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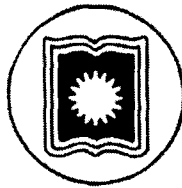
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Value Pattern of High and Low Achiever College Students as related to Socio-Demographic Factors

(ABSTRACT)

A Thesis Submitted for the Degree of M. Phil
(In Psychology)

Under the Supervision of

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BY
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ABSTRACT

The present study attempts at investigating the value pattern of high and low achiever college students as related to socio-demographic factors i.e. gender differences like male and female, political and apolitical within the framework of socio-politico-cultural background of Bangladesh. The study has been developed under the theoretical interpretation of (1) Achievement Motivation Approach, (2) Rokeach's Human Value Model: Terminal and Instrumental (3) Attitudes, Values and Behaviour (4) Cognitive Approach: Expectancy-Value Theory (5) Political Values as related to Political Behavior (6) Political Culture, Political Participation, Political Attitudes and Political Values (7) Demographic Approach. All these approaches have been utilized and integrated in order to show the differences of value pattern of college students having high and low achievement background.

Thus, the present study uses univariate method using t-test approach with a criterion group design. The study conducted in two phases. In the first phase, criterion group of high achiever and low achiever college students were selected on the basis of a achievement criteria questionnaire. The criterion groups of high achiever and low achiever students were divided into male and female equally. These male and female students were further sub-divided into political and apolitical on the basis of their responses to the demographic information sheet. In the second phase for measuring value preferences Rokeach's value Inventory was used. Demographic variables include level of achievement like high and low achiever, gender differences like male and female, and political and apolitical participation.

The study utilized two samples drawn from two achievement background i.e. high achievement and low achievement of college students of different educational institutions of Natore District. Each sample of high achiever as well as low achiever was composed of 120 respondents. These high achiever and low achiever students equally divided into male (N=60) and female (N=60). Again male and female students were sub-divided into political (N=30) and apolitical (N=30). Thus, the total sample was composed of 240 college students. All the respondents were Muslims and Hindus.

The broad objectives of the present study were to investigate the differences of value pattern of high achiever and low achiever college students as related to Socio-demographic factors such as male-female and political-apolitical differences of Natore district. Thus, the specific objectives of the present study may be stated as follows:

1. A comparative study of value pattern of differences between high achiever political male and low achiever political male, high achiever political female and low achiever political female, high achiever apolitical male and low achiever apolitical male, high achiever apolitical female and low achiever apolitical female college students as related to terminal and instrumental values.

2. A comparative study of value pattern of differences between male political high achiever and female political high achiever, male apolitical high achiever and female apolitical high achiever, male political low achiever and female political low achiever, male apolitical low achiever and female apolitical low achiever college students as related to terminal and instrumental values.

3. A comparative study of value pattern of differences between political male high achiever and apolitical male high achiever, political female high achiever and apolitical female high achiever, political male low achiever and apolitical male low achiever, political female low achiever and apolitical female low achiever college students as related to terminal and instrumental values.

Three specific hypothesized were formulated for this study is given below:

H₁: It is hypothesized that high achiever both political and apolitical of male and female students would have differential value preferences on terminal as well as on instrumental values as compared to low achiever both political and apolitical of male and female students respectively.

H₂: It is hypothesized that male students both political and apolitical of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to female students both political and apolitical of high achiever and low achiever respectively.

H₃: It is hypothesized that political students both male and female of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to apolitical students both male and female of high achiever and low achiever respectively.

Analysis of data has been divided into two parts. In the first part, intergroup and intragroup differences on terminal and instrumental values have been computed by univariate method using t test for each group separately. In the second part, ranking was also used to identify the similarities of the priority of value preferences by each group separately.

Result obtained strongly supported the hypotheses. The findings of the present study are explainable by achievement motivation approach, Rokeach's human value model, cognitive approach: expectancy-value theory, Political Culture, Political Participation, Political Attitudes and Political Values, and role behaviour and gender differences approach.

In this study an attempted has also been made to integrate all these approaches into a new theoretical perspective in which value preferences have been moderated by academic achievement and socio-demographic factors. The study has emphasized social, political, cultural, economical and educational factors instead of genetic factors as the determinants of value preferences, which has enormous effect on academic achievement, political status and gender differences in the present socio-cultural context of Bangladesh.

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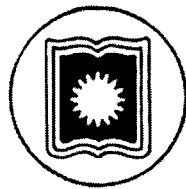
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DECLARATION

I hereby declare that the entire thesis is made on the basis of my own insight and investigation and this thesis has not been submitted or placed in any where for any award or degree or any profitable purpose.

University of Rajshahi
July, 2008

Abul Hossain
18.7.08

(Md. Abul Hossain)

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I express my thanks to all who have directly or indirectly helped me during this period of my research work.

I lovingly dedicated this thesis to the memory of my parents.

Rajshahi University   *Md. Abul Hossain*

July, 2008

Dedicated

To My

Respected Parents

CONTENT

LIST OF TABLE

Chapter One

Introduction

Chapter One

INTRODUCTION

The study of the relationship of the terminal and Instrumental value pattern to academic achievement, gender differences and political participation has become a significant area of research recently in several social science disciplines (Mead, 1951; Inkeles et. al, 1958; Campbell 1960; Almond & Verba 1963; Rokeach 1968; Feather 1975; Nie et.al, 1969; Ara, 1983; Kabir, 2006, Sharmin, 2008). Most of the studies attempt to relate value pattern to attitude, voting pattern, civic culture, political behaviour, educational generation gap based on cultural variations. Very few research attempts are available in the literatures which take into account the combination of Terminal and Instrumental Values with achievement motivation, political participation and gender differences of high achiever and low achiever college students in the present rapidly changing socio-political, cultural conditions of Bangladesh.

The broad objective of the present study is to focus on the value preference by the high achiever and low achiever college students in relation to certain selected demographic variable, like gender differences and political and apolitical differences. Thus, it is necessary to review the recent approaches to the study of achievement motivation on the role of terminal and instrumental value preferences of male and female as well as political and apolitical students of high achiever and low achiever in the present context of Bangladesh. For this purpose, an attempt has been made to review briefly the following significant approaches which provide a relevant background for the development of the study.

Theoretical Approaches to the Study of Academic Achievement

The value pattern of high and low achiever college students as related to gender difference and political participation play a significant part in the success of academic achievement. Therefore, an important and systematic research into the success as related to values of political and non-political, high and low achiever college students has been needed. But very few systematic attempts are available in the literatures which have taken into account for the combination of value pattern as related to academic achievement of high and low achiever, political and non political, male and female of college students in Bangladesh.

Achievement Motivational Approach

The theory of achievement motivation also attributes the strength of a tendency to undertake an achievement oriented activity with the expectation that it will produce an attractive consequence to the individual. Such an activity is undertaken by the individual with the expectation that his performance will be compared with some standard of excellence. If the situation in which the activity is undertaken presents a challenge to achieve for the individual for achievement, it will produce an expectation in him or her 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-orientated activity. Thus, though achievement motivation primarily focuses on the resolution of the conflict between two intrinsic opposite tendencies of success and failure it also emphasizes the importance of extrinsic force to undertake the activity, particularly when the achievement oriented activity is negative.

Motivation is the concept, which forces acting on or within an organism to initiate and direct behavior. Motivation explains differences in the intensity of behavior. Behavior is considerable to be the results of higher levels of motivation. Additionally, motivation indicates the direction of behavior. Both casual and scientific observations suggest that motivation is something, which triggers behavior. Sometimes the people behave in other way. Heckhausen (1967) defined the term "Achievement motivation" 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 could be applied. Some investigators Atkinson and Feather, (1966) prefer to call it a tendency when they refer to it as the product of motives; expectancy and success when the product is an active impulse to engage or not to engage in a particular taste, which is expected to have a certain consequence. These investigators did not imply any change while they used tendency, which means motivation. Heckhausen (1967) calls it a drive since it implies force to behave in a certain direction with the expectation of a goal object. Similarly, without changing the meaning, which it intrinsically implies. According to Petri (1985) motivation helps to explain why behavior occurs in the one situation but not in the other. To the extent, such a concept increases the ability to understand and predict behavior.

Achievement motivation is characterized by a wide variety of factors. Though the inherent meaning of the term implies that it is a tendency of the individual to do his best or to achieve unique success in his own line of work yet such a tendency is determined by many other factors. The ultimate outcome of his effort, i.e. the achievement of an outstanding goal, depends on his zeal for work, persistence, competence and intelligence, diligence, punctuality, regularity etc. This tendency only cannot help an individual to achieve the unique success but the

individual shall have to develop some good habits through, rigorous practice and when it is successful in developing these habits in him, he is sure to succeed in any competitive work. That is why it has been emphasized that persons with high achievement motives can bring about a radical change in economic development of a society in which they live.

According to Atkinson (1964), the economic development of country or overall progress in any society is largely a function of an inner need for achievement present in the inner stable need characteristic of the individual; the individual carries the same need from one situation to another. It is mainly characterized by the individual's capacity to take pride in his own accomplishment. When such a need is present within an individual it presupposes in him an awareness of two essential conditions, i.e. his performance on a task will be evaluated on the basis of a certain standard of excellence and that the outcome of his work effort will be either success or failure.

Thus, Heckhausen (1967) mentioned that like other needs achievement motive is also developed through certain socio-cultural factors. These include the ideological system of a society. Motivation has been studied from many different points of view. Although these dimensions overlap in some respects, the following analysis attempts to provide a framework.

i) Innate versus Acquired: Psychologists have debated for almost 100 years the contribution that innate versus acquired tendencies make behavior and motivation as a special area within psychology has not escaped this contention. Early theorists such as James (1980) saw motivation as primarily controlled by innate motives they termed instincts. Theorists and researchers studied how behavior is acquired and much of that has been discovered is also applicable to the acquisition of motive states. Perhaps the most important motivational motion to

develop from this work was the concept of incentive motivation. Analyses of incentive motivation emphasizing both innate and acquired motives continue today.

ii) Mechanistic versus Cognitive: Some theorists argue that such motives as huger, thirsts and sex are triggered automatically by changes in factors such as blood sugar level, fluid balance and hormonal concentration. This mechanistic approach assumes that change in specific factors activate circuits that in turn motivate the organism to engage in appropriate behavior. Neither conscious awareness nor intent on the part, of the organism is assumed. Researchers who embrace the mechanistic view are often interested in internal need states and innate patterns of behavior. In contrast, other researchers are more often interested in externally motivation states and acquired motives believe that motivational processes are cognitive in nature. The cognitive approach assumes that the manner in which information interpreted influences motive states.

The complexity of motivation is such that it is probably safe to assume that all the approaches mentioned above have some validity, in certain situations behavior seems best understood as motivated by internal states that activate the organism to respond in genetically determined ways. Other behaviors seem clearly the result of external information that is acted upon based on acquired experiences. Various combinations of approaches fit our observations of still oilier behaviors. To summarize, at this time no one approach would appear to be better than any other in explaining motivation in its entirety. Some approaches explain particular motive states better than other; however, depending on the motive studied. The best explanation may be ideographic innate or acquired, internal or external, mechanistic or cognitive, or some combination of these (Petri-1985).

iii) Philosophical Antecedents: The Greek philosopher Aristotle proposed two important ideas that even today continue to have an influence within the study of motivation. Aristotle argued that the soul is free and that the mind at birth is a blank state (Boring, 1950). Aristotle's first idea is often contrasted to the idea of determinism, which proposes that all behavior is the result of conditions that precede the behavior. In psychology, the preceding conditions are known as antecedent variables. Though the antecedent conditions that determine behavior are often not observable, psychology nevertheless assumes that some previous condition caused those responses to occur. The concept of motivation is often proposed as the antecedent conditions that lead to responding. This deterministic point of view is necessary if one is to study behavior. Though modern psychology has generally chose determinism over free will Aristotle's idea that the mind is a blank slate had a tremendous influence on psychological theory. Aristotle's concept led to the proposal that most behaviors are learned. The acquisition of behavior through experience is one side of a long-standing argument in psychology known as the nature controversy. Psychologist who accepted Aristotle's premise believed that experience (Nurture) is the major force in the development of behavior. In opposition to nurture psychologists other proposed that much of our behavior is programmed into us by heredity (Nature). This latter group argued that nature provides ready-made behaviors that are executed when conditions are appropriate. Psychological thought on the nature-nurture problem has alternated back and several times the controversy has never been resolved to everyone's satisfaction. Most psychologists today however recognized that, both sides were right: behavior is a combination of both nature and nurture.

The nature-nurture controversy is important to the study of motivation because both nature and nurture play roles in the activation of motive influenced by psychological thought. Rene Descartes was equally influential Descartes psychological nature of human.

iv) Physiological Antecedents: Modern conceptions of the role of brain mechanisms in motivation are largely outgrowth of discoveries about how the nervous system controls behavior. At one time it was thought that nerves allowed the flow of animal sprits from one part of the body to another on the concept of reflex and its close companion, instinct are outgrowths of the idea that animal spirits coming from the sense organs along one pathway are sent back to the muscles along a separate path way (Boring, 1950). The discovery of separate sensory and motor livers led to the study of sensation on one hand and response on the other. Indeed one might argue that the stimulus-response analysis or behavior once so popular in psychology could not exist before his fundamental fact of physiology was known.

Theoretical Approach to the Study of Values

Rokeach's Human Value Model: Terminal and Instrumental

According to Rokeach a value is an enduring belief that a specific mode or conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs occurring preferable modes of conduct or end-state of existence along a continuum of relative importance. Values, then, are defined in terms of one's belief about the desirable goals (Kluckhohn, 1951). These beliefs like another types of belief, are assumed to have cognitive, affective and behavioral components.

The formulation of human values in Rokeach's analysis rests on five basic assumptions about the nature of human values. (1) The total number of values possessed by a person is relatively small (2) All men possess the same values to different degrees (3) Values are organized in to value systems. (4) The antecedents of human values can be traced to culture, society and its institution and personality. (5) The consequences of values will be manifested in virtually all phenomena that social scientists might consider worth investigating and understanding. Allport–Vernion–Lindzey's (1951) value patterns were aesthetic, political, theoretical, social, religious and economic.

In every society a group of people differ from another group of people according to their beliefs, attitudes, values, personalities and socio demographic factors in homogeneous and heterogeneous cultures. They also differ according to their age, gender and socio-economic status. According to Rokeach (1967), hundreds and thousands of belief-disbelief system constitute attitudes. But hundreds and thousand attitude constitute a small number of values. The clustering of values and attitudes constitute an ideology of individuals. Become of the differential value preferences male differ from female. People having high socio economic background differ from individuals low socio-economic background.

According to Rokeach a value assumed to be enduring, it is not completely stable. Because values may change throughout life, but it is sufficiently stable to provide continuity to personal or social existence. The relatively stable characteristic of values also applies the way in which they are organized into hierarchies of importance that is a value system. The concept of value system recognizes that some values are more important to a person than are other values. Values do change in their relative importance over the life-span. But they do fluctuate in importance. Rokeach, therefore, conceives of value systems as fairly stable providing continuity amidst changing circumstances.

More specifically Rokeach (1968) argues that values may be classified as prescriptive or proscriptive beliefs rather than as descriptive or evaluative beliefs. Descriptive beliefs are those beliefs which can be tasted in terms of their truth or falsity. These beliefs are behavioral components. A value therefore, involves some knowledge about the means or ends considered to be desirable. It involves some degree of affect or feelings, because values are not neutral. But they are held with personal feeling and generate affect when challenged. Values are behavioral component, because a value that is activated may lead to action.

Rokeach's beliefs differing values may refer either to modes of conduct (i, e means) or to end states of existence (i, e, ends) so, the values, which refers to modes of conduct or means called instrumental values. These values encompass such concepts as honesty, love, courage and responsibility etc. The values refers to end-states of existence are called terminal values. They include such concepts that as freedom, a world of peace and inner harmony. Rokeach suggests that there are two kinds of terminal values, those having a personal focus such as salvation and inner harmony and those having a social focus such as world of peace and true friendship among people. Similarly, he distinguishes two kinds of instrumental values that is a moral focus competence or self-actualization. Moral values are assumed to have an interpersonal focus. It would include such modes of conduct i, e, honesty and responsibility toward others. Competence values, on the other hand are assumed to have a personal focus. They would include such modes of conduct as behaving logically, intellectually.

Both terminal and instrumental values are seen by Rokeach as important sentiments of person's total system of attitudes and beliefs (Rokeach 1968). The terminal values are regarded as more centrally located within this total system than are the instrumental values. Both

are more fundamental than the many beliefs and attitudes about specific objects and situations that a person possesses. Thus, when any change occurs in one or more values (especially terminal values), within a person's terminal values system, it is expected that many changes would occur in related beliefs, attitudes and behavior. One can therefore, conceive not only of a hierarchy of an importance within the sets of terminal and instrumental values but also of hierarchy of importance within the total value attitude-belief system. Rokeach argues that the terminal and instrumental value systems are not separate but functionally connected. The values concerning means or modes of conduct which are instrumental acts to the attainment of the values concerning goals or end-states of existence. Thus, behaving honestly may be instrumental to achieving a state of 'inner harmony'. Means can be defined as ends in themselves and end as means toward some ultimate end. So, it is in a distinction between mean and age.

Further, Rokeach distinguishes an attitude from a value. An attitude refers to an organization of several beliefs around a specific object or situation (Rokeaeh 1968). A value on the other hand, refers to a single belief of a very specific kind. It concerns a desirable mode of behavior or end state that has a transcendental quality to it, guiding actions, attitudes, judgments and comparisons across specific objects and situations and beyond immediate goals to more ultimate goals. Thus, values occupy a more central position that attitudes within one's personality make up and cognitive system. They are, therefore, determinants of attitudes as well as behavior.

According to Rokcach an important function that values serve is to guide behavior in various ways. It rationalizes thought and action of the individuals. Rokeach (1973) argues that values may be assumed to express basic human needs. They serve adjustment, ego-defensive and

knowledge functions. For example, for some people being 'obedient' may be seen as a highly desirable mode of conduct for utilitarian reasons. In other cases, a high value placed upon cleanliness, may express ego-defensive strivings. Values may serve more than one function but a fundamental striving underlying their emergence is assumed by Rokeach to be needed to maintain and enhance the master sentiment of self-regards (McDougall, 1926). Ultimately, therefore, all of a person's attitudes can be conceived as being value-expressive, and all of a person's values are conceived to maintain and enhance the master sentiment of self regard by helping a person adjust to his society defend his ego against threat and test reality.

Attitudes, Values and Behaviour

Attitudes, on the other hand, do focus on specific objects and specific situations. "An attitude is an orientation toward certain objects (including people- others and oneself) or situations. An attitude results from the application of a general value to concrete objects or situations" (Theodorson & Theodorson, 1969). Indeed, one of the functions of attitudes, being object—specific, is to allow expression of more global underlying values (Katz & Stotland, 1959).

There is considerable variation in the attention accorded to the general concept of value by scholars in several fields of learning, despite this variety. Some theoretical consensus regarding a definitional posture appears to be developing. Scott (1965) and Kluckhohn (1951) define values as a conception of the desirable. "A value is a conception, explicit or implicit of the desirable which influences, the selection from available modes, means, and ends of action" (Kluckhohn 1951, Building from this idea, Rokeach (1968) defines values as "abstract ideals, positive or negative, not tied to any specific object or situation,

representing a person's beliefs about modes of conduct and ideal terminal goals". Values thus are global beliefs that transcendentally guide actions and judgments across specific objects and situations (Rokeach, 1968).

Behaviour may be viewed as a manifestation of attitudes and values. In fact, attitudes have been defined by some in terms of the probability of the occurrence of a specified behavior in a specified situation (Campbell, 1950). As Newoomb notes "such definitions (of attitude), while relatively devoid of conceptual content, serve to remind us that the ultimate referent to attitudes is behavior" (Gouldj & kolb, 1964). In brief, then, values may be thought of as global beliefs about desirable end- states underlying attitudinal and behavioral processes. Attitudes are seen to constitute cognitive and affective orientations toward specific objects or situations. Behavior generally is viewed as a manifestation of values and attitudes. It is contended here that behavior in organizations is no exception; indeed, although he develops a conceptual scheme different from that presented here, Churchman (1961) has argued that the ideal setting for the study of human values is the complex organization.

Cognitive Approach: Expectancy-Value Theory

The study of modern cognitive approach is the understanding of motivation known as expectancy-value theory. Expectancy-value approaches can be traced back to the theories of Tolman (1932) and Lewin (1938). The basic idea of underlying expectancy-value theory is that motivated behavior results from the combination of individual needs and the value of goals available in the environment. Expectancy-value theories also stress the idea that the probability of behavior depends not only upon the value of goal for the individual but also upon

the person's expectance obtaining the goal. The general expectancy-value model provides an alterative to the stricter stimulus response explanations of incentive motivation. According to Karman (1972) the motives that expectancy-value theories generally attempt to explain are usually psychological in nature rather than physiological and include such motives as achievement, dominance power and affiliation applied to a number of psychological fields, including social learning theory, achievement and work motivation.

Rotter's social learning approach examines and attempts to explain the social factors through internal and external that influence the acquisition and regulation of a behavior. Internal factors of importance include cognitive expectancies and subjective values that we place on goals while external factors include the particular social situation that we experience. Petin (1985) mentioned that those both internal and external factors contribute to how we behave. Social learning theory also proposes the learning can occur directly through interaction with the environment or indirectly through observation of the actions of others and the consequences resulting from those actions. There are four major concepts in the social -learning approach, behavior potential, expectancy, reinforcement value, and the psychological situation. In its simplest form, the formula for behavior is that "the potential for behavior to occur in any specific situation is a function of the expectancy that the behavior will lead to a particular reinforcement in that situation and the value of that reinforcement" (Rotter, 1975,). Let us examine each of these concepts in order.

i) Behavior Potential: For Rotter, behavior potential refers to "the potentiality of any behavior's occurring in any situation or situations as calculated in relation to any single reinforcement or set of

reinforcements"(Rotter, Chance, & Phares, 1972). Like Skinner, Rotter is actually talking about the probability of the individual's responding when certain environmental conditions are present. Rotter's view, however, places more emphasis on the role of cognitive factors in the prediction of behavior than does Skinner's, because Rotter makes active use of our subjective interpretation of the events that confront us. For example he assumes that our potential for behavior is affected by our perception of the other factors. Thus a complex set of internal or cognitive factors is typically involved in the prediction of behavior. Finally, it should be noted that Rotter's definition of behavior is quite broad.

Behaviour may be that which is directly observed but also that which is indirect or implicit. This notion includes a broad spectrum of possibilities swearing, running, crying, fighting, smiling, choosing, and so on are all included. These are all observable behaviors, but implicit behavior that can only be measured indirectly, such as rationalizing, repressing, considering, alternatives, planning and reclassifying, would also be included. The objective study of cognitive activity is a difficult but important aspect of social learning theory. Principles governing the occurrence of such cognitive activities are not considered different from those that might apply to any observable behavior (Rotter, Chance, & Phares, 1972). As we can see, the prediction of behavior is a monumental task.

ii) Expectancy: Rotter defaces expectancy as a cognition or belief about the property of some objects (s) or event (s) (Rotter, 1984b,) Expectancies can vary in magnitude between zero and 100 (from 0% to 100%) and are subject to modification by experience. For example, some people may believe initially that a woman could never be elected

president of the United States (0%), but as a result of the influence of the women for vice-president, their expectations could change radically and even approach absolute certainty (100%).

There are three kinds of expectancy postulated in social learning theory, according to Rotter (1981). They are (1) simple cognition's or labeling of stimuli (2) expectancies for behavior-reinforcement outcomes and (3) expectancies for reinforcement sequences. Within social-learning theory any behavior that has been associated with reinforcement gives rise to expectancy. Thus, each expectancy is based on past experience (Rotter & Hochreich, 1975). According to Rotter, simply knowing how important a goal or reinforcement is to a person is no guarantee that we can predict his behavior. Expectancies also vary in their generality that is; we may acquire generalized expectancies or expectancies specific to a given situation (Rotter & Hochreich, 1975). Generalized expectancies operate across a variety of situation.

iii) Reinforcement Value: Rotter defines reinforcement value as "the degree of preference for any one of a group of reinforcements to occur, if the probabilities of tall occurring were equal" (Rotter, Chance, & Phares, 1972). In simplest terms, reinforcement value refers to the importance we attach to different activities. In addition to these differences between people, we can arrange our own activities in order to preference. Given the values associated with different reinforces are versed on our past experiences.

iv) Psychological Situation: The fourth major concept utilized in the prediction of behavior is the Psychological situation that is the situation as it is defined from the perspective of the person. In Rotter's view, this concept plays an extremely important part in the determination of behavior. As he points out, traditional theories tend to

focus almost exclusively on as "inner core" of personality in which certain motives or traits are considered to control behavior, irrespective of the operation of situational demands (Rotter, Chance, & Phares, 1972). In general terms, believes that the compiled cues in a given situation arouse in the person expectancies for behavior-reinforcement out-comer and also for reinforcement-reinforcement sequences (Rotter, 1981).

Two other concepts, freedom of movement and minimal goal, play a lesser but nevertheless important role in Rotter's position. Freedom of movement is defined as the "main expectancy of obtaining positive satisfactions as a result of a set of related behaviors directed toward obtaining a group of functionally related reinforcements" (Rotter, Chance & Phares, 1972). The second concept, minimal goal is defined as the lowest in a continuum of potential reinforcements for simplify situation or situations which will be perceived as a satisfaction" (Rotter, 1954). In other words, a minimal goal is conceptualized as the dividing point between those reinforcements that are positively reinforcing and those that are punishing on some dimension.

Political Values as Related to Political Behaviour

The insufficiency of the attitude approach mainly lies in the diversity of the belief systems of the realm of political behavior across varying political and societal systems. Thus, two major approaches have emerged which attempt to integrate the diversity of beliefs and attitudes across political system. The first major approach is the human values model formulated by Rokeach (1967, 1973) while the second major approach relates ideology and its psychological basis for the study of politico-social attitudes (Eysenck, and Wilson, 1978)

Rokeach (1967) conducted a massive survey of various segments of American society-men and women, the poor and the rich, the educated and the uneducated, white and black Americans, the young and the old, the religious and non-religious and the politically conservative and the less conservative. The analysis of his data revealed that 36 subjects of terminal and instrumental values differentiate in a meaningful and significant manner between cultures and within the American culture-between groups varying in various demographic characteristics. These small numbers of human values were conceptualized at the core of cognitive components underlying thousand of attitudes that people hold in socially relevant behaviors. Hence the different subsets of 36 values should be significantly associated with virtually any attitude or behavior. These findings provide evidence consistent with the general proposition that common cultural and sub-cultural experiences and socialization are important determinants of values.

Theoretically, Rokeach (1968) proposes two value model of political ideology, consisting of the key value of 'Equality' and 'Freedom' in order to account for political orientations generally identified on a continuum as the radicalism, conservatism which encompasses communism, socialism, capitalism and fascism. Two value models of political ideology can be coordinated with these four major types of political orientations. Rokeach assumed that freedom and equality are two independent dimensions, the four extreme value types can be located at the extreme corners of the four quadrant Socialism was represented at the corner of quadrant 1, because it places a high value on 'Freedom' and 'Equality' and Fascism at the corner of quadrant 111, because it places a low value on 'Freedom' and 'Equality' communism is represented at the corner of quadrant 11, because it places a high value on 'Equality' and low value on 'Freedom' and capitalism at corner of quadrant iv, because it places a high value on 'Freedom' and a low value on 'Equality'.

Political Culture, Political Participation, Political Attitudes and Political Values

Almond and Powell (1976) in a paper entitled 'Comparative Politics' defined political cultures as the pattern of individual attitudes and orientations towards politics among the members of a political system. It is the subjective aspect which underlies to give meaning to political actions. The main components of such individual orientations involve (a) cognitive orientations, (b) affective orientations, and (c) evaluative orientations. Cognitive orientations are the feelings of attachment, involvement, rejection and the like about political objects. Evaluative orientations, on the other hand, connote judgments and opinions about political objects associated with value standards (Parsons, 1968). Individual orientations toward any political object may be viewed in terms of these three dimensions.

These three dimensions may be correlated in a variety of ways in the same individual. The kinds of orientation existing in a population might have a significant influence on the ways in which the political system works. The political roles of the individual are shaped and conditioned by the common orientation patterns. They constitute the latent political tendencies and propensities for political behavior.

Political culture is not a residual explanatory category. It involves a set of phenomena which can be identified and measured. Political culture may act as a valuable conceptual tool to bridge over the 'micro-macro' gap in the political theory. Political culture by revealing the patterns of distribution of orientations to political action helps to connect individual tendencies to system tendencies (Almond and Powell, 1976). Political cultures may be characterized in different ways. One way is in terms of the distribution of general attitudes towards the political system and the input and output processes. In this sense, political culture may

be described as the awareness of political objects and their significance in individual activities. Almond and Verba (1963), however, divided political culture in four mixed types. These are (1) the parochial -sub-political culture, (2) the subject participant political culture, (3) the parochial participant political culture and (4) the civic culture. In parochial sub-political culture political force is very much vague and undeveloped. The politically active individuals are naturally found to develop positive orientations towards all types of political objects. The average citizens in this system are conscious that they must be active political participants.

Political culture of a society is an integrated and coherent system of various political sub-cultures; Political subcultures may grow on the basis of attitudes, values, religion, language, a social class and the likes. These sub-cultures play a very significant role in the political system of a nation.

Closely related to the concept of political culture is the extent to which the members of a given political system participate in its functioning. A democratic society is essentially a participant society. According to Milbrath (1965) political system and political culture are important influences on individual political behavior and we naturally expect differences in political patterns from culture to culture. The cognitive map of an individual is shaped and influenced by various psycho-cultural and political factors operating in the political and social systems. Attitudinal resources and value system sensitize an individual to participate in political behavior and provide him the sense of competence needed for it (Nie et. al.1969; Rokeach, 1968).

Thus, an equally important aspect of political culture is the people's subjective sense of political competence. The individuals must feel that they can influence and participate in the decision making

process. This sense of political competence is conditioned by various socio-economic variables like the level of educational attainment, occupation and the gender. The more education the individual has, the more likely he is to consider himself capable of influencing the decision making process. Inkeles (1969) have pointed out several syndromes of political participation as given below: (1) Freedom from traditional authority. It is characterized by identification with and allegiance to leaders and organizations transcending the parochial and primordial. (2) Interest in public affairs validated by keeping informed and expressed through participation in civic action. (3) Orientation toward political and governmental process which recognizes and accepts the necessity and desirability of a rational structure of rules and regulation. According to Inkeles any modern man might be expected to manifest these syndromes. These traits are similar to those delineated by Almond and Verba as defining the model of a democratic citizen, according to them are characterized by (a) engaging in political discussion; (b) taking interest in politics; (c) exercising their voting powers; (d) knowledge of politics; (e) general sense of competence to influence government and (f) participation in civic affairs.

The main stress in political participation is laid down on activity, involvement and rationality. Thus the successful political participation promotes greater confidence. It may also alter the political structure of society.

Demographic Approach: Achievement, Gender and Political Attitudes

A large number of studies have been attempted to investigate relationship between need for achievement and demographic variables. On the survey of demographic variable conducted as early as 1938 by Murray and his collaborators report of an attempt to measure the need

for achievement by a questionnaire consistency or crude achievement relation statement which the subject is required to agree or disagree on a six point scale. In an improved measure-the Edward's Personal Preference Schedule (EPPS-1954), the subject is forced to make choice between two statements expressing two alternatives needs the questionnaire method used by Murray and EPPS by Edward seem to isolate motivational variables less than general culture depended variables of achievement ability. This questionnaire shows a number of relations will Heckhausen TAT (1967) nature of achievement motivation. The questionnaire items related to socio-cultural evaluative norms and long term goals are found to have correlations with the TAT measure of research.

A second line of research that has evolved from achievement theory concerns the relationship of achievement motivation to social change. McClelland (1961) in the Achieving Society, has outlined some of the relationships that exist between individuals need for achievement and the economic condition of the nation in which these individuals live. For example, McClelland (1965) showed that young men high in need for achievement tended to select entrepreneurial occupation (an entrepreneur taken the risks involved organizing and managing a business in order to receive the profits from that business). If a nation contains a large enough number of persons high in need for achievement and they enter entrepreneurial business situations then one should expect fairly rapid economic growth in that nation.

According to Willson and Kolb (1949) refers to the functioning of individuals in the larger society and it helps to explain the pattern of social behavior. It is a pattern of behavior corresponding to a system of rights and duties and associated with a particular position in a social

group. Role behavior may be ascribed or achieved. It is ascribed when duties are assigned automatically by the society and it is achieved when an individual fits himself in to a pattern of social norm because of his learning and experience. Role behavior however may exist in various forms. One of the most important aspect of role behavior may he attributed to sex differences. Our clothes, occupation's tastes, values, hobbies, and speech reflect the fundamental differences in male and female. Because of these obvious differences between men and women numerous assumptions about psychological differences have arisen. Sex differences are observable in the area of values, attitudes and personality. Several studies of spontaneous conversations agree that men are more likely to talk about business, movies, sports and politics, while women's interests run to men, cloths, decoration and social relationship (Terman and Tayler, 1954). Other kinds of data bear out these differences. Allport-Vernon (1931) showed that men are higher on theoretical, economic and political values, while women exceed the men on aesthetic, social and religious values. According to Terman and Mills (1936) males are interested in adventure and strenuous occupations in machinery, tools, science, invention and business. Females turn toward domestic affairs, charitable and humanitarian aspects. Terman and Mills (1936) also described sex differences as emotional disposition and direction. Males are more self-assertive, aggressive, hardy and fearless, rougher in manners, language and sentiments. Females are more sympathetic, timid, sensitive, and moralistic and admit more weakness in emotional control. Another report found that boys are more aggressive, naughty and unruly, girls are more nervous, shy, anxious and jealous Personality test studies of adolescents and adults show women to more submissive and neurotic and less self confident than men.

However, these differences between men and women are not always statistically significant. There is much overlapping between the distributions of the two groups. The range of individual differences within each group is almost always more striking than variations between the two groups.

Some American studies (Morsell, 1951; Lazartsfeld et, al., 1948; Korechin, 1946) illustrate the usefulness of the generation concept. In a study of Negro voting in Harlem in 1944, found that 82 percent of the Negroes under forty-four voted for Roosevelt, as compared with 59 percent of those over that age. Many of the older Negroes were still responding to an image of the Republican Party as the party of Lineon. The 1940 and 1944 panel studies reported that younger Catholics were more likely to vote Republican than their elders while young protestants were more prone to be Democratic than older ones. These findings may be interpreted as an indication of youth's rebelling against parental patterns. An alternative hypothesis is that older Americans responded to the traditional religious basis of party cleavage, whereas younger ones reacted in terms of the class cleavages manifested in the politics of the 1930's. Thus, young middle-class becomes Republicans, while young working class Protestants became Democrats. Studies of the 1948 and 1952 elections indicate that the new political generations, the first voters are more Republican than those, which immediately preceded them. Thus in Elmira in 1948 only 38 percent of the wage workers aged twenty-one to twenty-four voted for True-man, as compared with 54 percent among those aged twenty five to thirty-four.

A major approach to the study of value systems and individualize value pattern and specific attitudes concentrates on the socio-demographic variables. The basic rationale underlying research for

socio-demographic variables is that social conditions and demographic variables do form personalities, beliefs, attitudes and value which in truth, do cause specific acts. Lazarsfeld Berelson and Gaudet (1948) in "The people's choice" mentioned that the relationship between demographic variables with particular attitudes and political behavior was the study of 1940 election. The study showed that voting preferences could be predicted with a relatively high degree of efficiency by knowledge of three social variables i. e. Socio-Economic Status (SES), religious preference and place of residence. These investigators framed an index of political predisposition. The device was a ranking matrix. The greater the ranks number of a given cell, the greater the frequency of Democratic voting preference among the members of that cell. The presumed psychological factors underlying this index of political predisposition was both thoughtful and considerate experiences and needs which predisposed them on a common direction, but they did not seek to examine in any detail of the nature of these common experiences and needs. However, index of political predisposition locates possible problems in the social and psychological determination of attitude. This locating service is the great contribution of demographic analysis.

Lazarsfeld (1948) in his forward to the second edition provided a pattern for the next step towards a more adequate psychological approach. He had pointed out the superiority of parent technique illustrating the disappointing yield of external correlations between political preference and demographic variables. Thus they located specific individuals who change or develop their opinions during a campaign. Lazarsfield et. al. (1948) pick out a variety of psychological mediators which connect the social situation and the individual decision.

It is clear that the process of picking out these psychological mediators was ultimately the indication of the development of adequate psychological theory. Campbell, Gurin and Miller (1954) a national study of 1952 presidential election centers on the measurement of such mediating psychological variables.

Another major demographic variable focuses on the relevance of education to political participation. Education gives greater information and expands the horizon of one's interest. The higher is the education the greater is one's sense of civil duty, political competence interest, responsibility and self confidence. Regular participation in the corporate life of education institutions further enables one to develop a skill for political participation. The more educated are likely to be quite capable of transmitting their political interest and knowledge to the next generation. Education has been found to be a persistent correlate of political participation in countries like United States, Finland, Mexico, Britain, France and Italy. Yet the research results have not been uniformly consistent on this question. Connelly and Field (1944) have found that similar levels of educational attainment may lead to different degrees of political participation because of differences in income. Foskett (1955) on the other hand has found that participation differs more in case of persons with the same income but different levels of educational attainment than in a case of those with different income but the same educational attainment. In other works, education, no doubt, is an important explanatory variable of political participation but the magnitude of its influence is liable to be limited by the working of other variables.

Review of Literature

In order to substantiate the theoretical orientation of value pattern of high achiever and low achiever as related to gender and political participation of college students through empirical findings, a review of available literature corresponding to the different approaches described in present chapter has been put forward in this section.

Achievement Motivational Approach

A good number of Psychologists (Atkinson, 1950; McClelland, 1953, 1961; Morris & Fargher, 1974; Sarder & Hossain, 1976; Wan Rafaei, 1980; Zaineah, 1981; Wolfendale, 1985; Winter, 1988; Oh, 1999; Barrett, Alesia & Weinstrin, 2000; Koutsoulis & Campbell, 2001; Adams, 2003 and Bray, 2003) suggested that the causal relationship between academic achievement behavior, with values and socio-demographic variables have been investigated.

McClelland (1953) and Atkinson (1950) found that a person with high achievement is very acquisitive and status seeking as compared to persons of low achievement. McClelland (1961), Yap (1980), Zaineah (1981), and Chan (1986) have shown that entrepreneurial success is related to high achievement. Achievement is a need to achieve success in competition with a standard of excellence. Individuals with high achievement tend to get involved in entrepreneurial activities such as business undertaking. A study by Morris and Fargher (1974) in Australia shows that high achiever have bigger business ventures than those with low achiever. Sarder & Hossajn (1976) found that achievement motivation was related to the performance level. The performance of employee was better when achievement motivation is high.

Wan Rafaei (1980) in Malaysia found that there was a significant difference in achievement motivation among the three ethnic groups. The Chinese showed a higher achievement motivation compared to the Malays and Indians. In another study by Chan (1986) on Chinese and Malay entrepreneurs, it was found that the Chinese entrepreneurs showed higher achievement motivation than the Malay entrepreneurs. Stroyhorn (1990) has found that people, who have a high need for achievement, also have a belief in their own ability or skill to determine the outcome of their efforts. Morgan and Lyon (1979), Topping and Wolfendale (1985), Winter (1988) has investigated on Home Environment, and Academic Performance. They show that some processes in the home e.g., academic guidance, levels of family literacy, parental participation are more directly related to student achievement. Acharyulu (1978) found that the correlation between verbal Test of Creative Thinking score and school achievement was higher than that of between intelligence and school achievement test.

Lewis & Adank (1975); Tuckman et al. (1974) showed that even if open school children were learning more, they were not better prepared to take achievement test. Ruhland et al. (1978) studied the relationship between achievement motivation and scholastic performance. Results indicated that upper graders had higher achievement motivation and a positive relationship between socially based measure of achievement motivation and scholastic performance. Bridgeman & Shipman (1978) in their study found that achievement motivation, especially for entrance first grade, contributed significantly to predictions of later achievement. Sharan (1979) found that students with low academic achievements also possessed power of original thinking. They should be treated and guided properly like students with

high academic achievement. Lalitha (1982) did not find significant relationship between the school environment and need for achievement in both the tribal and the non-tribal children. Ahluwalia (1985) reported that the organizational climate in different types of school did not affect achievement motivation of children. Mansuri (1986) in his study found that grade was an effective variable in achievement motivation.

Riaz (1989) conducted a study to find out the relationship between academic excellence, creativity, achievement in science and psychological differentiation. 68 students of class XI who had passed Secondary School Certificate Examination (SSCE) with Science subjects, consisting of academically superior (N=39, Grade A+) and below average (N= 29, Grade D/E) were given three psychological test i.e. Wallach- Kogan Creativity Test, Urdu Version of Dallas Times-Herald Science Achievement Test and Group Embedded Figures Test. The result showed that academically superior group earned significantly higher scores on all these tests as compared to below average group. Analysis of data further revealed that the correlations between scores on creativity and science achievement test are significant in case of academically superior group but not in case of below average group.

Habibah, et al. (1993) conducted a study which examines the status of achievement motivation among Malaysian entrepreneurs. A total of 133 Malay and Chinese entrepreneurs from Selangor and Kualalumpur were surveyed. Achievement motivation was measured by Mehrabian Achievement Scale (1963), which indicates that the Malaysian entrepreneurs have moderately low achievement motivation. High scores were recorded on future orientation and their responsibility in undertaking a particular task individually. The findings also indicated that Malaysian entrepreneurs are not willing to undertake difficult and challenging task, and are dependent in nature. The implication of the

study is that the achievement motivation aspect of entrepreneurs should be included in entrepreneurial training programs in schools and higher institutions. This personality trait should be given emphasis just like the other managerial skills.

McClelland et al. (1994) spreading over 20 years, has suggested that achievement imagery in TAT stories can be best interpreted as achievement concerns. However, Skolnick (1966) reported no significant relationship between achievement themes, TAT cards and scholastic excellence or achievement in later life. Moller's (1994) found that Honors students tend to demonstrate higher academic self-esteem and competency. This academic self-esteem seems to become a motivational factor. For many college students their self-esteem is based or enforced by their academic success or achievements. Wiggins (1994) conducted a study which showed that college students with a low self esteem tend to be unhappy less sociable, more likely to use drugs and alcohol, and are more vulnerable to depression, and these are correlated with lower academic achievement. He also showed that self-esteem and academic achievement used to correlate directly to a moderate degree.

Nessa (1995) attempted a study to identify the relationship between creativity and achievement motivation. The study was conducted in Dhaka University. A total of 480 students from 12 schools were selected as the sample for this study. The analysis was done at both individual and school levels. Univariate statistical techniques were used to analyze the data. The results indicated that academically high and low achievers differed significantly in terms of creativity almost in all grades and in both government and non-government schools. Drew and Watkins (1998) found both the approaches, surface and deep had significant direct effect on academic achievement.

Adams (2003) conducted a study on the impact of religiosity and locus of control in Wedster University. The relationship among religiosity, academic achievement and locus of control was examined through the use of a survey completed by 68 college students. In this survey the investigator used Strayhorn's (1990) "Religiosity Scale" Rotter's (1966) "Locus of Control Scale" and Academic Achievement Scale. The findings of the study indicated that students who have high religious attitudes, also have a high level of academic achievement. Bray (2003) conducted a study to find out the influence of academic achievement on a college student's self-esteem. In this study the investigator found that academic achievement had more influence on the self-esteem of the honours in comparison to general students.

Rokeach's Human Value Approach

In recent years the value concept has been regarded as an important adjunct to the study of values as related to socio-political culture and gender differences. A large number of studies have shown that value is an essential causative factor in the development of differential value preferences by the various groups of individuals. An early study in this direction was conducted by Smith (1949). The purpose of this study was to specify a political attitude in relation to personal values. The data were drawn from a survey of attitudes towards Russia among adult male in a New England Community in May, 1947. A cross-section of 320 men had been interviewed at length about Russia. After two months 250 of them were are interviewed. The second set of interview explored various features of personality and social attitudes in relation to values.

Another study of Smith (1949) is one of the few which has attempted to examine the relation between the values of individual and his attitudes. The study was carried out to test the generality of the findings yielded by an intensive clinical study of the determinants of

attitudes. A sample of 250 adult men in a New England Community was interviewed twice. The first interview was designed to secure a description of each man's attitude toward Russia, specially the nature of the most salient beliefs incorporated in his attitude. The second interview yielded information about each man's personality, including his values. Smith found that the nature of the central values of the individual was important in determining the most salient cognitive components of his attitude toward Russia.

A value test on the lines of Allport-Vernon-Lindzey (1951) had been developed for this purpose. It was designed to measure the basic disposition and fundamental orientation of the individual. It analyzed the preferential reaction of the individual to different objects having relevance to some value. The values were aesthetic, political, theoretical, social, religious and economic. The results indicated that religious value was significantly weaker among the young than the older group. Theoretical value was the strongest in all the groups. The economic value was also found weakest in the three groups. The differences between the students and the older teachers and between younger and older teachers were statistically significant on religious value. Aesthetic and religious values were significantly stronger among the older groups than among the students. Theoretical, social and political values came in order of importance in both the young and older groups. Regarding value pattern it was found that the young were significantly less religious, more social, less aesthetically oriented and slightly more political.

In one early study Pugh (1951) tried to compare six values such as theoretical economic, aesthetic, social, political, religious of a group of ministers and two groups of laymen. The two groups of laymen are church members and non church members. The problem of this study

may be stated more specifically in three questions. a) How do the values of ministers compare with church members? b) How do the values of minister compare with non church members? c) How do the values of church members compare with non church members? Allpor-Vernon study of values was used to collect the data for this study supplementary data ware obtained with a personal data sheet. The test and the questionnaire were administered both in small groups and to individual separately. Findings also show that the religious value has the highest mean score for both groups. The difference between the religious value of ministers and church members is 2.85. Computation of the reliability of this difference yields a critical ratio of 2.63 which is significant at the 1 percent level of significance. The social value, which is second in reliability of difference between the two groups, is higher than all the remaining values. The means for the social value for the ministers and church members are 24.48 and 30.10 respectively. The difference between the two groups favor of church members is reliable. The religious and social values are the only two values presenting significant differences between the ministers and church members in the order named.

Rokeach (1967) conducted a massive survey of various segments of American society-men and women, the poor and the rich, the educated and the uneducated, white and black Americans, the young and the old the religious and non-religious and the politically conservative and the less conservative in the analysis of his data reveled that 36 subjects of terminal and instrumental values differentiate in a meaningful and significant manner between cultures and within the American culture-between groups varying in various demographic characteristics. These small numbers of human values were

conceptualized at the core cognitive components underlying thousand of attitudes that people hold in socially relevant behaviors. Hence the different subsets of 36 values should be significantly associated with virtually any attitude or behavior. These findings provide evidence consistent with the general proposition that common cultural and sub-cultural experiences and socialization are important determinants of values.

Rokeach (1968) explored the relationship that exits among values, attitudes and behavior. He used 12 instrumental values and equal number of terminal values in this study. The values were alphabetically arranged and subjects were asked to rank order them in order of importance. The findings were statistically significant concerning religious and political values. In respect of religious values it was found that the subjects who attended church' once a week or more ranked salvation First. But those who attended 'once a month' or 'once a year' or never, ranked salvation last among 12 terminal values. Two distinctive political values 'equality' and 'freedom' were found significantly correlated with 'the attitudes toward civil rights' demonstration. The subjects who were sympathetic and at the same time have participated in civil rights demonstrations ranked 'Freedom' first and 'Equality' third. Sympathizers but non-participant subjects. On the other hand, ranked 'Freedom' first and 'Equality' sixth, the unsympathetic subjects ranked 'Freedom' second and 'Equality' eleven. In support of these findings Rokeach (1968) in collaboration with James Morrison conducted a study on two value model of 'Equality' and 'Freedom' to identify the nature of political ideology. They selected 2500 word sample from the political writings of Norman, Thomas and Eric from, Hither Goldwater and Lenin respectively. A content analysis

of this sample showed that socialist ranked 'Freedom' first and 'Equality' second, Fascist ranked 'Freedom' 16th and 'Eqiality' 17th. Capitalist ranked 'Freedom' First and 'Equality' 16th and communist ranked 'Freedom' 17th and 'Equality' first.

Eckhardt conducted several studies (1965, 1967, 1968, 1970) to correlate values with ideology by employing white's method of value analysis main findings of these studies revealed that the fascists system of values was significantly different from that of communism conservatism and liberalism, but these values were not significantly different from each other. It was found that the relationship between authoritarianism and some values among the German and American.

Rokeach (1973) compared samples of people from different ethnic and social origins in the United States, as well as samples of students in different countries. Age and Sex were also used as independent variables. In the United States, males tended to rank 'a comfortable life' higher and 'salvation' lower than females, the poor and uneducated ranked a 'cleanliness' and 'a comfortable life' higher than did the affluent. Sometimes a high-ranking value was interpreted as representing a state that has been attained and sometimes as a state that is not attainable. For instance, black Americans compared to white Americans placed a greater value on 'a comfortable life' and in being 'cleanliness' and 'obedient'. A lower value was placed on 'a world of beauty', 'family security' and 'loving'. Rokeach sees as antecedents or determinants of these choices the segregated conditions and the relative deprivation found in black ghettos. The temptation to transform descriptive data, though speculative interpretation into determinants of a phenomenon, is an endemic weakness of survey research.

Cross-cultural comparisons were conducted with, several samples of United Stales, Australian, Canadian, and Israeli students. United States students were found to be more oriented toward materialistic achievement but less hedonistic and less concerned with equality. Feather and Hutton (1973) applied the RVS to compare Australian and Papua students in New Guinea. The Papua New Guinea students gave much higher priorities to 'equality', 'national security', 'salvation', 'social recognition' and 'a comfortable life' than did the Australian students. These differences are interpreted in terms of broad social influences, the church, local tradition, etc.

Feather (1975) conducted similar type of study. In this study a total of 2.947 male and female students from the two senior years in 19 Adelaide secondary schools ranked sets of values from the Rokeach value survey, first in order of importance of themselves then in the order they though their school would emphasize them. They then completed two measures of school adjustment: (a) A modified form of the Cornell Job Description Index and (b) A rating of happiness with school. As predicted, measures of school adjustment were positively related to the extent to which student's values matched school values but the correlations were quite low. Satisfaction scores and happiness ratings were higher in Independent schools then in state, schools. Reported satisfaction with people in class was greater for girls than for boys and greater for students in co-educational schools than for students in single sex schools. Girls also rated their happiness at school higher than did boys. Results were discussed in relation to the concept of person-environment fit and discrepancy theory.

Hogan (1980) administered Rokeach's value measure and the measure of authoritarianism on German sample (168 Male and Female students) German students who scorned low on the authoritarianism measure rated higher on the value of 'Exciting life', 'World of beauty', 'Equality', Freedom', 'Imaginative', 'Independent' and 'Intellectual' higher than did the 'high' authoritarian scorers. The high authoritarian Germans ranked 'Sense of accomplishment', 'Happiness', 'National security', 'Salvation', 'Clean', 'Forgiving', 'Honest', 'Logical loving', 'Obedient', 'Polite', 'Responsible' and 'Self-controlled'. The American low authoritarian students similarly ranked higher the values of 'Exciting Life', World of Beauty', 'Equality', 'Inner harmony', 'National security', 'Pleasure' and 'Self- controlled'. The value favored by "high" authoritarian Americans were 'Comfortable Life', 'Sense of accomplishment', 'Freedom', 'happiness', 'Salvation', 'Broadminded', 'Clean', 'Honest', 'Intellectual' and 'Polite'. Thus Hogan's findings indicated that value system has a corresponding pattern in the ideological orientation of the individual.

Socio-Demographic Variables: Gender Differences and Political Participation.

A large number of studies has been attempted to investigate the relationship between achievement, values and demographic variables such as gender differences and political participation. One of the earliest surveys on demography variable was conducted by Lazarsfeld et al, (1948) at Eric county Ohio on the 1940 presidential contest between Roosevelt and Willkie. In this survey 600 respondents were interviewed several times between May and November 1940. This survey mainly focused on three demographic variables relating to religion, social class aid urban or rural residence. The results of this survey showed very little

change occurred in the attitudes of the voters due to campaign effect. 69% respondents indicated the same vote intention in October that they had given in May 5% indicated a change in partisan preference, 26% became undecided or started with no preference. These landings revealed that there was the least mass media effect to cause the changes in the attitudes of the voter. Index of political predispositions emerging from voter's social characteristics simply added the respondent's stands in a decision of votes. Thus the maximum pre-democratic predisposition was found to be held by Catholic, working class and urban residence subjects. The maximum Pro-Republic predisposition, on the other hand was found to cherish by protestant, middle class and rural residence. From these findings Lazarsfeld et. al. concluded that demographic variables such as religion, social class, and urban-rural residence have great impact on the formation of an socio-political attitudes and thus value pattern.

Westby and Braugart (1966) reported that socio-economic class and family background are responsible factor for student movement in different groups. This findings revealed that the member belong to high income origins as construct to low income back ground. Block, Hann & Smith (1969) found that student activist came from advantageous Families and their parents were successful in career and possessed sound economic status.

Zailkind (1975) also conducted a study which focussed on the relationship between demographic variables and political attitudes. The study was conducted on samples of adults in the metropolitan New York city area. A questionnaire containing civil liberties and personality measures were administered on the sample in two different years. The aim of the study was to correlate age, Social class, education with civil liberty attitudes. The results supported that pro-civil liberty attitudes

were positively correlated with age, social class and education of the respondents. In dividable with better education higher socio-economic status and younger in age exhibited pro-civil liberty attitudes, but those individuals who were poor in education came from lower socio-economic status and comparatively older expressed anti-civil liberty views.

Rokeach and Parker (1970) conducted a study to explore the usefulness of values as social indicators underlying social problems. Using value choices of national sample, an attempt was made to determine the extent and nature of cultural differences between groups differing in socio-economic status and race. Since the publication of the Negro Family there has been lively debate about the issue of whether or not cultural differences exist between the poor and the rich and between Nigro and White. The issue of whether those living in poverty, particularly the Nigro poor, are characterized by a distinctive "Culture of poverty" has policy ramifications for programs of poverty and community development. The findings reported here lend support to the idea that considerable value differences do distinguish the rich from the poor, but not Negroes from Whites. For the most part, differences found between the latter disappear when socioeconomic position is controlled.

Feather (1980) conducted another study in Papua New Guinea to test the hypothesis that extent of social interaction will be positively related to the degree to which individuals of one group perceive that members of the other group share value systems similar to their own (perceived value similarity) and see each other to have something in common (perceived commonality). Indigenous and Australian students at Port Moresby High School answered a questionnaire that involved specially constructed items and that also included the Rokeach value

survey, Triandis and Triandis social Distance Scale and some other measures. Social interaction was assessed by using both direct measures (a specially constructed index, number of good friends in other group) and indirect measures (Knowledge and use of pidgin, social distance).

Jahan & Akhter (1985) in their study was found people those who occupying managerial position have higher achievement motivation than that of lower grade employee. The managers of private industries have high achievement motivation and risk taking decision than those of working in the public or government owned industries. Shaila (1986) in her study found that achievement motivation of male was higher than those of female counterparts. Dhillon & Acharya (1987) in their study found gender differences among different socio-economic classes in achievement motivation. Nessar (1987) conducted a study to see whether achievement motivation and social self concept differed among working and non- working women. Nahar's (1985) Achievement Motivation Scale and M. H. Kuhn's (1954) Social Self Concept Scale were used to measures achievement motivation and social self concept. Working women were found to have higher achievement motivation than non-working women. Women having higher education were found to be higher in achievement motivation than those having lower education. Age, on the other hand, was not found to be significantly related to achievement motivation. Secondly, social sell concept did not vary significantly as a function of work status and education However, subjects in younger age group were found to have higher social sell concept than those of the older age group.

Value Pattern in Developing Countries: India and Bangladesh

Review of Indian Studies

The present section is the attempt to integrate the wide variety of studies conducted in India context related to achievement, values and political behavior.

Anderson and plant (1970) made a study on student activism at Allahabad University. The purpose of this study was to identify the student activism with parental status and political linkage. The conducted a survey upon various student unions who contested in the election. They found that three out of four contestants of different student unions came from higher castes. The student activists tended to take maximum help from local political leaders. The student activists were found to thrive on anti-administration slogans and promises. The findings of Anderson and Pant have been supported by Arora (1971) and Ommen (1974). In this study Arora found that student activists tended to come from better of educational homes of urban areas, Iimen also conducted a study on the Delhi University student leaders. He concluded 'from his study that majority of the Union leaders came from business families in high-income groups. Misra (1975) conducted a study on student activism. He found a striking result about the nature and origin of student activists. The findings of this study showed that most of the student activists engaged in non political, social and cultural activities came from upper middle class homes but those activists who were in direct action tended to come from lower and lower middle class homes. All these studies on Student activism in India tend to confirm the western findings that student activists primarily came from high socio-economic status.

Sharma (1971) made an empirical study on the social background and outlook of the student activists. His sample constituted 61 activists enrolled in the session 1968-69 from 11 colleges at Raipur in Madhya Pradesh. The sample included 9 cases of old students who still exercised influences over the student community of the town. All the cases except one were personally interviewed by means of a schedule containing 118 questions. Case analysis and informal discussions were also made. The study focused on social identification, academic ability, class belonging, family backing, political learning, and social outlook of the activists. The findings of the study showed that 85% of the activists came from urban areas and majority of them belonged to the Brahmins caste. Most of the respondents were found to be mediocre. A large number of activists hailed from families with low level of education. Only a minority of the activists professed party affiliation. Their level of political satin was relatively insignificant with low political awareness. The dominant trend of opinion was in favor of protecting the academic atmosphere from the influence of politics. Most of the activists were more or less conformists. They were annoyed at the hypocritical role of the university authorities and public leaders. They expressed their resentment against the hardened attitude of the authorities and indicated rebellious mood against it.

Ommen (1974) found that all the Delhi University students Union leaders came from respective college Unions. Majority of them came from business families in high-income groups. They were all urban based and academically average students. One fourth of them have had third class career throughout and only 18 percent of them were first class student. The majority of the latter were active in cultural organizations. Most (83 percent) of the leader came from Humanities, Social Science and law faculties.

The phenomenon of student indulgence in agitations and disruptions in Indian Universities has been investigated at length by Singhal (1977). The investigator attempted in her study to identify measure and examine the inter-relationship on characteristics of students, teachers and authorities in relation to relevant organizing factors of outer society. The sample of this study constituted 123 academic leaders formal (N=69), and informal (N=54) of which 47 were students and 76 were teachers. A group of 275 students were drawn at random from colleges and University departments enrolled in the year 1972-73. The analysis of the data in terms of the determinants of social movement revealed that the structural and economical constants strengthen by the structural conduciveness led to the developments of a generalized belief in hostility towards the system. The mobilization of support was partial and as such student agitations could not assume the form of an organized social movement. The data on the relationships between students and academic leaders revealed that the organizational structure did not provide form of special status for academic leaders. Their interpersonal relationship with students and teachers were characterized either by political motivations operating in from of cliques or attitude towards the establishment. The students and teachers in general felt that their roles were negative. Academic leaders perceived their roles as constructive and situation specific. Only 4% of students, 12% of teachers, and 23.40% of academic leaders admitted of active participation in events of unrest, while only 6-7 percent dared to oppose the agitation. The academic leaders were more politicalized than students and teachers. The support of out, side political patties was confirmed in launching and carrying on the agitation. Comparing the effectiveness of formal and informal

leadership, the data indicated that influence on student behavior was a function of formal leadership and political affiliations. Formal leadership was perceived more favorable in terms of unrest and a political affiliation was found to be strengthened by the system of election. Their perceived motive was political informal leaders themselves since the two functions in close alliance.

Sinha et al. (1980) did a cross cultural value comparison on Rokeach's inventory with Indian and Bangladeshi samples. A rank-order comparison of the values ratings in the tow samples revealed self-respect, true friendship, Cleanliness, Courage and ambition as the five most dominant values among the Indians. Peace, Responsibility, Cleanliness, Politeness and Honesty were the dominant ones in Bangladeshi sample. The five least dominant values in the two Samples respectively were imaginative, Comfortable life, Exciting life, Love and Salvation in Bangladeshi sample.

Sinha et. al, (1983) made a cross-cultural value comparison using Rokeach value inventory on Indian and Bangladesh samples. Originally the study included seven countries: Bangladesh, Hong Kong, India, Japan, New Zealand, Taiwan and Tasmania 50 male and 50 female University students in each country constituted the sample. Rokeach's value inventory encompassing twenty terminal and twenty instrumental values were used. The purpose of this research was to study differences in value ratings that might occur due to the sex differences and national difference. Specific comparison between the value systems of samples from Bangladesh and India showed that the values like 'comfort', 'equality', 'obedient', 'national security', 'recognition', and 'peace' were relatively more dominant in Bangladesh. The Indian subjects showed a much higher infirmity

towards 'self-respect', 'true friendship', 'cleanliness', 'courageous' and 'ambition'. The factorial analysis of the study revealed that in both Bangladesh and Indian sample the female Ss seem to have almost an equal amount of dominance of the value 'freedom', which was greater than that of male Ss. Bangladesh males, however, had comparatively greater dominance of freedom in comparison to Indian males. The study provided an insight as to the fact that the belongingness to particular culture can make differential impact on value preferences.

Karen and Kumar (1981) did a study on orientation of college students in relation to socioeconomic stratification and found no significant differences among the three SES groups in their social, political and religious values. However they found significant differences between upper and lower classes in their theoretical, economic and aesthetic values. The middle and lower classes differed in their theoretical and economic values and upper and middle classes differed only in the economic values.

Review of Bangladeshi Studies

The present section is the attempt to integrate the wide variety of studies conducted in Bangladesh context related to achievement, values and political behaviour.

In Bangladesh context several studies (Ara, 1983, 1984, 1985, 1988, 1998) were done in political behavior like socio-political attitudes value-attitudes and ideology. Student activism and ideology and personality political participation and voting attitudes, demographic factors, and social identity and inter group relations, Minority influence, social categorization and ethnic preference and linguistic style, and generational differences. A review of literature is put foreword

following above factors, though some of the studies do not represent systematic investigation but other attempt has been done to understand political behavior of differential dimensions. In her study Ara (1983) has attempted at investigating the similarities and differences of socio-political attitudes of student activists of India and Bangladesh in relation to certain ideological preferences, personality variables, demographic factors and value attitudinal differences within the framework of socio-cultural background. In this cross national study both Indian and Bangladeshi rightists were found more conservative as compared to left activists and non-activists on the socio-political attitudes of nationalism, democracy, minority attitudes, religiosity, violence and socio change. On cross- national comparison Bangladeshi Rightists were found more liberal as compared to Bangladeshi leftists on the different dimensions of Socio-Political attitudes.

Ara (1983) did an extensive cross-cultural study on the value patterns of Bangladeshi and Indian students. The factor extracted revealed certain similarities as well as differences in the structural properties of value preferences a cross cultural and national boundaries. Similar factors extracted from Bangladesh and India was the following: 'Desired', 'Nationalistic' and 'Materialistic Gratification', 'Strive for Equality' and 'Less Emphasis to Universalistic Peace' and 'Competitive Striving'. The Dissimilar Value Clustering for Bangladesh was 'Less Importance for Delayed Gratification' and 'Preferring Carrier Aspiration', 'Self-expansion for Friendliness' and 'Autonomy'. For Indian sample were 'Emphasis on Noble Values' Mental Serenity', 'Generosity', 'Integrity of Self' and 'Self-Constriction' etc.

The phenomenon of socio-political attitudes in Bangladesh context has been extensively studied by Ara (1984) in a reach programme on cross-cultural comparison, she tried to integrate a large number of variables in a single study. She found that right left ideology is associated with student activism encompassing such factors as conservatism-radicalism, values, personality correlates and demographic variables. This research programme was followed by several studies reflecting value system, demographic variables, personality correlates and ideology in the interplay of student activism and socio-political attitudes.

Another study (Ara, 1985) was conducted in Bangladesh and India to explore the phenomena of right-left ideology as related to values in the context of cultural differentiation. A total of 120 undergraduate and postgraduate male students constituted the sample of the study. Sixty respondents equally divided in to right and left were drawn from Rajshahi in Bangladesh and the other sixty were from Alahabad in India. These subjects completed one questionnaire for their categorization as right or left activists and one value measure to assess their value preferences. Data were analyzed to obtain mean SD. and t. As predicted the cultural differentiation and historical necessity of each nation mere found to play an influential impact on the value preferences of the activists leading to political ideology. These findings are explainable under the theoretical interpretations made by Rokeach, Feather, Nelson, Ward and other's. The present study hopefully directed in to explore the phenomena of left right ideology as related to values in the context of cultural differentiation and historical necessity of the nation. It has thus been predicated that cultural differentiation and historical necessity of a nation might have influential impact on the value preferences of the activist leading to right-left ideology.

In a cross-cultural study, Ara (1985) examined her earlier findings on value preference. In this comparative study with Bangladeshi and Indian samples, she found that the similarity and differences in value preferences are embedded in the national history within which individuals take shelter for the nourishment of the ideology of their own choices. The same line of investigation was followed in another study (Ara, 1986), which provided empirical supports to earlier finding. A look at the structural properties of values relevant for the Bangladesh and Indian students seem to indicate that the socio-political attitudes of a nation are conditioned by the value system that shape the ideology and culture of a particular country.

A cross cultural study of Begum (1985) on interpersonal values revealed that the Canadian students differed from the Bangladeshi students in two interpersonal values. Bangladeshi students were more conforming and less independent than the Canadians.

Ara, Huq & Jahan (1985) did an empirical investigation into right-left ideology of male and female relating to certain socio-political attitudes and in personality variables. In this study female rightists were found more conservative socio- politically as compared to male rightists. But male and female leftists were found socio-politically as compared to male rightists. But male and female leftists were found socio-politically liberal. So it was found that conservatism as an ideological framework is comparatively less influenced by social reality as compared to radicalisms Ara et al. (1985) designed an empirical study for investigating functional relationship between ethnicity and socio-political attitudes in the national context of Bangladesh. They focused on such socio-political attitudes like nationalism. The findings provided confirmation to the hypothesis that individuals with high ethnicity would have conservative attitudes and low in ethnicity would exhibit radical attitudes.

Moeed & Murshed (1986) examined the change of values as a result of University education. Using the Allport-Vernon-Lindzey Study of Values, they found significant difference between male and female students in theoretical and aesthetic values.

In one study Ara, et. al., (1988) tried to differentiate political students from non-political students using Rokeach's value inventory on both terminal and instrumental values. In this study political students showed higher preference for the values 'a sense of accomplishment' and 'self-respect' in comparison to non-political students showed higher preference for the values a sense of accomplishment and self-respect in comparison to non-political student.

Another study (Ara et al, 1988) tried to differentiate political students from apolitical students using Rokeach's value inventory on both 'Terminal' and 'Instrumental' values. A sample of 320 male and female students from Rajshahi University served as subjects. Subjects (Ss) were divided into political and apolitical groups according to ideological stance revealed through a questionnaire. It was hypothesized that political Ss would differ significantly from apolitical Ss on some 'Terminal' and 'Instrumental' values. The results were found in the expected direction.

Ara and Ferdouse (1989) attempted to investigate the differences between upper and lower middle class Ss of males and females on attitudes towards student unrest. The sample was composed of 240 undergraduate and postgraduate students of Raishahi University. The sample was equally divided into upper and lower middle class according to their socio-economic status. Each group was again subdivided into males and females. A student Unrest Attitude Scale was used for the

collection of data. Such statistical analyses as mean, SD and t-test were computed. Two predictions were made. First, it was predicted that upper middle class Ss would express significantly higher attitudes towards student Unrest as compared to the lower middle class Ss. The second hypothesis was that both male and female Ss of upper middle class would show significantly higher attitudes towards student unrest as compared to the Ss of lower middle class background. The findings supported the hypotheses. It was suggested that some longitudinal study should be conducted for proper understanding of the phenomenon of student unrest in our changing social, political and economic environment.

In one Study Ara (1990) attempted to make a comparison between right-left activist and non-activist students in Rajshahi University, Bangladesh as related to some differential value Pattern. The study used a students sample composed of 300 Ss equally divided into right activists, left-activists and non-activists. Each group was sub-divided into male and female in equal number. The objective of the study was to investigate the patterns of similarities and differences of terminal and instrumental values of right-left activists and non-activists as related to sex differences. It has been found that right and left activist exhibited higher preference on some specific political values, but non-activists preferred some other specific values.

Sultana (1993) did an extensive study was to investigate the value preference of activist and non-activists as related their ideological and gender differences. In this study it was observed that political values like 'equality' and 'freedom' were highly preferred by the left activists in comparison to right activists and non-activists. Moreover, both left activists and non-activists exhibited a higher preference for 'a sense of

accomplishment' than the right activists. These differential preferences seem to indicate that ideology plays an important role for value preferences. Moreover, political socialization and situational factors may also be responsible for causing differential value patterns in activists as well as non-activists.

Begum and Rahman (1999) investigated the values prevailing among the residents of urban and rural areas in Bangladesh. The sample consisted of 300 adults drawn from each Divisional headquarter and one or two villages of each division. Of the total sample, 150 were drawn from urban areas and 150 from rural areas. In order to identify the value preferences of the individuals a list of ten values achievement, power, over others, security, self direction, other worldliness, fatalism, narcissism, inner directedness and conservatism was prepared. The first five values were functional while the rest five were dysfunctional in the context of national development. The results revealed that for rural people prevalence of dysfunctional values was hither than functional values. For urban people preferences for functional values were higher than dysfunctional values.

Dutta (1999) investigated the values prevailing among the students of Rajshahi University of urban and rural backgrounds. Random samples of 80 students of Rajshahi University representing the five faculties were selected as the respondents. Of the total sample 40 were drawn from urban and 40 from version of the questionnaire the Study of values on six categories: The theoretical, economic.

Sharmin (2001) made a comparative study in the context of Bangladesh on Rockeach's terminal and instrumental values in her study. Data were analyzed computing Mean, SD, t-value and rank order correlation. The result found that upper middle female expressed

significantly higher preference for 'A Comfortable Life, 'A World of Beauty' and 'Family Security' as compared to Upper middle male on terminal values. On the contrary, lower middle male expressed significantly higher preference for 'A World of Peace' and 'Wisdom' as compared to lower middle female on terminal values. Upper middle female expressed significantly higher preference for 'Honest' and 'Responsible' as compared upper middle male on instrumental values. On the contrary, lower middle male expressed significantly higher preference for 'Forgiving' as compared to lower middle female on instrumental values. Upper middle male expressed significantly higher preference for 'Pleasure' as compared to lower middle male on terminal values. On the contrary, lower middle male expressed higher preference for 'Wisdom' as compared to upper middle male on terminal values. But upper middle female expressed significantly more preference for 'A Sense of Accomplishment' as compared to lower middle female on terminal values. On the other hand, lower middle female expressed significantly greater difference for the value of 'Equality' as compared upper middle female on terminal values. Upper middle male expressed significantly higher preference for the value 'Obedient' and 'Independent' as compared to their counterpart lower middle male on instrumental values.

Enam (2003) showed that, human values in teachers of schools, colleges and university due to gender differences. An incidental sample constituted 60 respondents. They were equally divided into males and females. The findings of the study female teachers expressed more preference for terminal values as compared to male teachers. School teachers showed highest preference for terminal values followed by college teachers and least by university teachers.

Haque & Shahria (2005) conducted an extensive study to examine the differences of three political student groups on some value pattern. These were the theoretical, Economic, Aesthetic, Social, Political and Religious. The sample consisted of 360 students of Rajshahi University divided into three political student groups on the basis of their political ideology. Allport, Vernon and Lindzey scale (Bengali version) was used for measuring values. The objectives of the study were to examine the value level and value differences among three political ideological student groups of Rajshahi University. The results revealed that the three political ideological groups of students differed from each other on some particular values. Differential Value levels were also found among the three political ideological groups of Rajshahi University.

Haque et. al. (2005) conducted a study to investigate the impact of certain psychological factors such as value pattern of students as related to socioeconomic statues and gender differences. A total of 120 students of Rajshahi University were utilized as the sample of the study. The main objectives of the present study were to find out the value pattern of male and female students as related to socio-demographic factors in the sociopolitical context of Bangladesh. The results revealed that upper middle class male and lower middle class male differed significantly from upper middle class female and lower middle class female respectively on some terminal value preferences. The results also revealed that upper middle class male and upper middle class female differed significantly from lower middle class male and lower middle class female respectively on some terminal value preferences.

Haque & Sultana (2006) did a study compared values between Bangladeshi and foreign students studying in Bangladeshi institutions. For this purpose 100 respondents were selected by random sampling, among which 50 were Bangladeshi students and 50 were foreign students. The revised edition of "Study of Values" developed by Allport, Vernon and Lindzey (1960) was used to measure the values. The results of the study were analyzed by mean, SD, t test and F test. The results indicated that in the six categories of values, no significant differences were found between the Bangladeshi and foreign students. But significant differences were found in theoretical and economic values within the foreign students in regard to three different types of educational institutions. Again, in case of Bangladeshi students there is no significant difference in any of the six values regarding their educational institutions.

Sultana (2006) conducted a comparative study to investigating the difference between law students and commerce students on the Rokeachs's terminal values. In her study data were analyzed computing mean, SD and t-value. The main objective of the study were to find out the two differential value patterns of law and commerce students. There was significant difference in values of law and commerce students. The result did support the hypothesis of the study.

Kabir (2006) conducted an extensive study at investigating the value pattern relating to intergeneration gap in Bangladesh. For this purpose, the similarities and differences of terminal and instrumental generations of older teachers, younger teachers and students of different educational institution of Rajshahi in relation to socio-political radicalism and conventionalism-progressivism attitudes and personality factors.

Sharmin (2008) did an extensive study at investigating value pattern of working male and working female in Bangladesh. For this purpose, the similarities and differences of value pattern of working male and working female in relation to sociopolitical attitudinal variable i.e. conservatism-progressivism, personality variable i.e. spheres of control personality and internal-external control factors within the frame work of socio-cultural background have been investigated. Results obtained strongly supported the hypotheses. It showed that value pattern was considerably moderated by conservatism-progressivism, spheres of control personality and internal-external control of personality factors. One of the important findings reflected through the factor analysis of values was the distinct value pattern for working male and working female, which might be assumed to be caused by cultural variations. The Findings of the present study are explainable by Rokeach's human value model, socio-political attitudinal approach, cognitive approach of expectancy value and personality, role behavior of gender and age differences approach.

Shahria (2008) attempts at investigating the similarities and differences of attitudes towards social change in the continuum of modernism traditionalism of Dhaka women and Rajshahi women in Bangladesh in relation to national development attitudes, personality variables and socio-economic status differences within the framework of socio-cultural and political background. In this stud the investigator found that national development attitudes were considerably moderated by social change attitudes, personality factors, SES and residential background. One of the important findings reflected through the intervariable correlation was that the highest correlations were obtained between social change attitudes and national development attitudes in two cities of Bangladesh.

Educational and Cultural Activity in Bangladesh

Once Bangladesh was a part of the Indian state of the West Bengal. West and East Bengal together was called Greater Bangla. When India becomes independent and then a new country was created from two parts called Pakistan where Muslims were in the majority. East Pakistan actually was a east Bengal which is new called Bangladesh. The great mass upheaval in the East Bengal was the direct consequence of political participation of student power. The need of the Bengali Nationalism was rooted in all these student protests, the main issue being autonomy of the East Bengal. Eventually the demand for autonomy was turned into a demand for free and sovereign Bangladesh which becomes a reality on the 16th December, 1971. In this struggle for freedom student community played the vital role by gaining as freedom fighters. Public education in Bangladesh generally follows the model established by the British prior to 1947. Primary school education was free, but at least one third of all children were not enrolled in school. Poor school attendance in a major reason for a literacy rate was only 35 percent for Bangladesh, aged 15 and older. In the period 1990 to 1991, the country had about 48, 140 primary schools with a total annual enrolment of some 13 million pupils and about 9,700 secondary schools with a combined yearly ennoblements of about 3.6 million.

Bangladeshi culture is in many respects, inseparable from that of Bengal, since the country was created by the partitioning of Bengal in 1947, and since the early 19th century a majority of the most widely read and admired Bengali writers and artist, Hindu and Muslim, worked for a time in the Indian metropolis of Calcutta. Higher cultural life is concentrated in Dhaka, which is the site of the Bangla Academy (1972) devoted to the promotion and development of the Bengali language and

literature. The country's largest library is part of the University of Dhaka and the Bangladesh National Museum, also in Dhaka, is noted for its art archaeology collections. The Veranda Research Museum controlled the University of Rajshahi, is an important center for archaeological, anthropological, and historical research. The district of Bogra, Dinajpur and Sona Musjid, the Mohasthangore, sore capital of Bangal is still famous for historical places. The people of Bangladesh discovered their freedom through the language movement in 1952. The struggle to establish their identity and national spirit began soon after 1947 when they realized that under Pakistan created on the two-nation theory and there was little scope for the distance culture of Bangles to flourish. The refusals of the central government to grant status to Bangla language become the focal point of struggle because language was the most important vehicle of the cultural expression of the people of this land.

The contradiction of the two Pakistan's, the racial oppression and the exploitation of the West over the East was gradually unveiled. The struggles for the consciousness of identity and cultural freedom which began with the advent of the student movements of the 60's gained momentum in the mass movement of 1967. Though it brought about the fall of a mighty military ruler like Ayub Khan, the ultimate goal was not achieved. After this, came the election of 1970 with absolute victory of Sheikh Mujibur Rahman who was one of the founder of Awami-league became the country's first Prime minister in January 1972, In the elections of December 7, I 970.

Bangladesh came to today's shape through a long history of political evolution. Bangladesh began a short-lived experiment with democracy by the overwhelmingly popular President Ziaur Rahman who established good relationships with the West and the oil rich Islamic

countries. His assassination in 1981 ultimately returned the country to a military government again. In 1991 the military dictator General Ershad was forced to resign by an unprecedented popular movement led by the Bangladesh nationalist party under the leader of Begum Khaleda Zia and Awami League under the leadership of Sheikh Hasina Wazed. 98 percent of the people of Bangladesh are Banglees. The majority was Muslim with 80 percent of total population. The second major religion is Hinduism which constitutes 16 percent. Other religions include Buddhism and Christianity. Minorities include Biharis and tribes. Among the tribes Chakma is the biggest. Bangladesh is one of the largest Muslim Countries in the world. Most Bangladesh Muslims are Sunnis, but there is a small Shia community.

The education system is divided into 4 levels. Primary (from grades 1 to 5), secondary (from grades 6 to 10), higher secondary (from grades 11 to 12), along the side national educational system with Bengali, English medium education is also provided by some renowned private enterprises. They offer 'A' level and 'O' level courses. There is also Madrasa system, which emphasizes on Arabic medium Islam based education. This system is supervised by the long Madrasa Board of the country. Bangladesh has several universities which can be arranged chronologically. The largest of which is the University of Dhaka (1921) The University of Rajshahi (1953), Agricultural University (1961) in Mymenshingh; the university of Chittagong (1966); Jahangirnagar University (1970) in Dhaka. Other includes Bangladesh University of Engineering and Technology (1962). Colleges include the Bangladesh college of Textile Technology (1950) in Dhaka, and the Chittagong Polytechnic Institute (1962). In the period 1990 to 1991, the country's colleges and universities together enrolled more than 767, 00 students.

Under graduate level is finished with HSC. Then it begins graduation level, which is dealt by Universities. Universities also offer terminal degree (4 years Hons) Master's, M. Phil and Doctorate degrees. There are 16 Government Universities and approximately 52 Private universities in Bangladesh. Bangladesh is a melting pot of races. She, therefore, has a mixed culture. Her deep-rooted heritage is amply reflected in her architecture, literature, dance, drama, music and painting. Bangladeshi culture is influenced by three great religions Islam, Hinduism and Buddhism. Bengalese has a rich literacy heritage. Bangla is the official language of Bangladeshi. Education area in Bangladesh is developing faster and the literacy rate is improving day by day above 50% through and through there was a significant disparity between female and male literacy rates. But under the leadership of present Govt. women emancipation is appreciated all over the world. However, with growing awareness of both the Government and NGO's, literacy rate has been going up and Bangladesh gets international literacy prize 1998 from UNESCO for its on going literacy rate. It is also targeted that, the country will be free from illiteracy by the year 2020.

Political Culture of Bangladesh

Bangladesh has been facing with a dilemma, regarding the cultural identity of her people. When we look at the preparation Bengal, we found that at most of the Bengal culture was dominated by the caste Hindus. The Muslims constituted the bulk of the population of Bengal. But they were mostly peasants' class and have little influence in the formation of cultural Identify based on Muslim tradition and heritage. So there was an increasing demand on the part of Bengali Muslims to have opportunities to fulfill their aspiration of cultural identity based on Islamic religious beliefs and customs. The partitions of Bengal in 1905 by Lord Curzon gave the Muslims an opportunity to develop their own

identity. This gave them an insight as to their own capability for cultural and social distinctiveness (Ahmed, 1977). The caste Hindus opposed the partition of the then Bengal. They argued that the move to divide Bengal was an attempt to a split of the politically articulated Bengali-speaking people. The partition, thus, greatly intensified the nationalist feeling and gave rise to Sawdeshi and Terrorist mover men's (Chakravarty, 1986). But very few Muslims provided us to these movements and they happily accepted the division of Bengal as a social reality. In fact this decision created the new opportunities for the growing Muslim middle class.

Thus Bengali Muslims tried to develop positive social identity on linguistic differentiation (Huq, 1984). Bengali Muslims began to consider their own style of language as an important factor for introducing Muslim elements in Bengali culture. In fact, Bengali writers emphasized Bengali language and tried to maintain their group distinctiveness on cultural elements. The present days Bengali culture in Bangladesh is characterized this new direction and ultimately have come to dominate the thoughts and aspirations of the people in all aspects of social economic, cultural and political fields (Karim, 1956; Talukder, 1971; Ara, 1983).

Political culture in Bangladesh is an extension of Bengali culture as developed during British period and culminated in the creation of Pakistan. It has been observed that political culture is not sharply differentiated from Socio-cultural spheres in newly independent nations (Pye, 1962). Hence it is argued that Bangladesh Political culture is closely associated with social and political development of history. Thus Bangladesh as a part of Pakistan experienced two political cultures. These were mass political culture and elite political culture. The mass political culture is permeated with traditional elements. English speaking intelligentsia personifies the elite political culture. It includes

national planners, political leaders, administrative cadres and military personnel. The culture is expressed in modern language and is mixed with elements of modern thoughts. The political culture of Bangladesh is an offshoot of political culture of Pakistan. It is to be noted that political culture of newly independent countries has similar type of political culture in the Indian subcontinent. So Bangladesh, Pakistan and India share some distinctive features of Political culture in common. This distinctiveness may be summarized as follows (1) Society is organized more around its culture than around its polities, (2) Politics is marginal to the self-image of people and traditional culture provides national identity, (3) The concept of religion gives rise to the concept of ethics in society, (4) Traditional culture takes an authoritative center in society.

The political culture of Bangladesh may be conceived in similar fashion. Hence, the fusion of cultural forces and politics is very much conspicuous in Bangladesh. It is, therefore, arguable that political development in Bangladesh is determined by dominant Muslim culture. Consciously or unconsciously Bangladesh political culture is reorganizing the deferent facets of the people's culture. The nation brings a particular part in its consciousness depending on the needs of its ages. In this aspect Bangladeshi cultural history is a protection in which present day needs are reflected. It incorporates within its fold adequate modalities of reaching, changing or rejecting some of the self defined political values. Each of them has ensured the flexibility of nation's political culture (Rosenberg, 1960; Almond and Verba, 1963, Ara, 1988).

The political culture of Bangladesh has been determined by a number of cultural and historical factors. The long and continued history of outside domination, historically inhibited development of an urban Muslim middle class, low level of education, personalization of authority and the permissiveness of patron-client relationship in society

determines the present context in which governance occurs and will shape the nature of future patterns of government. These factors influence the nature of governance and the stability of democracy in Bangladesh (Rahman, et al 1998). Political culture was seen as the pattern of orientations of political object e.g. parties, courts, constitution, and history of the state, among the member is of a nation. These orientations were classified into cognitive, affective and evaluation orientations. Cognitive referred to knowledge of the beliefs about the political system; affective consisted of feelings about the political system and evolutional to commitments to political value of judgments. A model for political culture was created, tested with surveys in Britain, USA, Germany, Italy and Mexico. The need for a generalized 'civic culture' was postulated, i.e. a political culture most conducive to the establishment and maintenance of democracy (Almond and Verba, 1983, Ara 1983, Haque, 2002).

Compared to most little developed countries Bangladesh is religiously, ethnically, linguistically, and socially extremely homogeneous. However, religious ethnicity and language have been at the core in the formation of a national identity (Haque, 2002) and the ideology of national identity has been a source of political division. The contested nature of national identity provides fuel for the fire of partisan politics. There is a history of using linguistic, ethnic, and religious identity to mobilize support against repressive regimes. Under Sheikh Mujibur Rahnan, ideas of Bengali nationalism, seen as a composite of Bengali culture, language, folkore, mores, and the general Bengali environment, were emphasized to inspire and motivate Socioeconomic development. Emphasis on secular ethnicity attracted support of Hindu minority and the leftist political parties, but tended to alienate non-Bengali, Bangladeshis. After 1975, under Ziaur Rahnian efforts were made to develop a concept of Bangladeshi nationalism that is distinct

from Bengali nationalism with roots in both Bengali culture and Islam (Haque, 2002). There was a concern to differentiate between Bangladeshis and people from West Bengal. This Bangladeshi nationalism became a core element of BNP. These different emphases continue to attribute to division in society. The Awami League continues to stress the secular, Bengali nationalism, whereas the BNP emphasizes Bangladeshi nationalism with Islamic values. These ideologies influence attitudes awards issues such bilateral relations with neighboring India mid Pakistan and the treatment of religious and ethnic minorities. Polarization ever such fundamental and emotive issues between the two major political parties tends to lead to an oversimplification of policy issues and a reduced ability to negotiate and Compromise.

Need of the Present Study

The present study was conducted for various reasons. Firstly, the findings of the study will add knowledge to the exhisting literature. Secondly, it is a scientific inquiry, which will make possible generalization. Thirdly, it will carry some applied values. The findings of the study would reflect true socio-cultural atmosphere prevailing in the Natore District in respect of pattern of value preferences and their direction to high achiever and low achiever, male and female, political and apolitical students. It will help the researchers as well as the social thinkers to make a profile for behavior exhibited in actual social thinkers to make a profile for behavior exhibited in actual social situations. In consideration of these views, the present study has been conducted to find out preferences and differences in value system between high achiever-low achiever, male-female, political-apolitical students of Natore District. Thus the present investigator thinks that certain instrumental and terminal value preferences lead individuals mode or conduct and end-state of existence guided him or her to constitute high motivation or high achievement.

Objectives of Present Study:

The purpose of the present study was to make a comparative analysis of the terminal and instrumental value preference of college students related to some demographic factors in the present context of Bangladesh. The broad objectives of the present study were to investigate the differences value pattern of high achiever and low achiever college students as related to Socio-demographic factors such as male-female and political-apolitical differences of Natore district. Thus, the specific objectives of the present study may be stated as follows:

1. A comparative study of value pattern of differences between high achiever political male and low achiever political male, high achiever political female and low achiever political female, high achiever apolitical male and low achiever apolitical male, high achiever apolitical female and low achiever apolitical female college students as related to terminal and instrumental values.

2. A comparative study of value pattern of differences between male political high achiever and female political high achiever, male apolitical high achiever and female apolitical high achiever, male political low achiever and female political low achiever, male apolitical low achiever and female apolitical low achiever college students as related to terminal and instrumental values.

3. A comparative study of value pattern of differences between political male high achiever and apolitical male high achiever, political female high achiever and apolitical female high achiever, political male low achiever and apolitical male low achiever, political female low achiever and apolitical female low achiever college students as related to terminal and instrumental values.

Design of the Present Study:

A perusal of aims of the present study stated above shows that it emerges from the interplay of certain wider value preferences as a social psychological processes of the high and low achiever, male and female, political and apolitical students. It is, therefore, necessary to note that as the study constitutes a somewhat pioneering effort to integrate specific values relating to achievement and demographic factors of gender and political participation differences of college students. There are few guidelines in the literature for the prediction in this field. Moreover, there are a few empirical studies available in Bangladesh for providing empirical evidence about the high and low academic achievement of the male and female of political and apolitical college student. The study used college students as the sample from different educational institutions with high and low achiever. A total of 240 subjects equally divided into high achiever and low achiever with subdivision of male and female, political and apolitical students were used. Thus each group constituted of high achiever and low achiever 120 Ss. Thus, two gender of male and female constituted 60 in each and its subdivision of political and apolitical constituted 30 Ss in each group. In order to attain and explore the objectives of the present study the following hypotheses were formulated.

Formulation and Justification of the Hypotheses:

The present investigation has been designed to explore value preferences between high and low achiever students having male-female and political-apolitical contains important theoretical interpretation and relevant review of literature which provide substantial guideline for formulating specific prediction for the study consequently. The following hypotheses were formulated on the basis of theoretical interpretation and relevant review of literature.

H₁: It is hypothesized that high achiever both political and apolitical of male and female students would have differential value preferences on terminal as well as on instrumental values as compared to low achiever both political and apolitical of male and female students respectively.

It was also observed in the educational field that high achiever students have to depend on their own internal ability and skills for their higher achievement. Thus, these high achiever students have to assign on some of the terminal and instrumental values higher which values have relevance to achievement. On the contrary, low achiever students in the college level were found to depend on some other factors which are not related to achievement but those value preferences which lead them other aspects more instead of academic achievement. Riaz (1989) conducted a study to find out the relationship among academic excellence, creativity, achievement of high achiever. The findings of the study showed that academically superior group obtained significantly higher scores on all some tests as compared to below average group. Atkinson (1964) stated that the economic development of country or overall progress in any society is largely a function of an inner need for achievement of the individual. It is mainly characterized by the individual's capacity to take pride in his own accomplishment. This theme is explainable in the context of socio cultural, economic, political and also educational 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 internalize these beliefs and the value system their experience of success and failure to fulfill their needs have tremendous effect on socialization process and in the formation of attitudes and values, motives and personality and also on the skills (Ara,

1983, 1988; Ahmed, 2004; Kabir, 2006; Sharmin , 2008). Thus, it is hypothesized that that high achiever both political and apolitical of male and female students would have differential value preferences on terminal as well as on instrumental values as compared to low achiever both political and apolitical of male and female students respectively.

H₂: It is hypothesized that male students both political and apolitical of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to female students both political and apolitical of high achiever and low achiever respectively.

In order to investigate value preferences between male and female the concept of role behaviour and its relation to gender differences is very important factor. According to Linton (1937); Lazarsfeld et. al. (1948) role refers the functioning of individual in the larger society and helds to explain the patterning of social behavior. The role involves the performance of the rights and duties constituting a particular status. Role behavior may be ascribed or achieved. It is ascribed when duties were assigned automatically by the society and it is achieved when individuals fit himself into a pattern of social norm because of the learning and experience (Ara et. al., 1989; Ahmed, 2005; Rahman, 2006). One of the most important aspects of role behavior may attribute to gender differences. Belief, attitudes, values, culture reflect the fundamental differences in male and female and because of these obvious differences, numerous assumptions about psychological differences arised. Gender differences are also observable in the area of achievement and value preferences and different contemporary issues like educational system. It is always expected that in developing countries like Bangladesh male individuals have more exposure to the

area of higher achievement. In most of the cases they are the policy makers. On the country female individuals have to perform different role behavior regarding family member, society and relatives. In the present investigation it is observable that male students were found to possess higher score on achievement. They show of motivation as primarily control by innate motives. Gupta's (1978) study is an exception; he observed significant differences between boys and girls in achievement motivation. Shaila (1986) in her study found achievement motivation of male was higher than female. In developing societies the male students predominates the female in making decisions in comparison to female students and these decisions are hardly changed. But the females have to cope with the every situation to make adjustment with the families and thus have to play flexible role. In the present study the male students were found to assign higher on some terminal and instrumental values as compared to female students in their value preferences. On the contrary female are socialized in the families in such a way that they have to choose some other values which are different from males. These findings are explainable and supported by some previous investigators (Jahan, 1989; Kabir, 2006; Sharmin 2001). Thus it is hypothesized that male students both political and apolitical of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to female students both political and apolitical of high achiever and low achiever respectively.

H₃: It is hypothesized that political students both male and female of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to apolitical students both male and female of high achiever and low achiever respectively.

Political students would express more on some political values of terminal and instrumental as compared to non political students. This idea is explainable through the theoretical framework of social and psychological needs of political and non political students. Political motives also concerned the source of the motivation. Different motive states can be conceptualized through the active promote behaviors which used to reduce those needs. Petri (1985) examined the motivation effects of either various goal objects determined by the individuals. Political students are generally guided by their fixing the high goal objects on politics. Thus, they usually try to achieve high political stimuli objects as compared to apolitical students. On the contrary, non-political students conflict their motive on some values which will sure their academic purpose. This idea can be explained through Rotter's expectancy reinforcement value theory. Reinforcement value of the individual is the degree of preference for any one of the groups of reinforcement to occur. Reinforcement values of the political students used to belief on their political stance and thus thereby to achieve high goal. Thus, the political and apolitical students who have been associated with their level of reinforcement which gives rise to expectancy may be justified that the political Ss would be found more to assign higher on some political values as compared to non political students in general. Thus, it is hypothesized that political students both male and female of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to apolitical students both male and female of high achiever and low achiever respectively.

Chapter Two

Method and Procedure

Chapter Two

METHOD AND PROCEDURE

The chapter describes the method and procedure used for the study. It contains the description of the sample, sample selection, description of the instruments and procedure of administration of the test.

Sample

Background of the Sample Setting

The investigation was conducted on college student samples of High Achiever and Low Achiever. These samples were collected from Natore District in Bangladesh. These samples came from different educational institutions like Natore N.S. Govt. College, Natore Govt. Women's College, Singra G.A. Govt. College, Natore City College, Singra Damdama College, Chalonbeel women's College, Kalam Degree College, Chamary College, Banpara Degree College and Nazirpur Degree College. These Ss consisted of the high achiever and low achiever, male and female, political and apolitical students. Before giving the details of the sample and procedure it is essential to get acquainted with the background of the sample settings.

Natore district is famous for her reputation of having educational institutions since late 18th century. The educational institutions of this city are equally loaded with heavy pressures of students hailing from remote rural areas. Natore is a traditional old city on the northern part of Bangladesh. It is situated on the northern side of river Padma. This city bears the testimony of high reputation for its production of intelligentsia. This city was the centre for occupation, culture, and educational activities during pre-British period. Since then the students' community

of this city is well known for their participation in national and local development. Almost all the educational institutions have active students' union. These unions are reputed for conducting various students' movements relating to the interests of the students' community as well as the regional and national issues. Most of the students' of this city hail from lower middle and upper middle classes of the population. Almost all educational institutions of the city have active students' organizations. These organizations are related with various students' movements of local and national issue. Natore district was famous for Chalonbeel and as well as the place of education and wealthy people. Economically and politically the people of Natore are very much conscious and they have actively taken part in independence of Bangladesh in 1971. Natore was famous for so many intellectual people. This place is well known for the intellectual classes in the field of education, polities, and cultural sector. The famous sweet of Natore named 'Kachagolla' is also well known to all. Natore has also some memorable history for the independence of Bangladesh bearing the testimony of some freedom fighters who were martyr. Some famous sugar mills industries are also situated in different places of Natore. Uttara Ganobhabon is a famous place in northern part of Bangladesh where the resting place for prime minister or president of Bangladesh.

Demographic Information Sheet (DIS)

A questionnaire was set for collecting the demographic information of the male and female students, such as his/her name, age, sex, name of the educational institutions, religion, faculty, monthly income, results in S.S.C. examination, results in H.S.C. examination, place of birth urban- rural background, political and non-political background, etc.

Achievement Criteria Questionnaire (ACQ)

In the present investigation Achievement Criteria Questionnaire (Bengali Version) was used which was based on achievement motivation scale. This criteria questionnaire measures the academic achievement of college students. It was constructed as an objective measure of academic achievement through questionnaire technique. It consists of 12 items which 6 items are positive and 6 items are negative characteristics in the continuum of high achiever and low achiever. Each item was scored range one to two. Hence, the total scores of achievement criteria questionnaire was ranged from $(12 \times 1) = 12$ to $(12 \times 2) = 24$. The achievement scores were determined by using the following formula. Achievement motivation score,

$$AMS = \frac{\text{Maximum Possible Score-Minimum Possible Score}}{2} + \text{Maximum Possible Score}$$

$$= \frac{24 - 12}{2} + 12 \quad = 18$$

Thus, a subject scoring above 18 was considered a high achiever and a subject scoring below 18 was considered as a low achiever.

Final Sample Selection

The investigation was conducted on two groups of sample- one from high achiever (N=120) and the other from low achiever (N=120). Each sample was divided into two groups of male (N=60) and female (N=60) between age ranged from 17-24 years. Both group of male and female students were again sub-divided into political students (N=30) and apolitical (N=30). High and low achievers were determined according to their S.S.C and H.S.C examinations results. Those students who passed in first division or grade A or above exam were considered as high achiever and less than that were considered as low achiever.

High Achiever Students: Those students are called high achiever who passed the S. S. C and H. S. C. examination results in 1ˢᵗ division or obtained grade 'A' or above grade.

Low Achiever Students: Those students are called low achiever who passed the S. S. C and H. S. C. examination results in 2ⁿᵈ or 3ʳᵈ division or obtained grade 'B' or below grade.

Political Students: Political student are those who actively participated in politics as a member of any political organization. They attend the political function, political meeting; political canvas of national election and they follow the order of their political leader. They involve all political activity of their politics.

Apolitical Students: Apolitical students are those who not actively participate in politics as a member of any political organization. They don't attend any political function or meeting. They do not involve any politics.

The selection of sample was done on the basis of their belongingness of high achiever and low achiever college students. These samples were the male and female students of under graduate classes from Govt. and non Govt. Degree College, i.e., from different faculties between the age ranges from 17 to 24 years. Their educational background was determined on the basis of their responses of their academic results as mentioned on the bio-data sheets. High achievers and low achievers background was determined by demographic criteria questionnaire (ACQ). The sample distribution has been shown in the following table.

Table – 01: Group Wise Sample Distributions

Group	High Achiever		Low Achiever		Total
	Male	Female	Male	Female	
Political	30	30	30	30	120
Apolitical	30	30	30	30	120
Total	60	60	60	60	240

Demographic Characteristics of the Sample:

High Achiever Students:

Table - 02: Showing Residential Background of Male and Female Students of High Achiever (N=60 for each group separately).

Students	Urban Background	Rural Background
Male	24 (40%)	36 (60%)
Female	30 (50%)	30 (50%)

Regarding residential background of 40% male and 50% female had urban background. But 60% male and 50% female had rural background (Table No-02).

Table – 03: Showing religious Background of Male and Female students of High Achiever students (N=60 for each group separately).

Students	Muslim	Hindu
Male	54 (90%)	6 (10%)
Female	57 (95%)	3 (5%)

Regarding religious background of 90% male and 95% female had Muslim religion background. But 10% male and 5% female had Hindu religion background (Table No-3).

Table – 04: Showing Institutional Background of Male and Female Students of High Achiever (N=60 for each group separately).

Name of the Institutions	Male	Female
Natore N.S. Govt. College	20%	10%
Natore Govt. Wonen's College	-	15%
Singra G.A. Govt. College	20%	15%
Natore City College	10%	5%
Singra Damdama College	10%	10%
Chalonbeel Women's College	-	15%
Kalam Degree College	20%	15%
Chamari College	5%	5%
Nazirpur Degree College	5%	5%
Banpara Degree College	10%	5%

Regarding institutional background it was found from the information sheet that male students of high achiever were taken 20% Natore N.S. Govt. College, 20% Singra G.A. Govt. College, 10% from Natore City College, 10% from Singra Damdama College, 20% from Kalam Degree College, 5% from Chamari College, 5% from Nazirpur Degree College and 10% from Banpara Degree College. But female students of High Achiever were taken 10% from Natore N.S. Govt. College, 15% from Natore Govt. Women's College, 15% from Singra G.A. Govt. College, 5% from Natore City College, 10% from Singra Damdama College, 15% from Chalonbeel Women's College, 15% from Kalam Degree College, 5% from Chamari College, 5% from Nazirpur Degree College and 5% from Banpara Degree College (Table No-04)

Table – 05: Showing Institutional Background of political and non-political Students of High Achiever (N=60 for each group separately).

Name of the Institutions	Political	Non-political
Natore N.S. Govt. College	25%	5%
Natore Govt. Wonen's College	10%	5%
Singra G.A. Govt. College	25%	10%
Natore City College	-	15%
Singra Damdama College	10%	10%
Chalon beel Women's College	10%	5%
Kalam Degree College	10%	25%
Chamari College	-	10%
Nazirpur Degree College	-	10%
Banpara Degree College	10%	5%

Regarding institutional background it was found from the information sheet that political students of high achiever were taken 25% Natore N.S. Govt. College, 10% Natore Govt. Women's College, 25% Singra G.A. Govt. College, 0% from Natore City College, 10% from Singra Damdama College, 10% from Chalonbeel Women's College, 10% from Kalam Degree College, 0% from Chamari College,

0% from Nazirpur Degree College and 10% from Banpara Degree College. But non-political students of High Achiever were taken 5% from Natore N.S. Govt. College, 5% from Natore Women's Govt. College, 10% from Singra G.A. Govt. College, 15% from Natore City College, 10% from Singra Damdama College, 5% from Chalonbeel Women's College, 25% from Kalam Degree College, 10% from Chamari College, 10% from Nazirpur Degree College and 5% from Banpara Degree College (Table No-5).

Low Achiever Students:

Table – 06: Showing Residential Background of Male and Female Students of Low Achiever (N=60 for each group separately).

Student	Urban Background	Rural Background
Male	18(30%)	48 (70%)
Female	24 (40%)	36 (60%)

Regarding residential background of 30% male and 40% female had urban background. But 70% male and 60% female had rural background (Table No-6)

Table – 07: Showing Religious Background of Male and Female students of Low Achiever students (N=60 for each group separately).

Students	Muslim	Hindu
Male	51 (85%)	9 (15%)
Female	54 (90%)	6 (10%)

Regarding religious background of 51% male and 90% female had Muslim religion background. But 15% male and 6% female had Hindu religion background (Table No-07).

Table – 08: Showing Institutional Background of male and female students
of low Achiever (N=60 for each group separately).

Name of the Institutions	Male	Female
Natore N.S. Govt College	15%	5%
Natore Govt Women's College	-	15%
Singra G.A. Govt College	10%	10%
Natore City College	15%	5%
Singra Damdoma College	10%	10%
Chalonbeel Women's College	-	15%
Kalam Degree College	25%	20%
Chamari College	5%	5%
Nazirpur Degree College	10%	5%
Banpara Degree College	10%	10%

Regarding institutional background it was found from the
information sheet that male students of low achiever were taken 15%
Natore N. S. Govt. College, 10% Singra G. A. Govt. College, 15% from
Natore City College, 10% from Singra Damdama College, 25% from
Kalam Degree College, 5% from Chamari College, 10% from Nazirpur
Degree College and 10% from Banpara Degree College. But female
students of Low Achiever were taken 5% from Natore N.S. Govt.
College, 15% from Natore Govt. Women's College, 10% from Singra
G.A. Govt. College, 5% from Natore City College, 10% from Singra
Damdama College, 15% from Chalonbeel Women's College, 20% from
Kalam Degree College, 5% from Chamari College, 5% from Nazirpur
Degree College and 10% from Banpara Degree College (Table No-8)

Table – 09: Showing Institutional Background of political and nonpolitical students of low Achiever (N=60 for each group separately).

Name of the Institutions	Political	Non-political
Natore N.S. Govt. College	15%	5%
Natore Govt. Women's College	10%	5%
Singra G.A. Govt. College	15%	5%
Natore City College	5%	15%
Singra Damdoma College	10%	10%
Chalonbeel Women's College	5%	10%
Kalam Degree College	20%	25%
Chamari College	-	10%
Nazirpur Degree College	-	15%
Banpara Degree College	20%	-

Regarding institutional background it was found from the information sheet that political students of low achiever were taken 15% Natore N.S. Govt. College, 15% from Natore Govt. Women's College, 15% Singra G.A. Govt. College, 5% from Natore City College, 10% from Singra Damdama College, 5% from Chalonbeel Women's College, 20% from Kalam Degree College, and 20% from Banpara Degree College. But nonpolitical students of Low Achiever were taken 5% from Natore N.S. Govt. College, 5% from Natore Govt. Women's College, 5% from Singra G.A. Govt. College, 15% from Natore City College, 10% from Singra Damdama College, 10% from Chalonbeel Women's College, 25% from Kalam Degree College, 10% from Chamari College, and 15% from Nazirpur Degree College (Table No-09)

Method and Procedure

As stated in Chapter two the present study uses a unidimensional approach with a criterion group design to highlight the differences on value preference of college students and demographic variables of high achiever and low achiever college students in Bangladesh. In addition to these demographic variables, political and apolitical and gender differences such as male and female students was also used for the study, which was collected from demographic information sheet.

Selection of Instrument:

Rokcach's Value Inventory (Ara's Bengali Version)

Rokeach (1868, 1973) indicates that a value is an enduring belief that a specific mode of conduct or end-stales of existence is personally or socially preferable to an opposite or converse mode of conduct or end-states of existence. A value system is an enduring organization of beliefs concerning of preferable modes of conduct or end-stale of existence along a continuum of relative importance. The values referring to modes of conduct are called instrumental values and the values referring to end-states of existence are called terminal values.

The terminal values were distilled from a list of several hundred values obtained from various sources; a review of the literature mentioning various values founding in American society and in other societies. Rokeach's own terminal values and those obtained by interviewing a representative sample of about 100 adults in metropolitan Lansing city who had been asked to tell what terminal values they possessed. Those values were eliminated which were judged to be more or less synonymous with one another, those which overlapped, those which were too specific or close which simply did not represent end-slates of existence. It was thus possible to reduce the list of terminal values into 18 out of several hundreds.

The 18 instrumental values were obtained from an analysis of Anderson's (1956) list of personality trait words (Rokeach, 1973). This list was reduced to about 200 by excluding negative. The 18 instrumental values were selected from this list according to several criteria by retaining by one from a group of synonyms or near synonyms, by retaining those judged to be maximally different from or minimally inter-correlated with one another, by retaining those judged to represent the most important values in American society, by retaining those deemed to be maximally discriminating across social status, sex, race, age, religion, politics etc. Thus Rokeach's value inventory was constituted of 36 values equally divided into terminal and instrumental values. This value inventory was translated into Bengali. Utmost effort was made to maintain the exact sense of each item. For the proper clarification of each item, a short description of each value was given. The Ss was asked to assign 1, 2, 3, 4 to 18, as the case may be, '1' indicated highest important, while 18 indicated least important value to the person concerned. Thus, value priorities of the Ss were empirically investigated. The best reliability result has been obtained with Form-D. Median test-retest reliabilities of terminal values increase steadily from 0.62 for seventh graders in the Lansing area to 0.78-0.80 for college students at Michigan State University. For instrumental values, median test-retest Reliabilities increases from 0.53 for seventh graders to 0.70-0.72 for college students. The time intervals between test and retest vary from 3 to 7 weeks. For the terminal values the median reliability is 0.76 after a 2 lo 4 month Interval and 0.69 after a 14 to 16 month interval. For the instrumental 'allies, the comparable median are 0.65 and 0.61.

Thus in the present study Ara's (1983) Bengali version of Rokeach's value inventory was used for the collection of the data. This scale was back translated by Ara's Bengali and the 'r' as obtained between Hasan's adapted and Ara's Bengali version back translated scale and high correlation was obtained (r=0.86).

Procedure of Data Collection and Administration of the Scale

The present investigation utilized of Achievement Criteria Questionnaire and Rokeach's Value Inventory (Ara's Bengali version) for the collection of data. This measure with ACQ was administered to each of the 240 subjects separately for high achiever student (N=120) and low achiever students (N=120). At first data pattern whether they have belief on their own ability or they depend on the teachers for their success. Then they were agreed to fill up those test materials. In spite of the investigator was successful to establish proper rapport with all the respondents.

Method of Analyses

The data collected has been analyzed for group each separately. Scoring was made for each subject and coding was done for final analysis of the results. The analyses were done into two parts. In the first part, univariate analyses of the Rokeach's Value Inventory was computed for all the students to find out the differences between high achiever and low achiever students, male and female students, political and apolitical student groups. In the second part, Ranking was assigned to find out the priorities of value preferences by each group separately. Ranking analyses were also used to identify the similarities among the groups regarding their common value preferences.

Chapter Three

Results

Chapter Three

RESULTS

Analyses of data for the present study have been divided into two parts. *In the first part,* intergroup differences between high achiever Vs low achiever, male Vs female, political Vs apolitical on the variable of 18 terminal and 18 Instrumental values on each pair of groups separately had been computed by univariate method using t-test. These analyses contained mean and SD of each group separately. In this part intergroup difference between high achiever political male Vs low achiever political male, high achiever apolitical male Vs low achiever apolitical male, high achiever political female Vs low achiever political female, high achiever apolitical female Vs low achiever apolitical female on the variable of 18 terminal and 18 instrumental values on each pair of groups separately had been computed by univariate method using t-test. These analyses contained mean and SD of each group separately. Again, in this part intragroup differences between male political high achiever Vs female political high achiever, male apolitical high achiever Vs female apolitical high achiever, male political low achiever Vs female political low achiever, male apolitical low achiever Vs female apolitical low achiever, political male high achiever Vs apolitical male high achiever, political female high achiever Vs apolitical female high achiever, political male low achiever Vs apolitical male low achiever, political female low achiever Vs apolitical female low achiever on the 18 terminal and 18 instrumental values on each pair of groups separately had been computed by univariate method using t-test. These analyses contained mean and SD of each group separately. *In the second part,* Ranking was assigned to find out the priorities of value preferences by each group separately. Ranking analyses were also used to identify the similarities among the groups regarding their common value preferences.

PART-1

Univariate Analyses

Intergroup Differences

In the analysis Mean, SD and t was computed to determine the intergroup differences between high achiever students and low achiever students, male students and female students, political students and apolitical students, high achiever political male and low achiever political male, high achiever apolitical male and low achiever apolitical male, high achiever political female and low achiever political female, high achiever apolitical female and low achiever apolitical female on the variable of 18 terminal and 18 instrumental values.

Table -10: Showing the Intergroup Differences between High Achiever Vs Low Achiever, Male Vs Female, Political Vs Female on 18 Terminal Values (N=120 for each group separately)

SL No.	Name of Value	High Achiever Vs Low Achiever Mean / SD		t – Value	Male Vs Female Mean / SD		t - Value	Political Vs Apolitical Mean / SD		t - Value
01	A Comfortable life	6.31 6.95	2.09 1.98	2.44*	6.71 6.56	2.03 2.05	0.57	6.57 6.69	2.05 2.06	0.45
02	An Exciting life	5.29 4.86	2.08 1.91	1.67	5.05 5.11	1.91 2.05	0.24	5.19 4.96	1.82 2.14	0.90
03	A Sense of Accomplishment	3.80 3.51	1.96 1.85	1.17	3.52 3.79	1.99 1.83	1.09	3.23 4.08	1.73 2.09	3.40**
04	A World of Peace	6.91 6.45	1.98 1.98	1.79	6.92 6.45	1.92 2.03	1.88	6.20 7.17	1.88 2.03	3.88**
05	A World of Beauty	4.40 5.68	2.10 2.11	4.74**	4.03 5.55	2.21 2.00	5.62**	4.12 5.46	2.10 2.11	4.96**
06	Equality	6.05 6.13	2.13 2.39	0.27	6.15 6.07	2.26 2.27	0.27	6.67 5.44	2.17 2.25	4.39**
07	Family Security	6.55 7.14	1.93 1.72	2.51	6.57 7.11	1.94 1.72	2.25*	6.71 6.98	1.86 1.79	1.01
08	Freedom	6.93 6.27	2.07 1.70	2.71*	6.89 6.31	1.62 1.93	2.52*	7.21 6.00	1.76 2.04	4.95**
09	Happiness	3.73 5.09	2.00 2.13	5.11**	4.36 4.46	1.96 2.17	0.37	4.29 5.53	2.12 2.01	4.67**
10	Inner-harmony	4.93 3.91	1.91 1.90	4.18**	4.61 4.48	2.14 1.92	0.50	4.44 4.40	2.03 1.85	0.16
11	Matured Love	2.82 3.45	1.83 2.16	2.42*	3.36 2.90	2.09 1.96	1.76	3.16 3.11	2.09 1.93	0.19
12	National Security	6.40 5.98	1.86 2.32	1.58	6.39 5.99	1.80 2.34	1.48	6.81 5.57	2.05 2.14	4.59**
13	Pleasure	3.94 3.95	2.05 2.13	0.04	4.36 3.51	2.06 2.12	3.15**	3.91 3.96	2.17 1.90	0.19
14	Salvation	4.40 3.66	2.07 2.09	2.75**	3.91 4.15	2.02 2.14	0.89	4.10 3.97	2.05 2.19	0.47
15	Self-respect	4.94 4.30	2.26 2.25	2.20*	5.27 3.97	2.26 2.25	4.48**	4.47 4.53	2.20 2.29	0.20
16	Social Recognition	6.75 5.00	2.19 2.32	6.05**	5.98 5.78	2.38 2.15	0.68	6.12 5.64	2.18 2.34	1.65
17	True Friendship	4.77 4.51	2.31 1.88	0.96	4.93 4.36	1.99 2.20	2.11*	4.33 5.22	2.30 2.09	3.17**
18	Wisdom	6.55 4.92	2.45 2.46	5.25**	6.00 5.22	2.48 2.45	2.52*	6.06 5.40	2.43 2.51	2.07*

* = p<0.05, ** = p<0.01,

The result (table-10) showed that statistical significant intergroup differences on some terminal values between High Achiever and Low Achiever. In this result indicated high achiever expressed significantly higher preference on some terminal values as compared to low achiever. These values were 'Freedom' high achiever (M=6.93) and low achiever (M=6.27) (t=2.71, p<0.05), 'Inner Harmony' high achiever (M=4.93) and low achiever (Mean=3.91) (t=4.18, p<0.01), 'Salvation' high achiever (M=4.40) and low achiever (M=3.66) (t=2.75, p<0.01), 'Self Respect' high achiever (M=4. 94) and low achiever (M=4.30) (t=2.20, p<0.05), 'Social Recognition' high achiever (M=6.75) and low achiever (M=5.00) (t=6.05, p<0.01), 'Wisdom' high achiever (M=6.55) and low achiever (M=4.92) (t=5.25, p<0.01). On the contrary, low achiever expressed significantly higher preference on some terminal values as compared to high achiever. These values were 'A Comfortable Life' low achiever (M=6.95) and high achiever (M=6.31) (t=2.44, p<0.05), 'A World of Beauty' low achiever (M=5.68) and high achiever (M=4.40) (t=4.74, p<0.01), 'Family Security' low achiever (M=7.14) and high achiever (M=6.55) (t=2.51, p<0.05), 'Happiness' low achiever (M=5.09) and high achiever (M=3.73) (t=5.11, p<0.01) and 'Matured Love' low achiever (M=3.45) and high achiever (M=2.82) (t=2.42, p<0.05).

The result (table-10) also showed that statistical significant intergroup differences on some terminal values between male and female. It is found that male expressed significantly higher preference on some terminal values as compared to female. These values were 'Freedom' male (M=6.89) and female (M=6.31) (t=2.52, p<0.05), 'Pleasure' male (M=4.36) and female (M=3.51) (t=3.15, p<0.01), 'Self Respect' male (M=5.27) and female (M=3.97) (t=4.48, p<0.01), 'True Friendship' male (M=4.93) and female (M=4.36) (t=2.11, p<0.05), 'Wisdom' male (M=6.00) and female (M=5.22) (t=2.52, p<0.05). On the contrary, female expressed significantly higher preference on some terminal values as compared to male. These values were 'A World of Beauty'

female (M=5.55) and male (M=4.03) (t=5.62, p<0.01), 'Family Security' female (M=7.11) and male (M=6.57) (t=2.25, p<0.05).

Again, the result (table-10) showed that statistical significant intergroup differences on some terminal values between political and apolitical. In this table political expressed significantly higher preference on some terminal values as compared to apolitical. These values were 'Equality' political (M=6.67) and apolitical (M=5.44) (t=4.39, p<0.01), 'Freedom' political (M=7.21) and apolitical (M=6.00) (t=4.95, p<0.01), 'National Security' political (M=6.81) and apolitical (M=5.57) (t=4.59, p<0.01), 'Wisdom' political (M=6.06) and apolitical (M=5.40) (t=2.07, p<0.05). On the contrary, apolitical expressed significantly higher preference on some terminal values as compared to political. These values were 'A Sense of Accomplishment' apolitical (M=4.08) and political (M=3.23) (t=3.40, p<0.01), 'A World of Peace' apolitical (M=7.17) and political (M=6.20) (t=3.88, p<0.01), 'A World of Beauty' apolitical (M=5.46) and political (M=4.12) (t=4.96, p<0.01), 'Happiness' apolitical (M=5.53) and political (M=4.29) (t=4.67, p<0.01), 'True Friendship' apolitical (M=5.22) and political (M=4.33) (t=3.17, p<0.01).

Table -11: Showing the Intergroup Differences between High Achiever Vs Low Achiever, Male Vs Female, Political Vs Female on 18 Instrumental Values (N=120 for each group separately)

SL No.	Name of Value	High Achiever Vs Low Achiever Mean	SD	t – Value	Male Vs Female Mean	SD	t - Value	Political Vs Apolitical Mean	SD	t - Value
01	Social Justice	7.16 7.07	2.24 2.30	0.30	7.12 7.14	2.43 2.18	0.07	7.21 7.02	2.20 2.41	0.64
02	Ambition	6.01 4.69	2.18 2.34	4.86**	5.62 4.32	2.49 2.31	4.19**	5.12 5.26	2.26 2.27	0.48
03	Broadminded	6.34 5.68	1.98 2.03	2.56*	5.99 6.03	1.85 2.16	0.15	6.14 5.88	1.79 2.30	1.00
04	Capable	5.75 4.72	2.21 2.32	3.55**	5.18 5.29	2.13 2.49	0.39	5.72 4.75	1.71 2.02	3.95**
05	Cheerful	3.51 3.24	2.12 2.17	0.97	3.44 3.31	2.29 1.75	0.50	3.48 3.27	2.43 2.17	0.76
06	Cleanliness	4.28 4.87	2.15 2.23	0.21	4.17 4.75	2.01 2.37	2.07*	4.10 4.71	2.04 2.34	1.42
07	Courageous	6.57 5.09	2.17 2.66	4.77	6.30 5.39	2.22 2.26	3.15**	6.49 5.18	2.19 2.38	4.48**
08	Forgiving	3.99 4.88	2.23 2.11	3.18**	4.70 4.14	2.20 2.09	2.07*	4.18 4.78	2.35 2.02	2.17*
09	Helpful	4.45 4.14	2.26 1.93	1.48	4.03 4.65	2.17 2.27	2.16*	4.38 4.30	2.14 2.05	0.29
10	Honest	5.98 6.09	2.59 2.40	0.34	6.04 6.03	2.60 2.39	0.03	5.93 6.14	2.19 2.74	0.68
11	Imaginative	5.51 4.48	1.95 2.16	3.80**	5.37 4.27	2.12 1.98	4.19**	4.86 5.13	1.99 2.11	1.04
12	Independent	5.53 4.90	2.36 2.37	2.10*	4.72 5.70	2.45 2.37	3.16**	5.55 4.87	2.34 2.40	2.26*
13	Intellectual	6.06 5.11	2.09 2.31	3.39**	5.90 5.25	2.42 2.35	2.17*	5.64 5.53	2.27 2.37	0.37
14	Logical	4.66 4.45	2.20 2.14	0.75	4.55 4.57	2.37 1.97	0.07	4.60 4.43	2.31 2.03	0.93
15	Loving	3.94 3.84	2.15 2.00	0.37	4.05 4.46	2.07 2.06	1.54	4.02 4.59	1.96 2.18	2.19*
16	Obedient	3.90 3.68	1.90 1.90	0.88	3.65 3.67	1.74 1.86	0.08	3.31 4.27	1.81 2.05	3.85**
17	Polite	4.93 4.67	2.21 2.34	0.89	4.72 4.97	1.99 2.43	0.87	4.79 4.91	2.05 2.83	0.38
18	Responsible	7.21 6.05	2.02 2.12	4.29**	6.58 6.67	2.09 2.36	0.31	6.93 6.33	2.03 2.11	0.67

* = p<0.05,   ** = p<0.01

The result (table-11) showed that statistical significant intergroup differences on some instrumental values between high achiever and low achiever. In this result found that high achiever expressed significantly higher preference on some instrumental values as compared to low achiever. These values were 'Ambition' high achiever (M=6.01) and low achiever (M=4.69) (t=4.86, p<0.01), 'Broadminded' high achiever (M=6.34) and low achiever (M=5.68) (t=2.56, p<0.05), 'Capable' high achiever (M=5.75) and low achiever (M=4.72) (t=3.55, p<0.01), 'Courageous' high achiever (M=6.57) and low achiever (M=5.09) (t=4.71, p<0.01), 'Imaginative' high achiever (M=5.51) and low achiever (M=4.48) (t=3.80, p<0.01), 'Independent' high achiever (M=5.53) and low achiever (M=4.90) (t=2.10, p<0.05), 'Intellectual' high achiever (M=6.06) and low achiever (M=5.11) (t=3.39, p<0.01), 'Responsible' high achiever (M=7.21) and low achiever (M=6.05) (t=4.29, p<0.01). On the contrary, low achiever (M=4.88) expressed significantly higher preferences (t=3.18, p<0.01) for the instrumental value 'Forgiving' as compared to high achiever (M=3.99).

The result (table-11) also showed that statistical significant intergroup differences on some instrumental values between male and female. It is found that male expressed significantly higher preference on some instrumental values as compared to female. These values were 'Ambition' male (M=5.62) and female (M=4.32) (t=4.19, p<0.01), 'Courageous' male (M=6.30) and female (M=5.39) (t=3.15, p<0.01), 'Forgiving' male (M=4.70) and female (M=4.14) (t=2.07, p<0.05), 'Imaginative' male (M=5.37) and female (M=4.27) (t=4.19, p<0.01), 'Intellectual' male (M=5.90) and female (M=5.25) (t=2.15, p<0.05). On the contrary, female expressed significantly higher preference on some instrumental values as compared to male. These values were 'Cleanliness' female (M=4.75) and male (M=4.17) (t=2.07, p<0.05), 'Helpful' female (M=4.65) and male (M=4.03) (t=2.16, p<0.05), 'Independent' female (M=5.70) and male (M=4.72) (t=3.16, p<0.01).

Again, the result (table-11) showed that statistical significant intergroup differences on some Instrumental values between political and apolitical. In this table political expressed significantly higher preference on some Instrumental values as compared to apolitical. These values were 'Capable' political (M=5.72) and apolitical (M=4.75) (t=3.95, p<0.01), 'Courageous' political (M=6.49) and apolitical (M=5.18) (t=4.48, p<0.01), 'Independent' political (M=5.55) and apolitical (M=4.87) (t=2.26, p<0.05). On the contrary, apolitical expressed significantly higher preference on some instrumental values as compared to political. These values were 'Forgiving' apolitical (M=4.78) and political (M=4.18) (t=2.17, p<0.05), 'Loving' apolitical (M=4.59) and political (M=4.02) (t=2.19, p<0.05), 'Obedient' apolitical (M=4.27) and political (M=3.31) (t=3.85, p<0.01).

Table -12: Showing the Intergroup Differences between HAPM Vs LAPM, HAApM Vs LAApM, HAPF Vs LAPF, HAApF Vs LAApF on 18 Terminal Values (N=30 for each group separately).

SL No.	Name of Value	HAPM Vs LAPM Mean SD	t-Value	HAApM Vs LAApM Mean SD	t-Value	HAPF Vs LAPF Mean SD	t-Value	HAApF Vs LAApF Mean SD	t-Value
01	A Comfortable life	6.03 2.08 7.16 1.87	2.21*	6.14 2.22 7.50 1.95	2.52*	7.10 1.93 6.00 2.20	2.08*	6.00 2.16 7.13 1.92	2.14*
02	An Exciting life	5.43 2.21 4.13 1.47	2.69*	5.40 1.93 5.23 2.15	0.32	5.80 1.90 5.40 1.72	0.67	4.53 2.29 4.70 2.31	0.29
03	A Sense of Accomplishment	3.24 1.99 3.30 1.63	0.15	3.63 2.30 3.93 2.04	0.53	3.23 1.62 3.17 1.69	0.14	5.10 1.95 3.67 2.07	2.76**
04	A World of Peace	6.37 2.08 6.30 1.25	0.16	7.57 2.10 7.43 2.28	0.50	6.33 1.75 5.80 2.44	0.97	7.37 1.99 6.30 1.96	2.10*
05	A World of Beauty	3.10 2.38 3.80 2.20	0.50	3.80 2.29 5.43 2.00	2.96**	4.76 1.99 5.83 1.84	2.16*	5.96 1.76 7.67 2.41	3.14**
06	Equality	6.43 1.96 6.80 2.41	0.66	5.63 2.37 5.53 2.30	0.17	6.70 1.97 6.75 2.37	0.09	5.47 2.24 5.43 2.49	0.07
07	Family Security	6.57 2.21 6.26 2.06	0.56	6.07 1.86 7.40 1.62	2.96**	6.47 1.87 7.57 1.33	2.68*	7.10 1.79 7.33 1.90	0.48
08	Freedom	7.60 1.49 7.47 1.75	0.31	6.50 2.10 6.00 1.15	0.98	7.43 2.85 6.33 1.95	2.44*	6.20 1.85 5.30 1.96	1.83
09	Happiness	3.97 2.07 5.20 2.22	2.22*	3.57 1.58 4.70 2.00	2.43*	3.37 2.12 4.63 2.10	2.33*	4.03 2.24 5.83 2.23	3.12**
10	Inner-harmony	5.33 1.86 4.03 2.08	2.60*	5.17 1.93 3.93 1.69	2.65*	4.40 2.05 4.00 2.14	0.74	4.83 1.80 3.70 1.71	2.50*
11	Matured Love	3.23 2.03 3.50 2.20	0.48	2.80 1.90 3.93 2.01	2.26*	2.77 1.90 3.13 2.26	0.86	2.50 1.52 3.23 2.18	1.45
12	National Security	7.56 1.43 6.37 2.20	2.48*	6.43 1.66 5.23 2.12	2.27*	6.40 2.15 6.93 2.43	0.89	5.23 2.22 5.40 2.56	0.28
13	Pleasure	5.23 2.18 3.67 2.83	2.40*	3.63 1.74 4.90 1.50	3.04**	3.40 2.12 3.33 2.00	0.13	3.53 2.19 3.90 2.20	0.48
14	Salvation	4.90 2.05 3.47 2.06	2.44*	3.80 1.90 3.47 2.07	0.45	4.36 1.90 3.67 1.86	1.43	4.57 2.45 4.03 2.37	0.87
15	Self-respect	5.77 2.34 5.00 2.12	1.15	5.47 2.10 4.83 2.49	1.10	4.23 2.30 3.87 2.04	0.63	4.30 2.31 3.50 2.35	1.23
16	Social Recognition	6.97 2.31 5.37 2.03	2.85**	6.67 2.56 4.93 2.64	2.63*	7.06 2.09 5.10 2.30	3.46**	6.33 1.83 4.63 2.34	3.15**
17	True Friendship	4.67 2.41 3.57 2.13	1.87	5.83 1.83 5.63 1.60	0.45	3.13 2.61 4.97 2.08	3.06**	5.47 2.39 3.90 1.73	2.91**
18	Wisdom	6.67 2.19 5.17 2.00	2.81**	6.97 2.65 5.37 3.11	2.16*	6.97 2.97 5.47 2.56	2.11*	5.57 2.09 3.70 2.20	3.40**

* = p<0.05, ** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

The result (table-12) showed that statistical significant intergroup differences on some terminal values between high achiever political male and low achiever political male. In this table high achiever political male expressed significantly higher preference on some terminal values as compared to low achiever political male. These values were 'An Exciting Life' high achiever political male (M=5.43) and low achiever political male (M=4.13) (t=2.69, p<0.05), 'Inner Harmony' high achiever political male (M=5.33) and low achiever political male (M=4.03) (t=2.60, p<0.05), 'National Security' high achiever political male (M=7.56) and low achiever political male (M=6.37) (t=2.48, p<0.05), 'Pleasure' high achiever political male (M=5.23) and low achiever political male (M=3.67) (t=2.40, p<0.05), 'Salvation' high achiever political male (M=4.90) and low achiever political male (M=3.47) (t=2.44, p<0.05), 'Social Recognition' high achiever political male (M=6.97) and low achiever political male (M=5.37) (t=2.85, p<0.01), 'Wisdom' high achiever political male (M=6.67) and low achiever political male (M=5.17) (t=2.81, p<0.05). On the contrary, low achiever political male expressed significantly higher preference on some terminal values as compared to high achiever political male. These values were 'A Comfortable Life' low achiever political male (M=7.16) and high achiever political male (M=6.03) (t=2.21, p<0.05), 'Happiness' low achiever political male (M=5.20) and high achiever political male (M=3.97) (t=2.22, p<0.05).

The result (table-12) showed statistical significant intergroup differences on some terminal values between high achiever apolitical male and low achiever apolitical male. In this table high achiever apolitical male expressed significantly higher preference on some terminal values as compared to low achiever apolitical male. These values were 'Inner Harmony' high achiever apolitical male (M=5.17) and low achiever apolitical male (M=3.73) (t=2.65, p<0.05), 'National Security' high achiever apolitical male (M=6.43) and low achiever apolitical male (M=5.23) (t=2.27, p<0.05), 'Social Recognition' high achiever apolitical male (M=6.67) and low achiever

apolitical male (M=4.93) (t=2.63, p<0.05), 'Wisdom' high achiever apolitical male (M=6.77) and low achiever apolitical male (M=5.37) (t=2.16, p<0.05).On the contrary, low achiever apolitical male expressed significantly higher preference on some terminal values as compared to high achiever apolitical male. These values were 'A Comfortable Life' low achiever apolitical male (M=7.50) and high achiever apolitical male (M=6.14) (t=2.52, p<0.05), 'A World of Beauty' low achiever apolitical male (M=5.43) and high achiever apolitical male (M=3.80) (t=2.96, p<0.01), 'Family Security' low achiever apolitical male (M=7.40) and high achiever apolitical male (M=6.07) (t=2.96, p<0.01), 'Happiness' low achiever apolitical male (M=4.70) and high achiever apolitical male (M=3.57) (t=2.43, p<0.05), 'Matured Love' low achiever apolitical male (M=3.93) and high achiever apolitical male (M=2.80) (t=2.26, p<0.05), 'Pleasure' low achiever apolitical male (M=4.90) and high achiever apolitical male (M=3.63) (t=2.28, p<0.05).

The result (table-12) also showed that statistical significant intergroup differences on some terminal values between high achiever political female and low achiever political female. In this result table found that high achiever political female expressed significantly higher preference on some terminal values as compared to low achiever political female. These values were 'A Comfortable Life' high achiever political female (M=7.10) and low achiever political female (M=6.00) (t=2.08, p<0.05), 'Freedom' high achiever political female (M=7.43) and low achiever political female (M=6.33) (t=2.44, p<0.05), 'Social Recognition' high achiever political female (M=7.06) and low achiever political female (M=5.10) (t=3.46, p<0.01), 'Wisdom' high achiever political female (M=6.97) and low achiever political female (M=5.47) (t=2.11, p<0.05). On the contrary, low achiever political female expressed significantly higher preference on some terminal values as compared to high achiever political female. These values were 'A World of Beauty' low achiever political female (M=5.83) and high achiever political female (M=4.76) (t=2.16, p<0.05), 'Family Security' low achiever political

female (M=7.57) and high achiever political female (M=6.47) (t=2.68, p<0.05), 'Happiness' low achiever political female (M=4.63) and high achiever political female (M=3.37) (t=2.33, p<0.05), 'True Friendship' low achiever political female (M=4.97) and high achiever political female (M=3.13) (t=3.06, p<0.01).

Again, the result (table-12) showed that statistical significant intergroup differences on some terminal values between high achiever apolitical female and low achiever apolitical female. In this table high achiever apolitical female expressed significantly higher preference on some terminal values as compared to low achiever apolitical female. These values were 'A Sense of Accomplishment' high achiever apolitical female (M=5.10) and low achiever apolitical female (M=3.73) (t=2.76, p<0.01), 'A World of Peace' high achiever apolitical female (M=7.37) and low achiever apolitical female (M=6.30) (t=2.10, p<0.05), 'Inner Harmony' high achiever apolitical female (M=4.83) and low achiever apolitical female (M=3.70) (t=2.50, p<0.05), 'Social Recognition' high achiever apolitical female (M=6.33) and low achiever apolitical female (M=4.63) (t=3.15, p<0.01), 'True Friendship' high achiever apolitical female (M=5.47) and low achiever apolitical female (M=3.90) (t=2.19, p<0.05), 'Wisdom' high achiever apolitical female (M=5.57) and low achiever apolitical female (M=3.70) (t=3.40, p<0.01). On the contrary, low achiever apolitical female expressed significantly higher preference on some terminal values as compared to high achiever apolitical female. These values were 'A Comfortable Life' low achiever apolitical female (M=7.13) and high achiever apolitical female (M=6.00) (t=2.14, p<0.05), 'A World of Beauty' low achiever apolitical female (M=7.67) and high achiever apolitical female (M=5.96) (t=3.14, p<0.01), 'Happiness' low achiever apolitical female (M=5.83) and high achiever apolitical female (M=4.03) (t=3.12, p<0.01).

Table -13: Showing the Intergroup Differences between HAPM Vs LAPM, HAApM Vs LAApM, HAPF Vs LAPF, HAApF Vs LAApF on 18 Instrumental Values (N=30 for each group separately).

SL No.	Name of Value	HAPM Vs LAPM Mean	SD	t-Value	HAApM Vs LAApM Mean	SD	t-Value	HAPF Vs LAPF Mean	SD	t-Value	HAApF Vs LAApF Mean	SD	t-Value
01	Social Justice	7.27	2.27	0.35	7.06	2.61	0.06	7.23	2.10	0.13	7.10	2.00	0.46
		7.06	2.35		7.10	2.50		7.30	2.10		6.83	2.55	
02	Ambition	6.77	2.44	2.36*	6.90	2.19	2.06*	4.80	1.90	2.21*	5.50	2.21	2.24*
		5.23	2.61		5.60	2.73		3.67	2.00		4.27	2.04	
03	Broadminded	6.33	1.77	2.68*	6.80	2.01	2.22*	6.80	1.73	1.30	5.43	2.43	0.42
		5.23	1.43		5.60	2.20		6.20	1.92		5.70	2.59	
04	Capable	6.73	2.04	2.66*	5.20	1.93	2.80**	5.87	2.53	1.14	5.21	2.34	0.39
		5.16	2.55		3.63	2.05		5.13	2.60		4.96	2.10	
05	Cheerful	3.67	2.28	0.72	3.37	2.05	0.16	3.87	2.10	1.42	3.16	2.08	0.06
		3.26	2.18		3.47	2.66		3.13	1.93		3.10	1.91	
06	Cleanliness	3.13	1.68	2.50*	3.40	2.27	2.11*	4.67	2.28	0.62	5.90	2.39	2.80**
		4.33	1.92		4.60	2.18		4.30	2.28		4.13	2.55	
07	Courageous	7.73	2.19	2.79**	6.53	1.97	3.21**	6.70	2.05	2.55*	5.33	2.47	1.79
		6.10	2.35		4.73	2.38		5.43	1.80		4.13	2.75	
08	Forgiving	4.53	2.70	0.14	4.30	2.16	2.55*	3.47	2.27	2.20*	3.66	1.79	2.46*
		4.43	2.40		5.57	1.73		4.70	2.06		4.80	2.25	
09	Helpful	4.00	2.50	0.17	4.27	2.06	0.95	5.63	2.23	3.66**	4.27	2.27	0.89
		4.10	2.13		3.77	2.02		3.80	1.72		4.90	1.88	
10	Honest	6.27	2.52	0.15	5.70	2.87	0.14	5.23	2.40	1.11	6.70	2.57	0.48
		6.37	2.31		5.80	2.70		5.83	1.80		6.37	2.82	
11	Imaginative	6.07	2.00	2.08*	6.03	1.99	2.91**	4.23	1.78	1.42	5.70	2.03	2.48*
		4.97	2.14		4.40	2.37		4.16	2.06		4.41	2.07	
12	Independent	5.73	2.39	2.15*	4.16	2.39	0.75	6.67	2.21	2.15*	5.43	2.48	0.27
		4.37	2.52		4.63	2.53		5.43	2.26		5.27	2.20	
13	Intellectual	7.20	2.00	3.15**	5.93	1.46	2.06*	4.80	2.24	0.06	6.30	2.66	2.13*
		5.40	2.40		4.90	2.35		5.16	2.47		5.00	2.03	
14	Logical	4.47	2.61	0.41	4.53	2.31	0.10	4.70	2.11	0.30	4.96	1.77	2.66*
		4.73	2.23		4.47	2.33		4.87	2.30		3.76	1.72	
15	Loving	4.10	1.77	0.15	3.57	2.49	0.55	3.87	2.14	0.42	4.20	2.19	2.88**
		4.03	1.86		4.50	2.18		4.10	2.08		5.70	1.88	
16	Obedient	3.30	1.69	0.28	4.96	1.83	1.49	3.35	1.96	0.16	4.00	2.14	0.18
		3.18	1.74		4.23	1.97		3.43	1.85		3.90	2.28	
17	Polite	5.46	1.64	3.95**	4.37	2.34	0.52	4.63	2.57	0.38	5.27	2.32	0.28
		3.80	1.62		4.90	2.39		4.90	2.89		5.10	2.47	
18	Responsible	7.37	2.03	2.38*	7.06	2.01	2.13*	7.27	2.05	2.19*	7.17	2.00	2.05*
		6.13	2.02		5.97	2.00		6.13	2.02		6.00	2.46	

* = p<0.05, ** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

apolitical male (M=3.63) (t=2.80, p<0.01), 'Courageous' high achiever apolitical male (M=6.53) and low achiever apolitical male (M=4.73) (t=3.21, p<0.01), 'Imaginative' high achiever apolitical male (M=6.03) and low achiever apolitical male (M=4.40) (t=2.91, p<0.01), 'Intellectual' high achiever apolitical male (M=5.93) and low achiever apolitical male (M=4.90) (t=2.06, p<0.05), 'Responsible' high achiever apolitical male (M=7.06) and low achiever apolitical male (M=5.97) (t=2.13, p<0.05). On the contrary, low achiever apolitical male expressed significantly higher preference on some instrumental values as compared to high achiever apolitical male. These values were 'Cleanliness' low achiever apolitical male (M=4.60) and high achiever apolitical male (M=3.40 (t=2.11, p<0.05), 'Forgiving' low achiever apolitical male (M=5.57) and high achiever apolitical male (M=4.30 (t=2.55, p<0.05).

Again, the result (table-13 showed that statistical significant intergroup differences on some instrumental values between high achiever political female and low achiever political female. The result found that high achiever political female expressed significantly higher preference on some instrumental values as compared to low achiever political female. These values were 'Ambition' high achiever political female (M=4.80) and low achiever political female (M=3.67) (t=2.21, p<0.05), 'Courageous' high achiever political female (M=6.70) and low achiever political female (M=5.43) (t=2.55, p<0.05), 'Helpful' high achiever political female (M=5.63) and low achiever political female (M=3.80) (t=3.66, p<0.01), 'Independent' high achiever political female (M=6.67) and low achiever political female (M=5.43) (t=2.15, p<0.05), 'Responsible' high achiever political female (M=7.27) and low achiever political female (M=6.13) (t=2.19, p<0.05). On the contrary low achiever political female (M=4.70) expressed significantly higher preference (t=2.20, p<0.05) for the instrumental value 'Forgiving' as compared to high achiever political female (M=3.47).

Moreover, the result (table-13) showed that statistical significant intergroup differences on some instrumental values between high achiever apolitical female and low achiever apolitical female. In this table high achiever apolitical female expressed significantly higher preference on some instrumental values as compared to low achiever apolitical female. These values were 'Ambition' high achiever apolitical female (M=5.50) and low achiever apolitical female (M=4.27) (t=2.24, p<0.05), 'Cleanliness' high achiever apolitical female (M=5.90) and low achiever apolitical female (M=4.13) (t=2.80, p<0.01), 'Imaginative' high achiever apolitical female (M=5.70) and low achiever apolitical female (M=4.41) (t=2.48, p<0.05), 'Intellectual' high achiever apolitical female (M=6.30) and low achiever apolitical female (M=5.00) (t=2.13, p<0.05), 'Logical' high achiever apolitical female (M=4.96) and low achiever apolitical female (M=3.76) (t=2.66, p<0.05), 'Responsible' high achiever apolitical female (M=7.17) and low achiever apolitical female (M=6.00) (t=2.05, p<0.05). On the contrary, low achiever apolitical female expressed significantly higher preference on some instrumental values as compared to high achiever apolitical female. These values were 'Forgiving' low achiever apolitical female (M=4.80) and high achiever apolitical female (M=3.66), (t=2.46, p<0.05), 'Loving' low achiever apolitical female (M=5.70) and high achiever apolitical female (M=4.20 (t=2.88, p<0.01).

Intragroup Differences

In the analysis Mean, SD and t was computed to determine the intergroup differences between male political high achiever and female political high achiever, male apolitical high achiever and female apolitical high achiever, male political low achiever and female political low achiever, male apolitical low achiever and female apolitical low achiever, political male high achiever and apolitical male high achiever, political male low achiever and apolitical male low achiever, political female high achiever and apolitical female high achiever, political female low achiever and apolitical female low achiever on the variable of 18 terminal and 18 instrumental values.

The result (table-13) showed that statistical significant intergroup differences on some instrumental values between high achiever political male and low achiever political male. In this table high achiever political male expressed significantly higher preference on some instrumental values as compared to low achiever political male. These values were 'Ambition' high achiever political male (M=6.77) and low achiever political male (M=5.23) (t=2.36, p<0.05), 'Broadminded' high achiever political male (M=6.33) and low achiever political male (M=5.23) (t=2.68, p<0.05), 'Capable' high achiever political male (M=6.73) and low achiever political male (M=5.16) (t=2.66, p<0.05), 'Courageous' high achiever political male (M=7.73) and low achiever political male (M=6.10) (t=2.79, p<0.01), 'Imaginative' high achiever political male (M=6.07) and low achiever political male (M=4.97) (t=2.08, p<0.05), 'Independent' high achiever political male (M=5.73) and low achiever political male (M=4.37) (t=2.15, p<0.05), 'Intellectual' high achiever political male (M=7.20) and low achiever political male (M=5.40) (t=3.15, p<0.01), 'Polite' high achiever political male (M=5.46) and low achiever political male (M=3.80) (t=2.93, p<0.01), 'Responsible' high achiever political male (M=7.37) and low achiever political male (M=6.13) (t=2.38, p<0.05). On contrary, low achiever political male (M=4.33) expressed significantly higher preference (t=2.50 p<0.05) for 'Cleanliness' as compared to high achiever political male (M=4.33).

The result (table-13) also showed that statistical significant intergroup differences on some instrumental values between high achiever apolitical male and low achiever apolitical male. In this result indicated that high achiever apolitical male expressed significantly higher preference on some instrumental values as compared to low achiever apolitical male. These values were 'Ambition' high achiever apolitical male (M=6.90) and low achiever apolitical male (M=5.60) (t=2.06, p<0.05), 'Broadminded' high achiever apolitical male (M=6.80) and low achiever apolitical male (M=5.60) (t=2.22, p<0.05), 'Capable' high achiever apolitical male (M=5.20) and low achiever

Table -14: Showing the Intragroup Differences between MPHA Vs FPHA, MApHA Vs FApHA, MPLA Vs FPLA, MApLA Vs FApLA on 18 Terminal Values (N=30 for each group separately).

SL No.	Name of Value	MPHA Vs FPHA Mean	SD	t-Value	MApHA Vs FApHA Mean	SD	t-Value	MPLA Vs FPLA Mean	SD	t-Value	MApLA Vs FApLA Mean	SD	t-Value
01	A Comfortable life	6.03	2.08	2.09*	6.14	2.22	0.25	7.16	1.87	2.23*	7.50	1.95	0.75
		7.10	1.93		6.00	2.16		6.00	2.20		7.13	1.92	
02	An Exciting life	5.43	2.21	0.69	5.40	1.93	1.61	4.13	1.47	3.09**	5.23	2.15	0.92
		5.80	1.90		4.53	2.29		5.40	1.72		4.70	2.31	
03	A Sense of Accomplishment	3.24	1.99	0.02	3.63	2.30	2.67*	3.30	1.63	0.30	3.93	2.04	0.50
		3.23	1.62		5.10	1.95		3.17	1.69		3.67	2.07	
04	A World of Peace	6.37	2.08	0.08	7.57	2.10	0.38	6.30	1.25	1.00	7.43	2.28	2.09*
		6.33	1.75		7.37	1.99		5.80	2.44		6.30	1.96	
05	A World of Beauty	3.10	2.38	2.93**	3.80	2.29	2.23*	3.80	2.20	3.90**	5.43	2.00	2.17*
		4.76	1.99		4.96	1.76		5.83	1.84		6.67	2.41	
06	Equality	6.43	196	0.54	5.63	2.37	0.27	6.80	2.41	0.16	5.73	2.30	0.49
		6.70	1.97		5.47	2.24		6.70	2.37		5.43	2.49	
07	Family Security	6.57	2.21	0.19	6.07	1.86	2.19*	6.26	2.06	2.97**	7.40	1.62	0.15
		6.47	1.87		7.10	1.79		7.57	1.33		7.33	1.90	
08	Freedom	7.60	1.49	0.39	6.50	2.10	058	7.47	1.75	2.42*	6.00	1.15	1.70
		7.43	1.85		6.20	1.98		6.33	1.95		5.30	1.96	
09	Happiness	3.97	2.07	1.11	3.57	1.58	0.92	5.20	2.22	1.03	4.70	2.00	2.09*
		3.37	2.12		4.03	2.24		4.63	2.10		5.83	2.23	
10	Inner-harmony	5.33	1.86	0.14	5.17	2.93	0.54	4.03	2.08	0.05	3.93	1.69	0.53
		5.40	2.05		4.83	1.80		4.00	2.14		3.70	1.71	
11	Matured Love	3.23	2.03	0.92	2.80	1.90	0.68	3.50	2.20	0.64	3.93	2.26	1.22
		2.77	1.90		2.50	1.52		3.13	2.26		3.23	2.18	
12	National Security	7.56	1.43	2.49*	6.43	1.26	2.60*	6.37	2.40	0.90	5.23	2.13	0.28
		6.40	2.15		5.23	2.22		6.93	2.43		5.40	2.56	
13	Pleasure	5.23	2.18	3.32**	3.63	1.73	0.20	3.67	2.83	0.53	4.90	1.50	2.26*
		3.40	2.12		3.53	2.19		3.33	2.00		3.80	2.20	
14	Salvation	4.90	2.05	1.05	3.80	1.90	1.37	3.47	2.06	0.40	3.47	2.07	0.98
		4.36	1.90		4.57	2.45		3.67	1.86		4.03	2.37	
15	Self-respect	5.77	2.34	2.61*	5.47	2.10	2.08*	5.00	2.12	2.13*	4.83	2.49	2.14*
		4.23	2.30		4.30	2.31		3.87	2.04		3.50	2.35	
16	Social Recognition	6.97	2.31	0.16	6.67	2.56	0.59	5.37	2.03	0.49	4.93	2.64	0.46
		7.06	2.09		6.33	1.83		5.10	2.30		4.63	2.39	
17	True Friendship	4.67	2.41	2.40*	5.83	1.83	0.66	3.57	2.13	0.05	5.66	1.60	4.19**
		3.13	2.61		5.47	2.39		4.97	2.08		3.90	1.73	
18	Wisdom	6.47	2.19	0.44	6.97	2.65	2.29*	5.17	2.00	0.84	5.37	3.11	2.42*
		6.97	2.97		5.57	2.09		4.67	2.56		3.70	2.20	

* = p<0.05, ** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

The result (table-14) showed that statistical significant intragroup differences on some terminal values between male political high achiever and female political high achiever. In this table male political high achiever expressed significantly higher preference on some terminal values as compared to female political high achiever. These values were 'National Security' male political high achiever (M=7.56) and female political high achiever (M=6.40) (t=2.49, p<0.05), 'Pleasure' male political high achiever (M=5.23) and female political high achiever (M=3.40) (t=3.77, p<0.01), 'Self Respect' male political high achiever (M=5.77) and female political high achiever (M=4.23) (t=2.61, p<0.05), 'True Friendship' male political high achiever (M=4.67) and female political high achiever (M=3.13) (t=2.40, p<0.05). On the contrary, female political high achiever expressed significantly higher preference on some terminal values as compared to male political high achiever. These values were 'A Comfortable Life' female political high achiever (M=7.10) and male political high achiever (M=6.03) (t=2.09, p<0.05), 'A World of Beauty' female political high achiever (M=4.76) and male political high achiever (M=3.10) (t=2.93, p<0.05).

The result (table-14) also showed that statistical significant intragroup differences on some terminal values between male apolitical high achiever and female apolitical high achiever. In this table found that male apolitical high achiever expressed significantly higher preference on some terminal values as compared to female apolitical high achiever. These values were 'National Security' male apolitical high achiever (M=6.43) and female apolitical high achiever (M=5.23) (t=2.60, p<0.05), 'Self Respect' male apolitical high achiever (M=5.47) and female apolitical high achiever (M=4.30) (t=2.08, p<0.05), 'Wisdom' male apolitical high achiever (M=6.97) and female apolitical high achiever (M=5.57) (t=2.29, p<0.05). On the contrary, female apolitical high achiever expressed significantly higher preference on some terminal values as compared to male apolitical high achiever. These values were 'A Sense of Accomplishment' female apolitical

high achiever (M=5.10) and male apolitical high achiever (M=3.63) (t=2.67, p<0.05), 'A World of Beauty' female apolitical high achiever (M=4.96) and male apolitical high achiever (M=3.80) (t=2.23 , p<0.05), 'Family Security' female apolitical high achiever (M=7.10) and male apolitical high achiever (M=6.07) (t=2.19, p<0.05).

Again, the result (table-14) showed that statistical significant intragroup differences on some terminal values between male political low achiever and female political low achiever. In this table indicated that male political low achiever expressed significantly higher preference on some terminal values as compared to female political low achiever. These values were 'A Comfortable Life' male political low achiever (M=7.16) and female political low achiever (M=6.00) (t=2.23, p<0.05), 'Freedom' male political low achiever (M=7.47) and female political low achiever (M=3.33) (t=2.42, p<0.05), 'Self Respect' male political low achiever (M=5.00) and female political low achiever (M=3.87) (t=2.13, p<0.05). On the contrary, female political low achiever expressed significantly higher preference on some terminal values as compared to male political low achiever. These values were 'An Exciting Life' female political low achiever (M=5.40) and male political low achiever (M=4.13) (t=3.09 , p<0.01), 'A World of Beauty' female political low achiever (M=5.83) and male political low achiever (M=3.80) (t=3.90, p<0.01), 'Family Security' female political low achiever (M=7.57) and male political low achiever (M=6.26) (t=2.97, p<0.01).

Moreover, the result (table-14) showed that statistical significant intragroup differences on some terminal values between male apolitical low achiever and female apolitical low achiever. In this table found that male apolitical low achiever expressed significantly higher preference on some terminal values as compared to female apolitical low achiever. These values were 'A World of Peace' male apolitical low achiever (M=7.43) and female apolitical low achiever (M=6.30) (t=2.09, p<0.05), 'Pleasure' male apolitical

low achiever (M=4.90) and female apolitical low achiever (M=3.80) (t=2.26, p<0.05), 'Self Respect' male apolitical low achiever (M=4.83) and female apolitical low achiever (M=3.50) (t=2.14, p<0.05), 'True Friendship' male apolitical low achiever (M=5.66) and female apolitical low achiever (M=3.90) (t=4.19, p<0.01), 'Wisdom' male apolitical low achiever (M=5.37) and female apolitical low achiever (M=3.70) (t=2.42, p<0.05). On the contrary, female apolitical low achiever expressed significantly higher preference on some terminal values as compared to male apolitical low achiever. These values were 'A World of Beauty' female apolitical low achiever (M=6.67) and male apolitical low achiever (M=5.43) (t=2.17, p<0.05), 'Happiness' female apolitical low achiever (M=5.83) and male apolitical low achiever (M=4.70) (t=2.09, p<0.05).

Table -15: Showing the Intragroup Differences between MPHA Vs FPHA, MApHA Vs FApHA, MPLA Vs FPLA, MApLA Vs FApLA on 18 Instrumental Values (N=30 for each group separately).

SL No.	Name of Value	MPHA Vs FPHA Mean	SD	t-Value	MApHA Vs FApHA Mean	SD	t-Value	MPLA Vs FPLA Mean	SD	t-Value	MApLA Vs FApLA Mean	SD	t-Value
01	Social Justice	7.27	2.27	0.07	7.06	2.61	0.08	7.06	2.35	0.42	7.10	2.50	0.41
		7.33	2.10		7.10	2.00		7.30	2.10		6.83	2.55	
02	Ambition	6.77	2.44	2.81**	4.90	2.19	4.87**	5.23	2.61	2.13*	5.60	2.73	2.08*
		4.80	3.00		4.27	2.04		3.97	2.00		4.26	2.21	
03	Broadminded	6.33	1.77	1.06	6.80	2.01	2.40*	5.23	1.43	2.25*	5.60	2.20	0.16
		6.80	1.73		5.43	2.43		6.20	1.92		5.70	2.59	
04	Capable	6.73	2.04	1.46	5.20	1.90	0.09	5.16	2.55	0.05	3.63	2.05	2.25*
		5.87	2.53		5.21	2.34		5.13	2.60		4.96	2.50	
05	Cheerful	3.67	2.28	0.35	3.37	2.05	0.39	3.26	2.18	0.25	3.47	2.66	062
		3.87	2.10		3.16	2.08		3.13	1.93		3.10	1.91	
06	Cleanliness	3.31	1.68	2.98**	4.40	2.27	4.16**	4.33	1.92	0.05	4.64	2.18	0.77
		4.67	2.28		5.90	2.39		4.30	2.28		4.13	2.55	
07	Courageous	7.83	2.19	2.09*	6.53	1.97	2.08*	6.10	2.35	1.25	4.73	2.38	0.90
		6.70	2.05		5.33	2.47		5.43	1.80		4.13	2.75	
08	Forgiving	4.53	2.70	1.65	4.30	2.16	1.25	4.43	2.40	0.47	5.57	1.73	1.50
		3.47	2.27		3.66	1.79		4.70	2.06		4.80	2.25	
09	Helpful	4.00	2.50	2.67*	4.27	2.06	0.04	4.10	2.13	0.47	3.77	2.02	2.26*
		5.63	2.23		4.29	2.27		3.80	2.72		4.90	1.88	
10	Honest	6.27	2.52	1.65	5.70	2.87	1.42	6.37	2.31	1.01	5.80	2.70	0.83
		5.23	2.40		6.70	2.57		5.83	1.80		6.37	2.82	
11	Imaginative	6.07	2.00	2.94**	6.03	1.99	3.58**	4.97	2.14	1.50	4.40	2.37	0.01
		4.32	1.78		4.20	2.03		4.16	2.06		4.41	2.07	
12	Independent	4.73	2.39	3.29**	5.16	2.39	0.43	4.37	2.52	2.16*	4.63	2.53	1.04
		6.67	2.21		5.43	2.48		5.43	2.62		5.27	2.20	
13	Intellectual	7.20	2.50	3.93**	5.93	2.46	0.56	5.40	2.40	0.38	4.90	2.35	0.17
		4.80	2.24		6.30	2.66		5.16	2.47		5.00	2.03	
14	Logical	4.47	2.61	0.38	4.53	2.31	0.81	4.73	2.23	0.24	4.47	2.33	1.36
		4.70	2.11		4.96	1.77		4.87	2.30		3.76	1.72	
15	Loving	4.10	1.77	0.46	3.57	2.49	1.05	4.03	1.86	0.14	4.50	2.18	2.30*
		3.87	2.14		4.20	2.19		4.10	2.08		5.70	1.88	
16	Obedient	3.30	1.69	0.11	3.96	1.83	0.07	3.13	1.47	0.76	4.23	1.97	0.61
		3.35	1.96		4.00	2.14		3.43	1.08		3.90	2.28	
17	Polite	5.46	1.64	1.50	4.73	2.34	1.50	3.80	1.62	2.11*	4.90	2.39	0.32
		4.63	2.57		5.27	2.32		4.90	2.39		5.10	2.47	
18	Responsible	7.17	2.03	0.75	7.06	2.01	0.21	6.13	2.02	0.16	5.97	2.30	0.61
		7.27	2.40		7.17	2.00		6.23	2.60		6.00	2.46	

* = p<0.05,** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

The result (table-15) showed that statistical significant intragroup differences on some instrumental values between male political high achiever and female political high achiever. In this table found that male political high achiever expressed significantly higher preference on some instrumental values as compared to female political high achiever. These values were 'Ambition' male political high achiever (M=6.77) and female political high achiever (M=4.80) (t=2.81, p<0.01), 'Courageous' male political high achiever (M=7.83) and female political high achiever (M=6.70) (t=2.09, p<0.05), 'Imaginative' male political high achiever (M=6.07) and female political high achiever (M=4.23) (t=2.94, p<0.01), 'Intellectual' male political high achiever (M=7.20) and female political high achiever (M=4.80) (t=3.93, p<0.01). On the contrary, female political high achiever expressed significantly higher preference on some instrumental values as compared to male political high achiever. These values were 'Cleanliness' female political high achiever (M=4.67) and male political high achiever (M=3.13) (t=2.98, p<0.01), 'Helpful' female political high achiever (M=5.63) and male political high achiever (M=4.00) (t=2.67, p<0.05), 'Independent' female political high achiever (M=6.67) and male political high achiever (M=4.73) (t=3.29, p<0.01).

The result (table-15) also showed that statistical significant intragroup differences on some instrumental values between male apolitical high achiever and female apolitical high achiever. In this table male apolitical high achiever expressed significantly higher preference on some instrumental values as compared to female apolitical high achiever. These values were 'Ambition' male apolitical high achiever (M=6.90) and female apolitical high achiever (M=4.27) (t=4.87, p<0.01), 'Broadminded' male apolitical high achiever (M=6.80) and female apolitical high achiever (M=5.43) (t=2.40, p<0.05), 'Courageous' male apolitical high achiever (M=6.53) and female apolitical high achiever (M=5.33) (t=2.08, p<0.05), 'Imaginative' male apolitical high achiever (M=6.03) and female apolitical high achiever (M=4.20) (t=3.58, p<0.01). On the contrary, female apolitical high achiever

(M=5.90) expressed significantly higher preference (t=4.16, p<0.01) for the instrumental value 'Cleanliness' as compared to male apolitical high achiever (M=3.40)

Again, the result (table-15) showed that statistical significant intragroup differences on some instrumental values between male political low achiever and female political low achiever. In this table indicated that male political low achiever (M=5.23) expressed significantly higher preference (t=2.13, p<0.05) for the instrumental value 'Ambition' as compared to female political low achiever (M=3.97). On the contrary, female political low achiever expressed significantly higher preference on some instrumental values as compared to male political low achiever. These values were 'Broadminded' female political low achiever (M=6.20) and male political low achiever (M=3.63) (t=2.25, p<0.05), 'Independent' female political low achiever (M=5.43) and male political low achiever (M=4.37) (t=2.16, p<0.05), 'Polite' female political low achiever (M=4.90) and male political low achiever (M=3.80) (t=2.11, p<0.05).

Moreover, the result (table-15) showed statistically significant intragroup differences on some instrumental values between male apolitical low achiever and female apolitical low achiever. In this result found that male apolitical low achiever (M=5.60) expressed significantly higher preference (t=2.08, p<0.05) for the instrumental value 'Ambition' as compared to female apolitical low achiever (M=4.27). On the contrary, female apolitical low achiever expressed significantly higher preference on some instrumental values as compared to male apolitical low achiever. These values were 'Capable' female apolitical low achiever (M=4.96) and male apolitical low achiever (M=3.63) (t=2.25, p<0.05), 'Helpful' female apolitical low achiever (M=4.90) and male apolitical low achiever (M=3.77) (t=2.26, p<0.05), 'Loving' female apolitical low achiever (M=5.70) and male apolitical low achiever (M=4.50) (t=2.30, p<0.05).

Table -16: Showing the Intergroup Differences PMHA Vs ApMHA, PFHA Vs ApFHA, PMLA Vs ApMLA, PFLA Vs ApFLA on 18 Terminal Values (N=30 for each group separately).

SL No.	Name of Value	PMHA Vs ApMHA Mean	SD	t-Value	PFHA Vs ApFHA Mean	SD	t-Value	PMLA Vs ApMLA Mean	SD	t-Value	PFLA Vs ApFLA Mean	SD	t-Value
01	A Comfortable life	6.03	2.23	0.19	7.10	1.93	2.11*	7.16	1.86	0.69	6.00	2.20	2.13*
		6.14	2.22		6.00	2.16		7.50	1.95		7.13	1.92	
02	An Exciting life	5.43	2.21	0.06	5.80	1.90	2.35*	4.13	1.47	2.39*	5.40	1.72	1.35
		5.40	1.93		4.53	2.29		5.23	2.05		4.70	2.31	
03	A Sense of Accomplishment	3.24	1.99	0.73	3.23	1.62	4.04**	3.30	1.63	1.34	3.17	1.69	1.04
		3.63	2.30		5.10	1.95		3.93	2.04		3.67	2.07	
04	A World of Peace	6.37	2.08	2.22*	6.33	1.75	2.16*	6.30	1.25	2.40*	5.80	2.44	0.87
		7.57	2.10		7.37	1.99		7.43	2.28		6.30	1.76	
05	A World of Beauty	3.10	2.38	1.66	4.76	1.99	2.47*	3.80	2.20	3.01**	4.83	1.84	3.34**
		3.80	2.29		5.96	1.76		5.43	2.00		6.67	2.41	
06	Equality	6.43	1.96	2.16*	6.70	1.97	2.28*	6.80	2.41	2.11*	6.75	2.37	2.05*
		5.33	2.00		5.47	2.24		5.53	2.30		5.43	2.49	
07	Family Security	6.57	2.21	0.96	6.47	1.87	1.34	6.26	2.06	2.39*	7.57	1.33	0.57
		6.07	1.86		7.10	1.79		7.40	1.62		7.33	1.90	
08	Freedom	7.60	1.49	2.29*	7.43	1.85	2.51*	7.47	1.75	2.78**	6.33	1.95	2.06*
		6.50	2.10		6.20	1.98		6.00	2.15		5.30	1.96	
09	Happiness	3.97	2.07	0.85	3.37	2.12	1.18	5.20	2.22	0.91	4.63	2.10	2.15*
		3.57	1.58		4.03	2.24		4.70	2.00		5.83	2.23	
10	Inner-harmony	5.33	1.86	0.48	4.40	2.05	0.87	4.03	2.08	0.19	4.00	2.14	0.60
		5.17	1.93		4.83	1.80		3.93	1.96		3.70	1.71	
11	Matured Love	3.23	2.02	0.86	2.77	1.90	0.59	3.50	2.20	0.76	3.13	2.26	0.18
		2.80	1.90		2.50	1.52		3.93	2.15		3.23	2.18	
12	National Security	7.57	1.43	2.85**	6.40	2.15	2.08*	6.37	2.20	2.07*	6.93	2.43	2.39*
		6.43	1.66		5.23	2.22		5.23	2.12		5.40	2.56	
13	Pleasure	5.23	2.18	3.20**	3.40	2.12	0.24	3.67	2.38	1.98	3.33	2.00	0.87
		3.63	1.74		3.53	2.19		4.90	1.50		3.80	2.20	
14	Salvation	4.90	2.05	2.16*	4.36	2.25	0.10	3.47	2.06	0.04	3.67	1.86	0.66
		3.80	1.90		4.57	2.45		3.47	2.07		4.03	2.37	
15	Self-respect	4.77	2.34	1.25	4.23	2.30	0.54	5.00	2.12	0.29	3.87	2.04	0.66
		5.47	2.01		4.30	2.31		4.83	2.49		3.50	2.35	
16	Social Recognition	6.97	2.31	0.48	7.06	2.09	1.46	5.37	2.03	073	5.10	2.30	0.79
		6.67	2.56		6.33	1.83		4.93	2.64		4.63	2.34	
17	True Friendship	4.67	2.41	2.11*	4.13	2.61	2.09*	3.57	2.13	3.54**	4.97	2.08	2.18*
		5.83	1.83		5.47	2.39		5.66	2.44		3.90	1.73	
18	Wisdom	6.67	2.19	0.48	6.96	2.97	2.12*	5.17	2.00	0.30	5.47	2.56	2.90**
		6.97	2.65		5.57	2.09		5.37	3.11		3.70	2.20	

* = p<0.05, ** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

The result (table-16) showed that statistical significant intragroup differences on some terminal values between political male high achiever and apolitical male high achiever. In this table found that political male high achiever expressed significantly higher preference on some terminal values as compared to apolitical male high achiever. These values were 'Equality' political male high achiever (M=6.34) and apolitical male high achiever (M=5.33) (t=2.16, p<0.05), 'Freedom' political male high achiever (M=7.60) and apolitical male high achiever (M=6.50) (t=2.29, p<0.05), 'National Security' political male high achiever (M=7.57) and apolitical male high achiever (M=6.43) (t=2.85, p<0.01), 'Pleasure' political male high achiever (M=5.23) and apolitical male high achiever (M=3.63) (t=3.20, p<0.01), 'Salvation' political male high achiever (M=4.90) and apolitical male high achiever (M=3.80) (t=2.16, p<0.05). On the contrary, apolitical male high achiever expressed significantly higher preference on some terminal values as compared to political male high achiever. These values were 'A World of Peace' apolitical male high achiever (M=7.57) and political male high achiever (M=6.37), (t=2.22, p<0.05), 'True Friendship' apolitical male high achiever (M=5.83) and political male high achiever (M=4.67), (t=2.11, p<0.05).

The result (table-16) also showed that statistical significant intragroup differences on some terminal values between political female high achiever and apolitical female high achiever. In this table indicated that political female high achiever expressed significantly higher preference on some terminal values as compared to apolitical female high achiever. These values were 'A Comfortable Life' political female high achiever (M=7.10) and apolitical female high achiever (M=6.00) (t=2.11, p<0.05), 'An Exciting Life' political female high achiever (M=5.80) and apolitical female high achiever (M=4.53) (t=2.35, p<0.05), 'Equality' political female high achiever (M=6.70) and apolitical female high achiever (M=5.47) (t=2.28, p<0.05), 'Freedom' political female high achiever (M=7.43) and apolitical female high

achiever (M=6.20) (t=2.51, p<0.05), 'National Security' political female high achiever (M=6.40) and apolitical female high achiever (M=5.23) (t=2.08, p<0.05), 'Wisdom' political female high achiever (M=6.96) and apolitical female high achiever (M=5.57) (t=2.12, p<0.05). On the contrary, apolitical female high achiever expressed significantly higher preference on some terminal values as compared to political female high achiever. These values were 'A Sense of Accomplishment' apolitical female high achiever (M=5.10) and political female high achiever (M=3.23), (t=4.04, p<0.01), 'A World of Peace' apolitical female high achiever (M=7.37) and political female high achiever (M=6.33), (t=2.16, p<0.05), 'A World of Beauty' apolitical female high achiever (M=5.96) and political female high achiever (M=4.76), (t=2.47, p<0.05), 'True Friendship' apolitical female high achiever (M=5.47) and political female high achiever (M=4.13),(t=2.09, p<0.05).

Again, the result (table-16) showed that statistical significant intragroup differences on some terminal values between political male low achiever and apolitical male low achiever. In this table found that political male low achiever expressed significantly higher preference on some terminal values as compared to apolitical male low achiever. These values were 'Equality' political male low achiever (M=6.80) and apolitical male low achiever (M=5.53) (t=2.11, p<0.05), 'Freedom' political male low achiever (M=7.47) and apolitical male low achiever (M=6.00) (t=2.78, p<0.01), 'National Security' political male low achiever (M=6.37) and apolitical male low achiever (M=5.23) (t=2.07, p<0.05). On the contrary, apolitical male low achiever expressed significantly higher preference on some terminal values as compared to political male low achiever. These values were 'An Exciting Life' apolitical male low achiever (M=5.23) and political male low achiever (M=4.13) (t=.39, p<0.05),'A World of Peace' apolitical male low achiever (M=4.13) and political male low achiever (M=7.43) (t=2.40, p<0.05),'A World of Beauty' apolitical male low achiever (M=5.43) and political male low achiever (M=3.80) (t=3.01, p<0.01),'Family Security' apolitical male low

achiever (M=7.40) and political male low achiever (M=6.26) (t=2.39, p<0.05),'True Friendship' apolitical male low achiever (M=5.66) and political male low achiever (M=3.57) (t=3.54, p<0.01).

Moreover, the result (table-16) showed that statistical significant intragroup differences on some terminal values between political female low achiever and apolitical female low achiever. In this table indicated that political female low achiever expressed significantly higher preference on some terminal values as compared to apolitical female low achiever. These values were 'Equality' political female low achiever (M=6.75) and apolitical female low achiever (M=5.43) (t=2.05, p<0.05), 'Freedom' political female low achiever (M=6.33) and apolitical female low achiever (M=5.30) (t=2.06, p<0.05), 'National Security' political female low achiever (M=6.93) and apolitical female low achiever (M=5.40) (t=2.39, p<0.05), 'True Friendship' political female low achiever (M=4.97) and apolitical female low achiever (M=3.90) (t=2.18, p<0.05), 'Wisdom' political female low achiever (M=5.47) and apolitical female low achiever (M=3.70) (t=2.90, p<0.01). On the contrary, apolitical female low achiever expressed significantly higher preference on some terminal values as compared to political female low achiever. These values were 'A Comfortable Life' apolitical female low achiever (M=7.13) and political female low achiever (M=6.00) (t=2.13, p<0.05), 'A World of Beauty' apolitical female low achiever (M=6.67) and political female low achiever (M=4.83) (t=3.34, p<0.01), 'Happiness' apolitical female low achiever (M=5.83) and political female low achiever (M=4.63) (t=2.15, p<0.05).

Table -17: Showing the Intergroup Differences PMHA Vs ApMHA, PFHA Vs ApFHA, PMLA Vs ApMLA, PFLA Vs ApFLA on 18 Instrumental Values (N=30 for each group separately).

SL No.	Name of Value	PMHA Vs ApMHA Mean	SD	t-Value	PFHA Vs ApFHA Mean	SD	t-Value	PMLA Vs ApMLA Mean	SD	t-Value	PFLA Vs ApFLA Mean	SD	t-Value
01	Social Justice	7.27	2.27	0.35	7.23	2.10	0.25	7.06	2.35	0.06	7.30	2.10	0.78
		7.06	2.61		7.10	2.00		7.10	2.50		6.83	2.55	
02	Ambition	6.77	2.44	0.22	4.80	1.99	1.02	5.23	2.61	0.54	3.67	2.00	1.15
		6.90	2.19		4.27	2.14		5.60	2.73		4.27	2.04	
03	Broadminded	6.33	1.77	0.96	6.80	1.73	2.52*	5.23	1.43	0.78	6.20	1.92	0.86
		6.80	2.01		5.43	2.43		5.60	2.20		5.70	2.59	
04	Capable	6.73	2.04	3.00**	5.87	2.53	1.08	5.16	2.55	2.59*	5.13	2.60	1.81
		5.20	1.93		5.21	2.34		3.63	2.05		4.96	2.00	
05	Cheerful	3.67	2.28	0.55	3.87	2.10	1.33	3.26	2.18	0.33	3.13	1.93	0.06
		3.37	2.05		3.16	2.08		3.47	2.66		3.10	1.91	
06	Cleanliness	3.13	1.68	0.52	4.67	2.28	3.71**	4.33	1.92	0.51	4.30	2.28	0.27
		3.40	2.27		5.90	2.39		4.60	2.18		4.13	2.55	
07	Courageous	7.73	2.19	2.45*	6.70	2.05	2.36*	6.10	2.35	2.24*	5.43	2.17	2.06*
		6.53	1.96		5.33	2.46		4.73	2.38		4.13	2.75	
08	Forgiving	4.53	2.70	0.37	3.47	2.27	0.75	4.43	2.40	2.11*	4.70	2.06	0.18
		4.30	2.16		3.66	1.97		5.57	1.73		4.80	2.25	
09	Helpful	4.00	2.50	0.47	5.63	2.23	2.34*	4.10	2.13	0.61	3.80	1.72	2.39*
		4.27	2.06		4.27	2.27		3.77	2.02		4.90	1.88	
10	Honest	6.27	2.52	0.82	5.23	2.40	2.29*	6.37	2.31	0.89	5.83	1.80	0.88
		5.70	2.87		6.70	2.57		5.80	2.70		6.37	2.82	
11	Imaginative	6.07	2.00	0.08	4.23	1.78	3.00**	4.97	2.14	0.98	4.16	2.06	0.40
		6.03	1.99		5.70	2.03		4.40	2.37		4.41	2.07	
12	Independent	5.73	2.39	2.57*	6.67	2.21	2.05*	4.37	2.52	0.40	5.43	2.26	0.27
		4.16	2.39		5.43	2.48		4.63	2.53		5.27	2.20	
13	Intellectual	7.20	2.00	2.22*	4.80	2.24	2.38*	5.40	2.40	0.82	5.16	2.47	0.27
		5.93	2.46		6.30	2.66		4.90	2.35		5.00	2.03	
14	Logical	4.47	2.61	0.09	4.70	2.11	0.19	4.73	2.23	0.44	4.87	2.30	2.13*
		4.53	2.31		4.96	1.77		4.47	2.33		3.76	1.72	
15	Loving	4.10	1.77	0.96	3.87	2.14	0.59	4.03	1.86	0.90	4.10	2.08	3.13**
		3.57	2.49		4.20	2.19		4.50	2.18		5.70	1.88	
16	Obedient	3.30	1.69	3.38**	3.35	1.96	1.23	3.18	1.74	2.19*	3.43	1.85	0.88
		4.96	1.83		4.00	2.14		4.23	1.97		3.90	2.28	
17	Polite	5.46	1.64	2.09*	4.63	2.57	1.02	4.20	1.62	0.81	4.90	2.39	0.29
		4.37	2.34		5.27	2.32		4.90	2.39		5.10	2.47	
18	Responsible	7.37	2.03	0.60	7.27	2.05	0.19	6.13	2.02	0.31	6.13	2.05	0.22
		7.06	2.01		7.17	2.00		5.97	2.00		6.00	2.46	

* = p<0.05,** = p<0.01,

Note: H= High, L= Low, A= Achiever, P= Political, Ap= Apolitical, M= Male, F= Female.

The result (table-17) showed that statistical significant intragroup differences on some instrumental values between political male high achiever and apolitical male high achiever. In this table found political male high achiever expressed significantly higher preference on some Instrumental values as compared to apolitical male high achiever. These values were 'Capable' political male high achiever (M=6.73) and apolitical male high achiever (M=5.20) (t=3.00, p<0.01), 'Courageous' political male high achiever (M=7.73) and apolitical male high achiever (M=6.33) (t=2.45, p<0.05), 'Independent' political male high achiever (M=5.73) and apolitical male high achiever (M=4.16) (t=2.57, p<0.05), 'Intellectual' political male high achiever (M=7.20) and apolitical male high achiever (M=5.93) (t=2.22, p<0.05), 'Polite' political male high achiever (M=5.46) and apolitical male high achiever (M=4.37) (t=2.09, p<0.05). On the contrary, apolitical male high achiever (M=4.96) expressed significantly higher preference (t=3.38, p<0.01) for the Instrumental value 'Obedient' as compared to political male high achiever (M=3.30).

The result (table-17) also showed that statistical significant intragroup differences on some instrumental values between political female high achiever and apolitical female high achiever. In this table indicated that political female high achiever expressed significantly higher preference on some instrumental values as compared to apolitical female high achiever. These values were 'Broadminded' political female high achiever (Mean= 6.80) and apolitical female high achiever (M=5.43) (t=2.52, p<0.05), 'Courageous' political female high achiever (M=6.70) and apolitical female high achiever (M=5.33) (t=2.36, p<0.05), 'Helpful' political female high achiever (M=5.63) and apolitical female high achiever (M=4.27) (t=2.34, p<0.05), 'Independent' political female high achiever (M=6.67) and apolitical female high achiever (M=5.43) (t=2.05, p<0.05). On the contrary, apolitical female high achiever expressed significantly higher preference on some instrumental values as compared to political female high achiever. These values were 'Cleanliness' apolitical female high achiever (M=5.90) and political female high achiever (M=4.67) (t=3.71, p<0.01), 'Honest' apolitical female high achiever (M=6.70) and political female high achiever (M=5.23) (t=2.29, p<0.05), 'Imaginative' apolitical female high achiever (M=5.70) and

political female high achiever (M=4.23) (t=3.00, p<0.01), 'Intellectual' apolitical female high achiever (M=6.30) and political female high achiever (M=4.80) (t=2.38, p<0.05).

Again, the result (table-17) showed that statistical significant intragroup differences on some instrumental values between political male low achiever and apolitical male low achiever. In this table found that political male low achiever expressed significantly higher preference on some instrumental values as compared to apolitical male low achiever. This values were 'Capable' political male low achiever (M=5.16) and apolitical male low achiever (M=3.63) (t=2.59, p<0.05), 'Courageous' political male low achiever (M=6.10) and apolitical male low achiever (M=4.73) (t=2.24, p<0.05). On the contrary, apolitical male low achiever expressed significantly higher preference on some instrumental values as compared to political male low achiever. These values were 'Forgiving' apolitical male low achiever (M=5.57) and political male low achiever (M=4.43) (t=2.11, p<0.05), 'Obedient' apolitical male low achiever (M=4.23) and political male low achiever (M=3.18) (t=2.19, p<0.05).

Moreover, the result (table-17) showed that statistical significant intragroup differences on some instrumental values between political female low achiever and apolitical female low achiever. In this table indicated that political female low achiever expressed significantly higher preference on some Instrumental values as compared to apolitical female low achiever. These values were 'Courageous' political female low achiever (M= 5.43) and apolitical male low achiever (M=4.13) (t=2.06, p<0.05), 'Logical' political female low achiever (M=4.87) and apolitical female low achiever (M=3.76) (t=2.13, p<0.05). On the contrary, apolitical female low achiever expressed significantly higher preference on some instrumental values as compared to political female low achiever. These values were 'Helpful' apolitical female low achiever (M=4.90) and political female low achiever (M=3.80) (t=2.39, p<0.05), 'Loving' apolitical female low achiever (M=5.70) and political female low achiever (M=4.10) (t=3.13, p<0.01).

Part-II

Ranking Analyses

In this part mean value and rank order of all terminal and Instrumental values were worked out within all comparable groups to find out their value preferences.

In these tables a highest mean score was assigned as the 1st position and the lowest rank was assigned as the 5th position i.e. 1st to 5th position of terminal and instrumental values were selected for ranking order preferences.

Table -18: Showing Mean Value and Ranking of High Achiever Students, Low Achiever Students, Male Students, Female Students, Political Students And Apolitical Students on Terminal Values (N=120 for each group separately)

SL No.	Name of Value	High Achiever Mean	Low Achiever Mean	Male Mean	Female Mean	Political Mean	Apolitical Mean
01	A Comfortable life	6.31	6.95^{2nd}	6.71^{3rd}	6.56^{2nd}	6.57^{4th}	6.69^{3rd}
02	An Exciting life	5.29	4.86	5.05	5.11	5.19	4.96
03	A Sense of Accomplishment	3.80	3.51	3.52	3.79	3.23	4.08
04	A World of Peace	6.91^{2nd}	6.45^{3rd}	6.92^{1st}	6.45^{3rd}	6.20	7.17^{1st}
05	A World of Beauty	4.40	5.86	4.03	5.55	4.12	5.46
06	Equality	6.05	6.13^{5th}	6.15	6.07^{5th}	6.67^{3rd}	5.44
07	Family Security	6.55^{4th}	7.14^{1st}	6.57^{4th}	7.11^{1st}	6.71^{2nd}	6.98^{2nd}
08	Freedom	6.93^{1st}	6.27^{4th}	6.89^{2nd}	6.31^{4th}	7.21^{1st}	6.00^{4th}
09	Happiness	3.73	5.09	4.36	4.46	4.29	5.53
10	Inner-harmony	4.39	3.91	4.61	4.48	4.44	4.40
11	Matured Love	2.82	3.45	3.36	2.90	3.16	3.11
12	National Security	6.40^{5th}	5.98	6.39^{5th}	5.99	6.31^{5th}	5.57
13	Pleasure	3.94	3.95	4.36	3.51	3.91	3.96
14	Salvation	4.40	3.66	3.91	4.15	4.10	3.97
15	Self-respect	4.94	4.30	5.27	3.97	4.47	4.53
16	Social Recognition	6.75^{3rd}	5.00	5.98	5.78	6.12	5.64^{5th}
17	True Friendship	4.77	4.51	4.93	4.36	4.33	5.22
18	Wisdom	6.55^{4th}	4.92	6.00	5.22	6.06	5.40

In this table (table-18) a highest mean score was assigned as the 1st position and the lowest rank was assigned as the 5th position i. e. 1st to 5th position of terminal values were selected for ranking order preferences. The result (Table-18) Showed that high achiever student ranked 'Freedom' as the 1st (M=6.93), 'A World of Peace' as the 2nd (M=6.91), 'Social Recognition' as the 3rd (M=6.75), 'Family Security' and 'Wisdom' as the 4th (M=6.55) and 'National Security' as the 5th (M=6.40). The result also showed that low achiever students ranked 'Family Security' as the 1st (M=7.14), 'A Comfortable Life' as the 2nd (M=6.95), 'A World of Peace' as the 3rd (M=6.45), Freedom' as the 4th (M=6.27) and 'Equality' as the 5th (M=6.13). Again, the result showed that male students ranked 'A World of Peace' as the 1st (M=6.92), 'Freedom as the 2nd (M=6.89), 'A Comfortable Life' as the 3rd (M=6.71), 'Family Security' as the 4th (M=6.57) and 'National Security' as the 5th (M=6.39). Moreover, the result showed that female students ranked 'Family Security' as the 1st (M=7.11), 'A Comfortable Life' as the 2nd (M=6.56), 'A World of Peace' as the 3rd (M=6.45), 'Freedom' as the 4th (M=6.31) and 'Equality' as the 5th (M=6.07). The result also found that political students ranked 'Freedom' as the 1st (M=7.21), 'Equality' as the 2nd (M=6.67), 'A Comfortable Life' as the 3rd (M=6.57), 'Nation Security' as the 4th (M=6.31) and 'A World of Peace' as the 5th (M=6.20). The result also indicated that apolitical students ranked 'A World of Peace' as the 1st (M=7.17), 'Family Security' as the 2nd (M=6.98), 'A Comfortable Life' as the 3rd (M=6.69), 'Freedom' as the 4th (M=6.00) and 'Social Recognition' as the 5th (M=5.64).

Table -19: Showing Mean Value and Ranking of High Achiever Students, Low Achiever Students, Male Students, Female Students, Political Students And Apolitical Students on Instrumental Values (N=120 for each group separately)

SL No.	Name of Value	High Achiever Mean	Low Achiever Mean	Male Mean	Female Mean	Political Mean	Apolitical Mean
01	Social Justice	7.16^{2nd}	7.07^{1st}	7.12^{1st}	7.14^{1st}	7.21^{1st}	7.02^{1st}
02	Ambition	6.01	4.69	5.62	4.32	5.12	5.26
03	Broadminded	6.32^{4th}	5.68^{4th}	5.99^{5th}	6.03^{3rd}	6.14^{4th}	5.88^{4rh}
04	Capable	5.75	4.72	5.18	5.29	5.72	4.75
05	Cheerful	3.51	3.24	3.44	3.31	3.48	3.27
06	Cleanliness	4.28	4.87	4.17	4.75	4.10	4.71
07	Courageous	6.57^{3rd}	5.09	6.30^{3rd}	5.39^{5th}	6.49^{3rd}	5.18
08	Forgiving	3.99	4.88	4.70	4.14	4.18	4.78
09	Helpful	4.54	4.14	4.03	4.65	4.38	4.30
10	Honest	5.98	6.09^{2nd}	6.04^{4th}	6.03^{3rd}	5.93^{5th}	6.14^{3rd}
11	Imaginative	5.51	4.48	5.37	4.27	4.86	5.13
12	Independent	5.53	4.90	4.72	5.70^{4th}	5.55	4.87
13	Intellectual	6.06^{5th}	5.11^{5th}	5.90	5.29	5.64	5.53^{5th}
14	Logical	4.66	4.45	4.55	4.57	4.60	4.43
15	Loving	3.94	3.84	4.05	4.46	4.02	4.59
16	Obedient	3.90	3.68	3.65	3.67	3.31	4.27
17	Polite	4.93	4.67	4.72	4.97	4.99	4.91
18	Responsible	7.21^{1st}	6.05^{3rd}	6.58^{2nd}	6.67^{2nd}	6.93^{2nd}	6.55^{2nd}

In this table (table-19) a highest mean score was assigned as the 1st position and the lowest rank was assigned as the 5th position i. e. 1st to 5th position of Instrumental values were selected for ranking order preferences. The result (Table-19) Showed that high achiever student ranked 'Responsible' as the 1st (M=7.21), 'Social Justice' as the 2nd (M=7.16), 'Courageous' as the 3rd (M=6.57), 'Broadminded' as the 4th (M=6.34) and 'Intellectual' as the 5th (M=6.06). The result also showed that low achiever students ranked 'Social Justice' as the 1st (M=7.07), 'Honest' as the 2nd (M=6.09), 'Responsible' as the 3rd (M=6.05), 'Broadminded' as the 4th (M=5.68) and 'Intellectual' as the 5th (M=5.11). Again, the result showed that male students ranked 'Social Justice' as the 1st (M=7.17), 'Responsible' as the 2nd (M=6.58), 'Courageous' as the 3rd (M=6.30), 'Honest' as the 4th (M=6.04) and 'Broadminded' as the 5th (M=5.99). Moreover, the result showed that female students ranked 'Social Justice' as the 1st (M=7.14), 'Responsible' as the 2nd (M=6.67), 'Broadminded' and 'Honest' as the 3rd (M=6.03), 'Independent' as the 4th (M=5.70) and 'Courageous' as the 5th (M=5.39). The result also found that political students ranked 'Social Justice' as the 1st (M=7.21), 'Responsible' as the 2nd (M=6.93), 'Courageous' as the 3rd (M=6.49), 'Broadminded' as the 4th (M=6.14) and 'Honest' as the 5th (M=5.93). The result also indicated that apolitical students ranked 'Social Justice' as the 1st (M=7.02), 'Responsible' as the 2nd (M=6.55), 'Honest' as the 3rd (M=6.14), 'Broadminded' as the 4th (M=5.88) and 'Intellectual' as the 5th (M=5.53).

Part-III

In this part a factorial ANOVA using 2×2×2 design was applied on the scores of some important Terminal and Instrumental values separately. Each computation of a 2×2×2 factorial design involving two levels of achievers (High/Low) two types of Gender (Male/Female) two categories of groups (Political/Apolitical) were used. The method of Scoring, the arrangement of data for ANOVA and brief interpretations of the findings are given separately for each analysis of the measures reported.

In this part some important terminal and instrumental values, which actually played an important role between high and low achiever were taken into consideration. The significant differences between high achiever and low achiever were found in terminal values of Freedom, Inner-harmony, Self-respect, Social recognition and Wisdom. Similarly some Instrumental values were also found to differ significantly between high achiever and low achiever in instrumental values. These values were Ambition, Capable, Imaginative, Intellectual and Responsible.

Table - 1: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Freedom**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	13.704	1	13.704	3.56*
	Sex	12.837	1	12.837	3.33*
	Group	24.538	1	24.538	6.37**
Two-way Interaction Effect	Achiever × Sex	13.337	1	13.337	3.46*
	Achiever × Group	12.964	1	12.964	3.36*
	Sex × Group	24.704	1	24.704	6.41**
Three-way Interaction Effect	Achiever × Sex × Group	13.104	1	13.104	3.40*
	Error	894.033	232	3.854	
	Total	1009.221	239		

*= P<0.05; ** = P<0.01

The results (table-1) indicated that the main effect for achiever (F = 3.56, df = 1/232, P<0.05), sex (F = 3.33, df = 1/232, P<0.05) and group (F = 6.37, df = 1/232, P<0.01) were statistically significant. Two-way interaction involving achiever and sex (F = 3.46, df = 1/232, P<0.05), achiever and group (F = 3.36, df = 1/232, P<0.05) as well as sex and group (F = 6.41, df = 1/232, P<0.01) were also found statistically significant. Moreover, a three-way interaction involving achiever, sex and group was also statistically significant (F = 3.40, df = 1/232, P<0.05).

Table - 2: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Inner-harmony**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	25.15	1	25.15	6.38**
	Sex	5.817	1	5.817	1.47
	Group	4.067	1	4.067	1.03
Two-way Interaction Effect	Achiever × Sex	13.017	1	13.017	3.30*
	Achiever × Group	13.60	1	13.60	3.45*
	Sex × Group	3.85	1	3.85	0.98
Three-way Interaction Effect	Achiever × Sex × Group	6.67	1	6.67	1.69
	Error	915.333	232	3.945	
	Total	987.504	239		

* = P<0.05; ** = P<0.01

The results (table-2) reported that the main effect for achiever (F = 6.38, df = 1/232, P<0.01) was statistically significant. But the main effects of sex and group have failed to reach the level of significance. Two-way interaction involving achiever and sex (F = 3.30, df = 1/232, P<0.05) as well as achiever and group (F = 3.45, df = 1/232, P<0.05) were also statistically significant. However, no two-way interaction effect was found between sex and group. Again, no three-way interaction effect was found among achiever, sex and group.

Table - 3: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Self-respect**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	19.667	1	19.667	3.45*
	Sex	32.017	1	32.017	5.61**
	Group	10.417	1	10.417	1.83
Two-way Interaction Effect	Achiever × Sex	19.16	1	19.16	3.36*
	Achiever × Group	11.81	1	11.81	2.07
	Sex × Group	21.67	1	21.67	3.80*
Three-way Interaction Effect	Achiever × Sex × Group	8.69	1	8.69	1.52
	Error	1323.333	232	5.704	
	Total	1446.764	239		

* = P<0.05; ** = P<0.01

The results (table-3) showed that the main effect for achiever (F = 3.45, df = 1/232, P<0.05) and sex (F = 5.61, df = 1/232, P<0.01) were statistically significant. But the main effect of group has failed to reach the level of significance. Two-way interaction involving achiever and sex (F = 3.36, df = 1/232, P<0.05) as well as sex and group (F = 3.80, df = 1/232, P<0.05) were also statistically significant. However, no two-way interaction effect was found between achiever and group. Again, no three-way interaction effect was found among achiever, sex and group.

Table - 4: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Social Recognition** '.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	37.338	1	37.338	6.57**
	Sex	5.504	1	5.504	0.97
	Group	19.504	1	19.504	3.43*
Two-way Interaction Effect	Achiever × Sex	11.504	1	11.504	2.02
	Achiever × Group	24.704	1	24.704	4.35**
	Sex × Group	3.504	1	3.504	0.62
Three-way Interaction Effect	Achiever × Sex × Group	19.038	1	19.038	3.35*
	Error	1318.90	232	5.685	
	Total	1439.996	239		

* = P<0.05; ** = P<0.01

The results (table-4) reported that the main effect for achiever (F = 6.57, df = 1/232, P<0.01) and group (F = 3.43, df = 1/232, P<0.05) were statistically significant. But no statistically significant result was obtained for main effect of sex. Two-way interaction involving achiever and group (F = 4.35, df = 1/232, P<0.01) was also found statistically significant. However, no two-way interaction effect was found between achiever and sex as well as sex and group. Moreover, a three-way interaction involving achiever, sex and group was also statistically significant (F = 3.35, df = 1/232, P<0.05).

Table - 5: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Wisdom**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	41.204	1	41.204	6.12**
	Sex	23.204	1	23.204	3.44*
	Group	22.604	1	22.604	3.36*
Two-way Interaction Effect	Achiever × Sex	21.504	1	21.504	3.19*
	Achiever × Group	33.004	1	33.004	4.90**
	Sex × Group	13.604	1	13.604	2.02
Three-way Interaction Effect	Achiever × Sex × Group	22.804	1	22.804	3.38*
	Error	1562.967	232	6.737	
	Total	1740.895	239		

* = P<0.05; ** = P<0.01

The results (table-5) indicated that the main effect for achiever (F = 6.12, df = 1/232, P<0.01), sex (F = 3.44, df = 1/232, P<0.05) and group (F = 3.36, df = 1/232, P<0.05) were statistically significant. Two-way interaction involving achiever and sex (F = 3.19, df = 1/232, P<0.05) as well as achiever and group (F = 4.90, df = 1/232, P<0.01) were also statistically significant. But no two-way interaction effect was found between sex and group. Moreover, a three-way interaction involving achiever, sex and group was also statistically significant (F = 3.38, df = 1/232, P<0.05).

Table - 6: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Ambition**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	24.07	1	24.07	3.61*
	Sex	26.87	1	26.87	4.03**
	Group	10.15	1	10.15	1.52
Two-way Interaction Effect	Achiever × Sex	22.60	1	22.60	3.39*
	Achiever × Group	23.17	1	23.17	3.48*
	Sex × Group	22.15	1	22.15	3.32*
Three-way Interaction Effect	Achiever × Sex × Group	4.82	1	4.82	0.72
	Error	1546.267	232	6.665	
	Total	1680.097	239		

* = P<0.05; ** = P<0.01

The results (table-6) showed that the main effect for achiever (F = 3.61, df = 1/232, P<0.05) and sex (F = 4.03, df = 1/232, P<0.01) were statistically significant. But no statistically significant result was obtained for main effect of group. Two-way interaction involving achiever and sex (F = 3.39, df = 1/232, P<0.05), achiever and group (F = 3.48, df = 1/232, P<0.05) as well as sex and group (F = 3.32, df = 1/232, P<0.05) were also found statistically significant. Moreover, no three-way interaction effect was found among achiever, sex and group.

Table - 7: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Capable**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	22.87	1	22.87	4.02**
	Sex	7.67	1	7.67	1.35
	Group	24.47	1	24.47	4.31**
Two-way Interaction Effect	Achiever × Sex	4.67	1	4.67	0.82
	Achiever × Group	17.87	1	17.87	3.14*
	Sex × Group	6.67	1	6.67	1.17
Three-way Interaction Effect	Achiever × Sex × Group	18.67	1	18.67	3.28*
	Error	1318.733	232	5.684	
	Total	1421.623	239		

* = P<0.05; ** = P<0.01

The results (table-7) reported that the main effect for achiever (F = 4.02, df = 1/232, P<0.01) and group (F = 4.31, df = 1/232, P<0.01) were statistically significant. But no statistically significant result was obtained for main effect of sex. Two-way interaction involving achiever and group (F = 3.14, df = 1/232, P<0.05) was also found statistically significant. However, no two-way interaction effect was found between achiever and sex as well as sex and group. Moreover, a three-way interaction involving achiever, sex and group was also statistically significant (F = 3.35, df = 1/232, P<0.05).

Table - 8: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of '**Imaginative**'.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	27.35	1	27.35	6.05**
	Sex	14.82	1	14.82	3.28*
	Group	5.60	1	5.60	1.24
Two-way Interaction Effect	Achiever × Sex	15.87	1	15.87	3.51*
	Achiever × Group	3.26	1	3.26	0.72
	Sex × Group	14.40	1	14.40	3.19*
Three-way Interaction Effect	Achiever × Sex × Group	7.40	1	7.40	1.64
	Error	1048.533	232	4.52	
	Total	1137.233	239		

* = P<0.05; ** = P<0.01

The results (table-8) showed that the main effect for achiever (F = 6.05, df = 1/232, P<0.01) and sex (F = 3.28, df = 1/232, P<0.05) were statistically significant. But the main effect of group has failed to reach the level of significance. Two-way interaction involving achiever and sex (F = 3.51, df = 1/232, P<0.05) as well as sex and group (F = 3.19, df = 1/232, P<0.05) was also found statistically significant. However, no two-way interaction effect was found between achiever and group. Moreover, no three-way interaction effect was found among achiever, sex and group.

Table - 9: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of **'Intellectual'**.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	32.24	1	32.24	5.41**
	Sex	19.14	1	19.14	3.21*
	Group	5.74	1	5.74	0.96
Two-way Interaction Effect	Achiever × Sex	20.37	1	20.37	3.42*
	Achiever × Group	20.03	1	20.03	3.36*
	Sex × Group	4.53	1	4.53	0.76
Three-way Interaction Effect	Achiever × Sex × Group	19.74	1	19.74	3.31*
	Error	1381.833	232	5.956	
	Total	1503.623	239		

* = P<0.05; ** = P<0.01

The results (table-9) indicated that the main effect for achiever (F = 5.41, df = 1/232, P<0.01) and sex (F = 3.21, df = 1/232, P<0.05) were statistically significant. But no statistically significant result was obtained for main effect of group. Two-way interaction involving achiever and sex (F = 3.42, df = 1/232, P<0.05) as well as achiever and group (F = 3.36, df = 1/232, P<0.05) was also found statistically significant. However, no two-way interaction effect was found between sex and group. Moreover, a three-way interaction involving achiever, sex and group was also statistically significant (F = 3.31, df = 1/232, P<0.05).

Table - 10: Showing summary of ANOVA involving Achiever, Sex and Group on the total value score of **'Responsible'**.

	Source of Variance	SS	df	MS	F
Main Effect	Achiever	30.34	1	30.34	5.83**
	Sex	17.37	1	17.37	3.34*
	Group	6.04	1	6.04	1.16
Two-way Interaction Effect	Achiever × Sex	18.20	1	18.20	3.50*
	Achiever × Group	2.64	1	2.64	0.51
	Sex × Group	17.24	1	17.24	3.32*
Three-way Interaction Effect	Achiever × Sex × Group	8.83	1	8.83	1.70
	Error	1206.967	232	5.20	
	Total	1307.627	239		

* = P<0.05; ** = P<0.01

The results (table-10) reported that the main effect for achiever (F = 5.83, df = 1/232, P<0.01) and sex (F = 3.34, df = 1/232, P<0.05) were statistically significant. But the main effect of group has failed to reach the level of significance. Two-way interaction involving achiever and sex (F = 3.55, df = 1/232, P<0.05) as well as sex and group (F = 3.32, df = 1/232, P<0.05) was also found statistically significant. However, no two-way interaction effect was found between achiever and group. Moreover, no three-way interaction effect was found among achiever, sex and group.

Summary of the Results

Part I

Terminal Value

Intergroup Differences:

High achiever students assigned significantly higher preference in comparison to low achiever students on terminal values of Inner Harmony, Salvation, Social Recognition, Wisdom, Freedom and Self Respect. On the contrary, low achiever students assigned significantly higher preference in comparison to high achiever students on terminal values of A World of Beauty, Happiness, A Comfortable Life, Family Security and Matured Love.

Male students assigned significantly higher preference in comparison to female students on terminal values of Pleasure, Self Respect, Freedom, True Friendship and Wisdom. On the contrary, female students assigned significantly higher preference in comparison to male students on terminal values of A World of Beauty and Family Security.

Political students assigned significantly higher preference in comparison to apolitical students on terminal values of Equality, Freedom, National Security and Wisdom. On the contrary, apolitical students assigned significantly higher preference in comparison to political students on terminal values of A Sense of Accomplishment, A World of Peace, A World of Beauty, Happiness and True Friendship.

High achiever political male assigned significantly higher preference in comparison to low achiever political male on terminal values of Wisdom, Social Recognition, An Exciting Life, Inner Harmony, National Security, Pleasure and Salvation. On the contrary, low achiever political male assigned significantly higher preference in comparison to high achiever political male on terminal values of A Comfortable Life and Happiness.

High achiever apolitical male assigned significantly higher preference in comparison to low achiever apolitical male on terminal values of Inner Harmony, National Security, Social Recognition and Wisdom. On the contrary, low achiever apolitical male assigned significantly higher preference in comparison to high achiever apolitical male on terminal values of A World of Beauty, Family Security, Pleasure, A Comfortable Life and Happiness.

High achiever political female assigned significantly higher preference in comparison to low achiever political female on terminal values of Social Recognition, A Comfortable Life, Freedom and Wisdom. On the contrary, low achiever political female assigned significantly higher preference in comparison to high achiever political female on terminal values of True Friendship, A World of Beauty Family Security, and Happiness.

High achiever apolitical female assigned significantly higher preference in comparison to low achiever apolitical female on terminal values of A Sense of Accomplishment, Social Recognition, True Friendship, Wisdom, A World of Peace and Inner Harmony. On the contrary, low achiever apolitical female assigned significantly higher preference in comparison to high achiever apolitical female on terminal values of Happiness, A World of Beauty and A Comfortable Life.

Intragroup Differences:

Male political high achiever assigned significantly higher preference in comparison to female political high achiever on terminal values of Pleasure, National Security, Self Respect and True Friendship. On the contrary, female political high achiever assigned significantly higher preference in comparison to male political high achiever on terminal values of A World of Beauty and A comfortable life.

Male apolitical high achiever assigned significantly higher preference in comparison to female apolitical high achiever on terminal values of National Security, Self Respect and Wisdom. On the contrary, female apolitical high achiever assigned significantly higher preference in comparison to male apolitical high achiever on terminal values of A Sense of Accomplishment, A World of Beauty and Family Security.

Male political low achiever assigned significantly higher preference in comparison to female political low achiever on terminal values of A Comfortable Life, Freedom and Self Respect. On the contrary, female political low achiever assigned significantly higher preference in comparison to male political low achiever on terminal values of An Exciting Life, A World of Beauty and Family Security.

Male apolitical low achiever assigned significantly higher preference in comparison to female apolitical low achiever on terminal values of True Friendship, A World of Peace, Pleasure, Self Respect and Wisdom. On the contrary, female apolitical low achiever assigned significantly higher preference in comparison to male apolitical low achiever on terminal values of A World of Beauty and happiness.

Political male high achiever assigned significantly higher preference in comparison to apolitical male high achiever on terminal values of National Security, Pleasure, Equality, Freedom and Salvation. On the contrary, apolitical male high achiever assigned significantly higher preference in comparison to political male high achiever on terminal values of A World of Peace and True friendship.

Political female high achiever assigned significantly higher preference in comparison to apolitical female high achiever on terminal values of A Comfortable Life, An Exciting Life, Equality, Freedom, National Security and Wisdom. On the contrary, apolitical female high achiever assigned significantly higher preference in comparison to political female high achiever on terminal values of A Sense of Accomplishment, A World of Peace, A World of Beauty and True friendship.

Political male low achiever assigned significantly higher preference in comparison to apolitical male low achiever on terminal values of Freedom, Equality and National Security. On the contrary, apolitical male low achiever assigned significantly higher preference in comparison to political male low achiever on terminal values of True Friendship, An Exciting Life, A World of Peace and Family Security.

Political female low achiever assigned significantly higher preference in comparison to apolitical female low achiever on terminal values of Wisdom, Equality, Freedom, National Security and True Friendship. On the contrary, apolitical female low achiever assigned significantly higher preference in comparison to political female low achiever on terminal values of A World of Beauty, A Comfortable Life and Happiness.

Instrumental Values

Intergroup Differences:

High achiever students assigned significantly higher preference in comparison to low achiever students on instrumental values of Ambition, Capable, Courageous, Imaginative, Intellectual, Responsible, Broadminded and Independent. On the contrary, low achiever students assigned significantly higher preference in comparison to high achiever students on instrumental values of Forgiving.

Male students assigned significantly higher preference in comparison to female students on instrumental values of Ambition, Courageous, Imaginative, Forgiving and Intellectual. On the contrary, female students assigned significantly higher preference in comparison to male students on instrumental values of Independent, Cleanliness and Helpful.

Political students assigned significantly higher preference in comparison to apolitical students on instrumental values of Capable, Courageous and Independent. On the contrary, apolitical students assigned significantly higher preference in comparison to political students on instrumental values of Obedient, Forgiving and Loving.

High achiever political male assigned significantly higher preference in comparison to low achiever political male on instrumental values of Courageous, Intellectual, Polite, Ambition, Broadminded, Capable, Imaginative, Independent and Responsible. On the contrary, low achiever political male assigned significantly higher preference in comparison to high achiever political male on instrumental values of Cleanliness.

High achiever apolitical male assigned significantly higher preference in comparison to low achiever apolitical male on instrumental values of Capable, Courageous, Imaginative, Ambition, Broadminded, Intellectual and Responsible. On the contrary, low achiever apolitical male assigned significantly higher preference in comparison to high achiever apolitical male on instrumental values of Cleanliness and Forgiving.

High achiever political female assigned significantly higher preference in comparison to low achiever political female on instrumental values of Helpful, Ambition, Courageous, Independent and Responsible. On the contrary, low achiever political female assigned significantly higher preference in comparison to high achiever political female on instrumental values of Forgiving.

High achiever apolitical female assigned significantly higher preference in comparison to low achiever apolitical female on instrumental values of Cleanliness, Ambition, Imaginative, Intellectual, Logical and Responsible. On the contrary, low achiever apolitical female assigned significantly higher preference in comparison to high achiever apolitical female on instrumental values of Loving and Forgiving.

Intragroup Differences:

Male political high achiever assigned significantly higher preference in comparison to female political high achiever on instrumental values of Ambition, Imaginative, Intellectual and Courageous. On the contrary, female political high achiever assigned significantly higher preference in comparison to male political high achiever on instrumental values of Cleanliness, Independent and Helpful.

Male apolitical high achiever assigned significantly higher preference in comparison to female apolitical high achiever on instrumental values of Ambition, Imaginative, Broadminded and Courageous. On the contrary, female apolitical high achiever assigned significantly higher preference in comparison to male apolitical high achiever on instrumental values of Cleanliness.

Male political low achiever assigned significantly higher preference in comparison to female political low achiever on instrumental values of Ambition. On the contrary, female political low achiever assigned significantly higher preference in comparison to male political low achiever on instrumental values Broadminded, Independent and Polite.

Male apolitical low achiever assigned significantly higher preference in comparison to female apolitical low achiever on instrumental values of Ambition. On the contrary, female apolitical low achiever assigned significantly higher preference in comparison to male apolitical low achiever on instrumental values of Capable, Helpful and Loving.

Political male high achiever assigned significantly higher preference in comparison to apolitical male high achiever on instrumental values of Capable, Courageous, Independent, Intellectual and Polite. On the contrary, apolitical male high achiever assigned significantly higher preference in comparison to political male high achiever on instrumental values of Obedient.

Political female high achiever assigned significantly higher preference in comparison to apolitical female high achiever on instrumental values of Broadminded, Courageous, Helpful and

Independent. On the contrary, apolitical female high achiever assigned significantly higher preference in comparison to political female high achiever on instrumental values Cleanliness, Imaginative, Honest and Intellectual.

Political male low achiever assigned significantly higher preference in comparison to apolitical male low achiever on instrumental values of Capable and Courageous. On the contrary, apolitical male low achiever assigned significantly higher preference in comparison to political male low achiever on instrumental values of Forgiving and Obedient.

Political female low achiever assigned significantly higher preference in comparison to apolitical female low achiever on instrumental values of Courageous and Logical. On the contrary, apolitical female low achiever assigned significantly higher preference in comparison to political female low achiever on instrumental values of Loving and Helpful.

Part II

Showing Ranking Preference of Terminal Values

1. Both high achiever and political students ranked 'Freedom" 1st, male students ranked 2nd, low achiever, female and apolitical students ranked 4th position of their value preferences.

2. Again, both male and apolitical students ranked 'A world of peace" 1st high achiever students ranked 2nd and both low achiever, female students ranked 3rd position.

3. Moreover, both low achiever and female students ranked 'Family Security' 1st, political and apolitical student ranked 2nd, high achiever and male students 4th position.

4. Both low achiever and female students ranked ' A comfortable life' 2nd, male and apolitical students ranked 3rd and political student ranked 4th position.

5. The value 'Equality' was assigned by political students as the 3rd, both low achiever and female students as the 5th position of their value preferences.

6. Again 'National security' was assigned as the 5th by high achiever, male and political students.

7. High achiever ranked 3rd and apolitical students as the 5th position on the value of Social-Recognition.

Showing Ranking Preference of Instrumental Values

1. The value 'Social Justice' was ranked as the 1st position by low achiever male, female, political, apolitical students and high achiever students as the 2nd position of their value preferences.

2. Both high achiever, low achiever, Political and apolitical students ranked Broadminded 4th, female students 3rd, male student ranked 5th position.

3. 'Courageous' was assigned by high achiever, male and political students as the 3rd, female as the 5th position of value preferences.

4. Again, low achiever students, ranked 'Honest' 2nd, female and apolitical students ranked 3rd, male students as the 4th and political ranked 5th position.

5. The value 'Independent' was assigned only by female students as the 4th position.

6. Both, high achiever, low achiever and apolitical students ranked 'Independent' 5th position of their value preferences.

Chapter Four

Discussion

Chapter Four

DISCUSSION

In every society a group of people differ from another group of people according to their beliefs, attitudes, values, personalities and socio demographic factors in homogeneous and heterogeneous cultures. They also differ according to their age, gender and socio-economic status. According to Rokeach (1967), hundreds and thousands of belief-disbelief system constitute attitudes. But hundreds and thousand attitude constitute a small number of values. The clustering of values and attitudes constitute an ideology of individuals. Become of the differential value preferences male differ from female. People having high socio economic background differ from individual's low socio-economic background. In the educational sectors it is also found while a group of students obtain high achievements in the examination results, on the other hand, some group of students obtain low achievements or suffer from failure. Some time political students differ from nonpolitical students, because of their sets of beliefs, attitudes and value system.

A large number of studies have been done in Western (Allport et. al, 1951; Rokeach, 1967, 1968, 1973; Rokeach & Parker, 1970, Feather, 1972, 1977, 1980) as well as in Eastern countries (Sinha et. al, 1980; Ara, 1983, 1985, 1988, 1990, 2008; Sultana, 1993; Sharmin, 2001, 2008; Kabir, 2006) and shown that value preferences is an essential causative factors in the development of attitudes, personality and generation gap in the educational and academic achievement. Rokeach (1968) explored relationship between values and behaviour. Hogan (1980) administered Rokeach's value measure on German students (169

male and female) and found difference between high and low authoritarians. Sinha et. al. (1980) did a cross cultural value comparison on Indian and Bangladeshi sample using Rokeach's value inventory. An extensive study was done by Ara (1983). This study attempted a cross-cultural exploration in the value pattern of Bangladeshi and Indian students. Ara (1990) attempted to make a comparison between right-left activist and non-activist in Rajshahi University of Bangladesh as related to some differential value pattern. Kabir (2006) did an investigation to find out the intergeneration gap between teachers and students as related to values, personality and gender differences. Sharmin (2008) did an extensive study to find out the value pattern of Bangladeshi working male and female as a function of attitudes, personality and age. But not a single study was done on value pattern of high and low achiever college students. In the present study an attempted was done to identify some value preferences as the causative factors for high achievements of male and female, political and apolitical college students.

Intergroup Differences on Terminal and Instrumental Values: High Achiever and Low Achiever Students

According to Atkinson (1964), the economic development of country or overall progress in any society is largely a function of an inner need for achievement present in the inner stable need characteristic of the individual; the individual carries the same need from one situation to another. It is mainly characterized by the individual's capacity to take pride in his own accomplishment. When such a need is present within an individual it presupposes in him an awareness of two essential conditions, i.e. his performance on a task will be evaluated on the basis of a certain standard of excellence and that the outcome of his work effort will be either success or failure.

The present study focuses on two types of value terminal as well as instrumental. The significance differences on Rokeach's value inventory in table no. 10 high achiever and low achiever college students showed that, as a whole high achiever students assigned significantly higher preference on terminal values of Inner Harmony, Salvation, Social Recognition, Wisdom, Freedom and Self Respect in comparison to low achiever students. On the contrary, low achiever students assigned significantly higher preference on terminal values of A World of Beauty, Happiness, A Comfortable Life, Family Security and Matured Love in comparison to high achiever students.

In this result (table – 12) High achiever political male assigned significantly higher preference on terminal values of Wisdom, Social Recognition, An Exciting Life, Inner Harmony, National Security, Pleasure and Salvation. On the contrary, low achiever political male assigned significantly higher preference terminal values of A Comfortable Life and Happiness. Again, high achiever apolitical male assigned significantly higher preference on terminal values of Inner Harmony, National Security, Social Recognition and Wisdom. On the contrary, low achiever apolitical male assigned significantly higher preference on terminal values of A World of Beauty, Family Security, Pleasure, A Comfortable Life and Happiness. Moreover, the result indicated that high achiever political female assigned significantly higher preference on terminal values of Social Recognition, A Comfortable Life, Freedom and Wisdom. On the contrary, low achiever political female assigned significantly higher preference on terminal values of True Friendship, A World of Beauty Family Security, and Happiness. Again, the result found that high achiever apolitical female assigned significantly higher preference on terminal values of A Sense of Accomplishment, Social Recognition, True Friendship, Wisdom, A World of Peace and Inner Harmony. On the contrary, low achiever apolitical female assigned significantly higher preference on terminal values of Happiness, A World of Beauty and A Comfortable Life.

In this study the result (table – 11) indicated that high achiever students assigned significantly higher preference on instrumental values of Ambition, Capable, Courageous, Imaginative, Intellectual, Responsible, Broadminded and Independent in comparison to low achiever students. On the contrary, low achiever students assigned significantly higher preference on instrumental values of Forgiving in comparison to high achiever students.

Again, the result (table -13) also found that high achiever political male assigned significantly higher preference on instrumental values of Courageous, Intellectual, Polite, Ambition, Broadminded, Capable, Imaginative, Independent, Responsible and low achiever political male assigned significantly higher preference of Cleanliness. In this result table also showed that high achiever apolitical male assigned significantly higher preference on instrumental values of Capable, Courageous, Imaginative, Ambition, Broadminded, Intellectual, Responsible and on the other hand, low achiever apolitical male assigned significantly higher preference of Cleanliness and Forgiving. This result table also indicated that high achiever political female assigned significantly higher preference on instrumental values of Helpful, Ambition, Courageous, Independent, Responsible and low achiever political female assigned significantly higher preference only Forgiving. In this result table found that high achiever apolitical female assigned significantly higher preference on instrumental values of Cleanliness, Ambition, Imaginative, Intellectual, Logical, Responsible and on the contrary, low achiever apolitical female assigned significantly higher preference of Loving and Forgiving.

These findings are explainable by expectancy-value theory. Expectancy-value approaches can be traced back to the theories of Tolman (1932) and Lewin (1938). The basic idea of underlying expectancy-value theory is that motivated behavior results from the combination of individual needs and the value of goals available in the environment. The general expectancy-value model provides an alterative to the stricter stimulus response explanations of incentive motivation. These findings are also explainable by some of the investigations (Heckhausen, 1967; Rokeach, 1968; Ara, 1983; Petri, 1985; Kabir, 2006). Heckhausen (1967) mentioned that like other needs achievement motive is also developed through certain socio-cultural factors. These include the ideological system of a society. According to Rokeach (1968) a value is an enduring belief that a specific mode or conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs occurring preferable modes of conduct or end-state of existence along a continuum of relative importance. Petri (1985) examined the motivation effects of various goal objects, which was determined by the individuals. The high achiever students are generally guided by their fixing the high goal objects. Thus the usually try to achieve high stimuli objects as compared to low achiever students. Ara (1983) and Kabir (2006) conducted similar type of study in which they found academic superior and failure group i.e. high achiever and low achiever differed significantly on some terminal and instrumental value preferences. Thus, the hypothesis that high achiever both political and apolitical of male and female students would have differential value preferences on terminal as well as on instrumental values as compared to low achiever both political and apolitical of male and female students respectively (H_1).

Inter and Intra Group Differences on Terminal and Instrumental Values: Male and Female Students

According to Allport (1961) 'A value is a belief upon which a man acts by preference'. Values, like all beliefs, have cognitive, affective and behavioural components. To say that a person as a value is to say that cognitively he knows the correct way to behave or the correct end-state to strive for. A value is affective in the sense that he can feel emotional about it, be affectively for or against it. A value has a behavioural component in the sense that it is an intervening variable that leads to action when activated.

In the present study the result (table - 10) indicated that male students assigned significantly higher preference on terminal values of Pleasure, Self Respect, Freedom, True Friendship and Wisdom in comparison to female students. On the contrary, female students assigned significantly higher preference on terminal values of A World of Beauty and Family Security in comparison to male students.

In this result (table – 14) male political high achiever assigned significantly higher preference on terminal values of Pleasure, National Security, Self Respect, True Friendship and female political high achiever assigned significantly higher preference of A World of Beauty, A comfortable life. This result table also found that male apolitical high achiever assigned significantly higher preference on terminal values of National Security, Self Respect, Wisdom and female apolitical high achiever assigned significantly higher preference A Sense of Accomplishment, A World of Beauty, Family Security. Again, this result table also indicated that male political low achiever assigned significantly higher preference on terminal values of A Comfortable Life, Freedom, Self Respect and female political low achiever assigned

significantly higher preference An Exciting Life, A World of Beauty, Family Security. Moreover, the result found that male apolitical low achiever assigned significantly higher preference on terminal values of True Friendship, A World of Peace, Pleasure, Self Respect, Wisdom and female apolitical low achiever assigned significantly higher preference of A World of Beauty and Happiness.

In this study the result (table -11) male students assigned significantly higher preference on instrumental values of Ambition, Courageous, Imaginative, Forgiving and Intellectual in comparison to female students. On the contrary, female students assigned significantly higher preference on instrumental values of Independent, Cleanliness and Helpful in comparison to male students.

In this result (table -15) showed that male political high achiever assigned significantly higher preference on instrumental values of Ambition, Imaginative, Intellectual, Courageous and female political high achiever assigned significantly higher preference of Cleanliness, Independent and Helpful. In this result table also found that male apolitical high achiever assigned significantly higher preference on instrumental values of Ambition, Imaginative, Broadminded, Courageous and female apolitical high achiever assigned significantly higher preference only Cleanliness. Again the result indicated that male political low achiever assigned significantly higher preference on instrumental values of Ambition and female political low achiever assigned significantly higher preference of Broadminded, Independent and Polite. Moreover, the result indicated that male apolitical low achiever assigned significantly higher preference on instrumental values of Ambition and female apolitical low achiever assigned significantly higher preference of Capable, Helpful and Loving.

These findings are explainable by Rokeack's human value model. According to Rokeach (1968) a value assumed to be enduring, it is not completely stable. Because values may change throughout life, but it is sufficiently stable to provide continuity to personal or social existence. Both terminal and instrumental values are seen by Rokeach as important sentiments of person's total system of attitudes and beliefs (Rokeach 1968). The terminal values are regarded as more centrally located within this total system than are the instrumental values. Both are more fundamental than the many beliefs and attitudes about specific objects and situations that a person possesses. Thus, when any change occurs in one or more values (especially terminal values), within a person's terminal values system, it is expected that many changes would occur in related beliefs, attitudes and behavior. One can therefore, conceive not only of a hierarchy of an importance within the sets of terminal and instrumental values but also of hierarchy of importance within the total value attitude-belief system. Rokeach argues that the terminal and instrumental value systems are not separate but functionally connected. The values concerning means or modes of conduct which are instrumental acts to the attainment of the values concerning goals or end-states of existence. These findings are also explainable by some of the investigations (Hogan, 1980; Sinha et. al, 1983; Moeed & Murshed, 1986; Ara, 1990; Sharmin, 2001, 2008; Enam, 2003; Haque et. al, 2005). Hogan (1980) administered Rokeach's value measure and the measure of authoritarianism on German male and female students. Thus, Hogan's findings indicated that value system has a corresponding pattern in the gender differences of the individual. Sinha et. al, (1983) made a cross-cultural value comparison using Rokeach value inventory on Indian and Bangladesh samples. The purpose of this research was to

study differences in value ratings that might occur due to the sex differences and national difference. The study provided an insight as to the fact that the belongingness to particular culture can make differential impact on value preferences. Moeed & Murshed (1986) examined the change of values as a result of University education. They found significant difference between male and female students in theoretical and aesthetic values. Sharmin (2001) made a comparative study in the context of Bangladesh on Rokeach's terminal and instrumental values in her study. The result found that male differed significantly from female on some terminal and instrumental value preferences. In her another study Sharmin (2008) at investigating value pattern of working male and working female in Bangladesh. One of the important findings reflected through the factor analysis of values was the distinct value pattern for working male and working female, which might be assumed to be caused by cultural variations. Enam (2003) showed that, human values in teachers of schools, colleges and university due to gender differences. The findings of the study female teachers expressed more preference for terminal values as compared to male teachers. Haque et. al. (2005) conducted a study to investigate the impact of certain psychological factors such as value pattern of students as related to socioeconomic statues and gender differences. The results revealed that male differed significantly from female respectively on some terminal value preferences. Thus, the hypothesis that male students both political and apolitical of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to female students both political and apolitical of high achiever and low achiever respectively (H_2).

Inter and Intra Group Differences on Terminal and Instrumental Values: Political and Apolitical Students

According to Milbrath (1965) political system and political culture are important influences on individual political behavior and we naturally expect differences in political patterns from culture to culture. The cognitive map of an individual is shaped and influenced by various psycho-cultural and political factors operating in the political and social systems. Inkeles (1969) have pointed out several syndromes of political participation as given below: (1) Freedom from traditional authority. It is characterized by identification with and allegiance to leaders and organizations transcending the parochial and primordial. (2) Interest in public affairs validated by keeping informed and expressed through participation in civic action. (3) Orientation toward political and governmental process which recognizes and accepts the necessity and desirability of a rational structure of rules and regulation.

The present study focuses on two types of value terminal as well as instrumental. The significance differences on Rokeach's value inventory in table no. 10 political and apolitical college students showed that, as a whole political students assigned significantly higher preference on terminal values of Equality, Freedom, National Security and Wisdom in comparison to apolitical students. On the contrary, apolitical students assigned significantly higher preference on terminal values of A Sense of Accomplishment, A World of Peace, A World of Beauty, Happiness and True Friendship in comparison to political students.

In the present study the result (table – 16) indicated that political male high achiever assigned significantly higher preference on terminal values of National Security, Pleasure, Equality, Freedom, Salvation and apolitical male high achiever assigned significantly higher preference of

A World of Peace and True friendship. In this result table also indicated that political female high achiever assigned significantly higher preference on terminal values of A Comfortable Life, An Exciting Life, Equality, Freedom, National Security, Wisdom and apolitical female high achiever assigned significantly higher preference of A Sense of Accomplishment, A World of Peace, A World of Beauty and True friendship. Again the result found that political male low achiever assigned significantly higher preference on terminal values of Freedom, Equality, National Security and apolitical male low achiever assigned significantly higher preference of True Friendship, An Exciting Life, A World of Peace and Family Security. Moreover, this result table indicated that political female low achiever assigned significantly higher preference on terminal values of Wisdom, Equality, Freedom, National Security, True Friendship and apolitical female low achiever assigned significantly higher preference of A World of Beauty, A Comfortable Life and Happiness.

In this result table – 11 indicated that political students assigned significantly higher preference on instrumental values of Capable, Courageous and Independent in comparison to apolitical students. On the contrary, apolitical students assigned significantly higher preference on instrumental values of Obedient, Forgiving and Loving in comparison to political students.

In the present study the result (table – 17) indicated that political male high achiever assigned significantly higher preference on instrumental values of Capable, Courageous, Independent, Intellectual, Polite and apolitical male high achiever assigned significantly higher preference only Obedient. In this result table also indicated that political

female high achiever assigned significantly higher preference on instrumental values of Broadminded, Courageous, Helpful, Independent and apolitical female high achiever assigned significantly higher preference values Cleanliness, Imaginative, Honest and Intellectual. Again, this result table found that political male low achiever assigned significantly higher preference on instrumental values of Capable, Courageous and apolitical male low achiever assigned significantly higher preference of Forgiving and Obedient. Moreover, the result also indicated that political female low achiever assigned significantly higher preference on instrumental values of Courageous, Logical and apolitical female low achiever assigned significantly higher preference of Loving and Helpful.

These findings are explainable by Rokeack's human value model. According to Rokeach an important function that values serve is to guide behavior in various ways. It rationalizes thought and action of the individuals. Rokeach (1973) argues that values may be assumed to express basic human needs. They serve adjustment, ego-defensive and knowledge functions. These findings are also explainable by some of the investigations (Rokeach, 1968; Ara, 1985, 1990; Ara, et. al, 1988; Sultana, 1993; Haque & Shahria, 2005). Rokeach (1968, 1973) explored the relationship that exits among values, attitudes and behavior. The findings were statistically significant concerning religious and political values. Ara (1985) did an empirical investigation in Bangladesh and India to explore the phenomena of right-left ideology as related to values in the context of cultural differentiation. As predicted the cultural differentiation and historical necessity of each nation mere found to play an influential impact on the value preferences of the activists leading to political ideology. In one study Ara, et. al. (1988)

tried to differentiate political students from non-political students using Rokeach's value inventory on both terminal and instrumental values. The findings of the study political students significantly differed from apolitical students on some terminal and instrumental values. In another study Ara (1990) attempted to make a comparison between right-left activist and non-activist students in Rajshahi University, Bangladesh as related to some differential value Pattern. It has been found that right and left activist exhibited higher preference on some specific political values, but non-activists preferred some other specific values. Sultana (1993) did an extensive study was to investigate the value preference of activist and non-activists as related their ideological and gender differences. In this study it was observed that political values like 'equality' and 'freedom' were highly preferred by the left activists in comparison to right activists and non-activists. Moreover, both left activists and non-activists exhibited a higher preference for 'a sense of accomplishment' than the right activists. These differential preferences seem to indicate that ideology plays an important role for value preferences. Moreover, political socialization and situational factors may also be responsible for causing differential value patterns in activists as well as non-activists. Haque & Shahria (2005) conducted an extensive study to examine the differences of three political student groups on some value pattern. The results revealed that the three political ideological groups of students differed from each other on some particular values. Thus, the hypothesis that political students both male and female of high achiever and low achiever would have differential value preferences on terminal as well as on instrumental values as compared to apolitical students both male and female of high achiever and low achiever respectively (H₃).

Similarities of Value Preferences: Terminal and Instrumental

The present findings intergroup and intragroup differences among the value pattern were found distinctively. Beside the present investigation were interested to find out some similarities of values among the different groups and these similarities were observed by rank order in the table-18 and 19.

A nation of a society is a guided by some traditional or modern culture. The culture of a nation of society is composed of some common beliefs, attitudes, values, dress, food, religions and norms. Sometime norms dominated culture. Sometime national culture dominated by individuals value preferences. Thus, in a society value similarities are the common factors which drive individual attitudes and personalities. Hence some common value preferences were also observed by the present investigator.

From the findings of rank order (table-18) showed that the value 'Family Security' and 'Freedom' preferred by all six groups such as high achiever, low achiever, male, female, political and apolitical. The value 'A Comfortable Life' was preferred by five groups such as low achiever, male, female, political and apolitical. The value 'A World of Peace' was preferred by five groups such as high achiever, low achiever, male, female and apolitical. The values 'Equality' was preferred by three groups such as low achiever, female and political. The values 'National Security' was preferred by three groups such as high achiever, male and political. According to Rokeach the terminal values are regarded as more centrally located within the total values system of the individuals and this terminal values which referred to end-state of this existing having a personal focus of some values and having a social

focus of some other values. The individuals who socialized in the same society belonging to either high achiever or low achiever college students, posses equally similar kinds of some values irrespective of gender or political-apolitical differences.

The rank order (table-19) observed that the values 'Social Justice', 'Broadminded' and 'Responsible' were preferred by all six groups such as high achiever, low achiever, male, female, political and apolitical. The value 'Honest' was preferred by five groups such as low achiever, male, female, political and apolitical. The Value 'Courageous' was preferred by four groups such as high achiever, male, female and political. The Value 'Intellectual' was preferred by three groups such as high achiever, low achiever and apolitical. Rokeach (1968) argues that the instrumental values concerning means or modes of conduct acts to the attainment of some terminal values conserving goal or end state of the existence. Rokeach distinguishes to kinds of instrumental values that are a moral focus and a personal focus. These value systems are nourished by each society differentially. But the individuals who belong to some society possess some values in common as a mode of conduct either in the direction of moral focus or personal focus. In the present study the subjects either male or female, and political or apolitical belonging to high achiever or low achiever college students possess some instrumental values in common.

Implication of the Present Study

The study had made an empirical investigation on value pattern relating to high achiever and low achiever college students in Bangladesh. Viewed in a perspective, the present study may be regarded as valuable addition into understanding of values and gender differences in developing countries. Literature on college students and value pattern in developed and developing countries with the specific aim of having empirical findings of value pattern in the context of Bangladesh. Furthermore, it should be pointed out that the study has provided high and low achiever comparison between male and female, political and apolitical college students with is unique in the senses that not even a single attempt has been make previously in Bangladesh. Bangladesh is a country of homogeneous culture but gender differences are observed within the socio-cultural and political context of Bangladesh. It is therefore, suggested that a comparative study of value pattern between high achiever and low achiever college student would be a scientific value in understanding values in the context of cultural and social variations. Thus, the present study is a novel approach for understanding and explaining value pattern of high and low achiever college students scientifically, methodically and in a broader perspective of social settings and progress.

The most important feature of the study is that it is useful in the evaluation and guidance of the phenomena of social behaviour in terms of value pattern of high and low achiever college students. This feature is especially important in the current period of educational situations in Bangladesh. In recent years Bangladesh have experienced disturbances in the educational sector as well as political atmosphere in which the

high and low achiever college students are conforming. It is the consensus of the socialists as well as the other professionals that value pattern should be dealt with properly for future progress of the nation, with making a scientific attempt for explaining the psychological functioning. The study makes an effort to an empirical study in the natural social setting of the college students. Considered in its socio political and cultural context of Bangladesh, the study holds to deal with the controversial aspects about the college students and supports empirically. All theses explanations cited above might be pointed out as the theoretical and applied relevance of the present study.

Suggestions for Future Research

The study utilized unidimensional criterion group design method, which proved to be effective for investigation value pattern in the context of Bangladeshi culture as it appears from these findings. The results relating to value pattern suggest that various dimensions of educational and social behaviour are joint product of demographic variable. It has also reference with the gender differences of the groups concerned. The interpretation of the important findings, however, reflect the value pattern of a very small population, which may not be sufficient for making inference and assumption, leading to conclusive theoretical orientation about the social behaviour, which cannot be covered by the findings of the present study. It is, therefore, suggested that well designed and sophisticated researches for study in the assumption at the empirical level in the context of Bangladesh are necessary for the future research.

It is, however, admitted that the study was conducted to find out value patterns of high and low achiever college students in which samples were selected from Natore district in Bangladesh. The findings, so far obtained from the results, have been explained largely in the form of value pattern of high achiever-low achiever, political-apolitical, male-female college students. No control has been maintained in socio-economic status and residential background and Hindu-Muslim proportionate respondents. Future empirical studies covering these areas may be conducted with specific objective for obtaining conclusive results. In spite of all the limitations of the study the investigator hopes that in the absence of any specific study in the area of terminal and instrumental values as relating to educational behavior and achievement variation, the investigator might provide valuable insight to the future researchers for making conclusive and valid generalizations. In the area of value particularly in Bangladesh, a longitudinal study for high and low achiever, male and female, political and apolitical college students have been to be carried out by the present investigator or other researchers.

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Appendices

APPENDIX – A

Demographic Information Sheet (DIS)

অনুগ্রহ পূর্বক গবেষণামূলক কাজে সহযোগিতা করুন।

নামঃ.............................

বয়সঃ............................

লিঙ্গঃ পুরুষ/স্ত্রী

শিক্ষা প্রতিষ্ঠানের নামঃ...

ধর্মঃ...............................

মাসিক আয়ঃ......................

বিভাগঃ মানবিক, বিজ্ঞান ও বানিজ্জ্য

মাধ্যমিক পরীক্ষার ফলাফল (বিভাগ/গ্রেড)ঃ.......................

উচ্চ মাধ্যমিক পরীক্ষার ফলাফল (বিভাগ/গ্রেড)ঃ.......................

আর্থ-সামাজিক স্তর ঃ............... উচ্চবিত্ত/ মধ্যবিত্ত/ নিম্নবিত্ত

বসবাসের স্থানঃ............... শহর/ গ্রাম

ছাত্র/ছাত্রী রাজনীতি করেন– হ্যাঁ/না

Please help in the research work.

Name............................

Age...............................

Sex: ... Male/Female

Name of the Educational Institution............................

Religion..........................

Monthly Income...............

Faculty: ... Arts, Science and commerce

Results in S.S.C. Examination................

Results in H.S.C. Examination...............

Socio Economic Status: .... Higher/Middle/Lower Class

Place of Residence:...........Urban/Rural Area

Students Political Member ....Yes/No

APPENDIX- B

Achievement Criteria Questionnaire (ACQ)

নির্দেশাবলী ঃ আপনার সামনে কতকগুলো বাক্য উপস্থাপন করছি। আপনি এ বাক্যগুলো মনোযোগ সহকারে পড়ুন এবং যে বাক্যগুলোর সাথে আপনি একমত সেগুলো "হ্যা" টিক (√) চিহ্ন এবং যে বাক্যগুলোর সাথে একমত নন, সেগুলোর পার্শ্বে "না" টিক (√) চিহ্ন প্রদান করুন। উল্লেখিত বাক্যগুলোর কোন জবাবই সঠিক অথবা ভুল নয়। এ বাক্যগুলোর মাধ্যমে শুধুমাত্র আপনার মতামত ব্যক্ত করুন ঃ

Instraction: There are some important concepts expressed by the following statements to you. Please read the statements attentively and express your opinion by putting tick (√) mark beside "yes" which statements are same opinion to you and express your opinion by putting tick (√) mark beside "no" which statements are different opinion to you. There is no right or wrong response to any statements please only expresses your opinion by this statements.

১। আমার পেশার লক্ষ্যমাত্রা নির্ধারন করেই আমি সবসময় পড়াশুনা করি। (I always read with determining professional my goal in mind.)	হ্যাঁ / না
২। আমি মনে করি, যে সকল ছাত্র/ছাত্রী সময়ানুবর্তিতা সম্পর্কে অজ্ঞ তারা সফলতা অর্জন করতে পারে না। (I think, those students who are ignorant about punctuality, they can't achieve success.)	হ্যাঁ / না
৩। সাফল্য লাভের জন্য কঠোর পরিশ্রমের প্রয়োজন আছে বলে আমি মনে করি। (I think that hard work is essential for achieving success.)	হ্যাঁ / না
৪। অধ্যয়ন সংক্রান্ত কাজগুলো ক্রটিপূর্ণ হলে আমি অসন্তুষ্ট হই। (I become dissatisfied it any work is defective releted to my study.)	হ্যাঁ / না
৫। সঠিকভাবে নিয়মিত লেখাপড়া করলে আমার সাফল্য আসবে বলে মনে করি। (I think that if I study regularly and properly, I should get success.)	হ্যাঁ / না
৬। লক্ষ্য অর্জনে ব্যর্থ হলে আমি ভাগ্যকে দোষ দেওয়া পছন্দ করি না। (I don't like to blame the fate when I am unsuccessful to reach the goal.)	হ্যাঁ / না
৭। ব্যক্তিগত কৃতিত্বকে সবার সামনে প্রকাশ করতে আমি গৌরব বোধ করি। (I feel proud to express my publicity my personal achievement.)	হ্যাঁ / না
৮। যে জ্ঞান আমি অর্জন করেছি তা যথেষ্ট বলে মনে করি না। (I feel that the knowledge I have acquired so far is not enough.)	হ্যাঁ / না
৯। লেপড়ার কাজে বাধাপ্রাপ্ত হলে আমার আগ্রহ উক্ত কাজে আরও বেড়ে যায়। (My interest increases more if my study works hinderd.)	হ্যাঁ / না
১০। ব্যক্তিগত সাফল্যকে যারা অবহেলা করে আমি তাদের পছন্দ করি না। (I do not like them, who neglected their personal successful.)	হ্যাঁ / না
১১। যে কোন কাজে নিয়োজিত হলে আমি সফলতা অর্জনের প্রবল তাগিদ অনুভব করি। (While engaged in any activity, I always felt strong urge to come out successful.)	হ্যাঁ / না
১২। নির্দিষ্ট সময়সীমার মধ্যে যে কোন কাজ সমাপ্ত করার ক্ষেত্রে আমি বিফল হই না। (I am not failure to complete any task within time limit.)	হ্যাঁ / না

APPENDIX-C

Rokeach's Value Inventory (Ara's Bengali Version)

নির্দেশাবলী: নিম্নে মূল্যবোধ সম্পর্কীয় (১৮+১৮) ৩৬টি পদ দেওয়া হয়েছে। প্রত্যেক পদে আমাদের জীবনের বিভিন্ন দিক সম্পর্কে মূল্যবোধের ধারনা বহন করে। প্রত্যেকপত্রের পাশে সংক্ষেপে মূল্যবোধের ধারনাকে ব্যাখ্যা করা হয়েছে। এই দৃষ্টি ভঙ্গীতে আপনি মূল্যবোধ সম্পকীয় পদগুলো বুঝতে চেষ্টা করুন এবং চিন্তা করুন এই গুলো আপনার জীবনের কতটুকু গুরুত্ব বহন করে। গুরুত্ব হিসাবে এই মূল্যবোধ সংক্রান্ত পদগুলো বাছাই করুন। মতামতকে প্রকাশ করার জন্য ১ থেকে সর্বোচ্চ ৯ পর্যন্ত সংখ্যা আপনি ব্যবহার করবেন। ১ এর অর্থে বোঝানো হবে "এটা মোটেই আমার কাছে প্রয়োজনীয় নয়" এবং ৯ অর্থে বোঝানো হবে এটা আমার কাছে সর্বাধিক গুরুত্বপূর্ন। এভাবে সংখ্যা যত বড় হবে গুরুত্বের মানও তত বেশি হবে। অতএব অনুগ্রহপূর্বক প্রত্যেক পদের পার্শ্বে গুরুত্বের ক্রমমান অনুসারে সংখ্যা লিখুন। মনে রাখবেন প্রদত্ত সকল মূল্যবোধই আপনার নিকট সমান গুরুত্বপূর্ণ হবে তা কাম্য নয়। এখানে লক্ষ্য করা হবে বিভিন্ন মূল্যবোধের মধ্যে পার্থক্য করার জন্য আপনি কিভাবে এবং কত দক্ষতা দেখাতে সমর্থ হচ্ছেন তা নির্ণয় করা। আপনার সক্রিয় সহযোগিতার জন্য ধন্যবাদ।

Instructions: (18+18) 36 values related figures have been given below. Each figure contains the idea of 'value' in different aspects of our life. The concept of 'values' has been precisely described in each figure. According to this point of view, please try to understand the 'value' related figures and think how much importance these figures contain in your life. Identify the 'value' related figure according to their importance. You will use 1 to maximum 9 numbers for expressing your opinion for 'value' related figures. Number 1 means 'It is not necessary at all to me' and Number 9 refers to 'it is the most important to me'. In this way, the more value of importance will rise, the more the number will increase. So, please according to the importance, write numbers, beside each 'values related figures. Remembers, all the given 'values' will not be equal important to you. The main will be here to judge how you are able to differentiate among the different 'values' and also to taste how skillfully you will be able to do this. Thank you for your cautious supports.

Terminal Values

১।	স্বাচ্ছন্দময় জীবন (A Comfortable Life): অভাব মুক্ত জীবন, অর্থনৈতিক সচ্ছলতা।	
২।	চাঞ্চলকর জীবন (An Exciting Life): সাহসিকতা, আবিস্কারের আনন্দ, নতুনত্ব।	
৩।	সম্পাদনের আনন্দ (A Sense of Accomplishment): স্থায়ী অবদান, সৃষ্টির আনন্দ।	
৪।	শান্তিপূর্ন জগৎ (A World of Peace): যুদ্ধ ও দ্বন্দ্ব হতে মুক্ত।	
৫।	সৌন্দর্যময় জগৎ (A World of Beauty): প্রকৃতি এবং সুকুমার শিল্পের সৌন্দর্য।	
৬।	সাম্য (Equality): রাজনৈতিক, অর্থনৈতিক, সামাজিক ক্ষেত্রে সকলের জন্য সমান সুযোগ।	
৭।	পারিবারিক নিরাপত্তা (Family Security): মাতা পিতা, ভাই বোন ও সন্তান সন্ততির দায়িত্ব পালন, স্বামী স্ত্রীর পারস্পারিক সম্পর্কের অবনতি না ঘটে সে বিষয়ে সতর্ক থাকা।	
৮।	স্বাধীনতা (Freedom): নাগরিক অধিকার, বাক স্বাধীনতা, আদর্শগত স্বাধীনতা, রাজনৈতিক স্বাধীনাতা।	
৯।	সুখ (Happiness): আত্মতৃপ্তি।	

১০।	আভ্যন্তরীন ঐক্য (Inner Harmony): মানসিক দ্বন্দ্ব হতে মুক্ত।	
১১।	ইন্দ্রিয়তীত প্রেম (Matured Love): আধ্যাত্মিক নৈকট্য।	
১২।	জাতীয় নিরাপত্তা (National Security): জাতিকে আক্রমণ থেকে রক্ষা করা।	
১৩।	আনন্দ (Pleasure): উপভোগের অনুভূতি।	
১৪।	পরিত্রান (Salvation): আত্মার শুদ্ধি পাপ থেকে মুক্তি।	
১৫।	আত্মমর্যাদা (Self Respect): নিজ সম্মান সম্পর্কে সচেতনতা।	
১৬।	সামাজিক স্বীকৃতি (Social Recognition): ভালো কাজের জন্য সমাজ কর্তৃক প্রশংসা প্রাপ্তি, নিজগুন, কর্মদক্ষতা পদমর্যাদা ইত্যাদি সমাজ কর্তৃক অনুমোদন লাভ।	
১৭।	অকৃত্রিম বন্ধুত্ব (True Friendship): আনুগত্যতা, সহমর্মিতা, বিশ্বাসভাজন, কৃতজ্ঞতাবোধ, সহানুভূতিশীল ইত্যাদি।	
১৮।	জ্ঞান (Wisdom): জীবন সম্পর্কে পরিপক্ক ধারনা।	

Instrumental Values

১৯।	সামাজিক ন্যায় বিচার (Social Jastice): পক্ষপাতহীন দৃষ্টিভংগী, সমাজের সদস্যদের যোগ্যতা ভিত্তিক সুযোগ সুবিধা লাভ।	
২০।	উচ্চাকাঙ্খা (Ambition): ব্যক্তিগত উন্নতি আনে এবং পদমর্যাদা বৃদ্ধি করে এমন কিছুর জন্য প্রচেষ্টা করা, ক্রমান্বয়ে পরবর্তি আকাঙ্খার স্তর লাভের জন্য পরিশ্রম করে।	
২১।	উদারতা (Broadminded): সংকীর্নতা মুক্তমন, পরিবর্তন গ্রহন করার ক্ষমতা, অন্যের উন্নতিতে আত্ম তৃপ্তি লাভ।	
২২।	কার্য সম্পদনে সমর্থ (Capable): যোগ্যতার অধিকারী হওয়া, দক্ষতাকে কাজে লাগানো।	
২৩।	প্রসন্নচিত্ত (Cheerful): প্রফুল্লমন, পরিবেশকে সহজভাবে গ্রহন করা, স্বতঃস্ফুর্ত আনন্দ দান।	
২৪।	পরিচ্ছনতা (Cleanliness): ময়লাযুক্ত রুচিশীলতা।	
২৫।	নির্ভীকতা (Courageous): নিজ শক্তিতে বিশ্বাস রাখা, প্রতিকুল পরিবেশে মনোবল না হারিয়ে ধৈর্য্যের সংগে মোকাবেলা করা।	
২৬।	ক্ষমাশীল (Forgiving): দোষীকে শাস্তি না দেওয়া।	
২৭।	সহায়ক (Helpful): অপরের কার্য সম্পাদনে সহযোগিতা করা।	
২৮।	সৎ (Honest): অপরের কাছে কল্যানকর বলে বিবেচিত হওয়া।	
২৯।	সৃজনশীলতা (Imaginative): সৃষ্টির ক্ষমতা, পারিপার্শ্বিক বস্তু সম্পর্কে পর্যবেক্ষন করে নতুনত্ব প্রবর্তন করা।	
৩০।	স্বাবলম্বী (Independent): আত্মবিশ্বাসী, স্বনির্ভর।	
৩১।	বুদ্ধিজীবি (Intellectual): যুক্তি প্রয়োগের মাধ্যমে সমস্যার জটিলতা ব্যাখ্যা করার ক্ষমতা, যুক্তির নির্ভুল প্রয়োগ।	
৩২।	যুক্তিবাদী (Logical): সংগতিপূর্ন চিন্তা করার ক্ষমতা, দক্ষতার সংগে ধারনাগুলোর মধ্যে সামঞ্জস্য বিধান করা।	
৩৩।	স্নেহ পরায়ন (Loving): বাৎসল্য, কোমল অনুভূতির বহিঃপ্রকাশ।	
৩৪।	অনুগত (Obedient): বাধ্য।	
৩৫।	নম্র (Polite): সৌজন্যতাপূর্ন সদব্যবহার।	
৩৬।	দায়িত্বশীল (Responsible): নিষ্ঠার সংগে কর্তব্য পালন।	