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Family Structure, Residential Background and Adjustment of the Students of Rajshahi University as Related to their Achievement Motivation

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FAMILY STRUCTURE, RESIDENTIAL BACKGROUND AND ADJUSTMENT OF THE STUDENTS OF RAJSHAHI UNIVERSITY AS RELATED TO THEIR ACHIEVEMENT MOTIVATION.

A Thesis Submitted for the Degree of Master of Philosophy in Psychology.

Submitted By

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September, 2004.

Dedicated
To
My Beloved Parents.

DECLARATION

Except where full references have been given this thesis contains the independent original work of the author. This thesis has not been submitted before, nor it is being submitted anywhere else at the same time for the award of any degree.
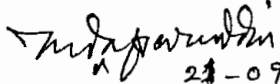
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CERTIFICATE

Certified that this research work/ thesis entitled **"FAMILY STRUCTURE, RESIDENTIAL BACKGROUND AND ADJUSTMENT OF THE STUDENTS OF RAJSHAHI UNIVERSITY AS RELATED TO THEIR ACHIEVEMENT MOTIVATION"** has been completed by Anjuman Shirin under my supervision for the award of M.Phil. Degree from Rajshahi University.

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ABSTRACT

The present study was designed to investigate whether achievement motivation (of Rajshahi University students) was related to their family structure, residential background and adjustment. Two psychological tests---the adapted Bengali version of the Bell Adjustment Inventory (BAI; Faruk; 1986) and the Achievement Motivation Scale (AMS; Afsaruddin, 1987) were administered on a sample of 300 students of 1st year Honours of Rajshahi University. They were divided into 4 groups such as (1) nuclear family and joint family groups; (2) rural and urban groups; (3) high and low adjusted groups and (4) the male and the female subject groups. Results confirmed the hypothesis that Ss from nuclear family, from urban background and those with better adjustments would be more achievement oriented than the Ss from joint family, from rural background and the Ss with low adjustment.

One way analysis of variance (One way ANOVA) revealed that achievement motivation (n-ach) varies with the variation in grades of 5 types of adjustment (home adjustment, health adjustment, submissiveness, emotionality and hostility-friendliness). The better the adjustment the higher the n-ach. Further analysis of results with t –test revealed the following : (1) Subjects from nuclear family were better in achievement motivation than those from joint family ($P < .001$). (2) Urban subjects had higher achievement motivation than the rural ones ($P < .001$). (3) The subject group with better adjustment had higher achievement motivation than the low adjusted ones

(P<.001). (4) There was no significant difference in achievement motivation between the male and the female subjects (P<.001). Thus it is proved that nuclear family, better adjustment and urban background are positively correlated with achievement motivation.

CONTENTS

LIST OF TABLES

CHAPTER- 1

INTRODUCTION

Humans are the best of all the creatures in this world. Their innate need is to know and understand the world around them and to master their environment by achieving success. The psychological term of the need or the motivation to achieve unique success is achievement motivation (n-ach). It is a dominant motive that determines a wide variety of individual's social behavior and modes of action. This motive has the intense persistence to efforts and determination to succeed and to excel. Hence it is always goal-directed. It is a complex human personality characteristic.

Researchers study the thoughts, feelings and behavior of children, adolescents and adults in achievement settings. Different social factors are related to achievement motivation. In the present study three factors such as family structure, residential background and adjustment have been taken to investigate whether achievement motivation is related to these factors. So the present chapter deals with a discussion of the following :

(1) Achievement Motivation (n-ach)

(2) Family Structure

(3) Residential Background and

(4) Adjustment.

Achievement Motivation

Achievement motivation (n-ach) is better termed as the efficiency motive. It is the most important of all social motives. It is a distinct human motive that determines a wide variety of individual social behavior and modes of action. This motive is defined in terms of various ways such as self-actualization(Goldstein,1939);self-expansion (Angyal,1941); self-consistency (Leeky,1945); ego integrative (Hilgard,1953) and competence (White,1960).

The Harvard University Psychologists, David, C. McClelland and his colleagues (1953), who have done the most rigorous researches on achievement motivation, have viewed it as relatively a stable predisposition to strive for success and have defined it as a "behavior toward competition with a standard of excellence." The need for achievement is a stable, learned characteristic in which satisfaction is obtained by striving for and attaining a level of excellence.

According to Crandall et al. (1960) n-ach is such a behavior tendency that is different from other behavior tendencies on three criteria : (1) inferred goal of the behavior----the goal is the attainment of approval, either self or other; (2) unique characteristic of behavior involved---the unique characteristic is competence of performance and (3) nature of the situations in which the behavior occurred-------the nature of the situation in which some standard of excellence might be applied.

McClelland et al. (1953) defined n-ach as the positive or negative affect aroused in situations that involve competition with a

standard of excellence, whereby performance in such situations can be evaluated as successful or unsuccessful.

Atkinson (1964) has emphasized that a person "knows that his performance will be evaluated (by himself or by others) in terms of some standard of excellence and that the consequences of his actions will be either a favorable evaluation (success) or an unfavorable evaluation (failure)".

Heckhausen (1967) defines n-ach as "the striving to increase or to keep as high as possible, one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail." Some prefer to call it a tendency when they refer to it as the product of motive, expectancy and success when the product is an active impulse to engage or not to engage in a particular task which is expected to have a certain consequence (Atkinson and Feather ; 1966). These writers did not want to bring about any change in it while they used tendency in place of motivation. Heckhausen better calls it a drive since it implies an enerzyging force to behave in a certain direction with the expectation of a goal object.

Achievement behavior focuses upon not just the motivation to achieve success but also on the motivation to avoid failure. Together with these, motivational tendencies determine whether a person will ultimately approach or avoid an achievement task. Each of the motives in itself is seen as a function of two situational variables----the perceived expectancy of success and the incentive value of the task activity (Atkinson,1957). If the situation in which the activity is undertaken,

presents a challenge to the individual for achievement it will produce an expectation in him that the action will lead to either success or failure. Thus the resultant achievement oriented activity is always influenced by the resultant conflict between the expectancy of success and the expectancy of failure. Of course, other external motivational forces can also influence the achievement oriented activity. Thus though n-ach primarily focuses on the resolution of the conflict between the two intrinsic opposite tendencies of success and failure, it also emphasizes the importance of intrinsic forces to undertake the activity, particularly when the resultant achievement oriented activity is negative (Atkinson and Feather, 1966).

In order to indicate achievement motivation, Spence and Helmerich (1983) stated, "achievement is task-oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence."

Actually achievement motivation is an internal energyzing state of an individual that drives him to effort to gain mastery of any challenging situations. It is a disposition to approach success or the capacity to take pride in accomplishment when success is achieved in activity. Achievement motivation brings power and power brings achievement recognition (Veroff and veroff; 1980). Thus achievement motivation helps a person to assert his self, getting recognition, be self-actualized and be owner of a successful happy life. Achievement motivation acquires more percise meaning and direction when

examined within the context of life goals / vocational desires (Elder & MacInnes, 1983).

Researchers, beginning around 1945, began to show that there is a positive correlation between achievement and self concept. Achievement motivation is the perceived need to master one's environment. The self-confidence gained from early achievement will often become the motivator for achievement at maturity (Nelms & Mullins ; 1982).

Characteristics of Achievement Motivation:

Achievement motivation has its own characteristics. Murray (1938) defined the need for achievement as "To accomplish something difficult, to master, manipulate or organize physical objects, human beings or ideas, to do this as rapidly and as independently as possible, to overcome obstacles and attain a standard, to excel one's self, to rival high and surpass others, to increase self-regard by the successful exercise of talent."

Many other psychologists also help us to identify a large set of achievement-oriented behavior as under-

(1) Achievement motivated people seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards but the rewards are not as essential as the accomplishment itself (McClelland, 1953).

(2) Achievement motivated people are not gamblers. They prefer to work on a problem rather than leave the outcome to change.

(3) Persistence (Feather, 1962) ; perceptual efficiency, expectancy of success (Heckhausen, 1963(b), 1967);

(4) Not liking to lag behind time schedule, time perception, upward mobility (Brown, 1967);

(5) Competence and hard work, regularity and punctuality, feeling of disgust to see thing wasted (Lynn, 1969);

(6) More efficiency and higher level of accomplishment (Atkinson &Litwin, 1960);

(7) Tendency to achieve unique success (Moghni, 1968);

(8) Setting a goal object in advance, assertiveness, more initiative in a joint responsibility (Ali, 1976) ;

(9) Some other associated characteristics are perceptual efficiency, greater interest in finding and discovering new events or facts, can recall relatively more uncompleted (unsuccessful) tasks (Atkinson, 1953); not easily fatigued, critical in thinking, accuracy in work, organizational tendency, unwillingness to affiliate with group for personal achievement, conflict with self-ideal, non-exhibitory tendency, choice of task with intermediate difficulty, sociability, inquisitiveness, leadership tendency.

(10) Tendency to be the best worker among colleagues, task tension, can not forget unfinished tasks, risk taking behavior, sense of responsibility, feeling of interest when confronted with moderate blockage, work independently, strong tendency to achieve unique success, not satisfied with insignificant goal, deep sense of satisfaction after achieving eminence.

All these factors belong to the characteristics of achievement motivation.

Thus it is obvious that achievement motivation has many features. But for a person who wants to be high achievement motivated does not need to be endowed with all these characteristics. A few of them with high degree would enable him to meet any challenge of life successfully. For that he must have to develop these habits through rigorous practice. Heckhausen (1967) and Lynn (1969) showed that persons with high n-ach tend to give more stress upon these characteristics when they engage themselves in competitive activities. These characteristics imply a behavior tendency in them. These behavior tendencies also have association with other environment situations (Afsaruddin, 1987).

Importance of Achievement Motivation:

Individuals high in achievement motivation "are more likely to approach achievement-related activities----because they tend to ascribe success to themselves----they persist longer given failure----because they are more likely to ascribe the failure to a lack of effort

and less likely to attribute failure to a deficiency in ability-----(They) choose tasks of intermediate difficulty------because performance at those tasks is more likely to yield information about one's capabilities than selection of tasks which are very easy or extremely difficult" (Weiner and Kukla;1970).

McClelland (1965) stated that if a nation contains a large number of high achievement motivated persons who enter entrepreneurial business situations, fairly rapid economic growth that nation may expect. High achievement motivation is associated with future economic and occupational success (McClelland, 1985).

It has been suggested that the development of a society is the result of persistent motives for achievement and extension minus dependence (Pareek, 1967).

Moghni (1968) found that the economic development of a country or an overall progress in any society is largely a function of an inner need for achievement present in the members of that society. Although the economic development of a country largely depends on the availability of material resources, socio-economic conditions, production services and the use of modern machinery, people's n-ach greatly influences their economic activities and thus develop a country's economy.

.So it is clearly stated that achievement motivation has a strong power to change the society in a good shape and make the country prosperous in economic development. From this viewpoint people must have high achievement motivation. This motivation directs

people to meeting socialized standards of excellent performance and thus to highly efficient task-centered strivings (Stewart, 1982).

Development of Achievement Motivation
Theoretical Viewpoints and Research Findings:

There is no valid evidence that achievement motivation is inherited. It is a secondary or learned motive. It stems from multiple origins. The profounder believes that human beings differ from one another in the strength of achievement motive and also in the opinion that all human motives are learned in the environment irrespective of their nature.

According to a general agreement among the psychologists, the psychiatrists, the sociologists and the anthropologists the early family experiences are the most formative social influences in the development of children's achievement motivation (Sargent and Williamson, 1966).

The ideological system of a society, the religious belief and the value system of its people, the manner and the extent to which the members of the society internalise these beliefs and the value system through early training and education, their experience of success and failure in their attempt to fulfill their early needs, how their roles and actions to other people have been determined by their families in early childhood and later by others, the manner in which the society has regulated their behavior with reference to their common goals through

the leaders and through various kinds of incentive system all these affect achievement motivation (Heckhausen,1967).

Achievement motivation is a function of socialized norm, achievement arises out of resolved feelings of self role competence and it is more oriented to future goal attainment. Raynor (1969) has suggested that "achievement motivation is a concern that takes account of future, allows a person to think of present accomplishment as means of future ends and thus orients a person to efficient use of present time to accomplish future goals."

As an attempt to perform efficiently or quickly or to produce something of quality McClelland, Atkinson, Clark and Lowell (1953) have emphasized two major factors for achievement motivation to develop. First, the child must have the opportunity to associate his feelings of satisfaction produced by simple changes in the environment with his own striving or effort. That is, children need the opportunity to exert themselves in an independent and effortful way and to observe satisfying environmental changes as a consequence of their actions. Second, early achievement efforts are enchanced by attempts of parents to structure performance standards and by adult demands for striving and excellence. This means that children must know or be informed as to what worthwhile effort is. He must be helped to discriminate between good or bad attempts and must learn to differentiate between good and poor products. Further, he must understand that the important people in his environment hope and desire that he will produce effective efforts rather than lackadaisical efforts and good products rather than poor ones (Fitzgerald and Mckinney, 1970).

Family is the key factor in developing n-ach in children. Those families which stress "competition with standards of excellence" or which insist that the child be able to perform certain tasks well by himself would produce children with high achievement motivation. On the contrary, if a family does not set high standards of excellence or if it does not permit the child to compete or strive to meet them on his own, then he could not be expected to have had the effective experiences connected with meeting or failing to meet achievement standards which cumulatively produce an achievement motive (McClelland et al.1953). The Protestant and the Jewish parents give more emphasis on independence training at an earlier age than the Irish and the Italian Catholic parents (McClelland and Decharms ; 1955).

Christopher (1970) also observed that family was perceived as one of the formation of small industrial unit as an entrepreneurial behavior.

The intensity of need for achievement varies from person to person. The development of this need is affected by parents, culture and experiences in school (Bernstein, Roy, Srull and Wickens.1988). Parental expectations influence children's achievement motivation. Most children often accept their parents' expectations and make them their own when parents generally want and expect their children to achieve success. It was observed that children's n-ach becomes higher when their parents set higher "levels of aspirations" for their difficult tasks (Veroff, Feld and Crockett; 1969) and when parents praise and give rewards for such accomplishment (Teevan and McGhee; 1972) and when their mothers encourage and react affectionately to their

accomplishment (Rosen ansd Andrade;1959) and when give frequent substantial rewards for such accomplishment (Winterbottom, 1958; Crandall, 1963; Mussen, Conger and Kagan;1969). Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour (Eccles, 1983). Also parents with high n-ach have children who also have a strong desire to achieve (Singer and Singer; 1969).

Early independence training affects development of n-ach. McClelland and Friedman (1952) observed significant correlation between n-ach scores and severity of independence training at an early age.

Parents who expected independence at an early age tended to have sons with strong achievement motivation. The high n-ach subject groups had early training in independent mastery of tasks, that they had fewer restrictions in it and through restriction in this training came earlier for them, it had been precceded by a good deal of training in independence, and their mothers took positive view of their accomplishment and were more often and more effectively rewarding. There was no evidence that mothers of high n-ach group more frequently punished them and made more demands on them than mothers of boys who were low in n-ach (Winterbottom, 1953). Again the nature of child's experience in gaining independence and mastery of tasks when guided by mother, the kind of goal she has to train for her child, the age at which she wants the tasks learned and her general evaluation of the child's performance have been found to be important in contributing to the development of n-ach in the child (Winterbottom, 1958). Mothers of high n-ach children put less restriction on

independence training than mothers of low n-ach children (Atkinson, 1958).

Maternal disposition towards earlier independence training and towards greater permissiveness and favourable attitude towards children were found to be associated with strong n-ach and effective learning in boys (Chance, 1965). McClelland (1972) also suggests that there are necessary parameters in teaching n-ach. If the youngester is given clear idea about behaviour that will lead him to the goal before him, if the goal is relevant to everyday tasks and is related to child's feeling of importance about himself as well as being important to others and if the child is given the notion that he should expect success than he is expected to develop high n-ach.

Early development of achievement motivation at pre--school age has prolonged and enduring effects. Those who are encouraged to be independent, responsible and competent in childhood are likely to become more motivated to achieve than others (Atkinsons and Birch, 1978). Level of achievement behaviour in childhood is highly correlated with achievement behaviour in adulthood (Kagan, 1977).

Hartler's (1978, 1992) development model postulates that all young children experience the need to master their environment. Such initial urges for mastery lead to a range of behaviors across multiple domains, including school. Behaviors that produce success experie-nces, perceptions of control over the environment and positive environmental feedback yields positive perceptions of competence. When matured children with high perceived competence for a given activity or domain will be subsequently motivated to persist in mastery

attempts for that activity or domain. Whereas, behaviors producing failure experiences, feelings of lack of control over environment and negative environmental feedback, will lead to negative perception of competence. Low perceived competence should suppresses motivation and mastery attempts. Consequently, the study of perceived competence in middle childhood has much to tell us about n-ach and school adjustment of children living in a hostile social environment.

Family Structure

Family is the intrinsic determinant of achievement motivation. A family is a group of persons united by marriage, blood or adoption constituting a single household. A family is the child's society. In the family parents play the most important role to determine how their child will be grown up and what will be his behavior, education, adjustment, achievement motivation etc. Actually parents are the model of a child. He/she follows them. A good father is interested in what his child does, helps his child to be interested in what the father does and wants to help the child attain his own goals (Willard and Hill; 1951).

Family structure means whoever lives in the house or the configuration of people who live together in a given family unit. According to structure, families in Bangladesh are of two types ------ the nuclear family and the joint family. And n-ach of children may vary according to the structure of the family.

Nuclear Family :

It is a family unit composed of just parents and their own or adopted unmarried children, if any. When children get married, they lead to establish a new and separate family unit of their own. Thus the nuclear family is an environment in which the individual can develop his emotional, creative and intellectual potentiality. It is a theme camp that puts the spirit of family under the glow of black light. The parental property and income are shared with children only.

Parents of the nuclear family make their children compete rather than co-operate. In the long run, this helps the development of socio-economic status of the society. Modern industrial societies are the output of the activities of the independent nuclear family.

Joint Family :

This family with a single household is composed of several generations---a man and his wife/wives, their unmarried children and their sons with their wives and children, children's grand parents, uncles, aunts, cousins. With a matrilocal extended family, a typical household may consist of an elderly couple, their daughters and the husbands and children of their daughters.

If two families having kinship relationship live separately but function under one authority, this will be a joint family (Ahuja, 1993). Here all members of the family share the family property and the incomes of earning members as common. The principles of co-operation is the basic element of this family. Decision-making policy

and control are based on age and sex. Obedience to elders and suppressing individual interests in the interests of the family are shown in joint family. Individual personalities and differential capabilities of family members are ignored.

Societies with extended families are found to be, on the average, more severe in the socialization of dependent, aggressive and sexual behavior. Joint families were frequently seen in primitive societies. These families are still common in Asia, even in an industrialized country like Japan. At present joint family system is prevailing in Bangladesh but the nuclear family system is on the increase (Whiting, 1953).

Very few studies have been done on the effect of family structure on n-ach. But there are numerous studies about the family situations and their relationship with n-ach. And in fact the situations prevailing in the nuclear families, as such, are conducieve to the development of n-ach in children. As reported earlier the nuclear family provides environment where parents can properly guide the child which help the development of his emotional, creative and intellectual potentials. Parents make their children compete rather than co-operative which in turn help develop n-ach in them.

On the otherhand the joint family environment is characterised by the principles of co-operation suppressing personal interests, capabilities and independent decision making behaviour which are negatively correlated with children's n-ach.

As reported by Veroff et al. (1960) men more often have low n-ach if the family is broken by death or divorce or by separation. Michael (1960) has reported that when serial monogamy is common among lower class Negroes, father's absence is significantly associated with lower n-ach.

Residential Background

Each family has its own residence. Residential background means whether the individual's residence is in urban, sub-urban or in village area and its environment i.e. the availability of open green space, building structure, density of people, cultural activities, communication system etc. The residential environment affects individual's growing up, viewpoints of life style. Findings show that rural residents prefer a rural environment and urbanites prefer an urban one (Padarsen, 1986). Generally the life style in village is easy and simple. But it is mechanistic in urban area. Here people have to struggle for livlihood and have to face intense competition for success in any area of life. It is normal to find a difference in the urge to gain success or to be achievement oriented in order for social environment in which the individual lives.

Adjustment

Life is a continuous process of adjustment. It is a household word. The concept of adjustment came into popular use in Psychology during the 1930's. It refers to a relationship between an individual and

his environment especially his social environment, in the satisfaction of his motives. Thus it is a process to behave in ways that meet the demands of the environment---a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961).

Adjustment also indicates the actions and variations in behaviour that express the individual's needs and represent his or her reactions to the demands of the environment (Coan, 1983).

An unsatisfied need represents disequilibrium. When a need is unsatisfied and success is withheld there must be a continuing effort to achieve equilibrium through need satisfaction. Adjustment is concerned with our success and failure in matching existing skills and abilities to events in our lives (Grasha and Krischenbaum, 1986).

In fact, adjustment is a condition or state in which one feels that one's needs have been fulfilled and one's behaviour conforms to the requirement of one's culture and society. So adjustment caters both the demands of one's own and the society. Adjustment is related to self-concept. Self is a pattern of conscious perceptions and values of the "I" or "me" in which the individual reacts to himself. It is a kind of central exchange situation between the demands of the organism on the one hand and the influence of the physical and social environment on the other. It gradually comes through the process of learning to exert a greater control over both the organism and the environmental determinants.

There are different areas of personal and social adjustments---home, health, submissivenesss, emotionality, hostility–friendliness and masculinity-femininity (Bell, 1962). Success in life as well as the development of society with high achievement oriented people depends largely on the satisfactory adjustment of these people with environment in which they live.

Adjustment as an Achievement and as a Process :

Adjustment may be viewed from two angles. From one angle, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Achievement is the most widely emphasized aspect of adjustment. Adjustment in terms of achievement is accomplished either badly or well.

From another angle, adjustment may be looked upon as a process. Adjustment is a two-way process and it involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit one's needs. According to White (1956) "The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes, adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise."

Arkoff (1968) exactly commented "Adjustment is the interaction between a person and his environment. How one adjusts in a particular situations depends upon one's personal characteristics and also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment."

Thus adjustment as a harmonious relationship with the environment commonly implies both the satisfaction of the individual's needs through interactions and a lack of friction in the interactions that occur with the environment.

Prerequisites for Healthy Adjustment

Adjustment is regarded in terms of positive characteristics an individual displays. Strengths rather than lack of weaknesses underlie good / healthy adjustment. Crow and Crow (1956) have mentioned that "an individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who compromise his physical and social environment." Psychologists have suggested the following prerequisites for healthy adjustment (Haber and Runyon, 1984).

(1) Accurate perception of reality: A tendency to distort one's perception of reality ; seeing things as they are and interpretation of them accordingly.

(2) Ability to cope with stress and anxiety: Successful coping includes one's acknowledging that persuit of long-term goal gives direction to life and makes one better to be able to withstand the inevitable reversals, frustrations and stresses that occur along the way.

(3) A positive self-image: One should attempt to modify the undesirable aspects of oneself to the extent that they are changeable.

(4) Ability to express the full range of emotion: The expression of emotion must not be overcontrolled or uncontrolled. It would be appropriate to control emotion to the extent at which the individual does not look the feelings to discriminate between right and wrong.

(5) Good interpersonal relationship: Well adjusted persons are capable of relating to others in productive and mutually beneficial ways.

Development of Adjustment :

Personal adjustment means one's attempt to create an identity and relate effectively to one's environment. He does it by developing skills, traits and behaviours that will bring success, happiness and other valued goals. Again, the individual attempts to master the

environment by modifying it for his or her own advantage (Barocas, Keichman and Andrew; 1983).

Adjustment achieved through trial and error efforts is a continuous and life-long process (Ghosh, 1995).

Bell (1962) indicated various aspects of adjustment----home, health, submissiveness, emotionality, hostility-friendliness and masculinity -femininity adjustments. Well adjusted persons have satisfaction with these areas. But the maladjusted persons are unable to adjust themselves adequately to their physical, occupational or social environment, usually with repercussions on their emotional life and behaviour (Drever, 1956).

Home Adjustment :

In the home adjustment, role reversals of parents, feelings of parental rejection, persistent tensions in the home, arbitrary restrictions and non-affectionate discipline, sibling rivalries, divorce or separation of parents; possessive parents; fear of parents; one or more of these conditions in the family makes a child's poor home adjustment.

Mutually supportive and open family relationships were found more important to the child's self-esteem and overall adjustment (Cornell and Grossberg ; 1987).

Similarly, the more accepting the fathers were, the better were their daughters' home, health, social and emotional adjustments (Begum and Banu; 1978).

Thus it is obvious that appropriate home adjustment of an individual depends on harmonious relationship among the members of his family as well as their good dealings with each other such as mutual co-operation and help, love, affection fellow--feelings.

Health Adjustment :

Good health adjustment means free from frequent colds, nose and throat discharge, visual difficulties, weight problems, diseases, operations, sleeplessness, headaches and pains, skin diseases, a history of absence from school, a history of medical attention etc.

Connell, Callahan and Lioyd (1991) stated that family characteristics associated with healthy adjustment and harmonious family relationships were associated with better mental health adjustment and fewer behavioural problems.

Submissiveness :

In submissiveness, high submissiveness tends to lack of confidence in several social situations or roles like (1) meeting people in groups or introducing one person to another, (2) conversing easily with different types of people, (3) taking the initiative in different social situations, (4) speaking before groups, (5) accepting leadership

roles, (6) making friends easily, (7) avoiding feelings of self-consciousness and shyness etc.

Family relationships affect social adjustments outside home. When family relationships are favorable, children's social adjustments to people outside home are better than when family relationships are stressful (Hurlock, 1980).

Emotionality :

Poor emotional adjustment means depressive feelings coming from isolation and from feelings of inferiority, feelings of self-consciousness and easily hurt feelings, feelings of guilt, worry, anxiety and nervousness.

The home background and emotional atmosphere are important contributory factors towards emotional maturity. It has been observed that children rejected by parents are emotionally unstable and rebellious against social norms (Symonds, 1939).

Children who grow up in frictional family relationships often develop maladjusted personality that persist into adult life (Cross and Davis; 1976).

Jenkins (1968) in his observation found that maternal over protection produces over-- anxiousness in children.

In fact, a healthy family environment always helps a child to be a well adjusted individual, having a balanced, stable and healthy personality.

Hostility-friendliness :

Hostility means (1) the feeling that people, in general, are stupid, dull, boresome, trite, gullible and irrational (2) feeling that altruism is basically selfish and that good deeds are useless, (3) a feeling of superior isolation from the mass of mankind, (4) the belief that one can't afford to trust people even his friends, lest they make a "sucker" of him, (5) belief that one should not hesitate to tell people off and criticize them openly etc.

Friendliness is opposed to hostility. Individuals who usually enjoy homes where there is a warm, accepting, affectionate relationship among the family members and where the parents have a feeling of respect and affection for people generally become friendly.

Masculinity-femininity :

(1) Items which refer to fear-arousing experiences such as fires, earthquakes, insane persons and burglaries, (2) leisure time activities, (3) interest and taste in clothing and jewellery, (4) vocabulary habits, (5) cruelty to animals, (6) occupations which are particularly masculine

or feminine etc, conditions are associated with masculinity-femininity adjustment.

Relationship of Achievement Motivation with Adjustment:

Both achievement motivation and adjustment are internal states of human beings. These are manifested through their behaviour. Both are acquired through social learning processes. Family environment also influences the development of adjustment as well as n-ach. So it can be said that there is a relationship between achievement motivation and adjustment. An individual's n-ach follows his adjustment pattern. Good adjustment reduces anxiety, tension and frustration that helps n-ach development.

Students are the future prospect of a nation. A university is a broad institution for gaining higher education which helps students becoming good citizens and do work for the prosperity of the country. Rajshahi University is the second of all the universities in Bangladesh. Students of first year Honours classes from different family structure and residential background. Their future activities are expected to enhance the development of the country. Today's students are the leaders, administrators, industrialists, tycoon, legislators and other important personalities of tomorrow. To become successful in life and direct the nation in the right path a country needs people with high achievement motivation. A student with a high need for achievement has a stronger expectation of success than a fear of failure and anticipates a feeling of competence. Actually achievement motivation directs people to meet socialized standards of excellent

performance and thus to highly efficient task-centered strivings (Veroff, 1982). A knowledge of the family structure and residential background of our students and the nature of their adjustments helps know the nature of their achievement motivation. This is important because the family, its residential background and the nature of adjustment play their role more effectively on the development of achievement motivation than any other factors. Achievement motivation can be used to predict societal as well as individual achievement.

CHAPTER- 2
REVIEW OF LITERATURE

Numerous research studies are there which show that the n-ach of an individual is a product of his interaction with several psycho-social and socio-economic factors. Among these some important ones are family structure, the different adjustment types of the individual and the environment in which the individual lives.

According to Adlar (1925) the driving force behind "the n-ach" or the "will to power" of the well – adjusted people is their proper adjustment to reality ; it is integrated with social drives and leads to reasonable satisfaction through achievement; in poorly adjusted people, n-ach is unrealistic and unrelated to social drives, thus leading to failure and maladjustive behaviour.

A. Family Structure and Achievement Motivation:

Family structure and family socialization practices appear to be important determinants of n-ach and educational attainment. (Rosen, 1961; Turner, 1970; Kelly, 1972; Touliatos & Lindholm, 1974). Generally two types of family structure are found in our society---- the nuclear family and the joint family. The basic elements of nuclear and joint families are competition and co-operation respectively: Competition is a background factor of n-ach. DeCharms (1957) found that competition leads to a higher level of performance than does co-operation. Shaw (1958) also demonstrated that competitive situations arouse stronger motivation to achieve.

Study on the students at class—V level, the positive impact of large family size had been completely nullified; there was a tendency for better achievement among the children belonging to small size family (Shukla, 1984).

Researches also indicate that a clear pattern of social learning has to occur in an intact nuclear family if children are to grow up without divorce and if families are to avoid becoming "broken" (Carlson and Christensen; 1988).

B. Residential Background and Achievement Motivation:

Different studies have shown the impact of residential background on n-ach development. According to one survey rural boys had lower educational aspirations than urban boys (Haller & Sewell; 1957).

A study by Ahmed (1990) using the Achievement Motivation scale (Afsaruddin, 1987) on a total sample of 200 different professional people in Rajshahi city confirmed that urban people, due to their competition in life, had higher n-ach than those living in the rural area.

Chowdhury (1996) also found in her study that n-ach of the urban subjects was significantly higher than of those coming from the rural areas.

In case of urban youth, achievement motivation was positively related with parental adjustment (Sharma, 1981).

C. Adjustment and Achievement Motivation

Adjustment of an individual either at home or in the social situations outside home plays important role in the development of n-ach. Of course, adjustment is of different types and each one is more or less important in determining n-ach. Among different types of adjustment the most studied ones by Psychologists are home, health, submissiveness, emotionality, hostility-friendliness and masculinity-femininity adjustments.

Adjustment of the individual begins to develop at home during childhood. Among all, home adjustment is most important. It is stated that the child who is well adjusted at home, can become successful in most challenging affairs at his future life. And that is why numerous studies have been done on child's home adjustment and n-ach.

From developmental point of view successful achievement of developmental tasks at a particular life span leads to happiness and to success with later tasks, while failure leads to unhappiness and difficulty with later tasks. A child with normal ability is sure to master the developmental tasks only when there exists warm relationship among the members of the family i.e. better home adjustment.

Home Adjustment and Achievement Motivation:

A happy home appears to play a significant role in achievement of scholastic success (Glanz & Walston ; 1958). As examined by Roy (1979) high achieving adolescents are better in home adjustment. High

achieving adolescents are better than low achieving adolescents in home adjustment (Tiwari and Pooranchand ; 1995).

A better home adjustment depends on child's good relationship with his / her parents. Mother's love, father's permissiveness and love were positively related to n-ach. Whereas mother's rejection and protection, parental restriction, rejection and protection were negatively related to n-ach (Harmeet,1984). Together with it, separation from parents had an adverse effect on children's n-ach (Ojha,1973). Trape(1957)and Brandeburns (1978) found that in the formation of the child's achievement motivation parental deprivation plays a tremendous and crucial role.

A child who is reared at an established favourable home environment and supervised by his parents and rewarded for independent actions will develop a sense of pride and pleasure in achievement which helps him to be highly achievement oriented (Silverman, 1978). Begum (1985) found that achievement motivation was higher among home-reared children than among institutionalized children. Mistra (1982) observed that significant relationship existed between perceived home environment and overall scientific creativity among girls.

The high n-ach oriented subjects ascribed their outcome to good family environment and internality (Beharwall, 1987).

High creative tribals were found to be well adjusted than the low creative tribals. High creative tribals had better adjustment in their home (Pathak, 1990). Similarly better home adjusted adolescents are

high achieving (Vashistha, 1991). Problem families can not provide better adjustment facilities for its members. As a result they become low n-ach oriented. Results of studies in our culture also demonstrate that in comparison with high achieving children the low achieving had significantly more problems in the family (Begum and Shammi ; 2000).

Health Adjustment and Achievement Motivation :

Very high scores on health adjustment reflect either a history of health difficulties or an excessive preoccupation with one's body or both. This situation influences his contact with other people and his overall mental health. Students who score low on health adjustment may be those who have not had a history of physical illness and are relatively insensitive to their organic disturbances; they have developed an accepting attitude towards them (Bell, 1962).

There is no doubt that physical health conditions have direct influence on n-ach. When the person is feeling well, his motivation to do what he is capable of doing is strong. As a result, he is reasonably satisfied with his achievements. When he is not feeling well, his motivation is low and he is dissatisfied because his achievements often fall below his capacities. Should poor health be prolonged he may get into the habit of working below capacity and continue to do so even when he feels better. He will then develop feelings of inadequacy and inferiority (Hurlock, 1980). In comparison with high achieving children, low achieving ones suffered more from physical illness (Begum and Shammi ; 2000).

Submissiveness and Achievement Motivation :

Ss who are more social or who are extrovert in nature tend to be more achievement oriented in academic affairs than less social groups (Beach, 1960). Study found that the high achieving adolescents are better in social adjustment (Roy, 1979).

Gupta (1983) found that the high motivated over-achieving girls were less submissive, less shy, more vigorous and zestful than low-achieving girls. Over-achieving boys were less expedient and less shy and less undisciplined self-conflict than the underachieving boys.

A study on adjustment pattern of high and low creative tribals by Pathak (1990) found that the high creative tribals were well adjusted than the low creative tribals. High creative tribals had better social adjustments.

Better social adjusted adolescents are high achieving (Vashistha, 1994). Tiwari and Pooranchand (1995) also found that the high achieving adolescents are better in social adjustment than the low achieving adolescents.

Emotionality and Achievement Motivation :

The effect of emotional adjustment on n-ach is important. Because emotional control enables a person to tolerate frustrating interruptions or barriers that block immediate progress towards a goal (Lehner & Kube, 1964). The strength of one's motivation and his experience in tolerating frustration will largely determine how

successful he is in making adequate adjustment to the various obstacles he encounters (Glanz and Walston ; 1958).

Different studies have found that the high achieving adolescents are better in emotional adjustment than the low achieving adolescents (Roy, 1979; Vashistha, 1991; Tiwari & Pooranchand; 1995).

Krishna and Satyndra (1979) found that there were differences in personality motivation and adjustment between emotionally disturbed and emotionally adjusted adolescents.

Theorists speculate that the high n-ach displayed by such children has emotional roots, as children learn to associate achievement with positive emotions (Dweck and Elliott; 1983).

The man who is motivated, striving and zestful in a number of compatible directions within the extent of his capacities and interests reaches optimal adjustment (McKinney, 1967).

Hostility --friendliness and Achievement Motivation :

Low score on the hostility scale provide that students enjoy homes where there has been a warm, accepting and affection relationship among the family members and where the parents have evidenced a feeling of respect and affection for people generally. Students have extensive contact with people and have been taught to feel secure in their social relationship (Bell, 1962). Kerns & Stevens (1996) have found that men who were closer to their fathers were

perceived by friends less hostile and many research findings have established that interaction with father, helps a child to be high achievement motivated.

So it is clearly found that the better adjustment of different types can play a vital role in the development of n-ach.

Sex and Achievement Motivation :

Sex of the child seems to have no effect on n-ach (Ahluwalia, 1985). There are many studies which show that male and female do not significantly differ with respect to n-ach.

By using a forty--item self--rating motivation inventory scale to 149 students of the Department of Psychology of the University of Dhaka, Khaleque (1972) found no sex difference in academic motivation.

In her study on 180 boys and 180 girls students from the high schools and junior colleges of Hyderabad and Secundrabad, Bharati (1984) found no sex differences in achievement motivation.

By using the Bengali version of Achievement Related Affect Scale (Solomon and Yaeger ; 1969) on 40 boys and 40 girls students of class VII or VIII of three schools of Dhaka city, Begum (1985) found no significant difference between boys and girls in respect of achievement motivation.

Schroth and David (1987) administered a work and family orientation questionnaire to 153 male and 141 female Hawaiian college students to measure need achievement. Norms were set up for both sexes on all 3 sub—scales. Men scored higher on the competitiveness scale whereas women had higher work dimension scores. No differences were found on the mastery scale.

Several other studies are there which found no significant difference between male and female subjects on n-ach (Rao, 1986 ; Subudhi, 1989 ; Afsaruddin,1992 ; Bharsakle and Srivastava ; 1992 and Chowdhury, 1996).

Significance of the study :

Achievement motivation is the latent personality characteristics of the individual and it encompasses the whole of the individual. People with high n-ach can be the backbone of most organizations such as educational institutions, business and industrial concerns etc. In education, students with high n-ach try harder, study more and are usually more successful than those with low n-ach. At work, high n-ach oriented people are more energetic and seek more prestigious and responsible positions than low n-ach people. According to McClelland (1961) achievement motivated persons become entrepreneurs, investors, scientists and businessmen that bring about society's economic growth. Nations with more achievement oriented people tend to have a faster rate of social, scientific, technological and economic development (Keith, 1972). Achievement Motivation is displayed in leadership, acquisitive and status-seeking behaviour and

in many other competitive activities (Ali, 1976). Heckhausen, Schmalt and Schneider (1985) stated that the outcomes of a high need for achievement are generally positive, at least in a success-oriented society.

Actually achievement motivation is basic to a good life. Achievers, as a whole, enjoy life. Being motivated it keeps him productive and gives him self-respect. So n-ach has a great practical use. The knowledge of the findings (of this present study whether achievement motivation is related to family structure, residential background and adjustment) is expected to help parents/guardians to be careful for taking proper steps so that the n-ach of their children can be developed successfully. The study would provide some insights for future investigation in the field of achievement motivation.

Objectives of the study :

In view of the immense utility of achievement motivation, the present study was designed to investigate whether family structure, residential background and adjustments serve as important factors on the development of achievement motivation. As a result the following objectives for the study were identified :

1. To investigate whether family structure is related to the development of achievement motivation.

2. To see whether residential background has any influence on achievement motivation.

3. To examine whether achievement motivation differs with differences in different grades of 5 types of adjustment (home, health, submissiveness, emotionality and hostility-friendliness).

4. To assess if there is any sex difference in achievement motivation.

Research findings suggest that life in a small family is more competitive than in a large / joint family and that the parents of the former are more ambitious for their children and emphasize greater stress upon personal achievement (Rosen, 1961). Siddiki (1992) also found higher n-ach in subjects from nuclear family.

Research findings by Ahmed (1990), Chowdhury and Afsaruddin (1996) threw light on the impact of residential background in relation to achievement motivation.

There are 5 types of adjustment viz. home, health, submissiveness, emotionality and hostility-friendliness. The features of poor home adjustment are role reversals of parents, divorce or separation of parents, parental rejection, fear of parents etc. Poor health adjustment shows frequent colds, nose and throat discharge, diseases, headaches and pains etc. High submissiveness shows lack of confidence in speaking before groups, accepting leadership roles, making friends easily, avoiding feelings of self-consciousness and shyness etc. Poor emotional adjustment shows feelings of depression, inferiority, self-consciousness, guilt, worry etc. and hostility implies that individual considers other people as stupid, dull, boresome, irrational, gullible, unbelievable etc. When an individual scores higher on each of these

adjustment scales, these poor adjustment characteristics are found in him. These characteristics in case of 5 adjustments are related oppositely with the development of achievement motivation. So it is natural for a person with low adjustment in any adjustment area to have low achievement motivation. And it can be conceptualized that achievement motivation is easily developed in well adjusted people. Results revealed that highly adjusted student-teachers scored higher on achievement motivation than their less adjusted counterparts (Daniah and Hassan ; 1998).

Hypotheses

In view of the above findings, the following four hypotheses have been formulated:

1. Subjects from nuclear family would show higher achievement motivation than those from joint family.

2. Urban subjects would likely to have high achievement motivation than those from rural ones.

3. Achievement motivation varies as a result of variation in grades of adjustment. The subject group with better adjustment will have higher achievement motivation than the low adjusted ones.

4. There would be no significant difference on achievement motivation between the male and the female subjects.

CHAPTER- 3
METHOD

The present study was designed to investigate empirically whether the three factors---family structure, residential background and adjustment were related to achievement motivation.

The Sample:

The sample of the present study consisted of 300 students (150 male and 150 female). All of them were the students of Ist year Honours' class of Rajshahi University. They belonged to 5 faculties--- Arts, Science, Social Science, Commerce and Life and Earth Science. By using Disproportionate Stratified Random Sampling technique 15 males and 15 females were taken from each of the two departments of every faculty. They were of different family structure and came from different residential background. Their age range was 18 to 20 years.

Instruments Used :

The selection of instrument is an important part of a research. There are many considerations for selecting an instrument. These are objective of the study, the sample used, the amount of time available at the hands of investigator, ethical consideration, accuracy for scoring and the interpretation of the results.

In view of the above considerations two psychological tests were selected. One for measuring the achievement motivation and the other for the measurement of adjustment.

1. The Achievement Motivation Scale (AMS) :

It is the scale for measuring achievement motivation constructed by Afsaruddin (1987). It is a questionnaire measure of n-ach. It consists of 59 items out of which 44 items measure achievement motivation and the rest 15 are used to measure the consistency of responses. Each of the statements is provided with a 5 point scale. Each statement is provided with letter "Y" for agreement or "Yes" response and letter "N" for disagreement or "No" response. The scale points range from 1 to 5 expressing the degree of agreement or disagreement as very low, low, moderate, high and very high respectively. At first the respondents are to decide whether he agrees or disagrees with the statement and then to mark the degree of his agreement or disagreement with the statement under scale. Each of the statements was presented both in Bengali and English so that the respondent would have no difficulty in understanding the idea expressed in it.

The scale contains its own validity and reliability. The split-half reliability co-efficient of the test was 0.67 with an index of reliability of 0.82. The test-retest reliability co-efficient was .46 ($P<0.1$). The validity of the scale in terms of correlational fertility was found to be 0.69 ($P<0.01$). The criterion-related validity of the test has also been established by comparing the AMS scores of subjects from

entrepreneur family with those from agriculture and professional family and the difference was found significant beyond 0.001 level (Afsaruddin and Latif; 1992). Although there are many psychological tests to measure n-ach such as projective instruments; Edwards Personal Preference Schedule (EPPS; Edwards A.L.1959); California Psychological Inventory (CPI; Gough H.G. 1957); Personality Research Form (Jackson D. N. 1967); the Sentence Completion Test (SCT; Mukherjee B.N,1965) and the Sherwood Achievement Scale (SAS; Sherwood J.J. 1966), the Afsaruddin's Achievement Motivation Scale (1987) is a quick and objective measure of n-ach for Bangladeshi people. Hence the present researcher used this test.

Scoring :

Scoring for the Achievement Motivation Scale was very easy. A hand scoring system was used. A separate scoring key was there for the answer sheet. This key had the holes for all the possible answers of an item corresponding to all the number of scale points. When this key was properly placed over the answer sheet the number of scale points properly marked by the respondent appeared through the holes of the key. These marked scale points were then counted and totalled to get a raw score for the individual.

2. The Bell Adjustment Inventory :

The Bengali version of the 1962 revision of the Bell Adjustment Inventory adapted by Faruk, T. (1986) was used to measure the

adjustment. It is a self-report inventory of the individual's life adjustments as he has experienced. The scale measures six adjustments such as (1) Home adjustment, (2) Health adjustment, (3) Submissiveness, (4) Emotionality, (5) Hostility-friendliness and (6) Masculinity-femininity. The inventory has 200 questions. Each question has three answers---"Yes," "No," "?." Each respondent is required to answer "Yes" if the statement applies to him / her and "No" when it does not apply him / her. But he / she will respond "?" when he / she is undecided. There are six different scoring keys for scoring. The highest the score, the lower the adjustment of the respondent on each area save and except the masculinity-femininity adjustment where higher score signifies high adjustment and low score low / poor adjustment.

This inventory is suitable for both sexes and it has proven extensively useful with subjects of High School and College age as a screening device. It is also competent for adult persons.

Items for the masculinity-femininity adjustment of this scale are related to some culture-bound characteristics. Therefore, the measurement of this adjustment was left out.

The Bengali version of the BAI (Faruk, 1986) was evaluated by some distinguished persons in education and administration of the universities of Dhaka and Rajshahi. The reliability co-efficient of correlation between the Bengali version and the original English version of the BAI on a sample of 20 college students (10 male and 10 female) over the 5 adjustments were .90, .84, .86, .94 and .90 for male

and .97, .68, .88, .96 and .89 for female respectively for home, health, submissiveness, emotionality and hostility-friendliness adjustments (Faruk, 1986). Similarly a test-retest reliability co-efficients of the Bengali version of BAI with an interval of six weeks were observed .94, .97, .96, .82 and .86 for male and .92, .64, .85, .77 and .85 for female respectively over home, health, submissiveness, emotionality and hostility-friendliness adjustments. In both the cases the reliability co-efficients were significant at .05 level (Faruk, 1986).

Scoring :

There were five different scoring keys to count scores of the five adjustment areas. Each key had definite holes for definite answers of an item. When the key was properly placed over the answer sheet the marked responses appeared through the holes of the key. These responses were taken as the scores on the scale. The inclusion of the small letters a, b, c, d and e corresponding to the 5 measures of adjustment in the manual enabled the researcher to determine quickly the particular adjustment state relating to each measure.

Process of data collection :

In order to collect data, the researcher went to each selected department separately. After getting the permission of the class teacher of each department the subjects were selected randomly. After selection, other subjects were requested to get out of their classroom. Then a rapport was established with the sample. At first they were informed that some data were being collected from them for academic

purposes. Then the test booklets and two answer sheets attached together were supplied to each of them. As there were two tests for the study, they were given one after another. The researcher first gave the Achievement Motivation Scale to the subjects. After distributing the test booklet to all subjects, they were requested to read the instructions printed on the first page of the test booklet carefully. Although there was no time limit for completing the test, the respondents were requested to finish it without wasting time. A personal data form including subjects' sex, age, department, class roll, family structure and residential background was attached to each answer sheet and all the subjects were instructed to fill it up.

When the questionnaire for n-ach scale was complete the respondents were allowed a 15 minutes rest. Then the test booklet for Bell Adjustment Inventory was supplied to them. In the same way the respondents were asked to read the instructions on the first page of the test booklet. Here too, they were informed that like the previous test there was no time limit to complete this questionnaire but they were requested to finish it as soon as possible.

After the respondents had completed their task, the booklets and the answer sheets were collected from them and all the participants were given thanks for their assistance.

CHAPTER- 4
RESULTS

The present chapter shows the statistical analysis and interpretation of the data obtained. The subjects were divided into two groups on the basis of their family structure i.e. nuclear family and the joint family. A comparison was then made between the n-ach scores of these two groups by using the t-test.

To examine whether residential background had any role on n-ach, again the subjects were divided into urban and rural groups. Comparison between the n-ach scores of these two groups was done by using t-test.

To determine the difference in achievement motivation on 5 types of adjustment (home, health, submissiveness, emotionality and hostility-friendliness each type with 5 grades), results were analysed through ANOVA---a one-way analysis of variance.

For analysis of results for the present purpose, subjects used were divided into two adjustment groups— the well adjusted and the less adjusted groups on the basis of their scores obtained on adjustment inventory. On the basis of scores each adjustment type was divided into five grades such as excellent, good, average, poor and unsatisfactory. To compare the n-ach scores between the well adjusted and the low adjusted groups the Ss falling within the average middle group was left out to avoid its possibility of inclusion or

overlapping either in the well adjusted or in the less adjusted groups. Therefore, for each comparative analysis of results Ss whose adjustment scores fell in the grades of excellent and good, were considered the better / well adjusted group. And Ss whose adjustment scores fell in the poor and unsatisfactory grades were included in the low adjusted group. The n-ach scores of these two groups of subjects were then compared by using t-test.

The results are presented in tabular form and interpretations are made on the basis of statistical analysis of data obtained through survey. Thus the results are discussed under the following headings:

Family Structure and Achievement Motivation :

Table-1 : Difference in means on achievement motivation scores of Ss from nuclear family and joint family groups.

Basic	Group	N	Mean	SD	df	t
Achievement	Nuclear family	154	135.40	16.55	298	9. 37*
motivation	Joint family	146	116.84	17.64		

*P<.001

Table-1 indicates that there is a significant difference in n-ach between nuclear family group and joint family group (P<.001). Here the n-ach of nuclear family group is higher than that of joint family group.

In order to assess whether there is any difference in 5 areas of adjustment of the Ss from nuclear and joint family groups, 5 tests computed are presented in table-2.

Table-2 : Differences on 5 areas of adjustment of Ss from nuclear family group and joint family group.

Dimensions of adjustment	Group	N	Mean	SD	df	t value	P value
Home	Nuclear family	154	8.63	6.28	298	4.76	P<.001
	Joint family	146	11.77	4.94			
Health	Nuclear family	154	7.88	5.23	298	5.51	P<.001
	Joint family	146	11.13	4.95			
Submissiveness	Nuclear family	154	13.12	7.12	298	5.90	P<.001
	Joint family	146	17.43	5.55			
Emotionality	Nuclear family	154	11.18	6.61	298	5.69	P<.001
	Joint family	146	15.39	6.27			
Hostility-friendliness	Nuclear family	154	11.51	6.08	298	4.98	P<.001
	Joint family	146	14.70	4.99			

Table-2 indicates that there are significant differences on adjustment between students from nuclear family and joint family groups. It means that nuclear family group is better adjusted in 5 areas of adjustment than joint family group.

Table-2 is a support for table-1; as better adjusted group possesses higher achievement motivation.

Residential Background and Achievement Motivation:

Table-3 : Difference in means on achievement motivation scores of Ss From urban group and rural group .

Basic	Group	N	Mean	SD	Df	t
Achievement motivation	Urban	152	136.09	16.76	298	9.54*
	Rural	148	117.39	17.25		

*P<.001

Table-3 indicates that there is a significant difference in n-ach between subjects of urban and rural groups (P<.001). The n-ach of urban group is higher than that of rural group.

In order to determine whether there is any difference in 5 areas of adjustment between urban and rural resident groups, 5 t-tests computed are in table-4.

Table-4 : Differences on 5 dimensions of adjustment of Ss from urban and rural residential background.

Dimensions of adjustment	Group	N	Mean	SD	df	t value	P value
Home	Urban	152	9.00	6.35	298	3.56	P<.001
	Rural	148	11.35	5.09			
Health	Urban	152	7.82	5.05	298	5.64	P<.001
	Rural	148	11.15	5.12			
Submissiveness	Urban	152	13.69	7.10	298	4.13	P<.001
	Rural	148	16.79	6.00			
Emotionality	Urban	152	11.44	6.86	298	4.83	P<.001
	Rural	148	15.06	6.19			
Hostility-friendliness	Urban	152	11.63	6.22	298	4.53	P<.001
	Rural	148	14.53	4.92			

Table –4 indicates that there is highly significant difference on adjustment between urban and rural subject groups (P<.001).It means that subjects of urban residence are better adjusted on 5 dimensions of adjustment than subjects of rural residence.

The results infact, support the finding that high adjusted group possesses high achievement motivation (Table-3).

Variation in Adjustment Grades and Achievement Motivation:

A one way analysis of variance (ANOVA) was used for the purpose of multiple comparison between the means of achievement motivation scores obtained from 5 grades of each adjustment.

Table -5 : F-ratio obtained from scores on achievement motivation for 5 grades of home adjustment.

Source of Variation	SS	df	MS	F
Between Groups	28454.84	4	7113.71	
Within Groups	83945.28	295	284.5603	24.9989*
Total	112400.12	299		

*P<.001

The F-ratio in table-5 shows that there is a significant difference in achievement motivation among the subjects as a function of their differences in grades for home adjustment (P<.001).

Table-6 : F-ratio obtained from scores on achievement motivation for 5 grades of health adjustment.

Source of Variation	SS	df	MS	F
Between Groups	31840.44	4	7960.109	29.15*
Within Groups	80559.68	295	273.0837	
Total	112400.12	299		

*P<.001

The F-ratio in table-6 shows that there is a significant difference in achievement motivation among the subjects as a function of their difference in grades for health adjustment (P<.001).

Table-7 : F-ratio obtained from scores on achievement motivation for 5 grades of Submissiveness.

Source of Variation	SS	df	MS	F
Between Groups	27922.49	4	6980.623	24.38*
Within Groups	84477.63	295	286.3648	
Total	112400.12	299		

*P<.001

The F-ratio in table-7 shows that there is a significant difference in achievement motivation among the subjects as a function of their differences in grades for Submissiveness (P<.001).

Table-8. F-ratio obtained from scores on achievement motivation for 5 grades of Emotionality.

Source of Variation	SS	df	MS	F
Between Groups	29775.94	4	7443.985	
Within Groups	82624.18	295	280.082	26.58*
Total	112400.12	299		

* P<.001

The F-ratio in table-8 shows that there is a significant difference in achievement motivation among the subjects as a function of their differences in grades for Emotionality (P<.001).

Table-9: F-ratio obtained from scores on achievement motivation for 5 grades of Hostility-friendliness.

Source of Variation	SS	df	MS	F
Between Groups	22727.55	4	5681.89	
Within Groups	89672.57	295	303.97	18.69*
Total	112400.12	299		

*P<.001

The F-ratio in table-9 shows that there is a significant difference in achievement motivation among the subjects as a function of their differences in grades for Hostility-friendliness (P<.001).

The above tables indicate that there are significant differences on n-ach among the means of 5 grades of each adjustment. Thus it is

obvious that achievement motivation differs with different people as a result of their differences in grades of adjustment.

Difference in n-ach between the high and the low adjusted groups:

In order to determine whether achievement motivation of high adjusted group was better than that of low adjusted group in each adjustment area, t-test was used.

Table-10 : Difference in means on achievement motivation scores between the high and the low home adjusted groups.

Basic	Home adjustment	N	Mean	SD	df	t
Achievement motivation	High adjusted	61	144.31	16.19	183	9.76*
	Low adjusted	124	118.73	17.75		

*P<.001

The t value presented in the table-10 shows that there is a significant difference in n-ach between the subjects of high and low home adjusted groups (P<.001). Subjects of high home adjusted group are more achievement motivated as compared to the subjects of low home adjusted group.

Table-11 : Difference in means on achievement motivation scores between the high and the low health adjusted groups.

Basic	Health adjustment	N	Mean	SD	df	t
Achievement motivation	High adjusted	66	145.35	15.96	183	10.27*
	Low adjusted	119	119.56	17.11		

*P<.001

Table-11 indicates that there is a significant difference in high and low health adjusted groups (P<.001). It means that achievement motivation of high health adjusted group is higher than that of low adjusted group.

Table-12 : Difference in means of achievement motivation scores between the high and the low adjusted groups in submissiveness.

Basic	Submissiveness	N	Mean	SD	df	t
Achievement motivation	High adjusted	52	145.96	16.54	168	9.74*
	Low adjusted	118	119.67	15.44		

* P<.001

Results in table-12 shows that significant difference (P<.001) exists between high assertive (low submissiveness) group and low assertive (high submissiveness) group on their achievement motivation.

Table-13 : Difference in means on achievement motivation scores between low emotional group(high adjusted in emotionality) and high emotional (low adjusted in emotionality) group.

Basic	Emotionality	N	Mean	SD	df	t
Achievement motivation	High adjusted	51	146. 29	16. 36	193	10. 14*
	Low adjusted	144	118. 90	17. 04		

* P<.001

Table-13 shows that significant difference exists (P<.001) between low (high adjusted) and high(low adjusted) emotional groups on their achievement motivation.

Table-14 : Difference in means on achievement motivation scores between the high and the low adjusted groups in hostility-friendliness.

Basic	Hostility-friendliness	N	Mean	SD	df	t
Achievement motivation	High adjusted	45	145.78	17.12	184	8.37*
	Low adjusted	141	121.35	16.76		

P<.001

The t-value presented in the table-14 shows that there is a significant difference in n-ach between the subjects of high and low adjusted groups (P<.001). It means that the subjects of high adjusted group are more achievement oriented as compared to the subjects of low adjusted group in hostility-friendliness adjustment.

Table-15 : Difference in means on achievement motivation scores between the male and the female subjects.

Basic	Group	N	Mean	SD	df	t
Achievement motivation	Male	150	126.43	18.25	298	0.38
	Female	150	127.29	20.51		

P>.05   (Not significant)

The table shows that there is no significant difference between the male and the female subjects on their achievement motivation.

CHAPTER - 5
DISCUSSION AND CONCLUSION

The main purpose of the present study was to investigate whether family structure, residential background and difference in adjustment were related to achievement motivation.

Findings of the study :

The findings of the study have been discussed under the following four subheadings:

A. Family Structure and Achievement Motivation

To test the hypothesis that Ss from nuclear family would do better in n-ach test than those from joint family, the mean scores of n-ach scale of these two groups were compared. Table-1 shows the results. Here the means of nuclear family group and joint family group are found 135.40 and 116.84 respectively and the "t" value is 9.37. The difference in means of these two groups is found highly significant (P<.001). This clearly indicates that achievement motivation of subjects from nuclear family is better than that from joint family.

Nuclear family is small in size whereas joint family is generally large. In nuclear family the number of members being limited, there exists warm parent-child relationship. Research findings indicate that

smaller families provide a closer relationship between parents and children, allowing for greater individualization, shared planning and more democratic co-operation (Narchal and Shukla,1986). Whereas in the joint family such warm relationship can not be easily seen. Parental involvement in children's education relates positively with n-ach and children's perceptions of competence (Beyer, 1995 ; Paulson and Marchant,1998). So in this context children from nuclear family get greater opportunities for n-ach development.

Nuclear family is a planned social unit, the main object of which is to strive for gaining status or position and upward mobility. Parents stress plans for achieving not only for themselves but also for their children. Most of the nuclear families are organized through parents' plans for their children's well rearing and future achievement. Parental support and expectations for their children seem to exert some influence on adolescents' achievement motivation (Beyer, 1995). Again parental reaction to child's success or failure in competition with his peers is frequently immediate and strong in nuclear family. Evidences of achievement are likely to be lavishly applauded and rewarded, while failure will elicit numerous signs of parental disappointment or displeasure (Siddiki, 1992). Researches also reveal that children in small families are sometimes exploited to fulfill the expectations, even the frustrated desires of their parents. Thus high n-ach parental model helps child to be highly achievement oriented.

McClelland (1953) in his theory of achievement motivation stated that families which emphasize "competition with standards of

excellence" or which insist that child be able to perform certain tasks well by himself should produce children with high n-ach. Again, Burger (1997) indicated that it is important for the development of achievement motivation that parents provide enough support to allow the child to develop a sense of personal competence without robbing the child of independence and initiative. DeCharms (1957) found that competition leads to a higher level of performance than does co-operation. Nuclear family parents are generally entrepreneurs. They teach their children self control and infuse in them a zeal for actively pursuing a goal once they have decided on it. They stress independence and demand a high standard of performance from them. Children learn to regard the world as a fairly promising place for people who struggle to accomplish something. In short, they are likely to develop achievement motivation (Ali, 1979).

The achievement oriented values of parents of nuclear families and their recognition of the importance of self-reliant mastery for advancement in the competitive society will cause them to urge the child to be self-reliant in situations where he competes with standards of excellence (Siddiki, 1992).

On the contrary, the social environment of joint family is significantly different from that of nuclear family. In joint family, the large number of members creates a greater degree of interdependence among themselves, but excessive emphasis upon being co-operative and consensus, decreases member's competitive attitude and independent accomplishment. Children in the joint family are taught to be disciplined to conform to above self expression and be obedient to

elders, to be responsible for above individual achievement. They are always prepared and alert for any sake of family harmony, even giving up meeting their achievement goals. They have little opportunity to experience the pleasure of autonomous mastery. Their parents provide them with a small amount of attention and surveillance. They emphasize qualities like patience conformity and willingness to trust the environment rather than an effort to manipulate it. Their children ate likely to be relaxed, less dedicated, cheerful, easy-going and not very serious type of people (Ali, 1979). According to the theory of n-ach by McClelland (1953) the lack of family's setting high standards of excellence on performance for the child to compete for or to strive to meet them on his own, the child could not be expected to have had the effective experiences connected with meeting or failing to meet the achievement standards which cumulatively produce an achievement motive. Children from the joint family are given self-reliance training but usually in areas involving self-care taking rather than in situations where they compete with standards of excellence. But such self-reliance training in care- taking areas is not related to high achievement motivation (Bossard, 1956). It has been found that training in a large family involves greater emphasis upon co-operation and responsibility than on achievement (Rosen, 1961). Actually life in a small family is more competitive than it is in a large family and that the parents of the former are more likely to have higher aspirations for their children and to place a greater stress upon personal achievement. So it can be said that nuclear family is more conducive to develop n-ach in children than joint family. These results are in agreement with findings of Ojha (1973) and Siddiqui (1992).

Thus the hypothesis that children from nuclear family will show higher achievement motivation than those from joint family has been confirmed.

Family Structure and Adjustment :

The question is "Are the Ss from nuclear family better adjusted than those from joint family?" Obviously better home adjustment in the nuclear family might have played the important role behind their higher n-ach. If so, then measurement of adjustment will show that Ss from nuclear family are better adjusted than Ss from joint family. Let us now see the 5 adjustment of Ss from nuclear and the joint family.

Family structure and Home adjustment :

Results in table -2 indicates that the mean scores of home adjustment of Ss from nuclear family group and from joint family group are 8.63 and 11.77 respectively and the 't' value is 4.76 which is found highly significant (P<.001) (Table-2)

Family structure and Health adjustment:

In Health adjustment, the mean scores of Ss from nuclear family group and joint family group are 7.88 and 11.13 respectively and the "t" value is 5.51 which is significant above .01 level (P<.001) (Table-2).

Family structure and Submissiveness :

In Submissiveness, the difference in mean scores of Ss from nuclear family group and joint family group are 13.12 and 17.43 respectively and the t value is found 5.90 which is significant above .001 level (Table-2).

Family structure and Emotionality :

In Emotionality, mean score of Ss from nuclear family group is 11.18 and the mean score of joint family group is 15.39 and the "t" value is found 5.69. It is also significant above .001 level (Table-2).

Family structure and Hostility-friendliness :

In Hostility-friendliness, the mean scores of nuclear family group and joint family group are 11.51 and 14.70 respectively and the calculated "t" is 4.98 which is significant at .001 level (Table-2).

Thus it is clear that members of the nuclear family group are significantly better in all 5 areas of adjustment than the joint family group.

Confirmation of this hypothesis also supports hypothesis 1 i-e : Subjects from nuclear family would show higher achievement motivation than those from joint family. Subjects from nuclear family group are better adjusted in above 5 adjustments than subjects from joint family group.

B. Residential Background and Achievement Motivation:

In order to examine the hypothesis that urban subjects are likely to have high achievement motivation than those from rural ones, t-test was applied. Results in table-3 show that the means of n-ach scores of the urban and the rural groups are 136.09 and 117.39 respectively and the "t" value is 9.54 which is significant above .001 level (P<.001). Results show that urban Ss are more achievement oriented than rural ones.

The following arguments can be put forth in favour of the results in table-3 which show that urban Ss are more achievement oriented than rural ones. Firstly, the main factor here may be the difference in life styles between the Ss of these two residential backgrounds. Life in urban area is generally complex and competitive. The urban people have to struggle hard, they have to take part in many competitive tasks for their existence and for successful happy life. But the village life is very simple. The village people are easy going. They have to take part in a few competitive areas in life. Competition is a necessary prerequisite for being achievement oriented. Shaw (1958) demonstrated that competitive situations arouse stronger motivation to achieve.

Secondly, earlier findings of McClelland and Friedman (1952), Winterbottom (1953), Atkinson and Birch (1978), Rosen and Andrade, (1959) and Burger (1997) established the fact that independence training during childhood is positively related to the development of children's n-ach. According to attributional theory of achievement

motivation by Weiner (1972) when children are encouraged to be independent, to do things for themselves, they seem more apt to develop a sense of being the masters of their own fates. Control through rewards rather than punishments would probably help to generate a similar sense of autonomy, a feeling that one's behaviour is not coerced but rather comes from within. These outlooks, in turn, could easily affect children's willingness to strive for goals----that is, their achievement motivation. The method of independence training may provide a difference in their children's life style to lead by urban and rural parents. Since urban life is very complex, busy and competitive, the urban parents must have to maintain regular time schedule for their day to day life activity. Life situation makes them ambitious, industrious, persistent, risk takers, entrepreneurs which lead them to be achievement oriented. As parents are the model for a child, their children also develop this habit. Thus indirect parental social training for independence and mastery to their children at an early age, advance them to be achievement motivated.

Thirdly; parents' level of education influences adolescents' achievement motivation (Beyer, 1995). Rural parents often see themselves as poor role models for their children, because, they have little education. Due to lack of knowledge and experience they fail to give their youth sound educational advice (Lehr and Jeffery ; 1996). Urban people are more educated than rural people. As a result they can possibly provide proper guidance for higher education to their children. According to one survey (Haller and Sewell, 1957) rural boys had lower educational aspirations than urban boys.

Fourthly; findings are there that the pupils of the urban area were more interested in administrative, computational, scientific and literary topics than those of the rural area (Joshi, 1983).

Now it is clear that there are antecedent conditions that cause high development of high n-ach for urban people. Shawon and Afsaruddin (1994) in their study found that urban people have high achievement motivation than those living in the rural area. Chowdhury and Afsaruddin (1996) also found the same results. Thus the results of the present study are in agreement with many studies of the past showing that urban living is one of the important factors positively related to high n-ach.

Residential background and Adjustment :

Findings in Table-3 is a support to the findings in Table-4. In table-4 urban groups are found better adjusted in 5 areas of adjustment viz home (P<.001), health (P<.001), submissiveness (P<.001), emotionality (P<.001) and hostility-friendliness (P<.001) than the rural groups. These findings clearly support the assumption that the better the adjustment the better the achievement motivation. Ss from urban residence have better adjustments than those from rural residence. Naturally their n-ach is also higher than those.

C. Adjustment and Achievement Motivation :

To see whether achievement motivation varies as a result of variation in grades of 5 types of adjustment, F-test was applied. Tables 5,6,7,8 and 9 have shown that F-ratio for n-ach scores obtained from different mean scores of 5 grades of each adjustment (In home adjustment $F=24.9989$, in health adjustment $F=29.15$, in submissiveness $F=24.38$, in emotionality $F=26.58$, and in hostility-friendliness $F=18.69$,) is highly significant above .001 level ($P<.001$). These results indicate that n-ach level varies with different grades of adjustment.

One thing must be mentioned here that in case of adjustment measured through Bell Adjustment Inventory the higher the score the lower the adjustment. So in each case the higher the mean score the lower / the poorer the adjustment.

In order to verify the third hypothesis which states that "The subject group with better adjustment will have higher achievement motivation than the low adjusted ones," the t-test was applied on n-ach scores of 5 types of adjustment viz. home adjustment, health adjustment, submissiveness, emotionality and hostility-friendliness and the results are in the desired direction.

1. Home Adjustment and Achievement Motivation :

For home adjustment from Table-10 it can be seen that the means of achievement motivation scores between high home adjusted

group and low home adjusted group are 144.31 and 118.73 respectively and the "t" value is 9.76 which is highly significant (P<.001). The results indicate that Ss who are well adjusted at home are better achievement oriented as compared to those who are low in such adjustment. The results are in agreement with the views of Ali(1979) and support the findings of Trape (1975) and Brandebums (1978). These studies found that in the formation of the child's achievement motivation parental deprivation plays a tremendous and crucial role.

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 the effectiveness and responsibility as an adult rather than on 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 will be less likelihood of producing adults with strong achievement motives. Many other studies support this view too.

Parents of children with high n-ach encourage the child to attempt difficult tasks, especially new ones offer praise and other rewards for success; encourage the child to find ways to succeed, instead of complying with failure, and prompt the child to go on to the next, somewhat more difficult challenge. The parents of children with low achievement motivation have a tendency to interfere with the child's tasks, sometimes completing them for the child. Also the

children are sometimes encouraged to give up the task (Bernstein, Roy, Srull and Wickens; 1988).

Mother's awareness about the child's success was related to the child's high need for achievement (Rosen, 1961). Amodeo and Martin (1982) found that Hispanics felt that encouragement from family was the most motivating factor influencing their high educational achievement. Research has indicated that adolescents' perceptions of parents support for learning have a strong impact on their achievement motivation (Marjoribanks, 1986; Mau and Bikos, 2000).

Several studies have found that parents play a key role in shaping students' aspirations and achievement (Hossler and Stage; 1992). Byers (1995) found that parental support and expectations for their children seem to exert some influence on adolescents' achievement motivation. Abrams et al. (1994) found that a child's more contact and involvement with his father improve his achievement motivation. Study by Vandmme and Schwartz (1985) mediating variables by which father absence may have its influence (achievement motivation, absenteeism, parental attitudes, sex-role identity and life stress) observed that Ss from father-present (FP) homes scored higher on standardized reading tests than did Ss from father-absent (FA) homes, regardless of the Ss age when the father became absent. Ss from FA homes scored together on achievement motivation measures than did Ss from intact homes. Girls form FA homes missed more school and scored lower on tests of masculinity than did girls raised in FP homes.

In fact, better home adjustment has an intimate positive relationship with achievement motivation.

2. Health Adjustment and Achievement Motivation:

Table-11 indicates that the means of n-ach scores between high and low health adjusted groups are 145.35 (M1) and 119.56 (M2) respectively and the t-value is 10.27 which is significant above .001 level (P<.001). That means n-ach of subjects having better health adjustment is significantly higher than that of Ss having low health adjustment.

The Humanistic theory of Maslow (1968) emphasizes that healthy people are motivated to self-actualization. This self-actualization is the other name of achievement motivation (Goldstein, 1939). Girls who enjoyed open communication with their mothers experienced better mental health adjustment and fewer behaviour problems (Connell, Callahan and Lioyd, 1991). Studies have found that parental behaviours such as mother's love and affection and father's permissiveness and love are related to high n-ach (Harmeet, 1984).

Very few studies are found which dealt with psychological aspects of health adjustment and its impact on n-ach. But it might be assumed that persons who are more concerned about their health problems or who give more importance to minor sickness tend to be restless and are often become inattentive in their attempt to meet any challenge in life. Hence they are expected to be low in their n-ach.

3. Submissiveness and Achievement Motivation:

Results in table- 12 shows that the means of achievement motivation scores between the high and the low adjusted group in submissiveness are 145.96 and 119.67 respectively and the t-value is 9.74. This value is significant above .001 level (P<.001). The results indicate that the Ss who are highly assertive are better achievement oriented than the low adjusted group in submissiveness i.e. who are very submissive.

Parents play active role in the development of their children's social adjustment. The children of warm mothers mature more rapidly in their social behaviour than those of cold mothers. Maternal coldness contributes to high aggression of their children. A warm mother spends more time with her child. She offers him more rewards. Technically speaking, she gives him more guidance that makes him more highly motivated to learn how to behave as she wants him to. He gets proportionately more satisfaction and less frustration from his growing desire for affection (Sears, MacCoby and Levin, 1957). Thus mother's behaviour towards her child plays a role to make him social or unsocial.

As achievement motivation is a social motive, social persons do posses high achievement motivation. A national survey in 1976 appeared to show that men and women with high achievement motivation were highly socialized people (Stewert, 1982). Persons who are highly assertive are best adjusted everywhere. They can go easily with other people in the society and can make easy friendship with them. This social adjustment is related to achievement

motivation. Pathak (1990)found that tribals with high creativity were better adjusted in social adjustment. Vashistha (1991) found that better social adjusted adolescents were high achievers. On the contrary, people who were shy and submissive face different problems in trying to reach a goal than someone who easily asserts himself (Lehner and Kube ; 1964).

Research evidences also reveal that high motivated over-achieving girls were less submissive and over-achieving boys were also less expedient and less shy than their high submissive counterparts (Gupta, 1983). Actually high social adjustment is positively related to high need for achievement.

4. Emotionality and Achievement Motivation :

Results in table-13 show that the means of achievement motivation scores between non-emotional group (High adjusted in emotionality) and emotional group (Low adjusted in emotionality) are 146.29 and 118.90 respectively and the t-value is 10.14 which is significant above .001 level (P<.001). These results indicate that non-emotionality group has higher achievement motivation than emotional group.

It is stated that mild emotions often reinforce motives in progress (Chaplin.1963). When we strongly desire something, the accompanying emotional tone increases the strength of our desire to attain a goal. But if such emotions are hightened enough to make individual unbalanced his behaviour becomes disruptive but mild emotion always facilitates individual to reach his goal.

According to McClelland and his associates (1953) the concept Achievement Motive the redintegrated affect, involves a change in the present affective state of the individual at the time of arousal. If there is no change, there is no motive. So it is found that positive emotion or emotional adjustment is associated with n-ach (Dweck and Elliott ; 1983). Those children who learn to associate achievement with positive emotions have high achievement motivation. Similarly, high motivated over-achieving girls were more emotionally stable than low-achieving girls (Gupta, 1983).

Various research findings also have confirmed the hypothesis that high achieving adolescents are better emotionally adjusted (Roy, 1979; Vashistha,1991; Tiwari and Pooranchand; 1995).

5. Hostility-friendliness and Achievement Motivation:

Table-14 indicates that the means of achievement motivation scores between high adjusted group and low adjusted group in hostility-friendliness adjustment are 145.78 and 121.35 respectively and the t-value is found 8.37 which is significant above .001 level (P<.001). Thus the results reveal that high adjusted group in hostility-friendliness is better in achievement motivation than the low adjusted one.

Cross-cultural studies suggest that severe handling of dependence in early childhood is associated with adult anxiety about social relationships and personal insecurity (Whiting and Child, 1953). Also, the folklore of cultures that inhibit dependence in children at

early ages frequently contains aggressive and hostile themes. Earlier independence training is essential for the development of achievement motivation in children (McClelland and Friedman, 1952; McClelland, 1953; Winterbottom, 1958; Chance, 1965). Again, social philosophy of the society telling the stories of great men and their achievements influences the child's motivation to achieve success (Panda, 1999). Gupta (1983) found that the high motivated over-achieving girls were more vigorous and zestful than low-achieving girls and over-achieving boys had less undisciplined self-conflict than the under-achieving boys.

Studies have also shown that men who were closer to their fathers were perceived by friends as less hostile (Kerns and Stevens, 1996) and many research findings have established the fact that good interaction with father helps a child to be highly achievement motivated (Willard and Hill, 1951; Michael, 1960). Children of a home which contains warm, accepting affection and where the parents have a feeling of respect and affection for people, become friendly (Bell, 1962). A happy home or happy family relationships leads children to motivation to achieve (Glanz and Walston, 1958; Hurlock, 1980). Children who are being cared see themselves resourceful and believe that they can master difficult challenges and influence other people in positive ways. Parents can help their children by providing a secure and warm environment that provide children with opportunities to be empathetic and altruistic and model these behaviours with their children (Chase-Lansdale, Wakschlag and brook-Gunn ; 1995).

D. Sex and Achievement Motivation:

In order to test the hypothesis "There would be no significant difference on achievement motivation between the male and the female subjects" the t-test was used. Results from table-18 reveal that there is no significant difference between male and female subjects on n-ach scores. This result contradicts some of the studies in this area done by Horner (1969); Deci and Krusell (1973). It may be interpreted that in the past, women were mostly engaged in house-hold works. They had very little opportunity to take part in various external competitive works like men. Society which at that time did not accept females who were interested in competition and risk-taking behaviour was labelled "masculine." Females were afraid of risk-taking behaviour. Parents of girls also discouraged them to go ahead of the boys. Their viewpoints were that women would be inferior to men, they would be dependent on men for everything. But now-a days since inner customs, rules and regulations of the society are changing, the fates of the poor women are changing too. Now the society welcomes women's competition against men. Parents are becoming careful of their daughters' career. The unique factors of the development of n-ach--- parental encouragement, support, early independence training ----are now being shared by both sons and daughters. Hasan (1994) found in one of his studies that encouragement and support by family members motivated women to achieve. Now fewer women evidence a strong fear of success motivation. In his study Chaudhury (1971) noted that girls had higher n-ach than boys. Bangladeshi women of today are highly achievement motivated, as a result they are becoming leaders, administrators and skilled workers in so many entrepreneurial tasks. Thus they are participating in the development of the country. At

present both men and women are playing almost equal role to build the glorious image of the country at home and abroad. From these viewpoints it may be said that there exists no significant difference in achievement motivation between male and female Ss. These findings are in agreement with the findings of Khaleque (1972); Bharathi (1984); Ahluwalia (1985); Roquia (1985); Rao (1986); Afsaruddin (1987); Subudhi (1989); Bharsakle and Srivastava (1992) and Chowdhury and Afsaruddin (1996).

On the basis of findings and discussion made above a conclusion may easily be drawn that family structure, residential background and adjustment play a vital role in developing achievement motivation among people in a society. Although joint family is largely seen in Bangladesh, at present this family system has been transforming into nuclear family system. Again urban pupils have higher n-ach than rural ones. In rural Bangladesh more and more industrialization and urbanization will bring more competition among people and thus will direct people more and more to develop high n-ach (Shawon and Afsaruddin, 1994). Having fully aware of the challenges we face in building stronger communities, rural and urban leaders can benefit from the solutions which we might share as well. Furthermore, the better the adjustment the better the achievement motivation. The development of achievement motivation requires that the individual must have better adjustment in different areas of life. One's goal should be obtainable. Repeatedly to attempt the impossible-habitually to reach for the stars---is to court a neurosis (Carroll, 1957).

The present study is a timely effort when our government is trying to increase the economic standard of its people. Except the availability of material resources, socio-economic conditions, good planning, production services and the use of modern machinaries, high achievement motivated manpower is a great resource for economic development. Because high need-achievers are moderate risk-takers, have an energetic approach to work and prefer jobs that give them personal responsibility for outcomes (Burger, 1997). Boggiano and Pittman (1993) have accurately indicated that the countries which encourages high n-ach for their people are economically developed and the extent of achievement motivation serves as a gauge for development. An individual with this drive wishes to achieve objectives and advances up the ladder of success (Newstrom and Davis, 2002). This indirectly helps the country to become glorious.

Suggestions :

(1) The family environment is the most influential factor for the rapid development of adjustment and achievement motivation. The stable harmonious family environment i.e. warm parent-child relationship, parental support, parental high expectations from their children generally makes a child better adjusted in various types of adjustment (home, health, submissiveness, emotionality and hostility-friendliness) of his life. It is proved that the better the adjustment the higher the achievement motivation. So in order to get higher achievement oriented children parents/ guardians from families of nuclear and joint, rural resident or urban resident must have to be made conscious and careful for their children's proper development of adjustment.

Maladjustment brings about abnormality, behaviour disorders or mental illness. While adjustment to one's own self and to one's own environment leads to the proper self-actualization and contribution towards social welfare and progress, the lack of adjustment either harms the self of an individual or compels him to rebel against his environmental and social systems making his behaviour anti-social or self-damaging in both cases. Lack of self confidence and feelings of inadequacy develop feelings of frustration and inadequacy which may leave permanent psychological scars.

So it is essential to avoid maladjustment and improve adjustment. For this the following steps should be taken (Lehner & Kube ; 1964) :

(a) Increased self-awareness : It depends on the development of the objectivity that enables a man to study himself critically and dispassionately with a minimum of self-deception and camouflage.

(i) He should increasingly be made aware of his strong points so that he may be able to utilize them for better advantage.

(ii) He should discover his weak points, paying particular attention to personal idiosyncrasies that may compel him to cling habitually to faulty, inappropriate methods of interaction and methods that are not solving his problems.

Ability to recognize and apply alternative methods of dealing with problems is essential to satisfactory personal adjustment.

(iii) He should become more fully aware of how he affects his environment and how his environment affects him. He should realize that his social existence is one of interconnected and interdependent relationships and that in order to understand himself he must understand others.

(b) Increased other-awareness : It means sensitivity to the needs and feelings of others. This sensitivity can be developed by noticing how certain people behave under certain conditions by training himself to notice and to remember over a period of time and by learning to anticipate how others will react. Then he will try to modify his own behaviour accordingly, in the interest of achieving a mutual feeling of satisfaction. Awareness of others will help him to know when they need his support, interest and companionship. This makes interpersonal relationship well and the person becomes socially well adjusted and can lead life peacefully, successfully.

(c) Increased problem-awareness : It means maximizing awareness of both the problems a person must solve and the situations in which he must solve them. It depends on his learning (1) to avoid over–simplification (2) to consider the problem from several points of view and (3) to be aware of the relationship between means and ends.

These three techniques are the root of being well adjusted in life.

(2) Earlier training in independence and mastery behaviours are essential for the development of achievement motivation. So parents should take proper care in this regard.

(3) The higher the achievement oriented people the better the economic development of a country. So people who have high n-ach must be placed in all kinds of responsible, important and entrepreneurial jobs.

(4) Teachers of every institution raise high the achievement motivation of their students by giving attention and commitment to their students and by making classroom situations suitable for independent responsibility. Wilson and Wilson (1992) indicated that adolescents' perceived teachers' aspiration has a significant effect on their achievement motivation. Proper environment in the class, teacher attitude, fixing independent responsibility, commitment and social climate etc help develop achievement motivation among students (Panda, 1999).

Although the sample was only a small part of the Ist year Honours students of Rajshahi University the present study has thrown some light on the impact of family structure, residential background and adjustment of the people on the development of their n-ach. It is suggested that the findings can be of good help for the development of achievement motivation for future generation. However, more investigations are needed to be done on a larger sample in this field.

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APPENDICES

APPENDIX---A

A PERSONAl DATA FORM :

Department :..............................

Class   : .... Roll : ....

Session   : ....

Male / Female   : ....

Age   : ....

Family Structure : Nuclear Family / Joint Family

Residential Background : Urban / Rural

APPENDIX—A₁

(ACHIEVEMENT MOTIVATION SCALE)

INSTRUCTION:

This is a list of statements prepared for estimating some important personality characteristics. You are requested to give a sincere response to each of the statements as instructed. There is no right or wrong response to any statement. You may agree with some of the statements but you may not agree with the others. In a separate answer sheet the answer is marked with the letter "Y" for agreement and the letter "N" for disagreement with the statement. A 5-point scale is provided for each of them. So your task is to mark the degree of your agreement or disagreement with the statement by filling up heavily one of the "0"s under the scale points. The scale points indicate the degree of agreement or disagreement as follows :

Answer	Scale			Points	
	1	2	3	4	5
Y	0	0	0	0	0
N	0	0	0	0	0
	Very Low	Low	Moderately	High	Very high

Subject	Answer	Scale points					Subject	Answer	Scale points				
		1	2	3	4	5			1	2	3	4	5
"A"	Y	0	0	0	●	0	"B"	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	●	0	0

In the above example subject "A" agrees to a high degree with the statement. So he fills up the "0" under scale point 4 along the line of "Y". But subject "B" disagrees moderately with the statement. So he fills up the blank space "0" under scale point 3 along the line of "N".

Please do not write or mark anything in the test booklet.

কৃতি প্রেষণা স্কেল

নির্দেশাবলী :

ব্যক্তিত্বের কয়েকটি গুরুত্বপূর্ণ বৈশিষ্ট্য পরিমাপের জন্য কতগুলি উক্তির এই তালিকাটি তৈরী করা হয়েছে। নির্দেশ মোতাবেক প্রত্যেকটি উক্তির প্রতি আন্তরিকভাবে উত্তর দেবার জন্য আপনাকে অনুরোধ করা যাচ্ছে। উক্তিগুলোর জন্য কোন ভুল বা শুদ্ধ উত্তর নেই। কতগুলি উক্তের সাথে হয়ত আপনি একমত হবেন কিন্তু অন্যগুলির সাথে হয়ত একমত হবেন না। পৃথক উত্তরপত্রে দেওয়া "হাঁ" অক্ষরটি উক্তির সাথে আপনার সম্মতি এবং "না" অক্ষরটি অসম্মতি জ্ঞাপন করছে। প্রত্যেকটি উক্তির জন্য একটি ৫-বিন্দুবিশিষ্ট স্কেল দেওয়া আছে। আপনার কাজ হলো এক একটি উক্তির সাথে আপনি কতটুকু সম্মতি বা অসম্মতি জ্ঞাপন করছেন তা উত্তরপত্রে প্রতিটি উক্তির জন্য প্রদত্ত স্কেলের "হাঁ" অথবা "না" বরাবর সংখ্যাবিন্দুর নীচে খালি ঘরটি "০" গাঢ়ভাবে কালি দিয়ে চিহ্নিত করবেন। স্কেলের সংখ্যাবিন্দুগুলি সম্মতি বা অসম্মতির নিম্নলিখিত মাত্রা নির্দেশ করে।

উত্তর	স্কেলের		সংখ্যাবিন্দু		
	১	২	৩	৪	৫
হাঁ	০	০	০	০	০
না	০	০	০	০	০
	খুব কম	কম	মাঝামাঝি	বেশী	খুব বেশী

উদাহরণ :

উক্তি : আমি সবসময় সকলের সাথে বন্ধুত্ব স্থাপন করতে চাই।

ব্যক্তি	উত্তর	স্কেলের সংখ্যাবিন্দু					ব্যক্তি	উত্তর	স্কেলের সংখ্যাবিন্দু				
		১	২	৩	৪	৫			১	২	৩	৪	৫
"ক"	হাঁ	০	০	০	●	০	"খ"	হাঁ	০	০	০	০	০
	না	০	০	০	০	০		না	০	০	●	০	০

উপরোক্ত উদাহরণে ব্যক্তি "ক" উক্তিটির সাথে বেশী সম্মতি জ্ঞাপন করেছেন। এজন্য তিনি স্কেলের "হাঁ" বরাবর সংখ্যাবিন্দু ৪-এর নীচের খালি ঘরটি গাঢ়ভাবে কালি দিয়ে পূরণ করেছেন। অন্যপক্ষে ব্যক্তি "খ" উক্তিটির সাথে মাঝামাঝি রকম অসম্মতি জ্ঞাপন করেছেন। এজন্য তিনি স্কেলের "না" বরাবর সংখ্যাবিন্দু ৩-এর নীচের খালি ঘরটি পূরণ করেছেন।

দয়া করে অভীক্ষা পুস্তিকায় কোন দাগ দিবেন না।

বিবৃতি:
(Statements):

১। কিছু সময় কাজ করার পর আমি সহজেই ক্লান্তি অনুভব করি ।
(I feel easily fatigued after working for a while.)

২। কাজের একটা লক্ষ্যমাত্রা নির্ধারণ করেই আমি সবসময় কাজ করি ।
(I always work with a goal in mind.)

৩। আমার কাজের লক্ষ্যমাত্রা এমন হওয়া উচিত যা অর্জন করা আমার পক্ষে খুব সহজও নয় বা খুব কঠিনও

নয় ।

(The goal of my work should neither be too easy nor too hard to achieve.)

৪। অনন্য সাফল্যের জন্য যোগ্যতা ও কঠোর পরিশ্রম যে অপরিহার্য তা আমি মনে করি না।
(I do not think that competence and hard work are essential to unique success.)

৫। আমার কাজে সাফল্য বা ব্যর্থতা নিয়ে মাথা ঘামানো আমি পছন্দ করি না ।
(I do not like to bother myself about the success or failure in my work.)

৬। আমার সব সাফল্যই অনন্য হবে বলে আমি আশা করি।
(I expect all my achievements to be unique.)

৭। কাজ শেষ করতে না পারলেও আমার কিছু আসে যায় না ।
(It matters little if I am unable to finish my work.)

৮। যারা নিয়মিত ও সময়ানুবর্তী নয় আমি তাদের পছন্দ করি না।
(I do not like those who are not regular and punctual.)

৯। জিনিসপত্র খারাপ হতে দেখলে আমার খুব খারাপ লাগেনা ।
(I am not annoyed much to see things wasted.)

১০। কাজ সম্পূর্ণ ত্রুটিমুক্ত না হলেও আমি সন্তুষ্ট হতে পারি ।
(I may be satisfied with any work that is less than perfect.)

১১। আমি আমার কাজে যে সাফল্য অর্জন করব তা সবসময় কোন শ্রেষ্ঠ আদর্শের সাথে তুলনীয় হবে বলে আমি

মনে করি।

(I feel that the success which I would achieve in my work should always be
compared with some standard of excellence.)

১২। নতুন কোন কিছু আবিষ্কার করতে আমি বেশ আগ্রহ অনুভব করি।
(I always feel much urge to discover something new.)

১৩। কাজের সময়ের বাইরে আমি আমার অসমাপ্ত কাজ নিয়ে মাথা ঘামাই না।
(When I am outside working hours I do not bother much about my unfinished
task.)

১৪। কঠিন হলেও কাজে দক্ষ সহকর্মীর সাথে কাজ করতে আমি পছন্দ করি।

(I prefer working with a highly efficient partner even though he may be difficult.)

১৫। কোন কাজে ব্যর্থ হলে পরবর্তীতে অনুরূপ অথবা ভিন্ন কাজে আমি আর কোন উৎসাহ বোধ করি না।

(My experience of failure in a task often takes away all my impetus for further work of the same or of different nature.)

১৬। আপন পেশায় সর্বোত্তম কর্মী হবার জন্য আমি সবসময় তাগিদ অনুভব করি।

(I always feel an inner urge to be the best worker in my profession.)

১৭। কোন কাজ শেষ না করা পর্যন্ত আমি মনে কোন শান্তি পাই না।

(I do not get any mental peace until I finish my work.)

১৮। কোন লক্ষ্য অর্জনে প্রথম চেষ্টাতেই ব্যর্থ হয়ে যারা ভাগ্যের দোষ দেয় আমি তাদের পছন্দ করি না।

(I hate those who blame their fate when unsuccessful at their first attempt to reach the goal.)

১৯। আমার ব্যক্তিগত কৃতিত্বকে জনসমক্ষে প্রকাশ করতে আমি গৌরববোধ করি।

(I feel proud of making public any of my personal achievements.)

২০। কোন যৌথ কাজে অতিরিক্ত দায়িত্ব নিতে আমার ভাল লাগে।

(I like to take additional responsibility in any co-operative work.)

২১। ব্যক্তিগতভাবে কেউ কোন বিতর্কমূলক বিষয়ে আমাকে প্ররোচিত করলে সহজেই তাতে আমার প্রত্যয় জন্মে।

(I am easily convinced when someone persuades me individually to accept some controversial issues.)

২২। আমার কাজে কোন সমস্যা দেখা দিলে কাজ চালিয়ে যাবার আগ্রহ আরো বেড়ে যায়।

(When confronted with any problem in my work I feel all the more urge to continue with it.)

২৩। আমি মনে করি যে, আমি এ পর্যন্ত যে জ্ঞান অর্জন করেছি তা আমার বর্তমান কাজের জন্য যথেষ্ট।

(I feel that the knowledge I have acquired so far is enough for my present job.)

২৪। অন্যদেরকে অনুসরণ করার চেয়ে তাদেরকে পরিচালনা করাই আমি শ্রেয় মনে করি।

(I feel it better to lead others rather than to follow them.)

২৫। কাজে নিয়োজিত হলে আমি সবসময় সফলতা অর্জনের প্রবল তাগিদ অনুভব করি।

(While engaged in any activity I always feel a strong urge to come out successful.)

২৬। কাজে আমি কোন তাৎপর্যহীন সাফল্য অর্জন করতে চাই না।

(I do not want to achieve any success that is insignificant.)

২৭। মানুষ মাত্রেই ভুল করে, সুতরাং আমার কাজে ক্রটি থাকলেও আমি তার জন্য নিন্দনীয় হতে চাই না।
(To err is human, therefore I do not like to be reproached even when there is lack of accuracy in my work.)

২৮। যে লক্ষ্যই আমি অর্জন করি না কেন তা অবশ্যই নির্দিষ্ট সময়সীমার মধ্যে হতে হবে বলে আমি মনে করি।
(Whatever goal I achieve, I think it must be achieved within time limit.)

২৯। কাজে সফলতা অর্জনের আগে থেকেই লক্ষ্যমাত্রা নির্ধারণ করার প্রয়োজন মনে করি না।
(For successful work there is no need to set goal in advance.)

৩০। কোন কাজ সাফল্যের সাথে সম্পূর্ণ না হওয়া পর্যন্ত আমি তা ভুলে থাকতে পারি না।
(I can not easily forget any task unless and until it is successfully completed.)

৩১। আমি সর্বদা মনে করি যে, সময় অতি অল্প, কিন্তু সমস্যা অনেক, সুতরাং আমাকে সেগুলি দ্রুত সমাধান

করতেই হবে।

(I always feel that time is very short but I have so many problems to solve and therefore, I must hurry in solving them.)

৩২। নতুন নতুন তথ্য জানবার জন্য আমি সবসময় প্রবল তাগিদ অনুভব করি।
(I always feel a strong tendency to know more and more about new things.)

৩৩। কোন যৌথ কাজে সকলের আগে উদ্যোগী হতে আমি সবসময় তাগিদ অনুভব করি।
(I always feel an inner urge to take the first initiative in a co-operative work.)

৩৪। কাজ সম্পূর্ণ নির্ভুল না হওয়া পর্যন্ত আমি মনে কোন শান্তি পাই না।
(I do not get any mental peace until my work is perfectly alright.)

৩৫। আমি মনে করি যে কোন অনুকূল অথবা প্রতিকূল বিষয় সম্পর্কে কোন মতামত গঠন করার পূর্বে

সমালোচনার দৃষ্টিতে তার মূল্যায়ন করা উচিত।

(I feel that every issue whether favourable or unfavourable should be critically evaluated before forming any opinion about it.)

৩৬। কোন কাজে সাফল্য অর্জনের প্রত্যেকটি গুণ আমার মধ্যে আছে কিন্তু অন্যের ঈর্ষাপরায়ণতার জন্য আমি

প্রায়ই তা সম্পন্ন করতে পারি না।

(I have every quality to succeed in a task but I often fail to accomplish it because others are very jealous of me.)

৩৭। একবার কাজে নিয়োজিত হলে সময় সম্পর্কে আমি কমই মাথা ঘামাই।
(I care little for any time schedule after I engage myself in a work.)

৩৮। একটি আদর্শ সাফল্য অর্জনের পর আমি পরম তৃপ্তি অনুভব করি।
(I feel a deep sense of satisfaction after achieving a standard goal.)

৩৯। স্বাভাবিক কাজকর্মের বাইরেও আমি আমার অসমাপ্ত কাজের কথা ভুলতে পারি না।
(I can not easily forget about my unfinished task even when I am outside normal working hours.)

৪০। আমার ইচ্ছার বিরুদ্ধে হলেও সবসময় দলীয় সিদ্ধান্ত মেনে নেয়া বুদ্ধিমানের কাজ বলে মনে করি।
(I feel it wise to comply always with a group decision even it goes against my will.)

৪১। নির্দিষ্ট সময়ের পরে কোন সমাবেশে বা কোন কর্তব্যকর্মে উপস্থিত হতে আমি দ্বিধাবোধ করি না।
(I do not hesitate to attend any meeting or any duty after due time.)

৪২। বন্ধুবান্ধব ও সঙ্গীদের সাথে আমি আমার অবসর সময় কাটাতে আনন্দ অনুভব করি।
(I feel it pleasant to enjoy my leisure period with friends and associeties.)

৪৩। নতুন নতুন আবিষ্কারের আর বেশী কিছু বাকি নাই।
(Not much is left for new discoveries.)

৪৪। জিনিসপত্রের সুবিন্যাস এবং কাজ করা দুইই আমার কাছে সমান গুরুত্বপূর্ণ।
(Both the organization of objects and the work are equally important to me.)

৪৫। যারা কাজে নির্ভুলতা অর্জন করতে পারে না আমি তাদের পছন্দ করি না।
(I do not like those who can not obtain accuracy in work.)

৪৬। কষ্ট না করলে কেষ্ট মেলে না----এটাই সবসময় আমার কাজের আদর্শ হওয়া উচিত বলে মনে করি।
(No risk no gain---- should always be the motto in my work.)

৪৭। আমার কাজে যে রকান ধরণের সাফল্য লাভেই আমি সন্তুষ্ট হতে পারি।
(I feel satisfied with any kind of success I achieve.)

৪৮। ব্যক্তিগত সাফল্য অর্জনে সবসময় গোষ্ঠীর অন্তর্ভুক্ত হয়ে কাজ করতে আমার ভাল লাগে না।
(I do not feel happy to work always with a group to achieve my personal goal.)

৪৯। যে কোন ধরণের অপচয়কে আমি সবসময় অবাঞ্ছিত বলে মনে করি।
(I feel that any kind of wastage is always undesirable.)

৫০। ঝুঁকির হিসাব-নিকাশ করে যারা ব্যবসায়ে পুঁজি বিনিয়োগ করে আমি তাদের পছন্দ করি।
(I like those who invest capital in business with calculated risk.)

৫১। যে সব কাজ আমি সাফল্য অর্জন করতে পারিনি সেগুলি আমি সহজে ভুলে থাকতে পারি।
(I can easily forget those tasks in which I was unsuccessful.)

৫২। আমার কাজের সাফল্য অবশ্যই যে অনন্য হতে হবে তা আমি মনে করি না।
(The success of my work need not necessarily be unique.)

৫৩। বিচারমূলক পর্যবেক্ষণ ছাড়া কোন কিছুই আমি ছেড়ে দেই না।
(In my observation nothing can go unchallenged.)

৫৪। সহকর্মীদের মধ্যে সর্বোত্তম কর্মী হবার উদ্দেশ্যে সবসময় কঠোর পরিশ্রম করা বুদ্ধিমানের কাজ নয়।

(It is not always wise to work hard with a view to becoming the best worker among the colleagues.)

৫৫। আমি আমার পেশায় সবসময় উচ্চতর পদে উন্নীত হবার আশা পোষণ করি।

(I am always ambitious of being in the higher ranks in my profession.)

৫৬। আমি সবসময় আমার কাজে কৃতকার্য হবার আশা পোষণ করি।

(I always expect to be successful in my work.)

৫৭। অসমাপ্ত কাজের চেয়ে সমাপ্ত কাজগুলি স্মরণ করা আমার পক্ষে অপেক্ষাকৃত সহজ।

(It is easier for me to remember the complete tasks than the incomplete ones.)

৫৮। কোন কঠিন সমস্যার সম্মুখীন হলে দ্বিতীয়বার চেষ্টা না করে সঙ্গে সঙ্গে অন্যের সাথে পরামর্শ করাইশ্রেয় মনে করি।

(When confronted with a difficult problem I feel it better to consult others immediately rather than to try it a second time.)

৫৯। সম্পূর্ণরূপে বুঝে না ওঠা পর্যন্ত প্ররোচনার সাহায্যে কেউই আমাকে সহজে দলে টানতে পারে না।

(Nobody can easily win me over through persuasion unless I am thoroughly convinced.)

APPENDIX---A₂

বেল-এর উপযোজন তালিকা
(Bell Adjustment Inventory)

নির্দেশঃ
(Instruction)

নিম্নে কতগুলো প্রশ্ন দেওয়া হলো। এই প্রশ্নগুলোর কোন ভুল বা নির্ভুল উত্তর নেই।প্রশ্নগুলো মনোযোগ দিয়ে পড়ুন এবং উত্তরপত্রের নির্দিষ্ট স্থানে আপনার উত্তর চিহ্নিত করুন।প্রশ্নের উত্তর "হাঁ" হলে উত্তরপত্রে "হাঁ" এর ঘরে এবং "না" হলে "না" এর ঘরে কালি ভরাট করে চিহ্নিত করুন। যদি কোন প্রশ্নের উত্তর সম্পূর্ণ "হাঁ" কিংবা সম্পূর্ণ "না" বলে মনে করেন তখন প্রশ্নবোধক চিহ্নের ঘর পূরণ করুন। এই প্রশ্নপত্রে কোথাও দাগ দিবেন না। প্রশ্নের উত্তর দানের জন্য কোন নির্দিষ্ট সময়সীমা নেই, তবে যত তাড়াতাড়ি সম্ভব উত্তর দেবার চেষ্টা করুন।

পিতামাতা ছাড়া যদি অন্য কোন অভিভাবকের সাথে আপনি বসবাস করেন তাহলে পিতামাতার স্থলে তাদের কথা মনে করে উত্তর দিবেন।

১। আপনি কি প্রায়ই দিবাস্বপ্ন দেখেন?

২। আপনি কি অন্যের সর্দিকাশি থেকে সহজেই আক্রান্ত হন?

৩। আপনি কি খুব বেশী নাটকীয়তা পছন্দ করেন?

৪। আপনি কি মনে করেন যে,অনেক ব্যক্তিরই কথাবার্তা নীরস এবং নির্বোধের মত?

৫। নিজের রোগসংক্রান্ত ব্যাপারে ডাক্তারের সঙ্গে দেখা করতে আপনি কি ভয় পান?

৬। কোন আনুষ্ঠানিক সামাজিক সমাবেশে উপস্থিত নামকরা ব্যক্তির সঙ্গে আপনি কি দেখা করতে চেষ্টা করেন ?

৭। আপনার চোখ কি আলোর প্রতি বেশী সংবেদনশীল?

৮। কোন সময়ে আপনার কি বাড়ী ছেড়ে পালিয়ে যাবার প্রবল ইচ্ছা হয়েছিল?

৯। আপনি কি রংয়ের প্রতি অতিরিক্ত আগ্রহী ?

১০। আপনি কি কোন সময়ে এটা সম্ভব বলে মনে করেন যে, সারা বিশ্বের সকল মানুষ শান্তিপূর্ণভাবে একত্রে বসবাস করতে পারবে?

১১। আপনি কি কোন পার্টিতে লোকজনদের এক অপরের সঙ্গে পরিচয় করিয়ে দেবার দায়িত্ব গ্রহণ করেন?

১২। আপনার কি কখনো মনে হয় যে,আপনার পিতামাতা আপনার ব্যাপারে নিরাশ হয়ে পড়েছেন?

১৩। আপনার কি প্রায়ই মনমরা ভাব হয়?

১৪। আপনার কি পাছুরোগ বা কাঁপুনি রোগের প্রবণতা আছে?

১৫। আপনি কি মনেকরেন যে, পৃথিবীতে এমন অনেক ব্যক্তি আছে যাদের উপরে আপনি বিশ্বাস রাখতে পারেন না?

১৬। আপনি কি রাজচতে পোশাক পরতে ভালোবাসেন?

১৭। দুধের মধ্যে কথা বলার সময়ে আপনি উদ্যুক্ত মস্তুরা তেকে বের করতে গায়ই কি খুব অসুবিধা বোধ করেন?

১৮। আপনার কি কখনো হামাগুর বা ভিন্ত্রেব্রিয়া হয়েছিল?

১৯। চিতে গোসল করার চেয়ে আপনি কি বারগায় গোসল করতে পছন্দ করেন?

২০। সব কিছু খোলাখুলি বলে নিজেকে বিরুত্তকর পরিস্থিতিতে ফেলার চেয়ে কিছুটা চেপে রাখার পক্ষাটিকে কি আপনি ঠাক বলে মনে করেন?

২১। আপনি কি কখনো নিশ্বাণ পার্টিতে প্রাণবন্ত করতে নেতৃত্ব দিয়েছেন?

২২। আপনার মা কি বাড়ীতে প্রাধান্য বিজ্ঞাতের চেষ্ঠা করেন?

২৩। আপনি কি সমাজকর্মী হতে চান?

২৪। ছুধমাত্র মানুষের সঙ্গে মেশার জন্যই কি আপনি সামাজিক অনুষ্ঠানকে উপভোগ করেন?

২৫। বিরুগ্রহক ব্যক্তি কি আপনার সঙ্গে অবক্ষুঞ্জত আচরণ করেছেন?

২৬। আপনার পিতামাতার মধ্যে কেউ কি আপনাকে গায়ই অন্যায়ভাবে সমালোচনা করেছেন?

২৭। কোন জনসমাবেশে সবাই আসন গ্রহণ করার পরে আসনে আপনি কি বিরুতবোধ করেন?

২৮। লোকজনের মাঝে থেকেও আপনি কি গায়ই নিঃসঙ্গ অনুভব করেন?

২৯। আপনি কি দ্রুত আত্মজ্ঞান সমজ্ঞস্কর মিত্রী হতে চান?

৩০। আপনি কি কোন সময়ে কোন প্রকার দুর্ঘটনায় ত্রুতওরভাবে আহত হয়েছেন?

৩১। আপনার বাড়ীতে প্রকৃত স্নেহ ও ভালবাসার অভাব আছে বলে কি আপনি বোধ করেন?

৩২। স্কুলে ক্লাসের সমুখে কোন মৌখিক প্রতিবেদন প্রদান করতে আপনার কোন অসুবিধা হয়?

৩৩। আপনার কি অধিকাংশ সময়ে মাথা ব্যাথা হয়?

৩৪। কখনও কি আপনার মনে হয়েছে যে, কেউ আপনার ক্ষতি করার চেষ্ঠা করেছিল?

৩৫। আপনি কি ব্যক্তিগত সেক্রেটারী হতে চান?

৩৬। আপনি কি গ্রাস মনে করেন যে, লোকে আপনাকে দুববতে পারেন না?

৩৭। পিতার সঙ্গে আপনার সম্পর্ক কি স্বাভাবিক সুখকর হয়েছে?

৩৮। সুবের ব্যাঘাতের কোন কারণ না থাকা সঙ্গেও আপনার কি কোন কোন সময়ে ঘুমাতে অসুবিধা হয়?

৩৯। ট্রেন অথবা বাসে যাত্রাকালীন আপনার সহযাত্রীদের সঙ্গে আপনি কি কখনও কখনও আলাপেশ রত হন?

৪০। মিতের লোকে আপনি কি গায়ই খুব ক্লান্ত বোধ করেন?

৪১। ভূমিকম্প বা আগুন লাগার চিন্তা কি আপনাকে ভীত করে তোলে?

৪২। আপনি কি অধিকাংশ সময়ে আবিষ্ঠ অতরা সন্তা বনাতেতই বিশ্বাসী?

৪৩। ব্যক্তি বা বস্তুর বর্ণনায় আপনি কি প্রায়ই "চমৎকার" শব্দটি ব্যবহার করেন?

৪৪। রাত্রে আপনার ঘরে সিঁধেল চোর ঢুকেছে এমন চিন্তা কি আপনাকে ভীত করে তোলে?

৪৫। সম্প্রতি আপনার দৈহিক ওজন কি হ্রাস পেয়েছে?

৪৬। যুক্তিপূর্ণ হোক বা না হোক পিতামাতার এমন কোন আদেশ পালনের জন্য তাদের কেউ কি আপনাকে পীড়াপীড়ী করেছেন?

৪৭। অপরের কাছ থেকে আপনি কি সহজেই সাহায্য প্রার্থনা করতে পারেন?

৪৮। সাংসারিক ও গৃহকর্ম সংশ্লিষ্ট কোন পত্রিকা আপনি কি প্রায়ই পড়েন?

৪৯। আপনার নিকট আত্নীয়দের মৃত্যু বা অসুস্হতা আপনার গৃহজীবনকে কি অশান্তিময় করে তুলেছে?

৫০। প্রায় আপনার মাথা ঘুরে কি?

৫১। অতিরিক্ত সমালোচক বলে লোকজন আপনাকে কি দোষারোপ করে?

৫২। বাড়ীর অর্থাভাব কি আপনাকে অসুখী করেছে?

৫৩। আপনি কি সহজেই কেঁদে ফেলেন?

৫৪। আপনি কি আপনার লাজুকতার জন্য অসুবিধা বোধ করেন?

৫৫। বড় ধরণের অগ্নিকান্ডে আপনি কি ভীত হন?

৫৬। ভালভাবে পরিচিত নয় এমন কোন লোকের কাছ থেকে আপনি যখন কোন জিনিস চান তখন তার কাছে না যেয়ে আপনি কি তার কাছে চিরকুট বা চিঠি লিখেন?

৫৭। আপনার আচরণে আপনার বাবা-মার কেউ কি প্রায়ই আপনার মাঝে দোষ খুঁজে পান?

৫৮। কখনও কি আপনার শরীরে অস্ত্রোপচার হয়েছে?

৫৯। একদল লোকের মধ্যে আলোচনার শুরুতে আপনাকে কোন ধারণা দিতে হলে আপনি কি খুব বেশী আত্নসচেতন হয়ে পড়েন?

৬০। আপনি কি সাপ দেখে খুব ভয় পান?

৬১। আপনি কি মাঝে মাঝে মনে করেন যে, এই জগতে হাবাগবা লোকের একটি বড় সমষ্টি আছে?

৬২। আপনি কি উন্মাদ ব্যক্তিকে ভয় পান?

৬৩। যেসব সঙ্গীসাথীদের সঙ্গে আপনি ঘুরে বেড়ান, তাদের প্রতি আপনার বাবা-মা কি প্রায়ই আপত্তি করেন?

৬৪। আপনার নিজের কোন দোষ না থাকা সত্ত্বেও কি আপনার প্রচেষ্টাগুলি প্রায়ই ব্যর্থ হয়?

৬৫। আপনার কি খুব সর্দিকাশি হয়?

৬৬। অন্যের কার্যাবলীর পরিকল্পনা ও পরিচালনা করার কোন অভিজ্ঞতা কি আপনার আছে?

৬৭। আপনার বাবা পরিবারের ভরণপোষণের জন্য যে পেশা অবলম্বন করেছেন তার জন্য আপনি কি কখনো বিব্রত হয়েছেন?

৬৮। আপনার বন্ধুবান্ধব আপনার সঙ্গে 'বিশ্বাসঘাতকতা' করেছে এরকম অভিজ্ঞতা কি আপনার প্রায়ই হয়েছে?

৬৯। সংবাদপত্রের খেলাধূলার অনুচ্ছেদটি আপনি কি প্রায়ই পড়েন?

৭০। আপনার কি টনসিল বা ল্যারিংজাইটিস আছে?

৭১। আপনি কি বিদ্যুৎ চমকানো দেখে ভয় পান?

৭২। আপনার পিতামাতার মধ্যে কেউ কি খুব সহজেই রেগে যান?

৭৩। আপনার কি ইনফ্লুয়েঞ্জা হবার প্রবণতা আছে?

৭৪। স্কুলে কম নম্বর পাওয়ার জন্য আপনি কি প্রায়ই বিমর্ষ হন?

৭৫। সদ্য পরিচিত কোন ব্যক্তির সঙ্গে আলাপ শুরু করতে আপনার কি কোন অসুবিধা হয়?

৭৬। আপনি কি মনে করেন যে, মেয়েরা আপনার সাথে ছলনাহীন আচরণ করবে বলে আপনি তাদের সাধারণত বিশ্বাস করতে পারেন?

৭৭। কারো অশ্লীল ভাষা শুনে আপনার কি বিরক্তি জাগে?

৭৮। কখনও কি আপনার মনে হয়েছে যে, কেউ আপনাকে সম্মোহন করে আপনার ইচ্ছার বিরুদ্ধে কাজ করিয়েছে?

৭৯। গত দশ বছরের মধ্যে আপনার কি কোন বড় রকমের অসুখ হয়েছিল?

৮০। বাড়ীর কাজ কিভাবে হওয়া উচিত এ নিয়ে বাবা-মা কারোর সঙ্গে কি আপনার প্রায়ই মতান্তর হয়?

৮১। অন্যেরা যে সুখ উপভোগ করে তা দেখে আপনার মনে মাঝে মাঝে কি ঈর্ষার উদ্রেক হয়?

৮২। প্রশ্নের জবাব জানা সত্ত্বেও যখন ক্লাসে বলতে বলা হয় তখন বলতে প্রায়ই ব্যর্থ হন, কারণ আপনি ক্লাসের সম্মুখে কিছু বলতে ভীত হন, তাই নয় কি?

৮৩। পেটে অথবা পাকস্থলীতে গ্যাস হবার দরুণ আপনি কি প্রায়ই অসুস্থ বোধ করেন?

৮৪। একেবারে গেঁয়ো অজ্ঞ লোক কি আপনার বিরক্তির উদ্রেক করে?

৮৫। আপনি কি "ঘণ্টা" ও "নাড়িভুঁড়ি"এই দুটি শব্দ অপছন্দ করেন?

৮৬। অনেক উঁচু স্থানে উঠলে আপনি সেখান হতে নীচে পড়ে যেতে পারেন, এমন ভয় কি আপনার কখনো হয়েছে?

৮৭। আপনার নিকট আত্মীয়দের মধ্যে কি প্রায়ই পারিবারিক কলহ হয়?

৮৮। বিপরীত লিঙ্গের ব্যক্তির সঙ্গে বন্ধুত্বপূর্ণ সম্পর্ক গড়ে তোলা আপনি কি সহজ মনে করেন?

৮৯। আপনি কি সহজেই হতাশ হয়ে পড়েন?

৯০। আপনি কি আপনার ভাই এবং বোনের সঙ্গে প্রায়ই ঝগড়াঝাটি করেছেন?

৯১। আপনি কি এমন অনেক লোকের সাথে সাক্ষাৎ করেছেন যাদেরকে তীব্রভাবে আপনি অপছন্দ করেন?

৯২। কাউকে পানের পিক ফেলতে দেখলে আপনি কি ঘেন্না বোধ করেন?

৯৩। আপনার পিতামাতা কারো কাজকর্ম কোন সময়ে আপনার মনে ভীতির সঞ্চার করেছে?

৯৪। আপনি যে সমস্ত কাজ করেন তার জন্য কি আপনি প্রায়ই দুঃখিত হন?

৯৫। কোন গুরুত্বপূর্ণ ভোজ অনুষ্ঠানে কারো কাছে কোন বিশেষ আহার্য চেয়ে নেয়ার বদলে সেটা ছাড়াই কি আপনি খাওয়া শেষ করেন?

৯৬। আপনি কি মনে করেন আপনার পিতামাতা আপনাকে পরিণত ব্যক্তি হিসাবে গণ্য করতে ব্যর্থ হয়েছেন এবং সে কারণে আপনাকে এখনও ছেলেমানুষ মনে করে আপনার সঙ্গে সেইভাবে আচরণ করেন?

৯৭। আপনার চোখ ব্যথার প্রবণতা আছে কি?

৯৮। ধরা পড়ে শাস্তি পাবার ভয় যদি না থাকতো তবে জগতের অধিকাংশ লোকই দুষ্ট চরিত্রের হতো বলে কি আপনি মনে করেন?

৯৯। তীব্র ঘাম কি আপনার বিরক্তি ঘটায়?

১০০। লোকে আপনার ভাবনাচিন্তা সব কিছু বুঝতে পারছে এই উপলব্ধি কি আপনাকে দুশ্চিন্তাগ্রস্ত করে?

১০১। জনসমাবেশে উপস্থিত হবার বেশ কিছু অভিজ্ঞতা কি আপনার আছে?

১০২। সকালে উঠলে আপনি কি প্রায়ই ক্লান্তি বোধ করেন?

১০৩। আপনি কি মনে করেন যে, আপনার পিতামাতা আপনার প্রতি অস্বাভাবিক কড়া?

১০৪। আপনি কি সহজেই রেগে যান?

১০৫। প্রায়ই কি আপনার ডাক্তার দেখাবার প্রয়োজন হয়?

১০৬। আপনার সহকর্মীর কোন নির্বাক মন্তব্য কি আপনার মনোযোগ আকর্ষণ করে?

১০৭। মাতাল লোক আপনাকে কি বীতশ্রদ্ধ করে তুলে?

১০৮। জনসমাবেশে বক্তৃতা দিতে আপনার কি খুব অসুবিধা হয়?

১০৯। প্রায়ই কি আপনি অত্যন্ত দুঃখবোধ করেন?

১১০। আপনার পিতামাতা কারো ব্যক্তিগত কোন অভ্যাস কি আপনার বিরক্তির উদ্রেক করে?

১১১। জীবনের নিত্য প্রয়োজনীয় দ্রব্যের সরবরাহ সব সময়ে কি আপনার বাড়ীতে ছিল?

১১২। আপনি কি মনে করেন যে, অধিকাংশ লোক সুযোগ পেলেই আপনার কাছ থেকে সুবিধা আদায় করে নিবে?

১১৩। আপনি কি পোশাকের নতুন স্টাইল সম্বন্ধে জানতে পছন্দ করেন?

১১৪। আপনি কি হীনমন্যতা বোধের দ্বারা সমস্যাগ্রস্ত হন?

১১৫। অধিকাংশ সময়ই কি আপনি পরিশ্রান্ত বোধ করেন?

১১৬। আপনি কি আপনার গায়ের রঙ এবং হাতের যত্ন নেবার জন্য বেশ সময় ব্যয় করতে পছন্দ করেন?

১১৭। জীবনের চলার পথে এগিয়ে যেতে হলে সর্বাগ্রে নিজের স্বার্থের প্রতি লক্ষ্য রাখতে হবে এটা কি আপনি সত্য বলে মনে করেন?

১১৮। আপনি কি নিজেকে একজন দুর্বলচিত্ত ব্যক্তি বলে মনে করেন?

১১৯। আপনি কি প্রকাশ্য নৃত্য খুব বেশী পছন্দ করেন?

১২০। নিজের চেহারা সম্পর্কে আপনি কি প্রায়ই সজাগ থাকেন?

১২১। আপনি কি আপনার পিতার চেয়ে মাকে বেশী ভালবাসেন?

১২২। আপনার বদহজম হবার প্রবণতা আছে কি?

১২৩। ফুল সাজাতে কি আপনি আনন্দ পান?

১২৪। লোকে আপনার আড়ালে আপনার সম্পর্কে বলছে এটা কি আপনি কখনো অনুভব করেছেন?

১২৫। আপনি কি মনে করেন যে, আমাদের সামাজিক রীতিনীতি এবং নৈতিক চালচলনের অনেকগুলি মূল্যহীন?

১২৬। আপনি কি সহজেই লজ্জায় লাল হয়ে উঠেন?

১২৭। বাড়ীর শান্তি রক্ষার্থে আপনাকে কি প্রায়ই চুপ থাকতে হয় বা বাড়ির বাইরে চলে যেতে হয়?

১২৮। যাদের সঙ্গে আপনি ভালভাবে পরিচিত নন অথচ তাদেরকে আপনি প্রশংসা করেন, এমন লোকের উপস্থিতিতে আপনি কি খুব বেশী আত্মসচেতন হয়ে পড়েন?

১২৯। আপনার কি মাঝে মাঝে তীব্র মাথা ব্যথা হয়?

১৩০। আপনি কি সমলিঙ্গের সঙ্গীর সঙ্গে নৃত্য করা উপভোগ করেন?

১৩১। আপনার চারপাশের কিছুই বাস্তব নয়---এরূপ অনুভূতি কি কখনো আপনাকে উতলা করে?

১৩২। আপনার কি প্রায়ই নাক দিয়ে রক্ত পড়ে, বমি হয় অথবা ডায়রিয়া হয়?

১৩৩। কোন সামাজিক ব্যাপারে আপনি কি মাঝে মাঝে নেতার ভূমিকা নেন?

১৩৪। আপনার অনুভূতিগুলো কি সহজেই আহত হয়?

১৩৫। যাদের সঙ্গে পরিচয় হয়েছে তাদের অনেককেই কি আপনি অবিবেচক বলে মনে করেন?

১৩৬। আপনি কি গহনা পরতে ভালবাসেন?

১৩৭। কাউকে এড়িয়ে যাবার জন্য আপনি কি কখনো রাস্তা বদল করেন?

১৩৮। পরিবারের সদস্যবৃন্দের প্রতি কি আপনি মাঝে মাঝে ভালবাসা ও ঘৃণার দ্বন্দ্বমূলক ভাব পোষণ করেন?

১৩৯। আপনার মনে যে আদর্শ মানুষের ছবি আছে আপনার পিতা কি সেইরূপ ছিলেন?

১৪০। অন্য লোকদের দোষ ধরিয়ে দেয়াটাকে আপনি কি ভাল ধারণা বলে মনে করেন?

১৪১। কোন সমাবেশে দেরী করে উপস্থিত হলে সামনের আসনে বসার চাইতে আপনি কি দাঁড়িয়ে থাকবেন, না চলে যাবেন?

১৪২। শৈশবে আপনি কি অধিকাংশ সময় অসুস্থ ছিলেন?

১৪৩। আপনি কি সম্ভাব্য দুর্ভাগ্য নিয়ে দুশ্চিন্তা করেন?

১৪৪। আপনি কি সহজেই বন্ধুত্ব স্থাপন করতে পারেন?

১৪৫। আপনি কি বিমান এবং যুদ্ধ জাহাজের গঠন সম্বন্ধে পড়াশোনায় আগ্রহী?

১৪৬। আপনার দশ থেকে পনেরো বছর বয়সে আপনার পিতামাতা কি প্রায়ই আপনাকে শাস্তি দিতেন?

১৪৭। আপনার বন্ধুসদৃশ কোন ব্যক্তি হতে কোনও কিছু দ্বারা আহত হবার অভিজ্ঞতা আপনার আছে কি?

১৪৮। নাক দিয়ে নিঃশ্বাস নিতে আপনার কি প্রায়ই অসুবিধা হয়?

১৪৯। পার্টিতে আপনি কি প্রায়ই অনুকূল মনোযোগের কেন্দ্রস্থল হন?

১৫০। আপনার পিতামাতার কেউ কি সহজেই রেগে যান?

১৫১। অনেক মুখচেনা বন্ধুবান্ধবের চেয়ে অল্পসংখ্যক ঘনিষ্ঠ বন্ধু রাখা কি আপনি পছন্দ করেন?

১৫২। রাস্তায় লোকেরা আপনাকে লক্ষ্য করছে---এ চিন্তা কি আপনাকে পীড়া দেয়?

১৫৩। আপনি কি সূচীশিল্প, বুনোনি ইত্যাদি হস্তশিল্প ভালবাসেন?

১৫৪। শুধু কৌতুকের জন্যই খরগোশকে গুলি করে মারাকে কি আপনি অন্যায় বলে মনে করেন?

১৫৫। সর্দিকাশি সারাতে আপনার কি কষ্ট হয়?

১৫৬। আপনার চেহারার সমালোচনা করে আপনার পিতামাতার কেউ কি আপনাকে অসুখী করে তুলেছেন?

১৫৭। সমালোচনা কি আপনাকে অতিরিক্ত বিরক্ত করে তুলে?

১৫৮। কোন সমবেত লোকজনের কাছ থেকে বিদায় নেবার জন্য অনুমতি নিতে হলে আপনি কি খুব বিব্রতবোধ করেন?

১৫৯। আপনি কি মনে করেন যে, অন্যের কল্যাণে ব্যয়িত সময় ও শক্তিকে লোকে সৎভাবে উপভোগ করেন?

১৬০। একশ গজ দৌড়, দণ্ডলফ বা এক মাইল দৌড়ে যে বিশ্বরেকর্ড আছে তা আপনি কি জানেন?

১৬১। আপনার ওজন কি উল্লেখযোগ্য পরিমাণে কম?

১৬২। প্রকৃত ক্ষুধার্ত না হওয়া সত্ত্বেও কি আপনি প্রায়ই আহার করেন?

১৬৩। আপনার পিতামাতার মধ্যে কি চিরস্থায়ীভাবে বিচ্ছেদ ঘটেছে?

১৬৪। আপনি কি প্রায়ই উত্তেজিত অবস্থায় থাকেন?

১৬৫। সামাজিক অনুষ্ঠানসমূহে আপনি কি পেছনে থাকেন?

১৬৬। আপনি কি চশমা পরেন?

১৬৭। আপনি কি মনে করেন যে, আমরা লোকের জন্য তথাকথিত যেসব ভাল কাজ করতে চাই তা প্রায়ই তাদের ভালর বদলে খারাপই করে?

১৬৮। আপনার পিতামাতার মধ্যে কেউ কি খুব নার্ভাস?

১৬৯। কোনও বিশেষ অপ্রয়োজনীয় চিন্তা আপনার মনে বার বার এসে কি আপনাকে বিরক্ত করে?

১৭০। কোনও শিক্ষক অপ্রত্যাশিতভাবে আপনাকে ডাকলে আপনি কি বেশ বিমূঢ় হয়ে পড়েন?

১৭১। আপনি কি আপনার স্বাস্থ্যের প্রতি সযত্ন নজর রাখা প্রয়োজনীয় বোধ করেন?

১৭২। আপনি কি খুব সহজেই ভেঙ্গে পড়েন?

১৭৩। আপনার কর্মজীবন সম্পর্কে পিতামাতার সাথে আপনার কি মতবিরোধ হয়েছে?

১৭৪। আপনি কি উৎসবপূর্ণ সমাবেশে এবং আনন্দমুখর পার্টিতে অংশগ্রহণ করতে পছন্দ করেন?

১৭৫। আপনি কি দেখেছেন যে, অনেক লোক সম্পর্কে "আপনাকে সাবধানে চলতে হয়" নতুবা তারা আপনার উপরে সুযোগ নিবে?

১৭৬। সুস্পষ্ট কোন কারণ ছাড়াই কি আপনার মেজাজের তারতম্য ঘটে?

১৭৭। আপনি কি কোন অপরিচিত ব্যক্তির সাথে আলাপ শুরু করতে অসুবিধা বোধ করেন?

১৭৮। অপমানজনক অভিজ্ঞতার জন্য আপনি কি দীর্ঘক্ষণ ধরে উদ্বিগ্ন থাকেন?

১৭৯। অসুস্থতার দরুণ আপনি কি প্রায়ই স্কুলে অনুপস্থিত থেকেছেন?

১৮০। আপনার কোনও ক্ষতি করতে পারবেনা এমন কোন জিনিস নিয়ে আপনি কি কোন সময়ে অতিরিক্ত ভীত হয়েছেন?

১৮১। আপনি কি অতিরিক্ত মাত্রায় কোষ্ঠবদ্ধতায় ভোগেন?

১৮২। আপনি কি মনে করেন যে, আপনার চেয়ে আপনার বন্ধুবান্ধবদের গৃহজীবন অধিক সুখী?

১৮৩। গৃহস্থালী ও খাবার তৈরীর কাজ কি আপনি উপভোগ করেন?

১৮৪। আপনার মায়ের সঙ্গে কি আপনার সম্পর্ক সাধারণত মধুর?

১৮৫। কালো স্ত্রী মাকড়সাগুলিকে কি আপনি ভয় পান?

১৮৬। আপনার কি এমন কোন দাঁত আছে যার চিকিৎসার প্রয়োজন?

১৮৭। ক্লাসে আবৃত্তি করার সময় আপনি কি আত্মসচেতন বোধ করেন?

১৮৮। আপনার পিতামাতার কেউ কি আপনার উপর অধিক মাত্রায় প্রাধান্য বিস্তার করেছেন?

১৮৯। আপনার চারপাশের সবার থেকে আপনি কোন না কোন বিষয়ে নিজেকে শ্রেষ্ঠ বলে কি প্রায়ই মনে করেন?

১৯০। উন্নাসিক লোকদের মুখের উপর মাঝে মাঝে কথা বলাটা কি আপনি প্রয়োজনীয় মনে করেন?

১৯১। আপনার হৃদপিন্ড, কিডনী অথবা ফুসফুস নিয়ে কোন সমস্যা হয়েছে কি?

১৯২। "প্রচুর অর্থের বিনিময়ে অধিকাংশ লোকের মনে পরিবর্তন আনা যায়"---এই উক্তিটির সঙ্গে আপনি কি একমত?

১৯৩। প্রায়ই কি বিভিন্ন ধারণা বা চিন্তা আপনার মাথায় কিলবিল করে যার ফলে আপনার ঘুম হয় না?

১৯৪। আপনার কি প্রায় মনে হয়েছে যে, আপনার পিতামাতার কেউ আপনাকে ঠিক বুঝতে পারেননি?

১৯৫। আপনি কি ব্যাখ্যামূলক নৃত্যে আগ্রহী?

১৯৬। অন্ধকারে একা থাকতে আপনি কি ভয় পান?

১৯৭। পরম নিঃস্বার্থ কোন কাজই নেই---এই বিবৃতির সাথে কি আপনি একমত?

১৯৮। ক্লাসে আবৃত্তিতে স্বেচ্ছায় অংশ নিতে আপনি কি ইতঃস্তত করেন?

১৯৯। আপনার কি কখনো চর্মস্ফোটক অথবা অ্যাথলেটস ফুট, কারবংকলস অথবা ফোড়াজাতীয় চর্ম রোগ হয়েছে?

২০০। যখন কোন ঘরে একদল লোক বসে আলাপে রত থাকে তখন সেখানে প্রবেশ করতে আপনি কি ইতঃস্তত করেন?

APPENDIX-B

APPENDIX B₁
Answer Sheet of Achievement Motivation Scale

Statement No.		Very low	Low	Mode-rately	High	Very high	Statement No.		Very low	Low	Mode-rately	High	Very high
		1	2	3	4	5			1	2	3	4	5
1	Y	0	0	0	0	0	31	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
2	Y	0	0	0	0	0	32	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
3	Y	0	0	0	0	0	33	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
4	Y	0	0	0	0	0	34	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
5	Y	0	0	0	0	0	35	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
6	Y	0	0	0	0	0	36	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
7	Y	0	0	0	0	0	37	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
8	Y	0	0	0	0	0	38	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
9	Y	0	0	0	0	0	39	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
10	Y	0	0	0	0	0	40	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
11	Y	0	0	0	0	0	41	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
12	Y	0	0	0	0	0	42	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
13	Y	0	0	0	0	0	43	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
14	Y	0	0	0	0	0	44	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
15	Y	0	0	0	0	0	45	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
16	Y	0	0	0	0	0	46	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
17	Y	0	0	0	0	0	47	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
18	Y	0	0	0	0	0	48	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
19	Y	0	0	0	0	0	49	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
20	Y	0	0	0	0	0	50	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
21	Y	0	0	0	0	0	51	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
22	Y	0	0	0	0	0	52	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
23	Y	0	0	0	0	0	53	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
24	Y	0	0	0	0	0	54	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
25	Y	0	0	0	0	0	55	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
26	Y	0	0	0	0	0	56	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
27	Y	0	0	0	0	0	57	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
28	Y	0	0	0	0	0	58	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
29	Y	0	0	0	0	0	59	Y	0	0	0	0	0
	N	0	0	0	0	0		N	0	0	0	0	0
30	Y	0	0	0	0	0							
	N	0	0	0	0	0							

APPENDIX B₂

বেল উপযোজন তালিকার উত্তরপত্র

	হ্যাঁ	না	?		হ্যাঁ	না	?		হ্যাঁ	না	?		হ্যাঁ	না	?		হ্যাঁ	না	?		হ্যাঁ	না	?		হ্যাঁ	না	?
১	০	০	০	৩১	০	০	০	৬১	০	০	০	৯১	০	০	০	১২১	০	০	০	১৫১	০	০	০	১৮১	০	০	০
২	০	০	০	৩২	০	০	০	৬২	০	০	০	৯২	০	০	০	১২২	০	০	০	১৫২	০	০	০	১৮২	০	০	০
৩	০	০	০	৩৩	০	০	০	৬৩	০	০	০	৯৩	০	০	০	১২৩	০	০	০	১৫৩	০	০	০	১৮৩	০	০	০
৪	০	০	০	৩৪	০	০	০	৬৪	০	০	০	৯৪	০	০	০	১২৪	০	০	০	১৫৪	০	০	০	১৮৪	০	০	০
৫	০	০	০	৩৫	০	০	০	৬৫	০	০	০	৯৫	০	০	০	১২৫	০	০	০	১৫৫	০	০	০	১৮৫	০	০	০
৬	০	০	০	৩৬	০	০	০	৬৬	০	০	০	৯৬	০	০	০	১২৬	০	০	০	১৫৬	০	০	০	১৮৬	০	০	০
৭	০	০	০	৩৭	০	০	০	৬৭	০	০	০	৯৭	০	০	০	১২৭	০	০	০	১৫৭	০	০	০	১৮৭	০	০	০
৮	০	০	০	৩৮	০	০	০	৬৮	০	০	০	৯৮	০	০	০	১২৮	০	০	০	১৫৮	০	০	০	১৮৮	০	০	০
৯	০	০	০	৩৯	০	০	০	৬৯	০	০	০	৯৯	০	০	০	১২৯	০	০	০	১৫৯	০	০	০	১৮৯	০	০	০
১০	০	০	০	৪০	০	০	০	৭০	০	০	০	১০০	০	০	০	১৩০	০	০	০	১৬০	০	০	০	১৯০	০	০	০
১১	০	০	০	৪১	০	০	০	৭১	০	০	০	১০১	০	০	০	১৩১	০	০	০	১৬১	০	০	০	১৯১	০	০	০
১২	০	০	০	৪২	০	০	০	৭২	০	০	০	১০২	০	০	০	১৩২	০	০	০	১৬২	০	০	০	১৯২	০	০	০
১৩	০	০	০	৪৩	০	০	০	৭৩	০	০	০	১০৩	০	০	০	১৩৩	০	০	০	১৬৩	০	০	০	১৯৩	০	০	০
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১৫	০	০	০	৪৫	০	০	০	৭৫	০	০	০	১০৫	০	০	০	১৩৫	০	০	০	১৬৫	০	০	০	১৯৫	০	০	০
১৬	০	০	০	৪৬	০	০	০	৭৬	০	০	০	১০৬	০	০	০	১৩৬	০	০	০	১৬৬	০	০	০	১৯৬	০	০	০
১৭	০	০	০	৪৭	০	০	০	৭৭	০	০	০	১০৭	০	০	০	১৩৭	০	০	০	১৬৭	০	০	০	১৯৭	০	০	০
১৮	০	০	০	৪৮	০	০	০	৭৮	০	০	০	১০৮	০	০	০	১৩৮	০	০	০	১৬৮	০	০	০	১৯৮	০	০	০
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২০	০	০	০	৫০	০	০	০	৮০	০	০	০	১১০	০	০	০	১৪০	০	০	০	১৭০	০	০	০	২০০	০	০	০
২১	০	০	০	৫১	০	০	০	৮১	০	০	০	১১১	০	০	০	১৪১	০	০	০	১৭১	০	০	০				
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