

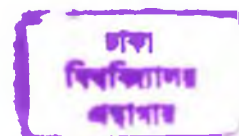
**PERSONALITY FACTORS
AND
ACADEMIC ACHIEVEMENT**

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PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT

A DISSERTATION

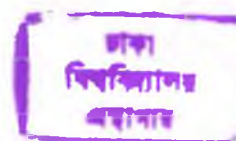
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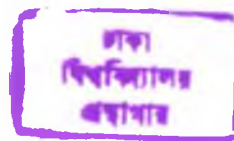
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**DEDICATED TO
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400921



DECLARATION

I, do hereby, declare that the work presented in this thesis entitled “PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT” is the result of my own investigation. I further declare that this thesis has been composed by myself and no part of this thesis has been submitted anywhere in any form for my academic degree.

Dated: April 30, 2003

Dhaka

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APPROVAL SHEET

This is to certify that I have read the thesis entitled "PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT" submitted by Nasima Sultana for the Degree of M.Phil in Psychology and that this is a record of bonafide research carried out by her under my supervision and guidance.

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PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT

Abstract

The purpose of the present study was to identify some personality variables that contribute to academic achievement. For this objective the study investigated the relationship of extraversion, neuroticism, social self-efficacy, academic self-efficacy, self-esteem and locus of control with academic achievement. It was hypothesized that each of the independent variables contribute significantly to the variation of academic achievement. Five teachers (Judges) assessed appropriateness of each item of three personality scales and 50 participants assessed translation reliability of these scales. Three hundred and one participants were selected by purposive sampling from Dhaka University and Home Economics College for administering one Demographic and Personal Information Questionnaire and 4 personality scales. The instruments used in this study were Demographic and Personal Information Questionnaire, Adapted Bengali Version of Short Form of Maudsley Personality Inventory(Ilyas,2001), Social and Academic Self-efficacy Scale (Ilyas and

Irin, 2001), Bengali Version of Hudson's (1982), Index of Self-esteem scale (Ilyas, 2000), Bengali Version of Duttweller's Internal Control Index (Ilyas, 2000).

Results have partially supported the hypothesized relationships. Standardized Betas (β s) indicate that extraversion ($\beta = .103$, $P < .019$), social self-efficacy ($\beta = .421$, $P < .0005$), academic self-efficacy ($\beta = -.142$, $P < .002$) and internal control index ($\beta = .286$, $P < .0005$) were significant predictors of academic achievement. Results further suggested that neuroticism ($\beta = .136$, $P < .001$) and self-esteem ($\beta = .263$, $P < .0005$) were also significant predictors. These six variables jointly explained 54.5% variance of academic achievement. However, strongest predictor of academic achievement was social self-efficacy which alone explained 32.4% variance of academic achievement.

CHAPTER - 1

INTRODUCTION

INTRODUCTION

The purpose of the present study is to investigate the relationship of extraversion, neuroticism, self-efficacy, self-esteem and locus of control with academic achievement of University students. Academic achievement generally refers to degree of success or accomplishments of a student in a given subject at the end of an educational programme. Achievement tests usually assess knowledge of something that has been explicitly taught. It assesses what a person knows or can do now. In the current study by academic achievement, we mean percentage of marks obtained by a student at the third year Honours course final examination.

Personality has been defined as “the dynamic organisation within the individual of those psychological systems that determine his characteristic behaviour and thought” (Allport, 1963). Schultz and Schultz (1998) defined personality as the unique relatively enduring internal and external aspect of a person’s character that influences behaviour in different situations. From these definitions it is clear that personality is influencing our behaviours. Specifically it is an important determinant of classroom behaviour and academic performance.

In the present study, extraversion, neuroticism, self-efficacy, self-esteem and locus of control are referred to as personality variables. Here we defined extraversion as a personality dimension in which person is oriented toward the outside world, prefer the company of other people and tend to be highly sociable, impulsive, assertive, dominant and venturesome (Eysenck, 1990). Extraversion is an attitude of the psyche characterized by an orientation toward the external world and other people (Schultz and Schultz, 1994). Extraverts are likely to spend time with other people and under stress to gravitate toward others (Jung, 1933). It is also characterized by talkative, fun-loving, affectionate (McCabe & Costa, 1987). On the other hand, introversion is quite opposite of extraversion (Eysenck, 1990). Introversion is an attitude of the psyche characterized by an orientation toward one's own thoughts and feelings (Schultz & Schultz, 1994). Introverts tend to be shy and prefer solitary activities; under stress, they withdraw (Jung, 1933). Introversion characterized by a disposition to be quiet, reserved, reflective, and risk avoidance. Extraverts and introverts differ biologically and genetically (Eysenck, 1990). They differ in their base levels cortical arousal, with extraverts having a lower level. For low cortical arousal, extraverts need and actively seek excitement and

stimulation. In contrast introverts shy away from excitement and stimulation because their cortical arousal levels are already high .

Neuroticism is defined as personality dimension characterized by a tendency to have below average emotional control, to be slow in thought and action, to lack sociability, to repress unpleasant facts (Eysenck, 1952). They may have low self-esteem, and prone to guilt feeling. Eysenck suggests that neuroticism is largely inherited, a product of genes rather than learning or experience. It is manifested in biological as well as behavioral characteristics that differ from those of people at the emotional stability end of the dimension. According to Eysenck, differences in biological reactivity on the neuroticism dimension are innate that is, people are genetically predisposed either toward neuroticism or emotional stability.

Self-efficacy is defined as feeling of adequacy, efficiency, and competence in coping with life (Bandura, 1982, p.22). A person's judgement about his or her level of self-efficacy is based on four sources of information : performance attainment, vicarious experience, verbal persuasion and physiological arousal (Schultz and Schultz, 1998). People high in self-efficacy believe they can deal effectively with the events and

situation they face. Because they expect to succeed in overcoming obstacles, they persevere at tasks and often perform at a high level. These people have greater confidence in their abilities than persons low in self-efficacy and they express little self-doubt. They view difficulties as challenges instead of threats and will actively seek new situations. People low in self-efficacy feel helpless, unable to exercise any influence over life's events. They believe that any effort they make is futile and they are likely to become increasingly despondent, apathetic and anxious. When they encounter obstacles they quickly give up if their initial attempts to deal with problems are ineffective. People who are extremely low in self-efficacy will not even attempt to cope because they are convinced that nothing they do will make a difference. Research reveals that self-efficacy is related to age (Gecas, 1989, Woodward and Watson, 1987, gender (Block, 1983; Lachman, 1985), academic performance (Multon et.al. 1991), career choice (Taylor and Belz, 1983), and physical health.

According to the dictionary definition, "to esteem a thing is to prize it, to set a high mental valuation upon it, when applied to persons esteem carries also the warmer interest of approval, cordiality, and affection" (Williams, 1979, p. 309). In common parlance self-esteem refers to the

extent to which one prizes, values, approves or likes oneself (Blascovich and Tomaka, 1991). It is the evaluative component of one's self-concept. Self-esteem is a global evaluation that blends much specific evaluation about one's adequacy as a student, as an athlete, as a worker, as a spouse, as a parent or whatever is relevant to one. If the individual feels basically good about himself or herself, he or she can be said to have high self-esteem. Sometimes the term, "positive self-concept" is used as a synonym for self-esteem (Weiten, et.al, 1994). Self-esteem is nearly as ubiquitous a construct as intelligence. Both self-esteem and intelligence are everyday trait concepts that psychologists attempt to quantify and both are defined as much in terms of their measurement and correlates as in terms of well developed theory. "In fact self-esteem has been related to almost every variable at one time or another" (Crandall, 1973, p. 45). In the social science, self-esteem is a hypothetical construct that is quantified, for example, as the sum of evaluations across salient attributes of one's self or personality. It is the overall affective evaluation of one's own worth, value, or importance. The conception underlies the assumption that measuring attitudes toward, or evaluations of one's self reflects a person's self-esteem. The concept of self-esteem goes by a variety of names (e.g. self-worth, self-regard, self-respect, self-acceptance).

Locus of control refers to our belief about the source of control of reinforcement. Locus of control, concerns the beliefs that individuals hold regarding the relationship between actions and outcomes. With one end of the unidimensional continuum labelled internal and its opposite, external (Rotter, 1966). Rotter (1980) proposed the concept of locus of control to explain personality differences in our beliefs about the source of reinforcement. People identified with the personality variable called internal locus of control believe that the reinforcement they receive is a function of their behaviours and attributes. Those who have external locus of control think reinforcement is controlled by other people, fate or luck. They are convinced that they are powerless with respect to these outside forces. An internal locus of control was associated with a more active pursuit of valued goals, as social action (Levenson 1974, Strickland, 1965), information seeking (Lefcourt and Wine, 1969, Seeman 1963), alertness, (Lefcourt, Gronnerud, and McDonald, 1973, Wolk and De Cette, 1974) autonomous decision making (Crowne and Liverant, 1963, Sherman, 1973) and a sense of well-being (Lefcourt, 1982). Those who were assumed to

have a more external locus of control were more often found to be depressed (Abramowitz, 1969; Naditch, Gargon and Michael, 1975), anxious (Feather, 1967; Watson, 1967) and less able to cope with stressful life experiences (Kobasa, 1979; Lefcourt, 1983; Sandler and Lakey, 1982).

1.1 Review of the Literature:

Large number of studies have investigated the relationship between personality variables and academic achievement.

Extraversion, Neuroticism and Academic Achievement: Several studies investigated relationship of extraversion, neuroticism with academic achievement. (Bending, 1960; Biggs, 1959; Broadbent, 1958; Elliot, 1972; Entwistle and Welsh, 1969; Eysenck, H.J. 1952, 1957; Eysenck and Cookson, 1969; Furneaux, 1956, 1962; Haq, M. et. al. 1985; Kelvin, 1965; Kline, 1966; Lynn, 1955, 1959; Lynn and Gordon, 1961; McCandless and Castenda, 1956; Sarnoff et. al. 1959).

Some studies of the relation of personality factors to educational success and failure have been interpreted in terms of Eysenck's personality theory (Eysenck, H.J. 1952; 1957). According to this theory personality has four principal dimensions, which are independent of each other and are designated as neuroticism, introversion extraversion, psychoticism, and general intelligence. Studies had shown that educational success and failure were highly correlated with general intelligence and had also positive association with introversion and neuroticism. However, the association between educational success and introversion is the more firmly

established relationship Furneaux (1956) and Broadbent (1958) in England and Bending (1960) in U.S.A. found introverted university students do well academically. Lynn (1959) also found that introversion favourably effects the attainment of school children in the advanced level examination. At University level Furneaux (1962) reported that a group of 'neurotic introverts' had the lowest failure rate in examinations. 'Stable introverts' had the highest failure rate. Kelvin and his co-workers (1965) confirmed the superiority of the 'neurotic introverts' but found that a group of student failures tended to be 'neurotic extraverts'.

The findings concerning neuroticism and attainment are less well established. Furneaux (1956) found positive correlation between neuroticism and attainment of university students. Consistent with this is the findings of Lynn (1955). Lynn (1959) found university students scored more highly on test of neuroticism than other young people, which suggested that neuroticism was a factor in educational success. On the other hand, Bending (1960) found no association between neuroticism and attainment of American University students. Some studies have found relation between anxiety and attainment which is of interest in this connection because anxiety and neuroticism are highly correlated. However, anxiety is also associated with introversion. There were some

evidence that anxious children were good readers (Lynn, 1955; Biggs 1959). But Sarnoff, et. al. (1959) found no association between anxiety and attainment in the eleven plus examination. Investigations in U.S.A. frequently reported negative correlation between anxiety and attainment (McCandles and Castenda, 1956). Thus the relation between neuroticism and attainment is evidently in considerable confusion. The English studies tend to suggest that the relationship is positive, and the American findings that it is negative. Lynn and Gorden's (1961) study tested seven predictions concerning associations of neuroticism and extraversion with persistence, size of vocabulary and intelligence. These predictions were derived from Eysenck's theory. Five of these predictions were verified at statistically significant level, namely, (i) there was a positive correlation between introversion and persistence, (ii) between neuroticism and size of vocabulary, (iii) there was a curvilinear relation between neuroticism and score on Raven's matrices, subjects in the middle range of neuroticism doing best, (iv) and (v) there was no significant correlation between either neuroticism or introversion and intelligence. Study of Haq, M. et. al. (1985) in Bangladesh revealed that in case of extraversion, a positive correlation with achievement was observed for boys only. There was a lack of correlation between neuroticism and academic performance. They also

found female students were superior in academic achievement. A number of studies in next also examined relationship between extraversion and scholastic attainment. Results suggested that there were a positive correlation during early school years and negative correlation during the later school years and at university (Kline, 1966; Entwistle and Welsh, 1969; Eysenck, and Cookson, 1969). Elhott (1972) examined relationship of reading attainment. Intelligence, extraversion and neuroticism for group of junior school children whose chronological age (CA), mental age (MA), a reading age (RA) were relatively constant. It was found that there was high correlation between extraversion and reading attainment, but a negative correlation was found between extraversion and IQ when MA, RA were held relatively constant. Neuroticism was negatively correlated with scholastic attainment, confirming other findings on school children.

Self-efficacy and Academic Achievement: There is a growing body of research investigated relation of self-efficacy to academic achievement (Brown Lent, and Larkin, 1989; Lent, Brown and Larkin, 1984, 1986; Multon, Brown and Lent, 1991; O'Brein, Brown & Lent, 1989; Shunk, 1985; Thomas, et.al. 1987b; Zimmerman, 2000).

Lent, Brown and Larkin (1984) examined the relation of self-efficacy beliefs to subjects persistence and success in pursuing a science and engineering majors. Findings indicated that subjects reporting high self-efficacy for educational requirements generally achieved higher grades and persisted longer in technical scientific majors over the following years than those with low self-efficacy. Self-efficacy was also moderately correlated with objective predictors of academic aptitude and achievement. Results of some other studies (Brown, Lent and Larkin, 1989; Lent, Bown, and Larkin, 1986; O'Brien, Brown and Lent, 1989) have showed self-efficacy belief are predictive of success and persistence in certain academic majors. Multon, et. al. (1991) reported meta-analysis of the relation of self-efficacy beliefs to academic performance and persistence. Results revealed positive and statistically significant relationship between self-efficacy beliefs and academic performance and persistence outcomes across a wide variety of subjects, experimental designs, and assessment methods.

Zimmerman (2000) has found that self-efficacy beliefs have been sensitive to subtle changes in students performance context, to interact with self-regulated learning processes and to mediate students academic achievement. Thomas, et.al. (1987b) examined the relationship between study processes, self-efficacy and academic achievement in specific

courses. They found that the best single predictor of achievement in a course for junior high, senior high and college students was a measure of self-efficacy, with a measure of academic aptitude and a very limited number of indices of study behavior accounting for much smaller but significant shares of the achievement variance. Research has shown that students self-efficacy perceptions are related to students academic motivation and academic achievement (Schunk, 1985).

Self-esteem and Academic Achievement: The relation between self-esteem and scholastic achievement has been of interest to social scientists for several decades (Brookover, et.al., 1964; Bachman, 1970; Bachman, and O'Malley, 1977; Copersmith, 1967; Fleming and Courtney, 1984; Gorgen, 1971; Green, Miller and Gerand, 1975; Luck and Heiss, 1972; Purkey, 1970; Rosenberg and Simmons, 1971; Wylie, 1961). Research indicates that self-esteem is one of the correlates of educational achievement. Children possessing high self-esteem have been found to do well educationally (Green, Miller & Gerand, 1975). Purkey (1970) reviewing large number of studies that have searched relation between self-esteem and achievement concluded that the literature indicates a strong reciprocal relationship and gives us reason to assume that

enhancing the self-concept is a vital influence in improving academic performance. A number of authors have presented evidence that self-esteem does correlate positively with educational and occupational attainment (Coopersmith, 1967; Gorgen, 1971; Rosenberg and Simmons, 1971; Bachman, 1970). Fleming and Courtney (1984) found that self-esteem was correlated with school abilities ($r = 0.35$). Luck and Heiss (1972) also report that self-esteem is positively related to a number of job dimensions, including income, prestige, upward mobility and personal satisfaction with occupational achievement. Brookover, et al (1964) also found academic achievement (measured by grades) are positively associated with self-esteem. Wylie's earlier review of self-concept literature (Wylie, 1961) was consistent with positive relationships noted above, however, her later review of a much larger number of studies has not revealed a clear and strong positive association between self-esteem and academic achievement. Bachman and O'Malley (1977) analyze relationships among self-esteem, educational attainment and occupational status. A path analysis revealed that (a) self-esteem during high school had little or no direct causal impact on later educational and occupational attainment. Self-esteem and attainment are correlated primarily because of shared prior causes including family background, ability and scholastic

performance. (b) Occupational status has a direct positive impact on self-esteem. (c) Post high school educational attainment has no direct impact on self-esteem and only a trivial indirect impact via occupational status.

Locus of Control and Academic Achievement: A number of studies investigated relation between locus of control and academic achievement. (Bandura, 1977; Crandall, Katkovsky and Grandall, 1965; Frindley and Cooper, 1983; Harter, 1981; Lefcourt, 1976; 1982; Phares, 1976; Seligman, 1975; Stipek, 1980; Stipek and Weisz, 1981; Uguroglu, and Walberg, 1979; Weiner, 1979). Some researchers found that internals tend to earn higher grades in school and scored higher on standardized tests of academic achievement. They were more resistant to attempt at persuasion and coercion, more receptive and more inquisitive (Frindley, and Cooper, 1983; Lefcourt, 1982). Empirical evidence had accumulated indicating the children who believed that doing well in school is contingent on their own actions performed better than those who did not (Seligman, 1975). Similarly, children who believe that good grades are caused by internal and controllable causes (like effort; Weiner, 1979), who believe that they can produce the responses that lead to desired outcomes (Bandura, 1977) or who believe that they possess high ability (Harter, 1981; Stipek, 1980)

perform better academically. These children score higher on tests of intelligence and achievement and earn better grades in school than children who do not hold these beliefs (Frindley and Cooper, 1983; Stipek and Weisz, 1981).

In past few years several reviews of the locus of control and achievement have been conducted. Phares (1976) examined studies testing the link between locus of control and achievement in children. Most of these studies used the intellectual achievement responsibility (IAR) scale (Crandall, Katkovsky and Grandall, 1965) as locus of control measures and grades or standardized test scores as indexes of academic achievement. Phares (1976) concluded not only that internal children showed superior academic performance but that this relation might be more substantial in children than in adults. Lefcourt (1976) had similar views like Phares (1976). In addition, he pointed out that relationship between locus of control and academic achievement may be mediated by gender as well as age. Bar-Tal and Bar-Zohar (1977) reviewed literature that included studies of both children and adults. They reviewed 36 studies and concluded that "there is a firm trend indicating that perception of locus of control is related to academic achievement. This trend suggests that the more internal the individual's orientation, the higher the individual

achievement”(P-132). Uguroglu and Walberg (1979), as part of more general review of the relation between motivation and achievement, uncovered 13 correlations between locus of control and grades or ability tests. The average correlation across studies was .32.

1.2 Rationale of the Study

Research indicated that large number of psycho-social and personality factors influence academic achievement (Brookover, et. al., 1964; Elliott, 1972; Frindley and Cooper, 1983; Haq, M. et. al., 1985; Lefcourt, 1982; Lent, Brown and Larkin, 1984; Thomas, et. al. 1987; Wylie, 1961). Moreover, educational professionals should know what factors are responsible for good educational achievement and what factors are responsible for poor achievement. In other words which factors are positively related with the academic achievements and which factors are related negatively. Research indicated that personality variables were important predictors of academic achievement (Phares, 1976; Purkey, 1970; Rushton, 1966; Zimmerman, 2000). However, there are very few studies in Bangladesh (Haq, M. et. al., 1985) which investigated of relation of personality variables with academic achievement.

Research in this area will also be helpful in education planning and counselling the individual student. Educational institutions, researchers and parents will also be benefited from this type of research. Further more, this research will contribute to the need of our nation in the relevant arena.

1.3 Objective and Hypothesis

Considering the above facts, the present study was undertaken for examining the effect of extraversion, neuroticism, social self-efficacy, academic self-efficacy, index of self-esteem and internal control index on academic achievement. It was hypothesized that each of the independent variables contribute significantly to the variation of academic achievement.

CHAPTER - 2

METHODOLOGY

METHODOLOGY

2.1 Subjects.

Firstly, five subjects (teachers) were selected as judges for assessing the appropriateness of the Bengali translation of Maudsley Personality Inventory, Hudsons Index of Self-esteem and Dultweller Internal Control Index. Then for assessing translation reliability 50 participants were selected from Dhaka University.

301 participants were selected by purposive sampling from Dhaka University and Home-economics College for administering demographic and personal information questionnaire and 4 personality scales. Age of participants ranged from 22 to 28 years. Among them 125 were male (41.52%) and 176 were female (58.47%). They all are masters final year student of Dhaka University and Home-economics College. Among them unmarried, married and divorced were 273, 27 and 1 respectively.

2.2. Instruments.

For data collection, the present study used the following instruments:

1. Demographic and Personal Information Questionnaire.

- II. Adapted Bengali Version of Short Form of Maudsley Personality Inventory (Ilyas, 2001).
- III. Social and Academic Self-efficacy Scales (Ilyas and Irin, 2001).
- IV. Bengali Version of Hudson's (1982) Index of Self-esteem Scale (Ilyas, 2000).
- V. Adapted Bengali Version of Dultweller Internal Control Index (Ilyas, 2000).

I. **Demographic and Personal Information Questionnaire** By this questionnaire, the data on age, sex, education, occupation, marital status of respondents were collected.

II. **Bengali Version (Ilyas, 2001) of Short Form of Maudsley Personality Inventory (MPI) (Eysenck, 1958)** The Bengali version of 12 items short form of MPI was used for measuring extraversion and neuroticism. The scale contains 06 extraversion items and 06 neuroticism items. The scoring procedure for both extraversion and neuroticism were as follows: yes=2, uncertain (?)=1, No=0. The sum of scores of all items was total score of the scale for an individual.

These 12 items were translated into Bengali. Then both English and Bengali versions were given to five judges (expert in both Bengali and English) for examining whether each item of both the versions convey the

same meaning or not. Some changes in Bengali version were made according to suggestions of judges. Then English and Bengali versions were administered to 50 subjects with a gap of 10 days. Significant correlations between scores of English and Bengali versions of extraversion [$r(48) = .287, P < .05$] and neuroticism [$r(48) = .699, P < .01$] indicated that the English and Bengali versions measured the same thing. For assessing test-retest reliability, Bengali version of the scale was administered on 50 subjects, then after an interval of 10 days, the scale was administered on the same subjects. Significant correlation between scores of two administrations indicated test-retest reliability of extraversion [$r(48) = .287, P < .05$] and neuroticism [$r(48) = .699, P < .01$] of Bengali version. The alpha coefficients were also calculated for determining internal consistency reliability Bengali version. Cronbach alpha coefficient for extraversion and neuroticism were $\alpha = .6286$ and $\alpha = .3542$ respectively.

III. Social Self-efficacy Scale (SSE). Social self-efficacy scale is 18 items Likert type scale in Bengali. Of these 18 items, nine are positive and nine are negative. For positive item scoring were as follows : Completely agree = 5, agree = 4, uncertain = 3, disagree = 2, completely disagree = 1. Scores were reversed for negative items. Highly significant F ratio social

self-efficacy by sex [$F(1,217) = 36.00$ $P < .0005$] and physical health [$F(4,215) = 30.26$, $P < .0005$] indicated validity of the scale. High alpha co-efficient $\alpha = .9148$ established reliability of the scale.

Academic Self-efficacy Scale (ASE). It is 18 items Likert type scale in Bengali. In this scale, nine items are positive and nine are negative. For positive items scores were as follows : completely agree = 5, agree = 4, uncertain = 3, disagree = 2, completely disagree = 1. Scores were reversed for negative items. Highly significant F – ratio of academic self-efficacy scale by sex [$F(1,217) = 30.31$, $P < .0005$] and physical health [$F(4,215) = 28.79$, $P < .0005$] indicated validity of the scale. High alpha co-efficient $\alpha = .9127$ further established reliability of the scale (Ilyas and Irin, 2001).

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IV. Adapted Bengali Version of Hudsons Index of Self-esteem (ISE)

The Bengali version of 25 items Index of self-esteem was used for measuring problems with self-esteem. This 25 item scale contains 12 positive and 13 negative items. For positive item, score indicates score 1 'most or all of the time', score 2 'a good part of the time', score 3 'some of the time', score 4 'a little of the time', score 5 'rarely or none of the time'. For negative items scoring was in reverse order. The sum of scores of all items was total score of the scale for an Individual. Higher score indicates

more problems with self-esteem. Items of the scale were translated into Bengali. Then both English and Bengali versions were given to 6 judges (expert in both Bengali and English) for examining whether each item of both the versions convey the same meaning or not. Some changes in items of Bengali version were made according to suggestions of judges. Then English and Bengali versions were administered to 50 subjects with a gap of 7 days. Significant correlation [$r(48) = 0.702, P < 0.0005$] between scores of English and Bengali versions indicated translation reliability of the scale. Two week test-retest correlation [$r(48) = 0.822, P < 0.0005$] of Bengali version indicated test-retest reliability of the scale.

V. Adapted Bengali Version of Dultweller Internal Control Index (ICI) The Bengali version of 28 items internal control index was used for measuring locus of internal and external control. The scale contains 14 positive items and 14 negative items. These items were translated from Patricia Dultweiler (1984) "Internal control index (ICI)".

Half of the items were favourable to internal control and the remaining items were favourable to external control. For items favourable to internal control, scores were as follows : Rarely = 5, occasionally = 4,

sometimes = 3, frequently = 2, usually = 1. Scores were reversed for items favourable to external control. Items of the scale were translated into Bengali. Then both English and Bengali versions were given to 5 judges (expert in both Bengali and English) for examining whether each item of both the versions convey the same meaning or not. Some changes in items of Bengali version were made according to suggestions of judges. For assessing validity, Bengali version of ICI scale was administered on a sample of 100 respondents. Significant F-ratio of locus of control scores by sex [$F(1,98) = 6.92, P < .01$], physical health [$F(3,96) = 3.96, P < .01$], and academic achievement [$F(3,96) = 3.48, P < .01$] indicated validity of the scale (Hlyas and Rahman, 2000). Then English and Bengali versions were administered to 50 subjects with a gap of 7 days. Significant correlation [$r(48) = .649, P < .01$] between scores of English and Bengali versions indicated translation reliability of the scale. Two-week test-retest correlation [$r(48) = .81, P < .01$] Bengali version indicated test-retest reliability of the scale.

2.3 Procedure.

Individual interviews are used for collecting data. Interviewer give separate instruction for the questionnaire and each of the scale and are allowed to ask freely if they have any question regarding any item of scales. Demographic and family information questionnaire (DFIQ) and Bengali Version of Maudsley Personality Inventory, Social Self-efficacy, Academic Self-efficacy, Index of Self-esteem, and Internal Control Index Scales were administered in a single session. Questionnaires were distributed among the subjects. After distributing questionnaires, each of the respondents was requested to fill up DFIQ and to read the instruction. For each scale participant were told that each of the following questions has alternative answers. Please mark one answer which best describe your personal opinion. There are no right or wrong answers, but simple a measure of your opinions. Your answers will be completely anonymous and confidential, and will be used only for research purpose.

There was no time limit of filling up the questionnaires. Subjects took about 45-50 minutes to fill up the questionnaires. The subjects were given complete freedom in indicating their preference relating to a statements in the scale. They were thanked for participation.

CHAPTER - 3

RESULTS

RESULTS

The methods of analysis of the present study were mean ($\bar{X}$) and standard deviation SD, Pearson correlation and stepwise regression analysis. Mean ($\bar{X}$) and standard deviation SD of independent and dependent variables are presented in table no. 2. Results indicated that extraversion has lowest SD (2.30), while self-esteem has highest SD (14.93).

Result of table no. 3 indicated that academic achievement has significant positive correlation with social self-efficacy [$r(299) = .469$, $P < .1$], locus of control [$r(299) = .443$, $P < .01$], self-esteem [$r(299) = .367$, $P < .01$], and extraversion [$r(299) = .126$, $P < .05$]. However, academic self-efficacy and neuroticism was not significantly related to academic achievement.

Stepwise multiple regression analysis of table no. 4 assess the amount of variance in academic achievement which are explained by personality variables. The standardized Betas (β s) indicate that six variables are predictors of academic achievement. The variables are social self-efficacy ($\beta = 0.421$, $P < 0.0005$), self-esteem ($\beta = 0.263$, $P < 0.0005$), locus of control ($\beta = 0.286$, $P < 0.0005$), academic self-efficacy ($\beta = -0.142$,

$P < 0.002$), neuroticism ($\beta = 0.136$, $P < 0.001$) and extraversion ($\beta = 0.103$, $P < .019$). These variables jointly explained 54.5% variance of academic achievement. Although, β s for academic self-efficacy and neuroticism were significant, correlations of these variables with academic achievement were not significant.

Selected statistics of academic achievement by personality variables are presented in table no. 5. Results of regression analysis indicated that strongest predictors of academic achievement is social self-efficacy which explained 32.4% variance of academic achievement. Next important predictor is self-esteem which explained 12.9% variance of academic achievement. Lowest variance is explained by extraversion. Extraversion explained .9% variance of academic achievement.

ANOVA of table no. 6 indicated that social self-efficacy, self-esteem, locus of control, academic self-efficacy, neuroticism and extraversion have contributed significantly to the variation of academic achievement.

Overall F-test of academic achievement by these six independent variables were also highly significant [$F(6,294) = 58.77$, $P < .0005$].

Table – 1

Correlation of Bengali and English version of “Extraversion”, “Neuroticism”, “Self-esteem” and “Internal Control Index”.

Correlation between Bengali and English version.	r
Extraversion of Maudsley Personality Inventory	0.287 *
Neuroticism of Maudsley Personality Inventory	0.699 **
Self-esteem	-0.73 **
Internal Control Index	0.649 **

* Significant at $P < .05$

** Significant at $< .01$

Table – 2

Mean ($\bar{X}$) and standard deviation (SD) of independent and dependent variables (N = 301).

Variables	($\bar{X}$)	SD
Extraversion	8.31	2.30
Neuroticism	6.84	3.04
Social Self-efficacy	62.11	9.44
Academic Self-efficacy	62.72	8.87
Index of Self-esteem	67.28	14.93
Internal Control Index	89.92	11.60
Percentage of 3rd year marks	55.88	5.73

Table – 3

Correlation of academic achievement scores with personality variables.

Variables	r	Significant Level
Social Self-efficacy	.469**	.01
Index of Self-esteem	.367**	.01
Internal Control Index	.443**	.01
Academic Self-efficacy	.04	NS
Neuroticism	.047	NS
Extraversion	.126*	.05

* Significant at $P < .05$ (2 tailed)

** Significant at $P < .051$ (2 tailed).

Table – 4

Step-wise regression of academic achievement by personality variables.

Independent Variables	Standardized Beta (β)	t value for Beta (β)	Significance level
Social Self-efficacy	.421	8.912	.0005
Index of Self-esteem	.263	6.106	.0005
Internal Control Index	.286	6.301	.0005
Academic Self-efficacy	-.142	-3.199	.002
Neuroticism	.136	3.237	.001
Extraversion	.103	2.363	.019

Dependent variable : Percentage of 3rd year marks.

Table – 5

Selected statistics of academic achievement by personality variables.

Independent variables	Multiple R	R ²	R ² -change	F-change	Significance level
Social Self-efficacy	.569	.324	.324	143.052	.0005
Index of Self-esteem	.672	.452	.129	69.912	.0005
Internal Control Index	.715	.511	.059	35.885	.0005
Academic Self-efficacy	.725	.526	.015	9.119	.003
Neuroticism	.733	.537	.011	6.917	.009
Extraversion	.738	.545	.009	5.586	.019

Dependent variable : Percentage of 3rd year marks

Table – 6**ANOVA of academic achievement by personality variables.**

SV	SS	df	MS	F	Sig.
Regression	5369.370	6	894.895	58.766	.0005
Residual	4477.082	294	15.228		
Total :	9846.452	300			

Predictors : (Constant), Social Self-efficacy, Index of Self-esteem scale, Internal Control Index, Academic Self-efficacy, Neuroticism Maudsley Personality Inventory scale, Extraversion Maudsley Personality Inventory scale.

Dependent variable : Percentage of 3rd year marks.

CHAPTER – 4

DISCUSSION

DISCUSSION

The purpose of the present study was to identify some personality variables that contribute to the academic achievement. For this objective, the study examined relationships of personality variables with academic achievement. The results partially supported hypothesized relationship between personality variables and academic achievement. The partial standardized betas (β s) indicated that social self-efficacy, self-esteem, locus of control, academic self-efficacy, neuroticism and extraversion were significant predictors of academic achievement. Among these variables social self-efficacy was strongest predictor of academic achievement which alone explained 32.4% variance of academic achievement. Why self-efficacy belief relate positively to academic performance ? This is because efficacy expectations influence students motivation to improve academic performance which in turn, helps to determine good academic performance. Their positive views of their own abilities and competence help them to withstand the occasional setbacks and reversals along the road to educational attainment and finally contribute to academic attainment. Students high in social self-efficacy believe that they can deal effectively with the events and situation they face and also expect to succeed.

Results of the study further indicate that self-esteem was the second important predictor of academic attainment. R^2 - change indicate that 12.9% variance of academic achievement was accounted for by self-esteem. Significant positive correlation (table-3) and significant beta (table-4) had also revealed that self-esteem is positively related to academic achievement. Self-esteem (i.e. positive self-concepts) are likely to make individual more ambitious, that is, they set high levels of aspiration. Their positive views of their own abilities and competence might improve their academic attainment. However, some of the underlying determinants of self-esteem may also be important determinants of academic attainments. Family socio-economic level, academic ability, and past educational accomplishments all seem likely to contribute to a student's self-esteem. These factors also directly influence academic attainment. Thus, an additional reason for expecting self-esteem to be correlated with attainment is not that one causes the other, but rather that self-esteem and attainment have some common antecedents.

Findings on locus of control and academic achievement revealed that locus of control was the important predictor of academic achievement. It examined 5.9% variance of academic achievement. Significant positive correlation (table-3) and significant standardized beta (table-4) have also

confirmed that locus of control was an important predictor of academic achievement. A positive relation between locus of control beliefs and achievement is logical. If success is positively valued, people who feel more able to control outcome (Internal) should exert more effort. They (Internals) also take pride in good outcomes and feel shame in bad outcomes, whereas externals experience less intense emotion (Phares, 1976). This difference should enhance the relative "attractiveness" of the success experiences of the internal and increase the probability of attaining success.

Although β was significant, correlation between academic self-efficacy and academic achievement was not significant.

Results of regression further indicated that neuroticism is a significant predictor of academic achievement. Other studies (Furneaux, 1956, Lynn, 1955) also found positive correlation between neuroticism and academic achievement for university students. Neurotic students are usually anxious. And this anxiety may motivate the students for better performance. Finally, correlation and standardized Beta confirmed the hypothesized relationship between extraversion and academic achievement. Extraversion was positively related to academic attainment.

In conclusion, we may say that the current study provides a base for more detailed research on this important topic in Bangladesh. Since the variables included in the current model explain only 54.5% of observed variation, a few more explanatory variables should be included in the model. We speculate that study habit may be an important variable for explaining academic achievement. The inclusion of this variable in the model of academic achievement is, therefore, suggested.

Results of the current study suggest that strongest predictor of academic achievement is self-efficacy. Hence for better academic achievement self-efficacy of students should be enhanced. Self-efficacy of students can be increased by exposing them success experiences by arranging reachable goals and then evaluating their performance. Self-efficacy can also be increased by verbal persuasion. Teachers and parents should encourage the students and tell them that they have ability to perform successfully.

Results further indicate that self-esteem is the second important predictor of academic achievement. People with high self-esteem possess a great sense of self-worth, self-confidence and adequacy. For this reason students who have low self-esteem their self-esteem should be enhanced. It is recommended that family and educational institutions should develop programmes for improving self-esteem of students.

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APPENDICES

APPENDICES

Demographic and Personal Information Questionnaire

ব্যক্তিগত তথ্য সংক্রান্ত প্রশ্নাবলী

- ১। নাম :
- ২। বয়স :
- ৩। লিঙ্গ : পুরুষ / মহিলা
- ৪। শিক্ষাগত যোগ্যতা : ক্লাস: * ১ম বর্ষ %
* ২য় বর্ষ %
* ৩য় বর্ষ %
- ৫। পেশা : * চাকুরি
* ব্যবসা
* গৃহকর্ম
* ছাত্র
* অন্যান্য
- ৬। আয় :
- ৭। বৈবাহিক অবস্থা : * বিবাহিত
* অবিবাহিত
* তালাকপ্রাপ্ত
* বিধবা/বিপত্নীক
* বিচ্ছিন্ন

Maudsley Personality Inventory

মডস্লে ব্যক্তিত্ব প্রশ্নমালার সংক্ষিপ্ত বাংলা সংস্করণ

বয়স:

লিঙ্গ:

পেশা:

N =

E =

? =

আপনার আচরণ, অনুভূতি ও কাজ সম্পর্কে এখানে কিছু প্রশ্ন আছে। প্রতিটি প্রশ্নের পরে তিনটি সম্ভাব্য উত্তর “হ্যাঁ” অনিশ্চিত (“?”) এবং “না” দেওয়া আছে। প্রতিটি প্রশ্ন পড়ে “হ্যাঁ” এবং “না” এর মধ্যে যে উত্তরটি আপনার কাজ বা অনুভূতিকে প্রকাশ করে সে উত্তরটিকে বৃত্তাকারে বেটন করুন। সিদ্ধান্ত গ্রহণ সম্পূর্ণরূপে অসম্ভব হলে (“?”) কে বৃত্তাকারে বেটন করুন। তবে এই উত্তরটি না দেওয়ারই চেষ্টা করবেন। কোন প্রশ্নেই বেশি সময় ব্যয় করবেন না। অনেক ভেবে চিন্তে উত্তর না দিয়ে, যে উত্তরটি প্রথমে আপনার মনে আসে সেটিই বৃত্তাকারে বেটন করুন। উত্তর দিতে মাত্র কয়েক মিনিট সময় লাগবে। এখন কাজ শুরু করুন এবং তাড়াতাড়ি করুন দেখবেন কোন প্রশ্ন যেন বাদ না পড়ে। এখানে শুদ্ধ বা ভুল উত্তর নেই, ইহা বুদ্ধি বা দক্ষতার পরীক্ষাও নয়, ইহা শুধু আপনি কীভাবে আচরণ করেন তা পরিমাপ করে।

১	যেসব কাজ দ্রুত সম্পন্ন করতে হয় সেসব কাজ করতে আপনি কি খুব সুখী হন ?	হ্যাঁ	?	না
২	সুস্পষ্ট কোন কারণ ছাড়া আপনি কি মাঝে মাঝে সুখী, মাঝে মাঝে বিষন্ন বোধ করেন ?	হ্যাঁ	?	না
৩	কোন কাজে মনোযোগ দিতে চাইলে আপনার মনে কি প্রায়ই অন্য চিন্তা আসে ?	হ্যাঁ	?	না
৪।	কারো সাথে নতুন বন্ধুত্ব করতে আপনি কি প্রথমে উদ্যোগী হন ?	হ্যাঁ	?	না
৫	আপনি কি আপনার কাজে সঠিক এবং দ্রুত হতে চান ?	হ্যাঁ	?	না
৬	যখন আপনি কোন কথোপকথনে অংশগ্রহণ করেছেন তখন কি প্রায়ই আপনি অন্য চিন্তায় মগ্ন হয়ে যান?	হ্যাঁ	?	না
৭	আপনি কি কখনও কখনও খুব কর্মচঞ্চল আবার কখনও কখনও অলস হয়ে যান ?	হ্যাঁ	?	না
৮	আপনি কি নিজেকে একজন প্রাণবন্ত মানুষ মনে করেন ?	হ্যাঁ	?	না
৯	অনেকের সাথে সামাজিক যোগাযোগে বাধা দেওয়া হলে আপনি কি খুব অসুখী হবেন ?	হ্যাঁ	?	না
১০	আপনি কি বেশি খেয়ালী ?	হ্যাঁ	?	না
১১	কোন কারণে অথবা কোন কারণ ছাড়াই কি আপনার মেজাজ কখনও খুব ভাল অথবা কখনও খুব খারাপ হয় ?	হ্যাঁ	?	না
১২	আপনি কি কাজের পরিকল্পনার চেয়ে কাজ করতে অধিক পছন্দ করেন।	হ্যাঁ	?	না

Social Self-efficacy Scale

সামাজিক যোগ্যতা উপলব্ধি মানক

নিম্নে সামাজিক ও শিক্ষাগত যোগ্যতা সংক্রান্ত অনেক উক্তি রয়েছে। প্রতিটি উক্তির সাথে আপনি সম্পূর্ণ একমত, একমত, অনিশ্চিত, ভিন্নমত, সম্পূর্ণ ভিন্নমত পোষণ করতে পারেন। আপনি প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন। আপনার একমত হওয়ার মাত্রা যে উত্তরটি সবচেয়ে ভাল বর্ণনা করে, তা প্রতিটি উক্তির ডান পাশের খালি জায়গায় লিখুন। মনে রাখবেন আপনি কী রকম হতে চান তা নয়, আপনি বাস্তবিকভাবে কী রকম সেটাই বর্ণনা করুন।

নং		সম্পূর্ণ একমত	একমত	অনিশ্চিত	ভিন্ন মত	সম্পূর্ণ ভিন্নমত
১.	আমি যে কোন সামাজিক অনুষ্ঠান উপভোগ করি।					
২.	আমি যখন কোন দলে থাকি, তখন দলের লোকদের প্রভাবিত করতে চেষ্টা করি।					
৩.	মানুষের সাথে বন্ধুত্ব করা আমার পক্ষে কঠিন।					

৪.	প্রত্যেকটি সামাজিক আচরণ দক্ষতার সাথে সম্পন্ন করতে পারব বলে আমি মনে করি।					
৫.	কোন কমিটিতে কাজ করলে আমি কমিটির সমস্ত দায়িত্ব নিতে পছন্দ করি।					
৬.	নতুন লোকদের সাথে আমি সাচহন্দে মিশতে পারি না।					
৭.	বন্ধু-বান্ধবদের সাথে বসে গল্প করতে আমার ইচ্ছে হয় না।					
৮.	বিপরীত লিঙ্গের কারো সাথে মিশতে আমার লজ্জা করে।					
৯.	বাড়ির লোকদের সাথে গল্পগুজব ও হাসি ঠাট্টা করতে আমার ভাল লাগে।					
১০.	বিয়ে বা অন্য কোন সামাজিক অনুষ্ঠানে অতিথিদের অভ্যর্থনা করতে আমার ভাল লাগে।					

১১.	কোন কিছু সম্পর্কে সিদ্ধান্ত নিতে গেলে পরিবারের সদস্যরা সাধারণত আমার মতামত নিয়ে থাকেন।					
১২.	উদ্বেজিত জনতাকে শান্ত করতে পারব বলে আমি মনে করি।					
১৩.	আত্মীয় স্বজনদের বাসায় যেতে আমার ভাল লাগে না।					
১৪.	বেশি লোকের সাথে পরিচিত হতে আমি চাই না।					
১৫.	কোন দলের সম্মুখে বক্তৃতা দিতে গেলে আমি অনেক কিছু বলতে ভুলে যাই।					
১৬.	আমি একা থাকতে ভালবাসি।					
১৭.	সমাজে সব শ্রেণীর লোকের সাথে মেশার ক্ষমতা আমার রয়েছে।					
১৮.	আমার বিশ্বাস, কোন লোকই আমার সাথে কথোপকথনে উৎসাহী হবে না।					

Academic Self-efficacy Scale

শিক্ষাগত যোগ্যতা উপলব্ধি মানক

নং		সম্পূর্ণ একমত	একমত	অনিশ্চিত	ভিন্ন মত	সম্পূর্ণ ভিন্নমত
১.	কোন শিক্ষক আমাকে টার্ম পেপার লিখতে দিলে তা আমি ভালভাবে লিখতে পারব।					
২.	আমার বিষয়ের পাঠ্যবইগুলোতে যা লেখা আছে তা বুঝতে আমার অসুবিধা হয় না।					
৩.	কোন কোর্সে হঠাৎ পরীক্ষা নেয়া হলে, আমি ভাল করব না।					
৪.	নতুন কোন কোর্সে নিলে আমি প্রথম দশ জনের মধ্যে থাকব।					
৫.	ছাত্র/ছাত্রী হিসাবে আমি যে জ্ঞান অর্জন করেছি তা দিয়ে দক্ষতার সাথে আমি যে কোন চাকুরি সম্পন্ন করতে পারব।					

৬.	নতুন কোন কিছু শিখতে গিয়ে কঠিন মনে হলে আমি তা শেখার চেষ্টা করি না।					
৭.	ক্লাসের সম্মুখে কোন বিষয়ের উপর কথা বলা আমার কাছে খুব কঠিন বলে মনে হয়					
৮.	আমার শিক্ষকমণ্ডলী আমাকে ভাল ছাত্র/ছাত্রী বলে মনে করেন না।					
৯.	আমি আমার সহপাঠীদের চেয়ে কম পড়েও তাদের সমান বা ভাল ফল করতে পারব।					
১০.	আমি স্বীকার করি, আমি আমার সহপাঠীদের মত এত ভাল ছাত্র/ছাত্রী নই।					
১১.	যে সব ক্লাসে প্রশ্ন জিজ্ঞাসা করা হয় সে সব ক্লাসে আমি যেতে চাই না।					
১২.	পরীক্ষায় ভাল নম্বর পাওয়ার জন্য আমি পড়ি।					

১৩.	পড়াশুনার মধ্যে আমি কোন আনন্দ খুঁজে পাই না।					
১৪.	স্কুল কলেজে আমি প্রচণ্ড উৎসাহ নিয়ে পড়াশুনা করেছি।					
১৫.	আমার পরীক্ষার ফলাফল কোন সময়ই আশানুরূপ হয়নি।					
১৬.	আমি আমার ক্লাসে একজন গুরুত্বপূর্ণ ব্যক্তি।					
১৭.	পরীক্ষায় যে নম্বর আমার প্রাপ্য তা আমি কোন সময়ই পাই না।					
১৮.	আমার শিক্ষকরা আমার কাছে অনেক কিছু আশা করেন।					

Index of Self-esteem Scale

আত্ম-প্রশংসা মানক

আপনি নিজেকে কীভাবে দেখেন তা পরিমাপ করার জন্য নিম্নের উক্তিগুলি তৈরী করা হয়েছে। প্রতিটি উক্তি যত্ন সহকারে পড়ে আপনার অনুভূতির মাত্রা নির্দেশ করুন। অনুভূতির মাত্রা নির্দেশ করার জন্য পাঁচটি সম্ভাব্য উত্তর “কখনও না”, “খুব কম সময়”, “মারো মারো”, “বেশির ভাগ সময়” এবং “সব সময়”, প্রতিটি উক্তির ডান পাশে দেওয়া হয়েছে। যে উক্তিটি আপনার অনুভূতি বা মতামতকে সবচেয়ে ভালভাবে বর্ণনা করে সেটিতে টিক (✓) চিহ্ন দিন। এটা কোন পরীক্ষা নয়, কাজেই এখানে ভুল বা গুদগু উত্তর নেই, ইহা শুধু আপনার মতামতকে যাচাই করে।

নং		কখনো না	খুব কম সময়	মারো মারো	বেশির ভাগ সময়	সব সময়
১.	আমি মনে করি, মানুষ যদি আমাকে ভালভাবে জানে, তবে তারা আমাকে পছন্দ করবে না।					
২.	আমি অনুভব করি, অন্যেরা কোন কিছু সম্পন্ন করতে আমার চেয়ে পারদর্শী।					

৩.	আমি মনে করি, আমি একজন সুন্দর ব্যক্তি।					
৪.	যখন আমি অন্য লোকদের সাথে থাকি, তখন আমার মনে হয় আমি তাদের সাথে আছি বলে তারা আনন্দিত।					
৫.	আমি মনে করি, লোকেরা বাস্তবিকভাবে আমার সাথে কথা বলতে পছন্দ করে।					
৬.	আমি অনুভব করি, আমি একজন যোগ্য লোক।					
৭.	আমি মনে করি, নিজের সম্পর্কে অন্যদের কাছে ভাল ধারণা সৃষ্টি করতে পারব।					
৮.	আমি অনুভব করি, আমার আরও আত্ম-বিশ্বাসের প্রয়োজন।					
৯.	যখন আমি কোন অপরিচিত ব্যক্তির সাথে থাকি তখন আমি খুব নার্ভাস থাকি।					
১০.	আমি মনে করি, আমি একজন নির্বোধ ব্যক্তি।					
১১.	আমি মনে করি, আমি কুৎসিত।					
১২.	আমার মনে হয়, অন্যেরা আমার চেয়ে অনেক বেশি রঙ-তামাশা করতে পারে।					

১৩.	আমি অনুভব করি, আমি মানুষের বিরক্তি উৎপাদন করি।					
১৪.	আমি মনে করি, আমার বন্ধুরা আমাকে আকর্ষণীয় ব্যক্তি হিসেবে দেখে।					
১৫.	আমার ধারণা, আমার মধ্যে যথেষ্ট রসবোধ আছে।					
১৬.	যখন আমি অতিথিদের সাথে থাকি, তখন আমার মধ্যে আত্ম-সচেতনতার অনুভূতি আসে					
১৭.	আমি অনুভব করি, আমি অন্য লোকদের মতো হতে পারলে আমি তা অবশ্যই করতাম।					
১৮.	আমি অনুভব করি, লোকেরা যখন আমার সাথে থাকে তখন তাদের ভাল সময় কাটে।					
১৯.	আমি যখন বাইরে যাই তখন নিজেকে মূল্যহীন মনে হয়।					
২০.	আমি অনুভব করি, আমাকে অন্যরা বেশি হুকুম করে।					
২১.	আমি মনে করি, আমি বাস্তবিকভাবে একজন ভাল ব্যক্তি।					

২২.	আমি অনুভব করি, লোকেরা আমাকে সত্যিই খুব পছন্দ করে।					
২৩.	আমি মনে করি, আমি একজন পছন্দনীয় ব্যক্তি					
২৪.	অন্যেরা আমাকে বোকা ভাববে, এ নিয়ে আমার ভয় হয়।					
২৫.	আমার বন্ধুরা আমার সম্মুখে উচ্চ ধারণা পোষণ করে।					

Internal Control Index

বলিয়ানকারীর নিয়ন্ত্রন উৎস সম্পর্কে

বিশ্বাস মানক

অনুগ্রহ করে নিম্নের প্রতিটি উক্তি পড়ুন। উক্তিগুলি আপনার মনোভাব, অনুভূতি বা আচরণ সম্পর্কে আপনার মনোভাব, অনুভূতি বা আচরণের মাত্রা যাচাই করার জন্য পাঁচটি সম্ভাব্য

উত্তর নিম্নরূপ -

ক = খুব কম সময় (১০% এর চেয়ে কম)

খ = কদাচিৎ (প্রায় ৩০% সময়)

গ = মাঝে মাঝে (প্রায় অর্ধেক সময়)

ঘ = প্রায়ই (প্রায় ৭০% সময়)

ঙ = সব সময় (৯০% এর বেশি সময়)

প্রতিটি উত্তরের বাম পাশে একটি অক্ষর রয়েছে। যে উক্তিটি আপনি যা করেন বা অনুভব করেন, তাকে সবচেয়ে ভালভাবে বর্ণনা করে সেটি (অক্ষরটি) উক্তিটির শূন্য স্থানে লিখুন। মনে রাখবেন কোন অস্বাভাবিক পরিস্থিতিতে যা করেন বা অনুভব করেন তা নির্দেশ না করে সচারচর যা করেন তাই নির্দেশ করুন।

১.	যখন আমি কোন সমস্যার সম্মুখীন হই, তখন আমি ----- এটাকে ভুলে যেতে চেষ্টা করি।
২.	কোন কঠিন কাজ সম্পাদন করতে গিয়ে আমার----- অন্যদের উৎসাহের প্রয়োজন হয়।
৩.	আমি ----- সেই সকল কাজ পছন্দ করি যেখানে আমি আমার নিজের কাজের সিদ্ধান্ত ও দায়িত্ব নিজেই গ্রহণ করতে পারি।
৪.	আমার পছন্দনীয় ব্যক্তির সাথে মতের মিল না হলে, আমি ----- আমার মতামত পরিবর্তন করি।
৫.	আমি ----- আমার কাম্বিত বন্ধু পাওয়ার জন্য কঠোর পরিশ্রম করি।
৬.	আমি -----কোন তথ্য নিজে জানার চেয়ে অন্যের কাছ থেকে শিখতে বেশি পছন্দ করি।
৭.	আমি ----- এমন কাজ গ্রহণ করব যেখানে অন্যদেরকে তত্ত্বাবধান করতে হয়।
৮.	আমি যা চাই না তা অন্য কেউ যখন আমাকে করতে বলে, তখন আমি তাকে ----- সহজে না বলতে পারি না।
৯.	আমি যে দলে থাকি সে দল কোন সিদ্ধান্ত গ্রহণ করলে, আমি ----- সেই সিদ্ধান্ত সম্পর্কে কিছু বলতে পছন্দ করি।
১০.	আমি ----- কোন বিষয়ে সিদ্ধান্ত গ্রহণের পূর্বে এর বিভিন্ন দিক বিবেচনা করে দেখি।
১১.	অন্যরা কি চিন্তা করে তা ----- আমার আচরণে বড় ধরনের প্রভাব ফেলে।
১২.	যখন আমার ক্ষেত্রে ভাল কিছু ঘটে, তখন আমি -----অনুভব করি যে এটা আমি অর্জন করেছি।

১৩.	নেতৃত্বে থাকা আমি ----- উপভোগ করি।
১৪.	আমি ----- চাই আমার কাজে নিজে সন্তুষ্ট হওয়ার পূর্বেই অন্যরা আমার কাজের প্রশংসা করুক।
১৫.	আমি ----- এ বিষয়ে বেশ নিশ্চিত যে, আমার মতামত অন্যদের প্রভাবিত করে।
১৬.	যখন কোন কিছু আমাকে প্রভাবিত করতে থাকে, তখন আমি ----- এ বিষয়ে যতটা পারি ততটা শিথি।
১৭.	আমি----- ঝোঁকের মাথায় কোন কিছু করবার সিদ্ধান্ত নেই।
১৮.	অন্যদের দ্বারা প্রশংসিত হওয়ার চেয়ে আমি কাজটি ভালভাবে সম্পাদন করেছি ----- এটাই আমার জন্য অধিকতর গুরুত্বপূর্ণ।
১৯.	আমি -----অন্যদের চাহিদাকে বিবেচনা করেই কোন কিছু করা থেকে বিরত থাকি।
২০.	যখন কারো সাথে আমার মতের মিল হয় না, তখন আমি ----- আমার সিদ্ধান্তে অটল থাকি।
২১.	অন্যেরা আমার যেটা করা উচিত মনে করে তার চেয়ে আমি যেটাকে ভাল মনে করি ----- সেটাই করি।
২২.	যখন কোন কাজের ফলাফল লাভে দীর্ঘ সময়ের প্রয়োজন হয়, তখন আমি -----সেই কাজটি করতে নিরুৎসাহিত হই।
২৩.	দলের একজন হলে আমি ----- কোন সিদ্ধান্ত গ্রহণের বিষয়টি দলের অন্য সদস্যদের উপর ছেড়ে দিতে পছন্দ করি।
২৪.	যখন আমি কোন সমস্যার সম্মুখীন হই, তখন আমি ----- আমার বন্ধু অথবা আত্মীয় স্বজনের পরামর্শ গ্রহণ করি।
২৫.	আমি ----- সহজে কাজ করার চেয়ে কঠিন কাজ করতেই আনন্দ উপভোগ করি।

২৬.	যেখানে নিজের চেয়ে অন্যের দক্ষতার উপর বেশি নির্ভর করতে হয়, আমি ---- -----সেই পরিস্থিতিই বেশি পছন্দ করি।
২৭.	আমি একটি ভাল কাজ করেছি আমার এই অনুভূতির চেয়ে কোন গুরুত্বপূর্ণ ব্যক্তি যদি বলেন আমি ভাল কাজ করেছি ----- তা আমার কাছে অধিক গুরুত্বপূর্ণ।
২৮.	যখন আমি কোন কাজে জড়িত থাকি, আমি ----- সম্ভাব্য সবকিছু বের করতে চেষ্টা করি, এমন কি অন্য কেউ দায়িত্বে থাকলেও।