. Educational qualification, marks obtained in S.S.C and H.S.C examination. Parental education and occupation and socio-economic status etc. After filling up this page the Ravens standard progressive matrices test was administered on the selected subjects. The students were given booklets and answer sheet. The Students were instructed to read the instruction on the booklet before answering the RSPM. The subjects completed their task according to the instruction. They took 45 minutes to complete the task. Then the booklets and answer sheets were Collected from them. After half an hour the EPPS test was administered on the same subjects and the students followed same procedure to complete the EPPS test. These two tests were administered in one day and next day, I-E. control scale and BAI test were administered on the same subjects and they were asked to complete the questionnaire in same way previously they have completed the questionnaire of RSPM and EPPS tests, The same procedure of data collecting was followed for other terget colleges.

CHAPTER-IV

RESULTS

The present chapter gives the statistical analysis of data and the interpretation of findings. Samples were divided into three groups: High, Middle and Low achievers according to examination marks obtained from S.S.C and H.S.C examination.

The main objectives of the present study were to find out relationships among academic achievement, personality variables and intelligence of high achiever, Middle achiever and low achiever groups of college students.

Table- 1: Distribution of male and female students into three groups (High middle and low achievers) on academic Performance. (S.S.C and H.S.C examination marks)

Group	Male	% of Male	Female	% of Female	Total	% of Total
High academic achiever	51	16.83	39	12.87	90	29.70
Middle academic achiever	63	20.79	55	18.15	118	38.94
Low academic achiever	58	19.14	37	12.21	95	31.35
Total	172	56.77	131	43.23	303	

From Table- 1, it is seen that high achiever group consists of 90 college students (29.70%) including 51 males (16.83%) and 39 female (12.87%) students. Middle achiever group consists of 118 college students (38.94%) including 63 male (20.79%) and 55 female (18.15%). Low achiever group consists of 95 college students (31.35%) including 58 male (19.14%) and 37 female (12.21%). The total subjects are 303 college students including 172 male (56.77%) and 131 female (43.23%) students.

Table- 1a: Mean of examination marks in S.S.C and H.S.C obtained by three groups (High, middle and low academic achievers)

Group	N	% of marks		Total mean
		S.S.C	H.S.C	
High achiever	90	65.70	63.32	64.51
Middle achiever	118	49.63	46.86	48.25
Low achiever	95	40.97	38.90	39.93

From Table-1a: it can be seen that the high achiever group of students obtained marks in S.S.C and H.S.C examination are 65.70% and 63.32% and mean is 64.51. Middle achiever group of students obtained marks in S.S.C and H.S.C examinations are 49.63% and 46.86% and mean is 48.25. Low achiever group of students obtained marks in S.S.C and H.S.C examinations are 40.97% and 38.90% and mean is 39.93.

Table- 2: Distribution of students into three groups: high middle and low academic achiever on intelligence.

Group	N	Score		Age	Pp	Grade	Remarks
		Mean	SD				
High achiever	90	51.69	1.47	20	75-90	11	above average in intellectual capacity
Middle achiever	118	46.46	1.76	20	50-75	111+	Intellectually average
Low achiever	95	37.35	4.17	20	25-50	111-	Intellectually average

From Table-2: it can be seen that the high achiever group of students' mean score on intelligence test is 51.69, standard deviation 1.47, Percentile points 75 to 90, and grade II. Students of this group are above average in intellectual capacity. Middle achiever group of students' mean score on intelligence test is 46.46. SD-1.76. Percentile points 50 to 75, and grade III+, Students of this group are intellectually average. Low achiever group of students' mean score on intelligence test is 37.35. SD-4.17, Percentile Points 25 to 50, and grade III-. Students of this group are intellectually average.

Table- 2a: Statistical analysis among high, middle and low achiever groups on intelligence score.

Group	Mean difference	df	t	Level of Significance
High-Middle	5.23	206	22.74	.05
Middle-Low	9.11	211	21.18	.05
High-Low	14.34	183	31.87	.05

Table-2a shows that mean difference between high and middle achiever group is 5.23, t value 22.74 and the significant difference (.05 level) is found between high and middle achiever group of students according to their obtained score on intelligence test.

The mean difference between middle and low achiever group is 9.11, t value 21.18 and the significant difference (.05 level) is found between middle and low achiever group according to intelligence. Middle achiever group of students, is more intelligent than low achiever group of students. The mean difference between high and low achiever group is 14.34, t value 31.87 and the significant difference (.05 level) is found between high and low achiever group of students according to their intelligence. Students of high academic group are more intelligent than the low achiever students.

Table-2b: Co-efficient of correlation between academic achievement scores and intelligence scores.

Compared variable	N	r	P
Academic achievement and intelligence	303	.73	.01

Table-2b: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and "intelligence" .73, which is significant at .01 level of confidence.

Table- 3: Statistical analysis between high and middle achiever groups on "achievement" variable.

Personality variable	Group	N	Mean	SD	t	df	Level of significance
Achievement (n. achievement)	High achiever	90	17.93	2.57	5.86*	206	.05
	Middle achiever	118	15.75	2.66			

Table-3 shows that the mean score obtained by the high achiever group is 17.93, SD= 2.57 and the mean score obtained by the middle achiever group is 15.75, SD=2.66, t value 5.86, df= 206. The significant difference (.05 level) is found between high and middle achievers group of students on "achievement" variable.

Graph-1: Graphic representation of high and middle achiever groups on "achievement" variable

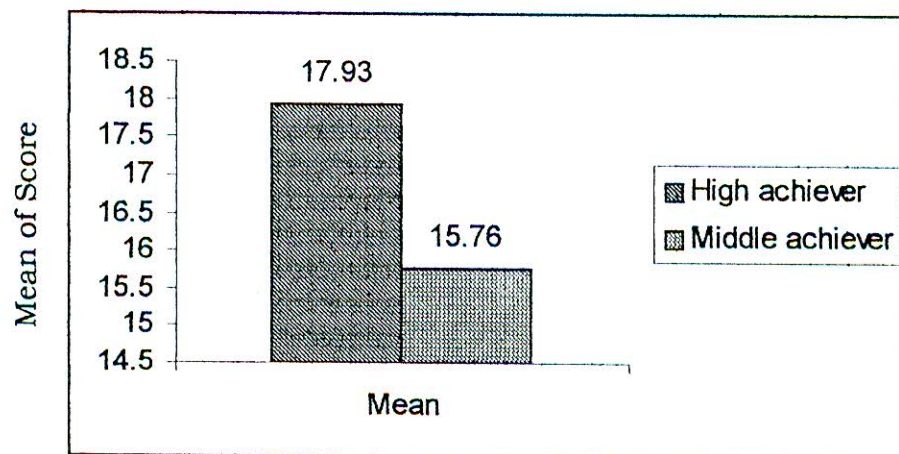


Table-3a: Statistical analysis between middle and low achiever groups on "achievement" variable.

Personality variable	Group	N	Mean	SD	t	df	Level of significance
Achievement (n-achievement)	Middle achiever	118	15.75	2.66	2.62*	211	.05
	Low achiever	95	14.84	1.78			

Table-3a shows that the mean score obtained by the middle achiever group is 15.75, SD= 2.66 and the mean score obtained by the low achiever group is 14.84, SD= 1.78, t value 2.62, df= 211. The significant difference (.05 level) is found between middle and low achievers group of students on "achievement" variable.

Graph-2: Graphic representation of middle and low achiever groups on "achievement" variable

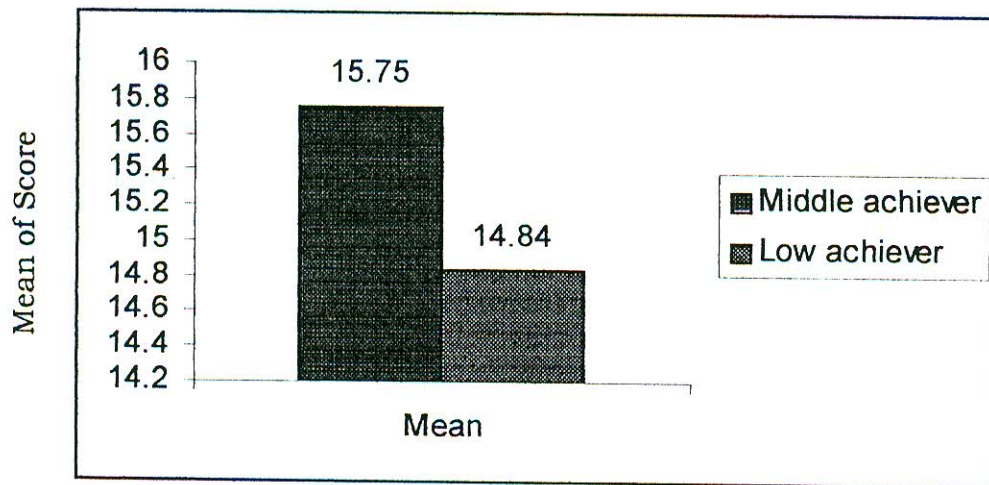


Table-3b: Statistical analysis between high and low achiever groups on "achievement" variable.

Personality variable	Group	N	Mean	SD	t	df	Level of significance
Achievement (n-achievement)	High achiever	90	17.93	2.57	9.09*	183	.05
	Low achiever	95	14.84	1.78			

Table-3b: Shows that the mean score obtained by the high achiever group is 17.93, SD=2.57 and the mean score obtained by the low achiever group is 14.84, SD=1.78, t value 9.09 df= 183. The significant difference (.05 level) is found between high and low achiever group of students on "achievement" variable.

Graph-3: Graphic representation of high and low achiever groups on "achievement" variable.

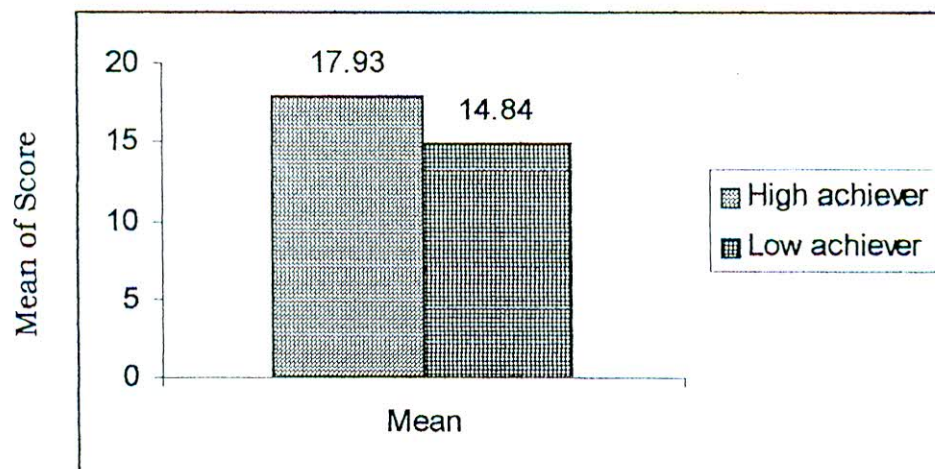


Table-3c: Statistical analysis between male and female groups on "achievement" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Achievement (n-achievement)	Male	172	17.65	2.34	9.54*	301	.05
	Female	131	14.31	2.70			

Table-3c: shows that the mean score obtained by the group male students is 17.65, SD=2.34 and the mean score obtained by the group of female students is 14.31, SD=2.70, t value 9.54, df=301. The significant difference (.05 level) is found between male and female group of students on "achievement" variable.

Graph-4: Graphic representation of male and female achiever groups on "achievement" variable.

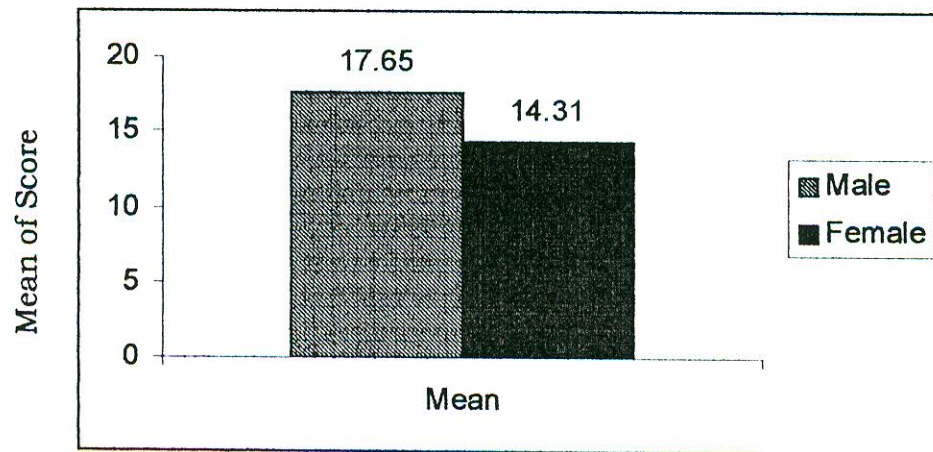


Table-3d: Coefficient of correlation between Academic "Achievement" and "n-achievement" variable

Compared variable	N	r	P
Academic achievement and n-achievement	303	.52	.01*

Table-3d: Shows that the relation between academic achievement and personality variable "n-achievement" computed by the Pearson's product moment coefficient correlation method. $r=.52$ which is significant at .01 level of confidence.

Table-4: Statistical analysis between high and middle achiever groups on "deference" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Deference	High achiever	90	15.49	2.42	1.52	206	.05
	Middle achiever	118	14.97	2.35			

Table- 4: shows that the mean score obtained by the high achiever group is 15.49, SD=2.42 and the mean score obtained by the middle achiever group is 14.97, SD=2.35, t value 1.52, df=206. Non significant difference (.05 level) is found between high and middle achiever group of students on "deference" variable.

Graph-5: Graphic representation of high and middle achiever groups on "deference" variable.

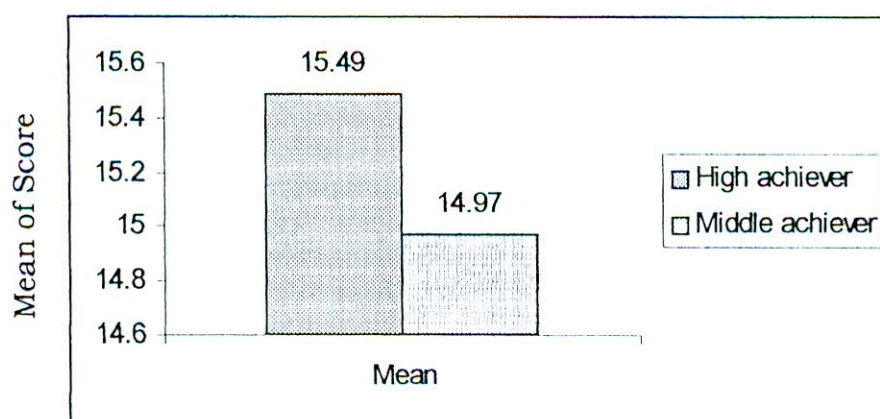


Table-4a: Statistical analysis between middle and low achiever groups on "deference" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Deference	Middle achiever	118	14.97	2.35	-1.26	211	.05
	Low achiever	95	15.40	2.38			

Table- 4a: shows that the mean score obtained by the middle achiever group is 14.97, SD=2.35, and the mean score obtained by the low achiever group is 15.40, SD=2.38, t value -1.26, df= 211. Non significant difference (.05 level) is found between middle and low achiever group of students on "deference" variable.

Graph-6: Graphic representation of middle and low achiever groups on "deference" variable.

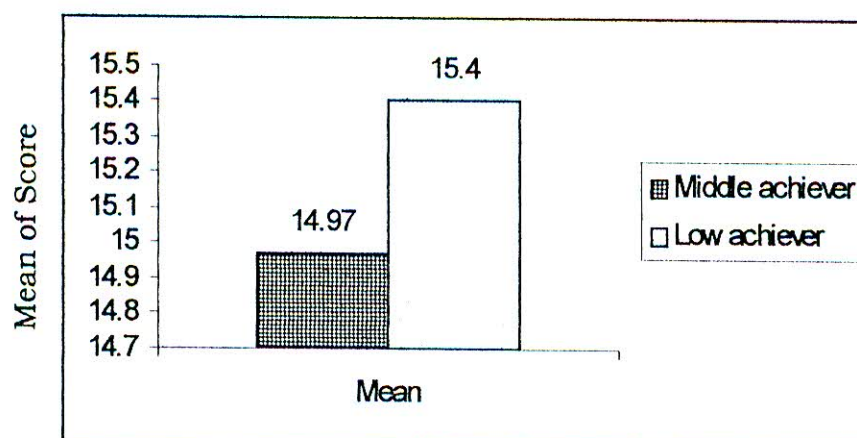


Table-4b: Statistical analysis between high and low achiever groups on "deference" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Deference	High achiever	90	15.49	2.42	.26	183	.05
	Low achiever	95	15.40	2.38			

Table-4b: Shows that the mean score obtained by the high achiever group is 15.49, SD=2.42 and the mean score obtained by the low achiever group is 15.40, SD=2.38, t value .26, df= 183. The non-significant deference (.05 level) is found between high and low achiever group of students on "deference" variable.

Graph-7: Graphic representation of high and low achiever groups on "deference" variable.

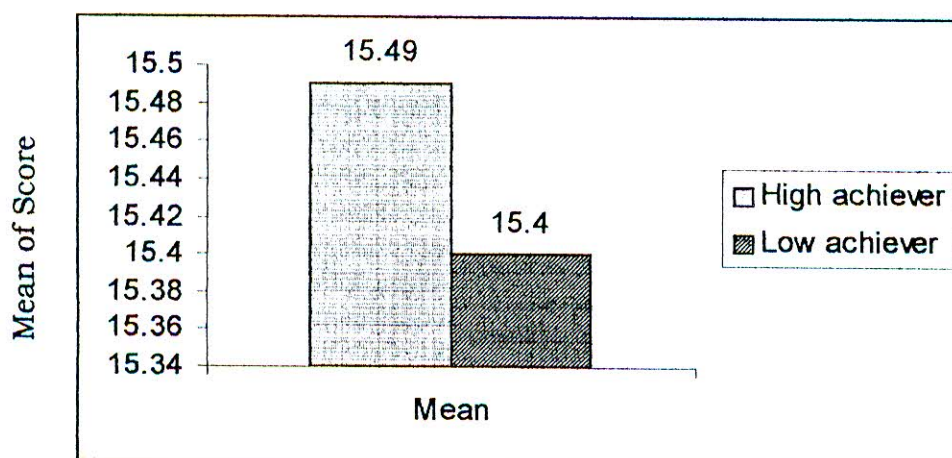


Table-4c: Statistical analysis between male and female groups on "deference" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Deference	Male	172	14.3	3.02	-6.32*	301	.05
	Female	131	16.45	2.22			

Table-4c: Shows that the mean score obtained by the group of male students is 14.3, SD=3.02 and the mean score obtained by the by the group of female students is 16.45, SD=2.22, t value -6.32, df=301. The significant difference (.05 level) is found between male and female group of students on "deference" variable.

Graph-8: Graphic representation of male and female achiever groups on "deference" variable.

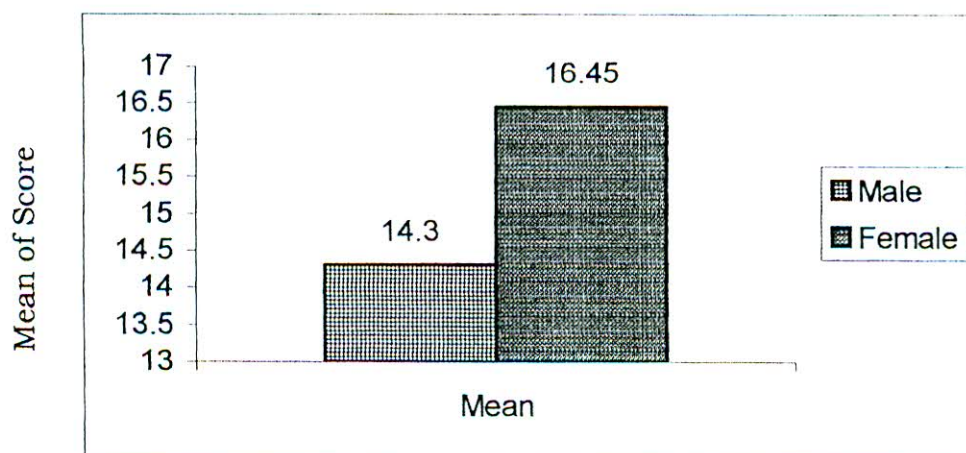


Table-4d: Co-efficient of correlation between academic achievement and "deference" variable.

Compared variable	N	r	P
Academic achievement and deference	303	-.02	.01

Table-4d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "deference" r -.02, which is non significant at .01 level of confidence.

Table-5: Statistical analysis between high and middle achiever groups on "order" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Order	High achiever	90	17.62	2.15	3.93*	206	.05
	Middle achiever	118	16.44	2.08			

Table- 5 shows that the mean scores obtained by the high achiever group is 17.62, SD=2.15 and the mean score obtained by the middle achiever group is 16.44, SD=2.08, t value 3.93, df=206. The significant difference (.05 level) is found between high and middle achiever group of students on "order" variable.

Graph-9: Graphic representation of high and middle achiever groups on "order" variable.

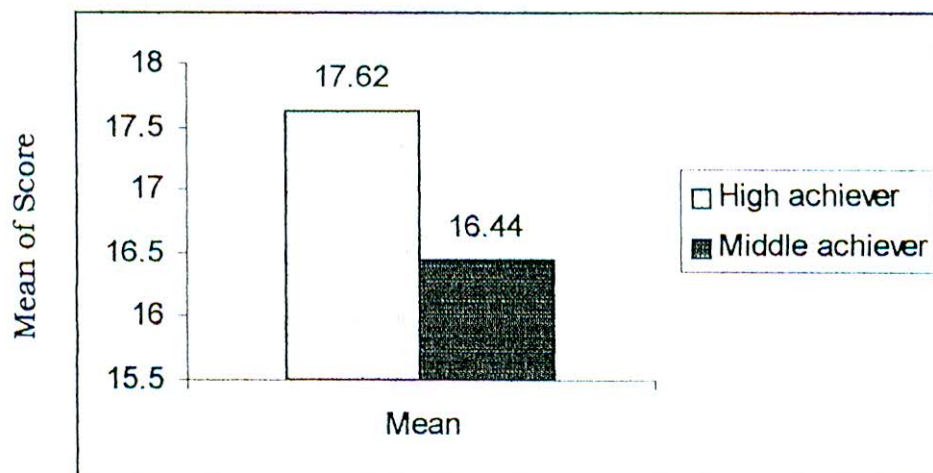


Table-5a: Statistical analysis between middle and low achiever groups on "order" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Order	Middle achiever	118	16.44	2.08	3.30*	211	.05
	Low achiever	95	15.35	2.54			

Table - 5a: Shows that the mean score obtained by the middle achiever group is 16.44, SD=2.08 and the mean score obtained by the low achiever group is 15.35, SD=2.54, t value 3.30, df=211. The significant difference (.05 level) is found between middle and low achiever group of students on order variable.

Graph-10: Graphic representation of middle and low achiever groups on "order" variable.

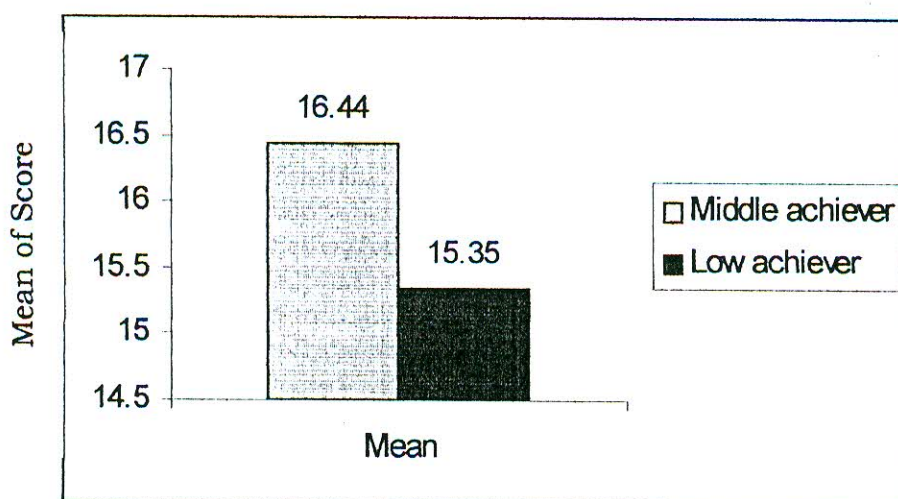


Table-5b: Statistical analysis between middle and low achiever groups on "order" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Order	High achiever	90	17.62	2.15	6.88*	183	.05
	Low achiever	95	15.35	2.54			

Table-5b: shows that the mean score obtained by the high achiever group is 17.62, SD=2.15, and the mean score obtained by the low achiever group is 15.35, SD=2.54, t value 6.88, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "order" variable.

Graph-11: Graphic representation of high and low achiever groups on "order" variable.

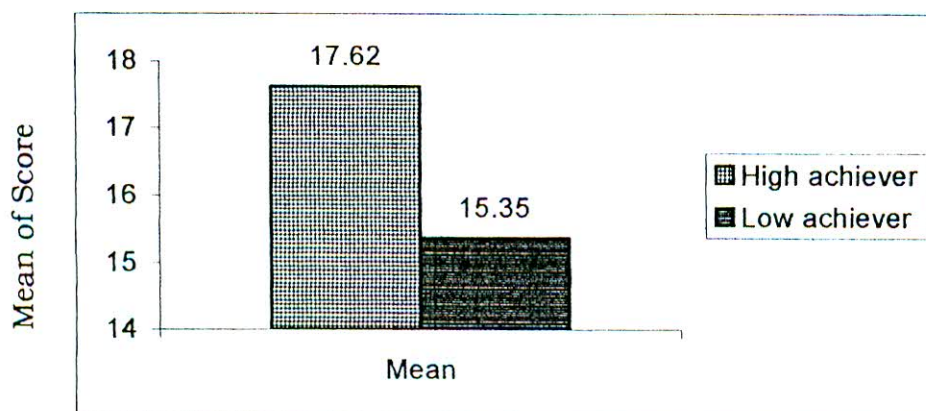


Table-5c: Statistical analysis between male and female groups on "order" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Order	Male	172	15.37	2.42	-6.87*	301	.05
	Female	131	17.57	2.01			

Table-5c: shows that the mean score obtained by the group of male students is 15.37, SD=2.42 and the mean score obtained by the group of female students is 17.57, SD=2.01, t value -6.87 df=301. The significant difference (.05 level) is found between male and female group of students on "order" variable.

Graph-12: Graphic representation of male and female achiever groups on "order" variable.

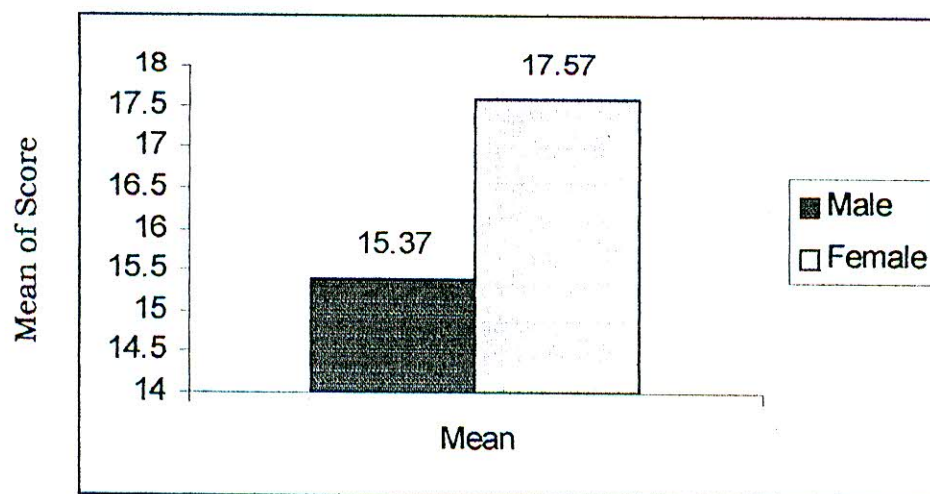


Table-5d: Co-efficient of correlation between academic achievement and "order" variable.

Compared variable	N	r	P
Academic achievement and order	303	.48	.01

Table-5d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "order" r .48, which is significant at .01 level of confidence.

Table-6: Statistical analysis between high and middle achiever groups regarding of "exhibition" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Exhibition	High achiever	90	11.6	2.51	1.76	206	.05
	Middle achiever	118	11.00	2.30			

Table-6: Shows that the mean score obtained by the high achiever group is 11.6, SD=2.51, and the mean score obtained by the middle achiever group is 11, SD=2.30, t value 1.76 df=206. The non-significant difference (.05 level) is found between high and middle achiever group of students on "Exhibition" variable.

Graph-13: Graphic representation of high and middle achiever groups on "Exhibition" variable.

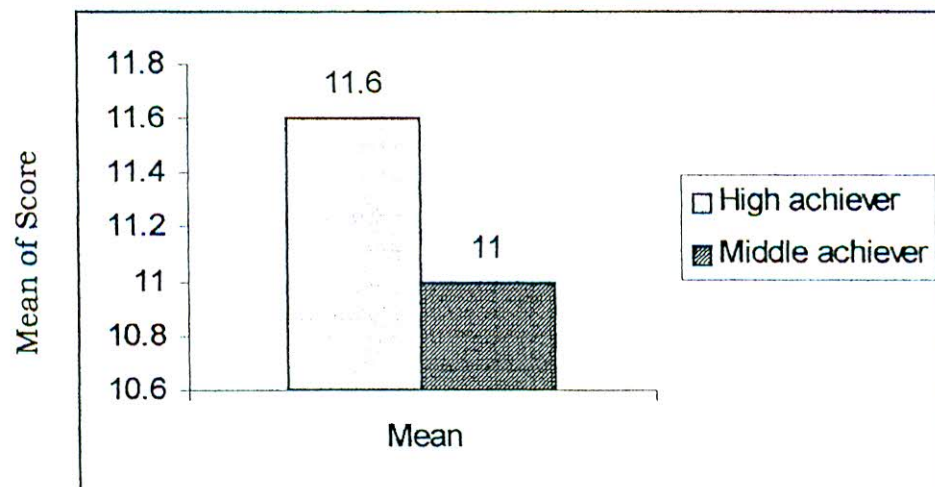


Table-6a: Statistical analysis between middle and low achiever groups on "exhibition" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Exhibition	Middle achiever	118	11.00	2.30	-.30	211	.05
	Low achiever	95	11.10	2.51			

Table-6a: Shows that the mean score obtained by the middle achievers group is 11.00, SD=2.30 and the mean score obtained by the low achiever group is 11.10, SD=2.51, t value -.30 df=211. The non-significant difference (.05 level) is found between middle and low achiever group of students ^{on} "exhibition" variable.

Graph-14: Graphic representation of middle and low achiever groups on "exhibition" variable.

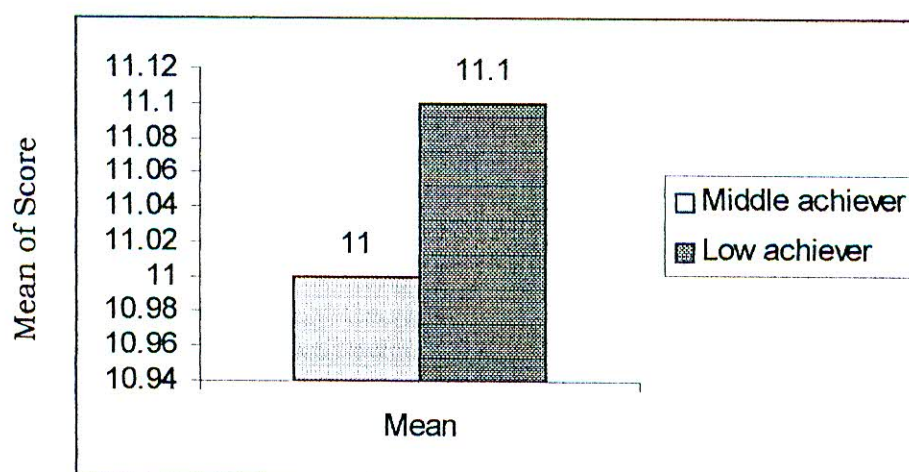


Table-6b: Statistical analysis between high and low achiever groups on "exhibition" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Exhibition	High achiever	90	11.6	2.51	1.35	183	.05
	Low achiever	95	11.10	2.51			

Table-6b: Shows that the mean score obtained by the high achiever group is 11.6, SD=2.51 and the mean score obtained by the low achiever group is 11.10, SD=2.51, t value 1.35, df=183. The non-significant difference (.05 level) is found between high and low achiever group of students on "exhibition" variable.

Graph-15: Graphic representation of high and low achiever groups on "exhibition" variable.

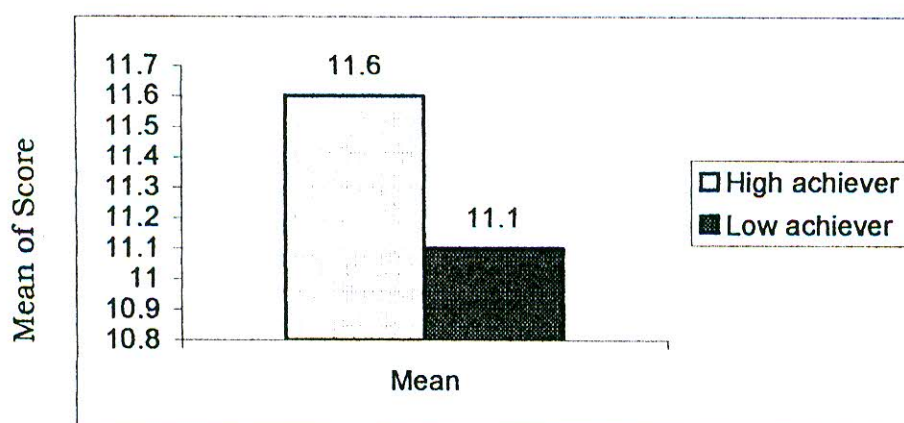


Table-6c: Statistical analysis between male and female achiever groups on "exhibition" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Exhibition	Male	172	10.9	2.58	3*	301	.05
	Female	131	9.88	2.20			

Table-6c: Shows that the mean score obtained by the group of male students is 10.9, SD=2.58 and the mean score obtained by the group of female students is 9.88, SD=2.20, t value 3, df=301. The significant difference (.05 level) is found between male and female group of students on "exhibition" variable.

Graph-16: Graphic representation of male and female groups on "exhibition" variable.

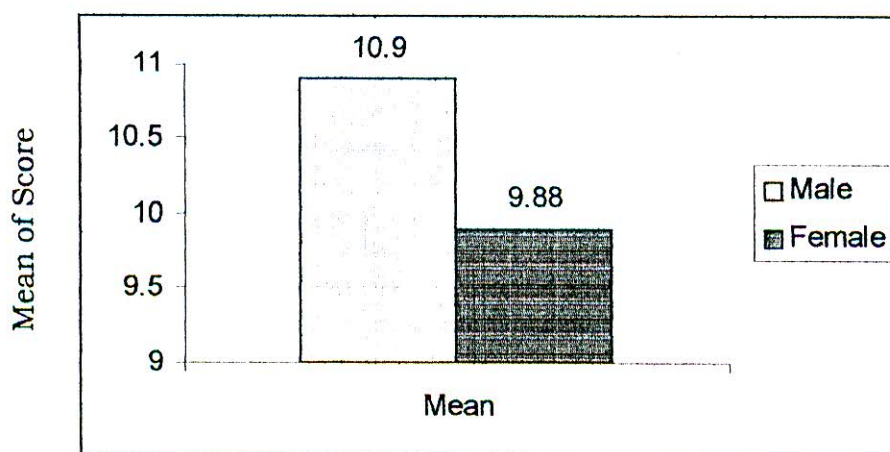


Table-6d: Co-efficient of correlation between academic achievement and "exhibition" variable scores.

Compared variable	N	r	P
Academic achievement and exhibition	303	-.02	.01

Table-6d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable exhibition, r = -.02, which is non-significant at .01 level of confidence.

Table-7: Statistical analysis between high and middle achiever groups on "autonomy" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Autonomy	High achiever	90	11.65	2.48	3.53*	206	.05
	Middle achiever	118	10.45	2.34			

Table-7: Shows that the mean score obtained by the high achiever group is 11.65, SD=2.48 and the mean score obtained by the middle achiever group is 10.45, SD=2.34, t value 3.53, df=206. The significant difference (.05 level) is found between high and middle group of students on "autonomy" variable.

Graph-17: Graphic representation of high and middle achiever groups on "autonomy" variable.

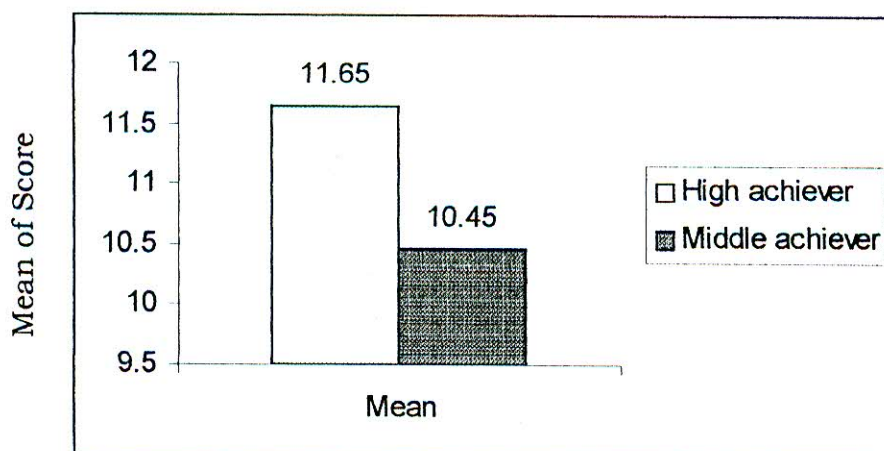


Table-7a: Statistical analysis between middle and low achiever groups on "autonomy" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Autonomy	Middle achiever	118	10.45	2.34	2.30*	211	.05
	Low achiever	95	9.69	2.48			

Table-7a: Shows that the mean score obtained by the middle achiever group is 10.45, SD=2.34 and the mean score obtained by the low achiever group is 9.69, SD=2.48, t value 2.30, df=211. The significant difference (.05 level) is found between middle and low achiever group of students ^{on} "autonomy" variable.

Graph-18: Graphic representation of middle and low achiever groups on "autonomy" variable.

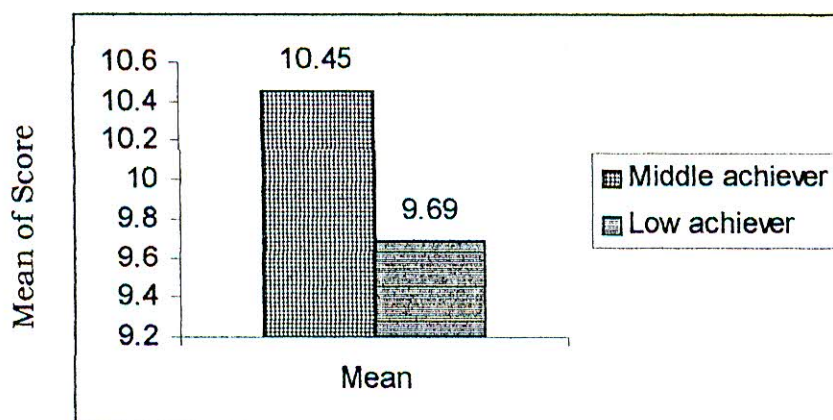


Table-7b: Statistical analysis between high and low achiever groups on "autonomy" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Autonomy	High achiever	90	11.65	2.48	5.6*	183	.05
	Low achiever	95	9.69	2.48			

Table-7b: Shows that the mean score obtained by the high achiever group is 11.65, SD=2.48 and the mean score obtained by the low achiever group is 9.69, SD=2.48, t value 5.60, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "autonomy" variable.

Graph-19: Graphic representation of high and low achiever groups on "autonomy" variable.

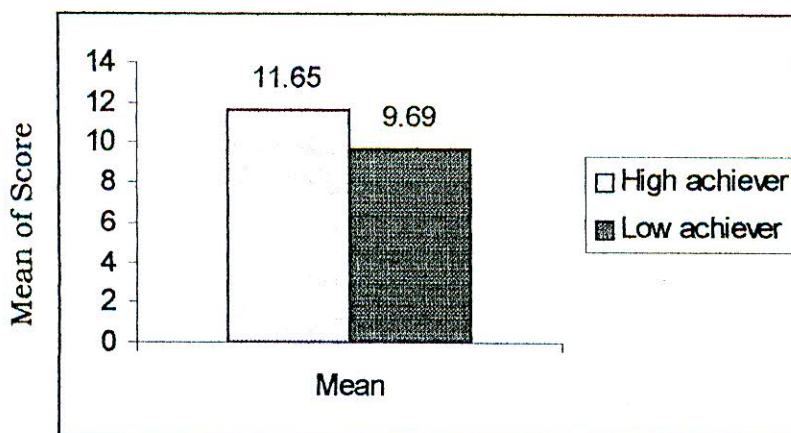


Table-7c: Statistical analysis between male and female achiever groups on "autonomy" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Autonomy	Male	172	11.34	2.35	4.75*	301	.05
	Female	131	9.77	2.53			

Table-7c: Shows that the mean score obtained by the group of male students is 11.34, SD=2.35 and the mean score obtained by the group of female students is 9.77, SD=2.53, t value 4.75, df=301. The significant difference (.05 level) is found between male and female group of students on "autonomy" variable.

Graph-20: Graphic representation of male and female groups on "autonomy" variable.

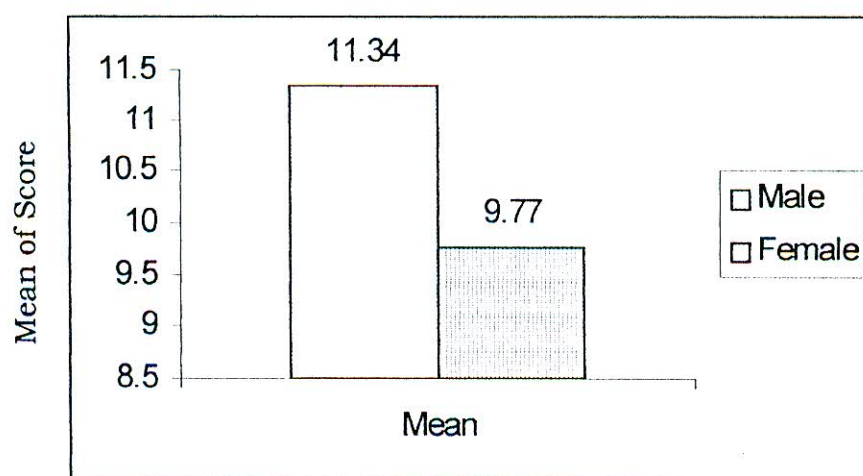


Table-7d: Co-efficient of correlation between academic achievement and "autonomy" variable.

Compared variable	N	r	P
Academic achievement and autonomy	303	.63*	.01

Table-7d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "autonomy" r .63, which is significant at .01 level of confidence.

Table-8: Statistical analysis between high and middle achiever groups on "affiliation" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Affiliation	High achiever	90	13.95	2.89	.43	206	.05
	Middle achiever	118	13.78	2.64			

Table-8: Shows that the mean score obtained by the high achiever group is 13.95, SD=2.89 and the mean score obtained by the middle achiever group is 13.78, SD=2.64, t value .43, df=206. Non-significant difference (.05 level) is found between high and middle achiever group of students ^{on} "affiliation" variable.

Graph-21: Graphic representation of high and middle achiever groups on " affiliation " variable.

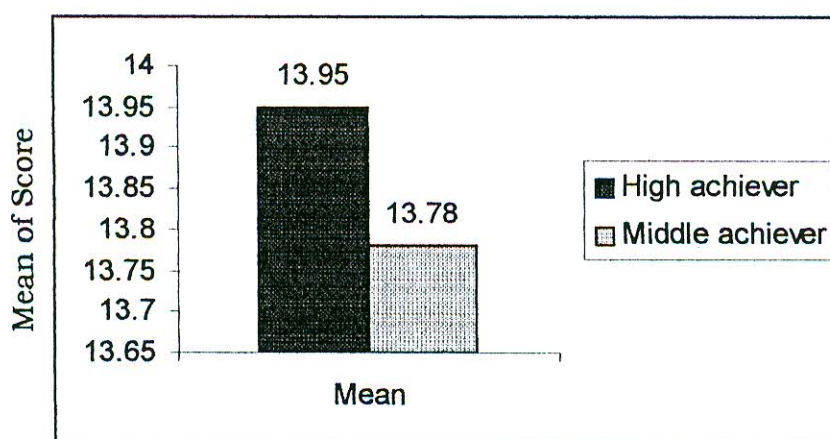


Table-8a: Statistical analysis between middle and low achiever groups on "Affiliation" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Affiliation	Middle achiever	118	13.78	2.64	.47	211	.05
	Low achiever	95	13.62	2.10			

Table-8a: Shows that the mean score obtained by the middle achiever group is 13.78, SD=2.64 and the mean score obtained by the low achiever group is 13.62, SD=2.10, t value .47, df=211. Non-significant difference (.05 level) is found between middle and low achiever group of students on "affiliation" variable.

Graph-22: Graphic representation of middle and low achiever groups on " affiliation " variable.

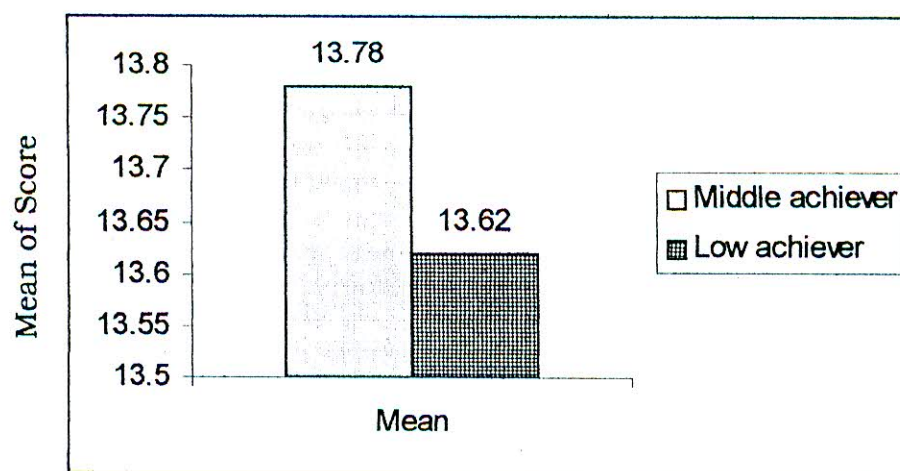


Table-8b: Statistical analysis between high and low achiever groups on "Affiliation" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Affiliation	High achiever	90	13.95	2.89	.94	183	.05
	Low achiever	95	13.62	2.10			

Table-8b: Shows that the mean score obtained by the high achiever group is 13.95, SD=2.89 and the mean score obtained by the low achiever group is 13.62, SD=2.10, t value .94, df=183. Non-significant difference (.05 level) is found between high and low achiever group of students on "affiliation" variable.

Graph-23: Graphic representation of high and low achiever groups on " affiliation " variable.

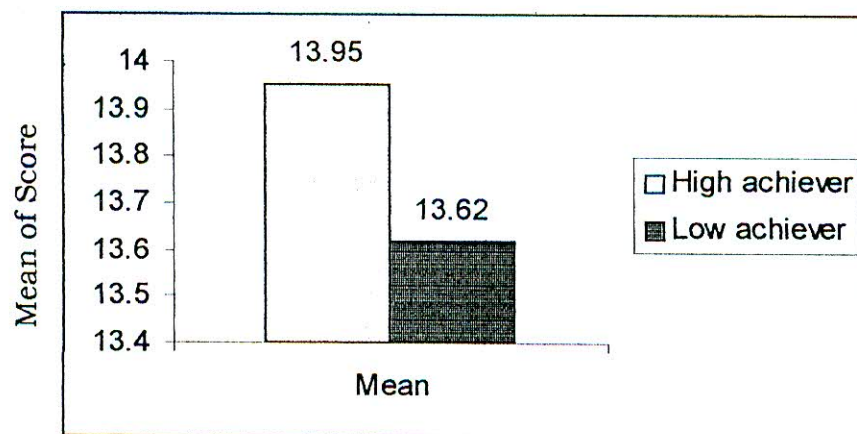


Table-8c: Statistical analysis between male and female groups on "affiliation" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Affiliation	Male	172	14.71	2.50	5.16*	301	.05
	Female	131	12.85	2.65			

Table-8c: Shows that the mean score obtained by the group of male students is 14.71, SD=2.50 and the mean score obtained by the group of female students is 12.85, SD=2.65, t value 5.16, df=301. The significant difference (.05 level) is found between male and female group of students on "affiliation" variable.

Graph-24: Graphic representation of male and female groups on "affiliation" variable.

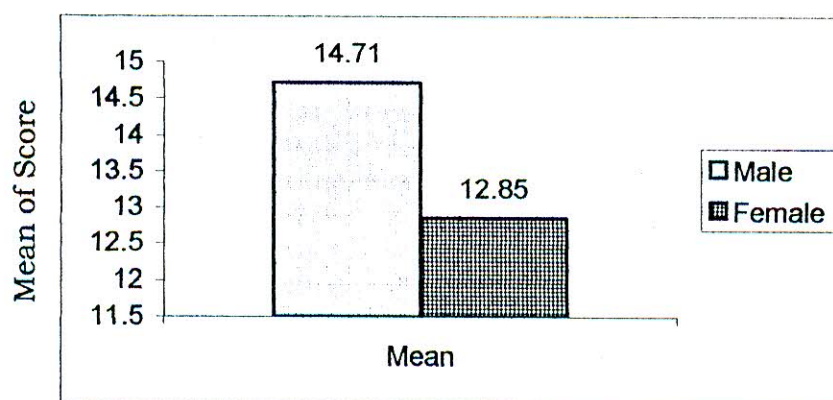


Table-8d: Co-efficient of correlation between academic achievement and "affiliation" variable.

Compared variable	N	r	P
Academic achievement and affiliation	303	.01	.01

Table-8d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "affiliation" r .01, which is non-significant at .01 level of confidence.

Table-9: Statistical analysis between high and middle achiever groups on "intraception" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Intraception	High achiever	90	15.70	3.11	4.12*	206	.05
	Middle achiever	118	13.97	2.80			

Table-9: Shows that the mean score obtained by the high achiever group is 15.70, SD=3.11 and the mean score obtained by the middle achiever group is 13.97, SD=2.80, t value 4.12, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on " intraception" variable.

Graph-25: Graphic representation of high and middle achiever groups on " intraception " variable.

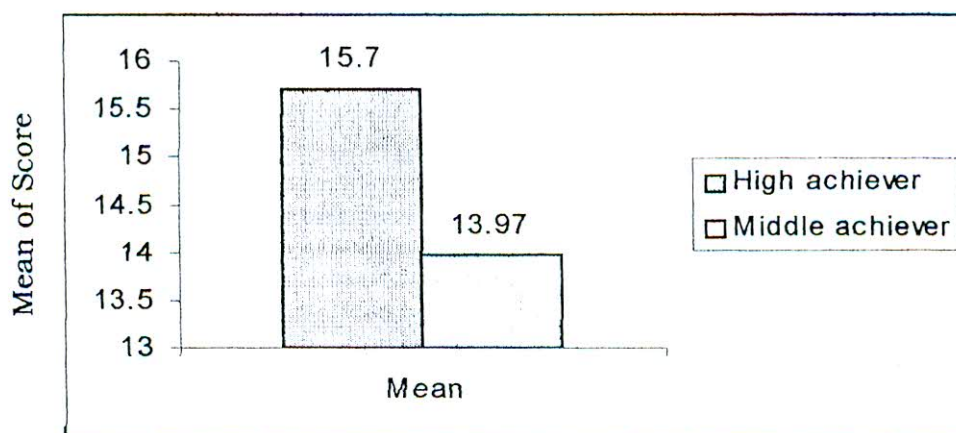


Table-9a: Statistical analysis between middle and low achiever groups on "intraception" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Intraception	Middle achiever	118	13.97	2.80	2.80*	211	.05
	Low achiever	95	12.99	2.16			

Table-9a: Shows that the mean score obtained by the middle achiever group is 13.97, SD=2.80 and the mean score obtained by the low achiever group is 12.99, SD=2.16, t value 2.80, df=211. The significant difference (.05 level) is found between middle and low achiever group of students ^{on} "intraception" variable.

Graph-26: Graphic representation of middle and low achiever groups on "intraception" variable.

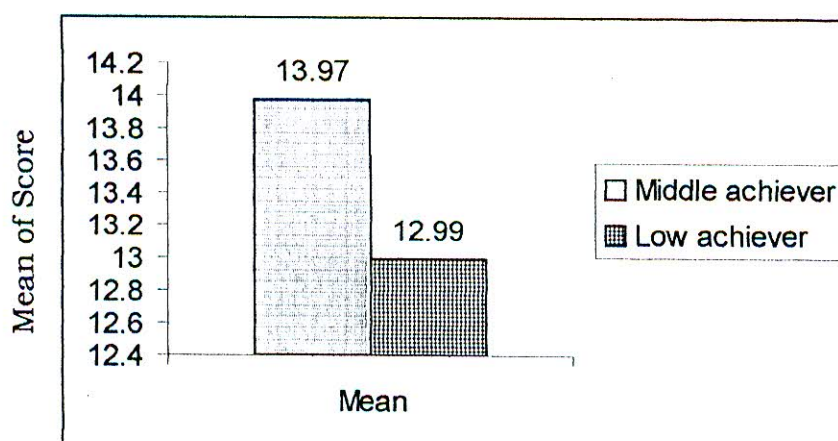


Table-9b: Statistical analysis between high and low achiever groups on "intraception" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
intraception	High achiever	90	15.70	3.11	7.32*	183	.05
	Low achiever	95	12.99	2.16			

Table-9b: Shows that the mean score obtained by the high achiever group is 15.70, SD=3.11 and the mean score obtained by the low achiever group is 12.99, SD=2.16, t value 7.32, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "intraception" variable.

Graph-27: Graphic representation of high and low achiever groups on "interception" variable.

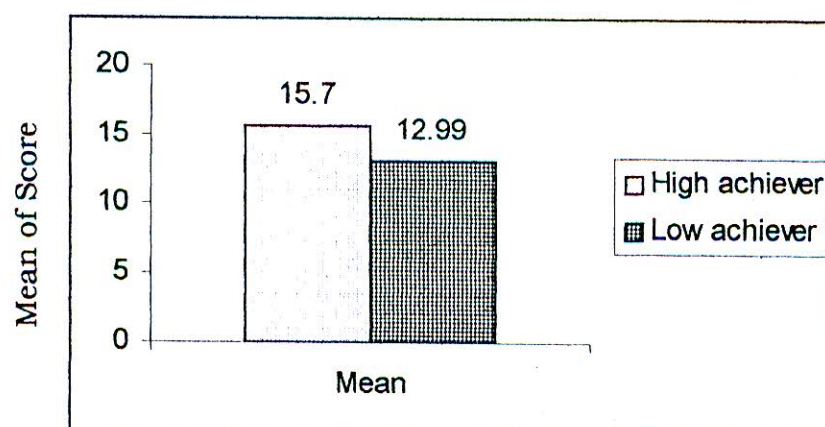


Table-9c: Statistical analysis between male and female groups on "intraception" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
intraception	Male	172	13.37	2.75	-4.62*	301	.05
	Female	131	15.08	2.67			

Table-9c: Shows that the mean score obtained by the group of male students is 13.37, SD=2.75 and the mean score obtained by the group of female students is 15.08, SD=2.67, t value -4.62, df=301. The significant difference (.05 level) is found between male and female group of students on "intraception" variable.

Graph-28: Graphic representation of male and female groups on "intraception" variable.

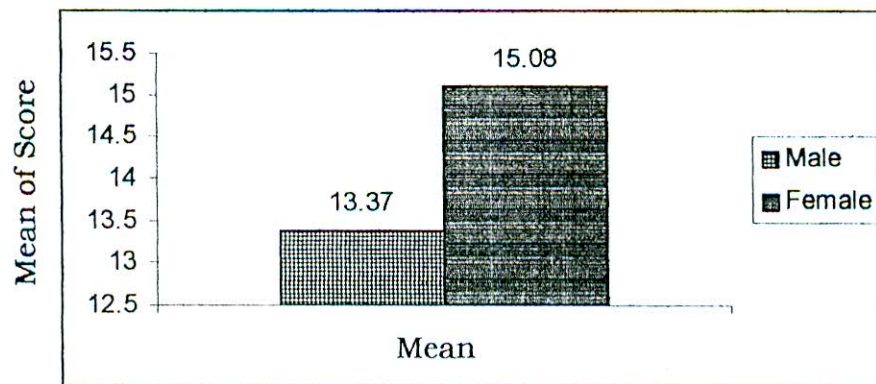


Table-9d: Co-efficient of correlation between academic achievement and intraception variable.

Compared variable	N	r	P
Academic achievement and intraception	303	.25	.01

Table-9d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "intraception" r .25, which is significant at .01 level of confidence.

Table-10: Statistical analysis between high and middle achiever groups on "succorance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Succorance	High achiever	90	12.56	3.93	-3.20*	206	.05
	Middle achiever	118	14.26	3.56			

Table-10: Shows that the mean score obtained by the high achiever group is 12.56, SD=3.93 and the mean score obtained by the middle achiever group is 14.26, SD=3.56, t value -3.20, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "succorance" variable.

Graph-29: Graphic representation of high and middle achiever groups on "succorance" variable.

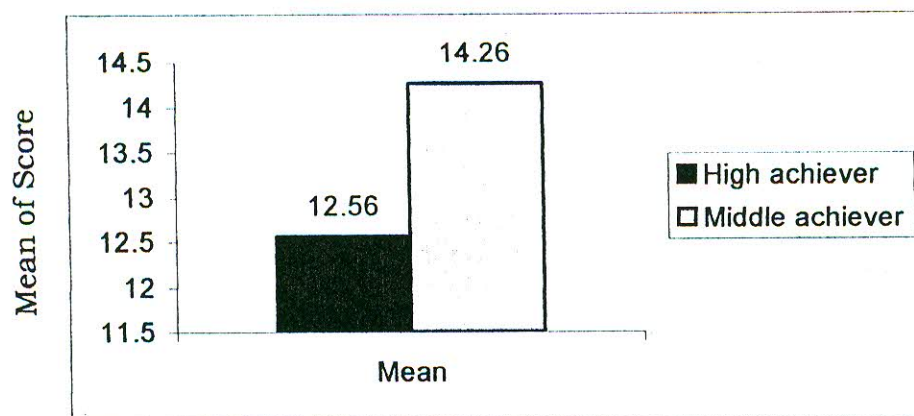


Table-10a: Statistical analysis between middle and low achiever groups on "succorance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Succorance	Middle achiever	118	14.26	3.56	-1.54	211	.05
	Low achiever	95	15.05	3.71			

Table-10a: Shows that the mean score obtained by the middle achiever group is 14.26, SD=3.56 and the mean score obtained by the low achiever group is 15.05, SD=3.71, t value -1.54, df=211. The non-significant difference (.05 level) is found between middle and low achiever group of students^{on} "succorance" variable.

Graph-30: Graphic representation of middle and low achiever groups on "succorance" variable.

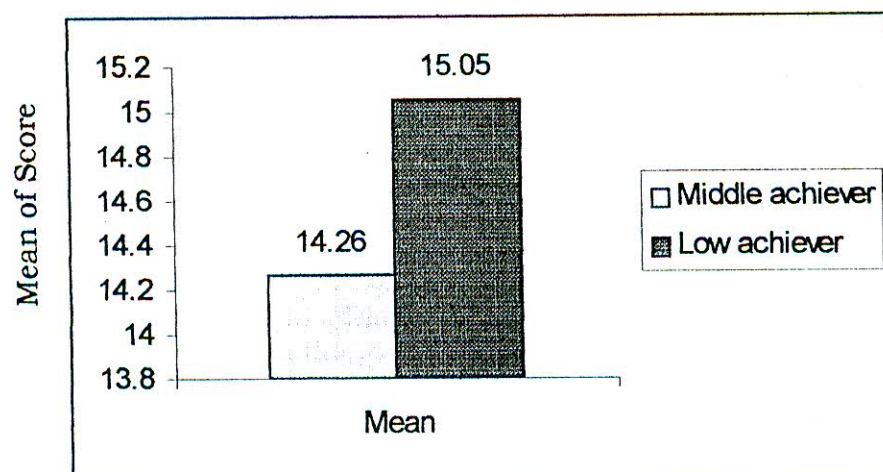


Table-10b: Statistical analysis between high and low achiever groups on "Succorance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Succorance	High achiever	90	12.56	3.93	-4.61*	183	.05
	Low achiever	95	15.05	3.71			

Table-10b: Shows that the mean score obtained by the high achiever group is 12.56, SD=3.93 and the mean score obtained by the low achiever group is 15.05, SD=3.71, t value -4.61, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "succorance" variable.

Graph-31: Graphic representation of high and low achiever groups on "succorance" variable.

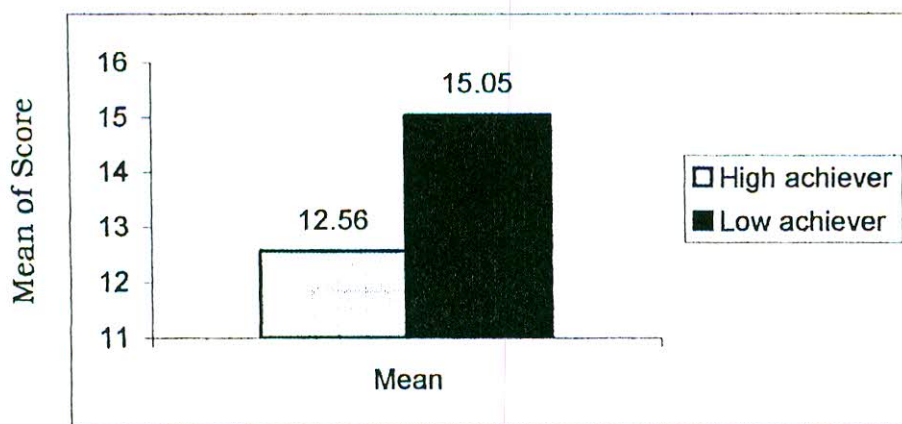


Table-10c: Statistical analysis between male and female groups on "Succorance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Succorance	Male	172	13.36	3.89	-2.56*	301	.05
	Female	131	14.72	3.49			

Table-10c: Shows that the mean score obtained by the group of male students is 13.36, SD=3.89 and the mean score obtained by the group of female students is 14.72, SD=3.49, t value -2.56, df=301. The significant difference (.05 level) is found between male and female group of students on "Succorance" variable.

Graph-32: Graphic representation of male and female groups on "Succorance" variable.

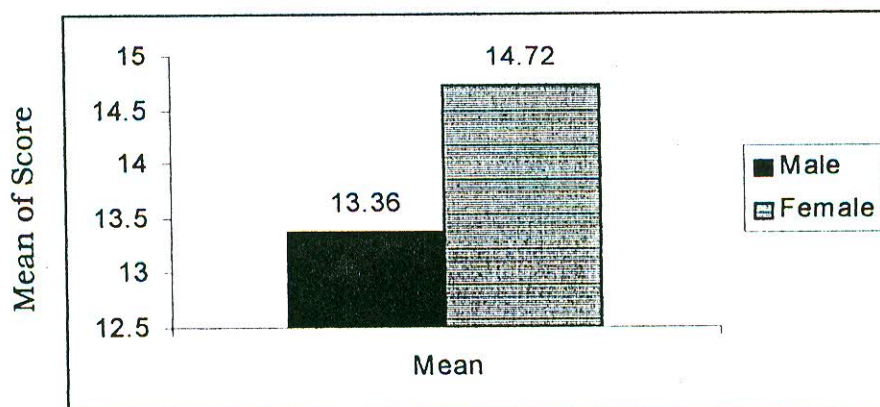


Table-10d: Co-efficient of correlation between academic achievement and succorance variable.

Compared variable	N	r	P
Academic achievement and succorance	303	-.37*	.01

Table-10d: Shows that the Pearson's product moment coefficient of correlation computed between the score on the academic achievement and personality variable "succorance" r -.37, which is significant at .01 level of confidence.

Table-11: Statistical analysis between high and middle achiever groups on "Dominance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Dominance	High achiever	90	14	2.08	4.81*	206	.05
	Middle achiever	118	12.46	2.40			

Table-11: Shows that the mean score obtained by the high achiever group is 14, SD=2.08 and the mean score obtained by the middle achiever group is 12.46, SD=2.40, t value 4.81, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "Dominance" variable.

Graph-33: Graphic representation of high and middle achiever groups on "Dominance" variable.

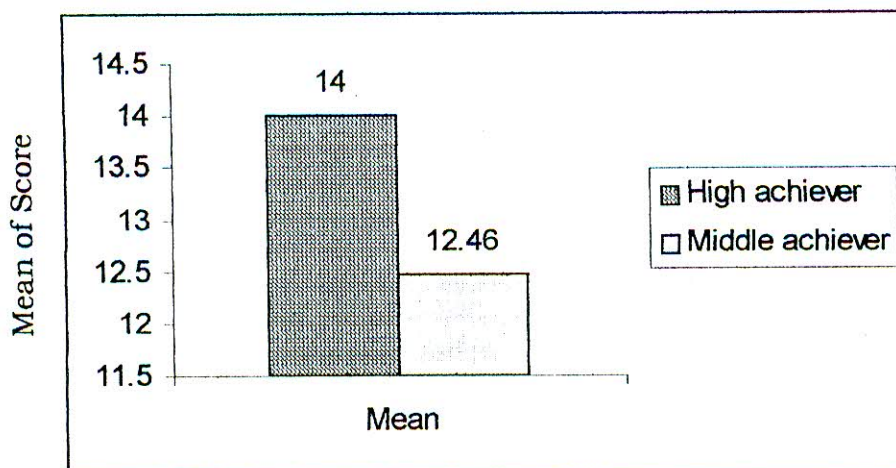


Table-11a: Statistical analysis between middle and low achiever groups on "Dominance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Dominance	Middle achiever	118	12.46	2.40	1.45	211	.05
	Low achiever	95	11.96	2.34			

Table-11a: Shows that the mean score obtained by the middle achiever group is 12.46, SD=2.40 and the mean score obtained by the low achiever group is 11.96, SD=2.34, t value 1.45, df=211. The non-significant difference (.05 level) is found between middle and low achiever group of students on "Dominance" variable.

Graph-34: Graphic representation of middle and low achiever groups on "Dominance" variable.

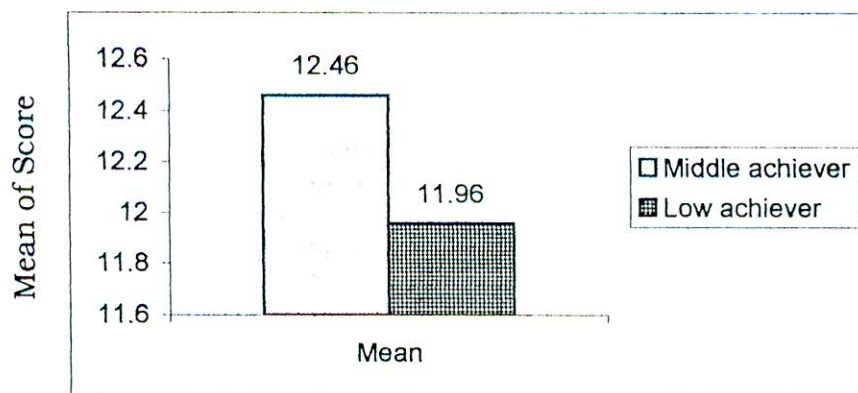


Table-11b: Statistical analysis between high and low achiever groups on "Dominance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Dominance	High achiever	90	14	2.08	6.58*	183	.05
	Low achiever	95	11.96	2.34			

Table-11b: Shows that the mean score obtained by the high achiever group is 14, SD= 2.08 and the mean score obtained by the low achiever group is 11.96, SD=2.34, t value 6.58, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "Dominance" variable.

Graph-35: Graphic representation of high and low achiever groups on "Dominance" variable.

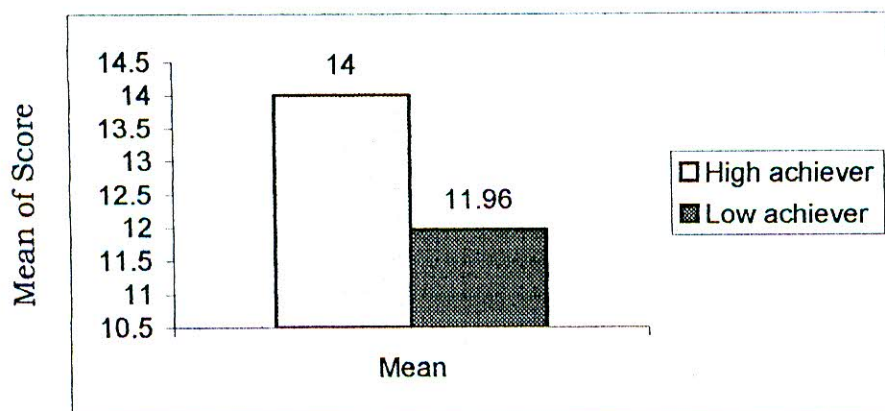


Table-11c: Statistical analysis between male and female groups on "Dominance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Dominance	Male	172	14.38	2.56	10.13*	301	.05
	Female	131	11.13	1.87			

Table-11c: Shows that the mean score obtained by the group of male students is 14.38, SD=2.56 and the mean score obtained by the group of female students is 11.13, SD=1.87, t value 10.13, df=301. The significant difference (.05 level) is found between male and female group of students on "Dominance" variable.

Graph-36: Graphic representation of male and female groups on "Dominance" variable.

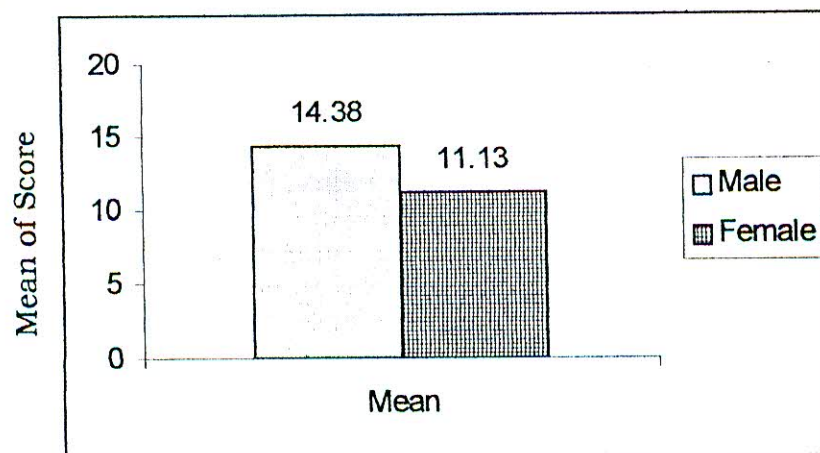


Table-11d: Co-efficient of correlation between academic achievement and "dominance" variable scores.

Compared variable	N	r	P
Academic achievement and dominance	303	.44*	.01

Table-11d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "dominance" r .44, which is significant at .01 level of confidence.

Table-12: Statistical analysis between high and middle achiever groups on "Abasement" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Abasement	High achiever	90	13.66	3.74	-2*	206	.05
	Middle achiever	118	14.72	3.68			

Table-12: Shows that the mean score obtained by the high achiever group is 13.66, SD=3.74 and the mean score obtained by the middle achiever group is 14.72, SD=3.68, t value -2, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "Abasement" variable.

Graph-37: Graphic representation of high and middle achiever groups on "Abasement" variable.

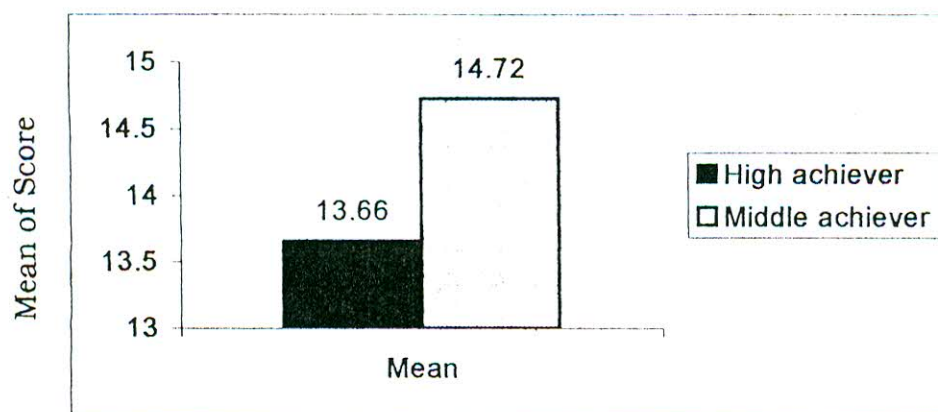


Table-12a: Statistical analysis between middle and low achiever groups on "Abasement" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Abasement	Middle achiever	118	14.72	3.68	-3.31*	211	.05
	Low achiever	95	16.57	4.22			

Table-12a: Shows that the mean score obtained by the middle achiever group is 14.72, SD=3.68 and the mean score obtained by the low achiever group is 16.57, SD=4.22, t value -3.31, df=211. The significant difference (.05 level) is found between middle and low achiever group of students ^{on} "Abasement" variable.

Graph-38: Graphic representation of middle and low achiever groups on "Abasement" variable.

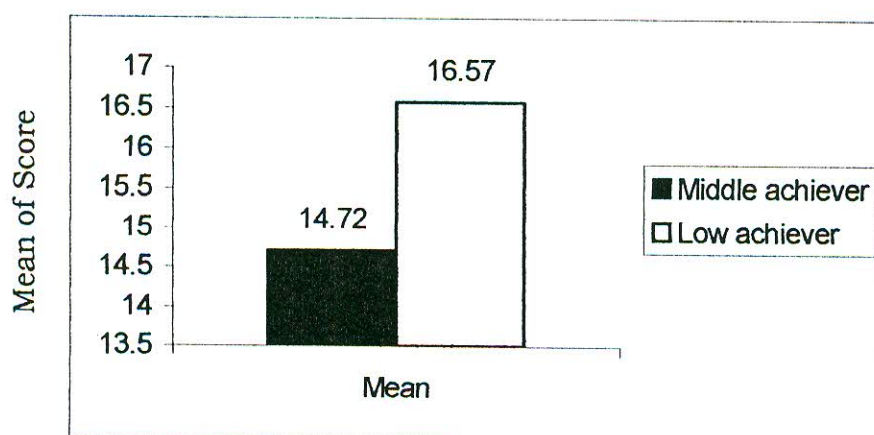


Table-12b: Statistical analysis between high and low achiever groups on of "Abasement" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Abasement	High achiever	90	13.66	3.74	-5.10*	183	.05
	Low achiever	95	16.57	4.22			

Table-12b: Shows that the mean score obtained by the high achiever group is 13.66, SD=3.74 and the mean score obtained by the low achiever group is 16.57, SD=4.22, t value -5.10, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "Abasement" variable.

Graph-39: Graphic representation of high and low achiever groups on "Abasement" variable.

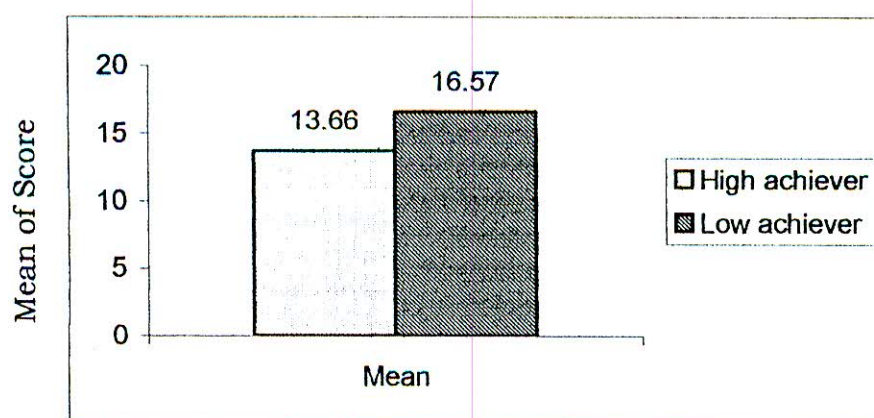


Table-12c: Statistical analysis between male and female groups on "Abasement" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Abasement	Male	172	15.51	3.66	2.01*	301	.05
	Female	131	14.40	4.17			

Table-12c: Shows that the mean score obtained by the group of male students is 15.51, SD=3.66 and the mean score obtained by the group of female students is 14.40, SD=4.17, t value 2.01, df=301. The significant difference (.05 level) is found between male and female group of students on "Abasement" variable.

Graph-40: Graphic representation of male and female groups on "Abasement" variable.

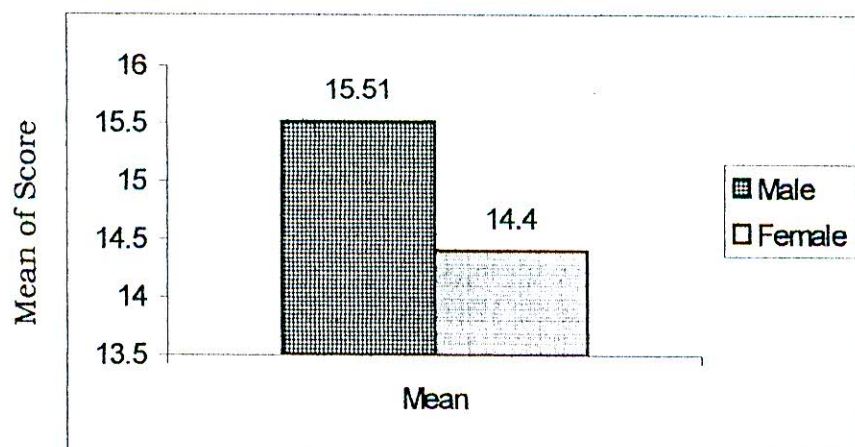


Table-12d: Co-efficient of correlation between academic achievement scores and abasement variable scores.

Compared variable	N	r	P
Academic achievement and abasement	303	-.24*	.01

Table-12d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "abasement" $r = -.24$, which is significant at .01 level of confidence.

Table-13: Statistical analysis between high and middle achiever groups on "Nurturance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Nurturance	High achiever	90	18.15	2.84	3.04*	206	.05
	Middle achiever	118	16.77	3.39			

Table-13: Shows that the mean score obtained by the high achiever group is 18.15, SD=2.84 and the mean score obtained by the middle achiever group is 16.77, SD=3.39, t value 3.04, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "Nurturance" variable.

Graph-41: Graphic representation of high and middle achiever groups on "Nurturance" variable.

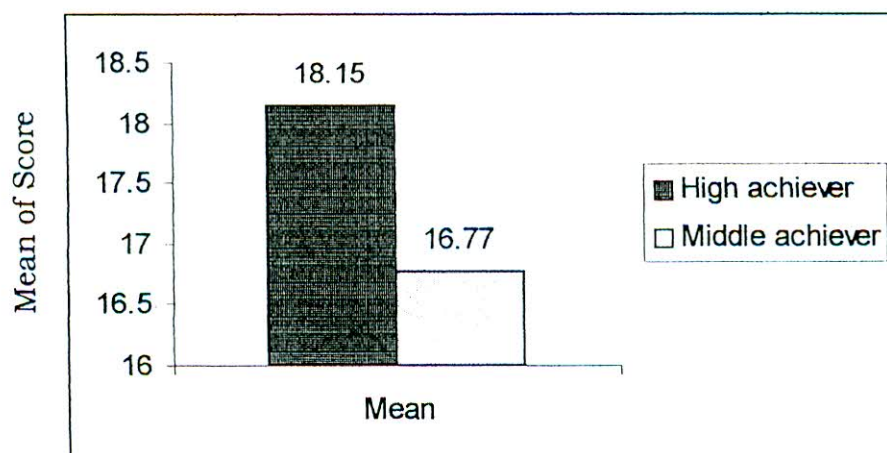


Table-13a: Statistical analysis between middle and low achiever groups on "Nurturance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Nurturance	Middle achiever	118	16.77	3.39	3.37*	211	.05
	Low achiever	95	15.05	3.86			

Table-13a: Shows that the mean score obtained by the middle achiever group is 16.77, SD=3.39 and the mean score obtained by the low achiever group is 15.05, SD=3.86, t value 3.37, df=211. The significant difference (.05 level) is found between middle and low achiever group of students ^{on} "Nurturance" variable.

Graph-42: Graphic representation of middle and low achiever groups on "Nurturance" variable.

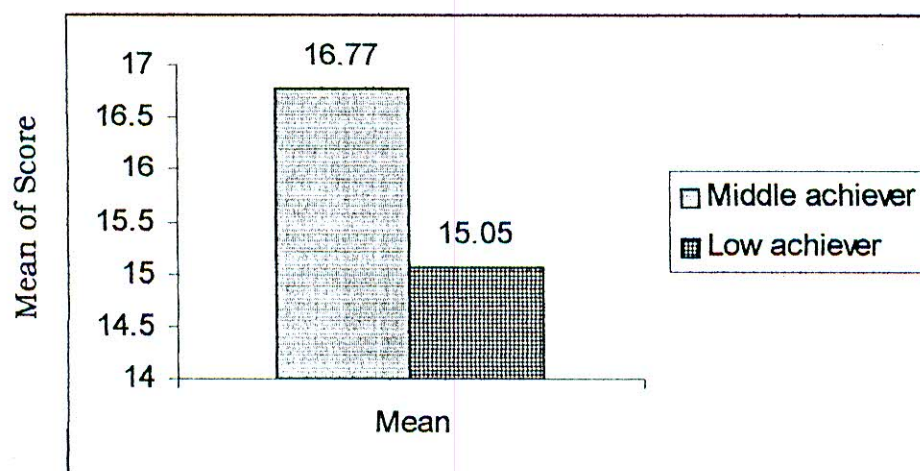


Table-13b: Statistical analysis between high and low achiever groups on "Nurturance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Nurturance	High achiever	90	18.15	2.84	6.46*	183	.05
	Low achiever	95	15.05	3.86			

Table-13b: Shows that the mean score obtained by the high achiever group is 18.15, SD=2.84 and the mean score obtained by the low achiever group is 15.05, SD=3.86, t value 6.46, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "Nurturance" variable.

Graph-43: Graphic representation of high and low achiever groups on "Nurturance" variable.

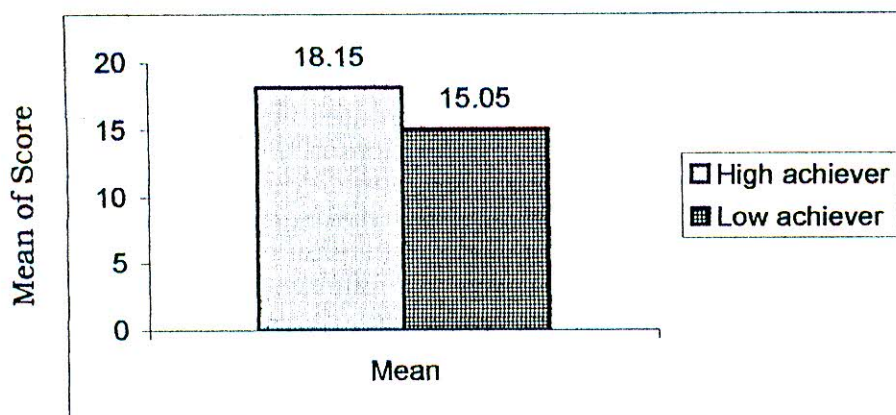


Table-13c: Statistical analysis between male and female groups on "Nurturance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Nurturance	Male	172	17.28	3.49	2.60*	301	.05
	Female	131	16.04	3.27			

Table-13c: Shows that the mean score obtained by the group of male students is 17.28, SD=3.49 and the mean score obtained by the group of female students is 16.04, SD=3.27, t value 2.60, df=301. The significant difference (.05 level) is found between male and female group of students on "Nurturance" variable.

Graph-44: Graphic representation of male and female groups on "Nurturance" variable.

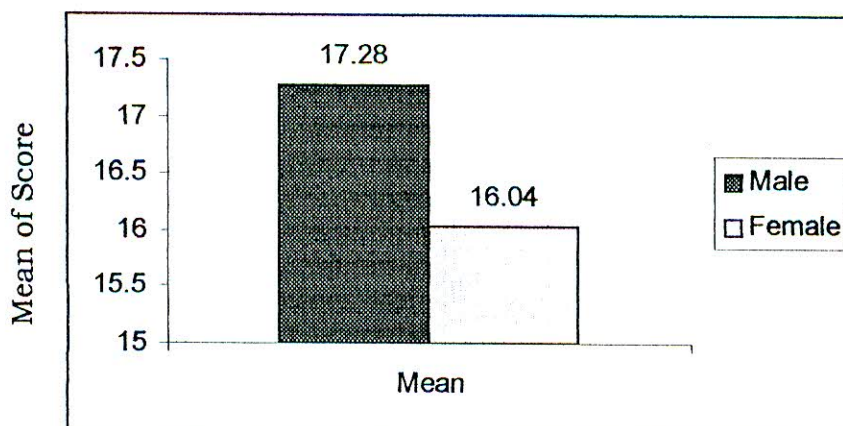


Table-13d: Co-efficient of correlation between academic achievement and nurturance variable.

Compared variable	N	r	P
Academic achievement and nurturance	303	.42	.01

Table-13d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "nurturance" r .42, which is significant at .01 level of confidence.

Table-14: Statistical analysis between high and middle achiever groups on "Change" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Change	High achiever	90	17.67	3.91	1.72	206	.05
	Middle achiever	118	16.81	3.23			

Table-14: Shows that the mean score obtained by the high achiever group is 17.67, SD=3.91 and the mean score obtained by the middle achiever group is 16.81, SD=3.23, t value 1.72, df=206. The non-significant difference (.05 level) is found between high and middle achiever groups of students on "Change" variable.

Graph-45: Graphic representation of high and middle achiever groups on "Change" variable.

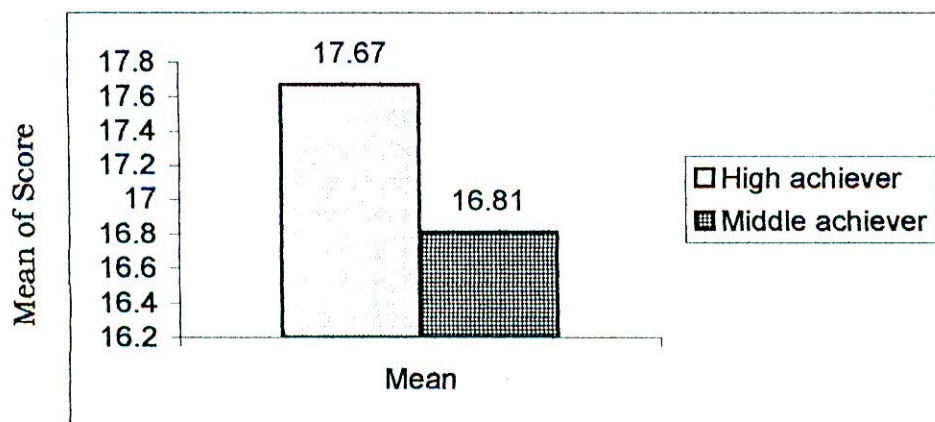


Table-14a: Statistical analysis between middle and low achiever groups on "Change" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Change	Middle achiever	118	16.81	3.23	.34	211	.05
	Low achiever	95	16.74	3.04			

Table-14a: Shows that the mean score obtained by the middle achiever group is 16.81, SD=3.23 and the mean score obtained by the low achiever group is 16.74, SD=3.04, t value .34, df=211. The non-significant difference (.05 level) is found between middle and low achiever group of students ^{on} "Change" variable.

Graph-46: Graphic representation of middle and low achiever groups on "Change" variable.

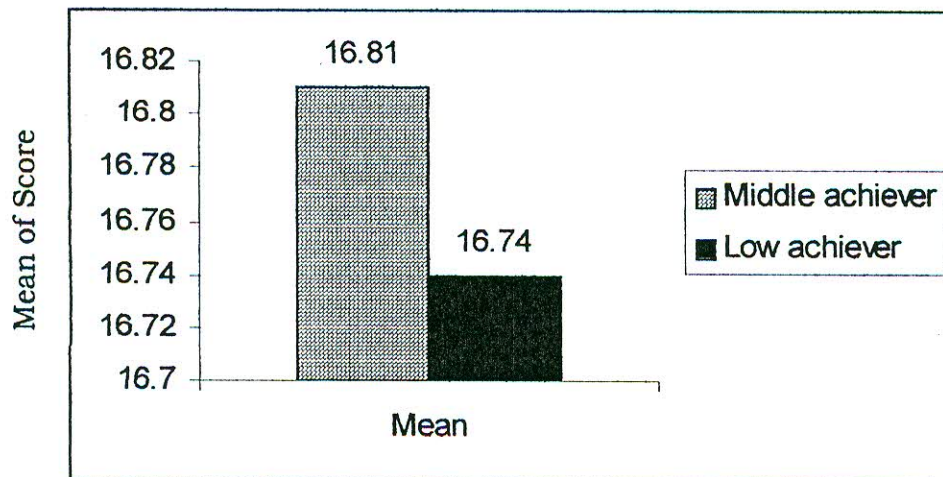


Table-14b: Statistical analysis between high and low achiever groups on "Change" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Change	High achiever	90	17.67	3.91	1.86	183	.05
	Low achiever	95	16.74	3.04			

Table-14b: Shows that the mean score obtained by the high achiever group is 17.67, SD=3.91 and the mean score obtained by the low achiever group is 16.74, SD=3.04, t value 1.86, df=183. The non-significant difference (.05 level) is found between high and low achiever group of students on "Change" variable.

Graph-47: Graphic representation of high and low achiever groups on "Change" variable.

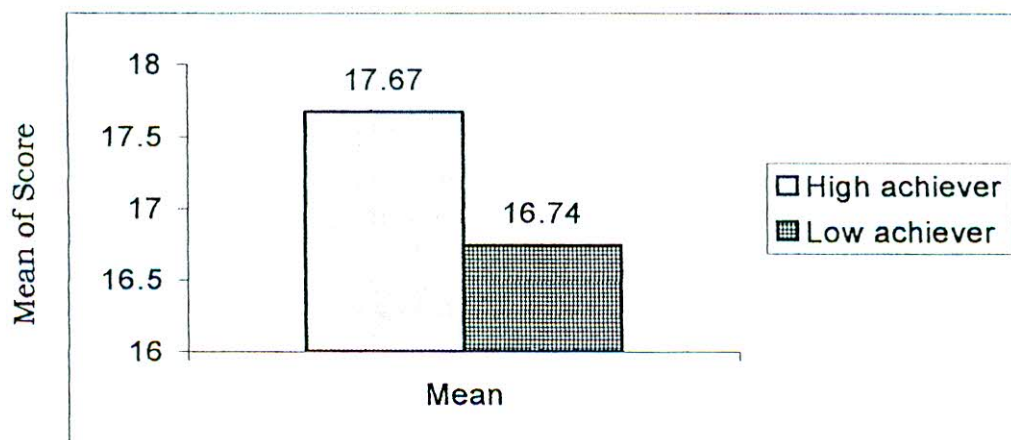


Table-14c: Statistical analysis between male and female groups on regarding "Change" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Change	Male	172	15.04	3.19	1.48	301	.05
	Female	131	14.37	3.17			

Table-14c: Shows that the mean score obtained by the group of male students is 15.04, SD=3.19 and the mean score obtained by the group of female students is 14.37, SD=3.17, t value 1.48, df=301. The non-significant difference (.05 level) is found between male and female group of students on "Change" variable.

Graph-48: Graphic representation of male and female groups on "Change" variable.

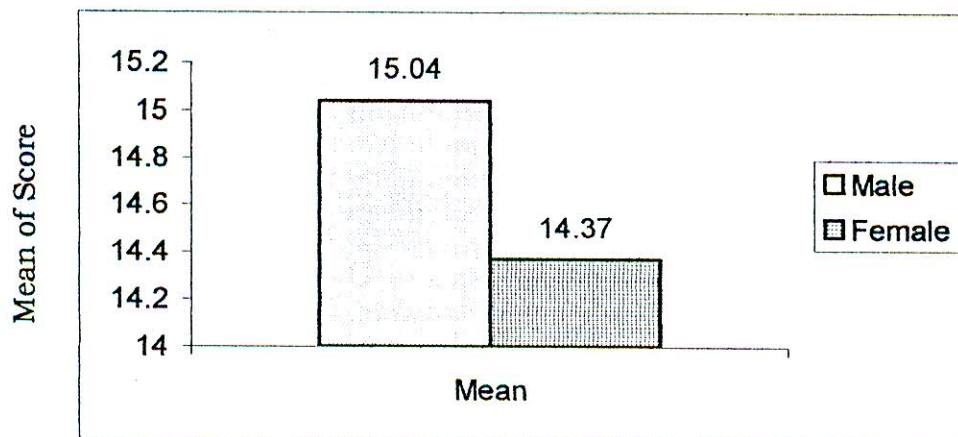


Table-14d: Co-efficient of correlation between academic achievement and "Change" variable.

Compared variable	N	r	P
Academic achievement and change	303	.05	.01

Table-14d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "change" r .05, which is non-significant at .01 level of confidence.

Table-15: Statistical analysis between high and middle achiever groups on "Endurance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Endurance	High achiever	90	17.21	3.18	3.15*	206	.05
	Middle achiever	118	15.76	3.35			

Table-15: Shows that the mean score obtained by the high achiever group is 17.21, SD=3.18 and the mean score obtained by the middle achiever group is 15.76, SD=3.35, t value 3.15, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "Endurance" variable.

Graph-49: Graphic representation of high and middle achiever groups on "Endurance" variable.

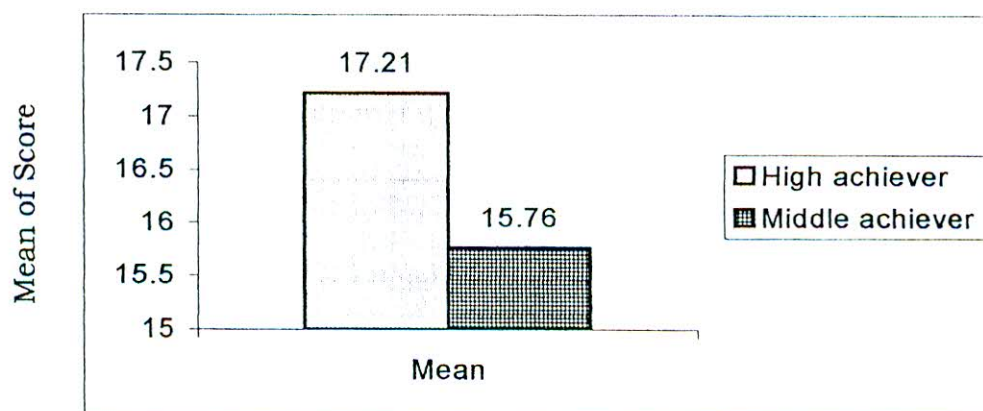


Table-15a: Statistical analysis between middle and low achiever groups on "Endurance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Endurance	Middle achiever	118	15.76	3.35	3.33*	211	.05
	Low achiever	95	14.26	2.97			

Table-15a: Shows that the mean score obtained by the middle achiever group is 15.76, SD=3.35 and the mean score obtained by the low achiever group is 14.26, SD=2.97, t value 3.33, df=211. The significant difference (.05 level) is found between middle and low achiever group of students on "Endurance" variable.

Graph-50: Graphic representation of middle and low achiever groups on "Endurance" variable.

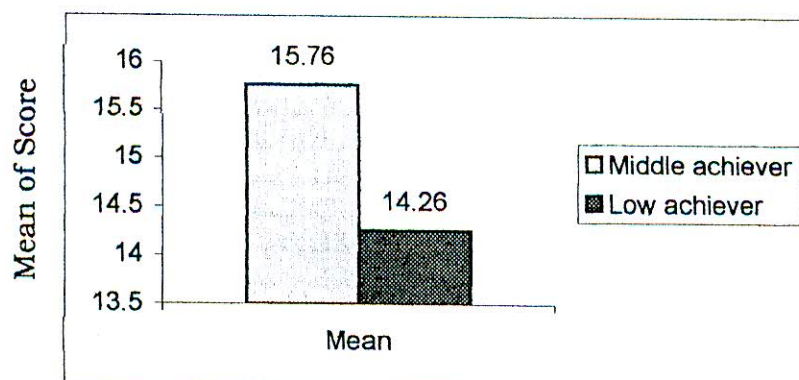


Table-15b: Statistical analysis between high and low achiever groups on "Endurance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Endurance	High achiever	90	17.21	3.18	6.70*	183	.05
	Low achiever	95	14.26	2.97			

Table-15b: Shows that the mean score obtained by the high achiever group is 17.21, SD=3.18 and the mean score obtained by the low achiever group is 14.26, SD=2.97, t value 6.70, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "Endurance" variable.

Graph-51: Graphic representation of high and low achiever groups on "Endurance" variable.

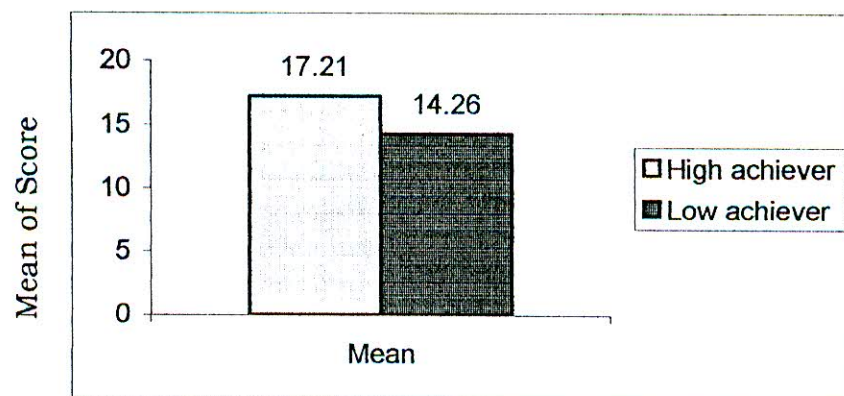


Table-15c: Statistical analysis between male and female groups on "Endurance" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Endurance	Male	172	14.75	3.32	-4.42*	301	.05
	Female	131	16.74	3			

Table-15c: Shows that the mean score obtained by the group of male students is 14.75, SD=3.32 and the mean score obtained by the group of female students is 16.74, SD=3, t value -4.42, df=301. The significant difference (.05 level) is found between male and female group of students on "Endurance" variable.

Graph-52: Graphic representation of male and female groups on "Endurance" variable.

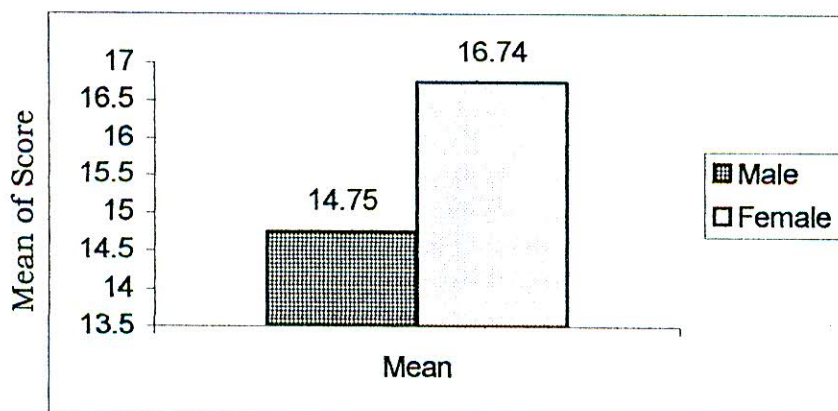


Table-15d: Co-efficient of correlation between academic achievement and "endurance" variable.

Compared variable	N	r	P
Academic achievement and endurance	303	.35*	.01

Table-15d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "endurance" r .35, which is significant at .01 level of confidence.

Table-16: Statistical analysis between high and middle achiever groups on "Heterosexuality" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Heterosexuality	High achiever	90	16.86	4.23	-1.10	206	.05
	Middle achiever	118	17.50	3.97			

Table-16: Shows that the mean score obtained by the high achiever group is 16.86, SD=4.23 and the mean score obtained by the middle achiever group is 17.50, SD=3.97, t value -1.10, df=206. The non-significant difference (.05 level) is found between high and middle achiever groups of students on "Heterosexuality" variable.

Graph-53: Graphic representation of high and middle achiever groups on "Heterosexuality" variable.

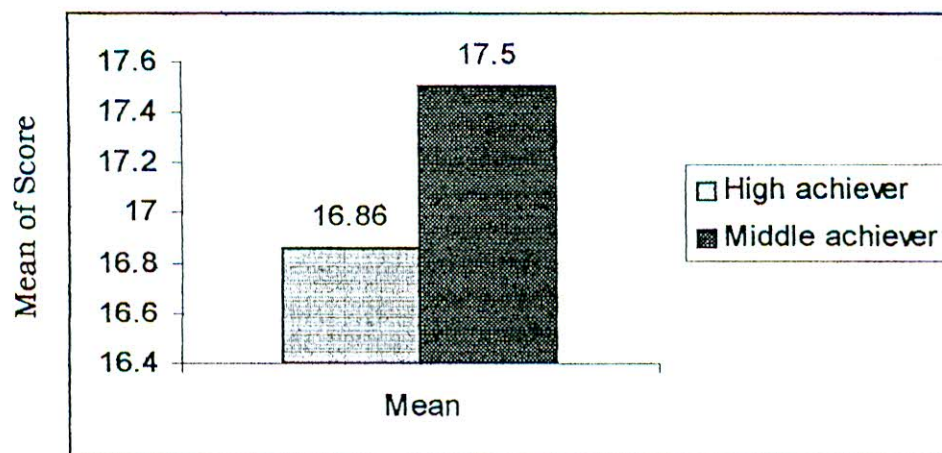


Table-16a: Statistical analysis between middle and low achiever groups on "Heterosexuality" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Heterosexuality	Middle achiever	118	17.50	3.97	-.30	211	.05
	Low achiever	95	17.66	3.43			

Table-16a: Shows that the mean score obtained by the middle achiever group is 17.50, SD=3.97 and the mean score obtained by the low achiever group is 17.66, SD=3.43, t value -.30, df=211. The non-significant difference (.05 level) is found between middle and low achiever group of students on "Heterosexuality" variable.

Graph-54: Graphic representation of middle and low achiever groups on "Heterosexuality" variable.

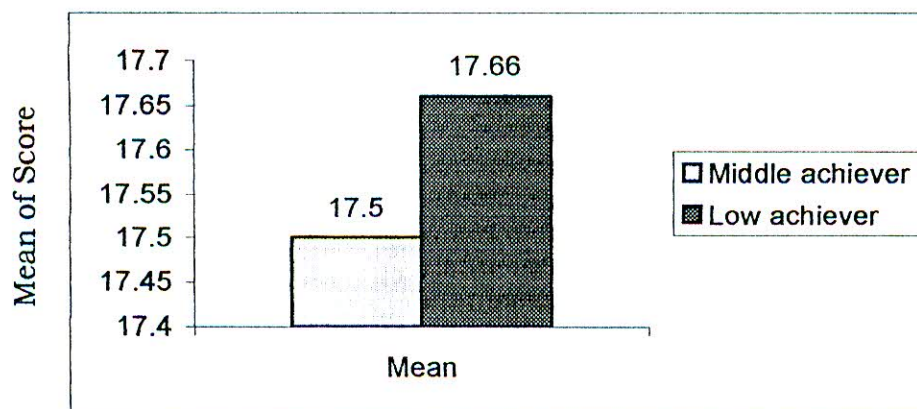


Table-16b: Statistical analysis between high and low achiever groups on "Heterosexuality" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Heterosexuality	High achiever	90	16.86	4.23	-1.45	183	.05
	Low achiever	95	17.66	3.43			

Table-16b: Shows that the mean score obtained by the high achiever group is 16.86, SD=4.23 and the mean score obtained by the low achiever group is 17.66, SD=3.43, t value -1.45, df=183. The non-significant difference (.05 level) is found between high and low achiever group of students on "Heterosexuality" variable.

Graph-55: Graphic representation of high and low achiever groups on "Heterosexuality" variable.

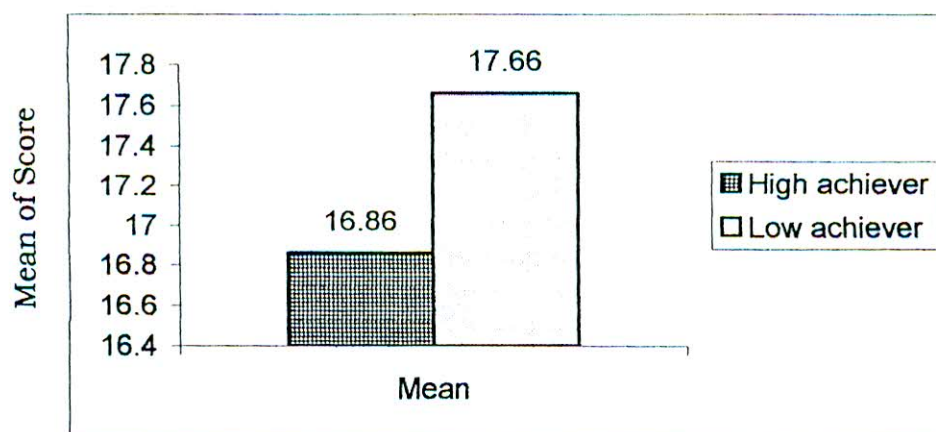


Table-16c: Statistical analysis between male and female groups on "Heterosexuality" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Heterosexuality	Male	172	18.90	3.73	4.33*	301	.05
	Female	131	16.52	4.10			

Table-16c: Shows that the mean score obtained by the group of male students is 18.90, SD=3.73 and the mean score obtained by the group of female students is 16.52, SD=4.10, t value 4.33, df=301. The significant difference (.05 level) is found between male and female group of students on "Heterosexuality" variable.

Graph-56: Graphic representation of male and female groups on "Heterosexuality" variable.

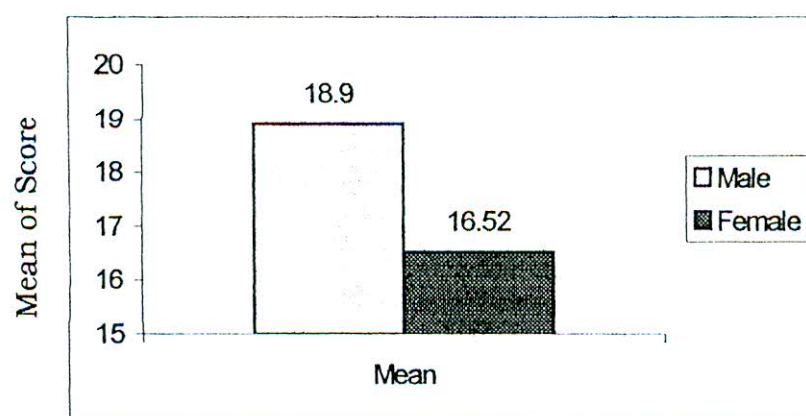


Table-16d: Co-efficient of correlation between academic achievement and heterosexuality variable.

Compared variable	N	r	P
Academic achievement and heterosexuality	303	.03	.01

Table-16d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "heterosexuality" r .03, which is non-significant at .01 level of confidence.

Table-17: Statistical analysis between high and middle achiever groups on "Aggression" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Aggression	High achiever	90	12.92	3.16	-4*	206	.05
	Middle achiever	118	14.76	3.26			

Table-17: Shows that the mean score obtained by the high achiever group is 12.92, SD=3.16 and the mean score obtained by the middle achiever group is 14.76, SD=3.26, t value -4, df=206. The significant difference (.05 level) is found between high and middle achiever groups of students on "Aggression" variable.

Graph-57: Graphic representation of high and middle achiever groups on "Aggression" variable.

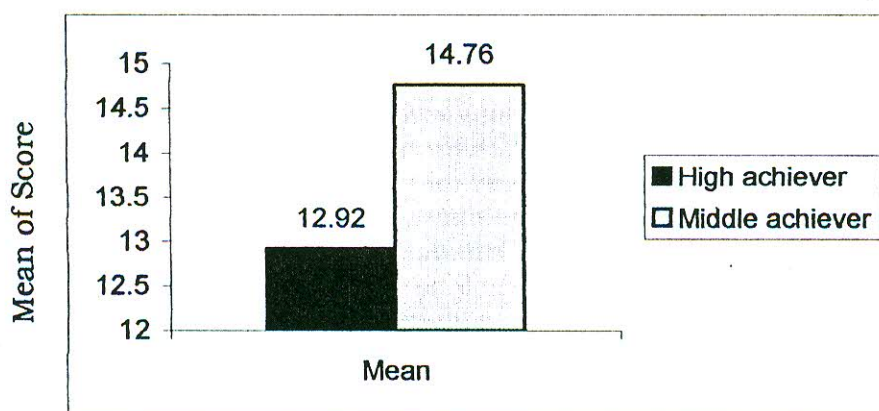


Table-17a: Statistical analysis between middle and low achiever groups on "Aggression" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Aggression	Middle achiever	118	14.76	3.26	-2.04*	211	.05
	Low achiever	95	15.74	3.53			

Table-17a: Shows that the mean score obtained by the middle achiever group is 14.76, SD=3.26 and the mean score obtained by the low achiever group is 15.74, SD=3.53, t value -2.04, df=211. The significant difference (.05 level) is found between middle and low achiever group of students^{on} "Aggression" variable.

Graph-58: Graphic representation of middle and low achiever groups on "Aggression" variable.

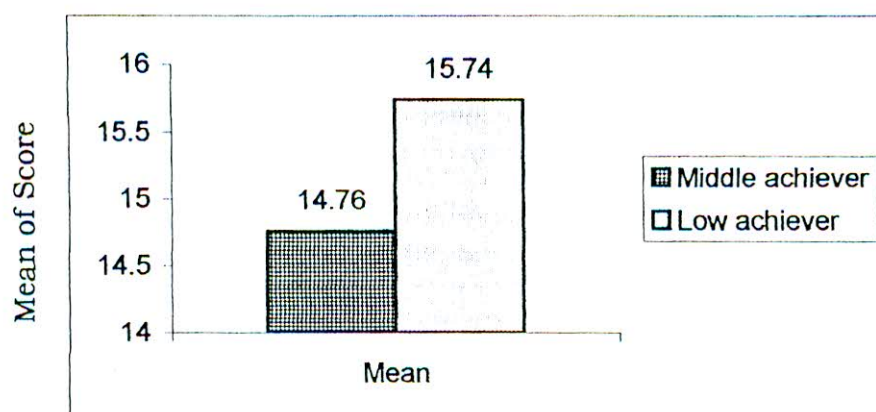


Table-17b: Statistical analysis between high and low achiever groups on "Aggression" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Aggression	High achiever	90	12.92	3.16	-5.87*	183	.05
	Low achiever	95	15.74	3.53			

Table-17b: Shows that the mean score obtained by the high achiever group is 12.92, SD=3.16 and the mean score obtained by the low achiever group is 15.74, SD=3.53, t value -5.87, df=183. The significant difference (.05 level) is found between high and low achiever group of students on "Aggression" variable.

Graph-59: Graphic representation of high and low achiever groups on "Aggression" variable.

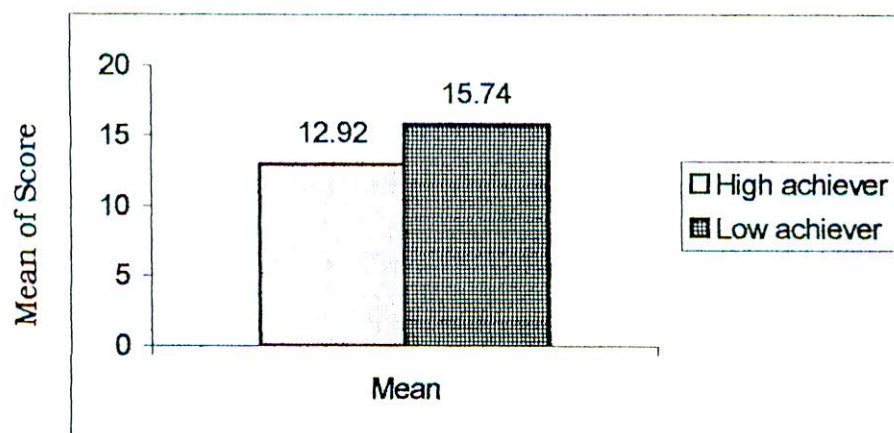


Table-17c: Statistical analysis between male and female groups on "Aggression" variable.

Personality Variable	Group	N	Mean	SD	t	df	Level of significance
Aggression	Male	172	15.56	3.12	4.62*	301	.05
	Female	131	13.39	3.56			

Table-17c: Shows that the mean score obtained by the group of male students is 15.56, SD=3.12 and the mean score obtained by the group of female students is 13.39, SD=3.56, t value 4.62, df=301. The significant difference (.05 level) is found between male and female group of students on "Aggression" variable.

Graph-60: Graphic representation of male and female groups on "Aggression" variable.

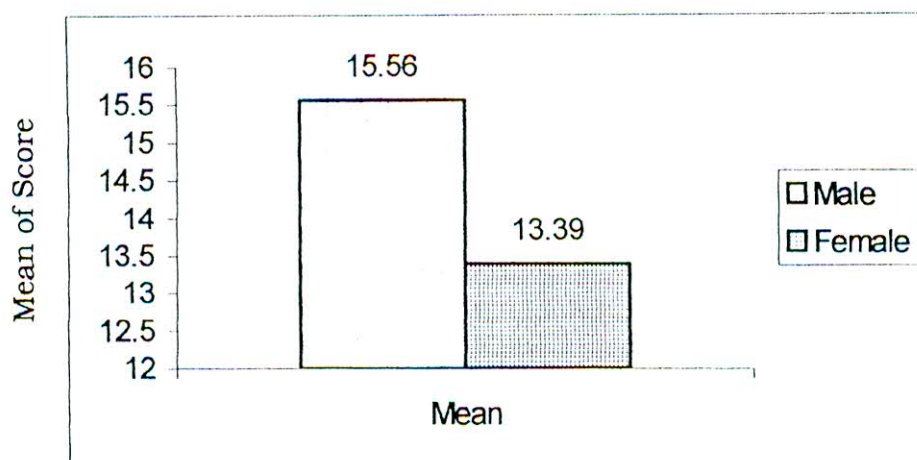


Table-17d: Co-efficient of correlation between academic achievement and "aggression" variable.

Compared variable	N	r	P
Academic achievement and aggression	303	-.46*	.01

Table-17d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement and personality variable "aggression" r -.46, which is significance at .01 level of confidence.

Table-18: Distribution of high, middle and low achiever students on family relation.

Group	better adjusted		average adjusted		poor adjusted		Total	
	N	%	N	%	N	%	N	%
High achiever	42	13.86	38	12.54	10	3.30	90	29.70
Middle achiever	27	8.91	65	21.45	26	8.58	118	38.94
Low Achiever	13	4.29	26	8.58	56	18.48	95	31.35
Total	82	27.06	129	42.57	92	30.36	303	

Table-18: Shows that the high achiever group consists of 90 students (29.70%). Out of 90 students, 42 students (13.86%) are better adjusted, 38 students (12.54%) are average adjusted and 10 students (3.30%) are poor adjusted. Middle achiever group consists of 118 students (38.94%). Out of 118 students, 27 students (8.91%) are better adjusted, 65 students (21.45%) are average adjusted and 26 students (8.58%) are poor adjusted. Low achiever group consists of 95 students (31.35%). Out of 95 students, 13 students (4.29%) are better adjusted, 26 students (8.58%) are average adjusted and 56 students (18.48%) are poor adjusted.

Graph- 61: Graphic representation of high middle and low achiever students on family relation.

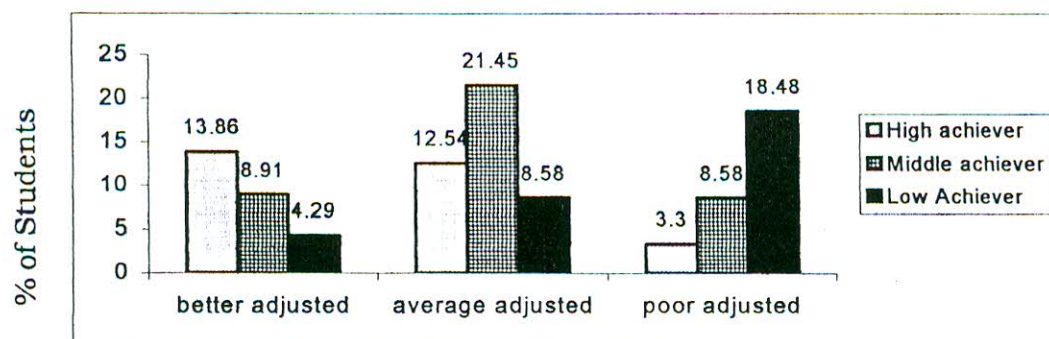


Table-18a: Statistical analysis between high and middle achiever groups on family relation.

	Group	N	Mean	SD	t	df	Level of significance
Family relation	High achiever	90	5.87	3.61	-2.75*	206	.05
	Middle achiever	118	7.30	3.80			

Table- 18a: Shows that the mean score obtained by the high achiever group is 5.87, SD=3.61 and the mean score obtained by the middle achiever group is 7.30, SD=3.80, t value -2.75, df= 206, The significant difference (.05 level) is found between high and middle achiever group of students on family relation.

Graph- 62: Graphic representation of high and middle achiever groups on family relation.

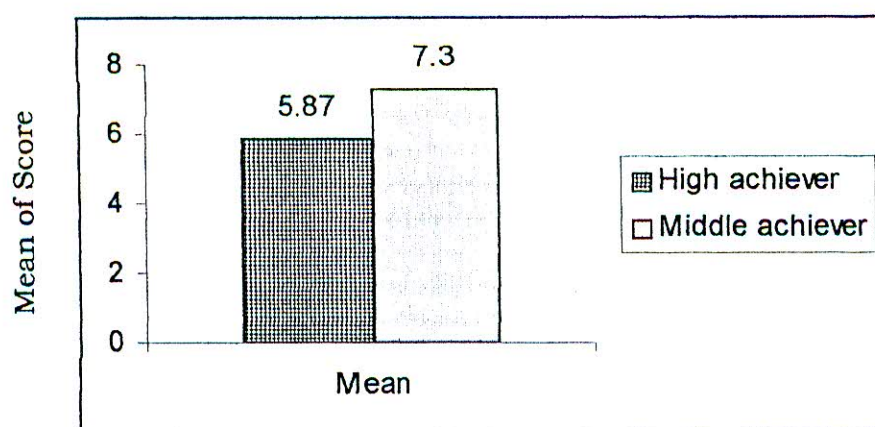


Table-18b: Statistical analysis between middle and low achiever groups on family relation.

	Group	N	Mean	SD	t	df	Level of significance
Family relation	Middle achiever	118	7.30	3.80	-3.21*	211	.05
	Low achiever	95	9.13	4.40			

Table- 18b: Shows that the mean score obtained by the middle achiever group is 7.30, SD=3.80 and the mean score obtained by the low achiever group is 9.13, SD=4.40, t value -3.21, df= 211, The significant difference (.05 level) is found between middle and low achiever group of students on family relation.

Graph- 63: Graphic representation of middle and low achiever groups on family relation.

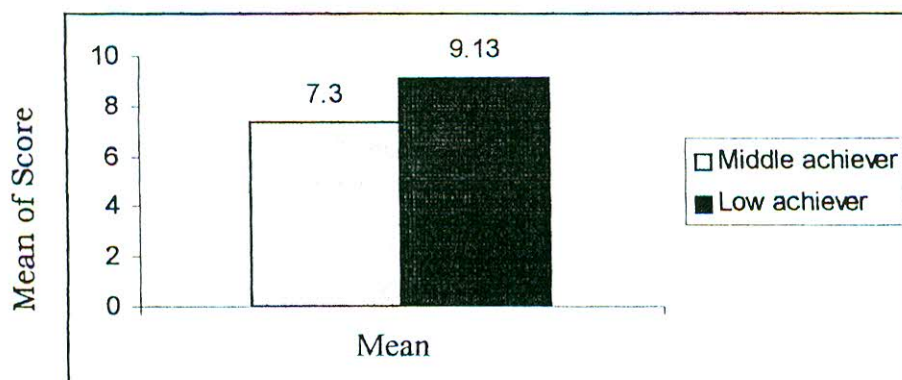


Table-18c: Statistical analysis between high and low achiever groups on family relation.

	Group	N	Mean	SD	t	df	Level of significance
Family relation	High achiever	90	5.87	3.61	-5.82*	183	.05
	low achiever	95	9.13	4.40			

Table- 18c: Shows that the mean score obtained by the high achiever group is 5.87, SD=3.61 and the mean score obtained by the low achiever group is 9.13, SD=4.40, t value -5.82, df= 183, The significant difference (.05 level) is found between high and low achiever group of students on family relation.

Graph- 64: Graphic representation of high and low achiever groups on family relation.

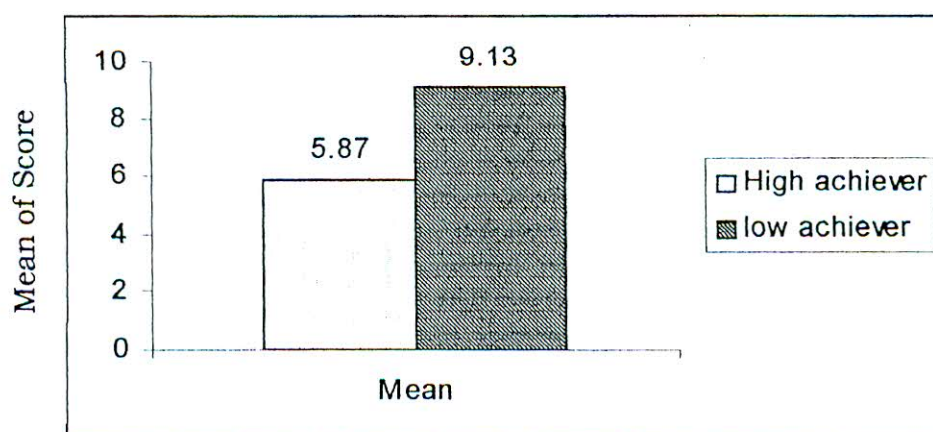


Table-18d: Co-efficient of correlation between academic achievement and family relationship.

Compared variable	N	r	P
Academic achievement and family relationship	303	.54	.01

Table-18d: Shows that the Pearson's product moment coefficient of correlation computed between the scores on the academic achievement "family relationship" r .54, which is significant at .01 level of confidence.

Table-19: I-E locus of control of academic achievers of three groups.

Group	Internal locus control		External locus control		Total	
	N	%	N	%	N	%
High achiever	76	25.08	14	4.62	90	29.7
Middle achiever	60	19.80	58	19.14	118	38.94
Low achiever	13	4.29	82	27.06	95	31.35
Total	149	49.17	154	50.82	303	

$$X^2 = 92.79^*, \quad df=2$$

Table-19: Shows that the high achiever group consists of 90 students (29.70%). Out of 90 students, 76 students (25.08%) are internaligers and 14 students (4.62%) are externaligers. Middle achiever group consists of 118 students (38.94%). Out of 118 students, 60 students (19.80%) are internaligers and 58 students (19.14%) are externaligers. Low achiever group consists of 95 students (31.35%). Out of 95 students, 13 students (4.29%) are internaligers and 82 students (27.06%) are externaligers. Chi-square value = 92.79*, df=2. The significant difference (.05 level) is found between academic achievement and I-E locus^{of} control three groups.

Graph-65: Graphic representation of high, middle and low achiever students on I-E locus^{of} control.

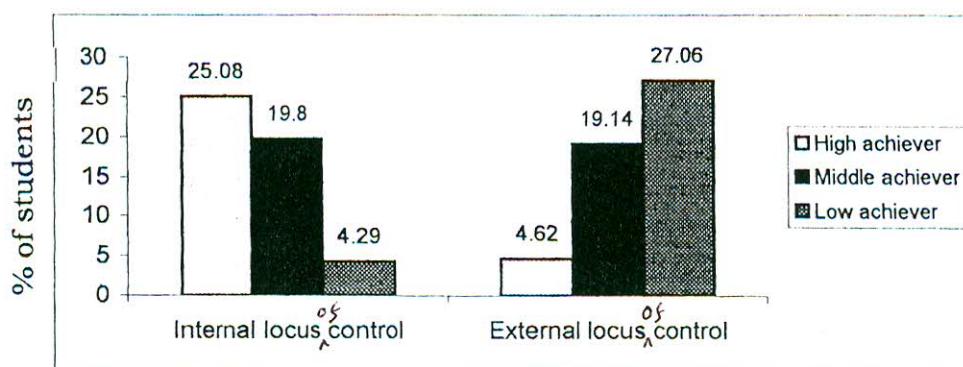


Table-20: Parents' income of high, middle and low achiever of college students.

Socio-economic status				Total
Income	High income above 10000 Tk.	Middle income 3000 to 10000 Tk.	Low income below 3000 Tk.	
Number	75	145	83	303

Table-20: Shows that the number of students from high income group family is 75, from middle income group family is 145, and from low income group family is 83 students.

Table-20a: Chi-square values between parent's income and academic achievements of three groups.

Group	High income		Middle income		Low income		Total	
	N	%	N	%	N	%	N	%
High achiever	35	11.55	40	13.20	15	4.95	90	29.70
Middle achiever	24	7.92	58	19.14	36	11.88	118	38.94
Low Achiever	16	5.28	47	15.51	32	10.56	95	31.35
Total	75	24.75	145	47.85	83	27.39	303	

$X^2 = 16.43^*$ $df = 4$

Table-20a: Shows that the high achiever group consists of 90 students (29.70%). Out of 90 students, 35 students (11.55%) are from high income group family, 40 students (13.20%) are from middle income group family and 15 students (4.95%) are from low income group family. Middle achiever group consists of 118 students (38.94%). Out of 118 students, 24 students (7.92%) are from high income group family, 58 students (19.14%) are from middle income group family and 36 students (11.88%) are from low income group family. Low achiever group consists of 95 students (31.35%). Out of 95 students, 16 students (5.28%) are from high income group family, 47 students (15.51%) are from middle income group family and 32 students (10.56%) are from low income group family. Chi-square value=16.43* df=4. the significant difference (.05 level) is found between academic achievement and parents' incomes of college students.

Graph-66: Graphic representation of high, middle and low achiever students on parents' income.

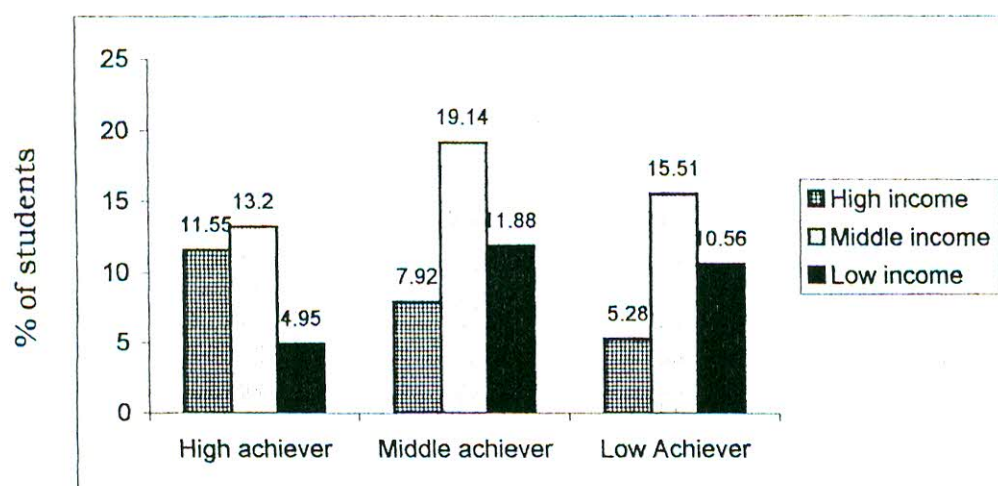


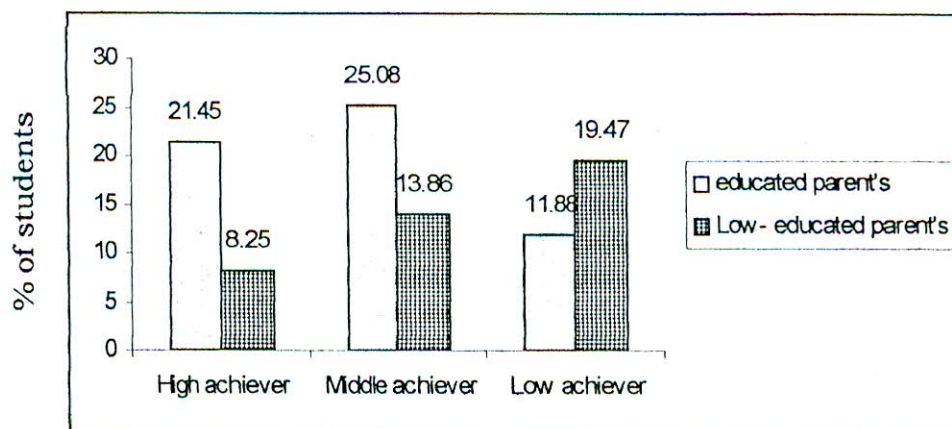
Table-21: Chi-square Values between parent's education and academic achievements of three groups.

Group	educated parent's		Low- educated parent's		Total	
	N	%	N	%	N	%
High achiever	65	21.45	25	8.25	90	29.70
Middle achiever	76	25.08	42	13.86	118	38.94
Low achiever	36	11.88	59	19.47	95	31.35
Total	177	58.41	126	41.58	303	

$$X^2 = 25.24^*, \quad df=2$$

Table- 21: Shows that the high, achiever group consists of 90 students (29.70%). Out of 90 Students, 65 students (21.45%) are from educated family and 25 students (8.25%) are from low educated family. Middle achiever group consists of 118 student's (38.94%). Out of 118 students, 76 students (25.08%) are from educated family and 42 students (13.86%) are from low educated family. Low achiever group consists of 95 students (31.35%). Out of 95 students, 36 students (11.88%) are from educated family and 59 students (19.47%) are from low educated family. chi-square value = 25.24*, df=2. The significant difference (.05 level) is found between academic achievement and parent's education of college students.

Graph-67: Graphic representation of high, middle and low achiever students on parents education.



CHAPTER-V

DISCUSSION AND CONCLUSION

The present study was undertaken to find out relationships among 15 personality variables intelligence and academic achievements of the college students in Bangladesh. This study also aims to find out whether low achiever students differ in their personality variables, family relation, belief system regarding consequences and socio-economic status with that of the students of high and middle achievers. This chapter discusses the findings of on the basis of the 9 (nine) hypotheses. Furthermore, the implications as well as further suggestions for future study have been given in the concluding remarks of this chapter.

The first hypothesis was that there would be a significant difference in intelligence of the high, middle and low academic achievers (viz, page 51).

The Result (table 2) showed that the mean score on intelligence test of high achiever group was 51.69. Percentile points 75 to 90 and grade II. Students of this group were intellectually above average. The mean score on intelligence test of middle achiever group was 46.46. Percentile points 50-75 and grade III⁺. Students of this group were intellectually average. The mean score on intelligence test of low achiever group was 37.35. Percentile points 25 to 50, and grade III⁻, Students of this group were intellectually average.

It has been found that the high achiever students were intellectually better and secured high percentile points, and their grade was upper than that of middle and low achiever students.

The result (table-2a) Showed that the difference between the means of intelligence score of the high and middle achievers was 5.23, t value = 22.74. The difference between the means of intelligence score of the middle and low achievers was 9.11, t value = 21.18. The difference between the means of intelligence scores of the high and low achievers was 14.34, t value = 31.87.

The significant difference (.05 level) was found between high and middle achievers, between middle and low achievers, between high and low achiever group of students. As such, it can be concluded that so far intelligence is concerned, the three groups, high, middle and low achievers differ significantly and thus the hypothesis is retained beyond .05 level of significance.

Previous research findings also support the results of the present study. Earlier, Sinha (1966a) obtained a similar result with Mohsin's test of general intelligence applied on two extreme groups of college population in terms of their academic achievement and had observed that the difference of over 10 points was statistically significant beyond .01 level of confidence. Similar result has also been obtained by Singh (1965) who employed Raven's progressive matrices, a well known non-verbal test of intelligence, in his research. Kahn and Singer (1949) also studied two groups differing markedly for scholastic success in a school of commerce. The results showed a significant difference in terms of intelligence between these two groups and thus they observed that intelligence in itself could cause scholastic deficiency. Brill (1962) made a statistical study of intelligence of deaf children at the California school and found that the wechsler scale discriminated well in terms of ultimate academic achievement of these pupils. The mean

intelligence scores of groups of students receiving academic diplomas, vocational diplomas or certificates of completion differed significantly. Kowitz and levy (1965) had also observed that intelligence test could differentiate achievers and underachievers significantly at .01 level of confidence.

Thus the results obtained in the present study, indicate that the three groups (high, middle and low-achievers) significantly differ in regard to intelligence i.e, students of high achiever group were more intelligent than that of middle achievers, the students of middle achiever group were more intelligent than that of low achievers and students of high achiever group were more intelligent than that of low achiever students.

The second hypothesis was that there would be a significant and positive correlation between intelligence and academic achievement of the students (viz page-51).

The result (table- 2b) showed that there was significantly and positive correlation between intelligence and academic achievement of the college students. The obtained co-efficient of correlation .73 is statistically significant beyond .01 level of confidence and thus the second hypothesis is also retained.

Now, we shall represent different research findings to support the results of the present study. Earlier, Singh (1965) measured intelligence of his sample consisting of college students by the Raven's progressive Matrices: a non-verbal test of intelligence, and obtained a correlation of .40 which was also significant beyond .01

level of confidence. Jamuar (1961c) in an investigation into "Personality and achievement" had also reported moderate positive correlation between intelligence and achievement when intelligence was measured by a non-verbal test of intelligence. In another investigation Jamuar (1961a) had also obtained moderate correlation between intelligence and scholastic achievement, using Raven's Progressive Matrices to measure intelligence. Rao (1963) had also employed Raven's progressive matrices and had obtained positive and statistically significant correlation between intelligence and achievement at .01 level of confidence.

Kundu (1962) in "An investigation in the prediction of school success" also found positive and statistically significant correlation between intelligence and achievement and observed that the two intelligence tests. Terman-Merrill and a locally devised omnibus test of intelligence, appeared --- to be effective predictor of school achievement. McDonnell (1962) also observed that intelligence as measured by Detroit and Raven's progressive matrices was the best predictor of scholastic achievement. Ohmann (1927) studied 128 cases of scholastically deficient students and found low intelligence as one of the five major causes of scholastic deficiency. Thus, most of the studies like the present one have conclusively established that intelligence is positively and significantly related to scholastic achievement of students, although the obtained co-efficient of correlation differ from one investigation to another. This may be due to heterogeneity of subjects and the tools employed to measure intelligence. Harris (1940) in a review of literature on the "Factors

affecting college grades" has also concluded that though more attention had been paid to factors other than intelligence, the importance of intelligence was ever with us. He observed that the reported correlation's with grades in the various investigations, range from .37 to .69, and in some investigations, intelligence alone was found to be the best single predictor of grades. In the present study, the obtained coefficient of .73 and thus it confirms the results obtained earlier by various investigations.

The third hypothesis was that there would be a significant difference in some personality variables (Achievement, Order, Autonomy, Intarception, Succorance, Dominance, Abasement, Nurturance, Endurance and Aggression) of high, middle and low achievers (viz page-51).

The result (table-3) showed that the mean of n-achievement score of the high-achievers (17.93) was greater than the mean of n-achievement score of the middle achievers (15.75). The difference between the means of the high and the middle achiever (2.18) was significant beyond .05 level of confidence. ($t = 5.86$, $df = 206$). As such it can be said that so far n-achievement is concerned, the two groups, high and middle achiever differ substantially and thus the hypothesis is retained. Mean of n-achievement variable of personality of high achiever group of students was higher than that of middle achiever students. i.e middle achiever group of students has characterised less n-achievement variable than that of high achiever group of students.

The result (table-3a) showed that the mean of n-achievement score of the middle achiever (15.75) was greater than the mean of n-achievement score of the low achiever (14.84). The difference between the means of the middle and low achievers (.91) was significant at .05 level of confidence (t value 2.62). As such it can be said that so far n-achievement is concerned, the two groups, high and low achiever differ substantially and thus the hypothesis is retained.

Mean score on n-Achievement variable of personality of middle achiever group of students was higher than that of low achiever students. i.e low achiever group of students has characterised less achievement personality variable than that of middle achiever group of students.

The result (table-3b) showed that the mean of n-achievement score of the high achievers (17.93) was greater than the mean of n-achievement score of the low achievers (14.84). The difference between the means of the high and the low achievers (3.09) was significant beyond .05 level of confidence (t value 9.09, df- 183). As such it can be said that so far n-achievement is concerned, the two groups, high and the low achiever differ substantially and thus the hypothesis is retained.

Mean score on n-Achievement variable of personality of high achiever group of students was higher than that of low achiever students, i.e low achiever group of students has characterised less

n-achievement personality variable than that of high achiever group of students.

Now, we shall represent different research findings to support the results of the present study. There have been a number of studies showing that need achievement variable can differentiate well between the high and the low achievers. Earlier, Muthayya (1964) studied motivation with the help of McClelland's test under neutral condition upon a group of 60 adolescent school boys and observed that the mean score of high achievers was greater than the low achievers and the mean difference was significant (beyond .01 level). McClelland et. al (1953) also found that people with high achievement imagery index score tended to get better grades. Similar results had also been obtained by Lang, Sferri and Seymour (1962) where they observed that Edwards personal preference schedule variables could differentiate well between the high and the low achieving freshmen. Hopkins, Mallison and Saranoff (1959) in their investigation into "Some non-intellectual correlates of success and failure among university students" also found that on motivation the groups differ significantly.

Singh (1965) used two measures the Edwards personal preference schedule to measure need-achievement and an unstandardized inventory for academic motivation. On both the scales, he found that the mean scores of the high-academic achievers were greater than the mean scores of the low-academic achievers.

Thus, on the basis of the results obtained in the present study it can be concluded that the high, middle, and low achievers students can be significantly differentiated on need-achievement scores.

The result (table-5) showed that the mean of "order" score of the high-achievers (17.62) was greater than the mean of "order" score of the middle-achievers (16.44). The difference between the means of the high and the middle-achievers (1.18) was significant at .05 level of confidence ($t = 3.93$, $df = 206$). As such it can be said that so far order variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Order personality variable of high achiever group of students was higher than that of middle achiever students. i.e high achiever group of students are more orderly than middle achiever group of students.

The result (table-5a) showed that the mean of "order" score of the middle-achiever (16.44) was greater than the mean of order score of the low-achievers (15.35). The difference between the means of the middle and low-achievers (1.09) was significant at .05 level of confidence (t value = 3.30, $df = 211$). As such it can be said that so far order variable is concerned, the two groups, middle and the low achiever differ substantially and thus the hypothesis is retained.

Mean score on "Order" variable of middle achiever students was higher than that of low achiever students. i.e middle-achiever

group of students was more orderly than that of low achiever students.

The result (table-5b) showed that the mean of order score of the high-achievers (17.62) was greater than the mean score of the low- achievers (15.35). The difference between the means of two groups (2.27) was significant at .05 level of confidence (t value= 6.88, df=183). As such it can be said that so far order variable is concerned, the two groups, high and the low achievers differ substantially and thus the hypothesis is retained.

Mean of Order variable of personality of high achiever group of students was higher than that of low achiever group of students. i.e high achiever group of students was more orderly than that of low achiever students.

The result (the table-7) showed that the mean of autonomy score of the high- achievers (11.65) was greater than the mean of 'autonomy' score of the middle- achievers (10.45). The difference between the means of the high and the middle achievers (1.20) was significant at .05 level of confidence (t= 3.53, df=206). As such it can be said that so far autonomy variable is concerned, the two groups high and the middle achiever differ substantially and thus the hypothesis is retained.

Mean score on Autonomy variable of the high achiever group of students was higher than that of middle achiever students. i.e middle achiever group of students has characterised less autonomy personality variable than that of high achiever group of students.

The result (table-7a) showed that the mean of autonomy score of the middle achievers (10.45) was greater than the mean of autonomy score of the low achievers (9.69). The difference between the means of middle and low achievers (.76) was significant at .05 level of confidence ($t=2.30$, $df=211$). As such it can be said that so far autonomy variable is concerned, the two groups, middle and the low- achiever differ substantially and thus the hypothesis is retained.

Mean score on Autonomy variable of the middle achiever group of students was more than that of low achiever students. i.e low achiever group of students has characterised less autonomy personality variable than that of middle achiever group of students.

The result (table-7b) showed that the mean of 'autonomy' score of the high- achiever (11.65) was greater than the mean of 'autonomy' score of the low-achiever (9.69). The difference between the means of the high and the low- achievers (.96) was significant at .05 level of confidence ($t=5.60$, $df=183$). As such it can be said that so far autonomy variable is concerned, the two groups, high and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Autonomy variable of the high achiever group of students was higher than that of low achiever students. i.e low achiever group of students has characterised less autonomy personality variable than that of high achiever group of students.

The result (table-9) showed that the mean of "intraception" score of the high-achiever (15.70) was greater than the mean of

intraception score of the middle-achiever (13.97). The difference between the means of the high and the middle-achievers (1.73) was significant at .05 level of confidence ($t=4.12$, $df=206$). As such it can be said that so far intraception variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Intraception variable of the high achiever group of students was higher than that of middle achiever students. i.e middle achiever group of students has characterised less intraception personality variable than that of high achiever group of students.

The result (table-9a) showed that the mean of "intraception" score of the middle-achievers (13.97) was greater than the mean of "intraception" score of the low-achievers (12.99). The difference between the means of the middle and the low-achievers (.98) was significant at .05 level of confidence ($t=2.80$, $df=211$). As such it can be said that so far intraception variable is concerned, the two groups, middle and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Intraception variable of the middle achiever group of students was higher than that of low achiever students. i.e low achiever group of students has characterised less intraception personality variable than that of middle achiever group of students.

The result (table-9b) showed that the mean of intraception score of the high-achievers (15.70) was greater than the mean of

intraception score of the low-achievers (12.99). The difference between the means of the high-achiever and the low-achievers (2.71) was significant at .05 level of confidence ($t=7.32$, $df=183$). As such it can be said that so far intraception variable is concerned, the two groups, high and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Intraception variable of the high-achiever group of students was higher than that of low-achiever students. i.e low-achiever group of students has characterised less intraception personality variable than that of high-achiever group of students.

The result (table-10) showed that the mean of succorance score of the high-achievers (12.56) was less than the mean of succorance score of the middle-achievers (14.26). The difference between the means of the high and the middle-achievers (-1.70) was significant at .05 level of confidence ($t=-3.20$, $df=206$). As such it can be said that so far succorance variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Succorance variable of the middle-achiever group of students was higher than that of high achiever students. i.e high achiever group of students has characterised less succorance personality variable than that of middle achiever group of students.

The result (table-10a) showed that the mean of succorance score of the middle-achiever (14.26) was less than the mean of

succorance score of the low-achievers (15.05). The difference between the means of the middle and the low-achievers (-.79) was non significant at .05 level of confidence ($t=-1.54$, $df=211$). As such it can be said that so far succorance variable is concerned, the two groups, middle and the low-achiever not differ substantially.

It indicates that students of two groups (middle and low-achiever) have no difference in succorance personality variable.

The result (table-10b) showed that the mean of succorance score of the high-achiever (12.56) was less than the mean of succorance score of the low-achiever (15.05). The difference between the means of the high and the low-achievers (-2.49) was significant at .05 level of confidence ($t=-4.61$, $df=183$). As such it can be said that so far succorance variable is concerned, the two groups, high and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on "Succorance" variable of the low-achiever group of students was higher than that of high-achiever students. i.e high-achiever group of students has characterised less succorance personality variable than that of low achiever group of students.

The result (table-11) showed that the mean of "dominance" score of the high-achievers (14) was greater than the mean of dominance score of the middle-achievers (12.46). The difference between the means of the high and the middle-achievers (1.54) was significant at .05 level of confidence (t value = 4.81, $df=206$). As

such it can be said that so far dominance variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on "Dominance" variable of the high-achiever group of students was higher than that of middle-achiever students. i.e middle- achiever group of students has characterised less "dominance" personality variable than that of high achiever group of students.

The result (table-11a) showed that the mean of "dominance" score of the middle-achievers (12.46) was greater than the mean of "dominance" score of the low-achiever (11.96) The difference between the means of the middle and the low achievers (.50) was non-significant at .05 level of confidence (t value = 1.45, df=211). As such it can be said that so far "dominance" is concerned, the two groups, middle and the low-achiever did not differ substantially.

It indicates that students of two groups (middle and low-achievers) have no difference in "dominance" personality variable.

The result (table-11b) showed that the mean of "dominance" score of the high-achievers (14) was greater than the mean of "dominance" score of the low-achievers (11.96). The difference between the means of the high and low-achievers (2.04) was significant at .05 level of confidence (t value = 6.58, df=183). As such it can be said that so far "dominance" variable is concerned, the two groups, high and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on "Dominance" variable of the high-achiever group of students was higher than that of low-achiever students. i.e low- achiever group of students has characterised less "dominance" personality variable than that of high achiever group of students.

The result (table-12) showed that the mean of "abasement" score of the high-achievers (13.66) was less than the mean of "abasement" score of the middle-achiever (14.72). The difference between the means of the high and the middle-achievers (-1.06) was significant at .05 level of confidence (t value =- 2, df=206). As such it can be said that so far "abasement" variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Abasement variable of the middle-achiever group of students was higher than that of high-achiever students. i.e high-achiever group of students has characterised less abasement personality variable than that of middle-achiever group of students.

The result (table-12a) showed that the mean of "abasement" score of the middle-achiever (14.72) was less than the mean of "abasement" score of the low-achiever (16.57). The difference between the means of the middle and the low-achievers (-1.85) was significant at .05 level of confidence (t value =-3.31, df=211). As such it can be said that so far abasement variable is concerned, the two groups, middle and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Abasement variable of the low-achiever group of students was higher than that of middle-achiever students. i.e middle-achiever group of students has characterised less abasement personality variable than that of low-achiever group of students.

The result (table-12b) showed that the mean of "abasement" score of the high-achiever (13.66) was less than the mean of "abasement" score of the low-achievers (16.57). The difference between the means of the high and the low-achievers (-2.91) was significant at .05 level of confidence (t value = -5.10, df=183). As such it can be said that the so far abasement variable is concerned, the two groups, high and the low-achiever differ substantially and thus the third hypothesis is retained.

Mean score on Abasement variable of the low-achiever group of students was higher than that of high-achiever students. i.e high-achiever group of students has characterised less abasement personality variable than that of low-achiever group of students.

The result (table-13) showed that the mean of "nurturance" score of the high-achiever (18.15) was greater than the mean of "nurturance" score of the middle-achiever (16.77). The difference between the means of the high and the middle-achievers (1.38) was significant at .05 level of confidence (t value = 3.04, df=206). As such it can be said that the so far nurturance variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the third hypothesis is retained.

Mean score on Nurturance variable of the high-achiever group of students was higher than that of middle-achiever students. i.e middle- achiever group of students has characterised less nurturance personality variable than that of high-achiever group of students.

The result (table-13a) showed that the mean of "nurturance" score of the middle-achievers (16.77) was greater than the mean of "nurturance" score of the low-achievers (15.05). The difference between the means of the middle and the low-achievers (1.72) was significant at .05 level of confidence (t value = 3.37, $df=211$). As such it can be said that the so far nurturance variable is concerned, the two groups, middle and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Nurturance variable of the middle-achiever group of students was higher than that of low-achiever students. i.e low- achiever group of students has characterised less nurturance personality variable than that of middle -achiever group of students.

The result (table-13b) showed that the mean of "nurturance" score of the high-achiever (18.15) was greater than the mean of "nurturance" score of the low-achiever (15.05). The difference between the means of the high and the low-achievers (3.10) was significant at .05 level of confidence (t value = 6.46, $df=183$). As such it can be said that the so far nurturance variable is concerned, the two groups, high and the low-achiever differ substantially and thus hypothesis is retained.

Mean score on Nurturance variable of the high-achiever group of students was higher than that of low-achiever students. i.e low-achiever group of students has characterised less nurturance personality variable than that of high-achiever group of students.

The result (table-15) showed that the mean of "endurance" score of the high-achievers (17.21) was greater than the mean of endurance score of the middle-achievers (15.76). The difference between the means of the high and the middle-achievers (1.45) was significant at .05 level of confidence (t value = 3.15, $df=206$). As such it can be said that the so far endurance variable is concerned, the two groups, high and the middle-achiever differ substantially and thus hypothesis is retained.

Mean score on Endurance variable of the high-achiever group of students was higher than that of middle-achiever students. i.e low-achiever group of students has characterised less endurance personality variable than that of high-achiever group of students.

The result (table-15a) showed that the mean of "endurance" score of the middle achievers (15.76) was greater than the mean of "endurance" score of the low-achievers (14.26). The difference between the means of the middle and the low-achievers (1.50) was significant at .05 level of confidence (t value = 3.33, $df=211$). As such it can be said that the so far endurance variable is concerned, the two groups, middle and the low-achiever differ substantially and thus hypothesis is retained.

Mean score on Endurance variable of the middle-achiever group of students was higher than that of low-achiever students. i.e low- achiever group of students has characterised less endurance personality variable than that of middle-achiever group of students.

The result (table-15b) showed that the mean of "endurance" score of the high-achievers (17.21) was greater than the mean of "endurance" score of the low achievers (14.26). The difference between the means of the high and the low achievers (2.95) was significant at .05 level of confidence (t value = 6.70, df=183). As such it can be said that so far endurance variable is concerned, the two groups, high and the low achiever differ substantially and thus the hypothesis is retained.

Mean score on Endurance variable of the high-achiever group of students was higher than that of low-achiever students. i.e low-achiever group of students has characterised less endurance personality variable than that of high-achiever group of students.

The result (table-17) showed that the mean of "aggression" score of the high-achievers (12.92) was less than the mean of "aggression" score of the middle-achievers (14.76). The difference between the means of the high and the middle-achievers (-1.84) was significant at .05 level of confidence (t value = -4, df=206). As such it can be said that so far "aggression" variable is concerned, the two groups, high and the middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Aggression variable of the middle-achiever group of students was higher than that of high-achiever students.

i.e high-achiever group of students has characterised less aggression personality variable than that of middle-achiever group of students.

The result (table-17a) showed that the mean of aggression score of the middle achievers (14.76) was less than that the mean of aggression score of the low-achievers (15.74). The difference between the means of the middle and low achievers (-.98) was significant at .05 level of confidence (t value= -2.04*, df=211). As such it can be said that so far aggression variable is concerned. The two groups, middle and the low achievers differ substantially and thus the hypothesis is retained.

Mean score on Aggression variable of low achiever group of students was higher than that of middle achiever students. i.e middle achiever group of students has characterised less aggression personality variable than that of low achiever group of students.

The result (table-17b) showed that the mean of "aggression" score of the high achievers (12.92) was less than that the mean of "aggression" score of the low achievers (15.74). The difference between the means of the high and the low achievers (-2.82) was significant at .05 level of confidence (t value= -5.87*, df=183). As such it can be said that so far "aggression" variable is concerned, the two groups, high and the low-achievers differ substantially and thus the hypothesis is retained.

Mean score on Aggression variable of low achiever group of students was higher than that of high achiever students. i.e high

achiever group of students has characterised less "aggression" personality variable than that of low achiever group of students.

The result (table-4) showed that non-significant difference (.05 level) was found between high and middle achiever group of students according to deference personality variable. It indicates that students of two groups (high and middle achiever) have no difference in "deference" personality variable.

The result (table-4a) showed that non-significant difference (.05 level) was found between middle and low achiever group of students according to deference personality variable. It indicates that students of two groups (middle and low achiever) have no difference in "deference" personality variable.

The result (table-4b) showed that non-significant difference (.05 level) was found between high and low achiever group of students according to deference personality variable. It indicates that students of two groups (high and low achiever) have no difference in "deference" personality variable.

The result (table-6) showed that non-significant difference (.05 level) was found between high and middle achiever group of students according to exhibition personality variable. It indicates that students of two groups (high and middle achiever) have no difference in "exhibition" personality variable.

The result (table-6a) showed that non-significant difference (.05 level) was found between middle and low achiever group of

students according to "exhibition" personality variable. It indicates that students of two groups (middle and low achiever) have no difference in "exhibition" personality variable.

The result (table-6b) showed that non-significant difference (.05 level) was found between high and low achiever group of students according to exhibition personality variable. It indicates that students of two groups (high and low achiever) have no difference in "exhibition" personality variable.

The result (table-8) showed that non-significant difference (.05 level) was found between high and middle achiever group of students according to affiliation personality variable. It indicates that students of two groups (high and middle achiever) have no difference in "affiliation" personality variable.

The result (table-8a) showed that non-significant difference (.05 level) was found between middle and low achiever group of students according to affiliation personality variable. It indicates that students of two groups (middle and low achiever) have no difference in "affiliation" personality variable.

The result (table-8b) showed that non-significant difference (.05 level) was found between high and low achiever group of students according to "affiliation" personality variable. It indicates that students of two groups (high and low achiever) have no difference in "affiliation" personality variable.

The result (table-14) showed that non-significant difference (.05 level) was found between high and middle achiever group of

students according to change variable. It indicates that students of two groups (high and middle achiever) have no difference in "change" personality variable.

The result (table-14a) showed that non-significant difference (.05 level) was found between middle and low achiever group of students according to change variable. It indicates that students of two groups (middle and low achiever) have no difference in "change" personality variable.

The result (table-14b) showed that non-significant difference (.05 level) was found between high and low achiever group of students according to change variable. It indicates that students of two groups (high and low achiever) have no difference in "change" personality variable.

The result (table-16) showed that non-significant difference (.05 level) was found between high and middle achiever group of students according to heterosexuality variable. It indicates that students of two groups (high and middle achiever) have no difference in "heterosexuality" personality variable.

The result (table-16a) showed that non-significant difference (.05 level) was found between middle and low achiever group of students according to heterosexuality variable. It indicates that students of two groups (middle and low achiever) have no difference in "heterosexuality" personality variable.

The result (table-16b) showed that non-significant difference (.05 level) was found between high and low achiever group of students according to "heterosexuality" variable. It indicates that students of two groups (high and low achiever) have no difference in "heterosexuality" personality variable.

The third hypothesis was that there would be a significant difference in some of the personality variables of high, middle and low academic achiever. Personality variables (Achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality and aggression) were measured by the EPPS test, in order to verify it Fisher's t-test of difference was applied. In regard to personality variables: achievement, order, autonomy, intraception, succorance, dominance, abasement, nurturance, endurance and aggression, the significant difference at .05 level was found among high, middle and low achiever group of students and non-significant difference at .05 level was found among high, middle and low achiever group of students in regard to personality variable: def, exh, aff, chg, het etc.

Thus on the basis of the results obtained in the present study it can be concluded that the high, middle and low-achievers can be significantly differentiated on achievement, order, autonomy, intraception, succorance, dominance, abasement, nurturance, endurance and aggression variables of personality and a students' academic achievement tends to be inversely related to his personality variables and thus the hypothesis is retained.

The fourth hypothesis was that there would be a significant correlation between some of the personality variables and academic achievement of the students (viz page-51).

The result (table-3d) showed that the "n-achievement" was found to be significantly and positively correlated with the academic achievements of the students. The obtained co-efficient of correlation .52 is significant at .01 level of confidence. So, it can be said that there is a positive relationship between n-achievement and academic achievements of students and thus the hypothesis is also retained.

Now we shall discuss different research findings in support of the results of the present study.

Heilbrun, Jr. (1962) in a comparative study of Edwards personal preference schedule and Heilbrun need scale on the college achievers and non-achievers found the latter more valid in predicating academic achievement. Chahbazi (1956,1960) using sound stimuli and picture stimuli tests, also found that need-achievement score were positively and statistically significantly related to academic performance of students.

Earlier Singh (1965) also used two measures of motivation, need-achievement scale of the Edwards personal preference schedule and an unstandardised measure of academic motivation and on both the scales, he found motivation to be positively related to academic achievement of the college students.

The result (table-5d) showed that "order" variable of personality was found to be significantly and positively correlated with the academic achievements of the students. The obtained co-efficient of correlation .48 is significant at .01 level of confidence. The result indicates that there is a positive relationship between order variable of personality and academic achievement of college students. It can be said that "order" variable of personality is as well academic achievement is also well.

The result (table-7d) showed that "autonomy" variable was found to be significantly and positively correlated with the academic achievements of the students. The obtained co-efficient of correlation .63 is significant at .01 level of confidence. The result indicates that there is a positive relationship between autonomy variable of personality and academic achievement.

The result (table-9d) showed that "intraception" variable of personality was found to be significantly and positively correlated with the academic achievements of the students. The obtained co-efficient of correlation .25 is significant at .01 level of confidence. The result indicates that there is a positive relationship between "intraception" variable of personality with academic achievement of students. Interception variable has influence on academic performances.

The result (table-10d) showed that succorance variable was found to be significantly negatively correlated with the academic achievements of the students. The obtained co-efficient of

correlation $-.37$ is significant at $.01$ level of confidence. The result indicates that there is a negative relationship between interception variable of personality and academic achievement of students. It can be said that the suecorance variable of personality has influence on academic achievement of the students.

The result (table-11d) showed that "dominance" variable was found to be significantly and positively correlated with academic achievements of the students. The obtained co-efficient of correlation $.44$ is significant at $.01$ level of confidence. The result indicates that there is a positive relationship between "dominance" personality variable and academic achievement of the students. It can be said that "dominance" variable has influence on academic performances.

The result (table-12d) showed that abasement variable was found to be significantly and negatively correlated with academic achievements of the students. The obtained co-efficient of correlation $-.24$ is significant at $.01$ level of confidence. The result indicates that there is a negative relationship between abasement and academic achievement of the students. It can be said that abasement variable has influence on academic achievement.

The result (table-13d) showed that "nurturance" variable of personality was found to be significantly and positively correlated with the academic achievements of the students. The obtained co-efficient of correlation $.42$ is significant at $.01$ level of confidence. The result indicates that there is a positive relationship between "nurturance" variable of personality and academic achievement of

college students. It can be said that nurturance variable personality has influence on academic achievement.

The result (table-15d) showed that "endurance" variable was found to be significantly and positively correlated with academic achievements of the students. The obtained co-efficient of correlation .35 is significant at .01 level of confidence. The result indicates that there is a positive relationship between "endurance" variable of personality and academic achievement of the students. It can be said that endurance variable of personality has influence on academic achievement.

The result (table-17d) showed that "aggression" variable of personality was found to be significantly and negatively correlated with academic achievements of the students. The obtained co-efficient of correlation -.46 is significant at .01 level of confidence. The result indicates that there is a negative relationship between aggression variable of personality and academic achievement of the students. It can be said that aggression variable of personality has influence on academic achievement of the students.

The result (table-4d, 6d, 8d, 14d, 16d) showed that the obtained co-efficients of correlation on personality variables following deference, exhibition, affiliation, change, and heterosexuality (-.02, .01, .04, .05, 03) were non-significant at .01 level of confidence. The result indicates that there is no relationships of deference, exhibition, affiliation, change, heterosexuality with academic achievement of the students.

On the basis of the results obtained in the present study, it can be said that academic achievement of students has relationship to some personality variables and thus the fourth hypothesis is retained.

The fifth hypothesis was that there would be a significant difference in some personality variables of the male and female students. (viz page-51).

The result (table-3c) showed that the mean of n-achievement score of the male students (17.65) was greater than the mean of n-achievement score of the female students (14.31). The difference between the means of male and female students (3.34) was significant at .05 level of confidence (t value=9.54, $df= 301$). As such it can be said that so far n-achievement variable is concerned the two groups, male and female students differ substantially and thus the hypothesis is retained.

Mean score on Achievement variable of male students was higher than that of female students. i.e the achievement variable of personality the female students was less than that of the male students of the colleges.

The result (table-4c) showed that the mean of "deference" score of the male students (14.3) was less than that of the female students (16.45). The difference between the means of the male and female students (-2.15) was significant at .05 level of confidence (t value=6.32, $df= 301$). As such it can be said that so far "deference" variable is concerned the two groups, male and female students differ substantially and thus the hypothesis is retained.

Mean score on Deference variable of female students was higher than that of male students. i.e the male students have characterised less deference variable than that of the female students of the colleges.

The result (table-5c) showed that the mean of "order" score of the male students (15.37) was less than that of the female students (17.57). The difference between the means of the two groups was significant at .05 level of confidence (t value=6.87, df= 301). As such it can be said that so far order variable is concerned the two groups, male and female students differ substantially and thus the hypothesis is retained.

Mean score on Order variable of female students was higher than that of male students. i.e female students was more orderly in their behaviour than that of the male students of the colleges.

The result (table-6c) showed that the mean of "exhibition" score of the male students (10.9) was greater than that of the female students (9.88). The difference between the means of the two groups was significant at .05 level of confidence (t value=3, df= 301). As such it can be said that so far "exhibition" variable is concerned, the two groups, male and female students differ substantially and thus the hypothesis is retained.

Mean score on Exhibition personality variable of male students was higher than that of female students. i.e the exhibition personality variable of the female students was less than that of the male students of the colleges.

The result (table-7c) showed that the mean of "autonomy" score of the male students (11.34) was greater than that of the female students (9.77). The difference between the means of the two groups was significant at .05 level of confidence (t value=4.75, $df= 301$). As such it can be said that so far "autonomy" variable is concerned, the two groups differ substantially and thus the hypothesis is retained.

Mean score on Autonomy personality variable of male students was higher than that of female students. i.e the autonomy variable of personality the female students was less than that of the male students of the colleges.

The result (table-8c) showed that the mean of "affiliation" score of the male students (14.71) was greater than that of the female students (12.85). The difference between the means of the two groups was significant at .05 level of confidence (t value= 5.16, $df= 301$). As such it can be said that so far "affiliation" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Affiliation variable of male students was higher than that of female students. i.e the affiliation variable of the female students was less than that of the male students of the colleges.

The result (table-9c) showed that the mean of "intraception" score of the male students (13.37) was less than that of the female students (15.08). The difference between the means of the two

groups was significant at .05 level of confidence (t value-4.62, df=301). As such it can be said that so far intraception variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Intraception variable of female students was higher than that of male students.

The result (table-10c) showed that the mean of "succorance" score of the male students (13.36) was less than that of the female students (14.72). The difference between the means of the two groups was significant at .05 level of confidence (t value-2.56, df=301). As such it can be said that so far "succorance" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Suecorance variables of personality of female students was higher than that of male students.

The result (table-11c) showed that the mean of "dominance" score of the male students (14.38) was greater than that of the female students (11.13). The difference between the means of the two groups was significant at .05 level of confidence (t value=10.13, df= 301). As such it can be said that so far "dominance" is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Dominance variable of male students was higher than that of female students.

The result (table-12c) showed that the mean of "abasement" score of the male students (15.51) was greater than that of the female students (14.40). The difference between the means of the two groups was significant at .05 level of confidence (t value=2.01, $df=301$). As such it can be said that so far "abasement" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Abasement variable of male students was higher than that of female students.

The result (table-13c) showed that the mean of "nurturance" score of the male students (17.28) was greater than that of the female students (16.04). The difference between the means of the two groups was significant at .05 level of confidence (t value=2.60, $df= 301$). As such it can be said that so far "nurturance" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Nurturance variable of male students was higher than that of female students.

The result (table-14c) showed that the mean of "change" variable Indicated non-significant difference at .05 level of confidence between male and female students.

It indicates that students of two groups (male and female) have no difference in change variable of personality.

The result (table-15c) showed that the mean of "endurance" score of the male students (14.75) was less than that of the female students (16.74). The difference between the means of the two groups was significant at .05 level of confidence (t value-4.42, df= 301). As such it can be said that so far "endurance" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Endurance variable of female students was higher than that of male students.

The result (table-16c) showed that the mean of "heterosexuality" score of the male students (18.90) was greater than that of the female students (16.52). The difference between the means of the two groups was significant at .05 level of confidence (t value=4.33, df= 301). As such it can be said that so far "heterosexuality" is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Heterosexuality variable of male students was higher than that of female students.

The result (table-17c) showed that the mean of "aggression" score of the male students (15.56) was greater than that of the female students (13.39). The difference between the means of the two groups was significant at .05 level of confidence (t value=4.62, df= 301). As such it can be said that so far "aggression" variable is concerned the two groups male and female differ substantially and thus the hypothesis is retained.

Mean score on Aggression variable of male students was higher than that of female students. i.e the aggression of female students was less than that of the male students of the colleges.

The fifth hypothesis was that there would be a significant difference in some personality variables of the male and female students. On the basis of the result obtained in the present study, it can, therefore, be concluded that the significant difference between male and female college students in regard to some personality variables: Achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, nurturance, abasement, endurance, heterosexuality and aggression was found and thus the hypothesis is retained.

The sixth hypothesis was that there would be a significant difference in family relations of the high, middle and low academic achievers (viz page-51).

The result (table-18) showed that 13.86% of high-achievers was better adjusted, 12.54% was average in adjustment and 3.30% was poorly adjusted in respect to their family relations. 8.91% of middle achievers was better adjusted, 21.45% was average in adjustment and 8.58% was poorly adjusted in respect to their family relations. 4.29% of low achievers was better adjusted, 8.58% was average in adjustment and 18.48% was poorly adjusted in respect to their family relations.

On the basis of the results obtained in the present study, it can be said that high-achiever students maintain comparatively good family (parent-child) relation. Middle-achiever group of students was average in maintaining family (parent-child) relation and low-achiever group of students have comparatively poor family (parent-child) relationship.

The result (table-18a) showed that mean of family relation score of the high-achievers (5.87) was less than that of middle-achievers (7.30). The difference between the means of two groups was significant at .05 level of confidence (t value = -2.75, df = 206). As such it can be said that so far family relation is concerned the two groups, the high and middle-achiever differ substantially and thus the hypothesis is retained.

Mean score on Family relationship of high achiever students was good than that of middle-achiever group of students.

The result (table-18b) showed that mean of family relationship score of the middle-achievers (7.30) was less than that of low-achievers (9.13). The difference between the means of two groups was significant at .05 level of confidence (t value = -3.21, df = 211). As such it can be said that so far family relationship is concerned the two groups, the middle and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Family relationship of middle achiever group of students was good than that of low-achiever students.

The result (table-18c) showed that the mean of the family relationship score of the high-achievers (5.87) was less than that of low-achievers (9.13). The difference between the means of two groups was significant at .05 level of confidence (t value = -5.82, df= 183). As such it can be said that so far family relationship is concerned, the two groups, high and the low-achiever differ substantially and thus the hypothesis is retained.

Mean score on Family relationship of high achiever groups of students was good than that of low-achiever students i.e family relation of the low achiever were poor than that of high-achiever group of students of the college.

On the basis of the results obtained in the present study, it can therefore, be concluded that a students achievement tends to be inversely related to his family relationship and sixth hypothesis is retained.

The seventh hypothesis was that there would be a significant positive correlation between family relationship and academic achievement of students (viz page-51).

The result (table-18d) showed that the family relationship was found to be significantly and positively correlated with academic achievement of the students. The obtained co-efficient of correlation .54 is significant at .01 level of confidence. The result indicates that there was a positive relation between academic achievement and

family relationship of the students. It can be said that family relationship has influence on academic achievement of college students.

On the basis of the results it can be said that academic achievement of students positively related with their family relation and thus the seventh hypothesis is retained.

The eighth hypothesis was that there would be a significant difference in belief systems about consequence of the high, middle and low academic achievers, (viz page-51).

The result (table-19) showed that 25.08% high-achiever students were internalizers and 4.62% high achiever students were externalizers, 19.80% middle achiever students were internalizers and 19.14% middle achiever students were externalizers and 4.29% low achiever students were internalizers and 27.06% low achiever students were externalizers (Chi square-92.79, df =2)

On the basis of the result obtained in the present study, it can be concluded that high achiever students were comparatively more internalizer in their belief about consequences, middle achiever group of students were neither fully internalizer nor fully externalizer in their belief about their consequences, and low-achiever group of students were more externalizer in respect of there results. The difference among three achiever groups was found significant (Chi-square value= 92.79, df=2, $P < .05$). The three groups of academic achiever (high, middle and low achiever) differ in their belief systems.

The nine hypothesis was that there would be a significant difference in parents' income and parents' education of the high, middle and low academic achievement of students (viz page-51).

The result (table-20a) showed that high achiever group came from parents of three income levels. 11.55% of the high achievers were from high income group (parents income above 10000 Tk.), 13.20% of the high achiever were from middle income group (parents' income 3000 to 10000 Tk.), 4.95% of the high achiever were from low income group (parents income below 3000 Tk.)

Middle achiever group came from parents of three income levels. 7.92% of the middle achiever were from high income group (parents' income above 10000 Tk.), 19.14% of the middle achiever were from middle income group (parents income 3000 to 10000 Tk.), 11.88% of the middle achiever were from low income group (parents income below 3000 Tk.)

Low achiever groups came from parents of three income levels. 5.28% of the low achiever were from high income group (parents income above 10000 Tk.), 15.51% of the low achiever were from middle income group (parents income 3000 to 10000 Tk.), 10.56% of the low achiever were from low income group (parents income below 3000 Tk.).

The difference among three achiever groups was found significant (Chi-square value 16.43*, df=4, $p < .05$).

The result (table-21) showed that the high achiever group has two types of educated parents'. One type of parents' educational degree was from S.S.C to Mastters' degree Another type of parents' has education below Class X. 21.45% of the high achiever were from educated parents (S.S.C to masters degree) and 8.25% of the high achiever were from low educated parents (below class X.)

Middle achiever group has two types of educated parents. One type of parents' educational degree was from S.S.C to Masters degree. Another type of parents' has education below class X. 25.08% of the middle achiever were from educated parents' (S.S.C to Masters degree) and 13.86% of the middle achiever were from low educated parents' (below class X).

Low achiever group has two types of educated parents. One type of parents' educational degree was from S.S.C to Masters degree. Another type of parents' has education below class X. 11.88% of the low achiever were from educated parents (S.S.C to Masters degree) and 19.47% of the low achiever were from low educated parents' (below class X).

The difference among three achiever groups was found significant (Chi-square value 25.24*, $df=2$, $p<.05$).

Now, we shall represent different research findings to support the results of the present study.

Studies of Barger and Hall (1965), Brokaw (1962), Burnas (1949), Snider and linton (1964) had shown that the high socio-economic status was conducive to high academic achievement among students. Similary, Abrahamson (1952), Furneau (1963), Phillips (1962), Srivastava (1966a) found significant positive relation between socio-economic status and scholastic achievement of students. Dockrell (1959) found that socio-economic index and performance in English and Arithmetic to be significantly and positively related. Donovan (1962), observed significant difference between the high and low achievers with regard to their socio-economic conditions, but Wellington and Wellington (1965) failed to observe significant difference between under and overachievers and their socio-economic conditions. Similarly, Singh (1965) failed to observe significant relation between achievement of students and their family income.

Curry (1962) found that as the intellectual ability decreases from high to low, the effects of socio-economic condition upon scholastic achievement of students greatly increases.

Barbe (1965) observed that gifted students mostly came from homes where parents themselves were educated. Similarly Hopkins, Mallison and Sarnoff (1958) compared graduates from students who either failed or withdrew from education, and found the two groups difference significantly in their parents education, personal and social relationship.

Gordon (1959) found that the family of underachievers and overachievers differed, the overachievers parents tended to have some formal education and to be employed mainly in professional, managerial, proprietary and official occupation and similar findings were also obtained by Briggs Johnson and writ (1962), Ford (1957). Singh (1965) also found father's education and occupation was significantly and positively related to the academic achievement of students. Barger and Hall (1965) had also shown that parental education and occupational status to be conducive to high academic achievement.

So, it can be said that parents' income and education have positive relation with academic achievements of three groups (high achiever, middle achiever and low achiever) of students. i.e, Socio-economic status of the students has impact on their academic performances in college.

Therefore findings of the present study indicate that academic achievements of the college students influenced not only by intelligence but also by some personality variables, family relationship and parents' socio economic status. The belief systems of the students about consequences also may be responsible for their poor academic performance.

Concluding remarks:

It can be said that the present study is an attempt to find out personality variables and intelligence of the college students in relation to their academic performances. In the context of Bangladesh, the research findings of personality variable, Intelligence on academic achievement are rare. It may be said that the present study provides some useful informations concerning

the academic performances, intelligence and personality variables of the college students in Bangladesh.

College students are the future leaders of the country and Bangladesh being a country, which is passing through a critical period, needs citizen with good physical and mental health. Our society builds itself on the foundation of education it upholds. If there is anything wrong in the socialization process particularly in our development of personality and family relationship it has to be uprooted for the perfection of process of its product. In this study, better personality variable are found in some students with good academic performances and at the same time poor academic performances with less personality variables are found in some students. It is high time when these students should be understood meaningfully in as is personality conditions and efforts should be made to rebuild or reorganise their respective cognitive structure, Practices and attitude components by eliminating unwholesome requirements whatever insignificant that may be and accordingly they badly need the good family relationship with their parents and counseling services at their very close disposal.

Present findings further revealed that family relation of low achievers is bad than that of high achievers. For these students, clinical counseling and guidance are needed for the improvement of their academic performances.

So, the most humble conclusive recommendation of the present investigation goes on stressing the expediency of opening counseling and guidance service programme in secondary schools and colleges of Bangladesh.

However, the study has its limitation the sample size is not sufficient for the present investigation. That is why further investigations with larger sample of students from urban and rural colleges and with different socio economic status are suggested for better understanding of the issue.

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APPENDIXES

Appendix-I পিতামাতার পেশা ও আর্থিক অবস্থা, ছাত্র ও ছাত্রীর ব্যক্তিগত তথ্য সংক্রান্ত প্রশ্নাবলী।

নির্দেশাবলীঃ নিচের প্রশ্নগুলির উত্তর সঠিকভাবে ডান পাশে লিখুন।

১. নাম	১৩. পিতার নাম
২. জন্ম তারিখ	১৪. বয়স
৩. শিক্ষা প্রতিষ্ঠানের নাম	১৫. শিক্ষাগত যোগ্যতা
৪. শ্রেণী	১৬. পেশা
৫. ক্রমিক নং	১৭. মাসিক আয়
৬. শিক্ষাবর্ষ	১৮. মাতার নাম
৭. এস. এস. সি পাশ কত সালে	১৯. বয়স
৮. প্রাপ্ত বিভাগ	২০. শিক্ষাগত যোগ্যতা
৯. মোট নম্বরের শতকরা হার	২১. পেশা
১০. এইচ. এস. সি পাশ কত সালে	২২. মাসিক আয়
১১. প্রাপ্ত বিভাগ	২৩. মোট ভাই এর সংখ্যা
১২. মোট নম্বরের শতকরা হার	২৪. মোট বোনের সংখ্যা
	২৫. ভাই বোনের মধ্যে নিজের স্থান
	২৬. বড় ভাই বোনেরা কে কি করেন

Appendix-IIa

এডোয়ার্ডস্ ব্যক্তিগত পছন্দ-অপছন্দের অনুসূচী

এলেন এল, এডোয়ার্ডস. ওয়াশিংটন বিশ্ববিদ্যালয়
নির্দেশাবলী

এই অনুসূচীটি জোড়ায় জোড়ায় সাজানো কতকগুলি উক্তির সমষ্টি। এই উক্তিগুলি যে যে বিষয়ের উপর লেখা আছে, তা কেউ পছন্দ করবে কেউ বা অপছন্দ করবে। আবার কোনগুলি এমন ভাবের প্রকাশ করছে। যে রকমে কেউ হয়তো ভাবে, কেউ বা ভাবে না। প্রত্যেক ব্যাপারেই সকলের নিজস্ব ভাবধারা ও মতামত রয়েছে। নীচে উদাহরণ দিয়ে বুঝিয়ে দেওয়া গেল:-

যেমন ক ও খ এক জোড়া উক্তি, দু-বিষয়ের উপর করা হয়েছে।

ক. নিজের সম্বন্ধে অন্যের কাছে বলতে আমি পছন্দ করি।

খ. আমার জীবনের লক্ষ্যগুলি ঠিক রেখে, সেভাবে কাজ করতে পছন্দ করি।

উক্ত মন্তব্য দুটির মধ্যে কোনটি আপনার পছন্দের অনুরূপ হতে পারে? যদি আপনি নিজের সম্বন্ধে অন্যের কাছে বলতে বেশী পছন্দ করেন, আপনার জীবনের লক্ষ্যগুলি ঠিক রেখে সেভাবে কাজ করার থেকে, তখন আপনাকে খ বাদ দিয়ে ক কেই বেছে নিতে হবে। আবার আপনি যদি জীবনের লক্ষ্যগুলি ঠিক রেখে সেভাবে কাজ করাকে বেশী পছন্দ করেন, নিজের সম্বন্ধে অন্যের কাছে বলার থেকে, তাহলে আপনাকে ক বাদ দিয়ে খকে বেছে নিতে হবে।

আবার ক ও খ উভয় উক্তিকে আপনি পছন্দ করতে পারেন। এক্ষেত্রে দুটোর মধ্য থেকেই আপনাকে বেছে নিতে হবে এবং যেটি আপনার বেলায় বেশী প্রযোজ্য সেটাকেই পছন্দ করে নেবেন। যদি ক ও খ দুটোকে অপছন্দ করেন তবে অপছন্দের মধ্যে কোনটিকে আপনি অপরটি থেকে কম অপছন্দ করেন, অর্থাৎ অপছন্দের মধ্যে যেটা একটু পছন্দ, তাকেই বাছাই করবেন।

কতকগুলি যুগ্ম উক্তি আপনার পছন্দ অপছন্দ নিয়ে লিখিত, যেমন উপরের বর্ণিত ক ও খ উক্তি হয়। আবার অন্য ধরনের কতগুলি উক্তি আছে যাহা আপনার কেমন লাগে সে বিষয় নিয়ে লিখিত। উদাহরণ স্বরূপ দেওয়া হল:

ক. কোন কিছুতে অকৃতকার্য হলে আমি হতাশ হয়ে পড়ি।

খ. সমবেত বহু লোকের সামনে বক্তৃতা দিতে আমি ভয় পাই।

এই উক্তি দুইটির মধ্যে কোনটি আপনার অনুভূতির বেশী অনুরূপ? যদি কোন কিছুতে অকৃতকার্য হলে হতাশ হয়ে পড়াটা আপনার জন্য বেশী প্রযোজ্য হয় সমবেত বহু লোকের সামনে বক্তৃতা দিতে গিয়ে ভয় পাওয়ার চেয়ে, তবে আপনাকে 'খ' বাদ দিয়ে 'ক' কে নিতে হবে। কিন্তু যদি ক এর উক্তির চেয়ে যদি খ এর উক্তি আপনার বেলায় বেশী প্রযোজ্য হয় তবে আপনাকে ক বাদ দিয়ে খকে বাছাই করতে হবে।

যদি যুগ্ম উক্তির দুটোই আপনার জন্যে খাটে বলে আপনার মনে হয়, তবে কোনটি বেশী খাটে তাই ভাবতে হবে। আবার যদি দুঠোর কোনটিই আপনার মনোভাব ব্যক্ত না করে, সেক্ষেত্রে কোন উক্তিটি কিছুটা অন্তত: আপনার অনুভূতির অনুরূপ সেটাই বেছে নিতে হবে।

প্রতি ক্ষেত্রেই আপনার পছন্দ বা বর্তমানকে ভিত্তি করেই বাছাই করতে হবে। আপনার কি পছন্দ করা উচিত বা আপনার কেমন লাগা উচিত, এ রকম চিন্তা না করে বরং আপনার কি পছন্দ বা আপনার কেমন লাগে সেটাই ভাবতে হবে। এটা কোন পরীক্ষা নয় এবং এখানে কোন ঠিক বা ভুল উত্তর এসব কিছুই নেই। আপনার পছন্দ এবং অনুভূতির অনুরূপ প্রকাশই হবে আপনার উত্তরগুলো। প্রত্যেক যুগ্ম উক্তিগুলো থেকে আপনার উত্তর বেছে নিন, কোনটাই বাদ দেবেন না।

উপরে দেওয়া উদাহরণগুলির মতই অনুসূচীর ভিতরের যুগ্ম উক্তিগুলো করা হয়েছে। প্রত্যেক যুগ্ম উক্তিগুলি পড়ে যে উক্তিটি আপনার পছন্দের কিংবা আপনার অনুভূতির সঠিক প্রকাশ তাকেই বেছে নেবেন। এই পুস্তিকাতে কোনরূপ দাগ কাটা চলবে না। পুস্তিকায় লিখিত উক্তিগুলির পাশ্ববর্তী সংখ্যাটি চিহ্নিত আলাদা উত্তর পত্র তৈরী করা আছে। যে উক্তিটি চিহ্নিত করা হবে তার পাশের সংখ্যাটি ঠিকমত দেখে উত্তর পত্রে সেই সংখ্যাটি চিহ্নিত করতে হবে।

উত্তর পত্রের উপরের প্রথম ভাগে যে ভাবে ক ও খ এর নীচের অংশটি পূর্ণ করে দেওয়া হয়েছে, প্রত্যেক উত্তরের জন্য ঐরূপ করে দিতে হবে। পরীক্ষকের নির্দেশ না পাওয়া পর্যন্ত এ পাতাটি উল্টাবেন না।

১ ক. বন্ধুরা বিপদে বা কষ্টে পড়লে আমি তাদের সাহায্য করতে চাই।

খ. যে কাজেই আমি হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি তা করি।

২ ক. সে সব বিষয় আমার ভাল লাগে, ঐ সব বিষয়ের উপর জ্ঞানী ব্যক্তিদের চিন্তাধারা কি, সেগুলির সন্ধান করতে আমি পছন্দ করি।

খ. বিরাট গুরুত্বপূর্ণ কোন কাজ সমাপন করতে আমার ভাল লাগে।

৩ ক. কোন কিছু লিখতে গেলে সেটাকে সংক্ষিপ্ত, সুন্দর ও পরিষ্কার পরিচ্ছন্ন করে গুছিয়ে লিখতে আমি পছন্দ করি।

খ. কোন চাকুরীর লাইনে বা অন্য কোন ক্ষেত্রে আমি একজন সর্বজন স্বীকৃত বিশেষজ্ঞ হতে চাই।

৪ ক. পাটিতে গেলে আমি হাসি তামাশা করে মজার গল্প বলতে ভালবাসি।

খ. আমি বৃহত্তর নাটক বা উপন্যাস লিখিবার ইচ্ছা পোষণ করি।

৫ ক. আমার খুশীমত চলাফেরা করতে পারলে আমার খুব ভাল লাগে।

খ. কোন একটা কঠিন কাজ ভালরূপে সম্পন্ন করতে পেরেছি, একথা বলতে পারলে আমার ভাল লাগে।

৬ ক. যে সকল সমস্যা অন্য লোকের জন্য কঠিন, আমি সেগুলি সমাধান করতে ভালবাসি।

খ. আমার থেকে আশা করা হয়, তা পূর্ণ করতে এবং তার জন্যে আদেশ, অনুজ্ঞা পালন করে চলতে আমি পছন্দ করি।

৭ ক. দৈনন্দিন কার্য্য তালিকায় নতুনত্ব ও পরিবর্তনের সম্মুখীন হতে আমার ভাল লাগে।

খ. আমি যদি মনে করি যে গুরুজনরা কোন ভাল কাজ করছেন, তবে তাঁদেরকে আমি বলতে ভালবাসি যে তাঁরা ভাল কাজ করেছেন।

৮ ক. যে কাজ আমাকে করতে হবে, সেটা আরম্ভ করার আগে আমি ঐ কাজের খুঁটিনাটি ভেবে নিতে এবং কাজের একটি খসড়া তৈরী করতে ভালবাসি।

খ. আমার থেকে যা আশা করা হয়, তা পূর্ণ করতে এবং তার জন্যে আদেশ, অনুজ্ঞা পালন করে চলতে আমি পছন্দ করি।

৯ ক. বাইরে গেলে লোকে আমায় লক্ষ্য করুক এবং আমার দেখতে কেমন লাগছে, তার উপর মন্তব্য করুক, সেটা আমি পছন্দ করি।

খ. মহাপুরুষদের জীবনী পড়তে আমার ভাল লাগে।

১০ ক. প্রচলিত বিধি অনুসায়ী কাজ করতে হবে, এমন কোন পরিস্থিতিতে এড়িয়ে চলতে আমি ভালবাসি।

খ. মহাপুরুষদের জীবনী পড়তে আমার ভাল লাগে।

১১ ক. কোন চাকুরীর লাইনে বা অন্য কোন ক্ষেত্রে আমি একজন সর্বজন স্বীকৃত বিশেষজ্ঞ হতে চাই।

খ. কোন কাজ আরম্ভ করবার পূর্বে তার জন্য একটি পরিকল্পনা তৈরী করিয়ে নিতে আমি পছন্দ করি।

১২ ক. যে সব বিষয়ে আমার ভাল লাগে, ঐসব বিষয়ের উপর জ্ঞানী-ব্যক্তিদের চিন্তাধারা কি, সেগুলি সন্ধান করতে আমি পছন্দ করি।

খ. কোথায়ও আমাকে যেতে হলে আগে থেকেই সব জিনিষ ঠিকঠাক করে রাখা আমি পছন্দ করি।

১৩ ক. কোন কাজ আরম্ভ করলে, সেটা শেষ করতে আমি পছন্দ করি।

খ. আমার ডেসকে বা অন্য জায়গাতে জিনিষপত্র গুছিয়ে পরিষ্কার পরিচ্ছন্ন করে রাখতে আমি ভালবাসি।

১৪ ক. আমার নিজের দুঃসাহসিক অভিযান বা অভিজ্ঞতার কথা অপরকে বলতে ভালবাসি।

খ. খাওয়ার জন্য নির্দিষ্ট সময় থাকা এবং পরিপাটি করে সাজিয়ে দেওয়া খাবার খাওয়া আমি পছন্দ করি।

১৫ ক. আমি যা করতে চাই, অন্যের মতামত না নিয়েই তা করার সিদ্ধান্ত নিতে আমি পছন্দ করি।

খ. আমার ডেসএক বা অন্য জায়গাতে জিনিষপত্র গুছিয়ে পরিষ্কার পরিচ্ছন্ন করে রাখতে আমি ভালবাসি।

১৬ ক. আমি চাই যে যে কাজই করি যেন অন্যের থেকে বেশী ভাল করে করতে পারি।

খ. পাটিতে গেলে আমি হাসি তামাশা করে মজার গল্প বলতে ভালবাসি।

১৭ ক. প্রচলিত রীতি মেনে চলাই আমার পছন্দ এবং যাদের আমি সম্মান করি, তারা যে কাজ দেশাচার বিরুদ্ধ বলে মনে করেন সে কাজ থেকে আমি বিরত থাকি।

খ. আমার কৃতিত্বের কথা বলে বেড়াতে আমি পছন্দ করি।

১৮ ক. আমার জীবনযাত্রার ব্যবস্থাপনা এমনই হোক যাতে নির্ধারিত পরিকল্পনার বেশী কিছু পরিবর্তন না করেও স্বাভাবিকভাবে জীবনযাত্রা চালিয়ে নিতে পারি।

খ. আমার নিজেরে দুঃসাহসিক অভিযান বা অভিজ্ঞতার কথা অপরকে বলতে ভালবাসি।

১৯ ক. যৌন আবেদন নিয়ে লেখা বই ও নাটকগুলি পড়তে আমার ভাল লাগে।

খ. দলের মধ্যমনি হয়ে থাকতে আমার ভাল লাগে।

২০ ক. কর্তৃপক্ষের আসনে অধিষ্ঠিত লোকদের সমালোচনা করাকে আমি পছন্দ করি।

খ. অন্যেরা অর্থও জানেনা, এমন সব শব্দ ব্যবহার করে কথা বলতে আমার ভাল লাগে।

২১ ক. নিপুর্ণতা ও দক্ষতার প্রয়োজন এমন সব কাজ কর্ম সুসম্পন্ন করতে আমার ভাল লাগে।

খ. আমার খুশী মত চলাফেলা করতে পারলে আমার খুব ভাল লাগে।

২২ ক. যাকে আমার ভাল লাগে, তাকে প্রশংসা করতে আমি পছন্দ করি।

খ. আমি যা করতে চাই, স্বাধীনভাবে তা করতে পছন্দ করি।

২৩ ক. আমার চিঠি কাগজপত্র ইত্যাদি পরিষ্কার পরিচ্ছন্ন করে সাজিয়ে কোন একটা নিয়ম অনুযায়ী ফাইল করে রাখতে আমি পছন্দ করি।

খ. আমি যা করতে চাই, অন্যের মতামত না নিয়েই তা করার সিদ্ধান্ত নিতে আমি পছন্দ করি।

২৪ ক. কেউ উত্তর দিতে পারবেনা জানা সত্ত্বেও অন্যকে এমন সব প্রশ্ন জিজ্ঞাসা করতে আমি পছন্দ করি।

খ. কর্তৃপক্ষের আসনে অধিষ্ঠিত লোকদের সমালোচনা করাকে আমি পছন্দ করি।

২৫ ক. আমি এত রেগে যাই যে তখন জিনিষপত্র ছুড়ে ও ভেঙ্গে ফেলতে ইচ্ছা করে।

খ. দায়িত্ব ও কর্তব্য কাজকে এড়িয়ে চলতেই আমি পছন্দ করি।

২৬ ক. কোন কাজে হাত দিলে সে কাজে কৃতকার্য হতে আমি পছন্দ করি।

খ. নূতন নুতন বস্তু গড়ে তুলতে আমার ভাল লাগে।

২৭ ক. আমার থেকে যা আশা করা হয়, তা পূর্ণ করতে এবং তার জন্যে আদেশ, অনুজ্ঞা পালন করে চলতে আমি পছন্দ করি।

খ. বন্ধুদের সঙ্গে নিবিড় সম্পর্ক রাখতে আমি পছন্দ করি।

২৮ ক. কোন কিছু লিখতে গেলে সেটাকে সংক্ষিপ্ত, সুন্দর ও পরিষ্কার পরিচ্ছন্ন করে, শুছিয়ে লিখতে আমি পছন্দ করি।

খ. যতজনের সঙ্গে বন্ধুত্ব করতে পারা যায়, ততজনের সঙ্গেই বন্ধুত্ব করতে আমি পছন্দ করি।

২৯ ক. পাটিতে গেলে আমি হাসি তামাশা করে মজার গল্প বলতে ভালবাসি।

খ. বন্ধুদের কাছে চিঠিপত্র লিখতে আমি পছন্দ করি।

৩০ ক. আমার খুশীমত চলাফেরা করতে পারলে আমার খুব ভালো লাগে।

খ. বন্ধুদের সঙ্গে কোন জিনিষ ভাগাভাগি করে নিতে আমি পছন্দ করি।

৩১ ক. যে সকল সমস্যা অন্য লোকের জন্য কঠিন, আমি সেগুলি সমাধান করতে ভালবাসি।

খ. লোকে কি করলো তা দিয়ে বিচার না করে, কেন তারা এমন কাজ করলো, সেটা দিয়েই লোকের বিচার করতে আমি পছন্দ করি।

৩২ ক. যাদের আমি পছন্দ করি তাদের নেতৃত্ব মেনে নিতে আমি দ্বিধা বোধ করি না।

খ. কোন সমস্যার সম্মুখীন হলে বন্ধুদের মনোভাব কেমন হয় তা বুঝবার জন্য আমি চেষ্টা করি।

৩৩ ক. খাওয়ান জন্য নির্দিষ্ট সময় থাকা এবং পরিপাটি করে সাজিয়ে দেওয়া খাবার খাওয়া আমি পছন্দ করি।

খ. অপরের চরিত্র অনুধাবন ও বিশ্লেষণ করা আমি পছন্দ করি।

৩৪ ক. অন্যেরা যে সব কথাবর্তা বা কার্যকলাপকে বুদ্ধিদীপ্ত রসাত্মক ও গুরুত্বপূর্ণ বলে মনে করে, সে সব বলতে আমার ভাল লাগে।

খ. অপর কারো জায়গার নিজেকে কল্পনা করে ঐ পরিস্থিতিতে আমার কেমন লাগছে, তাই ভাবতে আমি পছন্দ করি।

৩৫ ক. কোন একটি প্রদত্ত পরিস্থিতিতে অপর ব্যক্তির অনুভূতি কেমন, তা পর্যবেক্ষণ করতে আমি পছন্দ করি।

খ. আমি যা করতে চাই, স্বাধীনভাবে তা করতে পছন্দ করি।

৩৬ ক. নিপুণতা ও দক্ষতার প্রয়োজন এমন সব কাজ কর্ম সুসম্পন্ন করতে আমার ভাল লাগে।

খ. যখন কোন কাজে আমি অকৃতকার্য হই, সে সময় বন্ধুদের থেকে উৎসাহ পেতে আমি পছন্দ করি।

৩৭ ক. যাদের মতামতকে আমি গুরুত্ব দিই, কোন বিষয়ে পরিকল্পনা করবার সময় তাদের প্রস্তাব গ্রহণ করতে আমি পছন্দ করি।

খ. বন্ধুদের থেকে উদার ব্যবহার পেতে আমি পছন্দ করি।

৩৮ ক. আমি যখন অসুস্থ থাকি, আমি পছন্দ করি যে বন্ধুবান্ধবগণ আমার জন্য দুঃখ করুক।

খ. আমার জীবন যাত্রার ব্যবস্থাপনা এমনই হোক যাতে নির্দ্বারিত পরিকল্পনার বেশী কিছু পরিবর্তন না করেও স্বাভাবিকভাবে জীবন যাত্রা চালিয়ে নিতে পারি।

৩৯ ক. দলের মধ্যমনি হতে থাকতে আমার ভাল লাগে।

খ. আমি যখন আঘাত পাই বা অসুস্থ হই, আমি চাই যে বন্ধুরা তখন আমার নিয়ে মাথা ঘামাক।

৪০ ক. প্রচলিত বিধি অনুযায়ী কাজ করতে হবে, এমন কোন পরিস্থিতিতে এড়িয়ে চলতে আমি ভালবাসি।

খ. আমি হতাশ হয়ে পড়লে, বন্ধুদের সহানুভূতি ও উৎসাহ পেতে আমার ভাল লাগে।

৪১ ক. আমি বৃহত্তর নাটক বা উপন্যাস লিখিবার ইচ্ছা পোষণ করি।

খ. যখন কোন কমিটিতে কাজ করি, তখন আমি ঐ কমিটির সভাপতি নির্বাচিত হতে চাই।

৪২ ক. যখন কোন দলের অন্তর্ভুক্ত থাকি, দলের কার্যকলাপ কিরূপ হবে সে সব সাব্যস্ত করতে অন্যকে দলপতি মেনে নিতে আমি পছন্দ করি।

খ. যখনই সুযোগ পাই, অন্যের কাজের তদারক করতে এবং কোন কাজের নির্দেশ দিতে আমি পছন্দ করি।

৪৩ ক. আমার চিঠি, কাগজপত্র ইত্যাদি পরিষ্কার পরিচ্ছন্ন করে সাজিয়ে কোন একটা নিয়ম অনুযায়ী ফাইল করে রাখতে আমি পছন্দ করি।

খ. যে দলের মধ্যে আমি আছি, সেখানে সকলের উপর নেতৃত্ব করতে আমার ভাল লাগে।

৪৪ ক. কেউ উত্তর দিতে পারবে না জানা সত্ত্বেও অন্যকে এমন সব প্রশ্ন জিজ্ঞাসা করতে আমি পছন্দ করি।

খ. কেমন করে কাজ চালিয়ে নিতে হয়, অন্যদের ঐ সব বলতে আমি পছন্দ করি।

৪৫ ক. দায়িত্ব কর্তব্য কাজকে এড়িয়ে চলতেই আমি পছন্দ করি।

খ. আমি পছন্দ করি যে অন্যদের মধ্যে মতানৈক্য ও বিবাদ মিমাংসা করবার জন্য আমাকে ডেকে নেওয়া হোক।

৪৬ ক. কোন চাকুরীর লাইনে বা অন্য কোন ক্ষেত্রে আমি একজন সর্বজন স্বীকৃত বিশেষজ্ঞ হতে চাই।

খ. যে কাজ আমি খারাপ বলে জানি তা করলে আমার নিজেকে দোষী মনে হয়।

৪৭ ক. মহাপুরুষের জীবনী পড়তে আমার ভাল লাগে।

খ. যে সব কাজ আমি খারাপ বলে মনে করি সেগুলো যদি কখনও করে ফেলি, সে কাজ স্বীকার করে যাওয়া আমি পছন্দ করি।

৪৮ ক. যে কাজ আমাকে করতে হবে, সেটা আরও করার আগে আমি ঐ কাজের খুঁটিনাটি ভেবে নিতে এবং কাজের একটা খড়সা তৈরী করতে ভালবাসি।

খ. আমার যখন দুঃসময় আসে আমার মনে হয় যে আর কেউই নয়, শুধু আমিই আমার এ অবস্থার জন্য দায়ী।

৪৯ ক. অন্যেরা অর্থও জানেনা, এমন সব শব্দ ব্যবহার করে কথা বলতে আমার ভাল লাগে।

খ. আমার মনে হয় অন্যদের চেয়ে অনেক বিষয়ে আমি হীন।

৫০ ক. কর্তৃপক্ষের আসনে অধিষ্ঠিত লোকদের সমালোচনা করাকে আমি পছন্দ করি।

খ. গুরুজনদের সামনে আমি নিজেকে ভীতু বলে মনে করি।

৫১ ক. যে কাজেই হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি তা করি।

খ. আমার থেকে ভাগ্যহত যারা, তাদের সাহায্য করতে আমি চাই।

৫২ ক. যে সব বিষয় আমার ভাল লাগে, ঐ সব বিষয়ের উপর জ্ঞানীব্যক্তিদের চিন্তাধারা কি, সেগুলির সন্ধান করতে আমি পছন্দ করি।

খ. বন্ধুদের সঙ্গে উদার হতে আমি পছন্দ করি।

৫৩ ক. কঠিন কোন কাজ আরম্ভ করার আগে একটা পরিকল্পনা তৈরী করে নিতে আমি পছন্দ করি।

খ. বন্ধুদের জন্য ছোট খাট উপকার করতে আমি পছন্দ করি।

৫৪ ক. আমার নিজের দুঃসাহসিক অভিযান বা অভিজ্ঞতার কথা অপরকে বলতে ভালবাসি।

খ. আমি চাই যে বন্ধুরা আমার সম্পূর্ণ বিশ্বাস করুক এবং তাদের দুঃখ কষ্টের কথা আমাকে বলুক।

৫৫ ক. কোন বিষয় বস্তুর উপর আমার চিন্তাধরা কি, সে কথা অন্যকে বলতে ভালবাসি।

খ. বন্ধুরা আমার মনে আঘাত দিলে, তাদের আমি ক্ষমা করতে চাই।

৫৬ ক. আমি চাই যে, যে কাজই করি যেন অন্যের থেকে বেশী ভাল করে করতে পারি।

খ. নতুন ও অভিনব ধরনের রেস্টোরাই খেতে আমার ভাল লাগে।

৫৭ ক. প্রচলিত রীতি মেনে চলাই আমার পছন্দ এবং যাদের আমি সম্মান করি, তারা যে কাজ দেশাচার বিরুদ্ধ বলে মনে করেন সে কাজ থেকে আমি বিরত থাকি।

খ. নতুন নতুন ফ্যাশন ও সখ করতে আমি পছন্দ করি।

৫৮ ক. কোন কাজ আরম্ভ করবার পূর্বে তার জন্য একটি পরিকল্পনা তৈরী করিয়ে নিতে আমি পছন্দ করি।

খ. দেশ-বিদেশ ভ্রমণ করতে এবং দেখতে আমার ভাল লাগে।

৫৯ ক. বাইরে গেলে লোকে আমার লক্ষ্য করুক এবং আমার দেখতে কেমন লাগছে, তার উপর মন্তব্য করুক, সেটা আমি পছন্দ করি।

খ. দেশে দেশে ঘুরে বেড়াতে এবং বিভিন্ন স্থানে বসবাস করা আমার ভাল লাগে।

৬০ ক. আমি যা করতে চাই, অন্যের মতামত না নিয়েই তা করব সিদ্ধান্ত নিতে আমি পছন্দ করি।

খ. নতুন নতুন ও বিভিন্ন ধরনের কাজ করতে আমার ভাল লাগে।

৬১ ক. কোন একটা কঠিন কাজ ভালরূপে সম্পন্ন করতে পেরেছি, এবং বলতে পারলে আমার ভাল লাগে।

খ. যে কাজেই হাত দেই না কেন, তার জন্য কঠিন পরিশ্রম করা আমি পছন্দ করি।

৬২ ক. আমি যদি মনে করি যে গুরুজনরা কোন ভাল কাজ করে তবে তাদেরকে আমি বলতে ভালবাসি যে তারা ভাল করেছেন।

খ. অন্য কাজে হাত দেওয়ার আগে একই সময়ে একটি মাত্র করে যাওয়া আমি পছন্দ করি।

৬৩ ক. কোথায়ও আমাকে যেতে হলে আগে থেকেই সব জিনিস ঠাক করে রাখা আমি পছন্দ করি।

খ. কোন সমস্যার সমাধান না হওয়া পর্যন্ত কাজ করে যেতে পছন্দ করি।

৬৪ ক. অন্য লোকের উপর কিরূপ প্রতিক্রিয়া হয়, সেটা দেখার জন্য মাঝে মাঝে আমি কোন কোন কাজ করে থাকি।

খ. যদিও মনে হয় যে কোন কাজ কিছুতেই আমি চালিয়ে নিতে পারছি না, তবুও সে কাজে লেগে থাকতে আমি পছন্দ করি।

৬৫ ক. অন্যেরা সে সব কাজ প্রচলিত রীতি বিরুদ্ধ বলে মনে করে, সে কাজ করতে আমি পছন্দ করি।

খ. কাজের মধ্যে অন্যমনস্ক না হয়ে অধিকক্ষণ কাজ করতে আমি পছন্দ করি।

৬৬ ক. বিরাট গুরুত্বপূর্ণ কোন কাজ সমাপন করতে আমার ভাল লাগে।

খ. বিপরীত লিঙ্গের কোন সুশ্রী লোককে চুমু দিতে আমার ভাল লাগে।

৬৭ ক. যাকে আমার ভাল লাগে, তাকে প্রশংসা করতে আমি পছন্দ করি।

খ. আমি চাই সে আমার মনোহর দেহসৌষ্ঠব আছে বলে বিপরীত লিঙ্গের লোকেরা আমাকে মেনে নিক।

৬৮ ক. আমার ডেসকে বা অন্য জায়গাতে জিনিসপত্র গুছিয়ে পরিষ্কার পরিচ্ছন্ন করে রাখতে আমি ভালবাসি।

খ. বিপরীত লিঙ্গের কোন লোকের প্রেমে পড়তে আমার ভাল লাগে।

৬৯ ক. আমার কৃতিত্বের কথা বলে বেড়াতে আমি পছন্দ করি।

খ. যৌন বিষয় আলোচনা শুনতে এবং ঐ নিয়ে কৌতুক করতে আমি পছন্দ করি।

৭০ ক. অন্য লোকে কি বলবে, সে কথায় কান না দিয়ে নিজের মনোনীত পথেই আমি চলতে চাই।

খ. যৌন আবেদন নিয়ে লেখা বই ও নাটকগুলি পড়তে আমার ভাল লাগে।

৭১ ক. আমি বৃহত্তর নাটক বা উপন্যাস লিখবার ইচ্ছা পোষণ করি।

খ. আমার মতের অমিল যেখানে, সে সব বিষয়কে আক্রমণ করে কথা বলতে আমার ভাল লাগে।

৭২ ক. যখন কোন দলের অন্তর্ভুক্ত থাকি, দলের কার্যকলাপ কিরূপ হবে সে সব সাব্যস্ত করতে অন্যকে দলপতি মেনে নিতে আমি পছন্দ করি।

খ. সমালোচনা করার মত কোন কাজ কেউ করে থাকলে, প্রকাশ্যে তাকে সে সব কথা বলতে আমি পছন্দ করি।

৭৩ ক. আমার জীবন যাত্রার ব্যবস্থাপনা এমনই হোক যাতে নিষ্কারিত পরিকল্পনার বেশী কিছু পরিবর্তন না করেও স্বাভাবিক ভাবে জীবন যাত্রা চলিয়ে নিতে পারি।

খ. আমি এত রেগে যাই যে তখন জিনিষ পত্র ছুঁড়ে ও ভেঙ্গে ফেলতে ইচ্ছা করে।

৭৪ ক. কেউ উত্তর দিতে পারবে না জানা সত্ত্বেও অন্যকে এমন সব প্রশ্ন জিজ্ঞাসা করতে আমি পছন্দ করি।

খ. অপরের সম্পর্কে যা চিন্তা করি, সেটা তাদেরকে শুনিয়ে দিতে আমি পছন্দ করি।

৭৫ ক. দায়িত্ব ও কর্তব্য কাজকে এড়িয়ে চলতেই আমি পছন্দ করি।

খ. যে সব কাজ করা আমার কাছে বোকার মতন বলে মনে হয়, কেউ ঐ সব কাজ করলে, তাকে নিয়ে মজা করতে আমার ভাল লাগে।

৭৬ ক. আমি বন্ধুদের অনুগত হতে পছন্দ করি।

খ. যে কাজেই হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি তা করি।

৭৭ ক. কোন একটি প্রদত্ত পরিস্থিতিতে অপর ব্যক্তির অনুভূতি কেমন, তা পর্যবেক্ষণ করতে আমি পছন্দ করি।

খ. কোন একটা কঠিন কাজ ভালরূপে সম্পন্ন করতে পেরেছি, একথা বলতে পারলে আমার ভাল লাগে।

৭৮ ক. যখন কোন কাজে আমি অকৃতকার্য হই, সে সময় বন্ধুদের থেকে উৎসাহ পেতে আমি পছন্দ করি।

খ. কোন কাজে হাত দিলে সে কাজে কৃতকার্য হতে আমি পছন্দ করি।

৭৯ ক. যে দলের মধ্যে আমি আছি, সেখানে সকলের উপর নেতৃত্ব করতে আমার ভাল লাগে।

খ. আমি চাই যে, যে কাজই করি যেন অন্যের থেকে বেশী ভাল করে করতে পারি।

৮০ ক. আমার যখন দুঃসময় আসে আমার মনে হয় যে আর কেউ-ই নয়, শুধু আমিই আমার এ অবস্থার জন্য দায়ী।

খ. সে সকল সমস্যা অন্য লোকের জন্য কঠিন, আমি সেগুলি সমাধান করতে ভালবাসি।

৮১ ক. বন্ধুদের জন্য কাজ করতে আমি পছন্দ করি।

খ. যাদের মতামতকে আমি গুরুত্বদেই, কোন বিষয়ে পরিকল্পনা করবার সময় তাদের প্রস্তাব গ্রহণ করতে আমি পছন্দ করি।

৮২ ক. অপর কারো জায়গায় নিজেকে কল্পনা করে ঐ পরিস্থিতিতে আমার কেমন লাগছে, তাই ভাবতে আমি পছন্দ করি।

খ. আমি যদি মনে করি যে গুরুজনরা কোন ভাল কাজ করেছেন তবে তাঁদেরকে আমি বলতে ভালবাসি যে তাঁরা ভাল কাজ করেছেন।

৮৩ ক. আমি চাই যে কোন সঙ্কটে পড়লে, বন্ধুরা আমার অবস্থা বুঝুক এবং আমার সহানুভূতি দেখুক।

খ. যাদের আমি পছন্দ করি, তাদের নেতৃত্ব মেনে নিতে আমি দ্বিধা বোধ করি না।

৮৪ ক. যখন কোন সমিতির কমিটিতে কাজ করি, তখন আমাদের কমিটির সভাপতি নির্বাচিত হতে চাই।

খ. যখন কোন দলের অন্তর্ভুক্ত থাকি, দলের কার্যকলাপ কিরূপ হবে সে সব সাব্যস্ত করতে অন্যকে দলপতি মেনে নিতে আমি পছন্দ করি।

৮৫ ক. যদি কোন খারাপ কাজ আমি করি, তবে আমার মনে হয় যে এর জন্য আমার শাস্তি হওয়া উচিত।

খ. প্রচলিত রীতি মেনে চলাই আমার পছন্দ এবং যাদের আমি সম্মান করি, তারা যে কাজ দেশাচার বিরুদ্ধ বলে মনে করেন, সে কাজ থেকে আমি বিরত থাকি।

৮৬ ক. বন্ধুদের সঙ্গে কোন জিনিস ভাগাভাগি করে নিতে আমি পছন্দ করি।

খ. কটিন কোন কাজ আরম্ভ করার আগে একটা পরিকল্পনা তৈরী করে নিতে আমি পছন্দ করি।

৮৭ ক. কোন সমস্যার সম্মুখীন হলে বন্ধুদের মনোভাব কেমন হয় তা বুঝবার জন্য আমি চেষ্টা করি।

খ. কোথায়ও আমাকে যেতে হলে আগে থেকেই সব জিনিস ঠিক ঠাক করে রাখা আমি পছন্দ করি।

৮৮ ক. বন্ধুদের থেকে উদার ব্যবহার পেতে আমি পছন্দ করি।

খ. কোন কাজ আরম্ভ করবার পূর্বে তার জন্য একটি পরিকল্পনা তৈরী করিয়ে নিতে আমি পছন্দ করি।

৮৯ ক. আমি চাই যে অন্যেরা আমাকে নেতা বলে মেনে নিক।

খ. আমার চিঠি, কাগজপত্র ইত্যাদি পরিষ্কার পরিচ্ছন্ন করে সাজিয়ে কোন একটা নিয়ম অনুযায়ী ফাইল করে রাখতে আমি পছন্দ করি।

৯০ ক. যে দুঃখ কষ্ট আমি পেয়েছি, তাতে আমার মনে হয় আমার ক্ষতির চাইতে মঙ্গলই বেশী হয়েছে।

খ. আমার জীবন যাত্রার ব্যবস্থাপনা এমনই হৌক যাতে নির্ধারিত পরিকল্পনার বেশী কিছু পরিবর্তন না করেও স্বাভাবিক ভাবে জীবন যাত্রা চালিয়ে নিতে পারি।

৯১ ক. বন্ধুদের সঙ্গে নিবিড় সম্পর্ক রাখতে আমি পছন্দ করি।

খ. অন্যেরা যে সব কথাবার্তা বা কার্যকলাপকে বুদ্ধিদীপ্ত, রসাত্মক ও গুরুত্বপূর্ণ বলে মনে করে, সে সব বলতে আমার ভাল লাগে।

৯২ ক. বন্ধুদের ব্যক্তিত্ব অনুধাবন করতে আমি ভালবাসি এবং কি কারণে তারা এমন হয়েছে, তা জানতে চেষ্টা করতে আমি চাই।

খ. অন্য লোকের উপর কিরূপ প্রতিক্রিয়া হয়, সেটা দেখার জন্য মাঝে মাঝে আমি কোন কোন কাজ করে থাকি।

৯৩ ক. আমি যখন আঘাত পাই বা অসুস্থ হই, আমি চাই যে বন্ধুরা তখন আমার নিয়ে মাথা ঘামাক।

খ. আমার কৃতিত্বের কথা বলে বেড়াতে আমি পছন্দ করি।

৯৪ ক. কেমন করে কাজ চালিয়ে নিতে হয়, অন্যদের ঐ সব বলতে আমি পছন্দ করি।

খ. দলের মধ্যমনি হয়ে থাকতে আমার ভাল লাগে।

৯৫ ক. গুরুজনদের সামনে আমি নিজেকে ভীতু বলে মনে করি।

খ. অন্যেরা অর্থও জানে না, এমন সব শব্দ ব্যবহার করে কথা বলতে আমার ভাল লাগে।

৯৬ ক. নিজে একাকী করার চেয়ে বন্ধুবান্ধবসহ কাজ করতে আমি ভালবাসি।

খ. কোন বিষয় বস্তুর উপর আমার চিন্তাধারা কি, সে কথা অন্যকে বলতে ভালবাসি।

৯৭ ক. অপরের চরিত্র অনুধাবণ ও বিশ্লেষণ করা আমি পছন্দ করি।

খ. অন্যেরা যে সব কাজ প্রচলিত রীতি বিরুদ্ধে বলে মনে করে, সে সব কাজ করতে আমি পছন্দ করি।

৯৮ ক. আমি যখন অসুস্থ থাকি, আমি পছন্দ করি যে
বন্ধুবান্ধবগণ আমার জন্য দুঃখ করুক।

খ. প্রচলিত বিধি অনুযায়ী কাজ করতে হবে, এমন
কোন পরিস্থিতিতে এড়িয়ে চলতে আমি
ভালবাসি।

৯৯ ক. যখনই সুযোগ পাই, অন্যের কাজের তদারক
করতে এবং কোন কাজের নির্দেশ দিতে আমি
পছন্দ করি।

খ. অন্য লোকে কি বলবে, সে কথায় কান না দিয়ে
নিজের মনোনীত পথেই আমি চলতে চাই।

১০০ ক. আমার মনে হয় অন্যদের চেয়ে অনেক বিষয়ে
আমি হীন।

খ. দায়িত্ব ও কর্তব্য কাজকে এড়িতে চলতেই আমি
পছন্দ করি।

১০১ ক. কোন কাজে হাত দিলে সে কাজে কৃতকার্য হতে
আমি পছন্দ করি।

খ. নতুন নতুন বন্ধুত্ব গড়ে তুলতে আমার ভাল
লাগে।

১০২ ক. আমার ইচ্ছা ও অনুভূতির বিশ্লেষণ করতে আমি
পছন্দ করি।

খ. যতজনের সঙ্গে বন্ধুত্ব করতে পারা যায়,
ততজনের সঙ্গেই বন্ধুত্ব করতে পছন্দ করি।

১০৩ ক. আমি চাই যে বিপদগ্রস্ত হলে বন্ধুরা আমাকে
সাহায্য করুক।

খ. বন্ধুদের জন্য কাজ করতে আমি পছন্দ করি।

১০৪ ক. কেউ আমার কোন মতামতকে আক্রমণ করলে
আমি যুক্তি দিয়ে তর্ক করতে পছন্দ করি।

খ. বন্ধুদের কাছে চিঠিপত্র লিখতে আমি পছন্দ
করি।

১০৫ ক. যে কাজ আমি খারাপ বলে জানি তা করলে আমার
নিজেকে দোষী মনে হয়।

খ. বন্ধুদের সঙ্গে নিবিড় সম্পর্ক রাখতে আমি পছন্দ
করি।

১০৬ ক. বন্ধুদের সঙ্গে কোন জিনিষ ভাগাভাগি করে নিতে
আমি পছন্দ করি।

খ. আমার ইচ্ছা ও অনুভূতির বিশ্লেষণ করতে আমি
পছন্দ করি।

১০৭ ক. যাদের আমি পছন্দ করি, তাদের নেতৃত্ব মেনে নিতে
আমি দ্বিধা বোধ করি না।

খ. কোন সমস্যার সম্মুখীন হলে বন্ধুদের মনোভাব
কেমন হয় তা বুঝবার জন্য আমি চেষ্টা করি।

১০৮ ক. আমি চাই যে বন্ধুরা আমার জন্য আনন্দ সহকারে
ছোট ছোট উপকার করুক।

খ. লোকে কি করলো তা দিয়ে বিচার না করে, কেন
তারা এমন কাজ করলো, সেটা দিয়েই লোকের
বিচার করতে আমি পছন্দ করি।

১০৯ ক. যখন কোন দলের মধ্যে কাজ করি, আমরা কি
করবো, সেটা আমি স্থির করতে পছন্দ করি।

খ. আমার বন্ধুরা ভবিষ্যতে বিভিন্ন পরিস্থিতিতে কি
করতে পারবে, সে সম্বন্ধে আমি ভবিষ্যবাণী করতে
চাই।

১১০ ক. নিজে যুদ্ধ করার চেয়ে যুদ্ধ বাঁধিয়ে দেওয়া এবং যুদ্ধ
এড়িয়ে যাওয়া আমার বেশী ভাল লাগে।

খ. প্রচলিত বিধি অনুযায়ী কাজ করতে হবে, এমন
কোন পরিস্থিতিতে এড়িয়ে চলতে আমি ভালবাসি।

১১১ ক. নতুন নতুন বন্ধুত্ব গড়ে তুলতে আমার ভাল লাগে।

খ. আমি চাই যে বিপদগ্রস্ত হলে বন্ধুরা আমাকে সাহায্য
করুক।

১১২ ক. লোকে কি করলো তা দিয়ে বিচার না করে,
কেন তারা এমন কাজ করলো, সেদিকেই
লোকের বিচার করতে আমি পছন্দ করি।

খ. আমি চাই যেন বন্ধুরা আমার প্রতি প্রচুর
পরিমাণে স্নেহ মমতা দেখাক।

১১৩ ক. আমার জীবন যাত্রার ব্যবস্থাপনা এমনই হউক
যাতে নির্ধারিত পরিকল্পনার বেশী কিছু পরিবর্তন
না করেও স্বাভাবিক ভাবে জীবন যাত্রা চালিয়ে
নিতে পারি।

খ. আমি যখন অসুস্থ থাকি, আমি পছন্দ করি সে
বন্ধুবান্ধবগণ আমার জন্য দুঃখ করুক।

১১৪ ক. আমি পছন্দ করি যে অন্যদের মতানৈক্য ও
বিবাদ মিমাংসা করবার জন্য আমাকে ডেকে
নেওয়া হোক।

খ. আমি চাই যে বন্ধুরা আমার জন্য আনন্দ সহকারে
ছোট ছোট উপকার করুক।

১১৫ ক. যে সব কাজ আমি খারাপ বলে মনে করি
সেগুলো যদি কখনও করে ফেলি, সে কাজ
স্বীকার করে যাওয়া আমি পছন্দ করি।

খ. আমি হতাশ হয়ে পড়লে, বন্ধুদের সহানুভূতি ও
উৎসাহ পেতে আমার ভাল লাগে।

১১৬ ক. নিজে একাকী করার চেয়ে বন্ধুবান্ধবসহ কাজ
করতে আমি ভালবাসি।

খ. কেউ আমার কোন মতামতকে আক্রমণ করলে
আমি যুক্তি দিয়ে তর্ক করতে পছন্দ করি।

১১৭ ক. বন্ধুদের ব্যক্তিত্ব অনুধাবন করতে আমি
ভালবাসি এবং কি কারণে তারা এমন হয়েছে
তা জানতে চেষ্টা করতে আমি চাই।

খ. আমি যা করতে চাই, অন্যদেরকেও সেটা
করবার জন্য বাধ্য করতে আমার ভাল লাগে।

১১৮ ক. আমি হতাশ হয়ে পড়লে, বন্ধুদের সহানুভূতি ও
উৎসাহ পেতে আমার ভাল লাগে।

খ. যখন কোন দলের মধ্যে কাজ করি, আমরা কি
করবো, সেটা আমি স্থির করতে পছন্দ করি।

১১৯ ক. কেউ উত্তর দিতে পারবে না জানা সত্ত্বেও অন্যকে
এমন সব প্রশ্ন জিজ্ঞাসা করতে আমি পছন্দ করি।

খ. কেমন করে কাজ চালিয়ে নিতে হয়, অন্যদের ঐ
সব বলতে আমি পছন্দ করি।

১২০ ক. গুরুজনদের সামনে আমি নিজেকে ভীতু বলে মনে
করি।

খ. যখনই সুযোগ পাই, অন্যের কাজের তদারক করতে
এবং কোন কাজের নির্দেশ দিতে আমি পছন্দ করি।

১২১ ক. দলীয় মেম্বরগণ যেখানে পরস্পর বন্ধুভাবাপন্ন ও
সম্ভাবাপন্ন, আমি এমন একটি দলে যোগ দিতে
চাই।

খ. যে কাজ আমি খারাপ বলে জানি তা করলে আমার
নিজেকে দোষী মনে হয়।

১২২ ক. অন্যের উদ্দেশ্য ও অনুভূতির বিশ্লেষণ করতে আমার
ভাল লাগে।

খ. বিভিন্ন পরিস্থিতির মধ্যে নিজেকে খাপ খাইয়ে
নিতে না পারলে আমি হতাশ হয়ে পড়ি।

১২৩ ক. আমি যখন অসুস্থ থাকি আমি পছন্দ করি যে
বন্ধুবান্ধবগণ আমার জন্য দুঃখ করুক।

খ. যুদ্ধে যদিও আমি জিততে পারি, তথাপি যুদ্ধকে বাদ
দিয়ে চলতেই আমি চাই।

১২৪ ক. আমি যা করতে চাই, অন্যদেরকেও সেটা করবার
জন্য বাধ্য করতে আমার ভাল লাগে।

খ. বিভিন্ন পরিস্থিতির মধ্যে নিজেকে খাপ খাইয়ে নিতে
না পারলে আমি হতাশ হয়ে পড়ি।

১২৫ ক. কর্তৃপক্ষের আসনে অধিষ্ঠিত লোকদের সমালোচনা করাকে আমি পছন্দ করি।

খ. গুরুজনদের সামনে আমি নিজেকে ভীতু বলে মনে করি।

১২৬ ক. দলীয় মেম্বরগণ যেখানে পরস্পর বন্ধুভাবাপন্ন ও সন্তোষাপন্ন, আমি এমন একটা দলে যোগ দিতে চাই।

খ. বন্ধুরা বিপদে বা কষ্টে পড়লে আমি তাদের সাহায্য করতে চাই।

১২৭ ক. আমার ইচ্ছা ও অনুভূতির বিশ্লেষণ করতে আমি পছন্দ করি।

খ. বন্ধুরা আহত বা রপ্ত হয়ে পড়লে তাদের সহানুভূতি দেখাতে আমি পছন্দ করি।

১২৮ ক. আমি চাই যে বিপদগ্রস্ত হলে বন্ধুরা আমাকে সাহায্য করুক।

খ. অন্য লোকদের আমি দয়া ও সহানুভূতির দৃষ্টি দিয়ে দেখতে চাই।

১২৯ ক. যে দলের মধ্যে আমি আছি, সেখানে সকলের উপর নেতৃত্ব করতে আমার ভাল লাগে।

খ. বন্ধুরা আহত বা রপ্ত হয়ে পড়লে তাদের সহানুভূতি দেখাতে আমি পছন্দ করি।

১৩০ ক. যে দুঃখ কষ্ট আমি পেয়েছি তাতে আমার মনে হয় আমার ক্ষতির চাইতে মঙ্গলই বেশী হয়েছে।

খ. বন্ধুদের প্রতি প্রচুর স্নেহ-মমতা দেখাতে আমার ভাল লাগে।

১৩১ ক. নিজে একাকী করার চেয়ে বন্ধুবান্ধবসহ কাজ করতে আমি ভালবাসি।

খ. নতুন জিনিস নিয়ে অনুসন্ধান ও পরীক্ষা চালাতে আমার ভাল লাগে।

১৩২ ক. বন্ধুদের ব্যক্তিত্ব অনুধাবন করতে আমি ভালবাসি এবং কি কারণে তারা এমন হয়েছে, তা জানতে চেষ্টা করতে আমি চাই।

খ. একই কাজ করে যাওয়ার চেয়ে নতুন ও বিভিন্ন কাজ খুঁজে নিতে আমি পছন্দ করি।

১৩৩ ক. আমি চাই যে কোন সঙ্কটে পড়লে, বন্ধুরা আমার অবস্থা বুঝুক এবং আমার সহানুভূতি দেখাক।

খ. নতুন নতুন লোকের সঙ্গে পরিচিত হতে আমার ভাল লাগে।

১৩৪ ক. কেউ আমার কোন মতামতকে আক্রমণ করলে আমি যুক্তি দিয়ে তর্ক করতে পছন্দ করি।

খ. দৈনন্দিন কার্য-তালিকায় নতুনত্ব ও পরিবর্তনের সম্মুখীন হতে আমার ভাল লাগে।

১৩৫ ক. যুদ্ধে যদিও আমি জিততে পারি, তথাপি যুদ্ধকে বাদ দিয়ে চলতেই আমি চাই।

খ. দেশে দেশে ঘুরে বেড়াতে এবং বিভিন্ন স্থানে বসবাস করতে আমার ভাল লাগে।

১৩৬ ক. বন্ধুদের জন্য কাজ করতে আমি পছন্দ করি।

খ. যখন আমাকে কোন কাজ করতে হয়, সে কাজ আরম্ভ করা এবং শেষ না হওয়া পর্যন্ত কাজ করে যাওয়া, আমি পছন্দ করি।

১৩৭ ক. অন্যের উদ্দেশ্য ও অনুভূতির বিশ্লেষণ করতে আমার ভাল লাগে।

খ. কাজ করার সময় সব রকম বিরক্তিজনক ব্যাঘাত এড়িয়ে চলতে আমি পছন্দ করি।

১৩৮ ক. আমি চাই যে বন্ধুরা আমার জন্যে আনন্দ সহকারে ছোট খোট উপকার করুক।

খ. কোন কাজ শেষ করার জন্য আমি অনেকক্ষণ ধরে কাজে লেগে থাকতে পারি।

১৩৯ ক. আমি চাই যে অন্যেরা আমাকে নেতা বলে মেনে
নিক।

খ. কাজের মধ্যে অনামনস্ক না হয়ে অধিকক্ষণ
কাজ করতে আমি পছন্দ করি।

১৪০ ক. যদি কোন খারাপ কাজ আমি করি, তবে আমার
মনে হয় যে এর জন্য আমার শাস্তি হওয়া
উচিত।

খ. যদিও জানি যে এতে আমার কোন উপকার
হবে না, তবুও যে কোন সমস্যা নিয়ে আমি
লেগে থাকতে চাই।

১৪১ ক. আমি বন্ধুদের অনুগত হতে পছন্দ করি।

খ. বিপরীত লিঙ্গের সুশ্রী লোকের সাথে বাইরে
বেড়াতে আমি ভালবাসি।

১৪২ ক. বিভিন্ন পরিস্থিতিতে আমার বন্ধুরা কিরূপ কাজ
করতে পারবে, সেটা আগে থেকে বলতে আমি
পছন্দ করি।

খ. যৌন বিষয়ক আলোচনায় অংশ নিতে আমি
পছন্দ করি।

১৪৩ ক. আমি চাই যেন বন্ধুরা আমার প্রতি প্রচুর
পরিমাণে স্নেহ-মমতা দেখাক।

খ. যৌন উত্তেজনা পেতে আমি পছন্দ করি।

১৪৪ ক. যখন কোন দলের মধ্যে কাজ করি, আমরা কি
করবো, সেটা আমি স্থির করতে পছন্দ করি।

খ. বিপরীত লিঙ্গের লোকদের সঙ্গে সামাজিক
কার্যকলাপে অংশ নিতে আমি পছন্দ করি।

১৪৫ ক. বিভিন্ন পরিস্থিতির মধ্যে নিজেকে খাপ খাইয়ে
নিতে না পারলে আমি হতাশ হয়ে পড়ি।

খ. যৌন আবেদন নিয়ে লেখা বই ও নাটকগুলি
পড়তে আমার ভাল লাগে।

১৪৬ ক. বন্ধুদের কাছে চিঠিপত্র লিখতে আমি পছন্দ করি।

খ. পত্রিকায় হত্যাকাণ্ড বা ঐরূপ জিঘাংসামূলক লিখিত
অংশ পড়তে আমার ভাল লাগে।

১৪৭ ক. বিভিন্ন পরিস্থিতিতে আমার বন্ধুরা কিরূপ কাজ
করতে পারবে সেটা আগে থেকে বলতে আমি পছন্দ
করি।

খ. আমার মতের অমিল যেখানে, সে-সব বিষয়কে
আক্রমণ করে কথা বলতে আমার ভাল লাগে।

১৪৮ ক. আমি যখন আঘাত পাই বা অসুস্থ হই, আমি চাই
যে বন্ধুরা তখন আমার নিয়ে মাথা ঘামাক।

খ. আমার যখন দুঃসময় আসে তখন অপরকে দোষ
দিতে আমি চাই।

১৪৯ ক. কেমন করে কাজ চালিয়ে নিতে হয়, অন্যদের ঐ
সব বলতে আমি পছন্দ করি।

খ. কেউ আমার অপমান করলে, তার প্রতিশোধ নিতে
আমি চাই।

১৫০ ক. আমার মনে হয় অন্যদের চেয়ে অনেক বিষয়ে আমি
হীন।

খ. অপরের সঙ্গে মতানৈক্য হলে, তাকে আমি সে কথা
শুনিয়ে দিতে পছন্দ করি।

১৫১ ক. বন্ধুরা বিপদে বা কষ্টে পড়লে আমি তাদের সাহায্য
করতে চাই।

খ. যে কাজেই হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি
তা করি।

১৫২ ক. দেশ-বিদেশ ভ্রমণ করতে এবং দেখতে আমার ভাল
লাগে।

খ. নিপুনতা ও দক্ষতার প্রয়োজন এমন সব কাজ-কর্ম
সুসম্পন্ন করতে আমার ভাল লাগে।

১৫৩ ক. যে কাজেই হাত দেই না কেন, তার জন্য কঠিন পরিশ্রম করতে আমি পছন্দ করি।

খ. বিরাট গুরুত্বপূর্ণ কোন কাজ সমাপন করতে আমার ভাল লাগে।

১৫৪ ক. বিপরীত লিঙ্গের সুশ্রী লোকের সাথে বাইরে বেড়াতে আমি ভালবাসি।

খ. কোন কাজে হাত দিলে সে কাজে কৃতকার্য হতে আমি পছন্দ করি।

১৫৫ ক. পত্রিকায় হত্যাকাণ্ড বা ঐরূপ জিঘাংসামূলক লিখিত অংশ পড়তে আমার ভাল লাগে।

খ. আমি বৃহত্তর নাটক বা উপন্যাস লিখবার ইচ্ছা পোষণ করি।

১৫৬ ক. বন্ধুদের জন্য ছোট খাট উপকার করতে আমি পছন্দ করি।

খ. যাদের মতামতকে আমি গুরুত্ব দিই, কোন বিষয়ে পরিকল্পনা করবার সময় তাদের প্রস্তাব গ্রহণ করতে আমি পছন্দ করি।

১৫৭ ক. দৈনন্দিন কার্য-তালিকায় নতুনত্ব ও পরিবর্তনের সম্মুখীন হতে আমার ভাল লাগে।

খ. আমি যদি মনে করি গুরুজনরা কোন ভাল কাজ করেছেন তবে তাঁদেরকে আমি বলতে ভালবাসি যে তাঁরা ভাল কাজ করেছেন।

১৫৮ ক. কোন কাজ শেষ করার জন্য আমি অনেকক্ষণ ধরে কাজে লেগে থাকতে পারি।

খ. যাকে আমার ভাল লাগে তাকে প্রশংসা করতে আমি পছন্দ করি।

১৫৯ ক. যৌন উত্তেজনা পেতে আমি পছন্দ করি।

খ. যাদের আমি পছন্দ করি, তাদের নেতৃত্ব মেনে নিতে আমি দ্বিধা বোধ করি না।

১৬০ ক. কেউ আমার অপমান করলে, তার প্রতিশোধ নিতে আমি চাই।

খ. যখন কোন দলের অন্তর্ভুক্তি থাকি, দলের কার্যকলাপ কিরূপ হবে সে সব সাবস্ত করতে অন্যকে দলপতি মেনে নিতে আমি পছন্দ করি।

১৬১ ক. বন্ধুদের সঙ্গে উদার হতে আমি পছন্দ করি।

খ. কঠিন কোন কাজ আরম্ভ করার আগে একটা পরিকল্পনা তৈরী করে নিতে আমি পছন্দ করি।

১৬২ ক. নতুন নতুন লোকের সঙ্গে পরিচিত হতে আমার ভাল লাগে।

খ. কোন কিছু লিখতে গেলে সেটাকে সংক্ষিপ্ত সুন্দর ও পরিষ্কার পরিচ্ছন্ন করে গুছিয়ে লিখতে আমি পছন্দ করি।

১৬৩ ক. কোন কাজ আরম্ভ করলে, সেটা শেষ করতে আমি পছন্দ করি।

খ. আমার ডেসকে বা অন্য জায়গাতে জিনিষপত্র গুছিয়ে পরিষ্কার-পরিচ্ছন্ন করে রাখতে আমি ভালবাসি।

১৬৪ ক. আমি চাই যে আমার মনোহর দেহ সৈষ্ঠব আছে বলে বিপরীত লিঙ্গের লোকেরা মেনে নিক।

খ. যে কাজ আমাকে করতে হবে, সেটা আরম্ভ করার আগে আমি ঐ কাজের খুঁটিনাটি ভেবে নিতে এবং কাজের একটা খসড়া তৈরী করতে ভালবাসি।

১৬৫ ক. অপরের সম্পর্কে যা চিন্তা করি, সেটা তাদেরকে গুনিয়ে দিতে আমি পছন্দ করি।

খ. খাওয়ার জন্য নির্দিষ্ট সময় থাকা এবং পরিপাটি করে সাজিয়ে দেওয়া খাবার খাওয়া আমি পছন্দ করি।

১৬৬ ক. বন্ধুদের প্রতি প্রচুর স্নেহ-মমতা দেখাতে আমার ভাল লাগে।

খ. অন্যেরা যে সব কথাবর্তা বা কার্যকলাপকে বুদ্ধিদীপ্ত রসাত্মক ও গুরুত্বপূর্ণ বলে মনে করে, সে সব বলতে আমার ভাল লাগে।

১৬৭ ক. একই কাজ করে যাওয়ার চেয়ে নতুন ও বিভিন্ন কাজ খুঁজে নিতে আমি পছন্দ করি।

খ. অন্য লোকের উপর বিরূপ প্রতিক্রিয়া হয়, সেটা দেখার জন্য মাঝে মাঝে আমি কোন কোন কাজ করে থাকি।

১৬৮ ক. আমার কোন কাজ হচ্ছে না জেনেও আমি ঐ কাজ বা সমস্যা নিয়ে লেগে থাকতে পছন্দ করি।

খ. বাইরে গেলে লোকে আমায় লক্ষ্য করুক এবং আমায় দেখতে কেমন লাগছে, তার উপর মন্তব্য করুক, সেটা আমি পছন্দ করি।

১৬৯ ক. যৌন আবেদন নিয়ে লেখা বই ও নাটকগুলি পড়তে আমার ভাল লাগে।

খ. দলের মধ্যমণি হয়ে থাকতে আমার ভাল লাগে।

১৭০ ক. আমার যখন দুঃসময় আসে তখন অপরকে দোষ দিতে আমি চাই।

খ. কেউ উত্তর দিতে পারবে না জানা সত্ত্বেও অন্যকে এমন সব প্রশ্ন জিজ্ঞাসা করতে আমি পছন্দ করি।

১৭১ ক. বন্ধুরা আহত বা রুগ্ন হয়ে পড়লে তাদের সহানুভূতি দেখাতে আমি পছন্দ করি।

খ. কোন বিষয়বস্তুর উপর আমার চিন্তাধারা কি, সে কথা অন্যকে বলতে ভালবাসি।

১৭২ ক. নতুন ও অভিনব ধরনের রেস্টোরাই খেতে আমার ভাল লাগে।

খ. অন্যেরা যে সব কাজ প্রচলিত রীতি বিরুদ্ধ বলে মনে করে, সে সব কাজ করতে আমি পছন্দ করি।

১৭৩ ক. অন্য কাজে হাত দেওয়ার আগে একই সময়ে একটিমাত্র কাজ করে যাওয়া আমি পছন্দ করি।

খ. আমি যা করতে চাই স্বাধীনভাবে তা করতে পছন্দ করি।

১৭৪ ক. যৌন বিষয়ক আলোচনায় অংশ নিতে আমি পছন্দ করি।

খ. আমি যা করতে চাই অন্যের মতামত না নিয়েই তা করার সিদ্ধান্ত নিতে আমি পছন্দ করি।

১৭৫ ক. আমি এত রেগে যাই যে তখন জিনিষপত্র ছুড়ে ও ভেঙে ফেলতে ইচ্ছা করে।

খ. দায়িত্ব ও কর্তব্য কাজকে এড়িয়ে চলতেই আমি পছন্দ করি।

১৭৬ ক. বন্ধুরা বিপদে বা কষ্টে পড়লে আমি তাদের সাহায্য করতে চাই।

খ. আমি বন্ধুদের অনুগত হতে পছন্দ করি।

১৭৭ ক. নতুন নতুন ও বিভিন্ন ধরনের কাজ করতে আমার ভাল লাগে।

খ. নতুন নতুন বন্ধুত্ব গড়ে তুলতে আমার ভাল লাগে।

১৭৮ ক. যখন আমাকে কোন কাজ করতে হয়, সে কাজ আরম্ভ করা এবং শেষ না হওয়া পর্যন্ত কাজ করে যাওয়া, আমি পছন্দ করি।

খ. দলীয় মেসারগণ যেখানে পরস্পর বন্ধুত্বাপন্ন ও সম্ভাবাপন্ন, এমন একটা দলে যোগ দিতে আমি চাই।

১৭৯ ক. বিপরীত লিঙ্গের সুশী লোকের সাথে বাইরে বেড়াতে আমি ভালবাসি।

খ. যতজনের সঙ্গে বন্ধুত্ব করতে পারা যায়, ততজনের সঙ্গেই বন্ধুত্ব করতে আমি পছন্দ করি।

১৮০ ক. আমার মতের অমিল যেখানে, সে সব বিষয়কে আক্রমণ করে কথা বলতে আমার ভাল লাগে।

খ. বন্ধুদের কাছে চিঠিপত্র লিখতে আমি পছন্দ করি।

১৮১ ক. বন্ধুদের সঙ্গে উদার হতে আমি পছন্দ করি।

খ. কোন একটি প্রদত্ত পরিস্থিতিতে অপর ব্যক্তির অনুভূতি কেমন, তা পর্যবেক্ষণ করতে আমি পছন্দ করি।

১৮২ ক. নতুন ও অভিনব ধরনের রেস্তোরাঁয় খেতে আমার ভাল লাগে।

খ. অপর কারো জায়গায় নিজেকে কল্পনা করে ঐ পরিস্থিতিতে আমার কেমন লাগছে, তাই ভাবতে আমি পছন্দ করি।

১৮৩ ক. কোন কাজ শেষ করার জন্য আমি অনেকক্ষণ ধরে কাজে লেগে থাকতে পারি।

খ. কোন সমস্যার সম্মুখীন হলে বন্ধুদের মনোভাব কেমন হয় তা বুঝবার জন্য আমি চেষ্টা করি।

১৮৪ ক. যৌন উত্তেজনা পেতে আমি পছন্দ করি।

খ. অপরের চরিত্র অনুধাবন ও বিশ্লেষণ করা আমি পছন্দ করি।

১৮৫ ক. যে সব কাজ করা আমার কাছে বোকার মত বলে মনে হয়, কেউ ঐ সব কাজ করলে, তাকে নিয়ে মজা করতে আমার ভাল লাগে।

খ. আমার বন্ধুরা ভবিষ্যতে বিভিন্ন পরিস্থিতিতে কি করতে পারবে, সে সম্বন্ধে আমি ভবিষ্যতবাণী করতে চাই।

১৮৬ ক. বন্ধুরা আমার মনে আঘাত দিলে, তাদের আমি ক্ষমা করতে চাই।

খ. যখন কোন কাজে আমি অকৃতকার্য হই, সে সময় বন্ধুদের থেকে উৎসাহ পেতে আমি পছন্দ করি।

১৮৭ ক. নতুন জিনিস নিয়ে অনুসন্ধান ও পরীক্ষা চালাতে আমার ভাল লাগে।

খ. আমি চাই যে কোন সঙ্কটে পড়লে, বন্ধুরা আমার অবস্থা সম্পর্কে এবং আমার সহানুভূতি দেখাক।

১৮৮ ক. কোন সমস্যার সমাধান না হওয়া পর্যন্ত কাজ করে যেতে আমি পছন্দ করি।

খ. আমি চাই যে বন্ধুরা আমার প্রতি সদয় ব্যবহার করুক।

১৮৯ ক. আমি চাই যেন আমার মনোহর দেহসৈষ্ঠ্য আছে বলে বিপরীত লিঙ্গের লোকেরা মেনে নিক।

খ. আমি চাই যেন বন্ধুরা আমার প্রতি প্রচুর পরিমাণে স্নেহ-মমতা দেখাক।

১৯০ ক. সমালোচনা করার মত কোন কাজ কেউ করে থাকলে, প্রকাশ্যে তাকে সে কথা বলতে আমি পছন্দ করি।

খ. আমি যখন আঘাত পাই বা অসুস্থ হই, আমি চাই যে বন্ধুরা তখন আমায় নিয়ে মাথা ঘামাক।

১৯১ ক. বন্ধুদের প্রতি প্রচুর স্নেহ-মমতা দেখাতে আমার ভাল লাগে।

খ. আমি চাই যে অন্যেরা আমাকে নেতা বলে মেনে নিক।

১৯২ ক. একই কাজ করে যাওয়ার চেয়ে নতুন ও বিভিন্ন কাজ খুঁজে নিতে আমি পছন্দ করি।

খ. যখন কোন কমিটিতে কাজ করি, তখন আমি ঐ কমিটির সভাপতি নির্বাচিত হতে চাই।

১৯৩ ক. কোন কাজ আরম্ভ করলে, সেটা শেষ করতে আমি পছন্দ করি।

খ. আমি যা করতে চাই, অন্যদেরকেও সেটা করার জন্য বাধ্য করতে আমার ভাল লাগে।

১৯৪ ক. যৌন বিষয়ক আলোচনার অংশ নিতে আমি পছন্দ করি।

খ. আমি পছন্দ করি যে অন্যদের মধ্যে মতানৈক্য ও বিবাদ মিমাংসা করার জন্য আমাকে নেওয়া হোক।

১৯৫ ক. আমি এত রেগে যাই যে তখন জিনিষপত্র ছুড়ে
ও ভেঙ্গে ফেলতে ইচ্ছা করে।

খ. কেমন করে কাজ চালিয়ে নিতে হয়, অন্যদের ঐ
সব বলতে আমি পছন্দ করি।

১৯৬ ক. বন্ধুদের প্রতি প্রচুর স্নেহ-মমতা দেখাতে আমার
ভাল লাগে।

খ. আমার যখন দুঃসময় আসে আমার মনে হয় যে
আর কেউ-ই নয়, শুধু আমিই আমার এ অবস্থার
জন্য দায়ী।

১৯৭ ক. দেশে দেশে ঘুড়ে বেড়াতে এবং বিভিন্ন স্থানে
বসবাস করতে আমার ভাল লাগে।

খ. যদি কোন খারাপ কাজ আমি করি, তবে আমার
মনে হয় যে এর জন্য আমার শাস্তি হওয়া উচিত।

১৯৮ ক. আমার কোন কাজ হচ্ছে না জেনেও আমি ঐ
কাজ বা সমস্যা নিয়ে লেগে থাকতে পছন্দ
করি।

খ. যে দুঃখ কষ্ট আমি পেয়েছি, তাতে আমার মনে
হয় আমার ক্ষতির চাইতে মঙ্গলই বেশী হয়েছে।

১৯৯ ক. যৌন আবেদন নিয়ে লেখা বই ও নাটকগুলি
পড়তে আমার ভাল লাগে।

খ. সে সব কাজ আমি খারাপ বলে মনে করি,
সেগুলি যদি কখনও করে ফেলি, সে কাজ
স্বীকার করে যাওয়া আমি পছন্দ করি।

২০০ ক. আমার যখন দুঃসময় আসে তখন অপরকে
দোষ দিতে আমি চাই।

খ. আমার মনে হয় অন্যদের চেয়ে অনেক বিষয়ে
আমি হীন।

২০১ ক. যে কাজেই হাত দেই, যথাসাধ্য শক্তি দিয়েই
আমি তা করি।

খ. আমার থেকে ভাগ্যহত যারা, তাদের সাহায্য
করতে আমি চাই।

২০২ ক. নতুন নতুন ও বিভিন্ন ধরনের কাজ করতে আমার
ভাল লাগে।

খ. অন্য লোকদের আমি দয়া ও সহানুভূতির দৃষ্টি
দিয়ে দেখতে চাই।

২০৩ ক. যখন আমাকে কোন কাজ করতে হয়, সে কাজ
আরম্ভ করা এবং শেষ না হওয়া পর্যন্ত কাজ করে
যাওয়া, আমি পছন্দ করি।

খ. আমার থেকে ভাগ্যহত যারা, তাদের সাহায্য করতে
আমি চাই।

২০৪ ক. বিপরীত লিঙ্গের লোকদের সঙ্গে সামাজিক
কার্যকলাপে অংশ নিতে আমি পছন্দ করি।

খ. বন্ধুরা আমার মনে আঘাত দিলে, তাদের আমি
ক্ষমা করতে চাই।

২০৫ ক. আমার মতের অমিল যেখানে, সে সব বিষয়কে
আক্রমণ করে কথা বলতে আমার ভাল লাগে।

খ. আমি চাই যে বন্ধুরা আমার সম্পূর্ণ বিশ্বাস করুক
এবং তাদের দুঃখ কষ্টের কথা আমাকে বলুক।

২০৬ ক. অন্য লোকদের আমি দয়া ও সহানুভূতির দৃষ্টি দিয়ে
দেখতে চাই।

খ. দেশ-বিদেশ ভ্রমণ করতে এবং দেখতে আমার ভাল
লাগে।

২০৭ ক. প্রচলিত নীতি মেনে চলাই আমার পছন্দ এবং
যাদের আমি সম্মান করি, তারা যে কাজ দেশাচার
বলে মনে করেন, সে কাজ থেকে আমি বিরত
থাকি।

খ. নতুন নতুন ফ্যাশন ও সঞ্চ করতে আমি পছন্দ করি।

২০৮ ক. যে কাজেই হাত দিই না কেন, তার জন্য কঠিন
পরিশ্রম করতে আমি পছন্দ করি।

খ. দৈনন্দিন কার্য-তালিকায় নতুনত্ব ও পরিবর্তনের
সম্মুখীন হতে আমার ভাল লাগে।

২০৯ ক. বিপরীত লিঙ্গের কোন সুশ্রী লোককে চুমু দিতে
আমার ভাল লাগে।

খ. নতুন জিনিষ নিয়ে অনুসন্ধান ও পরীক্ষা চালাতে
আমার ভাল লাগে।

২১০ ক. অপরের সঙ্গে মতানৈক্য হলে, তাকে আমি সে কথায় শুনিয়ে দিতে চাই।

খ. নতুন নতুন ফ্যাশন ও সখ করতে আমি পছন্দ করি।

২১১ ক. আমার থেকে ভাগ্যহত যারা, তাদের সাহায্য করতে আমি চাই।

খ. কোন কাজ আরম্ভ করলে, সেটা শেষ করতে আমি পছন্দ করি।

২১২ ক. দেশে দেশে ঘুরে বেড়াতে এবং বিভিন্ন স্থানে বসবাস করতে আমার ভাল লাগে।

খ. কাজের মধ্যে অন্যমনস্ক না হয়ে অধিকক্ষণ কাজ করতে আমি পছন্দ করি।

২১৩ ক. কোথায়ও আমাকে যেতে হলে আগে থেকেই সব জিনিষ ঠিকঠাক করে রাখা আমি পছন্দ করি।

খ. কোন সমস্যার সমাধান না হওয়া পর্যন্ত কাজ করে যেতে আমি পছন্দ করি।

২১৪ ক. বিপরীত লিঙ্গের কোন লোকের প্রেমে পড়তে আমার ভাল লাগে।

খ. অন্য কাজে হাত দেওয়ার আগে একই সময়ে একটি মাত্র কাজ করে যাওয়া আমি পছন্দ করি।

২১৫ ক. অপরের সম্পর্কে যা চিন্তা করি, সেটা তাদেরকে শুনিয়ে দিতে আমি পছন্দ করি।

খ. কাজ করার সময় সব রকম বিরক্তিজনক ব্যাঘাত এড়িয়ে চলতে আমি পছন্দ করি।

২১৬ ক. বন্ধুদের জন্য ছোট খাট উপকার করতে আমি পছন্দ করি।

খ. বিপরীত লিঙ্গের লোকদের সঙ্গে সামাজিক কার্যকলাপে অংশ নিতে আমি পছন্দ করি।

২১৭ ক. নতুন নতুন লোকের সঙ্গে পরিচিত হতে আমার ভাল লাগে।

খ. বিপরীত লিঙ্গের কোন সুশ্রী লোককে চুমু দিতে আমার ভাল লাগে।

২১৮ ক. কোন সমস্যার সমাধান না হওয়া পর্যন্ত কাজ করে যেতে আমি পছন্দ করি।

খ. বিপরীত লিঙ্গের কোন লোকের প্রেমে পড়তে আমার ভাল লাগে।

২১৯ ক. আমার কৃতিত্বের কথা বলে বেড়াতে আমি পছন্দ করি।

খ. যৌন বিষয়ে আলোচনা শুনতে এবং ঐ নিয়ে কৌতুক করতে আমি পছন্দ করি।

২২০ ক. যে সব কাজ করা আমার কাছে বোকার মতন বলে মনে হয়, কেউ ঐ সব কাজ করলে; তাকে নিয়ে মজা করতে আমার ভাল লাগে।

খ. যৌন বিষয় আলোচনা শুনতে এবং ঐ নিয়ে কৌতুক করতে আমি পছন্দ করি।

২২১ ক. আমি চাই যে বন্ধুরা আমার সম্পূর্ণ বিশ্বাস করুক এবং তাদের দুঃখ কষ্টের কথা আমাকে বলুক।

খ. পত্রিকায় হত্যাকাণ্ড বা ঐরূপ জঘাৎসামূলক লিখিত অংশ পড়তে আমার ভাল লাগে।

২২২ ক. নতুন নতুন ফ্যাশন ও সখ করতে আমি পছন্দ করি।

খ. সমালোচনা করার মত কোন কাজ কেউ করে থাকলে, প্রকাশ্যে তাকে সে কথা বলতে আমি পছন্দ করি।

২২৩ ক. কাজ করার সময় সব রকম বিরক্তিজনক ব্যাঘাত এড়িয়ে চলতে আমি পছন্দ করি।

খ. অপরের সঙ্গে মতানৈক্য হলে তাকে আমি সে কথা শুনিয়ে দিতে পছন্দ করি।

২২৪ ক. যৌন বিষয় আলোচনা শুনতে এবং ঐ নিয়ে কৌতুক করতে আমি পছন্দ করি।

খ. কেউ আমার অপমান করলে, তার প্রতিশোধ নিতে আমি চাই।

২২৫ ক. দায়িত্ব ও কর্তব্য কাজকে এড়িয়ে চলতেই আমি পছন্দ করি।

খ. যে সব কাজ করা আমার কাছে বোকার মতন বলে মনে হয় কেউ ঐ সব কাজ করলে, তাকে নিয়ে মজা করতে আমার ভাল লাগে।

Appendix- IIb

পিতা-মাতার সঙ্গে সন্তানের সম্পর্ক নির্ণয়ক প্রশ্নাবলী (Bell adjustment test)

নির্দেশাবলীঃ পরিবারে পিতা-মাতার সঙ্গে সন্তানের সম্পর্ক কেমন তা জানার জন্য এই প্রশ্নগুলো তৈরী করা হয়েছে। প্রতিটি প্রশ্নের উত্তর হ্যাঁ অথবা না দিতে হবে। উত্তরপত্রে প্রতিটি প্রশ্নের ক্ষেত্রে যে উত্তরটি তুমি নির্বাচন করবে সেটি টিক (✓) চিহ্নিত করবে। অর্থাৎ হ্যাঁ উত্তরদিলে “হ্যাঁ” ঘরে এবং না উত্তর দিলে “না” ঘরে টিক (✓) দিবে এবং হ্যাঁ বা না কোনটি ঠিক করতে না পারলে (?) ঘরে টিক দিবে।

প্রশ্ন তালিকা

১. কোন সময়ে আপনার কি বাড়ী ছেড়ে পালিয়ে যাবার প্রবল ইচ্ছা হয়েছিল?

হ্যাঁ	না	?
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২. আপনার কি কখনো মনে হয় যে আপনার পিতা-মাতা আপনার ব্যাপারে নিরাশ হয়ে পড়েছেন?

হ্যাঁ	না	?
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৩. আপনার মা-ই কি বাড়ীতে অধিকতর কর্তৃত্ব দেখান?

হ্যাঁ	না	?
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৪. আপনার পিতা-মাতার মধ্যে কেউ কি আপনাকে প্রায়ই অন্যায়ভাবে সমালোচনা করেন?

হ্যাঁ	না	?
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৫. আপনার বাড়ীতে প্রকৃত স্নেহ ভালবাসার অভাব আছে বলে কি আপনি বোধ করেন?

হ্যাঁ	না	?
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৬. পিতার সংগে কি আপনার মধুর সম্পর্ক আছে?

হ্যাঁ	না	?
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৭. বিবেচনাপূর্ণ হোক বা না হোক এমন কোন আদেশ পালনের জন্য আপনার পিতা-মাতার কেউ কি আপনার উপরে জোর করেছেন?

হ্যাঁ	না	?
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৮. আপনার নিকট আত্মীয়ের মৃত্যু বা অসুস্থতা আপনার গৃহজীবনকে কি অশান্তিময় করে তুলেছে?

হ্যাঁ	না	?
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৯. অর্থাভাব আপনার গৃহজীবনকে কি অশান্তিময় করে তুলে?

হ্যাঁ	না	?
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১০. আপনার বাবা-মা কি প্রায়ই আপনার স্বভাবে খুঁত ধরে থাকেন?

হ্যাঁ	না	?
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১১. যে সব সংগী সাথীদের সংগে আপনি ঘুরে বেড়ান, তাদের প্রতি আপনার বাবা-মা কি প্রায়ই আপত্তি করেন?

হ্যাঁ	না	?
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১২. আপনার বাবা পরিবারের ভরনপোষনের জন্য যে পেশা অবলম্বন করেছেন তার জন্য আপনি কি বিব্রত বোধ করেন?

হ্যাঁ	না	?
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১৩. আপনার পিতা-মাতার মধ্যে কেউ কি সহজেই রেগে যান?

হ্যাঁ	না	?
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১৪. বাড়ীর কাজ কেমন হওয়া উচিত এ নিয়ে বাবা-মার কারোর সংগে
কি আপনার মতান্তর হয়?

হ্যাঁ	না	?
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১৫. আপনার নিকট আত্মীয়দের মধ্যে কি প্রায়ই পারিবারিক কলহ
হয়?

হ্যাঁ	না	?
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১৬. আপনি কি আপনার ভাই এবং বোনের সংগে প্রায়ই ঝগড়া ঝাটি
করেন?

হ্যাঁ	না	?
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১৭. আপনার পিতা-মাতা কারও কাজকর্ম কোন সময়ে আপনার মনে
কি ভীতির সঞ্চার করেছে?

হ্যাঁ	না	?
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১৮. আপনি কি মনে করেন আপনার পিতা-মাতা আপনাকে পরিনত
ব্যক্তি হিসাবে গন্য না করে আপনাকে এখনও ছেলে মানুষ মনে
করে আপনার সংগে আচরন করে?

হ্যাঁ	না	?
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১৯. আপনি কি মনে করেন যে, আপনার পিতা-মাতা আপনার প্রতি
অস্বাভাবিক কড়া ছিলেন?

হ্যাঁ	না	?
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২০. আপনার পিতা-মাতার ব্যক্তিগত কোন অভ্যাস কি আপনার
বিরক্তির উদ্দেগ করে?

হ্যাঁ	না	?
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২১. জীবনের নিত্য প্রয়োজনীয় দ্রব্যের সরবরাহ সব সময়ে কি
আপনার বাড়ীতে থাকে?

হ্যাঁ	না	?
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২২. আপনি কি আপনার বাবার চেয়ে মাকে বেশী ভালোবাসেন?

হ্যাঁ	না	?
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২৩. আপনার বাড়ীর শান্তি রক্ষার্থে আপনাকে কি চুপ থাকতে হয় বা
বাড়ীর বাইরে চলে যেতে হয়?

হ্যাঁ	না	?
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২৪. পরিবারের সদস্যবৃন্দের প্রতি কি আপনি মাঝে মাঝে ভালবাসা
ঘৃণামূলক ভাব পোষন করেন?

হ্যাঁ	না	?
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২৫. আপনার মনে যে আদর্শ মানুষের ছবি আছে, আপনার পিতা কি
সেইরূপ ছিলেন?

হ্যাঁ	না	?
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২৬. আপনার দশ থেকে পনের বছর বয়সের মধ্যে আপনার পিতা-
মাতা কি প্রায় আপনাকে শাস্তি দিয়েছেন?

হ্যাঁ	না	?
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২৭. আপনার পিতা-মাতা কেউ কি খুব অল্পতেই রেগে যান?

হ্যাঁ	না	?
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২৮. আপনার চেহারা সমালোচনা করে আপনার পিতা-মাতা কি
আপনাকে অসুখী করে তুলেন?

হ্যাঁ	না	?
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২৯. আপনার পিতা-মাতার মধ্যে কি চিরস্থায়ীভাবে বিচ্ছেদ ঘটেছে?

হ্যাঁ	না	?
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৩০. আপনার পিতামাতার মধ্যে কেউকি খুব নার্ভাস?
৩১. আপনার কর্মজীবন সম্পর্কে পিতা-মাতার সাথে আপনার কি মতবিরোধ হয়েছে?
৩২. আপনি কি মনে করেন আপনার বন্ধু বান্ধবদের আপনার চেয়ে অধিকতর সুখী গৃহ আছে?
৩৩. সাধারনতঃ আপনার মায়ের সঙ্গে কি আপনার মধুর সম্পর্ক আছে?
৩৪. আপনার পিতা-মাতার কেউ কি আপনার উপর অধিক মাত্রায় প্রভুত্ব করেছে?
৩৫. আপনার কি প্রায় মনে হয় যে আপনার পিতা-মাতার কেউ আপনাকে ঠিক বুঝতে পারেনি?

হ্যাঁ	না	?
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হ্যাঁ	না	?
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হ্যাঁ	না	?
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হ্যাঁ	না	?
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হ্যাঁ	না	?
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হ্যাঁ	না	?
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কেবলমাত্র গবেষণার জন্য

Appendix-IIc

আচারণ-নীতি নিয়ন্ত্রক অভীক্ষা

নির্দেশনাবলী

আমাদের সমাজের কিছু কিছু গুরুত্বপূর্ণ ঘটনা বিভিন্ন ব্যক্তিকে কি ভাবে প্রভাবিত করে তা জানার জন্য এই অভীক্ষাটি প্রস্তুত করা হয়েছে। দুটো করে বিকল্প বাক্য যথা (ক) ও (খ) নিয়ে এক একটা বক্তব্য গঠিত। প্রত্যেকটি বক্তব্যের ক্ষেত্রে (ক) ও (খ) এর মধ্যে কেবলমাত্র সেই বাক্যটি নির্বাচন কর যেটি তুমি অন্যটি অপেক্ষা দৃঢ়ভাবে বিশ্বাস কর। এখানে 'ব্যক্তিগত বিশ্বাস' পরিমাপ করা হচ্ছে সেজন্য এখানে ঠিক বা ভুল উত্তর বলে কিছু নেই।

উত্তরপত্রে প্রতিটি বক্তব্যের ক্ষেত্রে (ক) অথবা (খ) যেটি তুমি নির্বাচন করবে সেটি গোল [.] করিয়া চিহ্নিত করবে। প্রত্যেকটি বক্তব্যের ক্ষেত্রেই তোমার মতামত জানাবে। যথেষ্ট সতর্কভাবে তোমার মতামত জানাবে তবে কোন ক্ষেত্রেই বেশী সময় ব্যয় করবে না।

নামঃ-

১ ক) বাবা-মা বেশী শাস্তি দেন বলে ছেলেমেয়েরা বিগড়ে যায়।

খ) আজকালকার দিনে অধিকাংশ ছেলেমেয়েদের সমস্যার কারণ হল বাবা-মার অতিরিক্ত প্রশয়।

২ ক) মানুষের জীবনে অধিকাংশ দুঃখদুর্দশার জন্য তার দুর্ভাগ্যই অনেকটা দায়ী।

খ) মানুষের নিজের ভুলভ্রান্তিই তার দুর্ভাগ্যের কারণ।

৩ ক) যুদ্ধের অন্যতম একটি কারণ হল মানুষের রাজনীতির প্রতি অত্যন্ত অনীহা।

খ) মানুষ যতই বাধা দেওয়ার চেষ্টা করুক না কেন যুদ্ধ হবেই।

৪ ক) এই পৃথিবীতে মানুষের যত সম্মান পাওয়ার কথা শেষ পর্যন্ত তা সে পেয়ে থাকে।

খ) দুর্ভাগ্যবশতঃ হাজার চেষ্টা সত্ত্বেও মানুষের যা মূল্য প্রায়ই তা স্বীকৃতি পায় না।

৫ ক) শিক্ষক মহাশয়রা ছাত্রদের প্রতি অসাধু আচরণ করে এই ধারণা নিরর্থক।

খ) অধিকাংশ ছাত্ররাই তাদের যোগ্যতার মান বিভিন্ন আকস্মিক ঘটনার প্রভাবে কতটা প্রভাবিত হয় সেটা বুঝে উঠতে পারে না।

৬ ক) যথার্থ সুযোগ না এলে কারো পক্ষে নেতা হওয়া সম্ভব নয়।

খ) সুযোগগুলোর সদ্ব্যবহার না করতে পারায় অনেকে নেতা হওয়ার যোগ্যতা থাকা সত্ত্বেও নেতৃত্বের সুযোগ পায় না।

৭ ক) তুমি যতই চেষ্টা কর না কেন কিছু লোকের মন তুমি কোনমতেই পারে না।

খ) যারা অন্য লোকের মন জয় করতে পারে না তারা লোকেদের মানিয়ে নিয়ে চলতে পারে না।

৮ ক) মানুষের বংশগতি তার ব্যক্তিত্বের নিয়ন্ত্রক।

খ) মানুষের অভিজ্ঞতাই তার ব্যক্তিত্ব বৈশিষ্ট্যগুলোকে নিরূপণ করে।

৯ ক) আমি প্রায়ই দেখেছি যা ঘটবার তা ঘটবেই।

খ) কোন নির্দিষ্ট কর্মে প্রবৃত্ত হবার জন্য স্থির সিদ্ধান্তে পৌছাতে আমি কখনও ভাগ্যের ওপর নির্ভরশীল হই না।

১০ ক) পড়াশুনায় ভাল হলে কোন ছাত্রের পরীক্ষায় অবিচারের ভয় থাকে না।

খ) অনেক সময় পরীক্ষার প্রশ্ন পাঠ্যসূচীর এত বাইরে থেকে হয় যে তখন মনে হয় পড়াশুনো করে কি হল।

১১ ক) কঠোর পরিশ্রমই জীবনের সফলতার মূল কথা। এ ক্ষেত্রে ভাগ্যের কিছু করার থাকে না।

খ) ঠিক সময়ে সুযোগের সদ্ব্যবহারের ওপর ভাল চাকুরী পাওয়া সম্পূর্ণভাবে নির্ভর করে।

১২ ক) সাধারণ লোকেরও সরকারী সিদ্ধান্তের ওপর প্রভাব থাকতে পারে।

খ) ক্ষমতাসীন কিছু লোকের দ্বারাই পৃথিবী চালিত হচ্ছে, সাধারণ লোকের সেখানে কিছুই করার নেই।

১৩ ক) যখন আমি কোন পরিকল্পনা করি তখন আমি প্রায় নিশ্চিত থাকি যে আমি সেটা কার্যে পরিণত করবই।

খ) কোন সুদূরপ্রসারী পরিকল্পনা করা কখনই বুদ্ধিমানের কাজ নয় কারণ দুর্ভাগ্য বা সৌভাগ্য জনিত অনেক ঘটনাই তার মধ্যে ঘটতে পারে।

১৪ ক) কিছু লোক আছে যারা কোন কাজেরই নয়।

খ) প্রত্যেকের মধ্যে কিছু না কিছু ভাল গুণ আছে।

- ১৫ ক) আমার ক্ষেত্রে প্রত্যাশা অনুযায়ী পাওয়াকে ভাগ্যের ওপর নির্ভরশীল বলে মনে করি না।
 খ) অনেক সময় আমরা হেড টেল করে (টস করে) ঠিক করি কোনটা করা উচিত।
- ১৬ ক) ভাগ্যের জোরে যে ঠিক জায়গায় প্রথমে পৌছাতে পারে সেই অন্যের ওপর কর্তৃত্ব করতে পারে।
 খ) ঠিকভাবে কাজ করা মানুষের দক্ষতার ওপর নির্ভর করে সে ক্ষেত্রে ভাগ্যের কিছু করার নেই।
- ১৭ ক) বিশ্বের ঘটনাগুলোর পরিপ্রেক্ষিতে আমরা অনেকেই ক্ষমতামূলীদের অভিপ্রায়ের স্বীকার এবং সেখানে আমাদের বোঝার বা করার কিছু নেই।
 খ) রাজনৈতিক এবং সামাজিক ক্ষেত্রে জনসাধারণ সক্রিয় ভূমিকার মাধ্যমে বিশ্বের বিভিন্ন ঘটনাগুলো নিয়ন্ত্রণ করতে পারে।
- ১৮ ক) মানুষের জীবন কতটা দৈবদুর্ঘটনার দ্বারা নিয়ন্ত্রিত হয় তা অনেকেই উপলব্ধি করতে পারে না।
 খ) 'ভাগ্য' বলে সত্যি কিছু নেই।
- ১৯ ক) ভুলগুলোকে স্বীকার করে নেওয়ার সদিচ্ছা থাকা উচিত।
 খ) ভুলগুলোকে চেপে যাওয়াই অনেক ক্ষেত্রে ভাল।
- ২০ ক) কেউ তোমাকে সত্যি পছন্দ করে কি না তা বোঝা অত্যন্ত কঠিন।
 খ) তোমার বন্ধুর সংখ্যা তোমার ভাল আচরণের ওপর নির্ভর করে।
- ২১ ক) আমাদের জীবনে ঘটে যাওয়া খারাপ জিনিসগুলো আবার ভবিষ্যতে ভালো জিনিস দিয়ে পূরণ হয়ে যায়।
 খ) অধিকাংশ দুর্ভাগ্যজনিত ঘটনাই দক্ষতার অভাব বা অবহেলা বা অলসতার জন্যে অথবা একত্রে এই তিনটির জন্যেই ঘটে থাকে।
- ২২ ক) যথেষ্ট চেষ্টার দ্বারা আমরা রাজনৈতিক দুর্নীতিগুলোকে দূর করতে পারি।
 খ) জনসাধারণের পক্ষে রাজনৈতিক হস্তক্ষেপের ওপর যথেষ্ট নিয়ন্ত্রণ রাখা খুবই কষ্টকর।
- ২৩ ক) শিক্ষক মহাশয়রা ছাত্রদের মূল্যায়ন কি ভাবে করেন তা অনেক সময়ই আমি বুঝে উঠতে পারি না।
 খ) আমার পরীক্ষার ফল আমি কতটা ভালভাবে পড়াশুনা করেছি তার উপরই নির্ভর করে।
- ২৪ ক) একজন দক্ষ নেতা আশা করেন যে দলের লোকেরা নিজেরাই ঠিক করবে যে তাদের কি করা উচিত।
 খ) একজন দক্ষ নেতা নিজেই দলের প্রত্যেকের কর্মপদ্ধতি ঠিক করে দেন।

২৫ ক) আমি প্রায়ই অনুভব করি যে আমার জীবনে ঘটে যাওয়া ঘটনাগুলোর ক্ষেত্রে আমার নিজের প্রভাব সামান্যই আছে।

খ) আমার জীবনে সুযোগ বা ভাগ্যের কোন গুরুত্বপূর্ণ ভূমিকা আছে বলে মনে করাটাই আমার পক্ষে অসম্ভব।

২৬ ক) মানুষ যখন বন্ধুত্ব চায় না তখনই সে নিসঙ্গ বোধ করে।

খ) যদি কেউ তোমাকে পছন্দ করে তবে সে এমনিতেই তা করবে তার জন্য বিশেষ কোন চেষ্টা করা নিরর্থক।

২৭ ক) স্কুলে এ্যাথলেটিকসের ওপর বড্ড বেশী চাপ দেওয়া হয়।

খ) খেলাধুলো চরিত্র গঠনের একটি খুব ভাল উপায়।

২৮ ক) আমার জীবনে যা কিছু ঘটে তা আমার কৃতকর্মেরই ফল।

খ) আমি অনেক সময়ই বুঝতে পারি না যে আমার জীবনের মোড় কোন দিকে ঘুরে যাচ্ছে।

২৯ ক) বেশীরভাগ সময়ই আমার রাজনৈতিক চাল গুলোকে দুর্বোধ্য মনে হয়।

খ) শেষ পর্যন্ত দেশের ভাল মন্দের দায় দায়িত্ব কিন্তু জনগণের ওপরই এসে বর্তায়।

Appendix- IIIa:

Mean values and Statistical analysis among high, middle, low achiever groups and male, female students on personality variables.

Personality variable	High achiever group		Middle achiever group		Low achiever group		t High Vs. Middle achiever	t Middle vs. Low achiever	t High vs. Low achiever	Male		Female		t Male vs. female
	Mean	SD	Mean	SD	Mean	SD				Mean	SD	Mean	SD	
n-achievement	17.93	2.57	15.75	2.66	14.84	1.78	5.86*	2.62*	9.09*	17.65	2.34	14.31	2.70	9.54*
Deference	15.49	2.42	14.97	2.35	15.40	2.38	1.52	-1.26	.26	14.3	3.02	16.45	2.22	-6.32*
Order	17.62	2.15	16.44	2.08	15.35	2.54	3.93*	3.30*	6.88*	15.37	2.42	17.57	2.01	-6.87*
Exhibition	11.6	2.51	11.00	2.30	11.10	2.51	1.76	-.3	1.35	10.9	2.58	9.88	2.20	3*
Autonomy	11.65	2.48	10.45	2.34	9.69	2.48	3.53*	2.30*	5.60*	11.34	2.35	9.77	2.53	4.75*
Affiliation	13.95	2.89	13.78	2.64	13.62	2.10	.43	.47	.94	14.71	2.50	12.85	2.65	5.16*
Intracception	15.70	3.11	13.97	2.80	12.99	2.16	4.12*	2.80*	7.32*	13.37	2.75	15.08	2.67	-4.62*
Succorance	12.56	3.93	14.26	3.56	15.05	3.71	-3.20*	-1.54	-4.61*	13.36	3.89	14.72	3.49	-2.56*
Dominance	14	2.08	12.46	2.40	11.96	2.34	4.81*	1.45	6.58*	14.38	2.56	11.13	1.87	10.13*
Abasement	13.66	3.74	14.72	3.68	16.57	4.22	-2*	-3.31*	-5.10*	15.51	3.66	14.40	4.17	2.01*
Nurturance	18.15	2.84	16.77	3.39	15.05	3.86	3.04*	3.37*	6.46*	17.28	3.49	16.04	3.27	2.60*
Change	17.67	3.91	16.81	3.23	16.74	3.04	1.72	.34	1.86	15.04	3.19	14.37	3.17	1.48
Endurance	17.21	3.18	15.76	3.35	14.26	2.97	3.15*	3.33*	6.70*	14.75	3.32	16.74	3	-4.42*
Heterosexuality	16.86	4.23	17.50	3.97	17.66	3.43	-1.10	-.30	-1.45	18.90	3.73	16.52	4.10	4.33*
Aggression	12.92	3.16	14.76	3.26	15.74	3.53	-4*	-2.04*	-5.87*	15.56	3.12	13.39	3.56	4.62*

* Significant at .05 level of Significance,

Appendix- IIIb:

Co-efficient of correlation values of Intelligence, personality variables and family relation with academic achievement.

Intelligence	Personality Variables														Family relation	
	Ach	Def	Ord	Exh	Aut	Aff	Int	Suc	Dom	Aba	Nur	Chg	End	Het		Agg
.73	.52	-.02	.48	-.02	.63	.01	.25	-.37	.44	-.24	.42	.05	.35	.03	-.46	.54

Significant at .01 level Significance