

ACHIEVEMENT MOTIVATION AND CHILD REARING PRACTICES
(PARENTAL DOMINANCE AND ACHIEVEMENT MOTIVATION)

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ACHIEVEMENT MOTIVATION AND CHILD REARING PRACTICES
(PARENTAL DOMINANCE AND ACHIEVEMENT MOTIVATION)

A Dissertation submitted in partial fulfilment of
the requirements for the Degree of Doctor of Philosophy
in Psychology.

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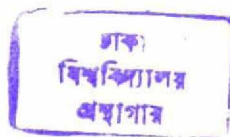


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Abstract

This study was mainly concerned with evaluation of the influence of parental dominance on the achievement motivation of children. In course of this investigation, two scales, one for the measurement of achievement motivation of school-age children and the other for the dominance of adults, had been developed. A new concept was used for the development of these measuring scales. It was based on the fact that a psychological variable, once defined, would be a unique parameter and become a single vector in the vector space of parameters. A number of instruments were then designed to measure the variance of this parameter in the population; none of which would measure the variance of this parameter alone but a part of the variance of each instrument would be due to the parameter concerned. The variance of the readings of each of these instruments was then considered as instrument parameter in the vector space of parameters. The vector position of the parameter to be measured was located in relation to the instrument vectors and its variance was built by synthesizing the small parts contained in the variances of the instrument parameters. A number of additional variables which were considered to have probable influence on the two major psychological variables were measured and analysed. These variables were parents' monthly income, education, profession, children's age, sex, birth order, and academic performance. In addition, a battery of fifteen



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items from EPPS was used for a criterion measure of achievement motivation of children.

Each of the psychological variables, achievement motivation and dominance, was assigned two sets of scores-aggregate scores and factor scores-in order to establish the validity of the measures of the variables by factor scores. Modified factor scores, obtained by slight modification in the questionnaires, were used for a deeper probe into the relationship between the two major variables. The modified factor scores of dominance were measures of parental dominance specially over their children instead of their general dominance in the context of the whole society.

Statistical parameters of the psychological variables were determined and analysed for fruitful deductions. Linear correlation coefficients between parental dominance and children's achievement motivation were found and reported here. In addition, results of polynomial regression of children's achievement motivation on parental dominance were also obtained and presented in this thesis.

The obtained results were analysed and discussed for fruitful conclusions. It was shown that there was no significant linear relation between the fathers' or mothers' dominance and the sons' or daughters' achievement motivation. The relation was found to be nonlinear, weak and barely significant and different in nature for different combination of

father and mother with son and daughter. Earlier findings in this respect were controversial and inconclusive. It was further concluded that striving environment resulting from the parents' own achievement motivation level, sense of social and economic insecurity, and other factors in which the children were brought up would greatly influence the formation of achievement motivation in them.

From the analyses of results of other variables, a number of important conclusions were drawn. Lastly, suggestions were made for further investigations on factors which might be responsible for induction of achievement motivation in children.

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NOTATIONS

<u>Symbols</u>	<u>Definitions</u>
A	Matrix of correlation coefficients between factors and items
A^T	Transpose of matrix A
A_D	Daughters' achievement motivation score from regression equation
A_s	Sons' achievement motivation score from regression equation
ACH1 to ACH32	Item number 1 to 32 of achievement motivation questionnaire
ACHT	Aggregate achievement motivation score
CAT	15-items of EPPS taken as achievement motivation battery score.
CAT1 to CAT15	Item 1 to 15 of achievement motivation battery
D_f	Fathers' dominance score in regression equation
D_m	Mothers' dominance score in regression equation.
F	Factor-score coefficients matrix
FACA	Factor-score of achievement motivation
FACFD	Factor-score of fathers' dominance
FACMD	Factor-score of mothers' dominance
FD1 to FD32	Item number 1 to 32 of dominance questionnaire referred to father
FDS	Fathers' aggregate dominance score
FK2,FS2	Square of FACFD
FK3,FS3	Cube of FACFD
f_i	Factor score of achievement motivation or dominance of subject i
MD1 to MD32	Item 1 to 32 of dominance questionnaire referred to mother

<u>Symbols</u>	<u>Definitions</u>
MDS	Mothers' aggregate dominance-score
MK2, MS2	Square of FACMD
FK3, MS3	Cube of FACMD
PCN	Parents' identification number
SINF1	Sex of the subject
SINF2	Age of the subject
SINF3	Academic performance of the subject
SINF4	Birth order of the subject
SINF5	Fathers' education
SINF6	Mothers' education
SINF7	Fathers' profession
SINF8	Mothers' profession
SINF9	First five years of life (city or village)
SINF10	Fathers' monthly income
SINF11	Mothers' monthly income
TAC	Sum of ACHT and CAT
z	Normalized item score
z_{ij}	Normalized score of subject i on item j .

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CHAPTER I

INTRODUCTION

Influence of Home Environment on Children

The first environment of the child is his home and the first socialising agent of the child is his parents. The child's behaviour and attitudes are greatly influenced by the family in which he is born and grows up. The modes of his reaction to the outside world is determined by the attitudes and the treatment he receives from the members of his first environment, especially his parents. The British philosopher John Locke, writing at the end of the seventeenth century, viewed the child's experience and education as the fundamental determinants of his or her development. "The infant's mind", he wrote, "is a tabula rasa -- a blank slate -- and children are therefore receptive of all kinds of learning".

John B. Watson, father of behaviourism, said that if he were given some children, he would make them doctors, lawyers or beggars by putting them in appropriate environments and giving them necessary parental treatment. Although many factors like family setting, birth order, economic conditions, home setting, education of the parents, size of the family, etc. are involved in moulding the child's behaviour and attitudes, the present study investigates the influences of the attitudes of parents who reject or overprotect the child excessively.

Again we see that the parents' attitudes are determined by so many conditions — his previous experience, education, social background and finally the social culture he belongs to. The child uses his parents as models in his adjustments with the world around him. Thus, "parents' lack of adjustment" gives the child a poor model to imitate and he is likely to suffer from problem behaviour similar to that of his parents (Philips, 1951). The fundamental pattern formed at home is never completely forgotten, although it may be modified as the child grows older. Since many a psychological characteristics have their origins in early childhood the child is likely to develop these characteristics at the family setting. Thus it is also expected that treatment of the problem parents and their children will differ from that of the normal parents. Problem parents may show excessive concern for their children or reject them altogether.

According to Freud (1920), neuropathic parents who overprotect the child and smother him with affection awaken in him a "disposition for neurotic diseases". According to Flugel (1929), autocratic parents make the child rebellious not only towards them but towards all adult authority.

The child's outside adjustment is greatly determined by the type of relationship he has at home (Highberger, 1955). The child's total perception of the world — whether he is

wanted, appreciated, trusted and accepted will determine his adjustment with the outside world. (Stout and Langdone, 1950). When parental attitude towards the child is unfavourable, as in the case of dominant, possessive or the ignoring parents, the child's adjustment outside the home is likely to be poor (Shoben, 1949). Lack of love, especially during the early years of life, affects the child's personality unfavourably and interferes with his adjustments (Bakwin, 1949). The child develops patterns of social behaviour in conformity with those of his parents (Bishop, 1951). How aggressive the child will be is largely determined by the treatment he receives at home especially from his parents (Sears et al, 1953).

Children who develop socially acceptable assertiveness come from homes where there is a happy relationship with the members of the family. Discord, severe punishment and autocratic parental rule, on the other hand, lead to socially unacceptable assertiveness (Mummery, 1954).

Success or failure in school has been found to be related to the child's relationship with his parents and other family members (Sheldon, 1952). In recent years great attention has been focused on child training methods by parents and its relationship with children's achievement and overall personality development. Numerous studies

have indicated that the influences exerted by home situations and family relationships upon the development of child's personality are far greater than was originally believed (Philips, 1951, Freud, 1920, Flugel, 1929).

Child Training Methods

Today, child training methods fall roughly into two main classes, authoritarian and democratic. In the authoritarian methods, the parents are very strict and severely punish the children for misbehaviour. Democratic parents, on the other hand, rely on discussion, explanation, and reasoning with the child — with more lenient forms of punishment for misbehaviour (Baldwin, 1949).

Variations are usually found in child - training methods. Parents from rural districts are on the whole, more authoritarian in their methods than are urban parents (Stott, 1945). Mothers are usually less strict than fathers (Stott, 1940) and younger parents tend to be more democratic than older ones. Social class differences in child training are very marked (Hoeflin, 1954).

Middle class parents are more exacting in their expectations as compared to the lower class people; they begin training earlier, they supervise their children's activities more closely, and they stress individual achievement (Ericson, 1947).

Parental Behaviour and the Development of the Personality of Children

Freud (1920) concluded that too much parental tenderness accelerates sexual maturity, spoils the child, and makes him unable to be satisfied with a smaller amount of love in later life.

The harmful influence of too much affection for the child and too much interest in him was emphasized by many American psychologists. J.B. Watson, the American psychologist in the twenties, advised the parents to beware of too much maternal affection, because of the harmful effects on the personality development of the child as he grows older.

Emphasis upon the importance of good mothering and early experiences in the mother-child relationship has resulted in a change in attitude towards more liberality and tolerance, with emphasis on understanding the child and his needs. When the affection and love of the mother is carried to extremes and is prolonged throughout childhood and into adolescence, it is likely to result in a socially and emotionally immature individual who fails to adjust to the demands of adult life (Strecker, 1946).

When a mother uses her child to solve her own emotional problems, she is likely to manipulate him to suit

her own needs with little consideration for his individual rights and thus she stands in the way of the child's smooth personality development (Capland, 1954).

Parental expectation from the child begins from the moment of his birth; parents develop ambitions for the child which they strive hard to have the child attain. The overambitious parents do not think of the child's abilities or interests but they try to fulfill their own thwarted wishes by planning a thing for him which they failed to achieve in their own life. Parents form a concept of an idealised child against which they compare or rate their own child.

This ideal varies with the educational, social or economic status of the parents and their opinions on the way to train a child. Their expectations vary according to their educational, social or economic status and with their opinions on child training methods. The father's concern about his children leads him to be disturbed if they lack initiative and responsibility, are disobedient, inefficiently aggressive, excitable, do poor work in school, are inadequate in athletics, or display "childish behaviour". The greatest concern centres around the sons, especially the first born son, for whom ambitions are higher than for those born later (Aberle and Naegelé, 1952).

Mothers who have given up successful business or professional careers tend to demand conformity and high standards of performance in their children similar to their own (Berger 1948). When mothers have an upward social mobility and are trying to assimilate the standards of the upper classes, they are anxious over their status. This leads to more direct and severe control over the children than is found in mothers who are more satisfied with their status (Merril, 1946).

The Child's Reactions to Parental Expectations

The child is aware of the expectations of his parents and feels inadequate when he can not live up to them (Fleege, 1945). This makes him disobedient, irresponsible and resentful towards his parents. As a result of such attitudes, the child frequently does poor work in school or engages in fantasy and daydreaming (Smith, 1931). As Rand et al (1942) have pointed out, "Trouble arises when the parental wish becomes selfish, when the major wish is gratification of the parental ego or a desire to live again one's own life through the child; parents rob the child of individuality and force the development of interests that are not native or dwarf capacities that should be dominant". The children of such selfish parents (who try to fulfill their thwarted wishes through their children) are "poor

sports"; they try to avoid making mistakes, they avoid situations in which they are not certain of success.

Dominating Parents

In every home there is at least one parent who dominates the whole family. A dominating parent usually comes from a family where one or both parents were dominating. When they were young, these dominating parents were also forced into submissiveness by their own parents. As a result, when they grow up, they dominate their children, just as they were dominated themselves.

The child who is dominated by one or both parents, feels inadequate, inferior, confused, bewildered and inhibited (Symonds, 1939). When these children grow older, they are likely to feel cheated, to be afraid that others will cheat them, and to develop a 'sucker complex' (Martin, 1943).

Rejecting Parents

Rejecting parents' behaviour is characterized either by indifference, lack of insight, a general atmosphere of unconcern for the welfare of the child or by an active dominance and obvious hostility towards the child. In the case of mothers, rejection of the child usually comes from mothers' maladjustment to marriage (Porter, 1955). Research

data have supported the hypothesis that rejecting mothers have definitely unsatisfactory relationships or are dissatisfied with their marriages because of overwhelming responsibilities or the clash of personalities entailed (Gleason, 1931).

Rejecting fathers, on the other hand, come from homes where they were somewhat spoiled by their dominating mothers (Symonds, 1938). Parental rejection jeopardizes normal security, ruins the child's self-esteem and induces feelings of helplessness and frustration. This can permanently cripple him in his adjustment to life (Wolberg, 1944). The rejected child lacks a persistent drive or concentration in school and is indifferent to his studies. As a result, the child fails to acquire desirable skills in school subjects or sports and is generally hostile to society and its institutions (Wolberg, 1944).

The end result of rejection is a feeling of instability, confusion and bewilderment. The child cannot evaluate himself objectively and is inclined to rationalize by boasting. He often feels persecuted, indulges in self-pity and is haunted by paranoia (Symonds, 1938).

Overprotecting Parents

The other extreme is overprotecting parents. Such parents allow no competing interest to interfere with their parental

duties, and they reduce their interests in life to a minimum (Bakwin, 1948). Overprotection is commonly found more among parents of the higher socioeconomic groups than among those who have neither the time nor the energy to baby their children, is primarily the result of unfavourable parental attitudes towards the role the child should play in the social group.

According to Levy (1943), parental overprotection is characterized by excessive contact of the parent with the child, such as fondling him excessively, or sleeping with him; prolongation of infantile care, as nursing or bottle-feeding too long, bathing and dressing when the child can do it himself; prevention of the development of self-reliance by supervising the child's activities too much, defending him, or solving his problems; and lack of or excessive parental control, either by over-indulgence or insistence on strict obedience. Sometimes mothers overprotect their children as compensation for guilt stemming from a hostile or rejecting attitude towards the child.

As a result of this overprotection the child learns to depend on the parents too much. While a baby needs continuous care, preferably by one person, during the first year of life, it is important that he should learn not to rely on others so much emotionally, that he can achieve independence as he grows older and is capable of achieving

independence in different activities. Many parents offer their children help and guidance in trivial matters, and as a result, they encourage them to become overdependent. When a child is overdependent he wants help, attention, approval, physical contact and physical proximity with others. The child who is independent, on the other hand, fights to overcome obstacles, initiates his own activities, completes the activities he starts, performs routine tasks and gains satisfaction from work. As a result of over-protection, the child may have many social difficulties; he is usually unpopular and rarely becomes a leader, he is often homesick at school or when he is with other people (Hattwick and Stowell, 1936).

But when parents are indulgent, the child has a difficult time in making social adjustments. He is selfish, demanding, tyrannical and expects constant attention, affection and service. He responds to denials of his wishes and discipline with impatience, outbursts of temper or assaults. He will use any device to get his own way, and when alone, he will be restless and unhappy (Bakwin, 1948).

Normal Child

If we compare the behaviours of normal children with those of the deviates who receive excessive care, protection or rejection and harsh treatment by their parents, we

can see that the normal child is generally socialized, cooperative, friendly, loyal, emotionally stable, and cheerful. He accepts responsibility and cares for his own property as well as that of others.

Usually he is honest, straight-forward, dependable, faces life confidently, and has a clear idea about his plans and ambitions for the future. He can see himself realistically and can appraise his strengths and weaknesses objectively. As Symonds (1938) has pointed out, "good citizens, good scholars, good workers, good husbands and wives and good parents come from homes where children are wanted and accepted". Most children who are brought up by overprotective parents are more submissive to the father than to the mother.

The behaviour of overprotected children is characterized by excitability, restlessness, and lack of concentration. Their characteristic personality pattern is manifested by a low level of ego strength, aspiration and frustration tolerance (Cummings, 1944). They show many withdrawing reactions, lack emotional control and openly refuse responsibility. They seem to be afraid to grow up, have no confidence in their abilities, are easily influenced and dependent upon the group, and are sensitive to criticism (Stendler, 1952).

In school the overprotected child often has difficulties. He may be advanced in reading but he is likely to have difficulties in arithmetics (Levy, 1933). He will want extra attention from the teacher, and his work will be careless in quality and lack system. When he gets along poorly in school, his parents become more attentive, and in turn, the child does even worse (Hattwick and Stowell, 1936). He is socially immature, has no sense of responsibility, bids for attention and he is selfish and spoiled.

From the findings of research discussed above, it is clear that the parents play a very important role in the life of the child. Parents' attitudes, supports, guidance, affection and encouragement determine the later personality development of the child. But if the parents are harsh and restrict the child's wishes consistently, the child loses the initiative to do any work.

The child who receives faulty parental care, support and guidance will grow up emotionally unbalanced and his achievement orientation will be inevitably low. The child suffers individually, the nation suffers collectively. Not only will he be a failure, he might actually be harmful to society. Nothing but the least of parental dominance should be allowed to interfere in this all-important development process.

Family Pattern

The pattern of family life varies according to the socioeconomic group to which the family belongs. There are marked differences in behaviour patterns in families of different socioeconomic groups in respect of child training practices and attitudes towards discipline, and in regard to attitudes relating to family life, such as the desired number of children and loyalty to the family (Buhler, 1948). Certain values are held in common by mothers of different social classes, though they may not be put into practice in the same way (McGuire, 1952).

Middle class parents regard their children with "possessive pride and hope". They emphasize social conformity to achieve status; they supervise their children closely and expect them to avoid any behaviour which might bring criticism on the family. The child is encouraged to be independent at an early age as a way of "getting ahead". Education is emphasized because it is a way of "bettering themselves". This is especially true in the case of boys. The middle-class child is expected to inhibit emotional expressions and aggressions at an early age. Because the middle class child is regarded as a fulfillment of his parents' marriage and is wanted by them, he is treated in a kindly manner, is usually brought up in a democratic home atmosphere, and is given as many advantages as his parents

can afford (Davis and Dollard, 1940). In spite of all the parental attention the middle class child receives, the constant pressure to maintain the family status often leads to behaviour problems and neurosis (Green, 1946).

The attitude of lower class parents towards the child is that a child is the "inevitable payment for sex relations" (Bossard, 1954). This attitude does not produce the same warm and friendly relationship that characterizes the middle class family. Children from the lower class families are given greater freedom than those from the middle classes; they are permitted to go around the community and to movies at an earlier age; and there is little concern on the part of their parents about their education. Parental control is usually of an authoritarian type with severe punishments and little praise. Discipline is inconsistent with loving and petting alternating with slapping to "toughen him up". The lower class child often feels unloved, unwanted and rejected at home (McGuire, 1952).

Upper class children enjoy greater wealth and comfortable living with modern amenities of life. But in this type of home setting of great wealth in which children are neglected by their parents and brought up by servants whose ignorance of child rearing and lack of interest in the children produce even more harmful effects on the child's

attitudes than those suffered in homes where poverty predominates.

Aggressive personality problems such as stealing, truancy, running away, are more common in poor homes, while submissive personality traits such as overdependence, educational difficulties and school maladjustments are more often found among children coming from economically superior homes (Pisula, 1937). Economic insecurity makes more emotional insecurity. Greater emotional security occurs more frequently among children from the middle income group than among those from the richest group (Meltzer, 1936). Economically favoured parents deal more intelligently with the children than do less favoured parents and, as a result, they have fewer behaviour problems in their children (Ulton, 1936). Furthermore, parents in a favourable economic position have more time for family recreations than those in a less favourable position (Hawkins and Walters, 1952).

Child-rearing in Bangladesh

The significance of parental dominance has now been recognized the world over. But we, in Bangladesh, have neglected to look into this field so far. And yet, it is of the utmost importance to the overall development of the country to pay proper attention to the problem of parental

dominance in relation to the child's personality development in Bangladesh.

Parental dominance or overprotectiveness has been traditionally thought to have a congenial effect upon the development of the child's personality. The object of the present study is to investigate the relationship between dominance and overprotectiveness with one of the child's personality characteristics, namely, achievement motivation.

This study is designed to test the hypothesis that parental dominance or overprotectiveness lowers the achievement motivation in the children.

We shall now discuss the different parental treatment owing to the differences in the social backgrounds of Bangladeshi culture. In order to do so it is necessary to throw light upon the child-rearing methods of the Bangladeshi parents and their social backgrounds.

In Bangladesh there are mainly three social classes — the upper, the middle and the lower classes. These classes differ among themselves due to the differences in the parents' profession and education. The upper class parents have the opportunity to provide their children with all the modern amenities of life, along with good food, expensive clothing, good education, occasional trips to foreign countries, and servants to take special care of them. In spite of providing every opportunity for the welfare of their children, upper class parents seldom have the time to

speak to their children regarding their education and have little time to dine with the members of their family. So they rest all the responsibility on the shoulders of their servants.

Moreover, the children are provided with everything by their parents even before they feel the necessity of anything. So they have nothing to do and nothing to want. As a result they lack initiative. In other words, we can say that these upper class Bangladeshi parents are too overprotective in treating their children and too aware of keeping their family status intact. Conservativeness is one outstanding characteristic of this class of parents. Sometimes these parents do not allow their children to play with the children of the lower and middle classes. They are too concerned for the welfare of their children and they offer them extra privileges but seldom have time to exchange ideas with them.

The middle class Bangladeshi parents regard their children with "possessive pride and hope". They emphasize social conformity to achieve status, supervise their children closely and expect them to avoid any behaviour which might bring criticism on the family. The child is expected to be independent at an early age as a way of "getting ahead". Education is emphasized because it is a way of

"bettering themselves". This is especially true in the case of boys. The middle class child is expected to inhibit emotional expressions and aggressions at an early age. Because the middle class child is wanted by his parents and is regarded as a fulfillment of his parents' marriage, he is treated in a kindly manner, is usually brought up in a somewhat democratic home atmosphere, and is given as many advantages as his parents can afford.

The lower class parents, on the other hand, force their children to stand on their feet too early and to earn for the whole family. In this case also, the child develops very little achievement motivation, because in this case, the child is being asked to do something before he is ready for it.

In general, in each and every class, Bangladeshi parents are authoritarian in the treatment of their children. In every class parents make the decision for their children. In selecting a job, in selecting a bride and in every other sphere, it is the father who makes the decisions for the children. The child's initiative is thus lost in early childhood because of parental dominance. This lack of initiative explains why people stop working as soon as the boss leaves the office; why students cheat in examinations instead of studying properly.

The overprotected child of upper class Bangladeshi parents feels insecure when he goes out, because in normal surroundings, he feels the lack of the accustomed overwhelming protection.

So step by step, the child loses initiative and the desire to learn new things, or investigate or plan a thing for himself, because he will be punished if he does anything wrong. Therefore, the child reacts defensively, tries to save himself from possible failure and takes very little risk. He seeks his parents' help at every step. Because he thinks what he is doing may be wrong and his parents will do it better.

In short, we can see that in Bangladesh, parents are deficient in many respects. Many of them are so deprived that they cannot provide their children the things they lack. But, on the other hand, compensation plays an important role. The parents who did not get sufficient love in their own life, (which is obvious in the case of Bangladeshi parents, because they belong to a country which is deficient in many respects; they grow in poor economic conditions, illiteracy, dependency and prejudice) try to give excessive love to their children. This, in turn, lowers the achievement motivation of their children.

So we can see that children are being restricted and crippled emotionally in the formative years in the family

environment — that is in the very place where they should be wisely nurtured and emotionally equipped to survive in a highly competitive world.

Parental Dominance Traits

Now parental dominance — either harsh or overprotective — is at the root of the problem. But before this destructive pattern can be corrected its distinctive elements must be recognized and analysed.

Parental dominance stands in the way of the adjustment of adolescent children to the economic and social world (Symonds, 1938). Symonds defines dominating parents as those who control the child too much and are too authoritative. They punish the child, threaten him, and hold him to standards not suited to his age and development. They criticize and frighten him relentlessly. In some cases they plan extensively for his needs.

There are many reasons for parental dominance. But whatever the reasons the end result is the same. The adolescent resents dominance and his struggle will often become a struggle for ascendancy between himself and his parents. Levy (1933) shows that when parental domination is harsh, unusual or irregular, severe reactions on the part of the child are likely to follow. This is especially true when

the parents are too protecting or rejecting. Reindant and Fowlercite unjust punishment as a contributing factor to juvenile delinquency. In their study, they found that twice as many delinquents as non-delinquents think the father who whips his children a cruel man.

Achievement Motivation Traits

We have discussed so far how an individual forms his behaviour in early life in association with various things in his immediate environment, especially how he is motivated to do certain things due to different treatments given by the parents. Now we will discuss a particular type of behaviour resulting from motivation — especially achievement motivation. Motivation is something that is responsible for the activation of the behaviour of an organism. Thus, motivation refers to what moves the organism to do what it does. To motivate means to move, to activate, and motivation refers to the process through which the initiation of activity takes place. The whole course of motivation includes drive, motivated behaviour, a goal object, goal achievement, and drive reduction which puts end to the whole course.

The main concern of this study is a kind of specific acquired motive — the achievement motive. In this connection, a short historical background and definition of achievement and its characteristics will be discussed in the following paragraphs.

The concept of achievement and its origin were not clear till the early part of 1934. Since then, new theories are being continually developed about achievement motivation. But, as there was no attempt to harmonize these different theories, a complete and clear picture of achievement motivation did not evolve. In the last part of 1940 a small group of psychologists including McClelland, Atkinson, Clark and Lowell (1953) carried out tests in this area of motivation — the achievement motivation in the university of Weslyn.

Many psychologists argue about this new kind of motive and try to define it in various ways -- such as self-actualization (Goldstein, 1939), self expansion (Angyal 1941), self consistency (Lecky, 1945), competence (White, 1960), and ego integrative (Hilgard, 1953).

The achievement motive can be simply defined as the energizing condition of the organism leading it in many situations to seek higher standards of performance. Achievement motive may be expressed in behaviour as the ability to lead, to seek status and in many other activities.

The high standard of performance is set by the individual himself and he exerts all his efforts to achieve it. According to McClelland (1953), achievement motivation is a learned, affective anticipation of the pleasurable consequence

of success in situations where the quality of efficiency of one's performance is to be evaluated. According to this definition, therefore, the critical point in scoring for achievement is the detection of affect in connection with evaluated performance.

Characteristics of Individuals Who have High Achievement Motivation

Individuals who have high achievement motivation behave very differently from those who have low achievement motivation. Researches by McClelland (1953), Atkinson (1950) and others have revealed that a person with a high score in achievement motivation will display the following symptoms.

- (1) The person of high achievement in fantasy life, as revealed by T.A.T. (Thematic Apperception Test), likes themes related to mastery, success, perfection, etc. An individual with low scores in achievement motivation, on the other hand, likes themes related to failures, inability, obstacles, etc.
- (2) The person with high achievement motivation is very acquisitive and status seeking as compared with persons of low achievement motivation.

- (3) The person with high achievement motivation works to meet high standards. He does not care about his comfort, convenience, approval or monetary reward. In the ordinary sense, motivation refers to reward or gain, but achievement motivation does not refer to reward in the ordinary sense. The achievement motive is sustained by the sense of achievement which the individual aspired to.
- (4) A highly achievement oriented individual works neither to please nor to avoid the punishment of others. He works because he gets inner satisfaction if he works perfectly. An example will make this point clear. A person who attends to his desk and shows that he is working hard, but gives up the work as soon as the boss leaves the office, has very low achievement motivation.
- (5) The person with high achievement motivation is very adventurous and likes to take great risks. Risk taking is an important quality of achievement motivated people. The person of high achievement motivation tends to be predisposed towards innovations, towards working at tasks which are not safe and traditional but involve some elements of risk — perhaps because only then can he get subjective satisfaction from succeeding.

- (6) The individual of high achievement motivation will approach a task which has an intermediate probability of success. The studies of Escalona and Festinger reveal the individual's approach and avoidance tendency for a given task. The task an individual finds difficult is one for which subjective probability of success (P_s) is very low. The task an individual finds easy is one for which his subjective probability is very high. The negative incentive value of failure (I_f) can be taken as P_s , when P_s is high (e.g., .90), a very easy task, the sense of humiliation accompanying failure is also very great (e.g., .90). However, when P_s is low (e.g., .10) in respect of a very difficult task, there is little embarrassment in failing, one cannot anticipate the thrill of a great accomplishment if, as a matter of fact, he faces what seems a very easy task. Nor does an individual experience only a minor sense of pride after some extraordinary feat against what seemed to him overwhelming odds.
- (7) So we can see that the individual in whom the achievement motive is stronger should set his level of aspiration in the intermediate zone where there is moderate risk, because he will voluntarily choose activities that maximize his anxiety about failure. The person in whom the motive to avoid failure is stronger would select either the easiest of the alternatives or would be extremely speculative and set his goal where there is virtually no chance of success. These are activities which minimize his anxiety about failure.

McClelland (1953) conducted a research with a group of kindergarten children to see their level of aspiration. A comparison was always made with non-verbal achievement motivation scores. The study shows that children who are high in achievement scores more frequently set their level of aspiration in the intermediate range of difficulty. The children who are low in achievement motivation choose a task at an extremely difficult level.

Clark, Teevan and Ricciuti (1956) made an experiment to compare the achievement motivation score with the level of aspirations of college students. Immediately before the beginning of a college course students were asked a series of questions regarding grade expectations. It was found that highly-achievement oriented groups set their level of expectancy at the level of intermediate zone than for the two groups who set either extremely high or low levels of aspirations.

- (8) The research of Winterbottom (1953) reveals that children who are strong in achievement motive are rated by their teachers as deriving more pleasure from success than children who are weak in achievement motive.
- (9) The behaviour of highly achievement oriented people is persistently striving in activity, aimed at

attaining a goal in some area involving competition with a standard of excellence. In relation to these standards of excellence, the achievement oriented person directs his efforts towards obtaining the pleasure of success and avoiding the pain of failure.

- (10) The person with high achievement motivation works harder at laboratory tasks, learns faster, does somewhat better school work in high school even with IQ partialled out, and seems to do his best work where it counts for his record and not when special incentives are introduced such as pressure from outside to do well.
- (11) A person with high achievement motivation does not ordinarily do better at routine tasks where no standard of proficiency or improvement with respect to the performance itself is present. He can perform better only when performance has achievement significance for him.
- (12) Enjoyment of performance feedback is another characteristic of a person with high achievement motivation. A person with high achievement motivation is anxious to know the outcome of his performance.
- (13) The person with high achievement motivation comes from families where there has been stress on early self-reliance and mastery and oddly enough they cannot report accurately, when asked whether they have a high achievement motivation or not.

- (14) The person with high achievement motivation likes to be active and successful in business enterprises, because business involves risk, personal responsibility and measurable results, all of which are characteristics that appear to attract people with high achievement motivation.
- (15) The person with high achievement motivation feels that his chances of winning at a competition are actually better than the stated odds. Pottharst (1955), for example, has found that Ss who are high in achievement motivation, set higher levels of expectation for performance at a task at which they have had no previous experience than Ss who are low in achievement motivation.
- (16) A person with high achievement motivation does not lag behind the time schedule. His sense of achievement always demands high accuracy in time schedule. A person with low achievement motivation, on the other hand, has no sense of time.
- (17) The outstanding characteristics of people with high achievement motivation are conscientiousness and responsibility, effectiveness in intellectual functioning and freedom from emotional tension. They are liked by the staff. But peers consider them relatively dependent and lacking understanding of others. The group with high

achievement motivation receives relatively high ratings from the staff in social poise and insight and consistency of behaviour.

- (18) Atkinson (1950) argues that subjects high in the motive to achieve success may project their subjective probabilities of success upwards (i.e., are optimistic in their expectations) while subjects high in anxiety about failure may project their subjective probabilities downwards.
- (19) In a more recent study subjects high in achievement reported that they expected to beat more people in a shuffleboard game than subjects low in achievement motivation.
- (20) Another component of the person with high achievement motivation is insight into others (as judged by the others involved), and the possession of personal qualities associated with a high degree of social status, for example, conversational facility, an ability to communicate ideas effectively, and self-acknowledged ambition. This type of highly motivated people gave themselves higher ratings on motivation for professional status than did the other students.
- (21) The person with high achievement motivation appeared to the staff to be consistent and predictable, i.e., they

appeared to behave consistently and in the expected direction.

- (22) The association of attributes of responsibility and concern for the welfare of others and strength in both n achievement and n affiliation corresponds to a positive relationship between clinical ratings on superego development and n achievement found by McClelland et al.

These attributes also tend to corroborate Murray's suggestions that a person high in n achievement and in n affiliation would prefer to collaborate with others in attaining their goals. In order to interact effectively with others in achieving their goals, it seems necessary that a person be responsible for his share of the work and show some concern for the others involved.

HISTORICAL REVIEW

There is no doubt that the family (particularly the parents) plays an important role in the development of psychological characteristics like intelligence, imagination, memory, etc. of the child. As stated earlier, parental dominance thwarts the development of achievement motivation in the child probably because of the fact that parental dominance makes children loose freedom of doing something quickly. A number of investigations support the contention that parental dominance lowers achievement motivation in the child.

In an experiment by Strodbeck (1954), it has been mentioned that fathers were found to make decisions for their sons. Psychologically speaking, boys with dominant fathers would be more likely to depend on them for decisions as to what they should do and how they should approach their work.

Such dominating behaviour makes the boy more dependent and perhaps more obedient and responsible, but it does not encourage him to set his own standards of excellence and to strive for them on his own. It was also found that dominating behaviour of mother did not interfere with the development of achievement. The explanation probably lies in the fact that the boy is more likely to get his conception of the male role from his relationship with his father rather than his mother and therefore he becomes dependent and obedient if his father is strong and dominating.

We now know that the family is a powerful determinant of achievement. Unconscious images of parental jealousies and competitive strivings shape the adult attitudes and beliefs.

Just like any other Psychological motives achievement motivation is also a learned motive. It develops out of repeated effective experiences connected with certain types of situations and certain types of behaviour. These types of situations involve standards of excellence, presumably imposed on the children by culture, or more specifically by the

parents as representatives of the culture. And the types of behaviour involve either competition involving those standards of excellence or attempts to meet them which, if successful, produce positive effects or, if unsuccessful, negative ones. It follows, therefore, that children with high achievement motivation will be produced by those cultures or families which stress competition involving standards of excellence or insist that the child be able to perform certain tasks well by himself. McClelland and his associates (1953) made systematic studies on the role of parental expectations for the development of achievement motivation in their children. Their initial studies indicated (McClelland and Friedman, 1952) that the parents of boys who developed high achievement motive expected their children to start showing some independent behaviour, such as, making their own choices, doing things without help, knowing his way around the neighbourhood, doing well in competitive sports and generally taking care of himself in the house, between the ages of six and eight.

Boys with relatively low achievement motive, on the other hand, had parents who either expected such independence and mastery at an earlier age before they were ready for it or who did not expect it until much later.

The "too early" and "too late" expectancy patterns produced different effects on the development of achievement

motivation. The too early expectancy pattern was noticed among the poorer economic groups. Premature pushing hardly encouraged the children to become self-reliant. Instead, it was quite likely to frighten them and make them feel unwanted and incompetent.

The too late expectancy pattern was found among the wealthier groups which had a tradition of controlling the activities of their children very strictly. The children were over protected or overdisciplined. So, they developed a feeling of dependence and of avoiding self assertion. This did not, however, mean that the achievement oriented children were not disciplined by their parents. They were disciplined but there were important differences in emphasis.

The most ideal homes for the development of achievement motivation are those where children are encouraged to begin taking control of their own lives as they become capable of doing so; where they are not excessively restricted by parental discipline, and where the emphasis is on a desire to prepare the children for effectiveness and responsibility as an adult rather than a desire to get rid of him or to make him conform to the parents' values. If any of these elements are missing from the equation, there is less likelihood of producing adults with strong achievement motives.

McClelland (1951) framed the hypothesis that individuals with high achievement motive would have been forced to master

problems on their own often and earlier than individuals with low achievement motive. This hypothesis led to systematic investigations. A questionnaire study was carried out on 30 college students who rated parents' behaviour. It was found that perceived severity of upbringing or felt lack of love and affection was associated among college students with high achievement motive. Sons who felt that their parents had rejected them had higher achievement scores than those who felt their fathers had love and acceptance.

Some further data on parental images were collected from the sons on family relationships. They were asked to rate each parent on a seven-point scale on the following personality traits: Self-confident, helpful, friendly, selfish, clever, and successful. The ratings of traits were grouped into three categories: nurturant, authoritarian and successful. The findings tended to confirm the previous findings about perceived parental severity. The friendly, helpful rating, particularly for the father, was negatively related to achievement motivation score. In other words, sons who ranked low in achievement motivation tended to perceive their fathers as more friendly and helpful. Sons with high achievement motive tended to perceive their fathers as unfriendly and unhelpful.

Data also showed that achievement motivation score was inversely related to the successfulness of parents as rated

by their sons. Sons of college age who thought that their parents were clever, successful, and self-confident, did not have high achievement motivation scores. College males who gave evidence of being very close to their parents in their admiration of them and perception of them as particularly loving and helpful did not for the most part score high on achievement motivation scale.

Before we draw any conclusion as to the kind of parent that produces sons with high achievement motivation, it is better to look at similar data obtained from high school males. The relation between achievement motivation scores and ratings was strikingly reversed. Whereas the correlation between achievement motivation scores and perceived friendliness of the father was significantly negative for college age sons ($r = -.56, P < .01$); it is significantly positive for the high school age sons ($r = .39, P < .05$). The reversal was also evident in the ratings on successfulness, the high school sons with high achievement motivation tending to judge their fathers as more rather than less successful.

From the two opposing results, it may be suggested that high achievement motivation is associated with moderate levels of friendliness and success in the father. Thus, if the father is too rejectant, achievement is not apt to develop; or if he is too nurturant, it is also unlikely to develop.

Parents as representatives of culture differ as to the amount of pressure they put on their children for early mastery of skills. The more they insist on early mastery, the more the child thinks in achievement terms. In short, the more the child is forced to master things, the greater his achievement.

McClelland and Friedman (1952) made a cross-cultural study on this problem. Ratings on independence- training were obtained from ethnographic materials from eight American Indian tribes. The scores on achievement of the culture as a whole were obtained from achievement imagery in folk tales. There was a significant relationship between independence training and achievement motivation. This meant that a child who was forced to be on his own and to give up being nurtured by adults was also one who would have to master his own problems and to get along by himself. Furthermore, parents who stressed independence were likely to stress self-reliance and individual achievement. Independence training, in a culture was therefore positively correlated with achievement motivation scores.

The severity of independence training (suddenness of training, punishment for non-independence) was also significantly correlated with achievement motivation. With age and severity combined, the relationship was found to be significantly positive, well beyond the .001 level of significance.

Later work on a large group of culture (Child et. al, 1958) revealed that in sample of 33 cultures positive training for achievement was associated with achievement motivation in folk tales ($r = .34$, $P < .05$).

The most direct and conclusive test of the hypothesis that achievement motivation was associated with stress on independence training has been made by Winterbottom (1953). She obtained achievement motivation scores from stories told by 29 normal boys of 8-10 years old in response to verbal cues under both relaxed and achievement oriented conditions. The verbal cues used were:

1. A father and son talking about something important.
2. Brothers and sisters playing. One is a little ahead.
3. A youngman alone at night.
4. A boy with his head resting on his hands.

The mothers' attitude towards independence training was obtained from a questionnaire given to the mother in an interview. Each mother filled in a questionnaire which included a list of twenty kinds of independence and mastery behaviours that she might consider as the goal of her training. A mother was asked to put a check beside each item she considered to be a goal of her training and to indicate the age by which she expected her child to have learned the behaviour.

Three hypotheses were tested: (1) Mothers of boys who were high in achievement motivation would make a greater number of demands for independence and mastery. (2) Such mothers would reward the child more frequently and more intensely and (3) Such mothers would give this training at an earlier age than mothers of boys who were low in achievement motivation.

Winterbottom's results could be summarised as follows:

- 1) While the total number of demands made by mothers of sons with high and low achievement motive did not differ, the mothers of sons with high achievement motive expected their children to have met independence much earlier in life. By the age of seven years the mothers of sons with high achievement motive expected that over 60% of the demands would have been learned.
- 2) The "restrictions" data were also interesting. The mothers of sons with low achievement motive made almost as many restrictions as they did demands, and the difference between them was not significant. But the mothers of sons with high achievement motive made more demands than they did restrictions before the age of 8 years. The mothers of sons with high achievement motive tended to cease making restrictions at the age of 8 years while the mothers of low achievement motive increased their restrictions.

It is worth noting in this connection that one item among the restrictions which differentiated the mothers of sons of the high and low achievement motive most significantly, dealt with not playing "with children his parents do not know or disapprove". Significantly more of the mothers checking this item had sons with low scores in achievement motivation. This indicates that mothers who did not want their children to play with strangers were more apt to have attitudes favouring the development of sons with low achievement motive and with anti-democratic attitudes. Low achievement motive came from the authoritarian or protective family.

Moss and Kagan (1960) in their studies of middle-class white American families attempted to correlate the age at which the mothers exerted pressure for achievement with the male adolescent need achievement score. They found that achievement pressure was more effective in producing high achievement if applied to boys between the ages 6-10 than if applied earlier.

The studies by the American psychologist Strodbeck (1958) found out the reasons for not developing achievement motivation in the upper socioeconomic class. It is mainly because they stressed the importance of achievement too much. It is mainly the father who filled the mind of his son with too many suggestions, before he was ready to accept and

adopt them. In this type of situation the son found it an easy solution to depend on his father instead of making the decisions for himself.

In all the studies cited above, an inference was made about the treatment a child received from his parents. But a direct observation of the parent child interaction would be more conclusive. Rosen and D' Andrade (1959) designed a study to observe directly the parent-child interaction under controlled experimental conditions. They found that parents of boys of high achievement motivation did indeed set high standard of excellence than did parents of boys with low achievement motivation. The parents of former children tended to expect their sons to build higher towers, to carry block patterns of greater difficulty and to stand further away from the pegs in the ring - toss game. They also observed that parents of boys with high achievement motivation showed more "warmth" or positive affect as the boys were working - thus showing greater emotional involvement in their success. This finding supports McClelland's theory of the origin of achievement motivation which states that motives are acquired through affective changes associated with the achievement situations.

Rosen and D' Andrade obtained further support of earlier findings that very high rigidity or authoritarianism, particularly from the father was likely to lower achievement motivation. Of particular importance was the finding that dominant behaviour

did not inhibit the development of achievement motive if it came from the mother, but it did inhibit the development of achievement motive if it came from the father.

These studies suggest that a particular pattern of family relationships tends to promote the development of a high need for achievement. Since these studies were based on middle class American families, the question naturally could be asked as to whether their findings could be generalized to other cultural contexts. Recent evidence obtained by McClelland (1961) from interviews with mothers in Brazil, Japan and Germany substantially supports the findings of Rosen and D' Andrade that as compared with parents of boys with low n achievement, the parents of boys with high n achievement show greater warmth and have higher levels of aspiration for their sons and at the same time the parents of these boys with high achievement motivation, show less dominance over their sons.

That parental overprotectiveness influences motivation, especially achievement, could be found in the longitudinal study by Sears, Macoby and Levin (1937), in which parental practices were reported when the child was young and the personality characteristics measured when he or she had grown up. It was made possible because Sears and his associates carried out a very extensive study of mothers' reports of

child rearing practices in 1951 in the Boston area. In 1977 and 1978 it proved possible to locate, interview and test a substantial number of the children whose mothers had been interviewed 26-27 years earlier. The children had at that time reached 31-32 years of age - old enough to provide stable indicators of their adult personality characteristics. Scheduling of feeding and severity of toilet training were significantly associated with adult need for achievement (n Ach) scores, overall and in subsamples obtained either randomly or by sex or social class.

In a more recent research for the kind of parent - child relationships that are likely to enhance young children's competence and maturity, Diana Baumrind (1967) studied three groups of nursery school children with different personality structures. Children were assigned to the groups on the basis of extensive observations in the home and school.

Pattern 1 children were the most mature, competent, content, independent, realistic, self-reliant, self - controlled, explorative, affiliative, and self - assertive. Pattern 2 children were rated as moderately self - reliant and self - controlled, but relatively discontented, insecure and apprehensive, withdrawn, distrustful and uninterested in peer affiliation. Pattern 3 children were the most immature, highly dependent, less self-controlled and less self-reliant than the children in the other two groups, and more withdrawn, that is, they tended to retreat from novel or stressful experiences.

The child rearing practices of the parents of the three groups of children were investigated by a variety of assessment procedures, including home visits, observations in structured situations and parental interviews. Four aspects of parental relationships to children were evaluated: control, that is, efforts to influence "the child's goal - oriented activity, modification of the expression of dependent, aggressive and playful behaviour, and promoting internalization of parental standards", maturity demands, pressure on the child to perform at the level of his or her ability intellectually, socially, or emotionally; clarity of parent - child's communication for example, using reason to obtain compliance, asking the child's opinions and feelings; and parental nurturance including warmth and involvement.

The parents of mature, competent children scored uniformly high on all four dimensions. Compared with other parents studied, they were warm, loving, supportive, conscientious, and communicated well with their children; at the same time, they were controlling and demanded mature behaviour from their children. Although they respected their youngsters' independence and decisions, they generally held firm in their own positions being clear and explicit about the reasons for their directives. This combination of parental control and positive encouragement of the children's autonomous and independent strivings was called authoritative parental control.

Clearly such parents provided a learning setting conducive to acquisition of behaviour that was both socialized and independent. They did a great deal of teaching integrating attempts to control their children's behaviour with giving information and reasoning. Since they were also warm and nurturant, these parents were probably effective reinforcers of the child's mature, independent behaviour, using love and approval as rewards. At the same time they also provided excellent models of competent, decisive, calm, self-assertive and mature behaviour.

The parents of children who were somewhat self - reliant but relatively discontent, withdrawn and distrustful (pattern 2) were rated as lower on use of rational control and were more coercive; they were less warm, nurturant, affectionate, or sympathetic with their children. They were called authoritarian because they were highly controlling and used power freely; they did not encourage their children to express disagreement with parental decisions or rules.

The parents of last pattern, (pattern 3) whose children were least self - reliant, explorative and self - controlled, were permissive, noncontrolling, nondemanding and warm. They were not well - organized or effective in running households, were lax in disciplining and rewarding the child, made relatively few and only weak demands for mature behaviour, and

paid little attention to training for independence and self-reliance. Consequently, in the nursery school setting, their children appeared immature and lacking in independence and self-reliance.

More recently, Baumrind (1971) reversed her investigatory procedure by starting with the three basic patterns of parental authority — authoritative, authoritarian, and permissive. As mentioned earlier, authoritarian parents were those who tended to dictate their children and stressed the uses of punishment in dealing with their children. Permissive parents, on the other hand, were those parents who were democratic in their attitude towards their children, encouraged them to voice their feelings and opinions and stressed the uses of rewards in bringing up their children. Authoritative parents were those who were loving and supportive, at the sametime, they were controlling and demanded mature behaviour from their children.

Baumrind determined the differential effects of parental authority on preschool children's competence, independence and social responsibility. The results were generally consistent with her earlier findings, although there were differential effects on boys and girls. Authoritative parents proved to be most effective in promoting the development of competence, independence, purposiveness and achievement orientation in girls and social responsibility in young children of both sexes.

Follow - up studies showed that these qualities were stable and enduring. According to Baumrind, both authoritarian and authoritative parents preach responsible behaviour, but only the authoritatives actually served as models on this kind of behaviour. As a result, their children behaved more-responsibly in early childhood and later on. In contrast, the authoritarian parents did not practice the kind of responsibility they preached; they were primarily concerned with their own ideas and standards, frequently neglecting to take their children's interest and welfare into account. Because permissive parents did not demand much from their children and did not reward self - reliant or responsible behaviour, their sons were relatively lacking in sense of responsibility and achievement orientation. Neither authoritarian control nor permissiveness provided children with the knowledge and experience they needed if they were to act in independent, self - reliant ways.

Norman, M.B., Professor of the University of Chicago, conducted a research to find out a relationship between achievement and father dominance in Turkey in 1963. This study presented cross cultural data to support the findings of Rosen and D' Andrade, that fathers of boys with low achievement were higher in authoritarianism and dominance. Such findings suggested that marked cultural differences in the structuring of parental role behaviour might have strong

effects on development of social motives. Wide differences in average level of certain motives such as n achievement might have profound consequences for larger social processes, as McClelland (1961) had recently shown with regard to n achievement and economic development. Evidence for the hypothesis was obtained by testing groups of American and Turkish junior executives and comparing the n achievement scores of the two groups. The American junior executives, as compared with the Turks, were found to have significantly higher n achievement scores. The Turkish father generally played authoritarian figure, who made the decision for the whole family without consulting other family members. It was found that Turks who were less dominated by their fathers - because of early separation with the father or Turks whose father died at an early age, had higher n achievement scores, than did men who were more dominated by their fathers. On the basis of Norman's research, it can be concluded that at least as far as an objective measure is concerned physical removal from the father's influence is conducive to the development of a higher n achievement, even though subjectively, subjects may still regard their fathers as the most influential person in their life.

In short we can say that moderate child - rearing pressure on several dimensions are optimal for producing n achievement. To begin with, let us list the extremes that do

not produce children with high achievement motivation. Firstly, father's dominance is one extreme, because the father makes the decisions and little pressure is put on the son to work out high standards for himself. Secondly, another extreme is simply a low standard of excellence and an indulgent attitude towards the son that obviously would not promote his achievement. Still a third "extreme" is very early achievement demands where the son is so to speak thrust out of the nest before he is ready to fly. What lies in the middle of these extremes is reasonably high standards of excellence imposed at a time when the son can attain them, a willingness to let him attain them without interference and a real emotional pleasure in his achievements short of over protection and indulgence. In brief, the picture emerging from all these data about the type of parental attitudes which facilitate development of achievement is quite clear and consistent although it is obscured at times because of the crudity of the measuring instruments that have been applied to assess it.

Purpose of the Present Study

The purpose of the present study is to develop two scales, one for the measurement of achievement motivation of school age children and the other for the measurement of

parental dominance of these children and to find out whether there is any influence of parental dominance on achievement motivation of their children.

Hypothesis

On the basis of relevant data and in conformity with the purpose of this study, the following hypotheses were formulated.

- 1) A moderate amount of parental dominance is necessary to produce children of high achievement motivation.
- 2) Excessive dominance or too liberal parental attitudes will lower the achievement motivation of the children.
- 3) Father's dominance is more likely to influence the achievement motivation of the son. Mother's dominance will influence the achievement motivation of the daughter.
- 4) If both parents are too dominant or too liberal the achievement motivation of their children will be low.

CHAPTER 2

METHODOLOGY

Methodology and Design

The usual technique of measuring the degree of achievement motivation is through thematic apperception test. Shortly after the second world war, David C. McGlelland and his associates began to explore the possibility of measuring human motivation through analysing the content of fantasy. They selected achievement motivation for this purpose. T.A.T. (Thematic Apperception Test) was chosen for the measurement of motivation because it had been found that if the subjects were deprived of food or experimentally aroused for certain motivating conditions and afterwards given T.A.T. pictures to write imaginative stories, there was a high correlation between motivation of the subjects and the score they obtained from writing T.A.T. stories.

There are, however, certain difficulties with this method. First, writing a good imaginative story needs some language efficiency. So, it would not be wise to administer the test on subjects with different educational backgrounds or on subjects with language deficiency. Secondly, the scoring procedure is very difficult and needs rigorous training and thirdly the scoring procedure is not reliable.

To overcome the difficulties associated with the use of T.A.T., attempts have been made in recent years to measure

achievement motivation with the help of the questionnaire method. Richard Lynn (1969) of Great Britain made a systematic approach to devise a questionnaire measure of achievement motivation. The chief consideration for using the T.A.T. was that achievement motivation is likely to be expressed through one's fantasies (called achievement themes).

Likewise, the main consideration in using questionnaire method is that achievement motive will be expressed through the attitude of the individuals (called achievement attitudes). Lynn's questionnaire, consisting of sixty three items, was designed to measure achievement attitudes and was administered to 583 male subjects, of whom 303 were managers, 200 students and 80 junior naval officers.

The essentials were then factor analysed and an achievement scale was constructed. The validity of this scale was tested by having it administered to recognized high achievers. Three groups of successful people scored significantly high on the scale, namely entrepreneurs, University professors and managers. The questionnaire method has been subsequently used on a wider level by Melikian, Ginsberg, Cucelloghe, and Lynn (1971).

The concept of achievement motivation has been defined in the previous chapter. It is our task now to develop an achievement motivation inventory. Following is a discussion of how an achievement motivation inventory was prepared in

this study. The content of an achievement attitude is determined by the responses which constitute it. The set of behaviours comprising an achievement motive will be called an achievement motivation universe. The elements of this universe are manifest - the responses to specific situations. A sample of these elements is used to measure the achievement motivation; from this sample of behaviour an inference can be made about the entire universe. Conceptually, the measurement of achievement motivation involves sampling of behaviour universe and measuring the universe by means of the sample. This means that the sample of elements should be representative.

Questionnaire method was primarily followed for the present study.

Achievement motivation of the school age children was measured with the help of an achievement motivation questionnaire which was constructed following the idea of Richard Lynn (1969). Also a dominance scale has been constructed to measure the degree of dominance of parents of these children, in order to find a relationship between degree of dominance of parents and achievement motivation of their children.

The development of these two scales for measuring the two psychological variables were carried out in phases through a number of preliminary studies followed by final studies of different samples of population.

Pilot Study

A preliminary study was conducted to see the effects of different variables and to find the validity of individual items, reliability etc, before proceeding with the final study.

Care was taken to include people of three socio-economic groups representing our culture and also three categories of students of higher, lower and mediocre merits.

After constructing two sets of questionnaire, one for measuring dominance parameter and the other for the achievement motivation parameter, pilot studies were undertaken for the evaluation of the quality of individual items of the two questionnaires and also the reliability and the validity of the questionnaires as a whole. Two pilot studies were conducted. The first pilot study consisted of relatively large sample of seventh grade boys and girls of different schools in Dhaka city for the achievement motivation questionnaire and the parents of these students for the dominance questionnaires. The second pilot study was undertaken to improve upon the questionnaires constructed in the first study.

Reliability: After obtaining responses of these subjects on the questionnaires a thorough study of its reliability and

validity was made. The reliability of the achievement motivation questionnaires was determined by the split-half techniques. Any questionnaire device to measure ability or personality traits must be reliable and valid. Otherwise the questionnaire is useless. By reliability we mean that the score obtained by a subject on the questionnaire does not vary from occasion to occasion. That is, if a subject is asked to answer a question on different occasions, his answers to these questions would be consistent.

The subjects included both the girl and the boy students. The students were asked to answer the questions within a limited time and in the presence of their class teacher. No consultation with others was allowed. But clarification on certain questions, when sought for, was welcome.

The split-half technique was adopted here as it was economic and less time consuming. The coefficient of correlation of odd and even number of items was computed. The coefficient of correlation was 0.52. Reliability was also determined by the test - retest technique. The questionnaire was administered on two occasions, separated by a period of one week, to minimize the effect of memory or practice and other carryout effects. The scores of the two administrations of questionnaire was then correlated by the "product moment technique".

Validity: The next important consideration about a questionnaire is its validity. The validity of a test implies that the questionnaire measures what it purports to measure. In this particular case of constructing an achievement motivation questionnaire it can be questioned whether this questionnaire is really measuring the achievement motivation or something else.

This question can best be answered by correlating the achievement score of the questionnaire with some independent achievement criterion. In this case the achievement questionnaire has been correlated with academic achievement and achievement items of the E.P.P.S. scale. Also the validity was found by factor analysis. The single factor that is measuring the achievement motivation was found out.

Now, the principal factor which we can extract out of this questionnaire by factor analysis is definitely an achievement motivation factor. We can then find the factor loading of individual items of the questionnaire which will help us to judge the merit of these items. We can introduce new items which would have greater factor loading, all the time increasing the validity of the questionnaire.

Next comes the question of item analysis of the test. Item analysis is a procedure which is used to improve the quality of a test or questionnaire. Items of the questionnaire

have been analysed in terms of their variance and of their discriminative power. Items of the questionnaire which are passed or failed by everybody are of no value. It is shown that items which have variance (σ^2) of the order of 0.25 are the most suitable ones. We have analysed the individual items of the questionnaire and improved the quality of the items by discarding those items which do not satisfy this requirement.

Discriminative power analysis have further contributed to the validity of individual items of the questionnaire. Under this method, the scores are arranged in serial order. Then weighted mean of the total score of the fourth quartile of the subjects on an item is subtracted from weighted mean of the total score of the first quartile of the subjects on the same item. The difference between these two weighted means gives us the discriminative power of that item. Only those items were then retained which had discriminative power of 25% of its scoring range. Items which had discriminative power less than that were discarded, while those items which had negative discriminative power were thought to be harmful to the test and were discarded.

The details of the variables being measured in this study and the methodology being followed in the measurement of each of these variables are described separately in the subsequent chapters.

MEASUREMENT OF ACHIEVEMENT MOTIVATION PARAMETER

Concept of Measurement: Any measurement involves three things - a parameter that has to be measured, an unit by which the value of the parameter has to be measured and a suitable device or scale for measuring the values of the parameter in the unit chosen. As an example , we may cite the parameter "height" of individuals for which we may use the unit 'meter' and the device used to measure this parameter is a meter scale.

In this example, we must be aware of the fact that the parameter "height" has one and only one value for an individual. Actually we define parameter as anything which has a range of variability with reference to an entire entity, and has an unique value when referred to an individual of the entity. Weight, age, complexion, number of hair on one's body, etc., are some parameters referred to human entity. Intellegence, politeness, shrewdness, etc., are some more parameters provided we can define them properly and invent device to measure their values such that each of these parameters has a unique value when referred to an individual.

In the above example of the measurement of parameter, height, we used a meter scale to determine the value of the parameter for each individual. There is hardly any other parameter whose value is directly measured by the device, scale.

Values of most of the parameters we measure are determined not directly by a scale but by measuring the change of the values of a second parameter, induced by the value of the concerned parameter. If we consider the parameter "temperature of a body" which is defined as agitated state of atoms of that body and thus can never be measured directly. But from our observations, we know that when a particular volume of a liquid is heated, its atomic agitation is increased; thus its volume is also increased. If the liquid is confined in a tube, then the increase in volume will simply result into increase in the height of the tube occupied by the liquid. Thus, just by measuring the height of the liquid in the tube we can measure the temperature of the liquid. As such, to measure the values of the parameter "temperature" of a body, we usually measure the volume of a given amount of another liquid brought to the same temperature by putting the liquid in contact with the body whose temperature is to be measured. Mass is another parameter which cannot be measured directly. But the force of earth on a body (body's weight) is proportional to its mass. Force in turn produces elongation in spring which is proportional to its magnitude. Thus when we hang a mass from a spring, the increase in the length of the spring is a measure of its mass. Actually, in practice, this indirect system of measurement is normally the technique employed to measure the values of parameters.

We thus note the fact that in most cases of evaluation of the value of a parameter, we have to find another parameter which can be measured with a linear or angular scale and with which the desired parameter has a correlation of unity.

Measurement of Psychological Parameters

Psychological parameters refer to the state or ability of human individuals. Defining a psychological parameter is the most difficult part in its method of evaluation. This is due to the fact that, in case of psychological parameter, we can hardly find another parameter which can be measured by conventional linear or circular scale and has a correlation of unity with the psychological parameter. For example, if the intelligence parameter, an ability of human entity for logical deduction, can be shown to have correlation of unity with circumference of head, we could very easily use a linear scale for the measurement of intelligence. Referring to our achievement motivation parameter which may be defined as an urge for excellence and for completion of tasks for self satisfaction is vaguely related to certain behavioural traits. Attempts have been made in the past for merely qualitative measure of this parameter by observing the degree of excellence shown by a subject in chosen tasks. Questionnaire method has also been employed for quantitative measurement of this parameter when aggregate scores of a respondent

on the items of the questionnaire is taken to be a measure of his achievement motivation. It is also being noted that items of these questionnaires are factorized and the aggregate of a certain number of these factor-scores are considered to represent the measure of achievement motivation. Unfortunately, these techniques have miserably failed in the basic requirement of defining achievement motivation to be a unique parameter which might have different degrees of correlations with other parameters but never an aggregate of these parameters or more than one factor.

The method of measurement of achievement motivation parameter, as used in this work, is based on the concept that any parameter, once defined, is unique in the sense that the total amount of its variance as a variable is its own and not any part of it is due to another parameter or parameters. On the other hand, any device, may be an instrument or an item of a questionnaire, can never measure a single parameter. Due to the nature of things in the Universe it is impossible on our part to come up with a device whose measure will contain solely the variance of a single parameter no matter how hard we may try. Even a meter-scale would never measure linear distances alone but would have in its variance the effect of temperature, pressure, distances from earth centre, position of other celestial bodies and a lot of other parameters which are even beyond our own

comprehension. In case of psychological parameters, the problem is much more acute in devising scale for measurement. Of course, we are always confident that an instrument designed to measure a particular parameter would provide us with readings whose major percentage of variance would be that of the parameter concerned. In case of psychological parameters we should feel happy even if fifty per cent of the variance of the readings of our instrument is from the parameter that we intend to measure.

The question now naturally arises as how to determine the percentage of variance of the measure of an instrument which may be attributed due to the parameter concerned and how to extract this desired variance from the readings of the instrument.

To answer this question we would like to go back to the measurement of temperature which is perceivable. We know through observation that temperature variable is correlated to change in volume, electrical resistance, potential difference at the junction of dissimilar metals, etc. Thus, in order to measure temperature, we will use a number of instruments, each one of which will give readings whose certain percentage would be due to temperature alone. Similarly, for measuring a psychological parameter, we will use a number of instruments (considered as equivalent to items of a questionnaire) for its measurement, each one of which

would measure something not fully known to us but would bear correlation of some degree with the parameter concerned. We shall then find the correlation between the readings (between item scores of a questionnaire) of these instruments. Considering now the measure of each instrument as a parameter which cannot be named due to its complex nature, we shall build up a parameter space, in which each of the parameter is standing out in different directions originating from a point as the pins stand out from a spherical cushion. In this parameter space, usually referred to as vector space, each parameter will occupy a unique direction determined by its correlation with other parameters. In this parameter space, the cosine of the angle between any two parameters is the correlation between these two parameters. The parameter to be measured is a vector in this parameter space whose direction has to be determined now. As the parameters representing the measures of our instruments are all intended to measure the variance of our desired parameter, we can confidently say that the vector position of the desired parameter should be such that it can account for the maximum amount of the total variance of all the instrument parameters together. The vector position of the desired parameter is now uniquely determined and can be found out by mathematical manipulation. The required mathematical manipulation is known as "the method of determining principal factors". This method

will resolve the instrument parameters into principal factor parameters which are all perpendicular to each other in the vector space. The factor parameters so determined are independent of each other which means that the inter-correlations of these factor parameters are all zero. The factors are extracted one after another with the stipulation that at any stage the factor extracted must account for the maximum amount of total remainder variance of the instrument parameters and at the same time orthogonal to the already extracted factors. We should note here that in the vector space described above two apparently different parameters, like temperature and volume expansion, will be represented by the same vector, if their correlation is unity. But this should not bother us as it simply implies that the measure of one parameter may be considered as a perfect measure of the other. It should also be noted that the total number of factors needed to account for the total variance of the instrument parameters is equal to the number of instruments used. But we are concerned with only the first principal factor extracted, which represents the desired parameter and the remainder factors are only of theoretical importance to us.

First Pilot Study

In the construction of a measuring scale for the achievement motivation parameters, we designed thirty five items

(considered as thirty five different instruments for measuring the same parameter), each having embodied in it a certain measure of behavioural trait of achievement motivation. These thirty five items are presented in Appendix-A in a questionnaire form. For the evaluation of statistical parameters of the items of this questionnaire, three hundred and fourteen (314) seventh grade students, including both boys and girls, of twenty-four (24) different schools in Dhaka city were studied. For scoring of the items of this questionnaire a dichotomus scale was adopted as it was considered that a more complex scoring system would not be successful with the seventh grade students. The items were then studied in respect of their discriminating power and the validity index - the correlation coefficient of item score with the aggregate score of the questionnaire. The odd-even split-half reliability coefficient of this questionnaire as determined by the Spearman Brown Prophecy formula (Garret, 1958) was found to be 0.57. Items having discriminative power of 20% or more of its scoring range and validity index of 0.20 and above were retained for further study.

At this stage it was considered necessary to include a wide range of subjects comprising all the school-going students of age twelve and above who are capable of responding to a questionnaire objectively. This would effectively

increase the subsequent utility of the questionnaire in measuring the achievement motivation of all the boys and girls who can read and write or even grasp the meaning of a statement with somebody's help. Further, it was felt necessary to reframe individual items of the questionnaire in a more suitable format with reference to dichotomus scale of scoring. Thus, instead of an item being a general statement followed by two options, it was formatted as two statements comprising of two options and the respondents could vote for either one of the two. This method of framing items, in addition to increasing their sharpness with reference to dichotomy, widened the horizon in respect of including any two elements of human traits-one traced to achievement motivation parameter while the other being of any other trait but not of achievement motivation. With this objective in view, a second pilot study was undertaken.

Second Pilot Study

In the second pilot study thirty-four items, twenty one from the first questionnaire and thirteen new, were included. The format of the items was changed as shown in the second questionnaire presented in Appendix-B. A total of sixty eight students of grade seven to ten were taken as subjects for the second pilot study. The schools included in this study were different from those in the first pilot

study. Again the discriminating power and validity index along with other statistical parameters were found out for the items of this second questionnaire. The results of these analyses are presented in Table I.

The second pilot study proved to be a dismal experience in the field with reference to the format of the items. Although it was expected that the format of the items in the questionnaire of the second pilot study would permit the detection of even minute traces of achievement motivation traits in the respondents but in the field the respondents were found to be hesitant and confused in their selection of one of the two alternatives of the items. Judging of the two alternatives of an item, evaluation of their merits in conformity with the respondents' aptitude, and then voting for one of the two alternatives became a bothersome job for the young boys and girls. Soon after the start, the respondents felt burdened and started ticking the items without putting much thoughts in the evaluation of the relative appeals to their aptitude. This simply boils down to the fact that the judgement of young boys and girls works far better and is more genuine when they are asked to vote against or in favour of a single candidate than when they are burdened to select one of the two alternative candidates. It was thus decided that the items in the achievement motivation questionnaire should better be presented in the same format as that of the first pilot-study questionnaire.

Final Achievement Motivation Questionnaire

The final achievement motivation questionnaire included thirty-two items, fifteen of which were common in both pilot studies, twelve were common only with pilot study I, and five were common only with pilot study II (Appendix-D). All the selected items had consistent validity indices as seen from the item analysis table in Tables IX and X. In addition to the achievement motivation items the final questionnaire contained a number of other items relating to the background of the subjects and their parents.

In the final study two-hundred eight randomly chosen school children of age ten and above were taken as subjects. The schools were all located in different parts of the Dhaka city. Care was taken to see that the schools included in the final study were different from those of the pilot studies. The reason behind this was to avoid the practice effect of the subjects on the questionnaire. The subjects were asked to fill up the questionnaire in front of the author. Whenever required, the subjects were further enlightened about the meanings of items by the author while they were filling in the questionnaire.

Achievement Motivation Factor Score

After collection of data from the field it was entered in a table with subjects as rows and items as columns. The

table entries of 208 rows and 32 columns were then entered in a IBM 360 computer. The 32 item scores for each subject are now readings of 32 different instruments for the achievement motivation parameter of the subject concerned. We must remind ourselves now that only a portion of the variance of an instrument's reading is due to achievement motivation parameter. The first objective is now to locate the achievement motivation parameter in the vector space of parameters in relation to the instrument parameters. For achieving this, the item scores are first normalised and their inter-correlation coefficients are found out. These correlation coefficients are presented in Table IX. In addition, the correlation coefficients of the items with the "Total Achievement Motivation Score", abbreviated as 'ACHT' in the table and obtained by conventional method of summing algebraically the item scores, are also presented. This serves as a final check on the validity indices of the items in the questionnaire.

The inter-item correlation coefficients have now located the vector positions of the 32 instrument parameters like 32 pins standing out from a spherical cushion originating from a single point. The achievement motivation parameter is now located in this vector space with the stipulation that it must have a central position with reference to the instrument parameters. In other words, the position of the achievement

motivation parameter should be such that it can account for the maximum amount of the sum of the instruments' variances. The position of the achievement motivation parameter is found out by a factor extraction method known as the method of "principal components analysis" (Harman, 1967; Harris, 1963; Rummel, 1970). This method is used for transforming a given set of variables to principal components that are orthogonal to each other, where each component is defined as the best linear summary of variance left in the data after the previous components are taken care of. The first principal component so determined is the representation of our achievement motivation parameter whereas the remaining components accounting for the remaining variance of the instrument parameters have nothing to do with the achievement motivation because of their orthogonality with the first component.

The position of the achievement motivation parameter is determined by its correlation coefficients with the instrument-parameters which is shown in Table XIII. It should be noted here that these correlation coefficients also stand for the validity indices of the items in relation to the achievement motivation parameter. The communality column in this table shows the percentage of variance of an individual item which is common with the variances of the remaining items of the questionnaire.

In Table XV are shown the eigen values of all the factors of the achievement motivation questionnaire along with their respective share of the total variance of the items. From this table it is seen that the achievement motivation parameter accounts for 11.2% of the total variance or it has a variance of 3.57442 out of a total variance of 32 of the whole questionnaire.

Next step is to find the achievement motivation parameter score of the subjects from their item scores. The factor scores for the individual subjects are calculated from the factor-score coefficient matrix. In our method of factorization, the factor score coefficient matrix F is given by (Kaiser, 1962)

$$F = (A^T A)^{-1} A^T$$

where A is matrix of correlation coefficients of the factors with the variables (items) and A^T is the transpose of A . This matrix is thus evaluated now and only its first column, which corresponds to our achievement motivation parameter, is presented in Table XVII. The achievement motivation parameter score " f " for individual subject is then calculated by the formula

$$f_i = \sum_{j=1}^{32} F_j Z_j$$

where i refers to the subject's identity, j to items, and Z to normalised scores of items.

We have thus designed an exact measuring scale for the measurement of achievement motivation parameter of School boys and girls except that it is still subjected to the usual sampling error which, of course, may be minimized by increasing the size of the sample.

Modified Achievement Motivation Questionnaire

From Table XIII we observe that certain item parameters of achievement motivation questionnaire are almost orthogonal to the achievement motivation parameter. In other words only a very insignificant percentage of the variance of each of these items is really due to the variance of achievement motivation parameter. Mathematically, retaining of these items in the questionnaire are of no harm, but definitely of questionable value when our objective is to measure achievement motivation parameter. Physically, if two subjects have the same values of the complex parameters these items are measuring, except a large difference in the achievement motivation parameter, these instruments would give almost the same reading for the two subjects. Thus, in order to decrease the length of the questionnaire with a consequent decrease of fatigue of the respondents and resulting increase in objectivity of their responses we can very easily drop these items from the questionnaire. The dropping of these items will also decrease a lot of computational work in the final evaluation

of the achievement motivation parameter score from the items' score.

It should be pointed out here that these items of low validity indices are not of that insignificance as we have indicated above. Their role of significance can be clearly seen from the table of achievement motivation parameter score coefficients (Table XVII). Here they are used to cancel the variance of undesirable parameters measured by the more relevant items of the questionnaire. When the items with low validity indices are dropped, the burden of cancelling the variance of undesirable parameters measured by the items of high validity indices will be redistributed among the remaining items.

Another point that we must consider in choosing the items for framing a questionnaire for the measurement of a parameter is that, except the parameter intended to be measured, no other parameter should appear in these items in a systematic way. The presence of other parameters in the items should only be at random, otherwise, the variance of the final factor score would also have to account for the systematically introduced parameter and would not be a pure measure of the intended parameter. Secondly, even the random parameters inadvertently introduced in the measure of individual item must not show any bias toward a group of the

population. This means that all the parameters appearing in the measure of an item must have random variation throughout the whole population. Items of this kind would still be good for the measurement of the intended parameter within groups but not across groups. These items may easily be identified by their validity indices with respect to the factor parameter. Groupwise analysis of these items will show that they have different validity indices which cannot be explained as sampling error.

In the achievement motivation questionnaire a few items were noted to suffer from this defect. When analysed sexwise, the difference in their validity indices with respect to the achievement motivation parameter could not be explained due to sampling error alone. These items were noted to have very low validity indices in the combined analysis. It should be noted that dropping of any item from the questionnaire will change the location of the achievement motivation factor in the vector space of parameters. This can be easily seen by checking the locations of the achievement motivation factor in relation to the items in Tables XIII and XIV. Here the modification introduced by dropping the items described above is mainly to increase the impartiality of the measuring scale for measure of achievement motivation factor across groups consisting of males and females.

In the light of the above discussion we developed a modified achievement motivation measuring scale taking only 24 items out of the original 32. Proceeding as before, we obtained the correlation coefficient of these twenty-four items with achievement motivation parameter which are presented in Table XIX. Percentage of total variance of the modified questionnaire as accounted for by the individual principal factors are shown in Table XXI. The percentage of the total variance accounted for by the achievement parameter has now increased to 14.5% and the total number of factors required to account for the total variance of the questionnaire has decreased to twenty four from thirty two of the original questionnaire. The achievement motivation parameter scores of the subjects are now calculated on the basis of this modified questionnaire and referred to as modified achievement motivation factor scores in this work. The difference between the two scores is insignificant as expected since the dropped items have very low validity indices.

MEASUREMENT OF DOMINANCE PARAMETER

Like other human parameters Dominance is also a unique characteristic of human nature expressed specially in their dealings and behaviour with each other. As social beings this parameter of human entity is of major importance because of its possible regression effect on other parameters. Even our present work involves investigation of the regression effect of parental dominance parameter on the children's achievement motivation parameter.

Human behaviour parameter, once it is defined, it must have a unique value for every individual. Further, it can not be expressed as algebraic sum of measures of traits associated with dominance. To be a parameter it has to have the identity of a single vector in vector space of parameters. Measures of traits associated with Dominance would only appear as other vectors in this vector space of parameters.

We are also aware of the fact that dominance parameter does not have a correlation coefficient of unity with any other parameter which can be measured directly by a metre-scale or an angular-scale. We should thus employ a number of instruments each one of which measures an unknown complex parameter but, hopefully, a certain percentage of variance of each of these measures is due to the dominance parameter. Our next step shall be to locate the vector position of the

dominance parameter in relation to the instrument parameter. Once this is achieved the portion of the variance of each instrument which is due to dominance can be isolated. We can now build up the dominance reading from the reading of the instruments following the same mathematical procedure as we have used for the achievement motivation parameter scores.

Pilot Study on Measuring Scale of Dominance Parameter

Development of a measuring scale for dominance parameter began with a pilot study of 285 males and 238 females. These males and females were the parents of the boys and girls included in the first pilot study of the achievement motivation parameter. The questionnaire used for this pilot study contained 32 items, each one of which was a statement of opinion and the subjects were requested to indicate their degree of agreement or disagreement with the opinion expressed in these items. The questionnaire containing these items is presented in Appendix C. As shown in this questionnaire the subjects were supposed to indicate their degrees of agreement by inserting appropriate letters in the space provided just below each of these items. Each item was then marked 1 through 7 depending on the degree of agreement of the subjects.

The items were then analysed for their validity index and discriminating power. Fortunately enough, all the items

were found to have acceptable validity indices and discriminating power. The discriminating power of the items of this questionnaire is presented in Table II. Since the items of this questionnaire are the same as those of the final questionnaire of Dominance parameter, the validity indices of the items are presented only with the final result in Table XI. It should be mentioned here that the validity indices of these items were found twice, first based on the responses of males and secondly based on the responses of females and the two sets of values were found to be consistent. The small discrepancies in the respective values could be accounted for by the normal sampling errors alone and thus, it was assumed that the items were playing their roles independent of sex difference.

The reliability of this questionnaire was checked by the split-half technique using Spearman-Brown Prophecy formula (Garret). The reliability coefficient obtained by the split-half technique was 0.75.

Final Dominance Questionnaire

The final questionnaire of the dominance parameter contained the same 32 items used in the pilot study where a few of them were a little rephrased in order to make the meaning clear and easily understandable. The levels of agreement of the respondents were reduced to 5 instead of seven of

the pilot study questionnaire. Further, the method of indication of the level of agreements was changed from the use of different letters to tick mark in any one of the five spaces specified against each item for the five different levels. All these were done with the expectation of increasing the objectivity of the respondents. Specifically, the seven levels of agreement of the pilot study were found to be very tiring and taxing even for the adults. It was thought that the gain from too sharp a distinction in the levels of agreement was lost due to excessive pressure on patience and consequent aberration of the judgement of the respondents. Also remembering letters or referring to them again and again for different levels appeared to be very bothersome on the part of the respondents. The final questionnaire of dominance parameter is presented in Appendix E.

Data Analysis

The final dominance questionnaires were handed over to the parents of those boys and girls who were requested to respond to the achievement motivation questionnaire. Thus, like the subjects of the final achievement motivation questionnaire, the subjects who responded to the final dominance questionnaires were different from those of the pilot study. The practice effect in this case was also thus avoided.

The number of subjects in this case included 208 males and 208 females. Throughout the analysis the data were analysed

as two different sets-one set comprising the females and the other set males. The data were first tabulated with subjects as rows and items as columns. The tabulated data were entered in the computer and the split-half reliability of the dominance questionnaire was checked by the Spearman-Brown prophecy formula. The value of the split-half reliability coefficient thus found was 0.74 which is consistent with that of the pilot study.

The means and standard deviations of the items were found out separately for two sets of data and the two values were found to be consistent and the discrepancies might have been due to the sampling error alone. The values are presented in Table XII based on the data obtained from fathers. The validity indices of items as indicated by the correlation coefficients of the respective items with the algebraic sum of the items score are shown in Table II.

Dominance Parameter Scale

The first step towards developing the dominance parameter scale was to find the inter-item correlation coefficients. Thus the item-scores were all normalized and then the inter-item correlation coefficients were calculated for the two sets of data. The correlation coefficients of these data are presented in Table II.

The next step was to locate the vector position of the dominance parameter in the vector-space of the instrument parameters. By definition, the vector representing dominance parameter is located centrally with respect to the instrument parameters and accounts for the maximum possible amount of the total variance of the instrument parameters—in this case 32. The principal component method of factor extraction was used for this purpose and all the orthogonal factors, required for accounting the total amount of variance, were determined. The percentage of total variance shared by each of these factors is shown in Table XV. As may be seen from this table, the dominance factor accounts for 11.2% of the total variance. The vector position of the dominance parameter is defined by the correlation coefficients of instrument parameters with the dominance factor. These correlation coefficients are shown in Table XIV. This also shows the communality of the items, that is, the portion of variance of an item which is in common with that of the remaining items.

In order to find the dominance parameter scores of the subjects we must find the dominance parameter score coefficients. Following the same mathematical procedure as for the achievement motivation parameter score coefficients, the dominance parameter score coefficients are determined and presented in Table XVIII. The dominance parameter scores of the subjects are now found out by summing algebraically the products of item scores and their corresponding

coefficients. The score sheet is not presented here as it is too voluminous and not as important for our scrutiny as the end results.

Modified Dominance Scores

The items of the dominance questionnaire may broadly be divided into two categories. The first category consists of items embodying opinions in general whereas the second category concerns the dealings or beliefs of the parents in respect of the up-bringing of their children. Paradoxically enough, it was observed that these two categories of items were not compatible. In other words, not all the subjects would show the same degree of dominance in their dealings at home and outside the home. As our main objective was to investigate the regression effect of the parental dominance on their children's achievement motivation, it was decided that we should emphasize the dominance traits of the subjects in respect of their dealings with their own children. Thus, following the same procedure as above, a second set of dominance scores for the subjects was found based on only those items embodying opinions concerning their up-bringing of children. Twenty items were used in getting this modified dominance parameter scores and the validity indices of these twenty items with respect to the dominance parameter are shown in Table XX. The dominance parameter now accounted for 15% of the total variance as shown in Table XXII.

OTHER VARIABLES

Although our main objective in this study had been the investigation of the regressional effect of parental dominance on the formation of achievement motivation in their children, it was thought to be a good proposition to collect information on some other variables related to the children concerned which might affect and would influence the formation of this drive. Towards this end we have attempted to collect information about the following variables regarding the children: (i) age, (ii) position in the family in order of birth, (iii) first five years of a child's life spent in city or in village, (iv) Father's educational level, (v) Mother's educational level, (vi) parents' social position in terms of their salary, (vii) father's profession, (viii) mother's profession, and (ix) child's sex.

In addition to the above variables attempts were made to measure two other variables in order to have an independent check on the validity of measurement of achievement motivation parameter by our scale described earlier. The first of these two variables was the merit position of the child in his class and the second was another measure of achievement motivation by fifteen items of Edwards' (1959) achievement motivation questionnaire (item number 33 to 47 of our final achievement motivation questionnaire, Appendix D). Here the Edwards'

measure of achievement motivation is referred to as criterion scores and was built up by summing algebraically the dichotomous scores on each of these 15 items. About other variables, as none of these items were psychological variables, not much attention was paid to their scales of measures. These variables either already had well established scales of measures or convenient scales were created for them as per the judgement of the author. The following table shows the scoring technique used by the author.

Scoring system of non-psychological variables

Name of variables	Description of scoring technique	Score
Sex	male	0
	female	1
Age	Actual age in calender year	Numbers corresponding to age in calender
Academic merit	Merit position of the child in the class	Numbers corresponding to the position in the class
Father's educational level	Master's degree and above	1
	Graduate	2
	Under graduate	3
Mother's educational level	Master's degree and above	1
	Graduate	2
	Under graduate	3

Name of variables	Description of scoring technique	Score
Position in the family	Order of birth in the family	Numbers corresponding to order of birth
Father's profession	Teacher	1
	Executive position	2
	Business	3
	Clerical Jobs	4
	Labourers	5
	Farmers	6
	Others	7
Mother's profession	Teacher	1
	Executive Jobs	2
	Clerical Jobs	3
	Others	4
First five years of life	Village	0
	City	1
Father's monthly income	Taka 5000/- and above	1
	Taka 3000/- to 4999	2
	Taka 1500/- to 2999	3
	Taka 1000/- to 1499	4
	Below Taka 1000/-	5

CHAPTER III

R E S U L T S

This research work involves measurement of a number of variables relating to the school going children of Bangladesh and investigation of regressional effects of these variables on each other. Some of these variables were psychological, some social, and the rest being human variables other than social or psychological. The measuring scales for all these variables are being described earlier in details, specifically that of psychological variables. We shall present here the regressional effects of these variables on one another as well as some other test results.

Results Based on First Pilot Study

At this stage of the study the scores of the psychological parameters were all built up by the algebraic summation of the items' score as described earlier. These measures of the psychological parameter were neither perfect nor logical, but it was considered to be of importance to present these results here as this would throw some light on the final results and their validity.

Linear correlation coefficients were found out between a number of pair of the psychological variables and the results are presented below.

- (1) Correlation between mother's dominance score and daughter's achievement motivation score was found to be 0.076.

- (2) Correlation between mother's dominance score and son's achievement motivation score was 0.112.
- (3) Correlation between father's dominance score and daughter's achievement motivation score was found to be 0.065.
- (4) Correlation between father's dominance score and son's achievement motivation score was 0.114.
- (5) Correlation between parent's total dominance score (father's and mother's score combined) and daughter's achievement motivation score was found to be 0.003.
- (6) Correlation between parent's total dominance score and son's achievement motivation score was 0.046.
- (7) Correlation between mother's dominance score and father's dominance score was found to be 0.656.

As stated earlier the subjects were all 7th grade students comprising 168 girls and 146 boys. All the linear correlation coefficients stated above were not significant against the normal acceptable level of significance of 0.05 or 0.01 except the father's dominance score and the mother's dominance score which was highly significant ($p < 0.000$).

The mean and the standard deviation of the boys and girls score were determined separately. The mean of the scores of boys and girls were 27.904 and 27.214, respectively. The

standard deviations of the boys and girls scores were 3.195 and 3.123 respectively. It was seen by the Null Hypothesis that the difference between the means of the score of boys and girls was solely due to statistical error and there existed no real difference in the achievement motivation level of the boys and the girls.

Results Based on Second Pilot Study

The pilot studies were mainly used for the purpose of developing measuring scales for the psychological parameters. Thus, at this stage of our investigation, we were more concerned about evaluating the qualities of the items of the questionnaire rather than the regressional effect of one parameter on the other. But we still had a rough estimate of the linear correlation coefficient between some of these psychological parameters during this study. For this purpose, as in the first pilot study, the scores on the psychological parameters were built up by simply summing the items' scores algebraically. A total of 68 subjects comprising school boys and girls of age 9 years and above were included. The correlation coefficients found during this study are presented below.

- 1) Correlation coefficient between child's achievement motivation score and father's dominance score was found to be 0.034.

- 2) Correlation coefficient between child's achievement motivation score and mother's dominance score was 0.210.

Both these linear correlation coefficients were not significant at any acceptable level of significance.

RESULTS BASED ON FINAL STUDY

In the final study 208 school-going boys and girls of ages 10 years and above (age range being 8) were included. Parents of these boys and girls were the subjects for the study of the dominance parameters. Thus, for each subject of achievement motivation study, there were three questionnaire measures—one for the measure of achievement motivation of the subject and two others for the two measures of dominance, one for the father and the other for the mother. Then, for each of these psychological parameters, two separate scores were built up—one by the conventional method of algebraic summation of item scores and the other by the factor analysis as described in the earlier chapter in details. It should be emphasized here that the aggregate scores of the psychological parameters were only of theoretical importance and included here for the obvious reason of illuminating the factor-scores of these parameters. The names of these parameters along with all other parameters in the computer outputs are defined in Table III.

In the computer outputs the aggregate score of achievement motivation parameter was referred to as ACHT while its factor score as FACA, FDS and MDS were respectively father's and mother's aggregate dominance scores while the respective factor scores were FACFD and FACMD.

Means and Standard Deviations of the Variables

The means and standard deviations of the different variable, defined in Table III, are presented in Table IV. 'CAT' was referred to as achievement motivation criterion score which was the aggregate score of the 15 items of Edwards' achievement motivation questionnaire (Edwards, 1959). The factor variable scores were normalised while others were actual scores. The mean of SINF1, the sex variable, was 0.49 which meant that 49% of the subjects were girls and the rest were boys. The mean of SINF2 showed that the average age of the subjects was 13.7643 years and the percentage of subjects between different age limits might easily be determined by its standard deviation. The average position of the subjects in their classes in schools, shown by the mean of SINF3, was 16.2 and the value of standard deviation clearly indicated that the subjects were evenly distributed in their classes.

The mean of SINF4, the average position of the subjects in the family in order of birth, was 2.936 which also showed that the family size in Bangladesh is still large. The mean of

SINF5 showed that the average fathers were graduates and the mean of SINF6 indicated that the average mothers were under-graduates. The parents were educated because the schools chosen were all located in Dhaka city. Means of other variables were not of importance here except that of SINF10 which showed that average monthly income of the fathers was around Taka 2500/-.

Correlation Coefficient Between Aggregate Scores of Achievement Motivation and Aggregate Scores of Parental Dominance

Table V presents linear correlation coefficients between different measures of achievement motivation and measures of parents' dominance. In this table, both CAT and ACHT were intended to be independent measure of the same parameter—achievement motivation. The coefficient of correlation found between them was 0.4211 and was highly significant. This showed that at most 17.73% of their variances were common and must be due to the common parameter they intended to measure. At the same time it showed that neither of them was a perfect measure of achievement motivation. As already pointed out, both ACHT and CAT were composite measures due to their aggregate nature. The variance of each one might be decomposed into an infinite number of parts and one of these parts, which was about 17.73% of its total variance, might be claimed to be due to achievement motivation.

Correlation coefficient between children's achievement motivation and father's dominance (between ACHT and FDS) was

0.19 which was significant at 0.015 level. Even though this correlation coefficient was far above usual acceptable confidence level of 0.95, it could not be accepted as the correlation between achievement motivation and dominance parameters as both ACHT and FDS were composite measures. Perhaps the correlation was due to some other parameter present in FDS with another parameter present in ACHT. Of course if we argue on this composite nature of measures we can never be certain about correlation between two parameters even with the usual process of partialling out the influence of known undesirable parameters from the composite measures because of our limitation that we can never ascertain what parameters are really responsible for the variance of the measure of an instrument. Thus, we should accept the above value of correlation coefficient as that between children's achievement motivation and father's dominance so long we can not find out what other parameters present in the measures of ACHT and FDS might contribute to it.

Correlation between ACHT and MDS, as found from Table V, was not significant and thus we conclude, from these measures of achievement motivation and dominance, that there was no correlation between children's achievement motivation and mother's dominance.

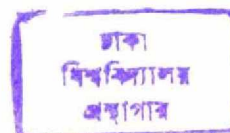
If CAT was accepted as measure of achievement motivation, it could be found from Table V that children's achievement

motivation was neither significantly correlated to fathers dominance nor mother's dominance. We are burdened now to explain the correlation between ACHT and FDS. Instead, we might argue that the low correlation between CAT and FDS was due to negative correlation between two parameters present respectively in CAT and FDS. After all it was shown above that at most only 17.73% of CAT's variance was due to achievement motivation. The rest of it must be accounted for by other parameters. The only other correlation coefficient in the table which was very high and highly significant was the correlation between FDS and MDS. The value 0.5116 found here was very consistent with the other values of this coefficient found in the pilot studies. No matter what psychological parameters the dominance questionnaire was measuring the correlation between the values of these parameters of the husband and wife was very high and highly significant. This was an important finding of this work which might be described as an effect of long-term association of husband-wife relationship on one's psychological parameters at least in the context of Bangladesh.

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Correlation Between Factor Parameters

Table VI presents some of the correlation coefficients between factor parameters based on the original questionnaires of achievement motivation and dominance and also with CAT. The



correlation between FACA and CAT in Table VI was 0.2413 which was highly significant but much lower than the earlier value of 0.4211 between ACHT and CAT. This was very much expected because FACA was now a pure measure of achievement motivation parameter.

FACA did not have any significant correlation with either FACFD or FACMD—the dominance factor scores of father or mother. The variable CAT did not have any significant correlation either with FACFD or FACMD.

The correlation coefficient between FACFD and FACMD had a value of 0.2152 which was highly significant but much lower than the correlation between FDS and MDS as shown in Table V. The reason is very simple. FACFD or FACMD was pure measure of dominance parameter whereas FDS or MDS was composite measures of a number of parameters one of which was dominance parameter. Thus, correlation between FACFD and FACMD represented the effect of long-term association on one parameter whereas the correlation between FDS and MDS represented the aggregate effect of association on all the parameters which entered into the variance of FDS or MDS.

Partial Correlation Coefficients Between Factor Parameters

Table VII shows the partial correlation coefficients between the same variables appearing in Table VI. The variables

which were kept constant during finding these coefficients appear in the right-most column of Table VII. Table VII shows that the partial correlation between FACA and CAT, the two different measures of achievement motivation was the same as that of the simple correlation shown in Table VI, when parental dominance was controlled. Also seen from Table VII that linear correlation between achievement motivation and parental dominance (between FACA and FACMD or FACFD) was still not significant like simple correlation of Table VI when the variables sex, age, family position, father's income, etc., were controlled.

Correlation Coefficients Between Other Variables

Table VIII presents the correlation coefficients between different parameters of the subjects measured during this study. The objective was to investigate whether there was any regression of achievement motivation on other parameters beyond the parental dominance. The factor variables FACA, FACFD, and FACMD were all based on the original questionnaires.

Looking at the correlation coefficients between FACA and FACFD or FACMD in this table, we find them still lacking in significance as before even though the number of subjects was different here. FACA had a negative correlation with SINF₁ (that is, with sex) of 0.202 which was significant at 0.011

level. This shows that girls were less achievement motivated than boys. Achievement motivation had no correlation with age (FACA with SINF2) at least within the age group considered. But achievement motivation had a positive correlation of about 0.2 with academic performance (FACA with SINF3) which was significant at 0.013 level. This was of course quite expected.

It was also seen that achievement motivation had no significant correlation with the subjects' family position in order of birth (FACA with SINF4). FACA had a positive correlation of 0.17 with SINF5 which was significant at 0.033 level. This meant that children of less educated fathers were more achievement motivated. But mothers' education (SINF6) had no significant correlation with children's achievement motivation. Further FACA had no significant correlation with father's profession (SINF7) or with mothers profession (SINF8). Finally, FACA had a positive correlation of 0.1595 with fathers income (SINF10) which was significant at 0.046 level. This meant that children of relatively low earning fathers are more achievement motivated than those of high earning fathers.

In so far as FACFD (fathers' dominance) was concerned, it had no significant correlation with children's sex (SINF1) or age (SINF2) or academic performance (SINF3), or with wife's education (SINF6) or with their own profession (SINF7) or

income (SINF10). FACFD had a positive correlation of 0.17 with SINF4 which was significant at 0.032 level. This might be interpreted as fathers becoming more dominant with increase in family size or with their later offsprings. The correlation between FACFD and SINF5 was 0.18 which was significant at 0.024 level. This correlation meant that lesser educated males were more dominant than higher educated males. In other words, education made a man more liberal. The last significant correlation of FACFD was with SINF8 (wife's profession). The value of this correlation was -.1755 which was significant at 0.028. This correlation meant that men having teachers or government executives as their wives were less dominant compared to those who had wives of other professions. Referring to FACMD we find that it had no significant correlation with any one of those variables appearing in Table VIII except with FACFD which had already been pointed out.

Checking the remaining correlation coefficients in Table VIII we find that SINF4 has a positive correlation of 0.1678 with SINF6 which was significant at 0.036 level. This correlation might be interpreted as mothers having more education tended to have smaller family size. Another very highly significant correlation existed between SINF6 (mother's education) and SINF5 (father's education). The value of this correlation coefficient was 0.41. It showed the correlation between husbands' and wives' educational levels. Higher

educated husbands tended to have higher educated wives. Further fathers' education (SINF5) had a positive correlation of 0.20 with father's profession (SINF7) which was significant at 0.012 level. This correlation meant that higher educated men were more in teaching or government executive positions than in other professions. In Table VIII the highest correlation of men's education (SINF5) was with their monthly income (SINF10). The value of this correlation coefficient was 0.42 and was highly significant. Literally it meant that monthly income of men increased with increase in education at quite a high rate.

Referring to SINF6 (mother's education), we find that it had a correlation of 0.1514 with SINF7 (father's profession) which was significant at 0.058 level. It had the connotation that higher educated women preferred teachers or government executives as their husbands to men in other professions. Another significant correlation of SINF6 was with SINF8 (mother's profession). The value of this correlation coefficient was -0.1934 which was significant at 0.015 level. What it implied was that higher educated women in our country were in low ranking jobs. This anomaly might easily be explained in the context of Bangladesh. Most of our women, whether higher educated or not, are still housewives which is considered as a low ranking job in the labelling of jobs in the present analysis. The last significant correlation of SINF6

was with SINFB (husbands' monthly income). The value of this correlation coefficient was 0.2542 and it was highly significant. It meant that husbands' monthly income increased with the increase of wives' educational level but at a much slower rate compared to the increase of their income with the increase of their own educational level. This correlation was due to the fact that higher educated women had higher educated husbands (correlation between SINFB and SINFB) and hence more income.

Only the presence of significant correlation between the variables of Table VIII were pointed above. But it would be equally interesting to note the absence of significant correlations between different variables in this table.

Means and Standard Deviations of the Factor Scores

Table XXIII shows the means and standard deviations of these variables when the subjects comprised boys alone, whereas Table XXIV showed the same quantities when the subjects were girls. In each of these two tables the variable FACA was presented twice—first when the subjects were considered in association with their fathers and second in association with their mothers. Thus, in each table, the samples of the boys or the girls in the two cases were not exactly the same and hence the difference in the two values of FACA. Except the variables referring to squares and cubes of dominance scores, all other variables in these two tables were normalised.

As seen from these two tables, there was an appreciable difference between means of the achievement motivation scores of the boys and the girls. Under normal test of significance (Mostofa, 1972) of the difference of two means, the test statistic had a value of 2.987. Thus the difference in means of the boys and the girls was significant at both 0.05 and 0.01 levels.

The difference in the standard deviations of the boys' and the girls' achievement motivation scores, when tested for significance (Garret, 1958) was found to be barely significant at 0.05 level. The differences in the standard deviations and the means in the fathers' and mothers' dominance score were found entirely due to sampling error and thus it might be concluded that there was no basic difference in the dominance parameter due to sex.

Linear, Quadratic, and Cubic Correlation Coefficients Between Factor-Scores of Achievement Motivation and Parental Dominance

Table XXV presents the simple correlation coefficients between the achievement motivation scores of the girls and their parental dominance scores. In this table the correlation coefficient between FACA and FK2 or MK2 represented the correlation between achievement motivation scores and the square of parental dominance scores. Similarly, the values under FK3 or MK3 represented the correlation coefficients between

achievement motivation scores and the cube of parental dominance scores. As seen from this table FACA did not have any significant correlation with any one of these variables.

Table XXVI presents the same correlation coefficients with the boys' achievement motivation scores. Here FACA did not have any correlation with linear or cubic scores of parental dominance. Although FACA appeared to have a very low correlation with the square scores of parental dominance but, when tested for significance, it was not significant even at 0.10 level.

Polynomial Regression

After the investigation of simple correlation coefficients, attempt was made to find multiple correlation coefficients through a polynomial regression analysis. The polynomial regression used was

$$y = a + b_1x + b_2x^2 + b_3x^3$$

where y stands for the achievement motivation variable and x for the parental dominance, FACFD or FACMD, depending on whether father's or mother's dominance was considered. The term x, x^2 and x^3 were entered in the regression equation one after another, and the value of the multiple correlation coefficient, R, was observed at every stage. R represents the correlation coefficient between the observed and the predicted

values of y . The predicted values of y are those which are obtained from the regression equation. The summary results of this regression analysis are presented in Tables from XXVII to XXX.

Table XXVII shows the regression analysis results between the boy's achievement motivation scores and the father's dominance scores. Values under multiple R represent the multiple correlation coefficients at different stages and those under B 's are the coefficient b 's in the equation. For example, the value corresponding to FS3 and B represents b_3 in the regression equation. The error estimates of B 's were also found out and it was noted that none of the B -values was significant at 0.05 level. The value of R improved substantially after the introduction of square term in the regression equation, but it is not significant at 0.05 level as the B 's are not significant. Introduction of the cubic term brought very little change in the value of R .

Table XXVIII refers to the regression analysis of boy's achievement motivation score with mother's dominance score. B 's in this table were found not significant at 0.05 level, but again there was marked improvement in the values of R with the introduction of square term in the regression equation. There was hardly any improvement by taking in the cubic term.

Regression results of girl's achievement motivation scores with father's dominance scores are shown in Table XXIX.

The values of B's are all insignificant and there was no marked change in R at any stage. Table XXX shows the same trend when the girls are considered in association with their mothers.

RESULTS BASED ON MODIFIED QUESTIONNAIRES

As stated earlier, the modification of the dominance questionnaire was prompted by the fact that the major objective of this work was to investigate the influence of parental dominance on the achievement motivation of their children. Thus it was considered logical, for the purpose of the present work, to include only those items in the questionnaire which would better express the parents' dominance traits in their behaviour with their children.

As far as achievement motivation was concerned, it was noted that certain items had very low validity indices with respect to the achievement motivation factor. These items contributed very little to the variance of achievement motivation factor but improved it across groups of males and females. In addition it saved computational work and increased the stability of matrices involved in the calculation. The corresponding questionnaires were referred to as modified questionnaires in the presentation of results. Based on these modified scores, Table XXXI shows the means and standard

deviations of different variables for boys alone and Table XXXII for girls alone. For the difference between means of achievement motivation of boys and girls, the statistic 'd' (Mostofa, 1972) becomes 1.87. It was barely significant at 0.06 level. The differences between other statistics of males and females were not significant at all and thus accepted as sampling errors.

Table XXXIII shows the simple correlation coefficients of girls' achievement motivation scores with fathers' and mothers' dominance scores separately and Table XXXIV that of boys. These tables are parallel to Tables XXV and XXVI based on the original questionnaire scores. None of the relevant correlation coefficients were significant except that between girls' achievement motivation scores and cubic scores of father's dominance, which was significant at 0.10 level.

Like Table XXVII, Table XXXV shows the regression of boys' achievement motivation parameter on fathers' dominance parameter upto cubic term. There was now slight improvement in the value of multiple R but still not significant as the error estimates of B's showed that none of the B-values were significant. It was also noticeable that, as before, the value of R was mainly due to the square term in the equation.

Table XXXVI, like Table XXVIII, shows the regression of boys' achievement motivation parameter on mothers' dominance

parameter. Value of R had become further smaller in comparison to that shown in Table XXVII. The values under 'Simple R ' show that no specific term in the equation is contributing to the value of multiple R .

Table XXXVII presents the result of regression analysis of girls' achievement motivation parameter as dependent variable and fathers' dominance parameter as independent variable. Comparing with Table XXIX, we can see here that the value of multiple R had increased further and became significant at 0.14 level. Values of simple R showed that the main contribution to multiple R was due to the cubic term in the regression equation.

Table XXXVIII shows the result of regression of girls' achievement motivation parameter on the mothers' dominance parameter. The multiple R had increased further in comparison to its value in Table XXX but still insignificant as the error estimates of B 's showed that none of the B -values were near acceptable level of significance. The simple R -values were all very small and showed that no term was superior in its contribution to multiple R .

Correlation Coefficients of Modified Achievement Motivation Scores with Scores of Other Variables

Table XXXIX shows the correlation coefficients of modified achievement motivation scores with scores of other

variables. As seen from this table, the correlation between FACA and CAT, Edwards' achievement motivation criterion scores, was 0.3714 and it was highly significant. But this coefficient was less than the coefficient between ACHT and CAT in Table V. As pointed out earlier, both CAT and ACHT were composite measures and thus the correlation between them might be considered as an aggregate value of multiple parametric correlation. Whereas FACA was a pure measure of achievement motivation and thus this value of 0.3714 was due to correlation of achievement motivation parameter alone with the parameters present in the measures of CAT. The correlation between FACA and SINF1 (sex) was - 0.1414 which was significant at 0.021 level. It meant girls were less achievement motivated than boys in our society. This value was slightly less than the value in Table VIII which was brought about by the modification in FACA. FACA had no significant correlation with SINF2, that is, age had nothing to do with achievement motivation of the people. The correlation between fathers' education (SINF5) and achievement motivation was 0.1625 which was significant at 0.01 level. As stated before, this correlation meant that children of less educated fathers were more achievement motivated. There was no significant correlation between FACA and SINF9 which meant that achievement motivation of a child did not depend on whether the first five years of the child's life were spent in a city or a village. The correlation between children's achievement

motivation and fathers' income (SINF10) was 0.1765 which was significant at 0.005 level. Thus we find that children of higher income groups were slightly less achievement motivated than those of lower income groups. The aggregate fathers' dominance (FDS) measure had a positive correlation as that between achievement motivation parameter and fathers' dominance parameter. As seen from Table XXXIX there was no correlation between FACA and the aggregate measure of mothers dominance (MDS). The most noteworthy correlation of FACA was with ACHT, the aggregate measure of achievement motivation in this research work. Its value was 0.927 and it was highly significant. It simply showed that at most 86% of the variance of the aggregate measure of achievement motivation might be claimed due to achievement motivation alone. We must remember here that this high correlation might not be entirely due to the presence of achievement motivation parameter in ACHT, rather it could have been partly contributed by other unknown parameters present in ACHT.

CHAPTER IV

DISCUSSION

The present study was undertaken mainly with the objective of finding regression of the achievement motivation of children on the parental dominance. In this respect the major hurdle was to develop scales for the measurement of the two psychological parameters of human beings; namely, achievement motivation and dominance. These parameters are well defined in terms of human traits expressed in human behaviour, belief, attitude, performance, thinking, fantasy, etc. Unfortunately till now the scales developed by different authors for measuring these parameters were not satisfactory and logical. Thus the main concern in this research work became the development of suitable scales for measuring these two parameters. Other parameters required to be measured in this work were either physical or social for which either conventional scales were used or convenient scales were constructed to meet our limited objective here.

For the other aspect, the regression analysis of different parameters, well established statistical procedures are available in any standard text on statistics. It was a matter of using our data as inputs to these mathematical models and interpreting the outputs in the light of the meaning of the parameters and the source of the data used.

Measurement of Achievement Motivation

Different methods of measuring achievement motivation of human beings are available in the literature. All these methods are based on developing an aggregate score on individual traits of achievement motivation expressed directly or through performance, fantasy, etc. and assessed by experienced observers or the subjects themselves. No attempt had been made to realize the fact that achievement motivation was a unique psychological parameter of human being, as unique as physical parameters like height, weight, etc. which might have associations of different strengths with some human behavioural traits but could never be considered as the algebraic sum of these traits. Moreover, the recognition of the fact that measure of any instrument would contain variances of a number of parameters and not merely that of the intended parameter no matter how hard we might try, was very much lacking. The method adopted here for measuring the achievement motivation parameter of school-age children was described in details earlier. Probable sources of error in the present measuring scales would now be mentioned.

First, if there was any systematic presence of another parameter beside achievement motivation in all the items of the questionnaire, then that parameter would also contribute to the variance of the measure of our scale. The defence

against this contention was that the designer had not intentionally attempted to introduce any other parameter systematically in all the items except the achievement motivation parameter. Thus the presence of any other parameter in any item was purely of random nature and the communality of any item was due entirely to achievement motivation parameter alone.

Second, sometimes some devices (items in our case) might have "locking fault". A device designed to measure the variance of a parameter might not start measuring that parameter unless a second parameter had some specific value. The second parameter thus acted as a 'lock' to the device. For better visualization reference might be made to some physical parameters. For example, a device designed to measure pressure would start measuring it only when the atmospheric temperature would have had certain minimum value. The temperature would act as a lock but would not enter into the variance of the readings of the device except as a step function. It might be regarded as a perfect device to measure pressure only if the atmosphere would have had that minimum value of temperature. Referring to a psychological parameter, like intelligence, the deduction capability of one's brain, we might have an item which would require the subject to find order in a given series of numbers. Thus this item would not start measuring intelligence parameter unless the

second parameter, knowledge of numbers, would have had certain specific value. Here the 'knowledge of number' parameter would act as a locking parameter not only for those who would not have any knowledge of numbers but even for those who would be acquainted only with decimal numbers and the numbers in the item would be in binary or octal or hexadecimal or in any other system. This would be regarded as a serious fault with a measuring device of psychological parameters and strangely enough, no reference to it would be found in the literature. A few of the items initially included in the achievement motivation questionnaire would have 'sex' as the locking parameter which were identified through sexwise item-analysis and corrected subsequently.

Validity of Achievement Motivation Scale

Beyond the conventional checks on reliability of the measure of the questionnaire and different measures of validity of individual items, which, as described earlier, were highly satisfactory, the author would like to put forward the logical basis of the development of the measuring scale for its validity.

In addition, Edward's (nach. of Edward's personality preference schedule) criterion scores on achievement motivation in this work, even though this could not be accepted as a reasonable measure of achievement motivation parameter, it

could be argued that a certain percentage of its variance must be on account of achievement motivation. This fact was evident from the correlation coefficient of 0.47 between ACHT and CAT. Both ACHT and CAT were composite measures and thus this correlation between ACHT and CAT was not entirely due to the common achievement motivation parameter. If a pure measure of achievement motivation parameter would be found then its correlation with CAT must be less than 0.47. This was exactly what we found in case of the correlation of FACA with CAT, which was 0.37.

Referring to the simple correlation coefficients of FACA with FACFD and FACMD in Table VIII and with CAT in Table VI and then the partial correlation coefficients of the same variables in Table VII, we find that controlled variables of Table VII, whose measurements were perfect, had no variance in our measures of either achievement motivation or dominance. This added to the validity of the measures of FACA and FACFD that they were pure measures of the respective parameters concerned. That FACA did not have correlation with parameters like SINF2 (age) and SINF4 (birth order) in Table VIII and SINF9 (first 5 years lived in city or village) in Table XXXIX could be treated as further evidence of validity for the measures of FACA.

Measurement of Dominance

In developing the measuring scale for the dominance

parameter, the same steps were adopted as for the achievement motivation parameter. The final reliability test showed that the measure of dominance questionnaire was highly reliable. The individual items were tested at different stages for the validity of their measures both with respect to aggregate scores and factor scores of the dominance parameter. It would be appropriate here to point out to the fact how a designer of items of a questionnaire might go wrong in his/her judgement or how one might sometimes fail to see things in its proper perspective. For this matter one could pick up item number 24 of the final dominance questionnaire which states that "about taking food children must follow parents' orders". The designer of this item expected that agreeing with the item would be an expression of dominance traits following the general principle that dominant people would expect their subordinates, including children, to follow their commands without question. This belief of the designer was confirmed by the positive correlation of 0.26 of this item with a high level of significance with the aggregate scores of the dominance questionnaire. If the matter would end here with this conventional test of validity of the item, we would be always under the false impression that the item was measuring the dominance trait in the same sense as the designer had induced in it. But, proceeding further, it was revealed that this item had a negative correlation of 0.37 with the

dominance factor as shown in Table XIV. Thus, agreeing with the item was an expression of liberal traits— opposite to what the designer had intended. The paradox of the matter is that modern science has made people extremely conscious about foods and their relative values in maintaining and building good health. Thus, agreement with this item was in fact an expression of the liberal traits of concern for others, specifically, for the welfare of one's children, overriding the dominance traits mentioned above.

A second item, item number 15 of the final dominance questionnaire, that "now-a-days a lot of people interfere in others' personal and private affairs", had been used in a number of research including the present work for measuring dominance trait in the sense that agreement to this item would be an expression of one's dominant trait as it would portray a sense of conservativeness. The researchers were apparently confirmed about their success with this item as it showed a positive correlation of 0.33 with the dominance parameter as measured by the aggregate scores of dominance questionnaire, shown in Table XI. But, as shown in Table XIX, the same item had a negative correlation of 0.49 with the dominance factor which shattered the old concept of the researchers and asserted that agreeing with this item was really a trait of the liberals. The reason behind it was that, in the context of prevailing socio-economic conditions in this

country, the item was a statement of facts. Thus, affirmation of the item had become a liberal trait of accepting reasons and truths - opposite to that of dominance.

A few other items suffered the same kind of fate. The objective here is just to point out the fact that any designer may suffer from aberration and accept the reading of a device as that corresponding to the variance of the parameter the designer has intended. As stated earlier, it was really humanly impossible to predict what parameters would actually influence the readings of a device before it was tested in the field and the data analysed. Socio-economic condition, religious belief, scientific knowledge and innumerable other parameters would enter into the readings of devices designed to measure psychological parameters. Some of these parameters would act as step function to a device. For example, lack of scientific knowledge about food would cause item (24) to measure dominance trait, whereas to-days' scientific knowledge would cause it to measure just the opposite trait. Fortunately, the method adopted in this study to develop the measuring scale for the dominance parameter would not be affected by these faults so long we could ensure that the common parameter of all the devices employed was dominance alone and the step function, if any, was not also a group function amongst the population.

We have already seen that the aggregate measures of parental dominance, FDS and MDS, had a correlation coefficient of 0.5116 in Table V. As both FDS and MDS were composite measures of the same parameters of husbands and wives, this high correlation was the aggregate effect of long-term association on all the parameters entering into the measures of FDS and MDS. It was thus expected that if an instrument would measure a single parameter of husbands and wives, then the correlation between the two measures of the same parameter would be much less than 0.5116. This contention was verified when the correlation between FACFD and FACMD was found to be 0.2152 in Table VI. We may thus believe that FACFD or FACMD was a pure measure of dominance parameter. In addition, in Table VIII, we find that FACFD or FACMD did not have any correlation with the sex of the children (SINF1) or age of the children (SINF2). Fathers' dominance (FACED) correlated with their own education-level (SINF4) but did not correlate with that of their wives (SINF6). These evidences definitely added up to the validity of our measure of dominance parameter of the parents. It is true that comparison with another independent measure of this parameter would have been a far better test of validity; but had there been any well-established measuring scale of this parameter in the literature, the present work of verifying the effect of parental dominance on children's achievement motivation could have been far

simpler. The basic validity of our measure of dominance parameter was the logic, and the mathematical method we had put into our model of the measuring scale. All we have to agree is that the communality of items of the dominance questionnaire was due to the dominance parameter alone. What we intended here was that one's dominance did not decide his children's sex or age or his wife's education but definitely it had a chance to be modified by his own educational level. Our measure of dominance did add credence to each of these facts.

Interestingly enough, in an attempt to investigate the effect of fathers' dominance on sons' achievement, Bradburn (1963) assessed the degree of father-dominance by asking his subjects whom they remembered as the most influential person in their lives. Those mentioning father as the most influential person were classified into a group having dominant fathers. Failing to establish his hypothesis with this kind of measurement of father-dominance, he devised two other methods for measurement of father-dominance. The first method involved dividing the subjects into two groups, one group having continuous association of fathers and the other separated from fathers at an early age due to death or any other reason. In the other method he selected two groups of subjects from two different cultures with the contention that each group would have different degree of father-dominance due to difference

in culture. In each of these measures of father-dominance, it was not merely the question of losing a lot of information by dichotomizing an otherwise continuous variable but completely messing with the meaning of variables and the methods of measuring them. Even after the acceptance of dichotomization, the subjects should have been divided into two groups on the basis of fathers having dominance above and below the average value of this parameter as obtained from its normal distribution, without disturbing the normal distribution of any other parameter in these subjects. For example, even if we accept that all the fathers of a country are above the average dominance and those of another country below it, then what about the distribution of other parameters like religious beliefs, spiritual values, child rearing practices, etc., among the subjects. If the subjects are grouped on the basis of separation from fathers for a measure of father-dominance, then what about subjects having very liberal fathers but not separated and also those separated from fathers but still under dominance of other persons; leaving aside the distribution of other parameters which are drastically changed by the mere fact of separation from fathers.

Regression of Achievement Motivation on Parental Dominance

The literature is full of conflicting reports about the influence of parental dominance on the achievement motivation

of children. A questionnaire study was carried out on 30 college students who rated parents' behaviour (Ali, 1979). It was found that students who felt that their fathers were-domineering and unfriendly had higher achievement scores than those who felt that their fathers were friendly and affectionate. But the same questionnaire study of the high school boys revealed a reverse trend. Whereas the correlation between achievement motivation scores and perceived friendliness of the father was significantly negative for college-age sons, it was significantly positive for the school-age sons. Rosen & D'Andrade (1959) found a significant difference between the behaviour of fathers and that of mothers on an authoritarianism dimension involving the number of specific directions, urgings, and degree of dominance shown towards a boy. Boys with high achievement motivation had authoritarian mothers with fathers staying out of the picture, while boys with low achievement motivation had fathers who were authoritarian and tended to interfere with their sons' attempt to achieve. McClelland's (1961) interviews with mothers in Brazil, Japan and Germany substantially supported the findings of Rosen and D'Andrade that the parents of boys with high achievement motivation showed greater warmth and had higher level of aspiration for their sons while fathers of these boys showed less dominance over their sons. Bradburn (1963) gave cross cultural support to the finding of Rosen and D'Andrade that fathers of boys with low achievement

motivation were high in authoritarianism and dominance. In all these studies, the achievement motivation of the subjects were measured by analysing the contents of fantasy through Thematic Apperception Test. Lazarus et. al. (1957), on the other hand, had conceptualized fantasy as an alternative, substitute channel for expression of achievement motivation when behavioural channels were blocked. This implied an inverse relationship between fantasy and behavioural expression of motivation. They further found that achievement fantasy decreased with increase in education and age. Broverman et. al. (1960) also found an inverse relationship between the striving and fantasy measures of achievement motivation. They found no significant relationship between actual achievement and either achievement fantasy or striving. Thus, with this view of achievement fantasy, we find enough justification for the conflicting reports about the effect of parental dominance on the achievement motivation of children.

In the present study, as seen in Table VI, for the school-age boys and girls, the simple linear correlation coefficients between either mothers' or fathers' dominance and the children's achievement motivation were not significant. The same picture persisted for the partial correlation coefficients between the same variables, in Table VII, when variables like sex, age, family position, fathers' education, mothers' education, fathers' profession, mothers' profession, and fathers' income were

controlled. But, in Table V, the composite measure of achievement motivation (ACHT) had a significant linear correlation coefficient of 0.10 ($p < 0.015$) with the composite measures of fathers' dominance (FDS) and no significant correlation with that of mothers' dominances. Under conventional practice of aggregate questionnaire measure, this result would have been a confirmation of the finding of the study involving college-age students, mentioned above. But knowing pretty well that both ACHT and FDS were composite measures, this correlation coefficient could not be interpreted as the effect of fathers' dominance on children's achievement motivation. Again, in Table XXXIX the pure measure of achievement motivation (FACA) had a significant linear correlation coefficient of 0.16 with composite measure of fathers' dominance (FDS). It could now be safely concluded that some parameter, but not dominance of fathers, was positively affecting the achievement motivation of children. Unfortunately, without further analysis, this parameter could neither be identified nor be named.

The weight of evidence in the literature indicated that a moderate, but not high, level of warmth or nurturance was most conducive to achievement oriented behaviour in children. Both very high levels of nurturance and high levels of punishment or rejection were associated with relatively low achievement-oriented behaviour. Crandall & Battle (1970) found a negative correlation between achievement effort and earlier

maternal babying and protectiveness. Kagan & Mass (1962) found that achievement behaviour of females was positively related to maternal hostility. Adolescent females who tended to withdraw from achievement-tasks had mothers who had been highly accepting and affectionate during their early years (Kagan & Freeman, 1963). Adult females who were high on achievement effort recalled their fathers as being hostile and rejecting (Crandal & Batle, 1970).

All these findings clearly indicate that parental parameters displayed in child training were not linearly correlated with resulting achievement motivation of children as confirmed by the findings of the present work. Thus, taking leads from the above findings, it was decided to investigate the possibility of the existence of a curvilinear relation between the parental dominance and the achievement motivation of children.

The results of these polynomial regression analyses upto the cubic term of parental dominance scores were presented in Table from XXXV to XXXVIII. In the presentation of these results it was pointed out that none of the simple R or multiple R was significant at the conventionally acceptable level of significance. But the trends expressed by these results sufficiently indicated that, even though the strength was low, the parental dominance had some effect on the achievement motivation of the children. In the face of high controversies in the literature about this effect of parental dominance on children's

achievement motivation, it would be highly interesting to look deeply into the nature of the relationship existing between these two parameters and to attempt to explain the reason for this controversies.

Referring to Table XXXV, the curvilinear relation between boys' achievement motivation and fathers' dominance could be expressed as

$$A_s = 0.0169 + 0.0092 D_f + 0.1228 D_f^2 + 0.0193 D_f^3$$

where A_s and D_f are respectively the representation of boys' achievement motivation and fathers' dominance. The graphical representation of this equation is shown in Figure 1.

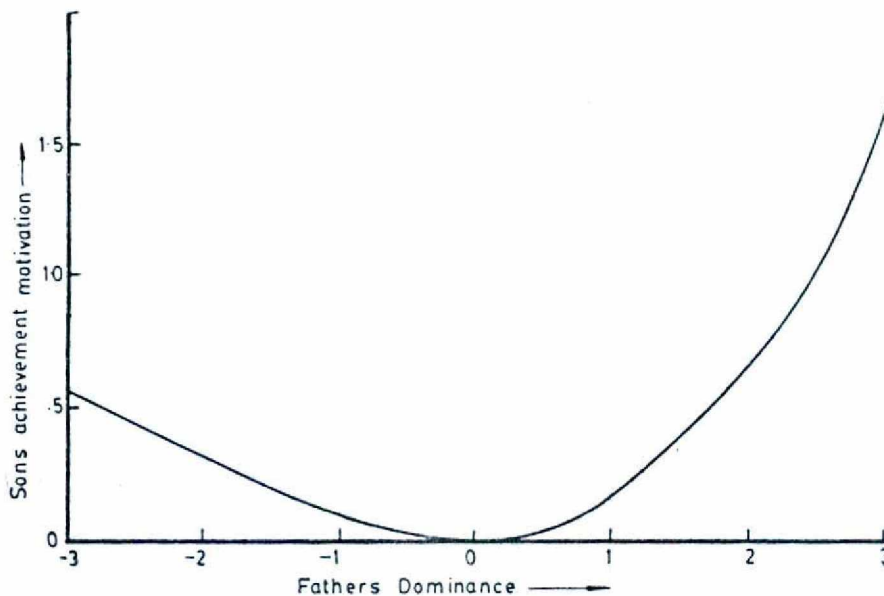


Figure 1. Relation between Fathers' Dominance and Boys Achievement Motivation.

From the figure mentioned above we find that, fathers' dominance, whatever little effect it had on children's achievement motivation was not linearly correlated with it. It is interesting to note that the right-hand portion of the curve in Figure 1 supported the findings with the college students mentioned earlier whereas the left-hand portion supported that of the school-age boys. It could be argued that dominant fathers set high standard of excellence for their sons which induce achievement motivation in them. In addition, in case of dominant fathers, the only course for the boys to satisfy their natural urge for affection and love of fathers might be through attainment of standard of excellence. Whereas the liberal fathers induced achievement motivation in their children through their tendency of giving more freedom to their children. Affection and love of liberal fathers expressed at the attainment of excellence were not inducements to achievement motivation as these were expressed constantly on all occasions whenever the children were in need at the time of their emotional distresses.

Looking at Table XXXVI, it could be found that mothers' dominance had nothing to do with sons' achievement motivation. This might not be a general trend, rather specific for the social setup prevailing in this country. So far the boys were concerned, their aspiration limits and attainment values were all determined by their fathers. Mothers remained as silent spectators and not counted by their sons for cues. Table XXXVII

shows the regression of daughters' achievement motivation on fathers' dominance. The relationship is expressed as

$$A_D = .1150 + .0812 D_f + .0666 D_f^2 + .0595 D_f^3$$

where A_D and D_f stand for daughters' achievement motivation and fathers' dominance, respectively. The plot of this equation is shown in Figure 2.

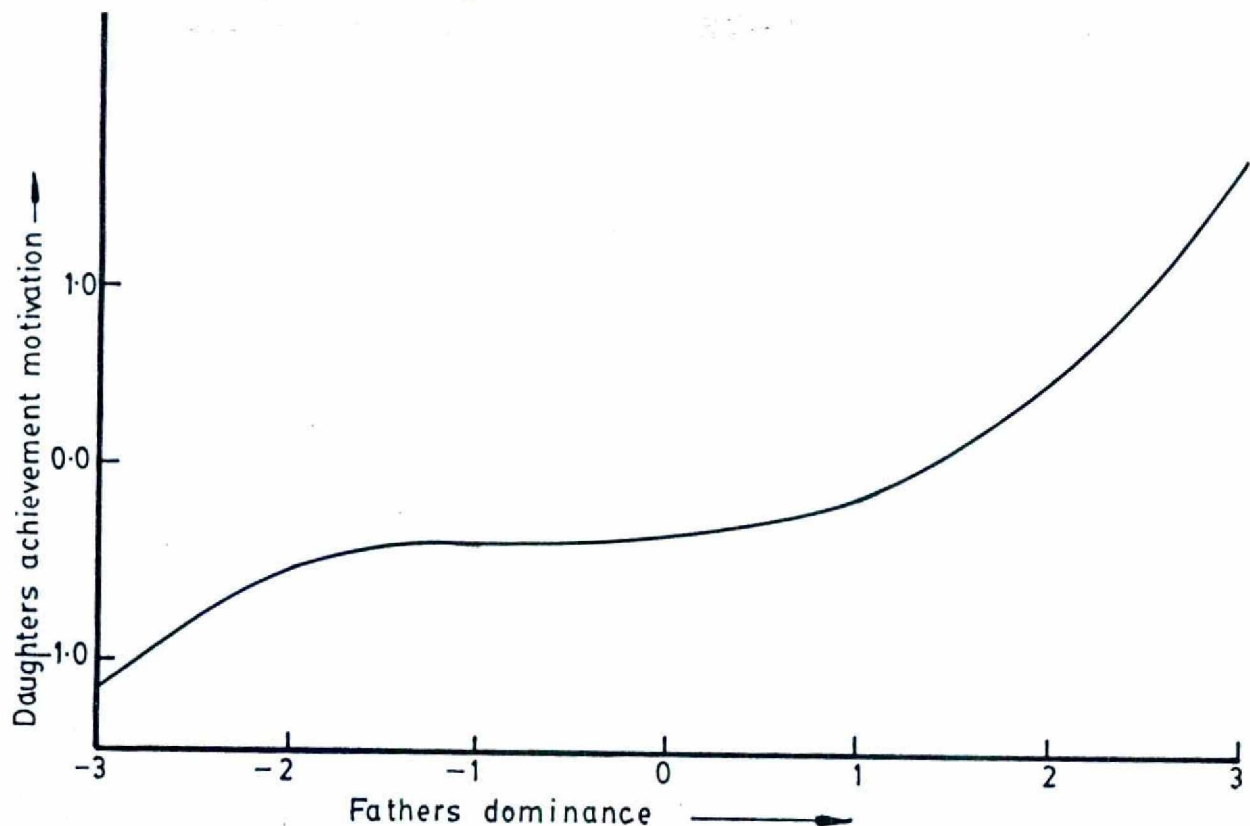


Figure-2. Relation between Fathers' Dominance and Girls' Achievement Motivation.

If babying and nurturance were equated as the traits of liberal fathers while hostility and rejection as that of dominant fathers, then the trend shown in Figure 2 confirmed

the findings of Crandal and Battle (1970). The ascending nature of increasing achievement motivation of girls with increasing fathers' dominance was similar to that found in Figure 1 for sons and fathers while the effect of decreasing fathers' dominance had completely reversed effect. Thus it is found that whatever small effect fathers' dominance might have on their children's achievement motivation, it did not affect the boys and girls the same way. Dominant fathers might have favourable traits which might induce achievement motivation in their children but liberal fathers would affect their sons and daughters differently.

Scrutinizing Table XXXVIII for the effect of mothers' dominance on their daughters' achievement motivation, it was noted that mothers played even a lesser role compared to fathers. The equation relating the concerned parameters is

$$A_D = 0.1234 + 0.2992 D_m + 0.0360 D_m^2 + 0.0982 D_m^3$$

where A_D and D_m stand for daughters' achievement motivation and mothers' dominance, respectively. Graphical representation of the aforesaid equation is shown in Figure 3. Figure 3 shows that the nature of influence of mothers' dominance on the daughters' achievement motivation was similar to that of the fathers. If liberal mothers' traits were those expressed through nurturance, babying, and affection and dominant mothers were equated with hostility and rejection, then the

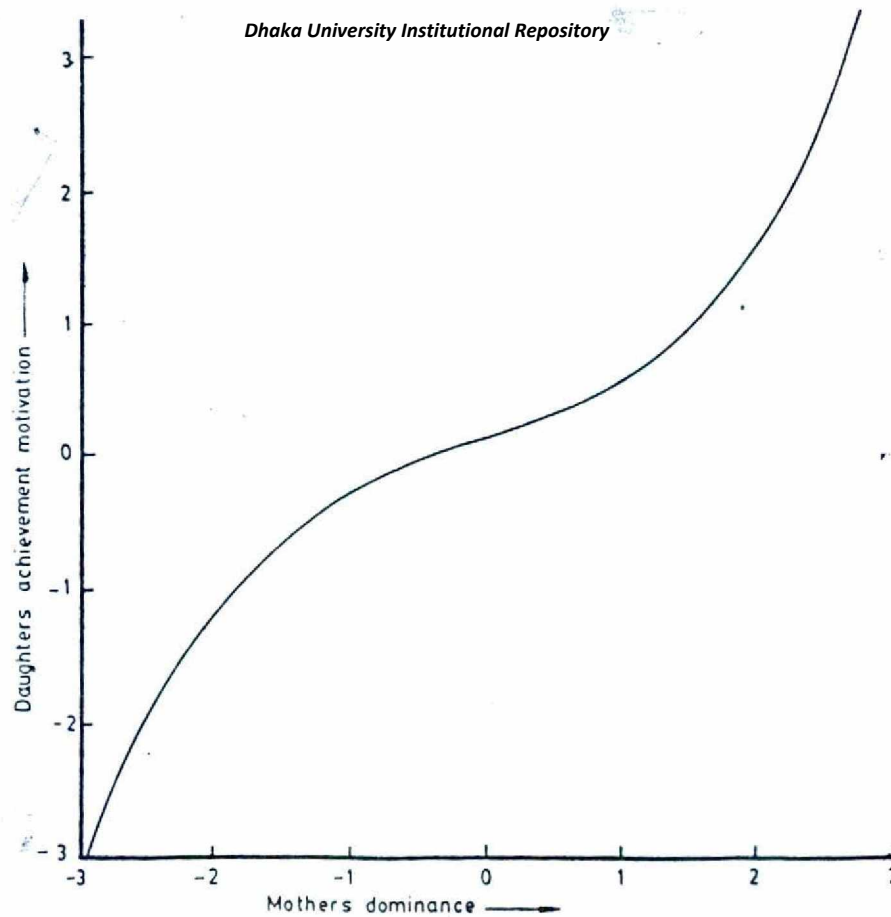


Fig. 3 Relation between Mothers' Dominance and Daughters' Achievement Motivation.

curve in Figure 3 would confirm the findings of Crandle and Battle (1970) and also of Kagan and Moss (1962).

Difference in the Achievement Motivation Level of Boys and Girls

The concept of achievement motivation embodied in the measurement of the present work is based on the most widely known theory of achievement motivation initially proposed by McClelland et. al. (1953). They have conceptualized achievement motivation as a relatively stable disposition to strive for success in any situation where standards of excellence are applicable, that is, as a motive that generalized across achievement areas. This conceptualization has received reasonably

good support in studies with males but not with females. In this context females are consistently found to be less achievement motivated than males (Stein & Bailey, 1973). This finding coincides with what has been found in the present work. Table XXXI shows the mean and standard deviation of boys' achievement scores and Table XXXII presents those of girls. It was shown earlier that the difference between the two means was barely significant at 0.06 level while the difference between two standard deviations was not significant. As commented by Stein et. al (Stein et. al., 1973) this difference was observable only when achievement motivation of boys and girls were measured in the same context. It was shown by Stein et. al. that females' achievement orientations were manifested in areas which represented culturally defined sex appropriate activities. Females set high attainment values and standards of performance in sex appropriate areas and these values and standards predicted their effort and performance.

Correlations of Achievement Motivation with Other Variables

Referring to Table XXXIX it could be seen that the present measure of achievement motivation of the school age boys and girls in Bangladesh had a correlation coefficient of 0.3714 with that of the complex measure of the same parameter as obtained by algebraic sum of scores on 15 items chosen from 60 item-battery of the Edwards personality preference schedule.

This highly significant and relatively moderate value of correlation coefficient was an indication that Edwards' items-battery measure contained a fair amount of the variance of achievement motivation. The negative value of 0.1414 of the correlation coefficient of FACA with sex parameter (SINF1), significant at 0.021 level, merely confirmed our earlier finding that girls were slightly less achievement motivated than boys in Bangladesh; such results were also found to be true in other cultures when the same achievement motivation areas as postulated by McClelland et al. (1953) were used for both boys and girls.

In this table the absence of correlation of FACA with SINF2 (age) confirmed the contention of Winterbottom (1953) that formation of achievement motivation in people was complete by the age of eight. This finding also subscribed to the views of Lazarus et al (1957), and Broverman et al (1960) that McClelland's (1951) fantasy measure of achievement motivation, which was found to be negatively correlated with both age and education, was not really a measure of behavioural expression of achievement motivation; rather fantasy was an alternative channel for the expression of achievement motivation when behavioural channels were blocked.

FACA had a low correlation of 0.12 ($P < 0.052$) with academic performance (SINF3) which indicated that higher

achievement motivation did not lead to better academic performance. When we accept the fact that adults with higher achievement motivation ended up as entrepreneur, factory managers, or in other venturous profession, who were not necessarily higher academic performers, then the above finding was in conformity with our general observation. The small value of this correlation coefficient might have resulted from the improper scaling of the academic performance parameter as used in this work. Serial position in the class was taken as a measure of academic performance. But academic performance is a statistical variable governed by the normal curve and the distribution of the serial positions of the students in the class was very far off from this normal distribution. The positive correlation of FACA with fathers' education level ($P < 0.01$) in Table XXXIX meant that higher educated fathers produced less achievement motivated children. The result might appear a bit paradoxical at the first glance. But the fact was that the sampled schools were all located in the city of Dhaka and the fathers' education-level of the sampled subjects were mostly above matriculation. As such the higher educated fathers were really in the upper economic class whereas the lower educated fathers represented the middle economic class of Bangladesh. It is a consistent finding in the literature that upper class families produce less motivated children because of the overprotection and

excessive nurturance of their children. Whereas the middle class families induce striving, long range goals and thinking in terms of long time span in their children who look forward to long range rewards of personal significance. In addition, according to Ray & Kiefl (1984), the feeling of economic insecurity, most prevailing in middle class families, is a crucial factor for inducing achievement motivation in their children. Thus the finding above merely confirmed the prevailing notion in the literature. This fact was further confirmed by the highly significant ($P < 0.005$) correlation coefficient of -0.18 between FACA and fathers' monthly income. The absence of significant correlation of FACA with SINF9 in Table XXXIX meant that whether a child spent his first five years in the city or village had nothing to do with his level of achievement motivation.

Further, in Table VIII, correlation of FACA with the birth order of children in the family was not found to be significant. According to Atkinson and Millar (1956), in the American culture, first born children were more likely to have strong achievement motivation because of too much expectation and more affection of the parents compared to those with other birth orders. But Abegglen's (1958) study of Japan indicated that, instead of the first born child, the youngest child might get the privilege of getting more affection and independence resulting into higher achievement motivation in him.

In the light of these controversial reports the above finding was a very likely expectation and revealed the true nature of relationship between the two variables.

FACA had a negative correlation of 0.13 with the rank orders of fathers' profession (SINF7) which was significant at .10 level. The rank orders of fathers' profession used here was shown in Table III. With this ranking of fathers' profession the above correlation meant that teachers, government executives, and businessmen were more likely to produce higher-achievement-oriented children than clerks, labourers, and farmers. In this connection, it should be mentioned here that Fraser (1959, Ref. 19), in a study on a large number of school children for achievement motivation in a village in Orissa Province, India, came out with the result that children whose fathers were members of the Teli or Gand castes, the only real entrepreneurial castes in that section of rural India, had higher achievement motivation than the children whose fathers were engaged in traditional agriculture. Rosen (1956) indicated that, as far as United States was concerned, the Occupational status of the parents was an important determinant of children's achievement motivation. Middle class children were significantly higher in achievement motivation than the lower class children. Davis (1944) noted the critical role of anxiety as a reinforcement for achievement strivings in the middle class training scheme. Erickson's Study (1947)

revealed a picture of the environment of the middle class child as making early and consistent demands for personal attainment. It was thus found that the above finding was in full conformity with results of other research workers in this field. Surprisingly enough, the same trend was depicted in the present study by the correlation of FACA with the same rank-orders of mothers' profession (SINF8 in Table VIII). It could, therefore, be concluded that both fathers' and mothers' professions equally affected the children's achievement motivation.

Parental Dominance and Other Variables

The absence of correlation between FACFD (fathers' dominance) or FACMD (mothers' dominance) and SINF1 (children's sex) in Table VIII meant that neither father nor mother was particularly dominant to either of the two sexes of the children. Thus the usual notion that father was particularly dominant towards his son while the mother towards her daughter was not really borne out by results of this study. It could also be seen from Table VIII that neither of the parents' dominance had any correlation with children's age (SINF2). It could easily be deduced from this fact that adults' dominance did not increase with increase in age. It could also be interpreted to mean that older parents were not necessarily more dominant than younger parents. Again, neither fathers'

dominance nor mothers' dominance had any significant correlation with children's academic performance (SINF3, Table VIII). Thus, whether parents were dominant or not children's academic performance was hardly affected. The notion that children would do better in the examination if parents were strict with them must be dispensed with. The correlation of parents' dominance with birth order of children (SINF4, Table VIII) revealed a highly interesting phenomenon because of the fact that this result was an indicator as to what happened to the parental dominance when the family size increase. It showed that mothers' dominance remained static while fathers' dominance increased with increasing family size ($P < 0.03$). The correlation coefficients between parental dominances and their education levels brought out even more interesting fact. While females' dominance had nothing to do with their husbands' education-level (correlation between FACMD and SINF5) the males' dominance increased with their decreasing education level (correlation between FACFD and SINF5). But females' education level did neither bring any change in their own dominance nor in their husbands'. Thus it could be concluded that one's education level did not bring any change in the level of dominance of one's spouse but males became liberal with higher education while females' education did not bring any change in their dominance level. It would be now interesting to see how one's profession influenced one's own or spouse's dominance. It

could be seen from Table VIII that one's profession had no influence on one's own dominance as indicated by the absence of any significant correlations between FACFD and SIN7 and between FACMD and SIN8, but, interestingly, it had a significant effect on the dominance of one's spouse. If the husband was a teacher or a government executive or a businessman then the wife was found to be more dominant ($P < 0.07$) or if the wife was so then the husband became more dominant ($P < 0.028$). It is quite understandable that the wife in a businessman's or executive's or teacher's family had to play a more dominant role than in a labourer's or clerk's family but it is not that obvious why the husband had to become more dominant when the wife is a teacher or a government executive. The fact is that, in the sample considered here, there would be hardly any wife who would be employed as a labourer or a clerk. Thus wife's profession became a dichotomous variable with "housewives" in one category and "employed outside" in the other category. So, the negative correlation between FACFD and SIN8 meant that a husband had to play a more dominant role when the wife was employed outside than when the wife stayed at home as housewife. Lastly, husband's monthly income did neither affect his own dominance (correlation between FACFD and SIN10) nor his wife's (correlation between FACMD and SIN10).

Other Relations of InterestFathers' Monthly Income (SINF10)

Referring to SINF10 in Table VIII it was found that it had a significant correlation ($P < 0.085$) with children's academic performance (SINF3) which meant that, in the sampled students, children of low-income group did better in schools than those of high-income group. It was explained earlier that the low-income group of our sample was actually middle-income group in the wider frame of reference in Bangladesh. It is well known that middle-class parents, in rearing their children, asserted demands for individual success more regularly than do parents in the upper class. As a result, middle class children showed better academic performance than those of upper class.

It could also be seen in Table VIII that fathers' monthly income had a highly significant ($P < 0.000$) correlation coefficient of 0.42 with their level of education (SINF5). But, in effect, it tells us that only 17.64% of one's salary in Bangladesh was on account of his education while the rest 82.36% was due to other factors. The situation was not bright at all to motivate people that somebody could improve his economic condition through education.

Further, in Table VIII, fathers' monthly income had highly significant ($P < .001$) correlation of 0.254 with mothers' education. Thus, in Bangladesh, men of higher income group generally preferred higher educated women as their wives.

Mothers' Profession (SINF8)

From Table VIII it could be seen that mothers' profession had nothing to do with children's academic performance (SINF3). It had a negative correlation of .15 ($P < .07$) with fathers' education. This correlation had the connotation that educated men preferred their wives to be teachers or government executives. It had also a negative correlation of 0.1934 ($P < 0.015$) with mothers' education (SINF6) which, in effect, meant that majority of the educated women in Bangladesh were still working as housewives. Mothers' profession had no correlation with fathers' profession (SINF), so there is no reason to believe that a man of certain profession would prefer his wife to be in the same profession.

Fathers' Profession (SINF7)

Like mothers', fathers' profession did not influence the academic performance of their children (SINF3). But it had a significant ($P < .01$) correlation of 0.2 with fathers' education (SINF5) which indicated that educated men in this country preferred teaching and government jobs to other occupations. Fathers' profession had a correlation of 0.15 ($P < 0.058$) with mothers' education which showed that men in teaching or in government job would like their wives to be higher educated. Finally, the absence of correlation of fathers' profession with children's birth order (SINF4) in Table VIII indicated that, at least 10

years back, people of all professions were equally unconscious about family planning.

Mothers' Education (SINF6)

First of all, Table VIII showed that the academic performance of children (SINF3) was not at all affected by the education level of mothers ($r = 0.0004$, $p < 0.996$). But mothers' educational level had a very significant ($P < .036$) effect on the birth order of children (SINF4). As this variable had a direct bearing on the family size, it could very well be used as such. Thus, it was just seen that mothers' higher level of education kept the family size smaller. Whereas, higher education of fathers had no effect, whatsoever, on the family size ($r = 0.075$, $P < 0.35$). It thus boils down to the fact that mothers' awareness about family planning was much more effective in controlling the population of a country than that of fathers.

Mothers' education had a highly significant correlation with fathers' education ($r = 0.41$, $p < 0.0001$). It merely depicts the picture that higher educated men preferred marrying higher educated women, confirmation of a result which was intuitively deducible.

Correlation Between Fathers' and Mothers' Dominance

The most revealing fact traced out during the present research work was the effect of long-term association on the

psychological parameters of human beings. In Table V, it could be seen that the composite measure of dominance of husbands had a correlation coefficient of 0.5116 with that of wives. The limits of the 0.99 confidence interval of this correlation coefficient are 0.361 and 0.662. Whatever the aggregate score of the dominance questionnaire was measuring, the long-term effect of association was expressed by this high value of correlation coefficient, as there was hardly any other explanation for this correlation. As the number of parameters present in a measure increased, the value of this correlation also increased. Conversely, as the validity of a questionnaire to measure a particular parameter increased it led to the decrease of the percentage of variance of the other undesired parameters. This would also result in decrease in value of the correlation coefficients. In the pilot study, when the questionnaire was measuring the variances of a large number of parameters, this correlation coefficient was 0.656. When the validity of the questionnaire for measuring dominance was increased at the cost of variances of other parameters, the coefficient was reduced to 0.5116. Further, when all the undesired parameters were partialled out keeping only the dominance parameter, the value of this correlation coefficient became 0.2425, ($P < 0.002$) as shown in Table VIII (correlation between FACFD and FACMD). This regression of one's parameter on another's due to long-term association had a far reaching implication.

It would be intuitively concluded that the longer was the association the higher was this regression. This long-term association had also been prevalent between children and parents. As children were born with clean slates and as their first association was with their parents, their parameters would have a far stronger regression on those of their parents. Achievement motivation cannot be an exception to this rule. It is thus natural that, if the parents had strong striving for attainment of excellence of their own, this would of course be induced in their children, irrespective of the other behaviour patterns of parents with their children. The behaviour patterns of parents which were thought to be conducive to the development of achievement motivation in children might be merely the result of the parents' own achievement motivation which had resulted into all these controversies to attempts of relating parents' behaviour patterns to the development of achievement motivation in children. The influence of striving environment, might it be that of a society or community or family, had been found again and again to be the most striking factor for inducing achievement motivation in the children of that society or community or family. Thus the striving nature of the parents would naturally play a very important role in the inducement of achievement motivation in their children and should thus be thoroughly investigated. Other factors thought to be of importance by research workers for inducing achievement

motivation in children had always ended up in controversy and hardly found to be positively accepted by the whole community of investigators. If two adults could be found to be so regressed on each other for their behaviour and belief as a result of constant association, the children would have a far greater regression for every bit of their behaviour pattern on the norm set by the society, community, family, parents or combination thereof, through their association with them.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

This study was primarily concerned with the investigation of the influence of parental dominance on the achievement motivation of the children. In order to achieve this objective it became necessary to develop scales for the measurement of these two psychological variables. Thus, a major portion of this research work was devoted to the development of the two measuring scales, field studies of the two variables, and investigation of the nature of relationship existing between these two variables. In the course of these studies it was felt necessary to bring in other variables and to study the influences of these additional variables on each other and on the two major variables we are mainly concerned here. These studies led to a number of conclusions on the nature of relationship between the two major variables and also on the roles played by the additional variables. Referring to the two major variables the following observations could be made.

1. An appropriate scale was developed for the measurement of achievement motivation parameter in school-age children. The measuring scale for the achievement motivation was based on the concept that, to be an uniquely defined psychological parameter, it must be a single vector in

the vector space of parameters and so located in this space with relation to the instrument parameters (item parameters) that it could account for the maximum amount of the sum of variance of the instruments used in its measurement.

2. Another scale was developed for the measurement of dominance parameter in adults based on the similar logic as that for the achievement motivation parameter.
3. No linear correlation was found to exist between the achievement motivation of school-age boys or girls with the dominance of their fathers or mothers.
4. If the children in America were more achievement motivated than those of Turkey, then it had to be attributed to more striving atmosphere prevailing in American society compared to that of Turkish society and definitely not due to the less domineering attitude of American parents as advocated in the literature (Bradburn & Norman, 1963).
5. If, in a society, children deprived of fathers' association were found to have more achievement motivation than those who had constant association of their fathers, then it had to be attributed to the striving atmosphere in which the association-devoid children were put into. This was not because of absence of fathers' dominance as argued in the literature (Bradburn & Norman, 1963).

6. The polynomial regression of sons' achievement motivation on fathers' dominance showed that fathers' dominance had a small influence on sons' achievement motivation which might be described by a parabolic curve. Achievement motivation of boys was found to increase with the increase in both dominance and liberalism of fathers and became lowest for the neutral fathers.
7. Fathers' dominance also had a nonlinear influence on daughters' achievement motivation but its strength was even smaller than that it had on sons. And the nature of the curve was completely different from that for the boys. It showed that daughters' achievement motivation increased monotonically with the increase of fathers' dominance.
8. Mothers' dominance had nothing to do with sons' achievement motivation as revealed by the polynomial regression of the later variable on the former. This might not be a general trend, rather specific for the social setup in this country.
9. Mothers' dominance had a weak nonlinear influence on daughters' achievement motivation like that of fathers, that is, achievement motivation was found to increase monotonically with the increase of dominance.

10. The level of achievement motivation of boys was in general higher than that of the girls when the same achievement motivation areas as postulated by McClelland et al (1953) were used for both boys and girls. This is completely in agreement with the findings of other investigators.
11. No correlation was found to exist between the achievement motivation of children and their age when they are nine years and above. This confirmed Winterbottom's (1953) contention that formation of achievement motivation in people was complete by the age of eight and supported the views of Lazarus et al (1957) and Broverman et al (1960) that McClelland's (1951) fantasy measure of achievement motivation was not really a measure of behavioural expression of achievement motivation as it was negatively correlated with age.
12. The children from the families of middle income group in Bangladesh were found to have a higher level of achievement motivation than those of higher income group. This was in conformity with the findings of Ray & Kiefl (1984) who reasoned that the feeling of economic insecurity most prevailing in middle class families was responsible for it.
13. Children of highly educated fathers were found to have less achievement motivation than those of the moderately educated fathers. This might be due to the fact that the

highly educated fathers in this country were found to constitute the higher income families.

14. The first five years of a child, whether spent in the city or in the village, had nothing to do with his achievement motivation level.
15. The birth order of a child in his family had no significant correlation with his achievement motivation level.
16. Profession of both the parents affected the children's achievement motivation. Children of Teachers, government executives, and businessmen were found to have higher achievement motivation than those of clerks, labourers and farmers.

From further study of the parameter, parental dominance, the following conclusions could be drawn:

- (i) Dominance did not vary with age of people.
- (ii) Younger parents were not necessarily more or less dominant than the older parents.
- (iii) Parental dominance, either that of father or that of mother, had no significant effect on the children's academic achievement.
- (iv) Fathers' dominance was found to increase with the increase in family size while mothers' dominance was not affected by the family size at all.

- (v) The higher was the level of education of a man, the less was his dominance. But women's dominance did not change with the level of education.
- (vi) Dominance of a woman had nothing to do with the level of education of her husband and the reverse was equally true.
- (vii) Dominance of a man or a woman did not depend on his or her profession.
- (viii) If the husband was a teacher or a government executive or a businessman then the wife became more dominant or if the wife was a teacher or government executive or a business woman then the husband became more dominant.
- (ix) No evidence was found to the effect that rich people were more dominant than relatively poor people.

In the light of the results obtained in this research work the following conclusions might safely be drawn:

- (i) Children of middle class parents showed better academic performance than those of upper class parents.
- (ii) In Bangladesh education was found to account for only 17.64% of one's income while the rest (82.36%) was due to other factors.

- (iii) Husband's monthly income correlated very significantly with wife's higher educational level which meant that rich men were likely to prefer higher educated women as their wives.
- (iv) No evidence was found to the effect that a man of certain profession would prefer his wife to be in the same profession.
- (v) Majority of the educated women in this country were still found to have been working as housewives.
- (vi) Majority of the educated men in this country would prefer their wives to be teachers or government executives.
- (vii) Neither fathers' nor mothers' profession had any influence on the children's academic performance.
- (viii) No evidence was found to the effect that men of any particular profession were more aware about family planning than men of other profession.
- (ix) Mothers' awareness about family planning was found to be more effective in controlling the population of a country than that of fathers'.
- (x) Mothers' educational level had no influence on the academic performance of the children.
- (xi) Finally, long-term association of a person, may it be with another person or a family or a community or a society, would have a great influence and lasting effect on that person's psychological parameters.

This fact led to the conclusion that the formation of achievement motivation traits in children would largely depend on the striving environment prevailing in the family or society in which they were brought up. It provided a reasonable explanation for the present low level of achievement motivation in West Germany and its high level in South Africa and Bombay as observed by Ray & Kiefl (1984), provided cognizance could be taken of the fact that economic and social insecurity would intensify the striving environment of the society while economic solvency and social security would reverse it.

Recommendation for Further Research

The present investigation brought out a number of facts which would require further extensive and systematic study and intensive probing. Referring to achievement motivation parameter it is evident that striving environment-an environment which emphasises and rewards the attainment of excellence in human activities and punishes its absence, is a very important determinant in the creation of achievement motivation in the people. It will thus be quite appropriate to develop scale for the measurement of striving environment prevailing in families and societies and establish exact relationship between the striving environment parameter and the achievement motivation parameter.

This may involve cross-culture, cross-community, and cross-family studies and should thus be divided into a number of component studies.

The striving environment in a family will be largely determined by the achievement motivation level of the parents, the socio-economic condition of the family, sense of insecurity, profession of parents and lots of other factors which have to be probed into and studied in great details.

The direct relationship between the achievement motivation level of the parents and that of the children should also be investigated.

A scale should also be developed for the measurement of the achievement motivation in adults based on the same model used in this investigation and should be validated against professional attainment.

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TABLE - I

ITEM ANALYSIS OF THE SECOND PILOT-STUDY
OF THE QUESTIONNAIRE OF ACHIEVEMENT
MOTIVATION PARAMETER

Item Number	Validity Index	Discriminating Power
1	0.197	0.371
2	0.317	0.314
3	0.034	-0.057
4	0.334	0.314
5	0.243	0.400
6	0.030	-0.057
7	0.169	0.400
8	0.180	0.143
9	0.252	0.400
10	0.477	0.857
11	0.249	0.200
12	0.389	0.400
13	-0.060	-0.171
14	0.425	0.514
15	0.119	0.314
16	0.220	0.170
17	0.494	0.800
18	0.240	0.200
19	0.252	0.370
20	-0.120	-0.086
21	-0.220	-0.286
22	-0.190	-0.143
23	0.000	0.000
24	0.370	0.314
25	0.170	0.257
26	0.600	0.800
27	0.480	0.400
28	0.000	0.000
29	0.120	0.086
30	0.070	0.314
31	0.290	0.286
32	0.050	0.000
33	0.220	0.200
34	0.550	0.600

TABLE - II

ITEM ANALYSIS OF THE FIRST
PILOT-STUDY OF THE QUESTIONNAIRE
OF DOMINANCE PARAMETER
(Item-score range= 5).

Item Number	Discriminating Power
1	1.47
2	1.53
3	1.94
4	1.23
5	2.10
6	2.00
7	0.74
8	0.64
9	1.37
10	1.19
11	1.00
12	2.03
13	2.77
14	1.06
15	1.46
16	1.34
17	1.94
18	1.93
19	2.00
20	1.47
21	0.94
22	0.88
23	0.52
24	2.00
25	1.20
26	1.19
27	2.00
28	1.15
29	2.00
30	0.20
31	-0.03
32	1.42

TABLE NO. III

DEFINITION OF COMPUTER VARIABLE NAMES AND THEIR VALUE-LEVELS

COMPUTER VARIABLE NAMES	DEFINITION OF THE VARIABLES	VALUE LEVELS OF THE VARIABLES	
		Value used	Level of the variables
CASEN	Subject Identification No.		
SINF1	Sex of the Subject	0 1	Male Female
SINF2	Age of the Subject	Actual age	
SINF3	Academic merit	Position in class	
SINF4	Position in the Family	1 2	First child Second child, etc.
SINF5	Father's Education	1 2 3	Master and up Graduate Under Graduate
SINF6	Mother's Education	1 2 3	Master and up Graduate Under Graduate
SINF7	Father's Profession	1 2 3 4 5 6 7	Teacher Government Job Business Clerical Jobs Labourer Farmer Others
SINF8	Mother's Profession	1 2 3 4	Teacher Government Job Clerical Job Others
SINF9	Urban/rural childhood	0 1	Rural Urban
SINF10	Father's monthly income	1 2 3 4 5	Taka 5000 & up Taka 3000 to 5000 Taka 1500 to 3000 Taka 1000 to 1500 Below Taka 1000
SINF11	Mother's monthly income	Same as	SINF10

TABLE NO. III (CONTINUED)

VARIABLE NAMES	DEFINITION
ACH1 to ACH32	Item No. 1 to Item No. 32 of Achievement Motivation Questionnaire
ACHT	Sum of achievement Questionnaire score
CA1 to CA15	Item No.1 to Item No. 15 of Criteria Questionnaire
CAT	Sum of criteria questionnaire score
TAC	Sum of ACHT and CAT
FDS	Sum of Father's dominance score
MDS	SUM of Mother's dominance score
FD1 to FD32	Item No. 1 to Item No. 32 of Dominance Questionnaire responded by Fathers
MD1 to MD32	Item No. 1 to Item No. 32 of Dominance Questionnaire responded by Mothers.
FACA	Achievement Motivation Factor score
FACFD	Fther's Dominance factor score
FACMD	Mother's Dominance factor score
FS2, FK2	Square of FACFD
FS3, FK3	Cube of FACFD
MS2, MK2	Square of FACMD
MS3, MK3	Cube of FACMD

TABLE - IV

MEANS AND STANDARD DEVIATIONS OF THE VARIABLES OF THE ORIGINAL QUESTIONNAIRES (Original questionnaires contain 32 items of Achievement Motivation and 32 items of Dominance)

VARIABLE	MEAN	STANDARD DEV	CASES
ACHT	24.2515	4.0221	163
CAT	8.7239	2.5271	163
FDS	96.9755	8.7149	163
MDS	97.8712	8.9153	163
FACA	-0.0887	1.0653	163
CAT	8.7239	2.5271	163
FACFD	0.0416	1.0314	163
FACMD	-0.0058	1.0118	163
SINF1	0.4904	0.5015	157
SINF2	13.7643	1.5817	157
SINF3	16.1975	15.0544	157
SINF4	2.9363	1.9503	157
SINF5	2.0637	0.7736	157
SINF6	2.6561	0.6376	157
SINF7	2.2293	1.1547	157
SINF8	0.2166	0.6517	157
SINF10	2.5414	1.0771	157

TABLE - V

TABLE OF PEARSON CORRELATION COEFFICIENTS OF THE AGREGATE ACHIEVEMENT MOTIVATION AND PARENTAL DOMINANCE VARIABLES OF THE ORIGINAL QUESTIONNAIRE.

	ACHT	CAT	FDS	MDS
ACHT	1.0000 (0) P=*****	0.4211 (161) P=0.000	0.1900 (161) P=0.015	0.1104 (161) P=0.161
CAT	0.4211 (161) P=0.000	1.0000 (0) P=*****	0.0880 (161) P=0.264	0.1444 (161) P=0.066
FDS	0.1900 (161) P=0.015	0.0880 (161) P=0.264	1.0000 (0) P=*****	0.5116 (161) P=0.000
MDS	0.1104 (161) P=0.161	0.1444 (161) P=0.066	0.5116 (161) P=0.000	1.0000 (0) P=*****

(COEFFICIENT / (D.F.) / SIGNIFICANCE)

TABLE - VI

TABLE OF PEARSON CORRELATION COEFFICIENTS OF ACHIEVEMENT FACTOR AND PARENTAL DOMINANCE FACTOR VARIABLES OF THE ORIGINAL QUESTIONNAIRES.

	FACA	CAT	FACFD	FACMD
FACA	1.0000 (0) P=*****	0.2413 (161) P=0.002	0.0430 (161) P=0.585	0.0733 (-161) P=0.352
CAT	0.2413 (161) P=0.002	1.0000 (0) P=*****	0.0359 (161) P=0.649	-0.0523 (161) P=0.507
FACFD	0.0430 (161) P=0.585	0.0359 (161) P=0.649	1.0000 (0) P=*****	0.2152 (161) P=0.006
FACMD	0.0733 (161) P=0.352	-0.0523 (161) P=0.507	0.2152 (161) P=0.006	1.0000 (0) P=*****

(COEFFICIENT / (D.F.) / SIGNIFICANCE)

TABLE - VII

TABLE OF PARTIAL CORRELATION COEFFICIENTS OF THE ACHIEVEMENT MOTIVATION FACTOR AND PARENTAL DOMINANCE FACTORS OF THE ORIGINAL QUESTIONNAIRES.

Correlating variables	Correlation Coefficients	Controlled Variables
FACA & CAT	0.2452 (159) P = 0.002	FACFD FACMD
FACA & FACFD	-0.0600 (146) P = 0.469	SINF1, SINF2, SINF3, SINF4, SINF5, SINF6, SINF7, SINF8, SINF10
FACA & FACMD	-0.0523 (146) P = 0.528	SINF1, SINF2, SINF3, SINF4, SINF5, SINF6, SINF7, SINF8, SINF10

(Coefficient / (D. F.) / Significance)

TABLE - VIII

TABLE OF PEARSON CORRELATION COEFFICIENTS OF THE ACHIEVEMENT
MOTIVATION FACTOR, PARENTAL DOMINANCE FACTORS AND SOME SUBJECT-
INFORMATION VARIABLES OF THE ORIGINAL QUESTIONNAIRES.

	FACA	PACFD	FACMD	SINF1	SINF2	SINF3	SINF4	SINF5	SINF6	SINF7	SINF8	SINF10
FACA	1.0000 (0) P=*****	-0.0482 (155) P=0.549	-0.0137 (155) P=0.865	-0.2021 (155) P=0.011	-0.0026 (155) P=0.974	0.1982 (155) P=0.013	-0.1002 (155) P=0.212	0.1706 (155) P=0.033	0.0859 (155) P=0.285	-0.1304 (155) P=0.103	-0.1255 (155) P=0.117	0.1595 (155) P=0.046
FACFD	-0.0482 (155) P=0.549	1.0000 (0) P=*****	0.2425 (155) P=0.002	0.0575 (155) P=0.224	-0.0916 (155) P=0.254	-0.0270 (155) P=0.737	0.1709 (155) P=0.032	0.1806 (155) P=0.024	0.0380 (155) P=0.637	0.0222 (155) P=0.783	-0.1755 (155) P=0.028	0.1050 (155) P=0.191
FACMD	-0.0137 (155) P=0.865	0.2425 (155) P=0.002	1.0000 (0) P=*****	-0.0026 (155) P=0.974	0.0582 (155) P=0.469	-0.0997 (155) P=0.214	0.0908 (155) P=0.258	-0.0246 (155) P=0.760	0.0396 (155) P=0.622	-0.1455 (155) P=0.069	-0.0580 (155) P=0.470	0.0582 (155) P=0.469
SINF1	-0.2021 (155) P=0.011	0.0975 (155) P=0.224	-0.0026 (155) P=0.974	1.0000 (0) P=*****	-0.1200 (155) P=0.134	-0.0282 (155) P=0.726	0.0649 (155) P=0.419	-0.0645 (155) P=0.422	0.0899 (155) P=0.263	0.1035 (155) P=0.197	-0.0125 (155) P=0.877	-0.0675 (155) P=0.401
SINF2	-0.0026 (155) P=0.974	-0.0916 (155) P=0.254	0.0582 (155) P=0.469	-0.1200 (155) P=0.134	1.0000 (0) P=*****	0.0243 (155) P=0.762	0.0367 (155) P=0.648	0.0176 (155) P=0.827	0.1225 (155) P=0.126	0.0193 (155) P=0.811	0.0352 (155) P=0.661	-0.0827 (155) P=0.303
SINF3	0.1982 (155) P=0.013	-0.0270 (155) P=0.737	0.0997 (155) P=0.214	-0.0282 (155) P=0.726	0.0243 (155) P=0.762	1.0000 (0) P=*****	-0.0282 (155) P=0.726	0.1057 (155) P=0.188	0.0004 (155) P=0.996	-0.0225 (155) P=0.779	-0.0417 (155) P=0.604	0.1381 (155) P=0.325
SINF4	-0.1002 (155) P=0.212	0.1709 (155) P=0.032	0.0908 (155) P=0.258	0.0649 (155) P=0.419	0.0367 (155) P=0.648	-0.0282 (155) P=0.726	1.0000 (0) P=*****	0.0746 (155) P=0.351	0.1678 (155) P=0.036	-0.0134 (155) P=0.868	-0.0243 (155) P=0.244	-0.1116 (155) P=0.164
SINF5	0.1706 (155) P=0.033	0.1806 (155) P=0.024	-0.0246 (155) P=0.760	-0.0645 (155) P=0.422	0.0176 (155) P=0.827	0.1057 (155) P=0.188	0.0749 (155) P=0.351	1.0000 (0) P=*****	0.4086 (155) P=0.000	0.1549 (155) P=0.012	-0.1457 (155) P=0.069	0.4199 (155) P=0.000
SINF6	0.0859 (155) P=0.285	0.0380 (155) P=0.637	0.0396 (155) P=0.622	0.0899 (155) P=0.263	0.1225 (155) P=0.126	0.0004 (155) P=0.996	0.1678 (155) P=0.036	0.4086 (155) P=0.000	1.0000 (0) P=*****	0.1514 (155) P=0.058	-0.1934 (155) P=0.015	0.2542 (155) P=0.001
SINF7	-0.1304 (155) P=0.103	0.0222 (155) P=0.783	-0.1455 (155) P=0.069	0.1035 (155) P=0.197	0.0193 (155) P=0.811	-0.0225 (155) P=0.779	-0.0134 (155) P=0.868	0.1989 (155) P=0.012	0.1514 (155) P=0.058	1.0000 (0) P=*****	-0.0385 (155) P=0.632	-0.1108 (155) P=0.167
SINF8	-0.1255 (155) P=0.117	-0.1755 (155) P=0.028	-0.0580 (155) P=0.470	-0.0125 (155) P=0.877	0.0352 (155) P=0.661	-0.0417 (155) P=0.604	-0.0948 (155) P=0.240	-0.1457 (155) P=0.069	-0.1934 (155) P=0.015	-0.0385 (155) P=0.632	1.0000 (0) P=*****	-0.0121 (155) P=0.980
SINF10	0.1595 (155) P=0.046	0.1050 (155) P=0.191	0.0582 (155) P=0.469	-0.0675 (155) P=0.401	-0.0827 (155) P=0.303	0.1381 (155) P=0.085	-0.1116 (155) P=0.164	0.4199 (155) P=0.000	0.2542 (155) P=0.001	-0.1108 (155) P=0.167	-0.0121 (155) P=0.980	1.0000 (0) P=*****
(COEFFICIENT / (D.F.) / SIGNIFICANCE) (A VALUE OF .55.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)												

TABLE - IX

Dhaka University Institutional Repository

INTER-CORRELATION COEFFICIENTS OF THE ITEMS OF ACHIEVEMENT

MOTIVATION QUESTIONNAIRE.

	ACH1	ACH2	ACH3	ACH4	ACH5
ACH1	1.00000	0.04035	0.13771	0.09646	0.15287
ACH2	0.04035	1.00000	0.21777	0.04666	-0.01815
ACH3	0.13771	0.21777	1.00000	0.01630	0.21253
ACH4	0.09646	0.04666	0.01630	1.00000	-0.10429
ACH5	0.15287	-0.01815	0.21253	-0.10429	1.00000
ACH6	0.16960	0.17602	0.16263	0.09877	0.11467
ACH7	0.16843	-0.03308	0.13497	0.07454	0.11659
ACH8	0.11091	0.01907	0.12520	0.07002	0.08226
ACH9	0.13722	0.04440	0.14870	0.21651	0.17740
ACH10	0.20488	-0.03248	0.04702	0.17015	0.13269
ACH11	0.05381	0.02374	0.04111	0.07449	0.12871
ACH12	0.19036	0.11660	0.19392	-0.08724	0.17417
ACH13	0.05324	0.04936	0.05611	0.08279	0.09900
ACH14	0.07969	0.05304	0.10851	0.05031	-0.00860
ACH15	0.14764	0.25380	0.29546	0.07727	0.10381
ACH16	0.25763	-0.01059	0.14752	-0.08555	0.15942
ACH17	0.14367	0.11162	-0.00571	0.00238	0.00238
ACH18	0.00782	-0.15063	-0.03180	-0.11610	-0.04415
ACH19	0.23088	-0.01204	0.06524	0.07449	0.19539
ACH20	0.00681	0.04261	0.10645	0.15811	0.00545
ACH21	0.08465	0.01426	0.02588	0.05352	0.01129
ACH22	0.03225	-0.03612	0.03563	0.14436	0.19335
ACH23	0.06291	-0.01059	0.05473	0.10426	0.03470
ACH24	0.03212	0.02115	0.10205	-0.01396	-0.07970
ACH25	0.01831	0.08166	0.02493	0.01677	-0.02072
ACH26	-0.03943	0.08063	0.00177	-0.05656	-0.02458
ACH27	0.03161	-0.05081	0.10892	0.03175	0.13988
ACH28	-0.00877	-0.02596	-0.00159	-0.05234	0.06209
ACH29	-0.00653	-0.02113	0.09526	-0.04728	0.16200
ACH30	-0.02750	-0.04419	0.13067	0.06652	0.01021
ACH31	-0.05501	-0.04701	-0.15679	0.09713	-0.11622
ACH32	0.15989	-0.03375	0.08564	0.09252	-0.01892
ACH33	0.34454	0.19480	0.39822	0.10261	0.33695

TABLE - IX (Continued)

	ACH16	ACH17	ACH18	ACH19	ACH20
ACH1	0.25763	0.14267	0.00782	0.23088	-0.01204
ACH2	-0.01059	0.10162	-0.15063	-0.01204	0.04361
ACH3	0.14752	-0.00571	-0.03180	0.06524	0.10645
ACH4	-0.08555	0.00238	-0.11610	0.07449	0.19539
ACH5	0.15942	0.11523	0.02138	0.15811	0.00545
ACH6	-0.04094	0.10075	0.02138	0.02588	0.05352
ACH7	0.29741	-0.02639	-0.01868	0.19539	0.01129
ACH8	0.06899	-0.02451	0.17422	0.14436	0.19335
ACH9	0.06124	0.17623	0.16192	0.10426	0.03470
ACH10	0.07383	0.19851	-0.01204	0.10205	-0.01396
ACH11	0.06590	-0.01580	0.15669	0.20488	0.02374
ACH12	0.30452	0.19587	-0.01670	0.13722	0.04440
ACH13	0.02563	0.02049	0.08627	0.10156	0.11660
ACH14	0.19277	0.01100	0.23745	0.15687	0.12322
ACH15	0.01819	0.12795	0.18616	0.24007	-0.01523
ACH16	1.00000	0.06516	0.14880	0.13826	0.06882
ACH17	0.06516	1.00000	0.20267	0.22267	0.13313
ACH18	0.14880	0.20267	1.00000	0.06746	0.06746
ACH19	0.20267	0.13313	0.06746	1.00000	0.12661
ACH20	-0.01923	0.09882	0.05227	0.05172	0.05172
ACH21	0.04550	0.05455	-0.03613	0.13022	0.05495
ACH22	0.16619	-0.07813	0.10746	0.10746	0.02257
ACH23	0.05797	0.00869	-0.02272	0.07773	0.0768
ACH24	0.03108	0.03727	-0.00079	0.03104	0.10627
ACH25	-0.03784	0.08799	0.00079	0.00079	0.02460
ACH26	-0.08694	-0.01556	0.02420	0.17513	0.04218
ACH27	0.13669	0.19722	0.12049	0.04218	0.05149
ACH28	-0.04487	-0.02326	0.07940	0.03452	0.1264
ACH29	-0.02222	-0.13085	0.02969	0.11097	-0.01818
ACH30	0.09709	0.04024	0.13807	-0.04467	-0.05469
ACH31	-0.05223	-0.02298	0.11506	-0.04467	0.13811
ACH32	-0.03003	0.05455	0.15227	0.45576	0.28530
ACH33	0.33765	0.24020	0.29154		

	ACH6	ACH7	ACH8	ACH9	ACH10
ACH1	0.16960	0.16843	0.11091	0.13722	0.20488
ACH2	0.17612	-0.18318	0.00917	0.09440	-0.03248
ACH3	0.16363	0.13497	0.12920	0.14850	0.04702
ACH4	0.09877	0.07454	0.07002	0.21651	0.17015
ACH5	0.11467	0.11659	0.08326	0.17740	0.12871
ACH6	1.00000	0.06503	0.15626	0.29595	0.18273
ACH7	0.06503	1.00000	0.10316	0.10831	0.21986
ACH8	0.15626	0.10316	1.00000	0.04060	0.15168
ACH9	0.29595	0.10831	0.04060	1.00000	0.22410
ACH10	0.18273	0.21986	0.15068	0.22410	1.00000
ACH11	-0.02549	0.03793	0.10145	0.22618	0.09716
ACH12	0.17539	0.12224	-0.02147	0.17064	0.07949
ACH13	0.13926	0.07922	0.14590	0.13172	0.19127
ACH14	0.10446	0.08474	0.15752	0.21205	0.16722
ACH15	0.31677	0.06373	-0.02352	0.22241	0.22335
ACH16	-0.04094	0.29741	0.06899	0.06124	0.07383
ACH17	0.11523	-0.02609	-0.02451	0.17623	0.19851
ACH18	0.32138	0.10075	-0.01868	0.17422	0.16192
ACH19	-0.02549	0.29519	0.13128	0.24475	0.36167
ACH20	0.07826	0.11734	0.10462	0.35852	0.11197
ACH21	-0.00559	-0.09869	0.20857	0.13075	0.04517
ACH22	-0.01583	0.14825	0.09685	0.22587	0.1760
ACH23	0.09789	0.01451	0.10220	0.12494	0.04251
ACH24	-0.04199	0.06742	-0.05480	-0.02525	0.16796
ACH25	0.01771	-0.04517	-0.04372	0.09197	-0.01914
ACH26	-0.026135	-0.0628	-0.05811	-0.00417	-0.08795
ACH27	0.05975	-0.08890	0.08169	0.12550	0.04507
ACH28	0.13291	-0.02044	0.13213	0.05186	0.10653
ACH29	0.09869	0.12861	0.04991	0.12999	0.06688
ACH30	0.20653	0.17898	0.03930	0.14933	0.20566
ACH31	0.03214	-0.02472	-0.11488	0.03910	-0.07226
ACH32	0.03912	-0.03759	0.04813	0.13575	0.23181
ACH33	0.38238	0.32673	0.29886	0.55065	0.44678

	ACH11	ACH12	ACH13	ACH14	ACH15
ACH1	0.05381	0.19036	0.05324	0.07969	0.14764
ACH2	0.02374	0.11660	0.08536	0.05324	0.26380
ACH3	0.04111	0.14392	0.05611	0.12651	0.20546
ACH4	0.07449	-0.08724	0.08279	0.05031	0.07727
ACH5	0.13871	0.17417	0.09900	-0.00860	0.10381
ACH6	-0.02549	0.10539	0.13526	0.10446	0.31677
ACH7	0.03793	0.12224	0.07922	0.08474	0.06373
ACH8	0.01045	-0.02147	0.14590	0.15752	-0.02352
ACH9	0.02618	0.17064	0.13102	0.21215	0.22241
ACH10	0.09716	0.07949	0.19127	0.16722	0.22335
ACH11	1.00000	-0.01385	-0.00694	0.02922	0.04218
ACH12	-0.01385	1.00000	0.06948	0.24352	0.06192
ACH13	-0.00694	0.06948	1.00000	0.23349	0.15045
ACH14	0.02922	0.24352	0.23349	1.00000	0.33636
ACH15	0.04218	0.06192	0.15045	0.33636	1.00000
ACH16	0.04522	0.30452	0.02563	0.19277	0.01819
ACH17	0.06590	0.19587	0.02049	0.01100	0.12795
ACH18	-0.01580	0.15669	-0.01670	0.08627	0.23745
ACH19	-0.01204	0.13737	0.12156	0.10156	0.15687
ACH20	0.14307	0.24434	0.06294	0.14153	-0.00381
ACH21	-0.02998	-0.04758	0.09581	0.21135	0.03462
ACH22	0.09310	0.23757	-0.01657	0.02573	0.01819
ACH23	0.23903	0.13043	0.18432	0.11321	0.01819
ACH24	0.02306	0.11258	0.00785	0.06562	0.17547
ACH25	0.10600	0.04354	0.12938	0.39083	-0.01673
ACH26	-0.05811	0.07186	-0.01038	0.00383	-0.05045
ACH27	0.02390	0.09270	-0.01756	-0.01761	0.12291
ACH28	0.01159	0.09382	0.17169	0.16949	0.05023
ACH29	-0.04384	-0.00232	0.03320	0.04100	0.09700
ACH30	0.03218	0.00492	0.09520	0.22827	0.08295
ACH31	-0.02802	0.14241	-0.01152	0.04306	-0.02519
ACH32	-0.01527	-0.07569	-0.01152	0.05764	0.11893
ACH33	-0.07241	-0.04056	0.00283	0.41575	0.43838
ACH34	0.19974	0.38766	0.36629		

TABLE - IX (Continued)

	ACH21	ACH22	ACH23	ACH24	ACH25
ACH1	0.08465	0.03225	0.06291	-0.03213	0.01231
ACH2	0.01426	-0.02612	-0.01059	0.08115	0.08166
ACH3	0.02988	0.02563	0.05473	0.10226	0.02493
ACH4	0.02352	0.14406	0.19426	-0.06389	0.01907
ACH5	0.01129	0.19355	0.03476	-0.07570	-0.02072
ACH6	0.00559	-0.01583	0.09799	-0.04159	-0.01771
ACH7	0.09869	0.14825	0.01451	0.06742	-0.04517
ACH8	0.20857	0.09088	0.10220	-0.05480	-0.04372
ACH9	0.13075	0.22587	0.12494	-0.02525	0.09197
ACH10	0.04917	0.17866	-0.04251	0.16756	-0.01914
ACH11	0.09310	0.23903	0.02306	0.10600	-0.05811
ACH12	0.23757	0.13043	0.11258	0.04354	0.07186
ACH13	0.09581	-0.01657	0.18432	0.00785	0.12938
ACH14	0.21135	0.02573	0.11321	0.06562	0.09083
ACH15	0.00381	0.03462	0.01619	0.17947	-0.01673
ACH16	0.04550	0.16619	0.05797	-0.03108	0.02784
ACH17	0.05455	-0.00813	0.00659	0.03727	0.08799
ACH18	0.05227	-0.03613	0.13746	-0.02272	-0.02079
ACH19	0.05172	0.31922	0.12673	0.07773	0.03164
ACH20	0.13801	0.05143	-0.05495	-0.02357	-0.00768
ACH21	1.00000	0.02130	0.18201	0.12762	0.00795
ACH22	0.02130	1.00000	0.16618	0.07274	-0.04145
ACH23	0.18201	0.16618	1.00000	-0.12434	0.15943
ACH24	0.12762	0.07274	-0.12434	1.00000	0.10312
ACH25	0.00795	-0.04145	0.15943	0.10312	1.00000
ACH26	0.15889	-0.03442	0.08175	0.01352	0.07092
ACH27	-0.01455	0.04120	0.04634	-0.12920	-0.08819
ACH28	0.03426	-0.02441	0.04572	-0.04942	-0.08280
ACH29	0.06244	0.14290	-0.03660	-0.00753	0.01091
ACH30	0.07903	0.16438	0.19059	-0.01800	0.02281
ACH31	0.03781	-0.02677	0.04477	-0.11135	0.12331
ACH32	0.07692	0.06369	0.04550	0.18768	0.03973
ACHT	0.25553	0.31911	0.28699	0.18046	0.19504

	ACH31	ACH32	ACHT
ACH1	0.05501	0.15989	0.34454
ACH2	0.04701	-0.02376	0.19487
ACH3	0.15679	0.04964	0.39822
ACH4	0.09713	0.02352	0.19251
ACH5	0.11622	-0.01882	0.33695
ACH6	0.00214	0.03912	0.38038
ACH7	0.24772	-0.07759	0.32673
ACH8	0.11488	0.04813	0.29886
ACH9	0.03910	0.13075	0.55005
ACH10	0.07026	0.23181	0.44678
ACH11	0.01527	-0.07241	0.19974
ACH12	0.07569	-0.04056	0.38766
ACH13	0.01152	0.07383	0.36628
ACH14	0.04306	0.05764	0.41505
ACH15	-0.02518	0.11863	0.43628
ACH16	-0.05223	-0.00000	0.32765
ACH17	0.00298	0.05455	0.24020
ACH18	0.11506	0.05227	0.29194
ACH19	0.04467	0.05172	0.48876
ACH20	-0.05469	0.13801	0.28520
ACH21	-0.00781	0.07692	0.25553
ACH22	-0.02677	0.06369	0.31911
ACH23	0.04477	0.04550	0.28699
ACH24	-0.10135	0.18768	0.18046
ACH25	0.12030	0.03973	0.19506
ACH26	0.09063	-0.01407	0.12292
ACH27	-0.00557	-0.01455	0.23153
ACH28	0.08304	-0.00381	0.22204
ACH29	-0.02590	-0.00367	0.26544
ACH30	-0.00926	0.01140	0.41388
ACH31	1.00000	0.26589	0.25183
ACH32	0.08589	1.00000	0.24604
ACHT	0.05163	0.24804	1.00000

TABLE - X

	ACH26	ACH27	ACH28	ACH29	ACH30
ACH1	-0.03943	0.03161	-0.03877	-0.01653	-0.0271
ACH2	0.08063	-0.06081	-0.02596	-0.02113	-0.04419
ACH3	0.03170	0.10862	-0.00159	0.09526	0.13067
ACH4	-0.05956	0.03175	-0.05234	-0.04728	0.06652
ACH5	-0.02458	0.13988	0.06209	0.16216	0.01021
ACH6	-0.06125	0.05975	0.13051	0.05869	0.20653
ACH7	-0.00628	-0.08890	-0.02044	0.12861	0.17898
ACH8	-0.05811	0.08169	0.13213	0.04551	0.03355
ACH9	-0.00617	0.13550	0.05186	0.00095	0.14533
ACH10	-0.08795	0.04507	0.17653	0.09698	0.20566
ACH11	0.02390	0.01159	-0.04384	0.03218	0.08262
ACH12	0.09270	0.09382	-0.00232	0.00492	0.14241
ACH13	-0.01038	-0.01756	0.17169	0.02320	0.06504
ACH14	0.00383	-0.01761	0.16949	0.04100	0.22827
ACH15	-0.09745	0.12291	0.05023	0.05710	0.08295
ACH16	-0.08694	0.13669	-0.04487	0.02222	0.09709
ACH17	-0.01556	0.09722	-0.02326	-0.02085	0.04624
ACH18	0.02426	0.12049	0.07940	0.02969	0.13817
ACH19	-0.06815	0.17593	0.04218	0.00452	0.11037
ACH20	-0.10627	0.02460	0.05149	0.01064	-0.01818
ACH21	-0.15889	-0.01455	-0.03426	-0.06244	-0.07503
ACH22	-0.08442	0.04120	-0.02441	0.14290	0.16438
ACH23	0.08175	0.04634	0.04972	-0.03860	0.19059
ACH24	0.01392	-0.12920	-0.04942	-0.00753	-0.01800
ACH25	0.07092	-0.08819	-0.00381	0.01140	0.02281
ACH26	1.00000	-0.12073	-0.04528	0.20537	0.13169
ACH27	-0.12073	1.00000	0.14307	-0.04311	0.06717
ACH28	-0.04528	0.14307	1.00000	-0.06587	0.10381
ACH29	0.20537	-0.04311	-0.06587	1.00000	0.32305
ACH30	0.13169	0.06717	0.10381	0.32305	1.00000
ACH31	0.07963	-0.01557	0.08304	-0.02590	-0.00926
ACH32	-0.00407	-0.01455	-0.00367	-0.00267	0.04146
ACHT	0.12292	0.22153	-0.22304	0.26544	0.41388

MEAN AND STANDARD DEVIATION OF THE ITEMS OF ACHIEVEMENT

MOTIVATION QUESTIONNAIRE.			
VARIABLE	MEAN	STANDARD DEV	CASES
ACH1	0.8173	0.3873	208
ACH2	0.8221	0.3833	208
ACH3	0.6154	0.4877	208
ACH4	0.9423	0.2337	208
ACH5	0.6298	0.4840	208
ACH6	0.8798	0.3260	208
ACH7	0.6442	0.4799	208
ACH8	0.7115	0.4541	208
ACH9	0.6635	0.4737	208
ACH10	0.9279	0.2593	208
ACH11	0.8558	0.3522	208
ACH12	0.8894	0.3144	208
ACH13	0.6587	0.4753	208
ACH14	0.8269	0.3792	208
ACH15	0.6490	0.4784	208
ACH16	0.8846	0.3202	208
ACH17	0.9231	0.2671	208
ACH18	0.8221	0.3833	208
ACH19	0.8558	0.3522	208
ACH20	0.7692	0.4223	208
ACH21	0.8750	0.3315	208
ACH22	0.8654	0.3421	208
ACH23	0.8846	0.3203	208
ACH24	0.6250	0.4853	208
ACH25	0.7019	0.4585	208
ACH26	0.7260	0.4471	208
ACH27	0.4808	0.5008	208
ACH28	0.6490	0.4784	208
ACH29	0.5721	0.4960	208
ACH30	0.6298	0.4840	208
ACH31	0.6827	0.4665	208
ACH32	0.8750	0.3315	208
ACHT	24.3558	3.8921	208

INTER-ITEM CORRELATION COEFFICIENTS OF THE PARENTAL DOMINANCE
QUESTIONNAIRE BASED ON FATHERS' RESPONSES

	FD1	FD2	FD3	FD4	FD5	FD6	FD7	FD8	FD9	FD10
FD1	1.00000	0.03474	-0.03272	0.23725	0.17742	0.02060	0.16405	0.31759	0.17342	0.02511
FD2	0.03474	1.00000	0.05047	0.08951	0.19660	0.14635	0.23114	0.08510	0.19432	0.09154
FD3	-0.03272	0.05047	1.00000	0.11097	0.06696	0.03056	-0.05886	0.06840	0.06758	0.02253
FD4	0.23725	0.08951	0.11097	1.00000	0.18142	0.07563	0.09129	0.07958	0.07684	-0.01398
FD5	0.17742	0.19660	0.06696	0.18142	1.00000	0.11424	0.21013	0.09824	0.16062	0.16084
FD6	0.02060	0.14635	0.03056	0.07563	0.11424	1.00000	0.26009	0.06139	0.32664	0.03865
FD7	0.16405	0.23114	-0.05886	0.09129	0.21013	0.26009	1.00000	0.04890	0.27824	0.03443
FD8	0.31759	0.08510	0.06840	0.07598	0.09824	0.06139	0.04890	1.00000	0.00020	0.22145
FD9	0.17342	0.19432	0.06758	0.07684	0.16062	0.32664	0.27824	0.00020	1.00000	0.04484
FD10	0.02511	0.09154	0.02253	-0.01398	0.16084	0.03865	0.03443	0.22145	0.04484	1.00000
FD11	0.16968	0.06235	-0.06367	-0.07016	0.04131	-0.03805	0.06343	0.22145	0.14484	0.00000
FD12	0.13600	0.01371	-0.03698	0.05154	0.10302	-0.08802	-0.00765	0.24618	0.02232	0.03757
FD13	0.10717	-0.00202	0.00477	-0.03592	0.09992	-0.03402	0.02495	0.21540	-0.02518	0.27001
FD14	0.14717	-0.08243	-0.04018	-0.02311	0.06741	-0.06612	0.06951	0.15658	-0.03816	0.15717
FD15	0.19165	0.15256	-0.01897	0.06463	0.36741	-0.14627	-0.07915	0.11576	-0.11523	0.12614
FD16	-0.09505	0.01132	0.05768	-0.07562	0.40441	0.22397	0.25642	0.16093	0.09573	0.18656
FD17	0.11469	-0.03284	0.07220	-0.07562	0.03612	-0.05275	-0.17337	-0.06626	-0.12437	0.03213
FD18	0.17796	0.04038	-0.09781	0.04615	0.17253	0.12983	0.10170	-0.06287	0.14587	-0.02436
FD19	0.06699	0.15333	-0.01601	0.03783	0.10662	-0.04586	0.04419	0.12807	0.05813	0.11781
FD20	-0.04002	0.07109	0.14382	-0.02617	0.19930	-0.10812	0.04142	0.08451	0.14226	0.04791
FD21	-0.05653	-0.22820	0.07074	-0.07566	0.03249	-0.04349	-0.03135	0.02528	0.03658	0.19256
FD22	0.02553	-0.10016	-0.23081	-0.11862	-0.14400	-0.15447	-0.13263	0.09357	-0.19445	-0.03617
FD23	0.06323	-0.19632	-0.05137	-0.05560	-0.13908	-0.21875	-0.07640	0.04551	-0.23165	-0.06086
FD24	0.02648	0.23104	-0.02713	0.03458	-0.08055	-0.09593	-0.11718	0.15042	-0.19180	-0.01312
FD25	0.14218	0.04314	-0.01873	0.14427	0.16594	0.07852	0.18469	0.05845	0.10118	-0.01137
FD26	0.05274	0.02935	0.02935	0.14427	0.21552	-0.11410	0.06890	-0.01715	0.07602	0.04320
FD27	-0.06965	-0.09866	-0.12707	0.06804	-0.15228	-0.07827	-0.11121	0.05520	0.11774	0.11272
FD28	0.00681	-0.03440	-0.12707	-0.18026	-0.11353	-0.13130	-0.07165	0.02421	0.11374	-0.03712
FD29	0.00479	-0.10785	-0.09677	-0.04835	0.12397	-0.09495	-0.19824	0.10375	0.12017	-0.01460
FD30	-0.05185	-0.20658	0.02075	-0.01695	-0.11076	-0.05264	-0.13521	0.05801	0.03284	-0.01180
FD31	-0.03496	-0.11219	-0.03931	-0.14098	-0.13603	-0.24822	-0.13596	0.12473	-0.20789	0.06501
FD32	-0.00998	-0.08013	-0.00379	0.00563	-0.16065	-0.32779	-0.19081	0.03526	0.23450	0.03151
FD5	0.39362	0.19195	0.10236	0.19048	0.31799	-0.09153	-0.07709	-0.03671	0.20675	-0.13244

	FD11	FD12	FD13	FD14	FD15	FD16	FD17	FD18	FD19	FD20
FD1	0.10955	0.13600	0.10717	0.14717	0.19165	-0.09505	0.11469	0.17796	0.06699	-0.04002
FD2	0.06235	0.01371	-0.00202	-0.08243	0.15256	-0.01132	-0.03284	0.04038	0.15333	0.07109
FD3	-0.06367	-0.03698	0.00477	-0.04018	-0.01897	0.05768	0.07220	-0.09781	-0.11601	0.14382
FD4	-0.00016	0.05154	-0.03592	-0.00311	0.06463	-0.07562	0.04815	0.03783	-0.05857	-0.02617
FD5	0.04131	0.10302	0.09992	0.06741	0.40441	0.03612	0.17253	0.10662	0.19930	0.03249
FD6	-0.08882	-0.03402	-0.06612	-0.14627	0.22397	-0.08275	0.12983	-0.04586	0.11812	-0.04349
FD7	-0.00765	0.02495	0.06951	-0.07915	0.25642	-0.17337	0.10170	0.04419	0.04142	-0.03135
FD8	0.24618	0.21540	0.15658	0.11506	0.16093	-0.06626	0.06287	0.12807	0.08451	0.02528
FD9	0.03232	-0.02508	-0.03816	-0.11523	0.09573	-0.12437	0.14587	0.05813	0.14226	0.03658
FD10	0.03757	0.27001	0.15717	0.12614	0.18656	0.03213	-0.02436	0.11781	0.04791	0.19256
FD11	1.00000	0.34437	0.14536	0.28842	0.02136	-0.06535	-0.14500	0.19856	0.14972	0.14093
FD12	0.34437	1.00000	0.48388	0.35055	0.07091	-0.01016	-0.08218	0.43943	0.14821	0.01476
FD13	0.14536	0.48388	1.00000	0.26330	0.26904	0.11011	0.09025	0.37231	0.28428	0.13955
FD14	0.28842	0.35055	0.26330	1.00000	0.01560	0.11683	0.02458	0.21460	0.13776	0.00466
FD15	0.02136	0.07091	0.26904	0.01560	1.00000	-0.01378	0.24744	0.18194	0.16596	-0.02435
FD16	-0.06535	-0.01016	0.11011	0.11683	-0.01378	1.00000	-0.06255	0.06102	0.03568	0.26976
FD17	-0.14500	-0.08218	0.09025	-0.02458	0.24744	-0.06255	1.00000	-0.02518	0.14425	-0.03340
FD18	0.19856	0.43943	0.37231	0.21460	0.18194	0.06102	-0.02518	1.00000	0.21993	0.06675
FD19	0.14093	0.14821	0.28428	0.13776	0.16596	0.03568	0.14425	0.21993	1.00000	0.06675
FD20	0.04166	0.01476	0.13955	0.00466	-0.02435	-0.26976	-0.03340	0.06675	0.06675	1.00000
FD21	-0.02501	-0.07612	-0.05531	0.03514	-0.14916	0.00066	-0.23311	-0.07810	0.05588	0.15446
FD22	0.07286	0.19631	0.17522	0.09324	-0.18580	0.08236	-0.15659	-0.10103	-0.10153	0.05530
FD23	0.00003	0.09246	0.24400	-0.08443	0.22884	0.09654	0.13471	0.28900	-0.02106	0.21577
FD24	0.07924	0.11558	0.09074	0.08872	0.16778	-0.16230	0.13352	0.02826	0.07933	0.07933
FD25	0.12689	0.03170	0.06146	0.14956	-0.15901	0.15335	0.13378	0.22244	0.17164	-0.02809
FD26	0.03708	0.08649	0.13279	0.17539	-0.09497	-0.08181	0.05541	-0.05541	0.17164	0.21005
FD27	0.04986	0.04829	0.08141	-0.02553	0.02269	0.06853	0.06632	0.05069	0.18915	0.16466
FD28	0.08011	-0.00948	0.06451	0.01609	-0.17407	0.07278	-0.11624	-0.00394	0.09932	0.17670
FD29	0.15441	0.27110	0.16379	0.26229	-0.21165	-0.02445	-0.22120	0.07815	0.07530	0.27155
FD30	0.15035	-0.04175	0.04559	0.09257	-0.14424	-0.04110	-0.24534	-0.08762	-0.03445	-0.00026
FD31	-0.02036	-0.04954	-0.02611	0.06842	-0.08775	0.10950	-0.01215	0.04281	0.06319	0.06186
FD32	0.41282	0.49391	0.53143	0.36244	0.33055	0.17535	0.12744	0.45351	0.41026	0.34920

	FD21	FD22	FD23	FD24	FD25	FD26	FD27	FD28	FD29	FD30
FD1	-0.05653	0.02553	0.06323	0.02648	0.14218	0.00274	-0.06965	0.07681	0.00475	-0.05185
FD2	-0.22820	-0.13016	-0.19632	0.23104	0.08314	-0.07359	-0.09866	-0.08440	-0.10785	-0.20698
FD3	0.07074	-0.23081	-0.05137	-0.02713	-0.01873	0.02535	-0.12787	-0.09677	0.00275	-0.03931
FD4	-0.07566	-0.11862	-0.05560	0.03458	0.14427	0.06804	-0.18006	0.04835	0.01635	-0.14098
FD5	-0.14400	-0.13908	-0.08055	0.16554	0.21552	-0.10528	-0.11353	-0.12397	-0.11076	-0.13603
FD6	-0.15447	-0.21875	-0.09593	0.07852	0.11419	-0.07827	-0.13137	-0.09495	-0.08264	-0.24822
FD7	-0.13063	-0.07640	-0.11718	0.18469	0.08893	-0.11121	-0.07165	-0.18824	-0.10521	-0.13596
FD8	0.09357	0.04551	0.15042	0.00549	-0.01719	0.05532	0.02421	0.10378	0.05831	0.12473
FD9	-0.19499	-0.23145	-0.18159	0.15018	0.07682	-0.11776	0.05324	-0.13087	0.00329	-0.25088
FD10	-0.03617	-0.06088	-0.01213	0.13133	0.05330	0.10272	-0.03708	-0.01466	-0.01180	0.06561
FD11	0.04166	-0.02501	-0.07286	0.00003	0.07924	0.12689	0.03708	0.04986	0.08011	0.15441
FD12	0.00589	-0.07612	0.19631	0.09246	0.11558	0.08170	0.08649	0.04829	-0.07948	-0.21777
FD13	-0.07129	-0.05531	0.17502	0.24400	0.05074	0.06146	0.13279	0.08141	0.06451	0.16379
FD14	0.00242	0.03514	0.08324	-0.08443	0.08872	0.14956	0.17539	-0.02593	0.01609	0.26229
FD15	-0.14916	-0.18580	0.01880	0.22884	0.16778	-0.15921	-0.09457	-0.02269	-0.17407	-0.21169
FD16	0.06066	0.08236	0.18761	0.00654	-0.16230	0.15335	0.14787	0.00853	0.07278	-0.02445
FD17	-0.23311	-0.15659	-0.13471	0.12252	0.13378	-0.08181	0.01636	-0.06602	0.11634	-0.22130
FD18	-0.07810	-0.01035	0.28530	0.02826	0.02244	0.05541	0.05069	0.03808	-0.00394	-0.07819
FD19	0.08588	-0.10153	-0.08106	0.22615	0.17164	-0.09460	0.18915	0.09932	0.07530	-0.13496
FD20	0.15946	0.05530	0.21570	0.07533	-0.02809	0.21005	0.16466	0.17670	0.27155	-0.00026
FD21	1.00000	0.21111	0.22950	-0.08862	-0.14011	0.20947	0.21823	0.24223	0.14218	0.11517
FD22	0.21111	1.00000	0.26736	-0.15960	-0.10153	0.14355	0.07543	0.14296	0.02390	0.09690
FD23	0.22950	0.26736	1.00000	-0.21059	-0.01322	0.12555	0.21449	0.18146	0.03072	0.04188
FD24	-0.08862	-0.15960	-0.21059	1.00000	0.23533	-0.03380	-0.10500	-0.01635	0.21077	-0.18371
FD25	-0.14011	-0.10153	-0.01322	0.23533	1.00000	-0.21077	-0.10500	-0.01635	0.21077	-0.18371
FD26	0.20947	0.14355	0.12555	-0.03380	-0.21077	1.00000	0.27694	0.25272	0.28155	0.20370
FD27	0.21823	0.07543	0.21449	-0.10500	-0.01635	0.27694	1.00000	0.22040	0.17854	0.17321
FD28	0.24223	0.14296	0.18146	-0.01635	-0.21077	0.22040	0.22040	1.00000	0.41770	0.07452
FD29	0.14218	0.02390	0.03072	0.21077	0.18371	0.27694	0.22040	0.41770	1.00000	0.14544
FD30	0.11517	0.09690	0.04188	-0.18371	-0.07819	0.20370	0.17321	0.07452	0.14544	1.00000
FD31	0.22693	0.14429	0.06891	-0.07240	-0.27265	0.04312	0.02850	0.00000	-0.08774	0.07548
FD32	0.12913	0.11948	0.07162	-0.27265	0.04312	0.02850	0.00000	0.00000	0.00000	0.00000
FD33	0.13365	0.02530	0.26862	0.25808	0.21029	0.31657	0.27749	0.23670	0.21645	0.11615

	FD31	FD32	FDS
FD1	-0.03496	-0.01998	0.39362
FD2	-0.11219	-0.08013	0.19195
FD3	-0.00379	0.00080	0.10236
FD4	0.00583	-0.16532	0.19048
FD5	-0.16065	-0.18815	0.31799
FD6	-0.32779	-0.09153	0.07192
FD7	-0.19081	-0.07709	0.16656
FD8	0.03526	-0.00070	0.43462
FD9	-0.23450	-0.26605	0.15071
FD10	0.03151	-0.13244	0.37595
FD11	0.15035	-0.02036	0.41282
FD12	-0.04175	-0.04954	0.48391
FD13	0.04559	-0.02611	0.53143
FD14	0.09297	0.06842	0.36244
FD15	-0.14424	-0.08775	0.33055
FD16	-0.04110	0.10950	0.17535
FD17	-0.24534	0.01215	0.12744
FD18	0.08762	0.04281	0.45391
FD19	-0.03485	0.06319	0.41026
FD20	0.08419	-0.01188	0.39520
FD21	0.22693	0.12913	0.13365
FD22	0.14429	0.11948	0.02530
FD23	0.06891	0.07162	0.26862
FD24	-0.07240	-0.27265	0.25808
FD25	-0.17163	0.04312	0.21029
FD26	0.22312	0.02850	0.31657
FD27	0.05466	0.06900	0.27749
FD28	0.30316	0.00000	0.30672
FD29	0.15896	-0.08774	0.31639
FD30	0.28785	0.07548	0.11619
FD31	1.00000	0.15107	0.13949
FD32	0.15107	1.00000	0.03855
FDS	0.13949	0.03855	1.00000

TABLE - XII

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TABLE - XIV

MEAN AND STANDARD DEVIATION OF THE DOMINANCE QUESTIONNAIRE ITEMS

VARIABLE	MEAN	STANDARD DEV	CASES
FD1	3.6738	1.3098	187
FD2	3.8663	1.1632	187
FD3	3.8235	1.1528	187
FD4	3.7380	1.1075	187
FD5	4.0749	1.0079	187
FD6	4.4920	0.7990	187
FD7	4.3797	0.8297	187
FD8	2.8717	1.0749	187
FD9	4.0856	1.0229	187
FD10	2.6631	1.2176	187
FD11	2.4278	1.1635	187
FD12	2.2406	1.0164	187
FD13	2.4599	1.1511	187
FD14	1.8663	0.8603	187
FD15	3.8182	1.9832	187
FD16	2.4225	1.0463	187
FD17	4.1711	0.9462	187
FD18	2.2086	1.0546	187
FD19	3.5508	1.0783	187
FD20	2.9947	1.1616	187
FD21	1.8503	0.6632	187
FD22	2.0695	0.8427	187
FD23	2.2834	1.0574	187
FD24	4.0374	0.8189	187
FD25	3.5989	1.0547	187
FD26	2.2727	0.9535	187
FD27	3.2032	1.2143	187
FD28	3.0000	1.2048	187
FD29	3.2032	1.1965	187
FD30	1.9572	0.7608	187
FD31	1.7968	0.8694	187
FD32	2.3690	1.0253	187
EDS	97.4706	9.0494	187

TABLE - XIII

COMMUNALITY AND THE FACTOR VALIDITY INDEX OF THE ITEMS OF ACHIEVEMENT QUESTIONNAIRE

VARIABLE	COMMUNALITY	FACTOR VALIDITY INDEX
ACH1	0.26543	0.41303
ACH2	0.46713	0.12982
ACH3	0.38422	0.37746
ACH4	0.36648	0.20464
ACH5	0.32116	0.35288
ACH6	0.51092	0.39633
ACH7	0.39582	0.40555
ACH8	0.12245	0.29157
ACH9	0.46269	0.59710
ACH10	0.44848	0.54672
ACH11	0.19428	0.16888
ACH12	0.57370	0.43505
ACH13	0.24104	0.33421
ACH14	0.33491	0.40874
ACH15	0.44665	0.43437
ACH16	0.51609	0.40039
ACH17	0.24632	0.27302
ACH18	0.28095	0.29451
ACH19	0.54198	0.59328
ACH20	0.28379	0.29246
ACH21	0.39336	0.20367
ACH22	0.41354	0.36073
ACH23	0.35117	0.25579
ACH24	0.40204	0.11217
ACH25	0.23116	0.07702
ACH26	0.38215	-0.05777
ACH27	0.37708	0.22210
ACH28	0.32101	0.15192
ACH29	0.44847	0.17617
ACH30	0.51049	0.39390
ACH31	0.32169	-0.11863
ACH32	0.26102	0.21910

COMMUNALITY AND FACTOR VALIDITY INDEX OF THE ITEMS OF DOMINANCE QUESTIONNAIRE

VARIABLE	COMMUNALITY	FACTOR VALIDITY INDEX
FD1	0.47137	-0.20720
FD2	0.21198	-0.40967
FD3	0.08660	-0.08272
FD4	0.36285	-0.23422
FD5	0.33676	-0.48065
FD6	0.31552	-0.50590
FD7	0.26267	-0.48177
FD8	0.41977	0.00671
FD9	0.35694	-0.51894
FD10	0.30997	-0.08738
FD11	0.47961	0.08230
FD12	0.56390	0.02791
FD13	0.54713	-0.01260
FD14	0.40545	0.18917
FD15	0.44149	-0.49240
FD16	0.24003	0.21747
FD17	0.28357	-0.37668
FD18	0.43748	0.00670
FD19	0.40242	-0.18617
FD20	0.36782	0.19007
FD21	0.33848	0.49665
FD22	0.31506	0.43622
FD23	0.58628	0.38148
FD24	0.45544	-0.36733
FD25	0.19527	-0.37657
FD26	0.38682	0.44621
FD27	0.38708	0.38073
FD28	0.45370	0.40390
FD29	0.53736	0.28934
FD30	0.48158	0.48627
FD31	0.37277	0.51815
FD32	0.27122	0.28487

TABLE - XV
PRINCIPAL FACTORS OF THE ACHIEVEMENT MOTIVATION QUESTIONNAIRE, THEIR EIGENVALUES, AND THE PERCENTAGE OF THE TOTAL VARIANCE ACCOUNTED BY EACH FACTOR.

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	3.57442	11.2	11.2
2	1.86056	5.8	17.0
3	1.68294	5.0	22.2
4	1.62360	5.1	27.3
5	1.56334	4.9	32.2
6	1.52164	4.8	37.0
7	1.49562	4.7	41.6
8	1.34936	4.2	45.8
9	1.19859	3.7	49.6
10	1.18651	3.7	53.3
11	1.10572	3.5	56.8
12	1.03706	3.2	60.0
13	1.00958	3.2	63.2
14	0.96694	3.0	66.2
15	0.93602	2.9	69.1
16	0.86168	2.7	71.8
17	0.84225	2.6	74.4
18	0.80975	2.5	77.0
19	0.77564	2.4	79.4
20	0.74143	2.3	81.7
21	0.65426	2.0	83.7
22	0.63614	2.0	85.7
23	0.59221	1.9	87.6
24	0.56807	1.8	89.4
25	0.52937	1.7	91.0
26	0.46939	1.5	92.5
27	0.46050	1.4	93.9
28	0.44745	1.4	95.3
29	0.42910	1.3	96.7
30	0.39312	1.2	97.9
31	0.34147	1.1	99.0
32	0.33527	1.1	100.0

TABLE - XVI

PRINCIPAL FACTORS OF THE DOMINANCE QUESTIONNAIRE, THEIR
EIGENVALUE AND THE PERCENTAGE OF THE TOTAL VARIANCE ACCOUNTED
BY EACH FACTOR

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	3.85055	12.0	12.0
2	3.19474	10.0	22.0
3	1.89812	5.9	27.9
4	1.65025	5.2	33.1
5	1.49021	4.7	37.8
6	1.40481	4.4	42.2
7	1.31396	4.1	46.3
8	1.24437	3.9	50.1
9	1.19325	3.7	53.9
10	1.07130	3.3	57.2
11	1.04990	3.3	60.5
12	1.02721	3.2	63.7
13	0.94099	2.9	66.7
14	0.92132	2.9	69.5
15	0.87519	2.7	72.3
16	0.85626	2.7	74.9
17	0.75273	2.4	77.3
18	0.70135	2.2	79.5
19	0.65133	2.0	81.5
20	0.62816	2.0	83.5
21	0.61593	1.9	85.4
22	0.58234	1.8	87.2
23	0.54023	1.7	88.9
24	0.53255	1.7	90.6
25	0.47360	1.5	92.1
26	0.44020	1.4	93.4
27	0.41516	1.3	94.7
28	0.40050	1.3	96.0
29	0.36387	1.1	97.1
30	0.34271	1.1	98.2
31	0.30565	1.0	99.2
32	0.27195	0.8	100.0

TABLE - XVII

TABLE OF ACHIEVEMENT MOTIVATION PARAMETER SCORE COEFFICIENTS

FACTOR SCORE COEFFICIENTS	
	FACTOR 1
ACH1	0.11564
ACH2	-0.07288
ACH3	0.10780
ACH4	-0.08500
ACH5	0.20600
ACH6	-0.05500
ACH7	0.24816
ACH8	0.34079
ACH9	-0.00280
ACH10	0.04216
ACH11	0.13343
ACH12	0.14295
ACH13	-0.04157
ACH14	-0.01092
ACH15	-0.00586
ACH16	0.25024
ACH17	-0.01837
ACH18	0.02769
ACH19	0.20941
ACH20	-0.06609
ACH21	-0.05247
ACH22	0.19535
ACH23	-0.01934
ACH24	0.02535
ACH25	-0.08188
ACH26	-0.02871
ACH27	0.05596
ACH28	-0.06200
ACH29	0.12079
ACH30	0.09056
ACH31	-0.18210
ACH32	-0.05917

TABLE - XIX

COMMUNALITY AND FACTOR VALIDITY INDEX OF THE ITEMS OF MODIFIED ACHIEVEMENT MOTIVATION QUESTIONNAIRE.

VARIABLE	COMMUNALITY	FACTOR VALIDITY INDEX
ACH1	0.18925	0.42456
ACH3	0.12979	0.36027
ACH4	0.04734	0.21758
ACH5	0.11637	0.34112
ACH6	0.15140	0.38911
ACH7	0.16217	0.40270
ACH8	0.08310	0.28827
ACH9	0.37592	0.61312
ACH10	0.29270	0.54102
ACH12	0.19766	0.44459
ACH13	0.10611	0.32574
ACH14	0.16550	0.41682
ACH15	0.17445	0.41767
ACH16	0.17025	0.41261
ACH17	0.08902	0.28284
ACH18	0.10148	0.31856
ACH19	0.36184	0.64153
ACH20	0.08961	0.29935
ACH21	0.04570	0.21378
ACH22	0.12281	0.35044
ACH23	0.07345	0.27101
ACH27	0.05570	0.23601
ACH30	0.13757	0.37090
ACH32	0.05294	0.23010

TABLE - XVIII

TABLE OF DOMINANCE PARAMETER SCORE COEFFICIENTS (Based on Fathers' set of Data)

FACTOR SCORE COEFFICIENTS	
	FACTOR 1
FD1	0.03903
FD2	0.02682
FD3	-0.00763
FD4	-0.01385
FD5	0.13546
FD6	0.14840
FD7	0.10624
FD8	-0.04289
FD9	0.14564
FD10	-0.01042
FD11	-0.09032
FD12	-0.01007
FD13	0.19221
FD14	-0.05470
FD15	0.17615
FD16	0.07735
FD17	0.18985
FD18	0.04327
FD19	0.18475
FD20	0.07488
FD21	-0.06928
FD22	-0.08928
FD23	0.00269
FD24	0.15749
FD25	0.08892
FD26	-0.06459
FD27	0.05674
FD28	-0.00163
FD29	0.03672
FD30	-0.18555
FD31	-0.16862
FD32	-0.04475

TABLE - XX

COMMUNALITY AND FACTOR VALIDITY INDEX OF THE ITEMS OF MODIFIED PARENTAL DOMINANCE QUESTIONNAIRE.

VARIABLE	COMMUNALITY	FACTOR VALIDITY INDEX
FD12	0.13244	0.36392
FD13	0.14213	0.37710
FD14	0.14061	0.37458
FD16	0.08549	0.29238
FD17	0.07366	0.27140
FD18	0.12234	0.34978
FD19	0.01488	0.12197
FD20	0.15597	0.39493
FD21	0.21652	0.46531
FD22	0.10778	0.32829
FD23	0.25806	0.50802
FD24	0.01495	0.12245
FD25	0.06020	0.24526
FD26	0.31993	0.56562
FD27	0.26999	0.51960
FD28	0.26678	0.51651
FD29	0.16437	0.41543
FD30	0.21410	0.45178
FD31	0.21376	0.46234
FD32	0.02639	0.16245

TABLE - XXI

PRINCIPAL FACTORS OF THE MODIFIED ACHIEVEMENT MOTIVATION QUESTIONNAIRE, THEIR EIGENVALUES AND THE PERCENTAGE OF THE TOTAL VARIANCE ACCOUNTED BY EACH FACTOR.

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	3.474 7	14.5	4.5
2	1.70517	7.1	21.6
3	1.51623	6.3	27.9
4	1.41761	5.8	33.8
5	1.34240	5.6	39.4
6	1.29721	5.4	44.8
7	1.23177	5.1	49.9
8	1.1112	4.6	54.6
9	1.04981	4.4	58.9
10	1.00983	4.2	63.1
11	0.94423	3.9	67.1
12	0.91996	3.8	70.9
13	0.86231	3.6	74.5
14	0.76405	3.2	77.7
15	0.74156	3.1	80.8
16	0.65100	2.8	83.6
17	0.61982	2.6	86.1
18	0.58370	2.4	88.5
19	0.53660	2.2	90.8
20	0.51262	2.1	92.9
21	0.5479	2.1	95.0
22	0.44653	1.9	96.9
23	0.39344	1.6	98.5
24	0.357 2	1.5	100.0

TABLE - XXII

PRINCIPAL FACTORS OF THE MODIFIED PARENTAL DOMINANCE QUESTIONNAIRE, THEIR EIGENVALUES, AND THE PERCENTAGE OF THE TOTAL VARIANCE ACCOUNTED BY EACH FACTOR.

FACTOR	EIGENVALUE	PCT OF VAR	CUM PCT
1	2.59034	15.0	15.0
2	2.35120	11.8	26.7
3	1.76324	8.8	35.5
4	1.39572	7.1	42.5
5	1.2815	6.0	48.5
6	1.17337	5.9	54.4
7	0.99283	5.0	59.4
8	0.95576	4.8	64.2
9	0.93389	4.7	68.9
10	0.81389	4.1	72.9
11	0.71545	3.6	76.5
12	0.69331	3.5	79.9
13	0.66999	3.3	83.3
14	0.624 1	3.1	86.4
15	0.58925	2.9	89.4
16	0.58226	2.9	92.3
17	0.43851	2.2	94.5
18	0.39733	2.0	96.4
19	0.36980	1.8	98.3
20	0.34059	1.7	100.

TABLE - XXIII

MEAN AND STANDARD DEVIATION OF THE BOYS' ACHIEVEMENT MOTIVATION AND THEIR PARENTAL DOMINANCE VARIABLES BASED ON THE ORIGINAL QUESTIONNAIRE

VARIABLE	MEAN	STANDARD DEV	CASES
FACA	0.1682	0.0101	90
FACFD	-0.0211	0.0660	90
FS2	1.0911	0.0552	90
FS3	-0.6224	0.0114	90
FAC4	0.1570	0.0105	90
FACMD	0.0269	0.0876	90
MS2	0.0659	1.5402	90
MS3	0.3502	4.3967	90

TABLE - XXIV

MEAN AND STANDARD DEVIATION OF THE GIRLS' ACHIEVEMENT MOTIVATION AND THEIR PARENTAL DOMINANCE VARIABLES BASED ON THE ORIGINAL QUESTIONNAIRE.

VARIABLE	MEAN	STANDARD DEV	CASES
FACA	-0.2797	1.1184	90
FACFD	0.0823	0.0595	90
FK2	0.0150	0.0166	90
FK3	-0.3591	0.0762	90
FACA	-0.2966	1.1247	90
FACMD	-0.0164	1.0195	90
MK2	1.0257	1.3341	90
MK3	-0.0610	3.1623	90

TABLE - XXV

CORRELATION COEFFICIENTS OF GIRLS' DIFFERENT PARAMETERS BASED ON THE ORIGINAL QUESTIONNAIRE.

	FACA	FACFD	FK2	FK3
FACA	1.00000	0.06494	0.07653	-0.01814
FACFD	0.06494	1.00000	-0.22598	0.65360
FK2	0.07653	-0.22598	1.00000	-0.75348
FK3	-0.01814	0.65360	-0.75348	1.00000

	FACA	FACMD	MK2	MK3
FACA	1.00000	0.00534	-0.07280	0.02268
FACMD	0.00534	1.00000	-0.03290	0.80272
MK2	-0.07280	-0.03290	1.00000	-0.08255
MK3	0.02268	0.80272	-0.08255	1.00000

TABLE - XXVI

CORRELATION COEFFICIENTS OF BOYS' DIFFERENT PARAMETERS BASED ON ORIGINAL QUESTIONNAIRE.

	FACA	FACFD	FS2	FS3
FACA	1.00000	0.00435	0.15393	-0.06316
FACFD	0.00435	1.00000	-0.27574	0.67405
FS2	0.15393	-0.27574	1.00000	-0.72555
FS3	-0.06316	0.67405	-0.72555	1.00000

	FACA	FACMD	MS2	MS3
FACA	1.00000	0.06306	0.14010	0.09075
FACMD	0.06306	1.00000	0.21591	0.76123
MS2	0.14010	0.21591	1.00000	0.39185
MS3	0.09075	0.76123	0.39185	1.00000

TABLE - XXVII POLYNOMIAL REGRESSION OF BOYS' ACHIEVEMENT MOTIVATION
WITH FATHERS' DOMINANCE BASED ON ORIGINAL QUESTIONNAIRES.

VARIABLE LIST
REGRESSION LIST

DEPENDENT VARIABLE..		SUMMARY TABLE					
		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
VARIABLE							
FACED		0.00435	0.00002	0.00002	0.00435	-0.74489700-02	-0.00206
FS2		0.16145	0.02606	0.02606	0.12393	0.00027070-01	0.23006
FS3		0.16934	0.02868	0.00261	-0.06316	0.12274720-01	0.10643
(CONSTANT)						0.67719400-01	

TABLE - XXVIII POLYNOMIAL REGRESSION OF BOYS' ACHIEVEMENT MOTIVATION WITH
MOTHERS' DOMINANCE BASED ON ORIGINAL QUESTIONNAIRES.

VARIABLE LIST
REGRESSION LIST

DEPENDENT VARIABLE..		SUMMARY TABLE					
		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
VARIABLE							
FACED		0.06306	0.00398	0.00398	0.06306	0.93695520-02	0.01006
MK2		0.14407	0.02076	0.01678	0.14010	0.74313160-01	0.12448
MK3		0.14556	0.02119	0.00043	0.09075	0.71763720-02	0.03931
(CONSTANT)						0.82494270-01	

TABLE - XXIX POLYNOMIAL REGRESSION OF GIRLS' ACHIEVEMENT MOTIVATION WITH
FATHERS' DOMINANCE BASED ON ORIGINAL QUESTIONNAIRES.

VARIABLE LIST
REGRESSION LIST

DEPENDENT VARIABLE..		SUMMARY TABLE					
		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
VARIABLE							
FACED		0.06494	0.00422	0.00422	0.06494	0.1085363	0.09112
FK2		0.11324	0.01298	0.00877	0.07653	0.48860870-01	0.09402
FK3		0.11407	0.01301	0.00003	-0.01914	-0.19006440-02	-0.01269
(CONSTANT)						-0.3337899	

TABLE - XXX POLYNOMIAL REGRESSION OF GIRLS' ACHIEVEMENT MOTIVATION WITH
MOTHERS' DOMINANCE BASED ON ORIGINAL QUESTIONNAIRES.

VARIABLE LIST
REGRESSION LIST

DEPENDENT VARIABLE..		SUMMARY TABLE					
		MULTIPLE R	R SQUARE	RSQ CHANGE	SIMPLE R	B	BETA
VARIABLE							
FACED		0.00534	0.00003	0.00003	0.00534	-0.59565760-01	-0.05195
MK2		0.07286	0.00531	0.00529	-0.07280	-0.58372310-01	-0.06924
MK3		0.07885	0.00622	0.00091	0.02269	0.22968530-01	0.06458
(CONSTANT)						-0.236292920	

TABLE - XXXI

MEAN AND STANDARD DEVIATION OF THE BOYS' ACHIEVEMENT MOTIVATION
AND THEIR PARENTAL DOMINANCE VARIABLES BASED ON MODIFIED QUESTIONNAIRE.

VARIABLE	MEAN	STANDARD DEV	CASES
FACA	0.1039	0.9925	58
FACFD	0.0492	1.0060	58
FS2	1.0041	1.4347	58
FS3	0.1055	4.0420	58
FACA	0.1013	0.9924	54
FACMD	0.0688	1.0667	54
MS2	1.1304	1.3682	54
MS3	0.3261	3.4432	54

TABLE - XXXII

MEAN AND STANDARD DEVIATION OF THE GIRLS' ACHIEVEMENT MOTIVATION
AND THEIR PARENTAL DOMINANCE VARIABLES BASED ON MODIFIED QUESTIONNAIRE

VARIABLE	MEAN	STANDARD DEV	CASES
FACA	-0.1743	1.0359	85
FACFD	-0.0541	0.9962	85
FK2	0.9843	1.6185	85
FK3	0.0314	4.7079	85
FACA	-0.1726	1.0578	86
FACMD	-0.0752	0.9220	86
MS2	0.8458	0.9514	86
MS3	-0.0381	2.2134	86

TABLE - XXXIII

CORRELATION COEFFICIENT OF GIRLS' DIFFERENT PARAMETERS BASED
ON MODIFIED QUESTIONNAIRE

	FACA	FACFD	FK2	FK3
FACA	1.00000	0.12397	-0.02390	0.17798
FACFD	0.12397	1.00000	0.05309	0.76778
FK2	-0.02390	0.05309	1.00000	0.31178
FK3	0.17798	0.76778	0.31178	1.00000

	FACA	FACMD	MS2	MS3
FACA	1.00000	0.05621	-0.03990	0.00004
FACMD	0.05621	1.00000	0.02948	0.79680
MS2	-0.03990	0.02948	1.00000	0.07392
MS3	0.00004	0.79680	0.07392	1.00000

TABLE - XXXIV

CORRELATION COEFFICIENTS OF BOYS' DIFFERENT PARAMETERS BASED
ON MODIFIED QUESTIONNAIRE

	FACA	FACFD	FS2	FS3
FACA	1.00000	-0.06164	0.14966	0.02332
FACFD	-0.06164	1.00000	0.03933	0.75544
FS2	0.14966	0.03933	1.00000	0.35047
FS3	-0.02332	0.75544	0.35047	1.00000

	FACA	FACMD	MS2	MS3
FACA	1.00000	-0.07892	0.04112	0.07637
FACMD	-0.07892	1.00000	0.17199	0.85522
MS2	0.04112	0.17199	1.00000	0.18131
MS3	-0.07837	0.85522	0.18131	1.00000

TABLE - XXXV POLYNOMIAL REGRESSION OF BOYS' ACHIEVEMENT MOTIVATION
WITH FATHERS' DOMINANCE BASED ON MODIFIED QUESTIONNAIRE

DEPENDENT VARIABLE.. FACA

VARIABLE LIST 1
REGRESSION LIST 1

SUMMARY TABLE						
VARIABLE	MULTIPLE R	R SQUARE	RSC CHANGE	SIMPLE R	B	BETA
FACFD	0.06164	0.00380	0.00380	-0.06164	0.9202411C-2	-0.00933
FS2	0.16422	0.02697	0.02317	0.14966	0.1228167	0.17754
FS3	0.17023	0.02896	0.0021	-0.02332	0.1927507C-01	-0.07850
(CONSTANT)					0.1690131C-01	

TABLE - XXXVI POLYNOMIAL REGRESSION OF BOYS' ACHIEVEMENT MOTIVATION WITH
MOTHERS' DOMINANCE BASED ON MODIFIED QUESTIONNAIRE

DEPENDENT VARIABLE.. FACA

VARIABLE LIST 2
REGRESSION LIST 1

SUMMARY TABLE						
VARIABLE	MULTIPLE R	R SQUARE	RSC CHANGE	SIMPLE R	B	BETA
FACMC	0.07892	0.00623	0.00623	0.07892	0.4461691C-01	-0.04796
MS2	0.05649	0.00331	0.00331	0.04112	0.4218435C-01	-0.0585
MS3	0.05962	0.00592	0.00061	-0.07837	0.1380070C-01	-0.04788
(CONSTANT)					0.6122915C-01	

TABLE - XXXVII POLYNOMIAL REGRESSION OF GIRLS' ACHIEVEMENT MOTIVATION WITH
FATHERS' DOMINANCE BASED ON MODIFIED QUESTIONNAIRE

DEPENDENT VARIABLE.. FACA

VARIABLE LIST 1
REGRESSION LIST 1

SUMMARY TABLE						
VARIABLE	MULTIPLE R	R SQUARE	RSC CHANGE	SIMPLE R	B	BETA
FACFC	0.12357	0.01537	0.01537	0.12357	0.8120040C-01	-0.07809
FK2	0.12768	0.01630	0.00093	-0.02390	0.6655918C-01	-0.10405
FK3	0.20230	0.04092	0.02462	0.17798	0.5949381C-01	0.2737
(CONSTANT)					0.1150276	

TABLE - XXXVIII POLYNOMIAL REGRESSION OF GIRLS' ACHIEVEMENT MOTIVATION
WITH MOTHERS' DOMINANCE BASED ON MODIFIED QUESTIONNAIRE

DEPENDENT VARIABLE.. FACA

VARIABLE LIST 2
REGRESSION LIST 1

SUMMARY TABLE						
VARIABLE	MULTIPLE R	R SQUARE	RSC CHANGE	SIMPLE R	B	BETA
FACMD	0.05621	0.00926	0.00926	0.09621	0.2992318	0.2681
MK2	0.10528	0.01108	0.00183	-0.03950	0.3602785C-01	0.0324
MK3	0.16241	0.02638	0.01529	0.00904	0.9615198C-01	0.2538
(CONSTANT)					0.1222525	

TABLE - XXXIX

PEARSON CORRELATION COEFFICIENTS OF THE ACHIEVEMENT MOTIVATION
VARIABLE BASED ON THE MODIFIED QUESTIONNAIRE WITH OTHER VARIABLES.

FACA	CAT	SINF1	SINF2	SINF3	SINF5
	0.3714 (195) P=0.000	-0.1414 (208) P=0.021	-0.0387 (208) P=0.289	0.1187 (188) P=0.052	0.1625 (208) P=0.010
FACA	SINF9	SINF10	FDS	MDS	ACHT
	0.0617 (208) P=0.188	0.1765 (208) P=0.005	0.1601 (187) P=0.014	0.0583 (180) P=0.095	0.9270 (208) P=0.000
(COEFFICIENT / (CASES) / SIGNIFICANCE)					

- ২২। তোমাদের বাড়িতে দুটি বাড়ির দল আছে লেখাটিতে যোগ দিবে ?
(ক) সেই বাড়ির দল যোগ দিবে, যেটি পুরনো অথচ বেশ নাম করা।
(খ) সেইটিতে যোগ দিবে যেটি নতুন তবে নাম করতে শক্ত আছে।
- ২৩। ইতিহাস ও ভূগোল দুটি পরীক্ষায়ই তুমি খুব ভালো করছ। ইতিহাসের দিকের তোমার খুব প্রশংসা করলেও কিন্তু ভূগোলের দিকের তোমার ভুল একটি দেখিয়ে দেলেন, এরপর তুমি কোন বিষয়টি ভালো করে পড়বে ?
(ক) ইতিহাস পড়বে।
(খ) ভূগোল পড়বে।
- ২৪। লেন বিশেষ প্রয়োজনে একজনকে কথা দিচ্ছে দেখা করবে কিন্তু কৃষ্টির জন্য সময় মতো যেতে পারবে না কি করবে ?
(ক) তার দরমার দেখা করবে না।
(খ) যে তাহলেই যোগ দেবে।
- ২৫। গ্রামের দোকান করতে যাওয়া তোমারী সারথি গ্রামের দোকান করতে কোন সময়ই হয়ে উঠে না, তুমি কি এ কথা বিশ্বাস কর ?
(ক) করি।
(খ) করি না।
- ২৬। একটি নতুন সিনেমা হচ্ছে, তোমার এই সিনেমাটা দেখার জন্যই ইচ্ছা আছে কিন্তু স্কুলের বন্ধু থাকলেও কয়েক ঘণ্টা আগে, সিনেমার কথা জানতেই অবশ্যই বন্ধুদের সাথে গিয়ে তুমি কি এ কথা বুঝে সিনেমাটা দেখবে ?
(ক) দেখবে না।
(খ) দেখবে।
- ২৭। চিত্রকর্মের বস্তুকে বসে কোন বস্তু নাই, সময় ও অবস্থার পরিপ্রেক্ষিতে বস্তুটির পরিবর্তন হয়, তুমি কি এই মতবাদে বিশ্বাস কর ?
(ক) করি।
(খ) করি না।
- ২৮। খুব ব্যস্ত একটা সময়ে তুমি মাঝরাত্রে তুমি কি কর ?
(ক) ঘরের অবস্থা চাউকে জানাই না।
(খ) ঘরের অবস্থা অবশ্যই জানে ঘনিষ্ঠ একটা হালকা করার চেষ্টা করি।
- ২৯। বীজের দুইটা ঘটনাবলীর মধ্যে তুমি কোনটা বিশ্বাস কর ?
(ক) জীবনে যেটা বড়ো সম্ভব সেটাই আশা করা উচিত এবং সে আশা পূর্ণ করে অধিক কিছু আশা করা উচিত নয়।
(খ) অনেক বড় বড় আশা নিয়ে জীবন শুরু করা উচিত এবং সে আশা পূর্ণ করার জন্য অস্বাভাবিক পরিপ্রেক্ষিতে যাওয়া উচিত।
- ৩০। প্রতিদ্বন্দ্বি অনেক সময় অনেক কাজ করে শ্রম দেখার জন্য যে, সে একজন ব্যক্তি কিনা।
(ক) এটা ব্যাপার

APPENDIX-A (Contd.)

- ৫ -

২১। একটা কোম্পানী তোমার অবশ্য সময়ে তোমাকে পেনশন বিদ্রী করার একটা চাকুরী দিল। চাকুরীর জন্য কোম্পানী তোমাকে মাসিক বেতন দিতে অথবা মতটা পেনশন বিদ্রী করতে তার উপরে কমিশন দিতে রাজী। তুমি কোনটা নেবে?

(ক) কমিশন নিয়ে কাজ করতে রাজী হব

(খ) বেতন নিয়ে কাজ করতে রাজী হব

৩০। তোমার এক বন্ধু আমেরিকাতে আছে যেখানে সেখানে নাকি অনেক ভাল ভাল জিনিষ কিনতে পাওয়া যায় তোমার হাশের প্রায় ছাত্র-ছাত্রীরাই সেই বন্ধুকে আমেরিকা থেকে কিছু কিছু জিনিষ আনতে অনুরোধ করছে তুমি কি তোমার বন্ধুকে তোমার জন্য কিছু আনতে বলবে, কি বলবে না?

(ক) আনতে বলবো

(খ) আনতে বলবো না।

৩১। রহিমা যখন ঘড়িতে ক্যা বাজে জানতে না পারে তখন সে মন খুব খারাপ করে, এ ব্যাপারে তোমার কি মনে হয়?

(ক) রহিমার মন খারাপ করা স্বাভাবিক

(খ) রহিমার মন খারাপ করার কোন কারণ নাই

৩২। রহিমা একটা কাজ পুঁজু করলে সেটা মনের মত না হওয়া পর্যন্ত সে সব কিছু ছেড়ে সেই কাজে লেগে থাকে। রহিমার এই অভ্যাসটা তোমার কি মনে হয়?

(ক) ভালো

(খ) খারাপ

৩৩। তোমার এই মতবাদ সম্বন্ধে কি মত? জনের সঙ্গে সঙ্গে মানুষের ভাগ্যে কি ঘটে তা ঠিক হয়ে যায় অতএব সকলেই এটা খেয়ে নেওয়া উচিত এবং এর বিহীন কোন চেষ্টা না করা উচিত

(ক) বিশ্বাস করি

(খ) বিশ্বাস করি না

৩৪। মনে কর তোমাকে দুটি জিনিষের মধ্যে বাছাই করতে বলা হল, একটি হচ্ছে সরকারী চাকুরী সেখানে তুমি যা বিবেচ্য সেই অনুযায়ী কাজ করবে এবং 'মাসিক চারপত টাকা বেতন পাবে, অন্যটি সরকারী অফিসে গবেষণা এই গবেষণার জন্য তোমাকে খুব পড়াশুনা করতে হবে। এর জন্য তোমাকে মাসিক চারপত টাকা বেতন দেওয়া হবে এই গবেষণা শেষ করতে পারলে তবিল্যতে মাসিক এক হাজার টাকা বেতনের চাকুরী পাওয়া যাবে কিন্তু শেষ না করতে পারলে তোমাকে সব টাকাটাই ফেরত দিতে হবে, তুমি কোনটা করবে?

(ক) চাকুরী

(খ) গবেষণা

১০। (ক) জেনে একটা কঠিন কাজ জানতামে সমাজে কখনো নেগেছি। ওয়া কখনো
খারাপ কাজ নাহে।

(ହ) ଯେ ଶରଣେଇ ସାତ ଦିନେ ନା ଯେଉଁ, ତାକୁ ଏକ କଠିନ ସଂସ୍କୃତିର ଶରଣେଇ
ଆସି ସାଧନ କରି ।

२३१. (क) आग्नि अमृत एकत्रि पात्र कृतं नारी, यो पात्रं कृतं विष् विवरे
पात्रयोः दयः पात्रं कृतं कृतं नारी पुत्रिभिः पात्राय २० पात्रं कृतं नारी

(2) बापि अथवा एकति काज कइल जाई, ते काजतिर अना आगामेई उठिनिन
२० ठाका अइल कइल अरे किनहुँ काजति सिठोठ भाइने ठपिअल
अनेक नाइ हउने :

১২। (ক) বাণিজ্য নিক্ষেপ বাড়িয়ে কোন ব্যক্তি, নিজ, অন্য ব্যক্তি যেকোন নিক্ষেপের
জেরা বাড়িয়ে রাখা করি।

(੧) ਆਖਾਤੁ ਨਿਰੰਕਾਰ ਸਾਹਿਬ ਜੇਹਨ ਭਾਵ ਸਿਧਾ, ਏਨ ਭਾਵ ਲੋਕ ਨਾ ਰਹਿਣਾ ਕਰਮੁ
ਭਰਾ ਜੇਹਨ ਭਾਵ ਸਾਹਿਬ ਨਾ ।

১০। (২) পুণ্যপুণ্য জেব বাক্স স্টাফন করত অপ্রাকৃতিক নামে।

(୧) ଦର୍ଶନର ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ଉପରୋକ୍ତ ଉପାଦାନ ।

১৪। (৫) কোন দায়ে শাস্ত দিবে যে কাজে কৃতদার্স হতে আশি প্রকৃত করি।

(ବ) ଜେନ ହକ୍ସ, ସୁକୁ, ଗନ୍ଧ, ପଞ୍ଜର, ଚୂର୍ଣ୍ଣାଂଶି ନା ହଜ୍ଜ ଚୂର୍ଣ୍ଣାଂଶି ନା ସଂକ୍ଷା ପର୍ତ୍ତମୁ
ନ ଗଢ଼ାପିଠେ ଆସି ଜେନ ହାକି ।

১০। (৫) যদি সেই মজুর শ্রমিক ইনস্টিটিউটের কোন স্থানটিতে মন দ্বারা পূর্ণ হয় এবং
যে মজুর শ্রমিক ইনস্টিটিউটের যদি সেই স্থানটিতে পূর্ণ হয়।

(৬) আর্থি সেই ক্ষর বিপকে ফেলতে স্থানবানি যে ঘন সুদ্র অবন এত দে
দলের বিপকে ফেলে আর্থি মহজেই তিষ্ঠতে পারবে না।

ਪਾਠ ੨੯ (੪੦)

১৬। (ক): কোন কাজ দেহ করার জন্য আমি অনেকদিন ধরে সত্য সত্যে চেষ্টা করেছি।

(খ) যে ক্ষেত্র দেখা করতে দেখী সমস্ত নামে সে কাজ করতে থাকি বিব্রটি বোধ
করমেও তা শেষ করি।

১৭। (ক) কাজের ক্ষেত্রে যদি ছোট প্রকল্পও বড় কাজ, পাশ্চাত্য দেশ না
করেই উন্নতি জারি থাকে নাড়া বিধে।

(ହ) ଚର୍ଚ୍ଚାଦାର୍ଯ୍ୟ ଅନୁସ୍ଥାପନ କରେ ନାହିଁ କିମ୍ବା ସମସ୍ତଙ୍କ ସମ୍ମତି ନାହିଁ ତାହାହେଲେ ତାହାକୁ ଗ୍ରହଣ କରିବାକୁ ନାହିଁ ।

১৮। (ক) আমি এক একে তক তকে এবং নতুন দ্বিমিষ বহন করি তোমার দুজনে
দ্বিমিষনো ব্যতীতে প্রাচীরে তাকে দিতে হই।

(৫) মহাচল ভূমিকম্পে প্রভাবিত করে আশি সড়িকর করে রাস্তাও পুনরায় করি।

১৯। (ক) অসার খোদা নও প্রিয়তম আমি এখন কাল বেছে দেব না, তা জানি
সুচনতা থাকবে।

(५) आधार सेना के हीरोए बापि कवन राह लेख लेन से राह बाधिप
मुकेश ना जानके बापाय बायका लेन ।

২০। (৫) খাতি ঘর নরি হা দীঘল ঘাটা হঠাৎ নকর জেটাই খালা বজা উঠিৎ
বহু হা খালা ঘর হা আনন্দকর। কিং খালা বজা উঠিৎ মজা।

(ମଧ୍ୟ) ଆସି ଯିବା କରି ଓ ଗଲେ ବଡ଼ ସରକାରୀ ଆସା ଯିବୁ ଶିବର ମୁଖ ଛାଡ଼ି ଦିଅ ।
 ଏବଂ ମୋ ଆମା ସ୍ବର୍ଗ କରାନ୍ତୁ ଏକ ଉପାୟରେ ପଞ୍ଚମୀ ରବି ସାଥୀ ଦିଅ ।

ଏବଂ ସାଧାରଣ (୫)

[illegible][illegible]

ଦଶମ ବାଚାୟ (୫)

APPENDIX-B (Contd.)

পাতা নং (৭)

২৯। (ক) আমি বিভূতিভূষণ বন্দোপাধ্যায়ের লেখা "অণুর সংখ্যার" এর মত
বিজ্ঞেদের এবং বিশ্বাসের কাহিনী পড়তে ভালোবাসি।

(খ) আমি "Around the World in 80 days"।

এর মত রোমান্সের কাহিনী পড়তে পছন্দ করি।

৩০। (ক) অসংলগ্ন হলেও ঘেরাঘেরী মহাকাব্যের মধ্যে আমি বস্তু করতে
পছন্দ করি।

(খ) ঘেরা একটি রম্য হলেও অগাধিক এবং বিমূর্তী মহাকাব্যের মধ্যে
বস্তু করতে আমি পছন্দ করি।

৩১। (ক) ক্রসের নির্বাচনে আমি আমার বন্ধুবান্ধবদের নির্বাচন
করতে পছন্দ করি।

(খ) ক্রসের নির্বাচনের সময় যে প্রার্থী প্রার্থী তাতে আমি ভোট
দিতে পছন্দ করি।

৩২। (ক) আমি অবসর সময় বন্ধুদের মধ্যে গল্পগুজবে এবং ভালো ভালো
রসেভারায় যেতে পছন্দ করি, কারণ অবসর আনন্দো করার জন্যই।

(খ) আমি অবসর সময় নানা বিষয়ের চর্চা করতে ভালো বাসি,
যেমন গান শোনা, খেলা দেখা ইত্যাদি। কারণ এতে আমি
আনন্দ পাই।

৩৩। (ক) কোন কিছু দেখার পথে বাদী উপস্থিত হলে আমি বিরক্ত হয়ে
মেটা ছেড়ে দিয়ে অন্য কিছু করি।

(খ) কোন কিছু দেখার পথে বাদী উপস্থিত হলে, আমি নতুন উদ্যমে কাজটি
শেষ করার জন্য যথাসাধ্য চেষ্টা করি।

APPENDIX-C: FINAL ACHIEVEMENT MOTIVATION QUESTIONNAIRE

ঢাকা বিশ্ববিদ্যালয়
মনোবিজ্ঞান বিভাগ

ঢাকা বিশ্ববিদ্যালয়ের মনোবিজ্ঞান বিভাগের এই গবেষণায় সকলের সহযোগিতা একান্ত কাম্য।

হার-হারীদের নাম : কুল/কল্লেকের নাম :

মাসে মেশানুসারে ক্রমিক নং : বয়স :

বছরের প্রথম পাঁচ বছরের কোথায় কাটিয়েছে?

- ক গ্রামে কাটিয়েছে
- খ শহরে কাটিয়েছে

তুমি বাবা-মার কত নম্বর সন্তান?

- ক প্রথম
- খ দ্বিতীয়
- গ তৃতীয়
- ঘ চতুর্থ
- ঙ (চতুর্থের উর্ধ্বে হলে তা উল্লেখ কর।)

দিতার শিক্ষাগত যোগ্যতা :

- ক মাস্টার্স অথবা তদুর্ধ্ব
- খ গ্র্যাডুয়েট
- গ গ্র্যাডুয়েটের নীচে

দিতার চাকুরীগত পেশা :

- ক শিক্ষকতা
- খ সরকারী চাকুরী
- গ ব্যবসা
- ঘ কেরানীদারি
- ঙ প্রমজীবি
- চ কৃষি

মাতার শিক্ষাগত যোগ্যতা :

- ক মাস্টার্স অথবা তদুর্ধ্ব
- খ গ্র্যাডুয়েট
- গ গ্র্যাডুয়েটের নীচে

তোমার মা কি বাইরে চাকুরী করেন?

- ক হ্যাঁ
- খ না

চাকুরী করলে কি চাকুরী করেন?

- ক শিক্ষকতা
- খ সরকারী চাকুরী
- গ কেরানীদারি
- ঘ অন্যান্য (কি চাকুরী করেন, তা উল্লেখ কর।)

নীচে তোমাকে বেশ কয়েকটি প্রশ্ন দেওয়া হল। প্রত্যেকটি প্রশ্নের সম্ভাব্য উত্তর হিসাবে 'ক' ও 'খ' বিকল্প দেওয়া আছে। যে উত্তরটি তোমার বেশী পছন্দ তার নাম: পায়ে একটি টিক (✓) চিহ্ন দাও। প্রশ্নগুলোর কোন সঠিক বা ভুল উত্তর নেই অথবা এ প্রশ্নগুলোর সাহায্যে হার-হারীদের মেধা বিচার করা হচ্ছে না। যত্নে হার-হারীরা কি চিন্তা-ভাবনা করে তাই পরীক্ষা করা হচ্ছে মাত্র। তোমরা কি কর অথবা ভাব এ সম্বন্ধে তোমাদের মা ও বাবার কাছ থেকেও তথ্য নেওয়া হবে এবং মিলিয়ে দেখা হবে তোমরা মা কর বা ভাব তাই লিখেছ, না অন্য কিছু লিখেছ। মনোযোগ সহকারে প্রশ্নগুলো পড় এবং তোমার পছন্দ অনুসারে প্রশ্নগুলোর উত্তর দাও।

- ১। মনে কর, তোমাকে কুলের শিক্ষক বাড়ী থেকে কতকগুলো অংক কসে আনার নির্দেশ দিলেন। তখন সাধারণতঃ তুমি কি কর?
 - ক এই বাড়ীর কাজগুলো আগে মনোযোগ দিয়ে সেরে তারপর অন্য কিছু করি (যেমন বেড়াতে যাই, পল্লভ্রমণ করি, গরের ঘাই পড়ি)।
 - খ আগে আনন্দ-কৃতি করে অল্প সময়ের মধ্যে অংকগুলো করি।
- ২। শিক্ষা করে দেখতো তুমি তোমার প্রেনীতে প্রথম হতে চাও কেন?
 - ক প্রথম হলে পুরস্কার পাওয়া যাবে, সবাই প্রশংসা করবে তাই প্রথম হতে চাই।
 - খ প্রথম হলে সন্মান পাওয়া যায় তাই প্রথম হতে চাই।
- ৩। কোন কাজ করার সময় তুমি কিরূপ চিন্তা-ভাবনা কর?
 - ক কোন একটা কঠিন কাজ ভালরূপে সম্পন্ন করতে পেরেছি একথা বলতে আমার ভাল লাগে।
 - খ যে কাজেই হাত দিই না কেন, তার জন্য কঠিন পরিশ্রম করতে আমি পছন্দ করি।
- ৪। যদি কোনদিন সকালে উঠে দেখ তোমার কুলের সময় পেরিয়ে গেছে তাহলে তোমার কি খুব খারাপ লাগে?
 - ক হ্যাঁ
 - খ না
- ৫। কোন কাজে কৃতকার্যতা সম্বন্ধে তোমার কিরূপ ধারণা?
 - ক কোন কাজে হাত দিলে সে কাজে কৃতকার্য হতে আমি পছন্দ করি।
 - খ কোন কাজ শুরু করে তাতে কৃতকার্য না হলে কৃতকার্য না হওয়া পর্যন্ত সে কাজটিতে আমি লেগে থাকি।
- ৬। কোন খেলার অথবা ক্লাসের পড়ায় শিক্ষক যদি তোমার সংগে তার আকীরতা আছে বলে তোমাকে বেশী নম্বর দিয়ে দেন (তোমার কাজ ভাল হয়েছে বলে নয়) তাহলে তোমার কেমন লাগে?
 - ক আমার খুব ভাল লাগে।
 - খ আমার খুব খারাপ লাগে।
- ৭। কাজের মাঝখানে কেউ কোথাও যেতে ডাকলে তুমি কি কর?
 - ক কাজের মাঝখানে যদি কেউ কোথাও যেতে ডাকে আমি কাজ শেষ না করেই তখনই তার ডাকে সাড়া দিই।
 - খ বন্ধ-বান্ধব অনুমতি করে ডাকলেও কাজ শেষ না করে আমি তাদের ডাকে সাড়া দিই না।

APPENDIX-C (Contd.)

- ৮। মাঝে মাঝে কি এমন হয় যে তুমি খেলার মাঠে বা পরীক্ষার হলে সময়মত উপস্থিত হতে পার নাহি।
- ক হ্যাঁ
- খ না
- ৯। তুমি কিরূপ কমেজে ভর্তি হতে আশা কর?
- ক কমেজে ভর্তি হবার সময় আমি পুরাতন এবং নাম করা কমেজে ভর্তি হব বলে আশা রাখি, কারণ নাম করা কমেজে পড়তে পারলে ভাল ছাত্র হিসেবে চিহ্নিত হওয়া যায়।
- খ কমেজে ভর্তি হওয়ার সময় এমন একটি কমেজে ভর্তি হব, যেটি নতুন কিন্তু ভাল কমেজে পরিণত হওয়ার জন্য আশ্রয় চেষ্টা চালিয়ে যাবো, কারণ আমি ভাল রেজাল্ট করতে পারলে আমার জন্য কমেজের নাম হবে।
- ১০। জীবা প্রতিযোগিতায় দুইটি খেলা রয়েছে, এই দুইটির মধ্যে তোমাকে যে কোন একটি বেছে নিতে হবে, তুমি কোনটি বেছে নেবে?
- ক যে খেলাটি খেললে তান বাড়ি, কিন্তু এ খেলায় যে পুরস্কার বোম্বা করা হয়েছে তা' প্রতি সাধারণ।
- খ যে খেলাটি কার্যকর খেলা না এই ধরনের অন্য কোন খেলা, তবে এই খেলাটিতে পুরস্কার বেশ ভাল।
- ১১। কোন কিছু সম্বন্ধে আছা স্থাপনের ব্যাপারে তোমার মনোভাব কিরূপ?
- ক আমি নিজের চোখে না দেখে কোন কিছু বিশ্বাস করি না। সমস্ত কিছু নিজের চোখে দেখে তারপর বিচার করি।
- খ পরের উপর আছা স্থাপন না করলে ভাবন জমিয়েই জটিল হয়ে উঠবে সে জন্য আমি পরের কথা শুনে তারপর বিচার করি।
- ১২। তোমার কতকগুলো বিষয় শেখার খুবই ইচ্ছে, যেমন ছবি আঁকা, পান শেখা ইত্যাদি। এগুলো শেখার পথে যদি বিশেষ কোন বাধা আসে তাহলে তুমি কি করবে?
- ক বিষয়গুলো শেখার ইচ্ছেটাই বাদ দেব।
- খ শেখার পথের বাধা দূর করতে সচেষ্ট হব।
- ১৩। অবসর সময় তুমি কিভাবে কাটাও?
- ক বন্ধু-বান্ধবের সঙ্গে খেলাধুলা ও গল্পগল্পে।
- খ যে জিনিষ পছন্দ করি সেই জিনিষের চর্চা করে।
- ১৪। ক্লাসের নির্বাচনে ভোট দেবার বেলায় কোন ধরনের প্রার্থীকে ভোট দেবে?
- ক যার সাথে আমার বন্ধুত্ব আছে অথচ সে স্রেষ্ঠ প্রার্থী নয়।
- খ যার সাথে আমার ভাল নাই, কিন্তু সে স্রেষ্ঠ প্রার্থী।
- ১৫। দুটি দলের মধ্যে কোন দলের সঙ্গে প্রতিযোগিতা করতে বেশী ভালবাস?
- ক সেই দলের বিপক্ষে খেলতে ভালবাসি যে দল খুব বেশী দুর্বল এবং যে দলের বিপক্ষে খেলে আমি খুব সহজেই জিততে পারবো।
- খ আমি সেই দলের বিপক্ষে খেলতে ভালবাসি যে দল খুব সবল এবং যে দলের বিপক্ষে খেলে আমি জিততে পারবো না।
- ১৬। কোন কিছু শেখার পথে বাধা উপস্থিত হলে তুমি কি কর?
- ক কোন কিছু শেখার পথে বাধা উপস্থিত হলে আমি নতুন উদ্যমে কাজটি শেষ করার জন্য মধ্যসাম্য চেষ্টা করি।
- খ কোন কিছু শেখার পথে বাধা উপস্থিত হলে আমি বিরক্ত হয়ে সেটা ছেড়ে দিয়ে অন্য কিছু ধরি।

- ১৭। দুটি কাজের মধ্যে কোনটি তুমি বেছে নেবে?
- ক একটি কাজ করলে আমি কিছু শিখতে পারবো এবং কাজটি করার জন্য আমাকে দৈনিক ৫ টাকা দেওয়া হবে।
- খ কাজটির জন্য আমাকেই প্রতিদিন ৫ টাকা হারত করতে হবে কিন্তু কাজটি শিখতে পারলে ডুবিয়ে অনেক লাভ হবে।
- ১৮। দুজনের একটি বিষয় তোমার ভালই লাগে, কিন্তু পরীক্ষায় সে বিষয়ে বিশেষ ভাল করতে পারবে না, তখন কিসে বেশী শূণ্য হবে?
- ক শিক্ষক আমার ভুল-ত্রুটি দেখিয়ে দিলে।
- খ আমার মন খারাপ দেখে শিক্ষক আমাকে শূণ্য করার জন্য যদি বলেন যে আমার পরীক্ষা এমন খারাপ হয়নি যার জন্য মন খারাপ করতে হবে।
- ১৯। বাতায়নের অসুবিধা হচ্ছে বলে তুমি তোমার পুরানো সাইকেলটা মেরামত করার চেষ্টা করছো, এমন সময় তোমার এক বন্ধু চিড়িয়াখানা দেখতে যেতে থাকলো, তুমি কি করবে?
- ক বন্ধুর সঙ্গে চিড়িয়াখানা দেখতে ছুটবো।
- খ সাইকেল মেরামত না করে কোথাও যাব না।
- ২০। তোমাদের পাড়াতে দুটি নাটকের দল আছে, কোনটিতে তুমি যোগ দেবে?
- ক সেই নাটকের দলে যোগ দিব যেটি পুরোনো অথচ বেশ নাম করা।
- খ সেই নাটকের দলে যোগ দেব, যেটি নতুন তবে নাম করতে শুরু করেছে।
- ২১। ইতিহাস ও ভূগোল দুটি পরীক্ষাতেই তুমি খুব ভাল করত। ইতিহাসের শিক্ষক তোমার প্রশংসা করলেন, কিন্তু ভূগোলের শিক্ষক তোমার ভুল-ত্রুটি দেখিয়ে দিলেন, এরপর তুমি কোন বিষয়টি ভালো করে পড়বে?
- ক ইতিহাস পড়বো।
- খ ভূগোল পড়বো।
- ২২। কোন বিশেষ প্রয়োজনে একজনকে কথা দিয়েছ দেখা করবে, কিন্তু হুগির জন্য সময়মত যেতে পারছো না, এমন অবস্থায় কি করবে?
- ক তার সাথে দেখা করবো না।
- খ যে ভাবেই হোক দেখা করবো।
- ২৩। পরিকল্পনা অনুযায়ী কাজ করতে যাওয়া বোকামী, কারণ পরিকল্পনা অনুযায়ী কাজ কোন সময়ই হয়ে উঠে না, তুমি কি এক্ষণে বিশ্বাস কর?
- ক করি।
- খ করি না।
- ২৪। একটা নতুন সিনেমা হচ্ছে, তোমার এই সিনেমাটা দেখার খুবই ইচ্ছা আছে, কিন্তু তোমার বন্ধু-বান্ধবের কাছে শুনে যে, সিনেমাটা তারা মোটেই পছন্দ করেনি। তুমি কি একথা শুনেও সিনেমাটা দেখবে?
- ক দেখবো না।
- খ দেখবো।
- ২৫। তিরকালের বন্ধুত্ব বলে কোন বস্তু নাই, সময় ও অবস্থার প্রেক্ষিতে বন্ধুত্বের পরিবর্তন হয়, তুমি কি এই মতবাদে বিশ্বাস কর?
- ক করি।
- খ করি না।

APPENDIX-C (Contd.)

- ২৬। কঠিন অনেক সময় অনেক কাজ করে শুধু দেখবার জন্য যে, সে এক কাজ পারে কি না। কঠিনের এই অভ্যাস সত্বে তোমার মতামত কি?
—ক এটা খারাপ।
—খ এটা ভাল।
- ২৭। একটা কোম্পানী অবসর সময়ে তোমাকে পেনসিয় বিক্রী করার একটা চাকুরী দিল। চাকুরীর জন্য কোম্পানী তোমাকে মাসিক বেতন দিতে অথবা যতটা পেনসিয় বিক্রী করবে তার উপর কমিশন দিতে রাজী। তুমি কোনটা নেবে?
—ক কমিশন নিয়ে কাজ করতে রাজী হব।
—খ বেতন নিয়ে কাজ করতে রাজী হব।
- ২৮। তোমার এক বন্ধু আমেরিকাতে যাব্বে বেড়াতে সেখানে অনেক ভাল ভাল জিনিস কিনতে পাওয়া যায়। তোমার ক্লাসের প্রায় ছাত্র-ছাত্রীরাই সেই বন্ধুকে আমেরিকা থেকে কিছু কিছু জিনিস আনতে অনুরোধ করছে; তুমিও কি তোমার বন্ধুকে তোমার জন্য কিছু আনতে বলবে?
—ক আনতে বলবো।
—খ আনতে বলবো না।
- ২৯। রহিমা একটা কাজ শুরু করলে সেটা শেষ না হওয়া পর্যন্ত সব কিছু ছেড়ে সেই কাজে লেগে থাকে, রহিমার এই অভ্যাসটা সত্বে তোমার মতামত কি?
—ক অভ্যাসটা ভালো।
—খ অভ্যাসটা খারাপ।
- ৩০। মনে কর তোমাকে দুটি জিনিসের মধ্যে একটি বাছাই করতে বলা হল, একটি হচ্ছে সরকারী চাকুরী সেখানে তুমি যা পিছাই সেই অনুযায়ী কাজ করবে এবং মাসিক এক হাজার টাকা বেতন পাবে, অন্যটি সরকারী অফিসে গবেষণা। এই গবেষণার জন্য তোমাকে খুব পড়াশুনা করতে হবে। এর জন্য তোমাকে মাসিক সাড়ে সাত শত টাকা দেওয়া হবে, কিন্তু এই গবেষণা শেষ করতে পারলে তুমি মাসিক এক হাজার টাকা বেতনের চাকুরী পাওয়া যাবে। কিন্তু শেষ করতে না পারলে তোমাকে সব টাকাটাই ফেরত দিতে হবে, তুমি কোনটা করবে?
—ক চাকুরী।
—খ গবেষণা।
- ৩১। জিনি যখন ঘড়িতে কটা বাজে আনতে না পারে তখন সে খুব মন খারাপ করে, এ ব্যাপারে তোমার মতামত কি?
—ক জিনির মন খারাপ করা স্বাভাবিক।
—খ জিনির মন খারাপ করার কোন কারণ নেই।
- ৩২। তোমার একটি লেখা পত্রিকায় ছাপাতে চাও, কোন পত্রিকায় ছাপাবে?
—ক যে পত্রিকাটি বেশ নাম করা কিন্তু লেখার জন্য কোন পরসাদ দেয় না।
—খ যে পত্রিকাটি অপেক্ষাকৃত কম নাম করা কিন্তু লেখার জন্য ভাল পরসাদ দেয়।
- ৩৩। —ক বন্ধুরা বিপদে বা কণ্টে পড়লে আমি তাদের সাহায্য করতে চাই।
—খ যে কাজেই আমি হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি তা করি।
- ৩৪। —ক যে সকল সমস্যা অন্য লোকের জন্য কঠিন, আমি সেগুলি সমাধান করতে ভালবাসি।
—খ আমার থেকে যা আশা করা হয়, তা পূর্ণ করতে এবং তার জন্য আদেশ, অনুজ্ঞা পালন করে চলতে আমি পছন্দ করি।

- ৩৫। —ক কোন চাকুরীর লাইনে বা অন্য কোন ক্ষেত্রে আমি একজন সর্বজন স্বীকৃত বিশেষজ্ঞ হতে চাই।
—খ কোন কাজ আরম্ভ করার পূর্বে তার জন্য একটা পরিকল্পনা তৈরী করিয়ে নিতে আমি পছন্দ করি।
- ৩৬। —ক যে সকল সমস্যা অন্য লোকের জন্য কঠিন, আমি সেগুলি সমাধান করতে ভালবাসি।
—খ লোকের কি করণো তা দিয়ে বিচার না করে কেন তারা এমন কাজ করলো, সেটা নিয়েই লোকের বিচার করতে আমি পছন্দ করি।
- ৩৭। —ক নিপুনতা ও দক্ষতার প্রয়োজন, এমন সব কাজ-কর্ম সুসম্পন্ন করতে আমার ভাল লাগে।
—খ আমার স্বীকৃত চলা-ফেরা করতে পারলে আমার খুব ভাল লাগে।
- ৩৮। —ক আমি বৃহত্তর নাটক বা উপন্যাস লিখবার ইচ্ছা পোষণ করি।
—খ যখন কোন কমিটিতে কাজ করি তখন আমি ঐ কমিটির সভাপতি নির্বাচিত হতে চাই।
- ৩৯। —ক কোন কাজে হাত দিলে সে কাজে কৃতকাৰ্য হতে আমি পছন্দ করি।
—খ নতুন নতুন বস্তু গড়ে তুলতে আমার ভাল লাগে।
- ৪০। —ক নিপুনতা ও দক্ষতার প্রয়োজন এমন সব কাজ-কর্ম সুসম্পন্ন করতে আমার ভাল লাগে।
—খ যখন কোন কাজে আমি অকৃতকাৰ্য হই, সে সময় বন্ধুদের থেকে উৎসাহ পেতে আমি পছন্দ করি।
- ৪১। —ক আমি চাই যে, যে কাজই করি যেন অন্যের থেকে বেশী ভাল করে করতে পারি।
—খ পাট্টে গেলে আমি হাসি তামাশা করে মজার গল্প বলতে ভালবাসি।
- ৪২। —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।
- ৪৩। —ক কোন একটা কঠিন কাজ ভালরূপে করতে পেরেছি, এ কথা বলতে আমার ভাল লাগে।
—খ যে কাজেই হাত দেই না কেন, তার জন্য কঠিন পরিশ্রম করতে আমি পছন্দ করি।
- ৪৪। —ক বিরাট গুরুত্বপূর্ণ কোন কাজ সমাপন করতে আমার ভাল লাগে।
—খ বিপরীত দিশের কোন সুদী লোককে আদর করতে আমার ভাল লাগে।
- ৪৫। —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।
- ৪৬। —ক যে কাজেই হাত দেই, যথাসাধ্য শক্তি দিয়েই আমি তা করি।
—খ আমার থেকে ভালো হওয়া, তাদের সাহায্য করতে আমি চাই।
- ৪৭। —ক আমি চাই যে, যে কাজই করি যেন অন্যের থেকে বেশী ভাল করে করতে পারি।
—খ নতুন ও অভিনব ধরনের রেস্তোরাঁর খেতে আমার ভাল লাগে।

APPENDIX-D: FIRST PILOT-STUDY DOMINANCE QUESTIONNAIRE

ঢাকা বিশ্ববিদ্যালয়
মনোবিজ্ঞান

১. (বিশ্ববিদ্যালয়ের গবেষণার কাজে আপনার সহযোগিতা রাখার জন্যে কৃতজ্ঞতা প্রকাশ করা হচ্ছে।)

শিটার/সিটার নাম :
 সহকারী নাম :
 সহকারী বয়স :
 শিটার/সিটার পেশা :
 শিটার/সিটার শিটার দান :

পরবর্তী কৃতিত্বগুলোর পরে পরে কিছু প্রশ্ন দেওয়া হল, যন্ত্রের পূর্বক প্রশ্নের উত্তর দিতে আমাদের গবেষণায় সহায়তা করবেন। আপনি যে উত্তরগুলি সন্তোষজনক বলে মনে করেন সেটাই লিখবেন। আপনার বিবেচনায় যে উত্তরটি ঠিক বলে মনে করেন আমরা সে উত্তরই আপনার কাছ থেকে গ্রহণ করবো এবং সেটাই আমাদের গবেষণায় প্রকারী সাহায্য করবে।

যদিও একটি সন্তোষজনক উত্তর দেওয়া হল এবং পরবর্তী কৃতিত্ব প্রত্যেকটা প্রশ্নের পরে উত্তর দেবার জন্য নির্দিষ্ট স্থান রয়েছে। প্রশ্নের উত্তর হিসাবে এই একটি উত্তরের ক্ষেত্রে যেটা আপনার মনে চাইতে বেশী মনঃপূত সেই উত্তরের সংশ্লিষ্ট উত্তরের নির্দিষ্ট স্থানে বসিয়ে দিন।

সন্তোষজনক উত্তর :

(ক) আমি এই মতামতের সঙ্গে সুরভায়ে একমত।
 (খ) আমি এই মতামতের সঙ্গে অসম্মত।
 (গ) আমি এই মতামতের সঙ্গে সন্দেহজনক।
 (ঘ) আমি সুরভায়ে এই মতামতকে অসম্মত করি।
 (ঙ) আমি অসম্মত।
 (চ) আমি এই মতামতের সন্দেহজনক।

উদ্দেশ্যের প্রশ্ন :

প্রশ্ন : আমাদের মনে যে যেভাবে অভিভাবকদের মোটেই মনে না।
 উত্তর :
 উৎসাহিত প্রশ্নের উত্তর হিসাবে ক, খ, গ, ঘ, ঙ, এবং চ এর ভেতর যে উত্তরটা আপনার বেশী মনঃপূত সেই উত্তরের সংশ্লিষ্ট উৎসাহিত উত্তরের নির্দিষ্ট স্থানে বসিয়ে দিন। যেমন আপনি যদি সুরভায়ে মতামতকে অসম্মত করেন তবে উত্তরের স্থানে ফের "ন" সংশ্লিষ্ট লিখে দেবেন।

অপর পাঠ্য দেখুন

- ২ -

প্রশ্ন : ১ : আপনি মনে করেন কি আপনার মতামতের ভিত্তিতে আপনার মতামতের দৃষ্টান্ত এবং মতামত।
 উত্তর :
 প্রশ্ন : ২ : কোন সাধারণত, সাধারণত, অথবা সাধারণত কোন মতামতই নিজের বিবেচিত মতামত ও আত্মীয়ের আঘাত করার কথা চিন্তা করতে পারে না।
 উত্তর :
 প্রশ্ন : ৩ : বিজ্ঞানের স্থান আছে ঠিকই কিন্তু এমন কতগুলি বিজ্ঞান দিক রয়েছে যা যত মানুষ কোন দিনই বসতে পারবে না।
 উত্তর :
 প্রশ্ন : ৪ : পুরাতন গ্রীক ও রোমানদের বর্ষের যৌন জীবন থেকেও উদ্ভূত যৌন জীবন আমাদের সমাজে বিজ্ঞানবাদ এবং এগুলি এখন সব জায়গায় পরিমিত হয় যা আমরা কল্পনাও করতে পারি না।
 উত্তর :
 প্রশ্ন : ৫ : সাংগঠনিক প্রশ্ন জীবনধারণ এত প্রশ্ন পড়তে কোথায় আছে যে কে সংগঠন করতে চায় কিন্তু প্রয়োজন।
 উত্তর :
 প্রশ্ন : ৬ : প্রবলের জন্য সব চাইতে বেশী প্রয়োজন অর্থ এবং আইন ও রাজনৈতিক কর্মসূচী হতেও বেশী। তা হল অত্যন্ত সাধারণ, অপ্রাণ উৎসাহিত যেটা আমাদের উৎসাহ সাধারণ মানুষ আশ্রয় সাহায্য করতে পারে।
 উত্তর :
 প্রশ্ন : ৭ : আমাদের যদি কয়েকটি ইচ্ছা পূরণ করতে চাই তবে কোন দৃষ্টান্তই অথবা কোন সাধারণ আমাদের বেগে কোন রকমে পারবে না।
 উত্তর :
 প্রশ্ন : ৮ : পরিচিতি অবজ্ঞার উৎসাহিত করে।
 উত্তর :
 প্রশ্ন : ৯ : একজন কোন যার সংস্কৃতি নেই, তার সৃষ্টি ও তার ব্যবহারের অধিকারী নয় তার অভ্যাস এবং তার মতামত যে গড়ে উঠে বাই তার কাছ থেকে এ দাবী করা কখনো সম্ভব নয় যে সে একজন উচ্চশিক্ষিত সংগে কাছ দাঁড়িয়ে চলেতে পারে।

APPENDIX-D (Contd.)

প্রশ্ন : ১০ : যত্ন ভূমিকম্প ও প্রাণবের দ্বারা আতঙ্কিত এই দুই ক্ষেত্রে সাংবাদিক সমস্যা দূর হয়ে যাবে তা সমাধান হবে।
উত্তর :
প্রশ্ন : ১১ : ব্যবসায়ী ও উৎপাদনকারীগণ শিল্পক এবং শিল্পক্ষেত্রে থেকে সমস্যার অনেক বেশী উপকার করেন।
উত্তর :
প্রশ্ন : ১২ : যে সমস্ত শিল্পাধার সমস্যাদের ক্ষেত্রে শাসিত সেন বা তাদের সম্মানিত সব সমস্যা উৎস্রুৎসব হয়।
উত্তর :
প্রশ্ন : ১৩ : শিল্পকে প্রসারের ভূমি বা সেখানে তারা শিল্প মাঠকে ঘেঁষে চলে না।
উত্তর :
প্রশ্ন : ১৪ : শিল্পের কোন কমা প্রদর্শন করা উচিত নয়।
উত্তর :
প্রশ্ন : ১৫ : আতঙ্কিত অবস্থানে কোন এবং সমস্ত ব্যাপারে যার পরামর্শে যোগ্য অর্থের বিরুদ্ধ এবং বাস্তবায়িত হয়।
উত্তর :
প্রশ্ন : ১৬ : কোন কোনদের যার ক্ষেত্রে অন্য তাদের যার কিছু পদক্ষেপ নেওয়া হয়।
উত্তর :
প্রশ্ন : ১৭ : কোন কোনদের ক্ষেত্রে পদক্ষেপ নেওয়া করতে তা তাদেরকে তির্যকভাবে নির্দেশ দেওয়া উচিত।
উত্তর :
প্রশ্ন : ১৮ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা যায় কিছুই নয়।
উত্তর :
প্রশ্ন : ১৯ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা যায় কিছুই নয়।
উত্তর :
প্রশ্ন : ২০ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা যায় কিছুই নয়।
উত্তর :
প্রশ্ন : ২১ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা যায় কিছুই নয়।
উত্তর :

প্রশ্ন : ২২ : ব্যবসায়ী/যার অনুষ্ঠিত হাতা আইনগতভাবে পাসন করার অনুষ্ঠিত হলে/যেহেতু হাতা উচিত।
উত্তর :
প্রশ্ন : ২৩ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৪ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৫ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৬ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৭ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৮ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ২৯ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ৩০ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ৩১ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :
প্রশ্ন : ৩২ : কোন কোনদের দ্বারা যার সাথে বন্ধুত্ব যতো ব্যবহার করা একটা বেড়ানো হাতা উচিত।
উত্তর :

APPENDIX-E: FINAL DOMINANCE QUESTIONNAIRE

ঢাকা বিশ্ববিদ্যালয়
মানববিজ্ঞান বিভাগ

আপনার নাম :

আপনার স্বাক্ষরের নাম :

ঠিকানা :

শিক্ষাপ্রাপ্ত যোগ্যতা :

- ক মাষ্টার্স ডিগ্রী অথবা তদুপ
- খ গ্রাজুয়েট
- গ গ্রাজুয়েটের নীচে

চাকুরীপত পেশা :

- ক শিক্ষকতা
- খ সরকারী চাকুরী
- গ ব্যবসায়
- ঘ কেরানীদারি
- ঙ প্রমজীবি
- চ কৃষি
- ছ গৃহিনী

আপনার মাসিক আয় :

- ক ৫০০০ টাকা অথবা তার উপর
- খ ৩০০০ টাকা থেকে ৪৯৯৯ টাকার ভিতর
- গ ১৫০০ টাকা থেকে ২৯৯৯ টাকার ভিতর
- ঙ ৭৫০ টাকার নীচে।

পরবর্তী পৃষ্ঠাগুলোতে পর পর কিছু উক্তি দেওয়া হল। অনুগ্রহপূর্বক এ উক্তিগুলো সহজে আপনারা মনোভাব জানিয়ে আমাদের গবেষণায় সহায়তা করবেন। উক্তিগুলো সহজে আপনার সঠিক মনোভাবটুকু আমাদের কামা। আপনার সক্রিয় সহযোগিতা আমাদের গবেষণায় সার্থক সহায়তা করবে।

প্রত্যেকটি উক্তির পাশে পাঁচটি বিকল্প দেওয়া রয়েছে। যদি আপনি উক্তিটির সাথে সম্পূর্ণভাবে একমত হন, তাহলে উক্তিটির পাশে "সম্পূর্ণভাবে একমত"-এর নীচে একটি টিক (✓) চিহ্ন দিয়ে আপনার মতামত প্রকাশ করুন। আবার যদি আপনি উক্তিটির সাথে "একমত" হন তাহলে উক্তিটির পাশে "একমত"-এর নীচে টিক (✓) চিহ্ন দিয়ে আপনার মতামত প্রকাশ করুন। এভাবে "কোন মতামত নেই" "একমত নই" অথবা "একবারেই একমত নই" এর মতামত প্রকাশ করারও সম্পূর্ণ স্বাধীনতা আপনার রয়েছে। অর্থাৎ উক্তিগুলো সহজে আপনার সঠিক মনোভাব জানাই আমাদের উদ্দেশ্য।

এখন দয়া করে নিম্নে বর্ণিত উক্তিগুলো আপনি মনোযোগ সহকারে পড়ুন এবং সঠিক মতামত প্রকাশ করুন।

ক্রম	সম্পূর্ণভাবে একমত	একমত	কোন মতামত নেই	একমত নই	একবারেই একমত নই
১। ব্যক্তিগতকে দুইটি শতক্রে সেনীতে ভাগ করা যেতে পারে, যথা দুর্বল এবং সবল।					
২। কোন সাধু ব্যক্তি, সাধারণ ব্যক্তি অথবা ভাল ব্যক্তি কোন সময়েই নিজের নিকটতম বন্ধু ও আত্মীয়কে আঘাত করার কথা চিন্তা করতে পারে না।					
৩। বিজ্ঞান অনেক বিষয় সম্বন্ধে জানতে আমাদের সাহায্য করে থাকে। কিন্তু এমন কতকগুলো বিষয় রয়েছে যা হয়ত মানুষ কোন দিনই বুঝতে বা জানতে সক্ষম হবে না।					
৪। পুরাতন গ্রীক ও রোমানদের বর্বর যৌন জীবন থেকেও উন্নত যৌন জীবন আমাদের সময়ে বিরাজমান এবং এগুলো এমন সব জায়গায় পরিচালিত হচ্ছে যা আমরা কল্পনাও করতে পারি না।					
৫। বাংলাদেশের প্রকৃত জীবনধারা এত দ্রুত পরিবর্তিত হচ্ছে যে একে সংরক্ষণ করার জন্য বাস্তব পদক্ষেপ গ্রহণ করা প্রয়োজন।					
৬। এদেশের জন্য সবচেয়ে বেশী প্রয়োজন কল্লেকজেন সাহসী, পরার্থে নিবেদিত প্রাণ নেতা যাদের উপর সাধারণ মানুষ আস্থা স্থাপন করতে পারে।					
৭। আমাদের যদি সচেষ্ট ইচ্ছা পূরণ থাকে তাহলে কোন দুর্বলতাই অথবা কোন বাধাই আমাদের পেছনে ফেলে রাখতে পারবে না।					
৮। পরিচিতি অবজ্ঞার উৎসব করে।					

APPENDIX-E (Contd.)

ক্রম	সম্পূর্ণভাবে একমত	একমত	কোন মতামত নেই	একমত নই	একেকাংশেই একমত নই
১১। যিনি সংগঠন, ডাল স্বত্বাব ও ডাল ব্যবহারের অধিকারী নন, ডাল স্বত্বাব যিনি আত্মপ্র করেননি তার সঙ্গে কখনও একতম ডল্লোকেসে সংগে আপ হাইয়ে চলা সম্ভব নয়।					
১০। প্রাকৃতিক দুর্ঘটনা, যথা, ভূমিকম্প গ্রবন আমাদের অনেক সামাজিক সমস্যার অবসান ঘটায়।					
১১। ব্যবসায়ী ও উৎপাদনকারীগণ শ্রমিক এবং শ্রমীদের চেয়ে সমাজের অনেক বেশী উপকার করেন।					
১২। যে সব পিতা-মাতা সন্তানদের ক্ষেত্রে শাস্তি দেন না তাদের সন্তানরা সব সময় উৎসাহিত হয়।					
১৩। শ্রমিকের প্রহারের ভয় না দেখালে তারা পিতা-মাতাকে মেনে উঠে না।					
১৪। শ্রমিকের কোন ক্রমা প্রদর্শন করা উচিত নয়।					
১৫। আশঙ্কায় অধিকাংশ লোক এমন সব ব্যাপারে মার গলজে যেকোনো অপরের বিরুদ্ধে এবং বাজিপাত বিষয়।					
১৬। ছেলে-মেয়েদের হাত ধরচের জন্য তাদের হাতে কিছু পুষ্প দেওয়া প্রকার।					
১৭। ছেলে-মেয়েরা বিভাবে পরস্পর যত্ন করবে সে সঙ্কে তাদের সন্তিকভাব নির্দেশ দেওয়া উচিত।					
১৮। বাবা-মার সাথে ছেলে-মেয়েদের বন্ধুর মতো ব্যবহার বেরাদবীতই নামান্তর।					
১৯। ছেলে-মেয়েদের কোথাও যেতে হলে সে কি ধরনের পোশাক পরে হবে সে সম্বন্ধে সব সময় নির্দেশ দেওয়া উচিত।					

ক্রম	সম্পূর্ণভাবে একমত	একমত	কোন মতামত নেই	একমত নই	একেকাংশেই একমত নই
২০। মেয়েকে-ছেলেকে তার নিকটবর্তী বান্ধবীর / বন্ধুর বাড়িতে বাবার স্বাধীনতা দেওয়া উচিত।					
২১। আপনার ছেলের / মেয়ের বন্ধু-বান্ধবী আপনার বাসায় বেড়াতে আসলে তাদের আপ্যায়ন করার ব্যবস্থা করা বাঞ্ছনীয়।					
২২। বাবার/মার অনুমতি ছাড়া ছোট ভাই-বোনকে শাসন করার অধিকার বড় ভাই-বোনের থাকে উচিত।					
২৩। ছেলে-মেয়েকে স্বাধীনভাবে কান্না করার সুযোগ দেওয়া উচিত।					
২৪। খাদ্য গ্রহণ করার ব্যাপারে ছেলে-মেয়েদের বাবা-মার নির্দেশ মেনে চলা উচিত।					
২৫। বাবা-মার শখ অনুযায়ী ছেলে-মেয়েকে কুলের পাঠ্যক্রমের বাইরে অন্য কিছু যথা: গান-বাজনা, আর্ট ইত্যাদি দেখানো উচিত।					
২৬। বাইরের কোন অতিথি বাসায় এলে ছেলে-মেয়েকে তাদের সঙ্গে কথা বলতে দেওয়া উচিত।					
২৭। ছেলে/মেয়েকে পিতা-মাতার কাজের সমালোচনা করার স্বাধীনতা দেওয়া উচিত।					
২৮। ছেলে-মেয়েকে কোন গুরুত্বপূর্ণ জায়গায় যেতে হলে কোন সময় সে হবে তার তার পিতা-মাতার, ছেলে/মেয়েদের উপর ছেড়ে দেওয়া উচিত।					

APPENDIX-E (Contd.)

প্রশ্ন	সম্পূর্ণভাবে একমত	একমত	কোন মতামত নেই	একমত নই	একমত একমত নই
২৯। জেলে-মেয়েরা কোন সময় তুলে যাবে সে সময়ে সিঁজা নেবার তার তাদের উপরই জেত দেওয়া উচিত।					
৩০। জেলে-মেয়ে কোন প্রকার ভুল করলে তাদের ক্ষমা করা পিতা-মাতার উচিত।					
৩১। যে সব পিতা-মাতা অথবা শিশুদের ডয় দেখান তারা কখনই সজ্ঞার পার হতে পারেন না।					
৩২। পিতা-মাতা যদি সন্তানের জন্মসময় কর্মপন্থা ঠিক করে রাখেন তবে তা সন্তানের মানসিক বিকাশের পক্ষে বাধার সৃষ্টি করে।					