

Relationship between Individualism-Collectivism and Big Five Personality Factors

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Abstract

The present study was to explore the effect of individualism-collectivism orientation on big five personality dimensions. The necessary data were collected by convenience sampling method. The sample consists of 300 postgraduate students at the university level, the age range of participants from 18-27 years. The data was collected by using two instruments; Individualism and Collectivism Scale (ICS) and Big Five Personality Test (BFPT). The result shows that there is a significant difference between individualism and collectivism on agreeableness (t -value= -3.512, $p < .01$). The result also indicates that there is no significant difference between individualism and collectivism on extraversion, conscientiousness, extraversion and neuroticism. The current study also investigates the correlation between individualism and five personality traits and between collectivism and five personality traits.

Keyword: individualism-collectivism and big five personality factor

Introduction

Individualism-Collectivism

According Triandis (1994) individualism entails giving priority to personal goals over the goals of the in-group, whereas collectivism entails giving priority to in-group goals over personal goals. With recent development of Psychology of the Self, several researchers (e.g. Crockett & Luhtanen, 1990; Markus & Kitayama, 1991, Triandis, 1989) have made important theoretical contributions. Markus and Kitayama (1991) assume that people in different cultures differ in their understanding of themselves, others, and the relationships among people. They propose that degrees of separation or connectedness among individuals vary across cultures. The understanding the individuals are not separate but connected to each other is called the interdependent control of the self and is supposed to be shared by the Indian subcontinent culture as well as other Asians.

Collectivism

Collectivism is defined as the theory and practice that makes some sort of group rather than the individual the fundamental unit of political, social and economic concern. In theory, collectivists insist that the claims of groups, associations, or the state must normally supersede the claims of individuals.

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Here "Collectivism treats society as if it were a super-organism existing over and above its individual members which takes the collective in some form (e.g., tribe, race or state law to be the primary unit of reality and standard of value). And "Collectivism means the subjugation of the individual to a group- whether a race, class or state does not matter, Collectivism holds that man must be chained to collective action and collective thought for the sake of what is called 'the common good'. Thus, "Collectivism is a form of anthropomorphism. It attempts to see a group of individuals as having a single identity similar to a person. Collectivism demands that the group is more important than the individual, it requires the Uncertainty Avoidance: "The degree to which the members of a society feel uncomfortable with uncertainty and ambiguity, which leads them to support beliefs promising certain and to maintain institutions protecting conformity".

Big Five-Personality Model

The `Big Five Personality Model is taxonomy of personality factors. It is based on common language description. When factor analysis is applied to personality survey data, some words used to describe aspects of personality are often applied to the same person. It is currently the most widespread and generally accepted model of personality. It was claimed to represent the "basic structure" of human personality. The "Big-Five" are broad categories of personality factors. It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents continuous work between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension are usually described as follows.

Individualism-Collectivism is the dimension that has been used most often as an explanatory variable in subsequent research Triandis (1990) has conceptualized this dimension. He emphasized more strongly than Hofstede the idea that individualism entails giving priority to personal goals over the goals of the in-group, whereas collectivism entails giving priority to in-group goals over personal goals. Differences in social behavior in the two kinds of cultures are discussed widely. A useful typology of social behavior was presented by Deutsch (1982). It was based, in part, on the work of Triandis (1972, 1978) and Wish, Deutsch and Kaplan (1976), as well as others.

Collectivism requires self-sacrifice, the subordination of one's interests to those of others (Sinha and Tripathi (1994) however conceptualized of coexistence of individualism in India along with collectivism and emphasize the contextual nature of values and behavior. It may be noted that Triandis (1989) has also argued that people differ in the probability that they will sample different aspects of self (i.e. the private, public, and collective self). He asserts that people in collectivist cultures, sample the collective aspects of the self-more often than the other aspects. If the collective self is sampled more frequently, more elements of the collective self-become salient (Triandis, 1989). Triandis Leung, Villareal and Clark (1985) propose the personality dimensions of idiocentrism and allocentrism to parallel at the cultural level. Markus and Kitayama (1991) similarly propose the independent view and interdependent view of the self. They describe individuals who uphold the independent view as being "egocentric, separate, autonomous, idiocentric and self-contained". Interdependent

individuals are sociocentric, holistic, collective, allocentric, ensemble, constitutive, context list and relational.

On the basis of the work of Hofstede (1980), Hsu (1971), Leung and Bond (1984), and Bond, Leung and Van (1982) proposed that a culture's collectivism level influences people's preference for different distributive rules; especially they argued that a major component of collectivism is the emphasis on the harmonious relationship with in-group members. Collectivists behave like a business manner and also show some exploitative attitude towards out-group members. In contrast, the group membership of a social target has a relatively small impact on the behaviors of individualistic. To test these hypotheses, Leung and Bond (1984) compared and used two allocation norms by Chinese and American college students. This comparison is meaningful because Chinese and Americans are characterized as collectivists and individualist respectively, in previous works (Hofstede, 1980; Hsu, 1970).

Hofstede sought dimensions of cross-cultural variation in the responses of more than 117,000 employees of a multinational business corporation in 40 nations. Based on approach that takes the national sample rather than the individual person as the unit of analysis, Hofstede derived what he calls "ecological" and others call "cultural level dimensions (Leung & Bond, 1989; Shweder, 1973). From his analysis of the Interco relations among the mean nation Scores for each item. Hofstede (1983) derived and defined four dimensions that are as follows: Power Distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Individualism-Collectivism, and Masculinity/Femininity.

Following the precedence of theoretical approach of individualism-collectivism a number of empirical studies have been conducted which show the different effects of individualism-collectivism dimension in varying personality factors. In the present study an attempt has been made to utilize the relationship between individualism-collectivism dimension and big five personality factors.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achieving goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barren, Carter, Lehto & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfy the creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Personality is the pattern of enduring characteristic that differentiates a person. Personality is the dynamic organization within the individual of that psychological system that determines his characteristic behavior and thought (Allport, 1937). Personality is the totality of sentiments, attitudes, ideas, habits, skills and behaviors of an individual. Personality is the constant pattern of thinking, feeling and acting. The term 'Personality refers to enduring

personal characteristics that are revealed in a particular pattern of behavior in varied situation. Particularly refers to individual difference in characteristic pattern of thinking, feeling and behaving. Personality focuses on two broad areas- first understands individual difference in particular personality characteristics, such as sociability or irritability. Second, understands how the various parts of a person come together as a whole?

Rationale of the Study

The study has practical and theoretical relevance in the area of five factor personality according to individualism-collectivism. The purpose of present study is to explore the effect of individualism-collectivism and the five factors of personality. To see whether there is any significant difference between individualism-collectivism in terms of five personality factors, including extraversion, agreeableness, conscientiousness, neuroticism and openness to experience and to assess the relationship between individualism-collectivism and big five personality factors. Till now there is no research has been done, based on the relationship between individualism-collectivism and big five personality factors. It is the first research conducted to observe the relationship between these two variables. By using the data the study will able to assess the personality characteristics for the purpose of recruitment of individuals, whether they are capable of performing a particular task or suitability for a particular situation.

Objectives

The major objective of the study was designed to investigate the relationship between individualism-collectivism and the five-factor model of personality (FFM) is a set of five broad trait dimensions or domains, often referred to as the “Big Five”: Extraversion, Agreeableness, Conscientiousness, Neuroticism (sometimes named by its polar opposite, Emotional Stability), and Openness to Experience (sometimes named Intellect). The objectives of the present study were-

1. To see whether there is any significant difference between individualism and collectivism in terms of extroversion;
2. To find whether there is any significant difference between individualism and collectivism in terms of agreeableness;
3. To study whether there is any significant difference between individualism and collectivism in terms of consciousness;
4. To explore whether there is any significant difference between individualism and collectivism in terms of neuroticism;
5. To know whether there is any significant difference between individualism and collectivism in terms of openness to experience;
6. To search whether there is any significant difference between individualism and collectivism in terms of personality factors;
7. To assess the relationship between individualism and collectivism and big five personality factors (extroversion, agreeableness, consciousness, neuroticism, openness to Experience);

Methods

The present chapter includes methodological details of the present study. In this connection the criteria of the sample, and its selection procedure, experimental materials and the framework of data analysis are discussed herein:-

Design

A cross-sectional survey design was used to collect data from the participants. The data collection method was self-administered

Sample

To conduct the study, a total of 300 participants were selected to collect the data using a convenient sampling technique from the University level students of Bangladesh. The representative participants were selected from Jagannath University, Dhaka University, Kabi Nazrul Government College, Government Shaheed Sohrawardy College, Stamford University, Daffodil University was chosen as the representative of the population.

Participants

The socio-economic status of the participants was upper class and lower class. The participant is also consists of honors (first year, second year, third year, and fourth year) to masters students. The age range of participants was from 18-27 years.

Selection of Instruments

Three individual instruments were used to collect data in this study. Those are-

- Personal Information Form (PIF)
- Individualism-Collectivism Scale (ICS), and
- Big Five Personality Scale (BFPT)

Personal Information Form (PIF)

This is a form used to collect personal and demographic information such as age, gender, socio-economic status and educational qualification.

Individualism and Collectivism Scale (ICS)

To explore the objective of the study the original version of Individualism and collectivism measure developed by Saha & Ghosh (1999) would be used for the present study. Thus, 20 items were selected for the Individualism-Collectivism scale, where 10 items measured individualistic and 10 items measured collectivistic values. Individualistic and collectivistic items were randomly arranged in order to avoid response set. A five-point scale ranging from "Strongly Disagree" to "Strongly Agree" was used to rate subjects I/C attitudes. The 10 individualistic items covered values of Personal achievement, Molecular family,

Independence, Conformity, Self-reliance, Law abiding, Autonomy, Personal freedom, Right to privacy and the 10 collectivistic items were reflected by values of Harmony, Family integrity, Dependency, Showing respect, Solidarity, Caring, Affiliation, Relationship and Group solidarity.

To test the reliability of the I/C measure a sample of 30 Subjects was randomly selected from the initial 400 subjects pool in India and Bangladesh. Item-total Correlation was computed for 20 items used in the I/C measure. It was found that correlation of each item with the total Scores were in the range of .33 to .89 and the mean item-total correlation was .51 which indicated the overall reliability of the test item. Significant correlations of items with a total score in the measure used to suggest internal-consistency of the test. Responses of the subject's preferences for each item were taken on a five-point scale ranging from "Totally Disagree" to "Totally Agree". Individualism-Collectivism Scale consisted of 10 collectivistic items and 10 individualistic items. Ten collectivistic statements are rated on a five point scale as 1 for "Totally Disagree" 2 for "Disagree" 3 for "Neither Disagree nor Agree" 4 for "Agree" and 5 for "Totally Agree". A reverse scoring procedure (i.e. Totally Disagree = 5, Disagree = 4, Neither Disagree nor Agree = 3, Agree = 2, and Totally Agree = 1) has been followed for 10 individualistic items. A total score thus calculated for each subject was termed as the I/C score. Hence, a maximum possible score for 10 collectivistic items can be $10 \times 5 = 50$ and a maximum possible score of 10 individualistic items can be $10 \times 1 = 10$. So, a maximum possible I/C score can be $20 \times 5 = 100$. Since the middle point of the 5 point scale is 3, the score of 60 and above would indicate collectivism and below 60 individualism.

Big Five-Personality Test (BFPT)

The Bangla version of the big five personality test (Muhammad et al., 2011) was used to measure the respondents "Big Five Personality factors". This test originally developed by McCrae and Costa (1992). It has five dimensions such as openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. The BFPT is a Likert scale. It consists of 44-items, of which 8 items for extraversion, 9 items for agreeableness, 9 items for conscientiousness, 8 items for neuroticism and the remaining 10 items for openness to experience. In the case of four dimensions (O, E, A, C) high score indicates positive symptoms of the personality characteristics and in the case of neurotic people who score high in neuroticism tend to be anxious, hostile and self-conscious. 44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality facets. BFI scale scoring ("R" denotes Reverse scored items)

Extroversion	1	6R	11	16	21R	26	31R	36	
Agreeableness	2R	7	12R	17	22	27R	32	37R	42
Consciousness	3	8R	13	18R	23R	28	33	38	43R

Neuroticism	4	9R	14	19	24R	29	34R	39		
Openness	5	10	15	20	25	30	35R	40	41R	44

For each item respondent were required to respond with an answer like strongly agree (5pts), agree (4pts), undecided (3pts), disagree (2pts) and strongly disagree (1pts). Significant correlations between scores of English and Bengali versions indicated translation reliabilities of the scale. The correlation coefficients [$r(\text{open}) = .93, p < .01$; $r(\text{cons}) = .83, p < .01$; $r(\text{extra}) = .82, p < .01$; $r(\text{agree}) = .91, p < .01$ & $r(\text{neuro}) = .86, p < .01$] of both forms of Big Five Personality factors were found significant. The test-retest reliabilities of the Bengali version of Big Five Personality factors [$r(\text{open}) = .87, p < .01$; $r(\text{cons}) = .82, p < .01$; $r(\text{extra}) = .90, p < .01$; $r(\text{agree}) = .86, p < .01$ & $r(\text{neuro}) = .92, p < .01$] were also found significant. Content validity of the adapted version of the scale was also found. Finally, to assess the construct validity of the scale correlation coefficients between score of each item and the total score of the scale were determined. The correlation coefficients [$r(\text{open}) = .94, p < .01$; $r(\text{cons}) = .86, p < .01$; $r(\text{extra}) = .84, p < .01$; $r(\text{agree}) = .79, p < .01$; $r(\text{neuro}) = .86, p < .01$; $r(\text{extra}) = .84, p < .01$; $r(\text{agree}) = .79, p < .01$ & $r(\text{neuro}) = .92, p < .01$]. The value of coefficient alpha for this scale in the present sample was .894.

Procedure

Permission was taken from the concerned authority of the organizations in order to collect information from the participants. The purpose of this study and any information concerning confidentiality were clearly explained to the participants before administrating the questionnaire. Respondents were unwilling to share any information regarding their personal issues. However, they agreed after the researcher built a rapport with them. Respondents' were asked to follow the instructions carefully, which were given in the questionnaire. First, they were to fill out the personal information form (PIF) which was attached with the questionnaire. The respondents were encouraged to ask questions coming in their mind during the task and they were informed of their right to withdraw form, the study at any time. After complimenting the questionnaires the respondents were thanked for their kind cooperation. Ethical issues in this study were handled with extra care as the research deals with a very sensitive issue and the participants' personal information was strictly protected.

Results

To find out the extreme groups in terms of Individualism-Collectivism score (I/C score) 300 data were ranked in order to lowest to highest as descending order i.e. The lowest score was at the top and highest score was placed on the bottom. Thus, lowest 25% score was treated as first quartile (Q1) or individualism and the highest 25% was treated as fourth quartile (Q4) or collectivism. These two groups are extreme groups in terms of I/C score. 't'-test was computed and the result has been plotted in the table below:-

Table 1*Mean differences of agreeableness between individualism (Q1) and collectivism (Q4)*

	Rank (Percentile)	N	Mean	Std. Deviation	df	t-value	Sig.
Agreeableness	Q1	75	30.60	3.44	148	-3.51**	.001
	Q4	75	32.80	4.19			

*Note. ** $p < .01$, N=Number, df= Degree of freedom.*

The results presented in Table-2 have shown the difference between individualism-collectivism and agreeableness. In the result shows that collectivism score mean $M=32.08$, $SD=4.195$ is higher than individualism score mean $M=30.06$, $SD=3.44$ and t -value is -3.512 , $p < .01$. The mean differences between these two groups are found significant.

Table 2*Correlation among extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (Individualism)*

	1	2	3	4	5	6
Individualism	-	.03	.09	-.02	.12	-.10
Extroversion		-	.13	.13	-.05	.15
Agreeableness			-	.24*	-.16*	.32**
Consciousness				-	-.26**	.14
Neuroticism					-	-.07
Openness						-

** $p < .05$, ** $p < .01$*

For individualism (Table 2) results of the correlation indicated that there is no significance correlation between individualism and extraversion. Again the correlation indicated that there is no significant between individualism and agreeableness. The correlation indicated that there is no significant correlation individualism and conscientiousness. Conscientiousness is negative. Table also indicates that the correlation between individualism and neuroticism is not significant. Finally, results demonstrate there is no significant correlation between individualism with openness.

Table 3*Correlation among extraversion, agreeableness, conscientiousness, neuroticism and openness to experience (Collectivism)*

	1	2	3	4	5	6
Collectivism	-	.09	.20*	-.00	-.06	.20*
Extroversion		-	.13	.13	-.05	.15

Agreeableness	-	.24**	-.16*	.32**
Conscientiousness		-	-.26*	.14
Neuroticism			-	-.07
Openness				-

* $p < .05$ ** $p < .01$

Results of the correlation (Table 03) indicated that there is no significance correlation between individualism and extraversion. Again the correlation indicated that there is significant between individualism and agreeableness ($r = .20$, $p < .05$). The correlation indicated that there is no significant correlation individualism and conscientiousness. Conscientiousness is negative. Table of also indicate that the correlation between individualism and neuroticism is ($r = .06$, $p < .05$), neuroticism is negative. Finally, results demonstrate there is significant correlation between individualism with openness to experience, ($r = .20$, $p < .05$).

Discussion

The present study is very important at present time. Humans are the best creation of the Almighty. Everyone is different from each other. They vary in their personality, attitude and way of behavior. Each person possesses different characteristics which can be measured by using psychological tools. The Big Five Personality Test is widely used test to measure personality. Individuals also possess individualism and collectivism characteristics which can be measured by Individualism and Collectivism Scale.

Individualism-collectivism and Extraversion

The first objective was to find whether there is any significance difference between individualism-collectivism and Extraversion. Results found that there is no significant difference between Individualism-collectivism and extraversion. As the individualism is the habit or principle of being independent and self-reliant which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. Extraversion is defined as a behavior where someone enjoys being around people more than being alone. An example of extraversion is when someone always likes to be around people and enjoys being the center of attention. Extraverts are relatively outgoing, gregarious, sociable, and openly expressive.

Individualism-collectivism and Agreeableness

The second objective was to find whether there is any significance difference between individualism-collectivism and Agreeableness. In the results also shows that collectivism score means $M = 32.08$, $SD = 4.195$ is higher than individualism score mean $M = 30.06$, $SD = 3.44$ and t-value is -3.512 , Significance (2-tailed) is $.001$, $p < .05$. This score indicates that there is a significant difference between individualism-collectivism score. As the individualism is the

habit or principle of being independent and self-reliant, which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. Agreeableness includes attributes such as trust, altruism, kindness, affection, and other prosaically behaviors. People who are high in agreeableness tend to be more cooperative while those low in this trait tend to be more competitive and sometimes even manipulative. Collectivistic are more cooperative than individualistic person. That's why there is a significant difference.

Individualism-collectivism and Conscientiousness

The third objective was to find whether there is any significance difference between individualism-collectivism and conscientiousness. Results show that differences between individualism-collectivism and conscientiousness are not significant. As the individualism is the habit or principle of being independent and self-reliant, which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. Conscientiousness is the quality of wishing to do one's work or duty well and thoroughly. Conscientiousness is the personality trait of being careful, or diligent. Conscientiousness implies a desire to do a task well, and to take obligations to others seriously. Conscientious people tend to be efficient and organized as opposed to easy-going and disorderly.

Individualism-collectivism and Neuroticism

The fourth objective was to find whether there is any significance difference between individualism-collectivism and neuroticism. The results show that there is no significant difference between individualism-collectivism and neuroticism. As the individualism is the habit or principle of being independent and self-reliant, which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. A neurotic person experiences emotional distress and unconscious conflict, which are manifested in various physical or mental illnesses. Neurotic tendencies are common and may manifest themselves as acute or chronic anxiety, depression, an obsessive-compulsive disorder, a phobia, or a personality disorder. Individuals who score high on neuroticism are more likely than average to be moody and to experience such feelings as anxiety, worry, fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness. This can be found in both individualistic and collectivistic person, that's why there is no significant difference.

Individualism-collectivism and Openness to Experience

The fifth objective was to find whether there is any significance difference between individualism-collectivism and openness to experience. This score indicates that there is no significance difference between individualism-collectivism score. As the individualism is the habit or principle of being independent and self-reliant which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. Openness is one of the five personality factors of the Big Five Personality Factors. It indicates how open-minded a person is. They are imaginative, curious, and open-minded. Individuals who are low in openness to experience would rather not try new things. An example of openness is someone who is always trying something new. Every time you go out to eat, they get a different dish just to find out. They are always meeting new people and display very liberal ideas about society. This can be found in both individualistic and collectivistic person, that's why there is no significant difference.

Individualism-collectivism and Big-Five Personality

The sixth objective was to find whether there is any significance difference between individualism-collectivism and big five personality factor. This score indicates that there is no significance difference between individualism-collectivism and big-five personality factor score. As the individualism is the habit or principle of being independent and self-reliant, which is all about taking care of oneself; it is the belief and practice that every person is unique and self-reliant. And collectivism is the practice or principle of giving a group priority over each individual in it which support the idea that people should prioritize the good of society over the welfare of the individual. The Big Five personality factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. These five factors are assumed to represent the basic structure behind all personality factors. Each person whether they are individualistic or collectivistic can possess some degree of these five personality dimensions.

Correlation between Individualism and Big Five Personality

The seventh objective is to see there is any correlation between individualism and big five personality and result show that there is no significant correlation. Pearson correlation has been conducted on this research. The result indicates that there is a positive correlation between Individualism and extraversion, agreeableness, neuroticism and openness to experience. That means if individualism increases others factors will increase as well. And there is a negative correlation between Individualism and Conscientiousness means if conscientiousness increase agreeableness will be decreased.

Correlation between Collectivism and Big Five Personality

The eight objectives is to see there is any correlation between collectivism and big five personality and result show that there is significant correlation between collectivism and

agreeableness and openness to experience. The result indicates that there is a positive correlation between Collectivism and Extraversion, Agreeableness, Openness to experience. That means if collectivism increase other factors will increase as well. And negative correlation between Collectivism and Conscientiousness and Neuroticism mean, if collectivism increases others factors will be decreased.

Conclusion

The main objective of the study was to analyze the relationship between Individualism-collectivism and Big Five Personality factors. A cross sectional survey design self-administered data collection method was used to complete the study. The Bengali version of the Big-five Personality Test (BFPT) (Muhammad et al., 2001), that is originally developed by McCrae and Costa (1999) and The Individualism-collectivism Scale (ICS) developed by Saha & Ghosh (1999). The result shows that there is a significant difference between individualism and collectivism on agreeableness. The results also show that there is no significant difference between individualism-collectivism on extraversion, conscientiousness, neuroticism and openness to experience. The study also investigate the correlation between individualism and five personality dimensions and between collectivism and five personality dimensions.

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Organizational Citizenship Behavior of Bank Officers in Relation to Job Attitudes

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Abstract

The relationship between organizational citizenship behavior and job attitude is still inclusive in the context of Bangladeshi banking sector. The present study explored the relationship between organizational citizenship behavior (OCB) and job attitudes of the bank officers. A questionnaire package comprising of (1) Organizational Citizenship Behavior Scale, (2) Job Involvement Scale, (3) Organizational Commitment Scale, (4) Job Satisfaction Scale and a Personal Information Form (PIF) were administered on a sample of 200 bank officers (100 Govt. & 100 non Govt.) selected purposively from different banks in Dhaka city of Bangladesh. The obtained data were analyzed by applying Pearson product moment correlation and stepwise multiple regression analyses. Results of correlation coefficients indicated that job attitudes namely job satisfaction ($r = .425, p < .01$), organizational commitment ($r = .497, p < .01$) and job involvement ($r = .332, p < .01$) were significantly and positively correlated with OCB. The findings of multiple regression indicated that job satisfaction, organizational commitment and job involvement can individually and jointly predict OCB where organizational commitment was the strongest predictor of OCB. R^2 change indicated that 24.7% of variance in OCB was accounted for the organizational commitment. R^2 also indicated that the three dimensions of job attitudes were jointly explained 31.2% of variance in OCB. However, the findings of the present study suggested that achieving the organizational goal(s) might be required more committed, involved and satisfied executives.

Keywords: organizational citizenship behavior, job attitudes, job satisfaction, job involvement, organizational commitment

Introduction

In Bangladeshi banking industry, the competition to gain the market is exquisite. As a new strategy to gain competitive advantage the company needs human resources. They demand their employees to perform well at all times in their job. Organizational citizenship behaviors are spontaneous behaviors and are less affected by external stimuli e. g., reward and punishment (Jenaabadi, Okati & Sarhadi, 2013). According to Organ (1988), OCB is defined as work-related behaviors that are discretionary, not related to the formal organizational reward system, and in aggregate, promote the effective functioning of the organization.

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Job attitudes predict many organizational behaviors to achieve optimal prediction, correspondence needs to be maintained between the attitude and the behavior being predicted (Judge et al., 2012). A job attitude is a set of evaluations of one's job that constitute one's feelings toward, beliefs about, and attachment to one's job (Judge & Timothy, 2012). Most of the researcher in organizational behavior has been concerned with three job attitudes: job satisfaction, organizational commitment and job involvement. Job satisfaction has significant influence on job-related behaviors such as productivity, absenteeism, turnover rates and employee relations (Becker, 2004). It also plays an important role in improving the financial standing of organizations (Aronson, Laurenceau, Sieveking & Bellet, 2005). Organizational commitment is a core predictor of employees' attitude to the organization and is a strong indicator of turnover behavior, withdrawal tendency and organizational citizenship behavior (Sinclair & Wright, 2005). O'Reilly and Chantman (1989) have described organizational commitment as an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization. Griffin et al. (2010) defined job involvement as the degree to which a person views the importance of a job in his or her life. Kanungo (1982) pointed out that job involvement is not normative but descriptive and is based on one's current state about her/his job. Islam and Saha (2001) conducted a study to evaluate job satisfaction of bank officers in Bangladesh. It focuses on the relative importance of job satisfaction factors and their impacts on the overall job satisfaction of officers. It also investigates the impacts of bank type, work experience, age, and gender differences on the attitudes toward job satisfaction and to compare job satisfaction between private and public banks. Efficient human resource management and maintaining higher job satisfaction level in banks determine not only the performance of the bank but also affect the growth and performance of the entire economy (Thakur, 2007).

The relationship between work attitudes and OCBs is strongly positive and significant (Ackfeldt & Coote, 2005). Gellatly's (1995) also observed that the behavior of an employee is a result of work-related attitudes. The work related attitudes such as job involvement and organizational commitment have a positive relationship with employees work behaviors (Blau, 1986; Blau & Boal, 1989; Mathieu & Kohler, 1990). Ackfeldt and Coote (2005); Bowling, Wang and Li (2012) gave affirmation that job satisfaction and organizational commitment as the key job attitude can support and predict OCB. In the Malaysian context, Ahmad (2006) has stated that four job attitudes, namely, organizational commitment, job satisfaction, procedural justice and distributive justice have a positive and direct impact on academicians' citizenship behaviors. Saxena and Saxena (2015) study stated that there is a significant impact of organizational commitment, job involvement on organizational citizenship behavior. The higher the organizational commitment will drive employee OCB. This argument supported by previous researches from Kasemsap (2012) who conduct the survey in Thailand and Liu and Cohen (2010) using public organization participant in Northern China. Study with Asian and African culture background from Ibrahim and Aslinda (2010) in Indonesia, Bakhshi et al. (2011) in India, Wang (2015) in Japan and Asiedu et al. (2015) in Ghana were among the researchers who had the same argument about the positive and significance relation between these variables.

Rationale of the study

Banks, particularly private commercial banks, have significant contribution in the development process (Saif, Uddin, Haque, Rahman & Mamun, 2016). Yet the study in Bangladeshi banking industry is still limited. Since, a job attitude is interrelated with OCB and has an impact on OCB (Mahdiun et al., 2010). No such attention has been given to understand the OCB of bank officers of Bangladesh, neither has there been any attempt to see the relations of the job attitude with OCB of bank officers in Bangladesh. In that case, the present paper attempts to explore the relationships pattern of job attitudes with OCB which helps us to develop appropriate organizational policy and human resource management and play an important role on decision making of bank officers as well as other employees.

Objectives

The main objective of the present study was to investigate the relationship of organizational citizenship behavior (OCB) of bank officers with job attitudes. The specific objectives of the present study were to examine:

1. Relationship between job attitudes (i.e. job satisfaction, organizational commitment & job involvement) and OCB.
2. Whether job attitudes predict OCB individually and jointly.

Hypotheses

On the basis of the findings of previous studies and above discussion, the following hypotheses were formulated to examine in this empirical study.

H₁: Significant positive relationship will be found between job attitudes (i.e. job satisfaction, organizational commitment and job involvement) and OCB;

H₂: Job attitudes will predict the OCB individually and jointly;

Methods

Sample

Target population of this study was the bank officers (senior and junior officers) working in the Government and Nongovernment Bank of Dhaka city in Bangladesh. A total of 200 Bank officers were used as respondents in the present study. The respondents were selected purposively as non-probability sampling method.

Study Design

A cross-sectional survey design has been used in the present study. This design indicates that all data have been collected at a single point of time.

Measuring Instruments

Personal Information Form (PIF). Personal information of this study were gender/sex, marital status, participant's age, educational qualification, job experience, nature of job,

socio-economic status, and family income of the participants. Participants were assured that their personal information will be handled with confidentiality and all information will be used only as research purpose.

Job Involvement Scale (JIS). To measure employees' level of job involvement in an organization, an adapted Bangla version of (Khaleque, 1995) job involvement scale, originally developed by Lodahl and Kejner (1965) was used. This self-report measuring tool containing 6 items of which 5 positive items (item 1 to 5) and 1 negative item (only item 6). All the items were rated on a five point "Likert type Scale" response format (strongly agree, agree, undecided, disagree, and strongly disagree). For positive items, score "1" indicates strongly disagree, score "2" indicates disagree, score "3" indicates undecided, score "4" indicates agree, score "5" indicates strongly agree. For negative item scoring was in reverse order. The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high job involvement. The lowest possible score is 6, highest possible score 30 and mid point is 15. Ramsey, Lask and Marshall (1995) critically evaluated the use of the Lodahl and Kejner (1965) scales (20, 6, and 3 item scales respectively) by means of the LISREL 7 program (Joreskog & Sorbom, 1989) on a sample of 290 sales people employed by an insurance company. The Cronbach Alphas for the three versions were .79, .70 and .69 for the 20 item, 6 item and 3 item versions respectively. The twenty-item job involvement scale was significantly correlated with all seven dimensions of the INDSALES scale. The value of coefficient alpha for this scale in the present sample was 0.748. The test-retest and split-half reliabilities of the Bangla version of job involvement scale were found significant ($r = .85$, $r = .81$).

Organizational Commitment Scale (OCS). To measure employee organizational commitment, Mowday, Steers and Porter's (1979) organizational commitment scale (OCS) Bangla version adapted by Muhammad et al. (2012) was used. OCS is composed of 15 items of which 9 are positive and 6 are negative. It makes use of a 7-point Likert type scaling method - 'strongly disagree', 'moderately disagree', 'slightly disagree', 'neither disagree nor agree', 'slightly agree', 'moderately agree' and 'strongly agree'. For the positive items, score values range from 7 (for strongly agree) to 1 (for strongly disagree). A reverse order was followed for negative items (item no. 3,7,9,11,12 & 15). The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high organizational commitment. The lowest possible score is 15, highest possible score 105 and mid point is 52. The internal consistency reliability measures were reported by the original investigators. Coefficient alpha, of the scale ranged from 0.82 to 0.93 with a median of 0.90. Significant evidences of convergent validity, discriminate validity, and predictive validity were found for the original scale. The test-retest reliability of the Bangla version of organizational commitment scale was found significant, ($r = 0.85$). High Cronbach's alpha ($\alpha = 0.86$), of Bangla version indicated internal consistency of scale. Significant evidences of concurrent and congruent validity were found for the Bangla versions of the OCS. The value of coefficient alpha for this scale in the present sample was .769.

Job Satisfaction Scale (JSS). To measure employee job satisfaction level, Brayfield and Rothe (1951) job satisfaction scale (JSS) Bangla version adapted by Khaleque (1995) was used. JSS is composed of 18 items of which 9 are positive (item 1, 2, 5, 7, 9, 12, 13, 15 & 17) and 9 are negative (item 3, 4, 6, 8, 10, 11, 14, 16 & 18). The scale was constructed by a combination of Thurstone and Likert scaling methods - strongly agree, agree, undecided, disagree, and strongly disagree. For the positive items, score values range from 5 (for strongly agree) to 1 (for strongly disagree). A reverse order was followed for negative items. The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high job satisfaction. The lowest possible score is 18, highest possible score 90 and mid point is 54. If the total score is above the midpoint then it's indicating high JSS. On the other hand, if the total score is below the midpoint then it's indicating low JSS. A corrected odd-even reliability coefficient was .87. Validity was investigated by comparing job satisfaction scores of two groups: (1) 40 students who had personnel jobs, and (2) 51 persons who did not. The mean for the personnel group was 76.9, and for the Non-Personnel group was 65.4. The value of coefficient alpha for this scale in the present sample was .917.

Organizational Citizenship Behavior Scale (OCBS). Organizational citizenship behavior (OCB) scale is originally developed by Sharma and Jain (2014) and adapted by Muhammad and Afrin (2017). The scale was developed to measure organizational citizenship behavior of employees. It is composed of 36-item. The measurement scale contains four dimensions, namely: altruism, organizational compliance, sportsmanship and loyalty. It makes use of a 7-point Likert type scaling method - 'strongly disagree', 'moderately disagree', 'slightly disagree', 'neither disagree nor agree', 'slightly agree', 'moderately agree' and 'strongly agree'. The score values range from 7 (for strongly agree) to 1 (for strongly disagree). The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high OCB. The lowest possible score is 36, highest possible score 252 and mid point is 126. The reliability of the scale as determined by split half reliability method on the sample of 260 subjects is 0.89. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.94. To ascertain the reliability of the instrument in the context of Bangladeshi culture, it was administered on 30 respondents who were bank officer. Analysis of the OCB scale revealed internal consistency of 0.949 on high Cronbach's alpha. This indicates that the Bangla version was reliable and valid. The guidelines of the International Test Commission (ITC), (2010) were followed to adapt the organizational citizenship behavior scale in Bangladeshi culture.

Procedure. For collecting proper information from participants, at first, permission was taken from concerned authority to collect data and rapport was established with participants. After establishment of rapport, the researcher expressed the objectives of the study and also assures them the confidentiality of the responses. After that the respondents was requested to fill up personal information blank. When the personal information blank was filled up, the booklet of the Bangla versions of job involvement scale (JIS); organizational commitment scale (OCS); job satisfaction scale (JSC); organizational citizenship behavior scale (OCBS) were given to them. The respondents go through the instructions given on the front page of the

booklet. Data were collected from the participants through self-report administered. After the respondents completing the task according to the instructions, the inventory booklet was collected from the respondents. After collecting information, filled questionnaires were checked and respondents were thanked for their cooperation in the study.

Results

According to the objectives the results of the study have been presented into two parts. In first part, correlation matrix among the dependent and independent variables with mean and SD is shown (Table-1). In second part, stepwise regression analysis is performed to determine the individual and joint effects of each predictor's on organizational citizenship behavior (Table 2 to 3).

Table 1

Correlation Matrix among the Variables of the Present Study (Job Attitudes and Organizational Citizenship Behavior) with Mean and Standard Deviation

Variables	M	SD	1	2	3	4
1. Job Satisfaction	64.13	11.87	-			
2. Organizational Commitment	75.50	13.36	.524**	-		
3. Job Involvement	21.41	3.37	.335**	.266**	-	
4. Organizational Citizenship Behavior	149.34	33.64	.425**	.497**	.332**	-

Note. ** $p < 0.01$ * $p < 0.05$;

Table 1 represent that Pearson product moment correlation among the variables (such as the job attitudes and organizational citizenship behavior). The results indicated that organizational commitment [$r(200) = .497, p < .01$], job satisfaction [$r(200) = .425, p < .01$] and job involvement [$r(200) = .332, p < .01$] were significantly and positively correlated with organizational citizenship behavior.

Table 2

Regression Coefficient of Organizational Citizenship Behavior on Job Attitudes

Independent Variables	B	β	t	P	R ²	R ² chan	F change	ANOVA for Model Fit
Constant	71.242		4.57	.001				
1. Organizational	.896	.356	5.08	.001	.252	.247	64.894***	64.894***
2. Job involvement	1.772	.178	2.81	.005	.291	.043	11.973**	40.232***
3. Job satisfaction	.504	.179	2.49	.013	.311	.022	6.220*	29.606***

Note. Dependent Variable: Organizational Citizenship Behavior, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 2 showed that the partial standardized betas (β s) indicated that three variables in the model were predictors of organizational citizenship behavior. These variables were organizational commitment ($\beta = .356, p < .001$), job involvement ($\beta = .178, p < .01$) and job satisfaction ($\beta = .179, p < .05$). Thus, organizational commitment was the strongest predictor. The value of unstandardized beta (.896) of organizational commitment suggested that as organizational commitment increases by one unit organizational citizenship behavior increases by .896 units. The strongest predictor of organizational citizenship behavior was organizational commitment which alone explained 24.7% of variance. The results of the analysis further indicated that job involvement was the second important predictor of organizational citizenship behavior. R^2 change indicated that 4.3% of variance in organizational citizenship behavior was accounted for the job involvement and 2.2% of variance in organizational citizenship behavior was accounted for job satisfaction. R^2 indicated that these three variables jointly account for 31.2% of variance in organizational citizenship behavior. The result F -test [$F(3, 96) = 29.606, p < .001$] of Table-9 indicated that variation in organizational citizenship behavior was accounted for by joint linear influence of the job attitudes (organizational commitment, job involvement and job satisfaction).

Discussion

The present study was designed to investigate the relationship of organizational citizenship behavior with job attitudes of bank officers. In order to analyze the data of the present study correlation coefficient as well as stepwise multiple regression were applied on the scores of the job attitudes (i.e. job satisfaction, organizational commitment and job involvement), and organizational citizenship behavior of the respondents. Two hypotheses were formulated to examine in the present study.

The first hypothesis stated that significant positive relationship will be found between job attitudes (i.e. job satisfaction, organizational commitment and job involvement) and organizational citizenship behavior. Results presented in Table-1 suggested that job satisfaction organizational commitment and job involvement were significantly and positively correlated with organizational citizenship behavior. The findings of the present study confirm the formulated first hypothesis. In favor of the findings, it can be said that if job attitudes are changed then organizational citizenship behavior also changed positively. Besides, the employee with high OCB will show altruistic, civic virtue, courtesy, sportsmanship and other extra-role behavior. In explaining these results it can be mentioned that people satisfied with their work tend to frequently adapt organizational citizenship behaviors and these behaviors are associated with the self-efficacy, the internality, and length in service within the organization (Pavalache, 2014). Study from different researchers revealed the same results (Chahal & Mehta, 2010; Swaminathan, & Jawahar, 2013; Koning et al., 2015). In the context of Bangladesh bank employees study found that remuneration and reward, recognition, pride in work and talent utilization are the most important ones for improving job satisfaction and also, factors like job security, relation with colleagues and bureaucracy are not significant for job satisfaction (Rahman & Iqbal, 2013).

To explain the relationship between organizational commitment and organizational citizenship behavior it can be mentioned that organizational commitment has a great impact on almost all the behaviors related to the organization like; staying with the organization, attendance and performance, etc (Riketta, 2002). These findings are consistent with other studies which show that organizational commitment was significantly influence organizational citizenship behavior which mediating the relationship between commitments to employee performance (Subejo et al., 2013; Saxena & Saxena, 2015).

In addition in explaining the relationship between job involvement and organizational citizenship behavior it can be assumed that the higher involvement of the employee in the job increases the effectiveness and productivity of the experience (Brown, 1996). Other researchers have also uncovered a positive relationship between job involvement and organizational citizenship behavior (Diefendorff et al., 2002; Bolger & Somech, 2004; Rotenberry & Moberg, 2007).

The second hypothesis stated that job attitudes will predict the organizational citizenship behavior individually and jointly. The results presented in the Table-2 indicated that three variables (i.e. job involvement, organizational commitment and job satisfaction) in the model were the predictors of organizational citizenship behavior. Every predictor has its individual effect on organizational citizenship behavior. Among the three dimensions of job attitudes, organizational commitment was the strongest predictor of organizational citizenship behavior. These results are consistent with many investigators' research studies (Mehboob & Bhutto, 2012; Asil, Doostar, & Karimi, 2013; Saxena & Saxena, 2015).

The present study had some limitations, which should be addressed by the future researchers of this field. First, the study has been conducted with a small sample size of 200 respondents and sample for the study was selected only from Dhaka city. More appropriate results could have obtained if sample size would have increased. Second, this study didn't include demographic variables like gender, income, age, educational status, type of job of the respondents as predictor variables of organizational citizenship behavior.

Conclusion

In order to achieve organizational/industrial goals it is preferred to make employee committed, involved, satisfied several incentives and related programs need to take which enhance employee performance and organizational citizenship behavior. In addition, the findings of the study practically enlighten researchers, practitioners, human resource managers and government officers to justify their efforts in designing appropriate learning and performance improvement interventions so that job can be structured in relation to personality traits of employees which can lead to improving employee citizenship behavior, which in turn can lead to employee performance, organizational productivity and development.

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Relationship between Perceived Parental Pressure and Academic Stress of the Tertiary Level Bangladeshi Student

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Abstract

The aim of the present study was to determine whether there is any relation between perceived parental pressure and academic stress among male-female and higher-middle class undergraduate students. For this purpose 160 tertiary level students were selected purposively and conveniently as sample from two reputed public universities in Dhaka city. In order to measure the variables a self-developed demographic questionnaire, adapted versions of the Parental Pressure and Succeed Scale (PPSS) and The Educational Stress Scale for Adolescents (ESS-A) were applied on the respondents respectively for the current investigation. The study was conducted following cross-sectional survey design. Data were analyzed by applying Pearson product correlation and inferential statistics. Results indicated that there were significant positive relationships among perceived parental pressure and academic stress. Furthermore, the findings indicated significant difference in parental pressure and academic stress among male-female undergraduates. However, no significant differences between higher and middle-class undergraduates were observed.

Keywords: academic stress, parental pressure, undergraduate students

Introduction

Stress is a psychological process and an unpleasant state (Bernstein, et al., 2008), perceived in different forms (tension, pressure, or negative emotions- anxiety and anger) to different individuals (Bernstein, et al., 2008). Auerbach and Grambling (1998) claimed that stress can lead to serious problems if it is not managed effectively. Academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987). In 1995, Dawood pointed that, at various academic levels stress affects academic performance (emotional disabilities, aggressive behavior, shyness, social phobia and often lack of interest in otherwise enjoyable activities). Sometimes, academic stress has also been implicated as a causal factor in schizophrenia, depression, suicide, and a wide range of maladaptive behavior as delinquency and crime (Rahe & Lind, 1971).

The impact of academic stress on students has been well documented in East Asian countries, where it is referred to as ‘examination hell’ (Woronov, 2007). The entire schooling systems in Japan and Korea are designed around these competitive entrance examinations where the pressure to perform well on the exams is so intense that many students take an extra year or two after school to prepare for the exam and maximize their chances for success (Schoolland,

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1990). However, strategies to reduce stress have been associated with academic attainment in college students (Dziegielewski et al., 2004).

Academic pressure is a significant source of stress which may exist easily throughout the span of students' academic careers (Olpin, 1997). In 1992, Tyrrell identified sources of academic-related stress have included fear of falling behind with coursework, less motivation to study, time pressures, financial worries, and concern about academic ability. Additionally, students report stress over struggling to meet academic standards, time management worries, and concerns over grades (Olpin, 1997). Schafer (1996) also observed that most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors.

Stress associated with academic activities also has been linked to various negative outcomes, such as poor health (Greenberg, 1981), depression (Aldwin & Greenberger, 1987), and poor academic performance (Linn & Zeppa, 1984). Similarly, Aldwin and Greenberger (1987) observed that perceived academic stress was related to anxiety and depression in college students. Studies also explored a relationship between stress and poor academic performance (Struthers et al., 2000). College students are very vulnerable group to experience stress, the latter of which is related to variety of outcomes, such as health and academic performance (Putwain, 2007).

Leung, Yeung and Wong (2009) examined the role and relation of paternal support with academic stress. Family is the major source of inspiration, motivation, and support for children (Archer & Francis, 2006). Parents brought up their children and feel responsible to develop their self concept to help them in leading successful life. Self-concept provides personal identity which is the roots in every family value system. The children know their parents value system and act accordingly during early adolescence as they are dependent on them. In 2003, Desforges and Abouchaar (2003) defined parental involvement by many forms, like parenting style, stable and secure environment, intellectual stimulation, parent child discussion, contact with school, participation in school events and activities. The findings consistently showed that parent involvement has strong positive influence on the child level of attainment: the more the parental involvement the higher the attainment. They concluded that at home parenting has a significant positive effect on children's achievement and adjustment.

Parent-children relationship depends on the time and care given to the children by the mother and father and their own relationship. Baumrind (1989) described four parenting styles among them authoritative parenting style is the most common and considered most successful style were parents "monitor and impart clear standards for their children's conduct (Baumrind, 1991a), however, permissive parents "are more responsive than they are demanding (Baumrind, 1991b). Studies showed the significance of parental pressure and its effect on academic achievement of adolescents and found high parent pressure may result high achievement and low parent pressure may be the reason of low achievement (Opdenakker & Damme, 2005).

Academic over-expectation by parents was found the strongest and most frequently reported cause of stress for children (Ngai & Cheung, 2000). Parents overly involvement can also lead to an increase in pre-competition anxiety, which in turn can lead to decreased academic performance (Bois, Lalanne, & Delforge, 2008). However, over-expectations from families and pressure to succeed led to adolescent distress, regardless of perceptions of familial support (Ngai & Cheung, 2000).

Perceived parental pressure among male and female adolescents' regarding school-related activities found significant according to Ringeisen and Raufelder, study (2015). In 2009, Epstein and his associates also found that parental academic control from both caregivers (mother and father) lead to high level of depression and anxiety. In addition, prior research on students' academic achievement considers various types of parental involvement but none has been explicitly linked to parents' socioeconomic status. Here, social class (or socioeconomic status) refers to one's position within a society that is stratified according to status or power. More specifically, ecological considerations may well affect the approaches parents take when raising their children. It is widely accepted that parents' socioeconomic status influences students' academic achievement (Keith, Keith, Quirk, Sperduto, Santillo, & Killings, 1998; Long & Pang, 2016). However, the direct or indirect effects of parents' socioeconomic status on children's schooling still remain unclear. Of these findings, a particularly interesting one is that these factors have either a direct or an indirect effect on academic achievement. Little empirical research has linked these factors to students' academic achievement. Furthermore, most studies have focused on general definitions and measures rather than on specific domains and dimensions of these variables. This study aims to advance research on family socioeconomic status, parental pressure, and academic stress by addressing related contextual and meditational issues.

Seginer (1983) pointed that parent' desires or wishes regarding their children's future attainments in schooling also affected their future education life achievements (course grades, college attendances or highest level of schooling attained). According to Bookcock (1972) parents' expectations have major effects on children's academic performances. Specifically, parents' expectations can be understood as a variety of parental behaviors that directly or indirectly influence children's academic performances.

Rationale of the study

Parenting is a process of promoting and supporting a child's comprehensive development (physical, emotional, intellectual and social) from infancy to adulthood. It is also regarded as a set of parental beliefs, attitudes and expectations. Parents express passions and strong desires to help their children to succeed regardless of race, ethnicity, or socioeconomic status, and they are highly interested in their children's education in school. The concept of duty and responsibility to one's parents is a particularly salient value in Asian culture i.e. Bangladeshi culture (Zaman, 2018). Here, parents take deep pride in the success of their children and are often willing to make significant time-related and economic sacrifices to encourage their children's academic endeavors (Fuligni & Pederson, 2002). As a result, children tend to internalize a sense of responsibility to their parents and feel driven to meet their parents' high

expectations (Chow & Chu, 2007). This may cause youth to feel pressured and stressed academically both directly and indirectly, from their parents to achieve academic success. Keeping in view the above discussion and empirical evidences this study aimed at investigating the relationship between parental pressure regarding children's study which cause academic stress of university students in Bangladesh. However, considering the importance of above mentioned constructs and overcome the limitations of the previous studies, the present authors attempted to conduct this study in the context of Bangladesh. Until now very little attention has been given by the researchers in Bangladesh to this particular area. Therefore, the investigator chose to carry out the present research.

Objectives

The main objective of the present study was to investigate the relationship between perceived parental pressure and academic stress of the tertiary level students. The specific objectives were to examine:

1. To see whether there is any difference in parental pressure and academic stress between male and female undergraduates;
2. To see whether there is any difference in parental pressure and academic stress between higher and middle-class undergraduates;
3. To see whether there is any relationship among the variables of the present study;

Hypotheses

In the light of the above literature and the objectives, the following hypotheses were formulated for the present investigation:

H₁: There will be significant difference in parental pressure and academic stress between male and female undergraduates.

H₂: There will be significant difference between the parental pressure and academic stress between higher and middle-class undergraduates.

H₃: Parental pressure will be significantly and positively correlated with academic stress.

Method

Design

The present study has been conducted by following the cross-sectional survey research-design.

Sample

For the investigation 160 tertiary level students were selected purposively and conveniently as sample from the two reputed public universities in Dhaka city. Participants were chosen for the purpose of the investigation studying in various subjects at 1st year and lived with both their parents. Every respondent was chosen in term of age range 20-22years ($X = 20.68$, $SD =$

0.732). Among all the participants the respondents belonged to the high (37.5%) and middle class (62.5%) families respectively. It is to be noticed that all members energetically tuned in the study and were affirmed that their cooperation was intentional and their answers could stay confidential.

Demographic profile of the respondents

The following table presented of some demographic variables of the respondents which are represented through the percentage and total score value of the variables.

Table 1

Demographic Profile of the Respondents

Categorical Variables	Type	Number	Percentage
Gender	Male	80	50%
	Female	80	50%
Father's Education	Class 1 to 5	7	4%
	Class 6 to SSC	38	24%
	HSC	35	22%
	Graduate	69	43%
	Illiterate	11	7%
Father's Occupation	Service holder	44	27%
	Farmer	30	19%
	Teacher	16	10%
	Businessman	70	44%
	Class 1 to 5	19	12%
Mother's Education	Class 6 to SSC	68	42%
	HSC	27	17%
	Graduate	37	23%
	Illiterate	9	6%
Mother's Occupation	Housewife	143	90%
	Service Holder	16	10%
Previous Result	GPA 5	67	42%
	GPA 4-5	90	56%
	GPA 3-4	3	2%

Measures Used

For data collection the following assessment instruments were employed in this study: 1) Personal Information Form 2) Parental Pressure Scale (Parental Pressure to Succeed Scale-PPSS) & 3) Academic Stress Scale (The Educational Stress Scale for Adolescents -ESS-A).

Demographic and personal information form

The PIF elicited demographic, personal, and social information that included respondent's gender, age, parental occupation and education, result or grade in school, types of institute and family socioeconomic status etc.

Parental pressure scale

The modified Bangla version (Zaman & Habib, 2015) of the parental pressure to succeed scale – PPSS (Sarma, 2014) was used for the investigation contains 44 items which assess the level of parental pressure of an individual. Again, this tool evaluates overall parental pressure to succeed both academically and professionally. Perceptions of parental beliefs and behaviors were conceptualized together to form a uni-dimensional construct of parental pressure, since they are both linked to direct and indirect forms of parental pressure. Participants rated each item using a 5-point scale anchored “1” (*strongly disagree*), to “5” (*strongly agree*). The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high level of parental pressure (220) and low score indicate the opposite (44). The Cronbach's alpha of the Bangla version scale (Zaman & Habib, 2015) was found significant high ($\alpha = .82$) which indicated internal consistency of the scale.

Academic stress scale. To assess the level of academic stress of an individual the modified Bangla version (Zaman & Habib, 2016) of the “The Educational Stress Scale for Adolescent (ESS-A; Sun et al., 2011) “was used for the investigation contains 16 items. This tool assessed five latent variables *i.e.* pressure from study, workload, grade-related worry, self-expectation, and despondency. Participants rated each item using a 5-point scale anchored “1” (*strongly disagree*), to “5” (*strongly agree*). The sum of scores of all the items was the total score of the scale for an individual. High scores indicate high level of stress (90) and low score indicate the opposite (16). The Cronbach's alpha of the Bangla version scale (Zaman & Habib, 2016) was found significant high ($\alpha = .84$) which indicated internal consistency of the scale.

Procedure

For collecting proper information from participants, at first, permission was taken from concerned authority for data collection. Motivation behind this study and any data concerning privacy were disclosed to the members and concern authority before applying the survey. Every member was given the general direction and guaranteed that their answer will be totally utilized for research purpose. It is mentionable that the survey was given to those individuals who were suitable for the investigation. Necessary rapport was established before administration of the test and all the subjects were treated individually for each of the specific conditions. Each participant was well instructed both verbally and written. Participants were asked to fill up the personal information form (PIF) first which was attached with the first page. The questionnaires were provided after the participants were appropriately instructed. It is also mentionable that, the respondents were allowed to ask question freely if they had regarding any item of the scale. After completing the questionnaires, the respondents were

expressed gratitude for their kind co-operation. Moral issues on this study were deliberately taken care.

Results

The aim of the present investigation is to find out the relationship between parental pressure and academic stress of undergraduate students. Further, the study also investigates the differences among the variables according to gender and socio-economic status. Obtained data were analyzed using descriptive and inferential statistics through SPSS 20 version. The obtained results are presented in the following tables.

Table 2

Difference in Parental Pressure and Academic Stress among Male and Female Undergraduates

Variables	Male		Female		t	Sig.
	\bar{X}_1	SD	\bar{X}_2	SD		
Parental Pressure	169.2	20.46	160.2	18.71	2.903*	.004
Academic Stress	52.30	12.62	57.11	10.08	-2.665*	.008

Note: * indicates at the significant level .05(2 tailed)

Result presented in Table 2 shows that there is a significant difference in parental pressure ($t = 2.903$, $p < .004$) and academic stress ($t = -2.665$, $p < .008$) between male and female undergraduates. Table further revealed that according to mean value parental pressure of male undergraduates ($X_1 = 169.2$) is higher than that of female undergraduates ($X_2 = 160.2$). The result further indicates that the mean score of academic stress level of female undergraduates ($X_2 = 57.11$) is higher than that of male undergraduates ($\bar{X}_1 = 52.30$). Thus, the result confirms the 1st hypothesis.

Table 3

Differences in Parental Pressure and Academic Stress among High and Middle-Class Undergraduates

Variables	High Class		Middle Class		t	Sig.
	\bar{X}_1	SD	\bar{X}_2	SD		
Parental Pressure	160.03	19.83	165.7	20.22	-.836	.405
Academic Stress	55.17	10.62	54.43	12.024	.401	.689

Note: * indicates at the significant level .05(2 tailed)

Result presented in Table 3 shows that there is no significant difference in parental pressure ($t = -.836, p < .405$) and academic stress ($t = .401, p < .689$) between high and middle-class undergraduates were observed. According to mean value the findings further revealed that the mean of parental pressure of high class student ($X_1 = 160.03$) is lower than that of middle class student ($X_2 = 165.7$) and academic stress level of high class student ($X_1 = 55.17$) is higher than that of middle class student ($\bar{X}_2 = 54.43$) respectively.

Table 4

Correlation Co-efficient of Parental Pressure and Academic Stress

Variables	1	2
1. Parental Pressure	1	-
2. Academic Stress	.726*	1

*Note **Correlation is significant at the level of .01

Table 4 represents the correlation co-efficient of parental beliefs and academic stress universities undergraduates. Results of correlation indicate that the parental pressure had a significantly positive correlation with academic stress [$r = .726, p < .01$] which confirmed the formulated 3rd hypothesis.

Discussion

The key purpose for the present study was to explore the relationship between parental pressure and academic stress among male female undergraduates. Additionally, the study further investigates the differences between parental pressure and academic stress among high and middle class undergraduates. The results of this study offer a valuable understanding of the intricacies of such a relationship and will be discussed in the same order in which they were hypothesized.

Result presented in Table 2 shows that there is a significant difference in parental pressure ($t = 2.903, p < .004$) and academic stress ($t = -2.665, p < .008$) between male and female undergraduates which confirmed the formulated 1st hypothesis which also consistent with the findings of other researchers (Ringeisen & Raufelder, 2015). Bangladeshi society expects differential sex role behaviors from girls and boys from the very beginning. This kind of discrimination influences a child's every step of socialization and development. In our society parents have high expectations from boy children than the girl children. Parental belief towards their male children causes the male child to build their personality very strongly. That's why they can handle any kind of situations more confidently than the girl children which increase their academic stress. Findings presented in Table 3 shows that there is no significant difference in parental pressure ($t = -.836, p < .405$) and academic stress ($t = .401, p < .689$) between high and middle-class undergraduates. The findings didn't confirm the 2nd hypothesis. In, Bangladeshi cultural parental ambition, thoughts or feelings were some major aspects that can be worked behind this issue. Despite of high middle or lower middle-class parents has a high ambition on their children. Generally, all parents think that their children

will make them proud by doing well in study (whether they will be able to do or don't). Such kind of ambition or thoughts is commonly seen in every parent in the society. Further, Table 4 represents the correlation co-efficient of parental beliefs and academic stress universities undergraduates. Results of correlation indicate that the parental pressure had a significantly positive correlation with academic stress [$r = .726, p < 0.01$]. Thus, the result confirmed the formulated 3rd hypothesis which is consistent with the findings of other researchers (Ngai & Cheung, 2000; Lalanne & Delforge, 2008; Zaman, 2018). According to the findings it can be said that, parental belief or pressure regarding to their child's academic performance sometimes create stress among the children. In our society parents displayed strong commitment to their children's education by providing them with extra paid tutoring and expressing willingness to provide support in whatever ways they can, regardless of social class. Sometimes few parents expressed a desire to help their children achieve what they could not achieve due to limited economic and practical resources they had experienced in their lives. The adolescents expressed awareness about their parents' aspirations for them and a desire to meet their family's expectations. While full filled parental demand creates pressure, which may cause stress to the children. So, it can be said that academic stress of an undergraduate can gradually increase with their parental pressure.

Limitations of the study

The present study had some limitations, which should be addressed by the future researchers. The limitations of the present study are; 1) Sample size of the study was relatively small. 2) The sample for the study was not randomly selected. 3) There was not enough empirical study available to prove the present study. 4) Some respondents did not give their exact feedback because they were afraid of negative consequences, thus skewing the results. 5) The disparity of sample size is so high because some respondents are not so interested to join our study work. After analyzing the above-mentioned limitations, we can say that if this research can be done and if more samples can randomly be taken, results may be more dependable.

Conclusion

Parental pressure regarding their children's study and academic stress is a common problem faced by students in every society. Parents should make their beliefs and desire on the basis of their children's ability. Sometimes it is necessary for parents to keep invisible their desire. Because when the students can understand about their parents demand they try to set their goals according to that which may cause extra academic stress increase the stress level. Stress causes harm them physically and mentally. So, at last we can say that, parents should make their beliefs with regards of the ability of their child. So, family and university authority as well as concerned authorities of any educational institutions should be aware of such conditions and do everything and anything in their reach to help students who are at risk. This will not only help the students focus on their academics and succeed but in a wider view it will help build a better nation. The findings of the present study may be helpful for the researchers, policymakers and all concerns engaged in the development of psychological aspect of the educational community in Bangladesh. If prevention efforts are to be developed to assist students in dealing with and avoiding academic-related stress, a greater

understanding of the relationship among school students' use of coping strategies, social support, experiences of being parented, and academic-related stress needs to be gained. Causes of stress on students include both positive and negative stress, but we will focus here on the negative causes of stress on students. There were also many dimensions and many other factors that have yet to be explored. Furthermore, longitudinal research and some empirical research may also be able to identify these trends better.

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Relationship of Optimism with Marital Adjustment

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Abstract

The present study was designed to determine the relationship of optimism with marital adjustment. A total of 50 married couples were selected purposively from the Dhaka city. The measuring instruments used in this study were: (1) Personal Information Questionnaire, (2) Adapted Bengali translation (Ilyas, 2004) of Life Orientation Test-Revised (LOT-R; Scheier et. al., 1994) and (3) Adapted Bengali translation (Ilyas, 1986) of Spanier's Dyadic Adjustment Scale (1976). Results were obtained through correlation and one-way ANOVA test. It was found that there was a significant relationship of married couples' level of optimism with their marital adjustment. Likewise, wives' level of optimism and marital adjustment were also significantly related. On the other hand, husbands' level of optimism was not significantly related with their marital adjustment. Moreover, this study revealed that husbands' optimism significantly varied according to their span of married life and wives' optimism was also significantly differ with their educational qualification. But the marital adjustment was not varied with age, education, profession, salary, span of married life, and no. of child of both husbands and wives.

Keywords: optimism, and marital adjustment

Introduction

Optimism is a feeling that good things will happen and it is a belief that bad things will not happen. Optimism is the doctrine that good ultimately prevails over evil; the tendency to take the most hopeful or cheerful view of matters or to expect the best outcome. Optimism is defined by Scheier and Carver (1994) as a generalized expectancy that good, as opposed to bad, outcomes will generally occur when confronted with problems across important life domains cited in Dunavold and Spring (1997). Carver, Scheier and Weintraub (1989) found that optimists differ from pessimists in their stable coping tendencies Taylor, Kemeny, Aspinwall, Schneider, Rodriguez and Herbert (1992) shown that optimistic persons adjust more favorably to important life transitions than do persons who are more pessimistic in outlook.

The ultimate measurement of successful marriage is the degree of adjustment achieved by the individuals in their marriage roles and in interaction with one another. The concept of marital adjustment can be defined as the process that couples use to achieve a harmonious and functional marital relationship. Peplau and Gordon, (1985) provided a definition of marital

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adjustment in their 'Marriage and the Family'. According to them the concept of marital adjustment implies that two individuals have learned to accommodate each other's needs, wants, and expectations. Sabetelli (1988) denoted that marital adjustment is the process of adaptation of the husband and wife in such a way as to avoid or resolve conflict sufficiently so that the mates feel satisfied with the marriage and each other, develop common interests and activities, and feel that the marriage is fulfilling their expectations. Spainer (1976) defined a well-adjusted marital relationship as involving frequent interaction between partners, open communication, infrequent disagreement on important marital issues and the ability to resolve disagreement when they do occur.

Jacobson, Waldron and Moore (1980) studied by using the daily interaction records obtained the results that day to day ratings of satisfaction for couples who are generally happy and satisfied with their marriage are more strongly associated with their optimistic behavior or level of optimism than with behaving like pessimist. Perlman and Abramson (1982) got evidence that marital adjustment is directly related with high level of optimism whereas marital maladjustment is related with high level of pessimism. Raikkonen, Matthews, Flory, Owens and Crump (1999) specified from their research that optimist married male and female face adversity and handle challenges more effectively than pessimists and therefore they enjoy a good married life. Brissette, Scheier and Carver (2002); Carver and Gaines (1987); Cutrona (1982); researched on marital adjustment. In all of their studies they found that both optimist husbands and wives can handle marital conflict and challenges more satisfactorily than pessimists and thereby they both are benefited psychologically and physically with maintaining a happy marital relation with their spouses. Baruch and Barnett (1986) got finding that women who were more satisfied in their work and marriage and who experienced less marital tension had increasing feeling of optimism and confidence and decreasing mood complaints and social anxiety. Sarah (2008) conducted a research on breast cancer patients. The women in this study who were more optimistic reported good marital relation with their husbands and experiencing less emotional distress. Jean-Philippe (2005) investigated the relation between some psychological predictors with both the level of optimism and marital adjustment. This study also provides evidence that optimism is highly related with marital satisfaction.

Rationale of the Study

As in our busy life, married couples face lots of hazards. How their marital adjustment can be better- such fact should be searched. The present study is done to know whether there is any factor which is related with marital success.

Objectives

Main Objectives

1. To see whether couple's marital adjustment is related with their level of optimism.
2. To see whether husband's marital adjustment is related with his level of optimism.
- 3 To see whether wife's marital adjustment is related with her level of optimism.

Specific Objectives

1. To know whether husband's level of optimism and marital adjustment are varied in terms of their age, education, profession, salary, span of married life, and no. of child.
2. To know whether wife's level of optimism and marital adjustment are varied in terms of their age, education, profession, salary, span of married life, and no. of child.

Methods

Sample

In this study 50 married couples were selected by purposive sampling technique as participants from the Dhaka city. Their age was from 20-60 years. Their educational qualification was from S.S.C to Masters. 25 husbands of them were employed in government service and the rest of them were involved in private job. Most of the wives were housewives. The salary of husbands ranged from ten thousands to one lack. Their span of married life was from 1 year to 25 years. Several of them had no child but the rest of the married couples had two or three children.

Instruments

The instruments used in the study were as follows:

1. Personal Information Questionnaire
2. Adapted Bengali translation (Ilyas, 2004) of Life Orientation Test-Revised (LOT-R; Scheier et. al., 1994).
3. Adapted Bengali translation (Ilyas, 1986) of Spanier's Dyadic Adjustment Scale (1976).

Personal Information Questionnaire: A personal information questionnaire was used to collect the personal information of both husbands and wives. This personal information are gender, age, educational qualification, profession, monthly income, span of married life and number of children.

Adapted Bengali translation (Ilyas, 2004) of Life Orientation Test-Revised (LOT-R; Scheier et. al., 1994).

The Bengali translation (Ilyas, 2004) of the Life Orientation Test-Revised (LOT-R) instrument was originally constructed by Scheier et. al., (1994) to measure how optimistic or pessimistic the participants were.

The LOT-R consists of a 10 questions self-report form. All respondents replied to the questions using a 5-point Likert Scale where responses were 0 'strongly disagree', 1 'disagree', 2 'neutral', 3 'agree', and 4 'strongly agree'. An example of a question from this scale is 'In uncertain times, I usually expect the best'. A higher response to the question indicates that the respondent had more optimism, than a lower response. Scheier et al. revised the instrument upon the Life Orientation Test (LOT) created by Scheier and Carver in 1985. The LOT was based upon the theory of behavioral self-regulation that purports behavior is directed by closed-loop negative feedback systems.

Reliability

The Life Orientation Test-Revised demonstrated adequate reliability. Scheier, Carver and Bridges reported Cronbach's alpha coefficients to measure the internal consistency of the inventory. An alpha co-efficient of 0.78 was found for the scale. Correlation between the individual items and the scale were also obtained by others and it ranged from 0.43 to 0.63. This suggested that the LOT-R contains acceptable levels of internal consistency. Test-retest correlations were conducted at 4, 12, 24 and 28 month intervals. The correlations were 0.68, 0.60, 0.56, and 0.79 suggesting that the LOT-R was stable over a time period.

Validity

The LOT-R demonstrated adequate validity. Construct validity of the LOT-R was demonstrated by Scheier et. al. through an analysis as a significant predictor of scores on Guilford-Zimmerman Survey (GZTS; Guilford, Zimmerman and Guilford, 1976) Self-Mastery Scale (SMS; Pearlin and Schooler, 1978), Self-esteem scale (SES; Rosenberg, 1965), State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch and Lushene, 1974), Beck Depression Inventory (BDI; Beck, Rial and Rickels, 1974), Cohen-Hoberman Inventory of Physical Symptoms (CHIPS; Cohen and Hoberman, 1983), and COPE (Carver, Scheier, and Weintraub, 1989). In addition, the correlation between the LOT-R and the original LOT was 0.90. This suggested that the two scales measured very similar characteristics. These results suggested that the LOT-R had adequate construct validity.

Adapted Bengali Translation

The 10 item LOT-R was translated in Bengali and both English and Bengali translation of the scale were given to six judges for carefully examining whether each item of English version and corresponding item of Bengali translation convey the same meaning or not. Some

changes of items of Bengali translation were made according to suggestions of judges. Then the English and Bengali translations of the scale were administered to the participants. The correlation between English and Bengali translations of LOT-R ($r(48) = 0.805, p < 0.0005$) was highly significant and the Cronbach's alpha of the Bengali translation LOT-R was 0.7187 (Ilyas, 2004). Also the translation reliability of the Bengali questionnaire ($r(48) = 0.825, p < 0.0005$) at a three weeks interval was highly significant in which the Cronbach's alpha was 0.7941 (Ilyas and Haque, 2005).

Adapted Bengali translation (Ilyas, 1986) of Spanier's Dyadic Adjustment Scale (1976).

The adapted Bengali translation (Ilyas, 1986) of Spanier's Dyadic Adjustment Scale (1976) was used to measure marital adjustment.

The DAS measure consists of 32 items derived from an original pool of 200 items. arriving at the final version of the scale involved a content review by a panel of judges, an item analysis, and factor analysis. The DAS yields a total score and four sub-scores each reflecting a dimension of adjustment namely, dyadic satisfaction, dyadic cohesion, dyadic consensus and affectional expression. There are three items that ask about the frequency of kissing, differences for being too tired for sex, and for not showing love have been dropped from the scale because it was feared that these items would offend the respondents and reduce the response rate. Then remaining 29 items were translated into Bengali.

Reliability

The correlation of this scale with Locke-Wallace Marital Adjustment Scale (1959) was reported to be 0.86 for married respondents and 0.88 for divorced respondents ($p < 0.001$). Cronbach's co-efficient Alpha for internal consistency reliability was reported to be 0.96 for the scale as a whole.

Validity

The validity of the DAS has been questioned as it involved discriminating between couples in therapy and normal controls.

Adapted Bengali Translation

Both English and Bengali versions of the scale were given to six judges for carefully examining whether each item of English version and corresponding item of Bengali version convey the same meaning or not. The judges were also requested to give suggestion for improving the translations. Some changes in the translations were made according to suggestions of judges. Then, English and Bengali translations of the scale were administered to 50 participants. Half of the participants were administered the English version first and

then after an interval of 20 days the Bengali version was administered. The remaining half of the participants were administered the Bengali translation first and then the English translation with a gap of 20 days between the two administrations. A significant correlations ($r(48) = 0.78, p < 0.001$) between scores of English and Bengali indicated translation reliability of the scale. The high alpha coefficient (0.8838) indicated internal consistency of the scale. Alpha was calculated on a sample of 255 participants (Ilyas, 2001).

Procedure

The researcher collected data personally and requested participant to solve the question without discussing any topic of the question with his/her spouse. After solving the questionnaire the researcher collected the questionnaire. It continued approximately 2 months.

This study was done through data originally provided by the participants. While participants agreed to fill up the questionnaire, the researcher gave them questionnaire. This means the participants were never insisted to be a part of this research. The obtained data were gathered very confidentially and used only for the present study.

Results

Table 1

Mean and Standard Deviation scores of the present study

Variable	Mean	SD	N
Couple's optimism	62.64	6.203	50
Couple's marital adjustment	247.32	29.93	50
Husbands' optimism	31.10	3.131	50
Husbands' marital adjustment	122.78	17.031	50
Wives' optimism	31.54	4.23	50
Wives' marital adjustment	124.54	16.41	50

The table 1 shows Mean and Standard Deviation scores of Optimism and Marital Adjustment scales of married couples, Husbands, and Wives respectively.

Table 2

Pearson Product Moment Correlation Co-efficient between optimism and marital adjustment scores of married couples, husbands and wives

Correlation Correlation (r)	Pearson (2-tailed)	Sig.	N
Correlation between Couple's Optimism and their Marital Adjustment	.389	.005**	50
Correlation between Husbands' Optimism and their Marital Adjustment	.244	.087	50
Correlation between Wives' Optimism and their Marital Adjustment	.436	.002**	50

** Correlation is significant at 0.01 level (2-tailed).

From the above table it is observed that there is a significant relationship of optimism with marital adjustment in the case of married couples. Besides, wives' optimism is also significantly related with their marital adjustment. But husbands' level of optimism and his marital adjustment are not significantly related with one another.

Table 3

One way ANOVA of Husbands' Optimism Level in terms of their Personal and Demographic Variables

Demographic Variable		df	F	Sig.
Husbands' age	Between groups	3		
	Within groups	46	2.623	.062
	Total	49		
Education	Between groups	4		
	Within groups	45	1.257	.301
	Total	49		
Profession	Between groups	1		
	Within groups	48	.302	.585
	Total	49		
Salary	Between groups	4		
	Within groups	45	2.319	.071
	Total	49		

Span of married life	Between groups	3	3.212	.031
	Within groups	46		
	Total	49		
No. of child	Between groups	4	1.497	.219
	Within groups	45		
	Total	49		

*One way ANOVA is significant at 0.05 levels.

From the above table it is viewed that there is no significant difference of husbands' optimism level with their age, education, profession, salary, and no. of child. But a significant difference is observed with their span of married life.

Table 4

One way ANOVA of Wives' Optimism level in terms of their Personal and Demographic Variables

Demographic Variable		df	F	Sig.
Wives' age	Between groups	2	2.429	.099
	Within groups	47		
	Total	49		
Education	Between groups	4	3.191	.022
	Within groups	45		
	Total	49		
Profession	Between groups	2	2.899	.065
	Within groups	47		
	Total	49		
Salary	Between groups	3	1.072	.370
	Within groups	46		
	Total	49		
Span of married life	Between groups	3	2.403	.080
	Within groups	46		
	Total	49		
No. of child	Between groups	4	1.611	.188
	Within groups	45		
	Total	49		

*One way ANOVA is significant at 0.05 levels.

From the above table it is viewed that there is no significant difference of wives' optimism level with their age, profession, salary, span of married life, and no. of child. But a significant difference is observed with their educational qualification.

Table 5

One way ANOVA of Husbands' Marital Adjustment level in terms of their Personal and Demographic Variables

Demographic Variable		df	F	Sig.
Husbands' age	Between groups	3	2.455	.075
	Within groups	46		
	Total	49		
Education	Between groups	4	1.782	.149
	Within groups	45		
	Total	49		
Profession	Between groups	1	.002	.968
	Within groups	48		
	Total	49		
Salary	Between groups	4	2.277	.076
	Within groups	45		
	Total	49		
Span of married life	Between groups	3	2.626	.062
	Within groups	46		
	Total	49		
No. of child	Between groups	4	1.880	.130
	Within groups	45		
	Total	49		

This table is an evidence that there is no significant difference of husbands' marital adjustment with their age, education, profession, salary, span of married life, and no. of child.

Table 6

One way ANOVA of Wives' Marital Adjustment level in terms of their Personal and Demographic Variables

Demographic Variable		df	F	Sig.
Wives' age	Between groups	2		
	Within groups	47	.555	.578
	Total	49		
Education	Between groups	4		
	Within groups	45	1.777	.150
	Total	49		
Profession	Between groups	2		
	Within groups	47	1.943	.155
	Total	49		
Salary	Between groups	3		
	Within groups	46	.649	.588
	Total	49		
Span of married life	Between groups	3		
	Within groups	46	.507	.679
	Total	49		
No. of child	Between groups	4		
	Within groups	45	1.977	.114
	Total	49		

This table is an evidence that there is no significant difference of wives' marital adjustment with their age, education, profession, salary, span of married life and no. of child.

Discussion

This research is an evidence that optimistic married couples have better marital adjustment. When the couples are optimistic they may be highly hopeful about their marital life, may be able to face the problems and capable to solve them more successfully. But if the couples are pessimist they may not have enough hope and willingness to face their marital problems and may not be able to solve them. But it is evident husbands' marital adjustment is not significantly related with their level of optimism. May be husbands in our culture less emphasize on marital relation. When they are optimistic may be their optimism is concerned to those fields that bring achievements to their life. May be their focus is on academic achievement and financial establishment rather than maintenance of relationship with their spouse. But wives' marital adjustment is significantly related with their level of optimism is proved in this study. May be the females in our society give much importance to their marital life rather than academic achievement and financial establishment. Husbands' level of

optimism varies according to their span of married life. This means whether they have spent long or short period with their spouse, their level of optimism is varied with it. Whatever the husbands' age, education, profession, salary, and no. of children these do not make any difference in their level of optimism. But maybe this research is an indication that male in our society feels lonely without his spouse and may become pessimistic. It should be mentioned here, that couple wise optimism is related with marital adjustment, and individually husband's optimism is not related with his marital adjustment, but his optimism is varied by his span of married life. According to these controversial issues, it can be said, may be in our culture husband focuses on the presence of his wife but maybe he has fewer tendencies to build up a strong marital bonding with her. But female in our society become optimist in their life when they are educated, means they have opportunity to ensure her own choices. When the females get higher education they can understand themselves and the others more reasonably. They do not have to depend on others. They can take decisions by themselves. These lead them to be optimistic. Besides, from this study it is very much important to mention that marital adjustment is very delicate and sophisticated matter which may be not varied by such personal factors like- age, education, profession, span of married life, salary, no. of child etc

The result of the present study is supported by the studies done by Jacobson (1980), Perlman and Abramson (1982), Raikkonen (1999), Brissette, Scheier and Carver (2002), Carver and Gaines (1987), Cutrona (1982), Baruch and Barnett (1986) and Jean philippe (2005).

Conclusion

How a married couple or an individual spouse can be motivated to become optimist in marriage counseling such focus can be given under the light of this study.

The organizations that provide family life education may consider the findings of the present study to increase the level of optimism of married couples for a calm and comfortable family life. From the present study it should be realized that married couples and individual spouse should be optimist to lead a happy married life.

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Paternal Attachment, Students Coping Strategy and Self-esteem

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Abstract

The objective of the present study was to find out the relationship between parental attachment and students coping strategy and self-esteem. Sample of the present study consisted of 100 participants. Among them 50 were male and 50 were female students. The participants were selected by using purposive sampling technique from different area of Dhaka city. Bangla version (Ahmed & Afrose, 2004) of Parental Acceptance-Rejection Questionnaire (Adult-PARQ), Bangla version (Haque, 2004) of coping strategy scale and Bangala version (Sultana & Afrose, 2006) of the Self-esteem Scale were used in the present study. Pearson-Product moment correlation was calculated. The results presented that, maternal warmth/affection was significantly positively correlated with students coping strategy ($r=.658$) and self esteem ($r=.699$) and the other hand maternal hostility/aggression ($r=-.489$), ($r=-.511$), indifference/neglect ($r=-.523$), ($r=-.521$) and undifferentiated rejection ($r=-.498$), ($r=-.493$) were significantly negatively correlated with students coping strategy and self esteem respectively. The results also showed that, paternal warmth/affection was significantly positively correlated with students coping strategy ($r=.517$) and self esteem ($r=.502$) and maternal hostility/aggression ($r=-.443$), ($r=-.411$), indifference/neglect ($r=-.421$), ($r=-.423$) and undifferentiated rejection ($r=-.414$), ($r=-.409$) were significantly negatively correlated with students coping strategy and self-esteem respectively.

Keyword: parental attachment, coping strategy, self-esteem

Introduction

Attachment is a special emotional relationship that involves an exchange of comfort, care and pleasure. Attachment refers to a particularly strong bond with a specific person or persons. The bond is emotional and affective and a person that an infant bonds to in this way is known as an attachment figure, usually parents. It is the manner in which the career interacts with the infant, primarily in times of stress or fear, which the nature of the attachment.

Parental attachment is the process by which the parent becomes the secure base from which one can explore the environment and develop a sense of competence and mastery. Attachment remains important to the one's emotional and identity development through adolescent and adulthood. The central theme of attachment theory is that mothers who are available and responsive to their infants' needs establish a sense of security. The infant knows that the caregiver is dependable, which creates a secure base for him/her to then explore the world. Attachment lays the foundations of social, emotional and cognitive development with

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repercussions extending into adulthood. Secure attachment has a lifelong effect on growth, development, trust and relationships. If a child is not provided this consistent loving care, insecure attachments form. Insecure attachments influence the developing brain, which leads to a variety of symptoms such as interactions with others, self-esteem, self control, learning and optimum mental and physical healths are affected.

A Family, particularly parenting style and parental acceptance-rejection is very crucial in developing childhood behavioral problems (Hoeve, Stams, Van der Put, Dubas, van der Laan & Gerris, 2012; Heove, Dubas, Eichelsheim, van der Laan, Smeenk & Gerris, 2009). According to Parental Acceptance-Rejection Theory (PAR Theory; Rohner, 1986, 2002b) children perceive parents as accepting-i.e. warmth and affectionate when they are affectionate, caring, comforting, concerned, nurturing, supporting or simply loving. This is secure attachment. Rejecting parents, on the other hand, are perceived as with-drawl and abusive and they might show four patterns of responses toward their children: (1) cold and unaffectionate, (2) hostile and aggressive, (3) indifferent and neglecting and (4) undifferentiated rejecting. Those are insecure parental attachment. According to Rohner, Khaleque & Cournoyer (2005) cold and unaffectionate parental behaviors are opposite of warmth and affectionate dimension of parenting. Hostile and aggressive parents abuse their children physically or emotionally. Indifferent or neglecting parents are physically and psychologically unavailable and pay no attention to needs of their children. Undifferentiated rejecting parents are perceived as unloving, disparaging or uncaring toward their children.

Coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. We need ways to calm our minds and bodies after a stressor has taken its toll. The two main categories of coping strategies are emotion-focused coping and solution-focused coping. In psychology, coping is expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress or conflict. The effectiveness of the coping efforts depends on the type of stress and/or conflict, the particular individual, and the circumstances.

The term self-esteem is used to describe a person's overall sense of self worth or personal value. It is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as appraisal of one's own appearance, beliefs, emotions and behaviors. According to Silber & Tippitt (1965), Self-esteem is the feelings of satisfaction or dissatisfaction about the self which reflect the degree of congruence between a person's self-image and his ideal self-image. High self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without fear of rejection. Low self-esteem is a debilitating condition that keeps individuals from realizing their full potential.

Humans everywhere were predisposed to respond to the perception of rejection are likely to feel anxious and insecure, as well as to develop all or most of the following personality dispositions: (1) hostility, aggression, (2) dependency or defensive behavior, (3) impaired feelings of self-esteem, (4) impaired feelings of self-adequacy; (5) lack of coping strategy with environment, (6) emotional unresponsiveness, instability and a negative worldview.

Collectively they represent one significant expression of psychological maladjustment (Rohner, 1986).

A study which was conducted in Turkey, found that, there was a positive relation between perceived parental acceptance and self-esteem in adult life (Donnellan, Trzesniewski, Conger & Conger, 2007). Panzarine (1993) in his study investigated that, parental rejection as predictor of adolescent low self-esteem. Maternal rejection and adolescent emotional regulation and self-esteem behavior were highly correlated. Maternal responses to child negative affect indicated that were positively associated with adolescents poor self-esteem (Eisenberg & Garber, 1996). Averill (1982) conducted a comparative study of self esteem among Nigerian adolescents. He found that, adult with less coping strategy reported low level of parental acceptance and the consequence was more negative interaction with negative self-esteem with own-self.

Rationale of the study

Parents play a significant role in developing and taking care of their children. An encouraging and cooperative parent is a source of support and can help faster the development of a secure parent-child attachment bond. This attachment bond, in turn, can provide the child with a secure base from which to explore the environment and develop personal and interpersonal competencies. For this consequence child will become a highly coping skilled human being. But if a child was not provided consistent loving care it will suffer for insecure attachment. Children with insecure attachments have learned that the world is not a safe place. They don't have the experiences they need to feel confident in own self and trust in others. Children may have trouble with learning, may be aggressive and act out, have difficulty making friends, suffering poor self-esteem, low coping skill, anxiety or depression. All of these troubles will make serious self problems when they will be adult. For those experiences, the consequences child will be become a low self-esteem person.

Objectives

The objectives of the present study were-

1. To find out the relationship between parental attachment and students coping strategy.
2. To find out the relationship between parental attachment and students self-esteem.

Methods

Sample

Sample of the present study consisted of 100 participants. Among 100 students 50 were male and 50 were female students. The age ranges of the students were 18-23 years and they were student of variety of college and university. The participants were selected by using purposive sampling technique from different areas of Dhaka city.

Instrument Used

Bangla version (Ahmed & Afrose, 2004) of Parental Acceptance-Rejection Questionnaire (Adult-PARQ), Bangla version (Haque, 2004) of Coping Strategy Scale and Bangala version (Sultana & Afrose, 2006) of the Self-esteem Scale were used in the present study. The description of these scales was given below:

Bangla version of Parental Acceptance-Rejection Questionnaire (Adult-PARQ)

The adapted Bangla version (Ahmed & Afrose, 2008) of Parental Acceptance-Rejection Questionnaire (Adult-PARQ): (Rohner, 2005) was used to measure adults' perceptions of their parents treatment of them when they were about seven through twelve years old. Scale consists of 60 items that load into four sub scales: Warmth/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated/Rejection. Taken together, these four scales compose the total PARQ score. On a 4 point Likert type scale (from almost always true to almost never true), youths respond to the questionnaire by making judgments about how well each statement describes their parent's treatment of them. The respondents were given 4 for "almost always true", 3 for "sometimes true", 2 for "rarely true" and 1 for "almost never true" in case of positive items. The reverse scoring was made in case of negative (reverse coded) items. Scores on the four acceptance-rejection sub scales are summed which produces an overall measures of perceived parental acceptance-rejection that ranges from a low of 60 (maximum perceived acceptance) to a high of 240 (maximum perceived rejection). Coefficient alpha of the scale was found 0.86 and spilt half reliability was 0.91. Satisfactory validity was found for the scale.

Coping Strategy Scale

Bangla version (Haque, 2004) of coping strategy scale was used which originally developed by Folkman & Lazarus (1980) measures coping behavior of the respondents. This test contains 22 items, among the 22 items 13 items are coping adaptive type and 9 items are coping non-adaptive type. Item number 1, 2, 4, 5, 6, 12, 14, 15, 18, 19, 20, 21, 22 are adaptive items, and participants rated each adaptive item using a 4 point scale anchored "1" (I usually don't do this at all), "2" (I usually do this sometimes), "3" (I do this most of the time), "4" (I do this always) and the scoring system for non adaptive items is just opposite of the adaptive items Item number 3, 7, 8, 9, 10, 11, 13, 16, 17 are non adaptive items..The sum of the total score was the adaptive coping strategy score of the respondents. The reliability of the translated version of the coping scale was reported to be highly significant ($r = 0.86, p < 0.01$).

Self-esteem Scale

The adapted Bengali version (Sultana & Afrose, 2006) of the Self-esteem Scale (Rosenberg, 1956) was used to measure the extent of self-esteem. It is a 10-items Likert-type scale with 5 positive and 5 negative questions. There are four alternatives for each question. The scoring of positive items is 0 for Strongly Disagree, 1 for Disagree, 2 for Agree and 3 for Strongly Agree and the scoring system for negative items is just opposite of the positive items. The minimum and maximum scores of the scale are 0 and 30,

respectively. Total scores were classified according to level of self-esteem, with 15–25 considered normal and scores <15 considered low self-esteem. The test-retest reliability of the Bengali version of the scale was found significant ($r = 0.67, p < 0.01$). High Cronbach's alpha ($\alpha = 0.99, p < 0.01$) of Bengali version indicated internal consistency of the scale.

Procedure

For collecting relevant data from the participants under study, the scales were administered to them individually. Along with written instruction within the questionnaires, the participants were instructed verbally to make it sure that they had understood the task. For administering measures, each subject was given the following general instruction “This questionnaire asks about your feelings to your mother and some interpersonal issues”. Then they were requested to answer the questions sincerely and honestly. All possible clarifications were made to any problems faced by the respondents while answering the questions, and there was no time limit for the respondents to complete all the items of the scales. After accomplishment of their task, the answered questionnaires were collected from them and they were given thanks for their sincere cooperation.

Results

The objective of the present study was to find out the relationship between parental attachment and students' coping strategy and self-esteem. For this purpose Pearson-Product moment correlation was calculated.

Table 1

Correlation between students coping strategy and Maternal Acceptance Rejection

Variables	Maternal acceptance rejection			
	Warmth/ Affection	Hostility/ aggression	Indifference/ neglect	Unindifferentiated rejection
Coping Strategy	.658*	-.489*	-.523*	-.498*

* $p < 0.05$

In Table 1, results showed correlation of students coping strategy with maternal acceptance-rejection. The results revealed that, maternal warmth/affection ($r = .658$) was significantly positively correlated with students coping strategy. The result also showed that, maternal hostility/aggression ($r = -.489$), indifference/neglect ($r = -.523$) and undifferentiated rejection ($r = -.498$) were significantly negatively correlated with students coping strategy.

Table 2*Correlation between students coping strategy and Paternal Acceptance Rejection*

Variables	Paternal acceptance rejection			
	Warmth/ Affection	Hostility/ aggression	Indifference/ neglect	Unindifferentiated rejection
Coping Strategy	.517*	-.443*	-.421*	-.414*

* $p < 0.05$

In Table 2, results showed correlation of students coping strategy with paternal acceptance-rejection. The results revealed that, paternal warmth/affection ($r = .517$) was significantly positively correlated with students coping strategy. The result also showed that, maternal hostility/aggression ($r = -.443$), indifference/neglect ($r = -.421$) and undifferentiated rejection ($r = -.414$) were significantly negatively correlated with students coping strategy.

Table 3*Correlation between students Self-esteem and Maternal Acceptance Rejection*

Variables	Maternal acceptance rejection			
	Warmth/ Affection	Hostility/ aggression	Indifference/ neglect	Unindifferentiated rejection
Self-esteem	.699*	-.511*	-.521*	-.493*

* $p < 0.05$

In Table 3, results showed correlation of students' self-esteem with maternal acceptance-rejection. The results revealed that, maternal warmth/affection ($r = .699$) was significantly positively correlated with students self-esteem. The result also showed that, maternal hostility/aggression ($r = -.511$), indifference/neglect ($r = -.521$) and undifferentiated rejection ($r = -.493$) were significantly negatively correlated with students self-esteem.

Table 4*Correlation between students Self-esteem and Paternal Acceptance Rejection*

Variables	Paternal acceptance rejection			
	Warmth/ Affection	Hostility/ aggression	Indifference/ neglect	Unindifferentiated rejection
Self-esteem	.502*	-.411*	-.423*	-.409*

* $p < 0.05$

In Table 4, results showed correlation of students' self-esteem with paternal acceptance-rejection. The results revealed that, paternal warmth/affection ($r = .502$) was significantly positively correlated with students self-esteem. The result also showed that, maternal

hostility/aggression ($r = -.411$), indifference/neglect ($r = -.423$) and undifferentiated rejection ($r = -.409$) were significantly negatively correlated with students self-esteem.

Discussion

The present study, in contrast to our objective, clearly indicated that, there were highly correlation between parental attachment and students' coping strategy and self-esteem. Results indicated that, parental secure attachment was positively highly correlated with students' coping strategy and self-esteem. That means, if parental warmth/affection was increased then students' coping skill and self-esteem were also increased. Securely attached children were more empathetic during later stages of childhood and adulthood. They were less disruptive and more mature and high self-control. As adults, key characteristic of securely attached individuals include having high self-esteem, enjoying intimate relationships, seeking out social support, an ability to share feelings with other and enough coping skilled. So far students have a good control over their impulses and emotions. They are satisfied with their body and self-image and they are well adjusted to society and family. Moreover they face life situation with little fear and with a reasonable amount of confidence. Eryuksel & Varan (2007) found that students behavior problem, loneliness, depression, anxiety, self-esteem, coping skill, health condition were associated with parental acceptance and rejection attitude. Esme & Anna (2005) found that adults behavior problem like anger, minor coping strategy, short temperament, low self-concept were highly correlated with parental mental health and social competence.

Findings also indicated that, parental insecure attachment was negatively highly correlated with students' coping strategy and self-esteem. That means, if parental hostility/aggression, indifference/neglect, undifferentiated rejection were increased then students' coping skill and self-esteem were also decreased. Hostility/aggression from parents was a type of insecure attachment style. This called disorganized and dismissing attachment style the child's need for emotional closeness remains unseen or ignored and the parents behavior was a source of disorientation or terror. When children have experiences with parents that leave them overwhelmed, traumatized and frightened, they become disorganized and chaotic. As adults, people who were attached with their parents in disorganized style, they face more problems in personal life.

The undifferentiated rejection refers to individuals' belief that their parents did not really love, want, appreciate or care about them, without necessarily experiencing any clear behavioral indicators that the parents were neglecting, unaffectionate or aggressive toward them. These symptoms are consistent with ambivalent attachment. The children who ambivalently attached with their parents display considerable distress when separated from a parent, but do not seem reassured by the return of the parent. Parental acceptance and rejection, irrespective of culture or social structure, possibly have strong relation with behavioral outcome in children during to adulthood. That is, it might be a global phenomenon, as PAR Theory suggests (Rohner, Khaleque & Cournoyer, 2007), that impaired adolescents perceive their parents as rejecting and unloving which along with other factors

might influence them to become antisocial as a rebellion against the frustration of their need for love and belongingness.

PAR Theory proposition (Rohner, Khaleque & Cournoyer, 2007) that irrespective of culture or race both mother and father rejection have important implications in the development of behavioral problems like anger, disruptive behavior, low self-esteem, depression, lack of coping skill. In a typical family father and mother are the primary living beings with whom a child interacts from very first day of its life. Mother and father have different personalities with potentials to satisfy a child's needs in different ways which generates among children the need for loving, trusting and dependable relations with both of them. Therefore, children feel rejected when the needs are not satisfied, no matter whether it is by mother or father.

Conclusion

Parenthood is one of the most important and demanding commitments, but adults are usually ill prepared for it. The present study would be able to contribute parenting behaviors, so that children perceive their parents to be accepting. For this reason, it is important to increase the availability of special programs, such as, parenting effectiveness training, a variety of sophisticated books, make policies and programs of prevention, intervention and treatment. These initiatives will contribute a lot to reduce low self-esteem and to make healthy coping strategy.

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Organizational culture in Relation to work motivation and job performance of Employee

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Abstract

The aim of this study was to investigate the relationship among organizational culture, employee work motivation and job performance of the employees. In this respect data were collected from 200 employees selected purposively from different organizations of Dhaka city using three instruments such as, i) organizational culture assessment instrument (OCAI), ii) work motivation scale and iii) job performance scale. The present research was correlation in nature and SPSS v.20 was used to analyze the data. In descriptive analysis, higher mean score was found in clan now ($M = 32.60$) and lower mean score was found in market now ($M = 20.6582$) culture. That means, at present employees were in clan culture more and in market cultureless. Higher mean score was found in clan preferred ($M = 29.73$) and lower mean score was found in adhocracy preferred ($M = 21.62$) culture in an organization. That means, in future direction employees would choose clan culture more and adhocracy cultureless. Correlation coefficient indicates significant positive correlation among clan now culture with employee work motivation ($r = .169, p < 0.05$) and job performance ($r = .158, p < 0.05$) in respectively. The results also indicate a negative correlation between hierarchy now culture and job performance ($r = -.149, p < 0.05$). On the other hand, a significant positive correlation was found between adhocracy preferred culture and job performance ($r = .198, p < 0.01$) and a significant negative correlation was found between clan preferred culture and job performance ($r = -.184, p < 0.01$) of the employee. Finally, the research findings suggest that employees' motivation and performance are higher in clan culture which consist empowerment, team building, job involvement, commitment, open communication etc. than other cultures.

Keyword: organizational culture, work motivation and job performance

Introduction

Organizational culture is the unique social and psychological environment of an organization (Dictionary, 2018). According to Needle (2010) organizational culture encompasses the collective values, beliefs and principles of organizational members and culture represents the organization's vision, values, norms, systems, symbols, language, assumptions, environment, location, beliefs and habits. Ravasi and Schultz (2006) marked that organizational culture is a set of shared assumptions that guide employee's behaviors. It is also the pattern of such

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collective behaviors and assumptions that are taught to new organizational members as a way of perceiving and, even, thinking and feeling. Thus, organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization. Schrodt (2002) expound every organization develops and maintains a unique culture, which provides guidelines and boundaries for the behavior of the members of the organization.

Several methods have been used to classify organizational culture. While there is no single "type" of organizational culture, it varies widely from one organization to the next, commonalities do exist and some researchers have developed models to describe different indicators of organizational culture.

According to Charles Handy (1976) cited by Ruiz (2009) organizational cultures can be divided into four types: power culture, role culture, task culture and self-culture. According to Robbins organizational culture are divided into three types: dominate culture, sub-culture and strong vs. weak culture. Conducting extensive research on organizational effectiveness and success Cameron cited by (Beyer & Haug, 2014) divide organization cultures into four quadrants: clan, adhocracy, market and hierarchy culture, with particular characteristics (dominant cultural characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis and criteria) that directly affect employee motivation. They describe the *clan culture* is a friendly and collaborative workplace where leaders act like mentor which considered as parental figures. The organization values are commitment, communication, and individual development. In this culture motivation is the results from human development, employee engagement, and a high degree of open communication. The *adhocracy culture* is a dynamic workplace with creation and innovation. Here leaders stimulate innovation and risk taking action. Motivation in such cultures arises from finding creative solutions to problems, continually improving, and empowering agility. The *market culture* is a competitive workplace focused on value to the customer where organization focused on job completion. Motivation in the market culture results from winning in the marketplace and creating external partnerships. And finally, *hierarchy cultures* value control, efficiency, and predictability. Motivation in such a culture relies on effectiveness, capability, and consistency. Effective hierarchy cultures have developed mature and capable processes which support smooth operations. It can be assessed by the Organizational Culture Assessment Instrument (OCAI).

Work motivation is "a set of energetic force" which initiate work-related behavior (Pinder, 2014). Motivation is a person's internal states influencing workplace behavior and performance (Borman, Ilgen, & Klimoski, 2003; Jex & Britt, 2014). Many studies declare employee motivation to be existent in two areas namely behavior that is caused by intrinsic or extrinsic motivation. Noordhoorn (2010) explain intrinsic motivation is internally driven and there is no external reward. Drivers of intrinsic motivation include the need to feel competent and effective. The diversity of the task and the feedback received on the task from the employer may both be intrinsic motivations. Second, there are extrinsic motivators that can invoke behavior. This type of motivation is externally driven and often rewards are used. Some examples of rewards can be salary, incentives, status and a good working environment.

According to Murphy (1989) job performance can be defined as ‘the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person works. Therefore, the job performance of an individual plays a vital role in an organization’s growth. Job performance is simply the measurement of an employee’s behaviors. This is because the outcome of an individual’s role depends on a variety of factors, from the economy to company culture (Besner, 2018).

Culture has been shown to have direct effect on organizational performance (Kotter, 2008). When viewed through the lens of accepted behaviors and ingrained values, culture also has profound effect on employee motivation (Cameron & Quinn, 2011). In a study Hartmann (2006) found organizational culture plays a critical role in motivating innovative behavior. He explained that it helps to create commitment among members of an organization in terms of believing in innovation as an organizational value and accepting innovation-related norms prevalent within the organization. Egan, Yang, and Bartlett (2004) found that learning organizational culture is associated with IT employee job satisfaction and motivation to transfer learning. In case of job performance, study was found to have positive relationship between organization culture and employee performance in private organization in Kenya (Wambugu, 2014). Another research was also found a significant relationship between cultural norms, cultural values, subculture and compensation systems and job performance in a manufacturing industry (Ding, 2015). In a study, Stephen and Stephen (2016) discovered that the type of organizational culture practiced in an organization can determine the level of employee performance and job satisfaction. They found an organization who practices either a clan or support culture tends to experience high performance and satisfaction levels; this type of culture encourages employees to be innovative and also supports socialization and teamwork. It can be when new employees enter an organization, they attempt to understand what the organization is really like and try to become a member of that organization (Feldman, 1976). Individuals are motivated to "make sense" of their environment and understand why things happen (Heider, 2013). Ritchie (2000) point out that new employees were observing common behaviors of the organization members and determine what behaviors are expected and rewarded. As rewards instigate according prescribed values and behaviors of the organization, employees may consider these values and behaviors as being positive and may enter the process of embracing them as their own and they may find that they are unable to separate organizational expectations from their own. This process also creates an intrinsic reward system, as members now see their behavior as the "right" thing to do. Ritchie (2000) argues that strong organizational cultures create a feeling of belongingness which helps to increase job satisfaction and performance. Furthermore, Towers (2006) argues that strong organizational cultures will often result in motivated employees.

Rationale of the study

Human beings are able to feel involved in the organization and the organizational culture. When employees feel involved in the organizational culture they may be more willing to pursue the organizational goals and are more dedicated to the organization (George, Sleeth, & Siders, 1999). It may be important for an organization to know if it is possible to bind

employees to the organization by the organizational culture, so it can be ensured that they will pursue the organizational goals. Moreover, Sansone and Harackiewicz (2000) argue that human motivation at work is the heart of organizational behavior. They claim that the behavior of organizations is underlying human motivation. Therefore, it can be said that the motivation of employees plays a significant role in performing the job. But very few research were conducted on this perspective. In this respect, the aim of this study was to investigate the relationship among organizational culture, employee work motivation and performance.

Objectives

The objectives of the present study were to investigate the

1. relationship between organizational culture and work motivation and
2. relationship between organizational culture and employee job performance

Research Question

1. Is there any relationship between organizational culture and work motivation of the employee?
2. Is there any relationship between organizational culture and job performance of the employee?

Methods

Sample

The sample consisted of 200 employees (100 male & 100 female), were selected purposively from different organizations of Dhaka city whose ages ranged from 27 to 40 years (mean age 35 years and 2 months; SD= 2.96). To conduct the present study the cross sectional survey research design was followed.

Measuring instruments

Following instruments were used for data collection of this present study. These are

- I. Organizational culture assessment instrument (OCAI)
- II. Work motivation scale
- III. Job performance scale

Organizational culture assessment instrument. The highly used organizational culture assessment instrument was developed by Cameron and Quinn (2011) as a means for organizations to quantify organizational culture. This instrument is translated into Bangla (Aker & Nirobe, 2015). The questionnaire consist six key dimension related questions which formed on the basis of their framework of organizational culture: dominant cultural characteristics, organizational leadership, and management of employees, organizational glue, strategic emphasis and criteria for success. Each dimension has four alternative responses. Participants were divided 100 points among these four alternative response

depending on the extent to which each alternative is similar to participant own organization. Higher number of points to the alternatives is given that is most similar to their organization. By taking the test a second time, also this time dividing the 100 points over the same alternatives according to what the participant would like to see in the company, the desire for change can be measured. For example, in dimension one, if participant think question A is very similar to organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, they might give 55 points to A, 20 points to B and 10 points to C and 5 points to D. The subject is required to be sure total equals 100 points for each question. The all question is labeled (response format) by 'Now' and 'Preferred'. 'Now' response means to the organizational culture, as it exists today. 'Preferred' response should be based on how respondent would like to see the organization to look five years from now.

Work motivation scale. To measure employee's motivation to their work the Bengali version (Zaman & Muhammad, 2013) of self-report instrument was used in the present investigation (Wright, 2001). Original version of this validated scale was developed by (Patchen, Pelz, & Allen 1965). Baldwin (1990) added an item concerning persistence to his adaptation of Patchen et al. (1965) original four-item scale and achieved an acceptable level of internal reliability (Cronbach's $\alpha = .68$). Again Bradley (2003) added another item to assess the degree of persistence in an employee's work related behavior ("I am willing to start work early or stay late to finish a job). The statements of the questionnaire are found both in the positive and negative. For each item the respondents expressed their feelings in a five point scale (totally disagree=1, disagree=2, not sure=3, agree=4, totally agree=5) to increase its sensitivity. Among the 6 items, three items were positive and three were negative. The sum of the scores of all items was the score for the individual. A high score indicates high work motivation.

Job performance scale. Employee job performance scale was used to measure performance of employee. The scale originally developed by (Wiedower, 2001), and it was translated and adapted by Semul and Muhammad (2013), in terms of socio-cultural context of Bangladesh. The original scale has reported good reliability coefficients ranging from .88 to .96. The scale is a five point likert type scale consisting of 5 items. The response options are unsatisfactory=1, quite satisfactory=2, satisfactory=3, good=4, excellent=5. The sum of the scores of all the items was the total score of the scale for an individual. High score indicates high employee performance. The test-retest and split-half reliabilities of the Bengali version of employee job performance scale were found significant ($r=0.82$ and $r=0.84$). High Cronbach's α ($\alpha=0.88$) of Bengali version indicated internal consistency of the scale.

Procedure

Data for the present study were collected individually. Before administering questionnaire participants were informed about the purpose of the present study and necessary rapport was established. Questionnaires were designed to be self-administered. Participants who were spontaneous and showed positive attitudes towards the research, were administered the questionnaires. Before starting answer the questionnaire necessary instructions were given. At the completion of the questionnaire, it was carefully checked whether any items of the

questionnaires was omitted. It takes 1 hour on an average to complete the questionnaires. The scales were administered individually their free time. After completing their task, the participants were thanked for their kind participation and they were assured that all personal information would be kept secret.

Participant's responses were scored according to the scoring systems of the Organizational Cultural Assessment Instrument (OCAI), Work Motivation scale, and Job Performance scale separately. The present research was correlation in its nature. SPSS v. 20 was used to analyze the obtained data.

Results

The present study was designed to investigate the relationship among organizational culture with work motivation and job performance of the employee. To analysis the data, descriptive statistics and correlation analysis of spss-20 version was used.

Table 1

Mean and Standard Deviation of four types of Organizational Culture

Variables	N	Mean Score	Std. Deviation
Clan Now	200	32.60	9.00
Clan Preferred	200	29.73	10.24
Adhocracy Now	200	21.40	7.26
Adhocracy Preferred	200	21.62	4.33
Market Now	200	20.66	8.53
Market Preferred	200	22.73	4.13
Hierarchy Now	200	26.45	7.54
Hierarchy Preferred	200	25.48	10.59
Work Motivation	200	19.08	5.14
Job Performance	200	14.10	2.08

Table 1 shows higher mean score in clan now ($M = 32.60$) culture and lower mean score in market now ($M = 20.6582$) culture. That means, at present situation, employees were in clan culture more and market culture less. Additionally, higher mean score in clan preferred ($M = 29.73$) and lower mean score in adhocracy preferred ($M = 21.62$) culture found. That means, in future direction employees prefer clan culture more and adhocracy culture less. The mean scores of work motivation and job performance found 19.08 and 14.10 in respectively.

Table 2

Correlation Matrix among Different Organizational Culture, Work Motivation and Job Performance

Variables	Work Motivation	Job Performance
Organizational Culture		
Clan Now	0.169*	0.158*
Clan Preferred	0.135	0.184**
Adhocracy Now	-0.124	0.108
Adhocracy Preferred	0.124	0.198**
Market Now	0.018	-0.107
Market Preferred	0.008	-0.036
Hierarchy Now	0.064	-0.149*
Hierarchy Preferred	0.023	0.044

**, Correlation is significant at the 0.01 level (2-tailed)

*, Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows a significant positive correlation among clan now culture with employee work motivation ($r=.169, p < 0.05$) and job performance ($r=.158, p < 0.05$) in respectively. That means, at present situation culture of an organization which consists of supportive and team builder leader, human development, empowerment, team building, job involvement, commitment, open communication etc enhance employee work motivation and job performance. A negative correlation was also found between hierarchy now culture and job performance ($r=-.149, p < 0.05$). That means, culture which contains over control, over monitoring on employee, fixed schedule, lack of flexibility etc. negatively affect on employee job performance.

On the other hand, a positive correlation was found between adhocracy preferred culture and job performance ($r=0.198, p < 0.01$) and clan preferred culture and job performance ($r=-.184, p < 0.01$) of the employee. That means, in near future, adhocracy culture which contains visionary and innovator leader, creation of new standards, transformation, innovation, formulation of new solutions etc. help employee to increase imitativeness, freedom and job performance.

Discussion

The present study was undertaken to find out the relation of organizational culture with work motivation and job performance of employees. For this purpose the current study determined the correlation among different organizational culture like clan culture, adhocracy culture, market culture, hierarchy culture with work motivation and job performance of the employees.

The mean score of clan now culture is higher than other cultures it means that, employees prefer clan now more culture which consists of empowerment, team building, job involvement, commitment, open communication etc. This finding is consistent with the study of Ciuhan and Alexandru (2014) who found that employees preferred support or collaboration type culture which is clan culture. Besides, clan preferred mean score indicates in future direction employees would also choose clan culture than other culture which consist of lack of risk management, less dependency on human resources, more dependency on technology and innovativeness.

Finding in the Table 2 shows that correlation between organizational culture and work motivation and its relation to job performance. Here we found that, a significant positive correlation existed between clan now culture and work motivation ($r=.169, p < 0.05$). That means, at present situation culture which consists of supportive and team builder leader, human development, empowerment, team building, job involvement, commitment, open communication etc. enhance work motivation. This finding is consistent with the study of Emery and Oertel (2006). They also found a positive correlation between supportive organizational culture and employee motivation. According to them a supportive or clan culture is a family-like or tribe-like corporate environment that emphasizes consensus and commonality of goals and values that motivates employees to work for their own. Clan culture creates more collaboration, least competition, and more employee engagement and promotes empowerment consequently employees are more willing to work their best.

Findings in the table 2 also represents correlation between organizational culture and employee job performance. A positive correlation found between clan now culture and job performance ($r=.158, p < 0.05$) and also between adhocracy preferred culture and job performance ($r=.198, p < 0.01$). That means at present, culture which consists of supportive and team builder leader, human development, empowerment, team building, job involvement, commitment, open communication etc. improve employees job performance. In near future, culture which contains visionary and innovative leader, creates new standards, transformative, innovative, finding new solutions etc increase employee initiative, freedom and performance. Job performance increases in clan now culture because in more supportive environment employees love to help one another, it makes the work easier to do and it also brings a lot of success for the organization. On the other hand, in future employees love to create new things and use their latent talent to innovate new products or services, adaptability with changes and flexibility in organization. So, adhocracy preferred will also help to improve employee performance in workplace.

Negative correlation was also found between clan preferred culture and job performance ($r=-0.184, p < 0.01$), and hierarchy now culture and job performance ($r=-.149, p < 0.05$). That means, at present situation culture which contains over control, over monitoring on employee, fixed schedule, lack of flexibility badly affect job performance. Conflicts in working style, slow decision making processes etc. also are other factors that decrease employee performance. This finding is supported by Rousseau (1990), he found that culture and employee performance have negative correlation as employee performance is badly affected by organizational culture. Because of lack of work diversity, lack of flexibility employee feel

monotonous, irritated, lack of energy and motivation to perform their assign job. Furthermore over control and monitoring of hierarchy organizational culture employees feel anxiety, panic, depression, loss of confidence and remain isolated in workplace that results in lower employee performance. Some physical symptoms also decrease performance like disturbed sleep, palpitation, sweating, loss of libido; severe headaches these are also arise for the reason of over controlled work culture.

Conclusion

Organization needs continuous commitment from their employees to develop and fulfill their objectives. Management would like its employees to identify with the values, norms and other artifacts of the organization, hence the need for organizational culture. Management needs to explain and imbibe its culture its employees; this will enable the employees to get familiar with the organizational system.

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Impact of Organizational Commitment, Labor Enthusiasm and Perceived Community Connectedness on Job Satisfaction

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Abstract

This study intended to explore the impact of organizational commitment, labor enthusiasm and perceived community connectedness on job satisfaction among the employees. A Personal Information Form, Inclusion of Community in Self Scale, adapted Bangla version of the Organizational Commitment Scale, the Work Motivation Scale, and the Job Satisfaction Scale were used to collect data from 100 participants following the purposive sampling technique. The results of correlation analysis suggest that job satisfaction is significantly correlated with organizational commitment, labor enthusiasm, and perceived community connectedness. Furthermore, strong inter-correlation is found among the three independent variables. Results of multiple regressions indicate that organizational commitment, labor enthusiasm, and perceived community connectedness are predictors of job satisfaction which explain jointly 50.3% of the variance in employee job satisfaction. The results suggest that the strongest predictor of employee job satisfaction is organizational commitment which alone explained 37.8% of variance. The findings of this present study can be enormously helpful to the organizational authority to take required actions for the betterment of the employees.

Keywords: organizational commitment, labor enthusiasm, perceived community connectedness, job satisfaction

Introduction

Satisfaction in job is an attitudinal patchy that reflects how people feel about their jobs overall and various aspects of them (Brief, 1998; Spector, 2004). An employee who is pleased with his job would execute his duties well and be devoted to his work as well as to the organization (Vroom, 1982; Locke, 1969). It is indispensable for employers to be acquainted with the factors that can influence their employees' job satisfaction level since it would have an effect on the performance of the organization as well (Shaikh, Hossain, & Uzzaman, 2016). Experts reported that job satisfaction is related with organizational commitment, and motivation for work (Curri van, 1999; Tella, Ayeni, & Popoola, 2007; Sohail, Safdar, Saleem, Ansar, & Azeem, 2014).

Organizational commitment is an individual's psychosomatic attachment to an organization which plays an immense role in establishing the bond that the employee shares with the organization. It is the primary imperative component that any employee must have in order to heighten productivity and efficiency of any organization and organization's objectives can be

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attained easily when employees have a strong sense of it (Salleh, Zahari, Said, & Ali, 2016). Much of the literature on the relationship between organizational commitment and job satisfaction indicates that employees who has highly committed to the organizations may experience higher levels of job satisfaction (Bateman & Strasser, 1984; Lau & Chong, 2002; Munir, Muhammad, & Mohammad, 2012). In 2011, Dirani & Kuchinke claimed that organizational commitment is a reliable predictor of job satisfaction.

Labor enthusiasm is also an imperative constituent in determining employees' productivity and competence. According to Pinder (2008), labor enthusiasm or motivation for work is a set of vigorous forces that invent within and beyond an individual's being to ascertain work-related behaviors. Enthusiastic employees feel less pressure, love their work and have a better physical and mental health (Ross & Gray, 2006). They are conscious of the objectives to be accomplished and their efforts at attaining the target (Sohail et. al., 2014). Lots of studies have explored the relationship between the work motivation and job satisfaction (Tella et. al., 2007; Sohail et. al., 2014).

There is growing evidence indicating that inclusion of self in community is critical predictor of organizational commitment and job performance (Sangmi & Barak, 2008). Perceived community connectedness may change the mindset of an employee toward his job as well as the organization. The sense of belongingness is related to job satisfaction, organizational commitment, individual wellbeing etc. (Barak, 2000).

Rationale of the study

There are some exact reasons to carry out the present study. First of all, it is a scientific curiosity to inspect the impact of organizational commitment, labor enthusiasm, and perceived community connectedness on job satisfaction. Secondly, most of the studies on the relationship among organizational commitment and labor enthusiasm mentioned above were carried out in the Western culture on different levels of workplace, but in Bangladesh, limited studies were conducted. Thirdly, no study has been done on perceived community connectedness and job satisfaction. That is why the present authors intended to carry out this study in Bangladesh. The findings of this study are likely to be useful to the managers or supervisors that can assist them to attain their secretarial goals as well as it will also help to enhance the employees' enthusiasm for work and job performance.

Objectives

The main objective of this present study was to explore the impact of employees' organizational commitment, labor enthusiasm, and perceived community connectedness on their job satisfaction.

Specific objectives of the study were to find out-

1. Whether there is any relation between organizational commitment and job satisfaction.
2. Whether there is any relation between labor enthusiasm and job satisfaction.

3. Whether there is any relation between perceived community connectedness and job satisfaction.
4. The combined strength of the association of the three independent variables as factors that explain the variance in job satisfaction.

Methods

Sample

A total of 100 employees, age ranging from 30 to 50 years, were selected on the basis of purposive sampling technique from two plastic manufacturing companies of Dhaka city. Among them, 64 were males and 36 were females. All the respondents were married and their educational background varied from HSC to BA/BSc.

Measuring Instruments

Following Instruments were used to conduct the present study:

1. Bangla version of the Organizational Commitment Questionnaire to assess the commitment of the employees toward the organization they worked for.
2. Bangla version of the Work Motivation Scale to assess the labor enthusiasm.
3. Inclusion of Community in Self (ICS) Scale to assess perceived community connectedness.
4. Bangla version of the Job Descriptive Index (aJDI) (Short Form) Facet Scale to assess the job satisfaction of the employees.

In addition, a personal information form was used to collect the demographic information like age, sex, educational qualification, relationship status, socioeconomic status, job duration etc.

1. *Organizational Commitment Questionnaire:* The adapted Bangla version of Organizational Commitment Questionnaire (Muhammad, Rahman, Hoque & Semul, 2012) originally developed by Mowday, Steers & Porter (1979) was used for measuring organizational commitment. The scale is composed of fifteen items (8 positive and 7 negative). For each item the respondents expressed their feelings about their job in 7 point scale. For positive items, score 1 indicates strongly disagree, 2 indicates moderately disagree, 3 indicates slightly disagree, 4 indicates neither disagree nor agree, 5 indicates slightly agree, 6 indicates moderately agree, and 7 indicates strongly agree. Reverse order is followed for negative items. The sum of scores of all the items is the obtained score of an individual. Higher score represents higher commitment toward one's organization. The test-retest reliability of the Bangla version of the scale was found significant ($r = .85$). High Cronbach's alpha ($\alpha = .86$) of Bangli version indicated internal consistency of the scale.
2. *Work Motivation Scale:* The adapted Bangla version of Work Motivation Scale (Muhammad, Zaman, & Khanam, 2014) is a self-report instrument, originally developed

and validated by patchen and his associates (Patchen, 1970; Patchen, Pelz, & Allen, 1965). Baldwin (1984, 1987, 1990) added an item concerning persistence to his adaptation of Patchen's original four-item scale and achieved an acceptable level of internal reliability (Cronbach's $\alpha = .68$). In 2003, again Bradley added another item to assess the degree of persistence in an employee's work related behavior ('I am willing to start work early or stay late to finish a job.'). The statements of the questionnaire are formed both in positive and negative. For each item the respondents expressed their feelings in a five point scale ('totally disagree' = 1, 'disagree' = 2, 'not sure' = 3, 'agree' = 4, 'totally agree' = 5) to increase its sensitivity. Among the 6 items, 3 items were positive and 3 were negative. The sum of the scores of all items was the score for the individual. A high score indicates high work motivation.

3. *Inclusion of Community in Self (ICS) Scale*: A single-item pictorial measure of community connectedness is originally developed by Mashek, Cannaday & Tangney (2007). The ICS is consisting of six pairs of overlapping circles, with each pair of same-sized circles overlapping slightly more than the preceding pair. Scoring of ICS scale is ranging from 1 to 6 where the minimum score is 1 and the maximum score is 6. The test-retest reliability of the ICS over a two-week period was $r = .74$.
4. *Abridged Job Descriptive Index (aJDI) (Short Form) Facet Scale*: The aJDI comprised of 25 items those measured 5 aspects of job satisfaction (i.e. job, pay, promotion opportunity, supervision, and colleagues). The original scale (Balzer, Kihm, Smith, Irwin, Bachioch, Robie, Sinar & Parra, 1997) was translated in Bengali language by Uddin, 2013. Respondents were required to express their attitude toward different aspects of job concerning items using five (5) point scale, ranged from "firmly disagree" (1) to "firmly agree" (5). Among 25 items, 15 items (1, 3, 5, 6, 8, 9, 11, 13, 14, 16, 18, 20, 21, 23, and 25) were scored as "firmly disagree" (1) to "firmly agree" (5). And rest 10 of the items are scored as "firmly disagree" (5) to "firmly agree" (1). Cronbach's α for job was .77, for pay .72, for promotion .79, for supervisor .92, and for colleagues was .88 (Stanton, Sinar, Balzer, Julian, Thoresen, Aziz, Fisher & Smith, 2001).

Procedure

At first, formal permission was taken from the authority of the company. The data were collected through the questionnaires mentioned above from the respondents who were spontaneous and showed positive attitudes towards the research. For taking consent, at the beginning, each respondent was briefed about the general purpose of the study. The respondents were also assured that all information given by them would be kept confidential and would be used only for research purpose. Both written and verbal instructions were provided to them for clarification about what to do, and how to fill up all questionnaires. After completion, all the respondents were thanked for their participation.

Results

In order to analyze the data Pearson product moment correlation and stepwise multiple regression analyses were applied. All statistical analyses were carried out using the statistical program SPSS. The findings have been presented in the following table.

Table 1

Correlations among Organizational Commitment, Labor Enthusiasm, Community Connectedness and Job Satisfaction

Variables	1	2	3	4
Organizational Commitment	-			
Labor Enthusiasm	.423**	-		
Community Connectedness	.311**	.393***	-	
Job satisfaction	.595**	.542**	.461**	-

Note: ** $p < .01$, *** $p < .001$; $N = 100$

Table 1 reveals that the correlation coefficient between organizational commitment and job satisfaction was .595 which was significant at .01 level. The table also shows that the correlation coefficient between labor enthusiasm and job satisfaction was .542 which was significant at .01 level. And the correlation coefficient between perceived community connectedness and job satisfaction was .461 which was significant at .01 level. Results further indicate that there were strong inter-correlations among independent variables.

In order to analyze the effects of independent variables on employee job satisfaction, multiple regression analysis was performed.

Table 2

Results of Stepwise Multiple Regression of Organizational Commitment, Labor Enthusiasm and Community Connectedness

Independent Variables	β	t	Sig.
Organizational Commitment	.531	4.581	.001***
Labor Enthusiasm	.383	3.195	.01**
Community Connectedness	-.238	-2.071	.05*

Note: *** $p < .001$; ** $p < .01$; * $p < .05$

Dependent variable: Job Satisfaction

The partial standardized beta (β s) indicates that three variables in the model were predictors of job satisfaction: organizational commitment ($\beta = .531$, $p < .001$), labor enthusiasm ($\beta = .383$, $p < .01$), and perceived community connectedness ($\beta = -.238$, $p < .001$). Here, organizational commitment was the strongest predictor.

Table 3

Selected Statistics from Regression of Job Satisfaction on Organizational Commitment (OC), Labor Enthusiasm (LE) and Community Connectedness (CC)

Variables	<i>R</i>	<i>R</i> ²	<i>R</i> ² Change	Sig.
OC	.615	.378	.378	.001***
OC and LE	.675	.456	.078	.01**
OC, LE and CC	.709	.503	.046	.05*

*** $p < .001$; ** $p < .01$; * $p < .05$

Dependent variable: Job Satisfaction

Note. *R* = Multiple correlation coefficient, *R*² = Variability

Table 3 indicates that the strongest predictor of employee job satisfaction was organizational commitment which alone explained 37.8% of the variance. Results further indicate that labor enthusiasm was the second important predictor of job satisfaction. R-square change furthermore indicates that 7.8% of the variance in job satisfaction was accounted for by the employee motivation for work and 4.6% of variance in job satisfaction was accounted for by perceived community connectedness. R-square value indicated that these three variables jointly explained 50.3% of variance in employee job satisfaction. The mean and standard deviation of the scores are presented in Table 4.

Table 4

Means and Standard Deviations of the Scores for Organizational Commitment, Labor Enthusiasm, Community Connectedness and Job Satisfaction of the Respondents

Variables	<i>N</i>	Mean	Standard Deviation
Organizational commitment	100	70.34	13.34
Labor enthusiasm	100	20.52	2.95
Community Connectedness	100	2.90	1.07
Job satisfaction	100	86.24	14.09

Table 5

Results of Overall F-test for Regression of Job Satisfaction on Organizational Commitment, Labor Enthusiasm and Perceived Community Connectedness

Source of variance	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	Sig.
Regression	4858.212	3	1619.404		
Residual	4806.268	96	104.484	15.499	.001***
Total	9664.480	99			

*** $p < .001$

Predictors: organizational commitment, labor enthusiasm and community connectedness

Dependent variable: job satisfaction

The significant F [$F(3, 96) = 15.499, p < .001$] of Table 5 indicates that the variation in job satisfaction was accounted for by joint linear influences of employee commitment toward organization, motivation for work and perceived community connectedness.

Discussion

The present study aimed to explore the impact of organizational commitment, labor enthusiasm and perceived community connectedness on job satisfaction among the employees. A Personal Information Form, Inclusion of Community in Self Scale, adapted Bangla version of the Organizational Commitment Scale, the Work Motivation Scale, and the Job Satisfaction Scale were used to collect data from 100 participants aged 30 to 50 years. For the sake of convenience discussion of the findings are presented in below.

Results from Table 1 indicate that job satisfaction has significant relationship with organizational commitment, labor enthusiasm, and perceived community connectedness, which is supported by previous studies (Bateman & Strasser, 1984; Currivan, 1999; Lau & Chong, 2002; Tella et. al., 2007; Sangmi & Barak, 2008; Munir et. al., 2012). It entails that employee who is committed to the organization he worked for, is aggravated to do work, and who have the sense of belongingness in the community he lives, is also satisfied with his job and ultimately perform well.

Results of Table 1 further indicate that there was strong inter-correlation among organizational commitment, labor enthusiasm, and perceived community connectedness. Sohail et. al. (2014) and Salleh et. al. (2016) found that organizational commitment and work motivation is significantly correlated. It means that enthusiastic employees are also committed to the organization they worked. The more an employee has the sense of connectedness in the community, the more he is motivated and committed to his work as well as to the organization. Enthusiasm is the torrential coerce which assists the employee to do his best at work. It is necessary to identify the factors which can inspire the employee to act preeminently.

The results presented in table 2 show that all the three independent variables- organizational commitment, labor enthusiasm, and perceived community connectedness, are predictors for employee job satisfaction. Findings also reveal that organizational commitment is the strongest predictor of job satisfaction (table 3). Results of the regression analysis further indicate that organizational commitment alone explained 37.8% of the variance in employee job satisfaction. Findings of this study are consistent with those of others (Dirani & Kuchinke, 2011). The results presented in table 3 also show that organizational commitment, labor enthusiasm, and perceived community connectedness were predictors of job satisfaction which explain jointly 50.3% of variance in employee job satisfaction.

Conclusion

Employees' job satisfaction is a crucial factor to attain the goals of any organization. It is also necessary to have committed and enthusiastic employees to run an organization. The findings of the present study undoubtedly points to the exigency of implementing effectual policies and strategies to motivate employees so that they can be more occupied in their work and more devoted to their jobs as well as organizations and ultimately satisfied with their jobs. This present study suffers from limitations, suggesting avenues for future studies. One limitation is the reliance on a sample of small size and data were collected only from the Dhaka city. A larger and more extensive sample of all over Bangladesh would be taken for more validated results.

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Relation between Perceived Parental Acceptance and Children's Emotional and Social Impairment of Chattogram

Lisa Paul¹, Kazi Nur Hossain², and Md. Nurul Islam³

Abstract

The present study investigated the relation between perceived parental acceptance and children's emotional and social impairment (self-concept, anxiety, depression, anger and disruptive behavior) in Chittagong. Data were collected from conveniently selected two hundred 13 through 15 years old participants (66 boys and 134 girls) from Chittagong district. Bangla versions (Uddin, 2011) of the Child PARQ: Mothers and Fathers, (Rohner, 2005), Bangla version (Uddin, Huque and Shimul, 2011) of the Beck Youth Inventory (Beck, Beck and Jolly, 2001) and Demographic and personal information questionnaire were used for the collection of data in this study. Statistical analyses *t*, correlation and regression were applied for analyzing data. The results showed that both boys and girls perceived their mother as well as father to be fairly accepting. But, there was a significant difference in perceived paternal acceptance between boys and girls. In addition, both boys and girls were socially and emotionally well adjusted. Surprisingly, self-concept and disruptive behavior had a negative correlation (non-significant) with fairly parenting acceptance (both maternal acceptance and paternal acceptance). Standardized coefficients of beta indicated that only maternal acceptance was the strongest predictor of depression.

Keywords: paternal acceptance, maternal acceptance, emotional and social impairment

Introduction

The relationships of children with parents and other family members can be thought of as a system or network of interacting parts. A parent child relationship develops over time as two individuals interact with each other. Children's behavior contributes to this interaction just as parents' attitudes and behavior do. Parents influence children and children influence parental behaviors. At this moment and time there are frequent debates on the consequences parental attitudes and behaviors have for the behavioral cognitive and emotional development of children.

The Warmth Dimension of Parenting

Together, parental acceptance and rejection form the warmth dimension of parenting. This is a dimension or continuum on which all humans can be placed because everyone has

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experienced in childhood more or less love at the hands of major caregivers. Thus, the warmth dimension has to do with the quality of the affection bond between parents and their children, and with the physical and verbal behaviors parents use to express these feelings. One end of the continuum is marked by parental acceptance, which refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply loves that children can experience from their parents and other caregivers. The other end of the continuum is marked by parental rejection, which refers to the absence or significant withdrawal of these feelings and behaviors and by the presence of a variety of physically, and psychologically hurtful behaviors and affects. Extensive cross-cultural research over the course of 45 years reveals that parental rejection can be experienced by any combination of four principal expressions: (1) cold and unaffectionate, the opposite of being warm and affectionate, (2) hostile and aggressive, (3) indifferent and neglecting, and (4) undifferentiated rejecting. Undifferentiated rejection refers to individuals' beliefs that their parents do not really care about them or love them, even though there might not.

An early model of the two dimensions of parental attitudes is that of Schaefer.

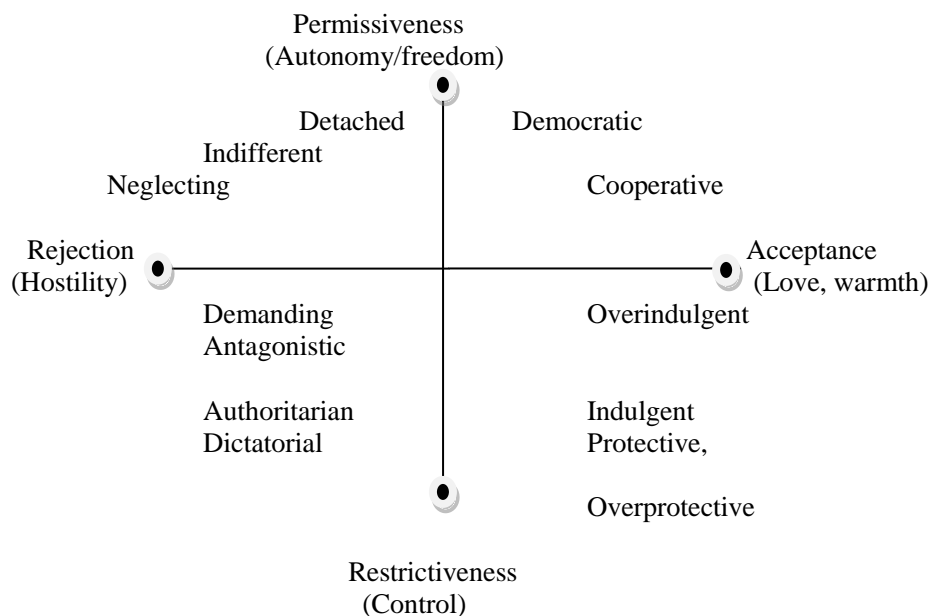


Fig 1. Two dimensional model of Schaefer/ Baumrind

Be clear behavioral indicators that the parents are neglecting, unaffectionate, or aggressive toward them. These behaviors are shown graphically in Figure 1. Elements to the left of the axis marks (warmth, hostility, and indifference) in the Figure 1 refer to internal, psychological states of parents. That is, parents may feel or be perceived to feel warm (or cold and unloving) toward their children, or they may feel or be perceived to feel hostile, angry, bitter, resentful, irritable, impatient, or antagonistic toward them. Alternatively,

parents may feel or be perceived to feel indifferent toward their children, feel or be perceived to feel unconcerned and uncaring about them, or have a restricted interest in their overall well being. Elements to the right of the slash marks in the Figure (affection, aggression, and neglect) refer to observable behaviors that result when parents act on their feelings of love they are likely to be affectionate. As noted in the Figure, parental affection can be shown physically (e.g. hugging, kissing, caressing, and comforting), verbally (e.g. praising, complimenting, and saying nice things to or about the child), or symbolically in some other way, as with the use of culturally specific gestures. These and many other caring, nurturing, supportive, and loving behaviors help define the behavioral expressions of parental acceptance. When parents act on feelings of hostility, anger, resentment, or enmity, the resulting behavior is generally called aggression. As construed in PAR theory, aggression is any behavior where there is the intention of hurting someone, something, or oneself (physically or emotionally). Figure 1 shows that parents may be physically aggressive (e.g. hitting, pushing, throwing thing, and pinching) and verbally aggressive (e.g. sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating or disparaging things to or about the child). Additionally, parents may use hurtful, nonverbal symbolic gestures toward their children. The connection between indifference as an internal motivator and neglect as a behavioral response is not as direct as the connection between hostility and aggression. This is true because parents may neglect or be perceived to neglect their children for many reasons that have nothing to do with indifference. For example, parents may neglect their children as a way of trying to cope with their anger toward them. Neglect is not simply a matter of failing to provide for the material and physical needs of children, however; it also pertains to parents' failure to attend appropriately to children's social and emotional needs. Often, for example, neglecting parents pay little attention to children's needs for comfort, solace, help, or attention' they may also remain physically as well as psychologically unresponsive or even unavailable or inaccessible. All these behaviors, real or perceived – individually and collectively – are likely to induce children to feel unloved or rejected. Even in warm and loving families, however, children are likely to experience – a few of these hurtful emotions and behaviors.

Parental acceptance and rejection together form the warmth dimension of parenting. Parental warmth is constructed as a bipolar dimension where rejection or the absence of parental warmth and affection stands at one pole of the scale in opposition to acceptance at the other. Acceptance is an attitude toward children that may be manifested in different ways depending on the personality of the parents. Accepting parents perceive their children as having many positive qualities and they enjoy being with their children. Accepting parents are defined in Parental Acceptance and Rejection Theory (PART) as those who show their love or affection toward children physically or verbally. All are forms of behavior that jointly and individually are likely to induce a child to feel loved or accepted.

Emotional Impairment

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time that adversely affects a child's educational performance.

1. An inability to learn that cannot be explained by intellectual, sensory or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with Peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional and social impairments include:

Depression, anxiety, withdrawal, immaturity, aggressive behavior, conduct behavior, attention deficit hyperactive disorder (ADHD).

Historically children were not considered candidates for depression (Whitley, 1996). Mostly because of Freudian notions about the unconscious, depression had been viewed as a condition which only affects adults today. Childhood depression is widely recognized and health professionals see depression as a serious condition effecting both adolescents and young children (Whitley, 1996, Lamarine, 1995).

Views on adolescent depression have changed significantly even since the 1970's where childhood depression was thought to be masked by other conditions (Kahn, 1995). The debate continues, even today, as to whether other childhood and adolescent behaviors are simply 'masks' for childhood depression. Fritz (1995) writes that depression may often be seen in physical ailments such as digestive problem, sleep disorders or persistent boredom. Lamarine (1995) considers that in children, depression may often be mistaken for other conditions such as attention deficit disorder aggressiveness, physical illness, sleep and eating disorders and hyperactivity. According to Fritz (1995) about 5% of adolescents suffer from depression symptoms such as persistent sadness, falling academic performance and a lack of interest in previously enjoyable tasks in order to be considered major depression, symptoms such as suicidal thoughts, lack of appetite and loss of interest in social activities must continue for a period of at least two weeks (Arbetter, 1993). Families with a history of depression often exhibit the symptoms during adolescence (Fritz, 1995). Another factor associated with adolescent and negative behaviors is difficulty in establishing autonomy in the adolescent's relationship with parents.

Acceptance

A warmth affection, care, comfort, concern, nurturance, support or simply love that parents can feel and express toward their children. It has two principles-

- Physical expression and
- Verbal expression.

Physical expression of parental acceptance including hugging, fonding, caressing, approving glances, kissing, smiling, and other such indications of endearment, approval or support.

Expressions of verbal acceptance include praising, complimenting, saying nice things to or about the child, perhaps singing songs or telling stories to a young child and likes.

Rejection

Rejection refers conceptually to the absence or significant withdrawal of warmth, affection, care, comfort, concern, nurturance, support or simply love by parents and other attachment figures toward children and adults by the presence of a variety of physically and psychologically hurtful behaviors and emotions. Worldwide rejection tends to take four principle forms:

1. Emotional coldness and the absence or withdrawal of behaviorally expressed affection.
2. Hostility and aggression.
3. Indifference and neglect, and
4. Undifferentiated rejection.

Baumrind (1966) claimed that the authoritative style of parenting produces the most competent children. Increasingly, doubt is growing about whether authoritative parenting necessarily produces optimum developmental outcomes for such ethnic minorities as African Americans (Baumrind, 1972; Smetana, 2000), Chinese Americans (Chao, 1994), Hispanic Americans (Torres-Villa, 1995), Korean Americans (Kim and Rohner, 2002), and others.

Interpersonal rejection – especially parental rejection in childhood leads children to develop a heightened sensitivity to being rejected. That is, the children become disposed to anxiously and angrily expect, to readily perceive, and to overreact to rejection in ways that compromise their intimate relationships as well as their own well-being (Downey and Feldman, 1996; Downey, Khouri, and Feldman, 1997; Feldman and Downey, 1994). They also reported that rejection sensitive children and adults often interpret the minor or imagined insensitivity of significant others or the ambiguous behavior of others as being intentional rejection.

Overview of Parental Acceptance – Rejection Theory (PART theory)

Parental acceptance-rejection theory (PART theory) is an evidence based theory of socialization and lifespan development that attempts to predict and explain major causes, consequences, and other correlates of parental acceptance and rejection within the United States and worldwide (Rohner, 1986, 2004a; Rohner and Rohner, 1980). It attempts to answer five cases of questions divided into three sub theories. These are personality sub theory, coping sub theory, and socio cultural systems sub theory. Personality sub theory asks two general questions. First, is it true that children everywhere in different socio cultural systems, racial or ethnic groups, genders, and the like respond in essentially the same way when they perceive themselves to be accepted or rejected by their parents? Second, to what degree d the effects of childhood rejection extend into adulthood and old age? Coping sub theory asks one basic question. That is what gives some children and adults the resilience to emotionally cope more effectively than most with the experiences of childhood rejection? Finally, socio cultural systems sub theory asks two very different classes of questions. First, why are some

parents warm and loving and others cold, aggressive, neglecting/rejecting? Is it true, for example as PAR theory predicts-that specific psychological, familial, community, and societal factors tend to be reliably associated the world over with specific variations in parental acceptance-rejection? Second, in what ways the total fabric of society as well as the behavior and beliefs of individuals within society affected by the fact that most parents in that society tend to either accept or reject their children? For example, is it true, as PAR theory predicts, that a people's religious beliefs, artistic preferences, and their expressive beliefs and behaviors tend to be universally associated with their childhood experiences of parental love and love withdrawal?

A series of psychoanalytic theorists and clinicians have suggested that conflicts about anger pay a central role in the development of depression research data have supported the notion that patients struggle with the experience and expression of angry feelings. Anger in people with depression often stems from narcissistic vulnerability, sensitivity to perceived or actual loss or rejection these angry reactions cause intrapsychic conflicts through the onset of guilt and the fear that angry feelings will disrupt relationships. These conflicts lead to anger being directed inwards, further lowering self-esteem, creating a vicious cycle.

Anger

Anger has been thought to play an integral role in depression since the early stages of psychoanalytic theorizing about this disorder (Busch, 2004). The oversimplified concept of depression as 'anger directed inwards' was a commonly held belief over many years in psychiatry and gained a foothold in the broader culture. As will be described in much greater depth below, psychoanalytic theorists and clinicians have viewed anger as a significant source of conflict for patients prone to depression, triggering intense guilt and self-criticism. Identification of the often unconscious anger and its sources, including rejection and loss leads to an increase in its tolerability and to diminished guilt and depression.

Research studies on the link between anger and depression have indicated either an increase in outwardly directed anger or a greater degree of suppressed anger in patients with depression (Luutonen, 2007). Epidemiological studies have found depression to be associated with an increased risk of violent behavior (Swanson 1990), including towards a spouse (Pan 1994; Feldbau-Kohn, 1998) and Koh and colleagues (2002) found that patients with depression demonstrated a greater amount of total anger and anger expression than patients with anxiety disorders, somatoform disorders and healthy controls. A study by Schless et al (1974) of in – patients with depression showed that the degree of anger correlated with the severity of depression, but that the patients expressed anger outwards or turned it inwards in equal numbers. Anger and hostility were found to diminish with effective antidepressant treatment (Fava, 1993). Other studies support the notion that anger directed towards the self is linked with depression Becker and Lesiak (1977) found that in clinic out-patients, severity of depression correlated with covert hostility, including guilt, resentment, irritability and suspicion, but not with overt hostility. Wolfersdorf and Kiefer (1998) showed that, compared with healthy controls, in-patients with depression had increased levels of inhibited aggression and covert hostility, but did not express aggression. Goldman and Haaga (1995) found

increased anger, suppressed anger and fear of expressing anger in self-reports of out-patients with depression compared with controls without depression. Patients in part feared retaliation or rejection if they expressed anger. Brody and colleagues (1999) found more suppressed anger in individuals recovered from depression than in healthy controls, along with an increased fear that expressing anger could damage relationships.

All of these studies suggest that anger is a prominent feature of depression. As noted above, both expressed and suppressed anger can be a source of conflict and become self-directed. Therefore, it is important to understand and address how anger and depression may interact.

Research Question

Parent child relationship is an interaction between children's and their parents where the cold experience of a child with parents may impair his/her social and emotional make-up (depression, anger, and aggressive behavior etc). In light of the fore mentioned literature review, the present study seeks to answer research question that is whether there is any relation between parental acceptance and children's social and emotional impairment.

Rationale of the Study

In a family, parents play a vital role. Children's social and emotional make-up is influenced by the relationship with parents. Especially in adolescence both boys and girls expect their parent's warm relationship. Parental acceptance as an area of scientific research is relatively new in Bangladesh though extensive research findings from western countries are available. In our culture parental behavior may be different for children depending on whether they are sons or daughters. There was no consciousness about the parents and child relationship in our country. In light of the importance of conducting research on parents child relationship in a collectivist society like Bangladesh, where life of an individual is greatly influenced by the experiences in family especially with parents, and the fact no research to date seems to explore parental acceptance with children's social and emotional impairment. Because, children's who are accepting tend to evaluate themselves more positively but who are rejecting tend to evaluate themselves more aggressively and negatively. The findings of the present study will help to develop a warmth relation between child and parents.

Objectives

Parental acceptance may be cause to develop social and emotional impairment in children's. Based on this understanding the following objectives were taken:

1. to explore whether there was any relation between children's anxiety with parental (maternal and paternal) acceptance.
2. to explore whether there was any relation between children's depression with parental acceptance.
3. to explore whether there was any relation between children's anger with parental acceptance.
4. to explore whether there was any relation between children's disruptive behavior with parental acceptance.

Methods

Study Design

This study followed cross – sectional survey research design to be conducted.

Target Population

In this study, the adolescent children of Chittagong district were the target population.

Sample

Two-stages sampling was used for the present study.

a) School selection. Purposively six schools were taken from different areas of Chittagong district.

b) Respondent Selection. Two hundred 13- through 15- year old children (67% girls) were purposively selected from six schools in Chittagong district of Bangladesh. While the schools were selected purposively the respondents within each school were selected conveniently. The mean age of participants was 14.16 years (SD = 0.81years). Only respondents who grew up in an intact nuclear family or a larger family units with their mother and father in residence included in the study. All participants were the biological offspring of their resident parents. About 88% of the participants were middle class family background. About 95% mothers were engaged in homemaking while about 78% fathers were either in service or business. Other details of the sample characteristics are shown in Table 1.

Table 1

Distribution of Respondents by Academic Grade and Parental Education

Variable	N	%
Academic Grade		
Seven	21	10.5
Eight	85	42.5
Nine	44	22.0
Ten	50	25.0
Maternal Education		
Primary (1-5)	12	6
Junior Secondary (6-8)	16	8
Secondary (9-10)	44	22
Higher Secondary (11-12)	19	9.5
Bachelor	14	7
Masters	3	1.5
Missing	92	46
Paternal Education		
Primary (1-5)	10	5.00
Junior Secondary (6-8)	10	5.00
Secondary (9-10)	31	15.5
Higher Secondary (11-12)	13	6.5
Bachelor	25	12.5
Masters	13	6.5
Missing	98	49.00

Measures

All participants in this research responded to the following eight self-report questionnaires along with the personal information form. All questionnaires were translated and adapted into Bangla language and culture.

The Child version (short form) of the Parental Acceptance - Rejection Questionnaire for Mothers and Fathers (Child PARQ: Mother or Father). Bangla versions (Uddin, 2011) of the Child PARQ: Mothers and Fathers (short form) (Rohner, 2005) was used to assess youths' perceptions about current parental (mother and father) acceptance and rejection. The mother and father version of the parental Acceptance – Rejection Questionnaires (short form) were almost identical 24 items 4-point Likert type self-report measures assessing respondents' perceptions of the warmth/affection, hostility/aggression, Indifference/neglect, and undifferentiated rejection they now experience at the hands of their mothers and fathers (Child PARQ). Examples of test items on both versions of the PARQ Short Form include “My mother/father makes me feel wanted and needed” (perceived warmth or Affection); “My mother/father goes out of her/his way to hurt my feelings” (perceived hostility or aggression); “My mother/father ignores me as long as I do the both her/ him” (perceived indifference or neglect); “My mother/father does not really love me” (perceived undifferentiated rejection). The possible scale score ranges from a low of 24 to a high of 96. Score at or above the midpoint 60 represents more parental rejection than acceptance as perceived by the offspring. The lower is the total PARQ score than the scale midpoint 60 of the higher is the more parental acceptance than rejection as perceived by the offspring. The PARQ has been used in over 400 studies worldwide and is known to have outstanding reliability and validity for use in cross-cultural research (Khaleque & Rohner, 2002; Rohner, 2005, 2011). Coefficient alphas in this study were .79 for mother version and .79 for father version.

Beck Youth Inventory (BYI). Bangla versions (Uddin, Huque and Shimul, 2011) of the Beck Youth Inventory (Beck, Beck and Jolly, 2001) were used in this study. The inventory consists of five self-report inventories which can be used separately or in combination to quickly assess symptoms of self-concept, depression, anxiety, Anger, disruptive behavior in children.

Personal Information Form (PIF). The PIF elicited demographic, personal and social information that included respondent's gender, age, grade in school, academic achievement, number of siblings, birth order, family size, parental education, parental occupation, family socioeconomic status, religious affiliation.

Procedure

A written permission to collected data was received from principals of respective school. Following permission, four standardized self-report questionnaires and one personal information forms were administered in classroom settings. Before the administration, necessary rapport was established with respondents with respondents. Respondents were asked to complete the questionnaires at their own paces. Respondents were assured that their responses will be kept confidential and that there is nothing like right or wrong responses to any question. Finally, respondents were encouraged to ask questions coming in their minds

during the task and they were informed of their right to withdraw from the study at any time. It took one hour on average to complete the task. After the completion, every respondent received a token gift with thanks for their cooperation and participation in the study.

Results

Descriptive Statistics e.g. means and standards deviations for perceived maternal and paternal acceptance, perceived Children's self-concept, anxiety, depression, anger, and disruptive behavior were computed. Independence-sample *t*-test was computed to test gender differences in these variables. The results are presented in Table 2.

Table 2

Descriptive Statistics and gender differences in measures of perceived paternal and maternal acceptance, children's self concept, anxiety, depression, anger and disruptive behavior

Measures	<i>M</i>	<i>SD</i>	<i>n</i>	<i>t</i>
Maternal Acceptance				
Boys	58.88	6.71	66	0.82
Girls	57.97	7.77	134	
Total	58.43	7.24	200.00	
Paternal Acceptance				
Boys	57.76	6.27	66	2.35*
Girls	55.23	7.59	134	
Total	54.49	6.93	200.00	
Self Concept				
Boys	58.03	7.26	66	2.32*
Girls	54.68	10.53	134	
Total	56.36	8.89	200.00	
Anxiety				
Boys	38.41	7.45	66	1.29
Girls	36.86	8.28	134	
Total	37.64	7.87	200.00	

Depression				
Boys	32.18	7.42	66	
Girls	34.06	9.55	134	-1.41
Total	33.12	8.48	200.00	
Anger				
Boys	35.64	7.74	66	
Girls	33.62	8.23	134	1.66
Total	34.63	7.99	200.00	
Disruptive Behavior				
Boys	26.99	6.51	66	
Girls	25.03	4.45	134	2.51**
Total	26.01	5.48	200.00	

* $p < .05$, ** $p < .01$.

It is evident from table 2 that both boys and girls perceived their mother as well as father to be fairly accepting. But, there was a significant difference in perceived paternal acceptance between boys and girls. In addition, both boys and girls were socially and emotionally well adjusted as the average mean in anxiety (38.42 and 36.86), depression (32.18 and 34.06), anger (35.64 and 33.62) and disruptive behavior (26.99 and 25.03) is below the marginal value, and both boys and girls showed high self concept value (58.03 and 54.68). But, a significant gender difference was found in perceived self concept and disruptive behavior between boys and girls. In both cases, boys perceived higher self concept (58.03) than girls and showed more disruptive behavior (26.99) than girls.

Coefficients of correlations and standard multiple regression were computed for whole sample to determine the relationship of perceived maternal acceptance ($M = 58.43$, $SD = 7.24$) and paternal acceptance ($M = 54.49$, $SD = 6.93$) with perceived self – concept ($M = 56.36$, $SD = 8.89$), anxiety ($M = 37.64$, $SD = 7.87$), depression ($M = 33.12$, $SD = 8.48$), anger ($M = 34.63$, $SD = 7.99$), and disruptive behavior ($M = 26.01$, $SD = 5.48$). Table 3 showed that depression was significantly associated with maternal acceptance. Surprisingly, self – concept and disruptive behavior had a negative correlation (non significant) with fairly parenting acceptance (both maternal acceptance and paternal acceptance).

Table 3

Bivariate Correlation among Maternal Acceptance, Paternal Acceptance, Self Concept, Anxiety, Depression, Anger, and Disruptive Behavior

Variables	1	2	3	4	5	6	7
1. Maternal Acceptance	-						
2. Paternal Acceptance	.70**	-					
3. Self Concept	-.05	-.01	-				
4. Anxiety	.12	.05	-.01	-			
5. Depression	.15*	.04	-.24**	.55**	-		
6. Anger	.14	.12	-.11	.53**	.62**	-	
7. Disruptive Behavior	-.03	-.02	-.14*	.16*	.28**	.43**	-

* $p < .05$. ** $p < .01$.

Neither maternal nor paternal acceptance were the predictors of self concept, anxiety, depression, anger, and disruptive behavior which is evident from multiple regression results presented in Table 4, Table 5, Table 6, Table 7, and Table 8. Only maternal acceptance ($\beta = .240$, $p = .05$) was the significant predictor of Depression. Table 4 indicates that both maternal acceptance ($\beta = .084$, $p = .40$) and paternal.

Table 4

Regression of Self Concept on Parental Acceptance (Maternal and Paternal)

Variable	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>sr</i>
Maternal Acceptance	.110	.130	.084	-.840	-.060
Paternal acceptance	.064	.133	.048	.477	.034

Note. Adjusted $R^2 = -.004$ ($F_{2, 197} = .365$, $p < .694$)

acceptance ($\beta = .048$, $p = .63$) were the non significant predictors of self concept. Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained -.4% variance in self concept. Table 5 indicates that both maternal acceptance ($\beta = .166$, $p = .09$) and paternal acceptance.

Table 5*Regression of Anxiety on Parental Acceptance (Maternal and Paternal)*

Variable	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>sr</i>
Maternal Acceptance	.179	.107	.166	1.671	.118
Paternal acceptance	-.079	.110	-.072	-.724	-.051

Note. Adjusted $R^2 = .006$ ($F_{2, 197} = 1.597$, $p < .205$)

($\beta = -.072$, $p = .47$) were the non significant predictors of anxiety. Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained only .6% variance in self anxiety. Table 6 indicates that only maternal acceptance was the strongest predictor ($\beta = .240$, $p = .05$) of depression but paternal acceptance ($\beta = -.131$, $p = .19$) was non significant predictor of depression.

Table 6*Regression of Depression on Parental Acceptance (Maternal and Paternal)*

Variable	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>Sr</i>
Maternal Acceptance	.288	.119	.240	2.429*	.170
Paternal acceptance	-.161	.121	-.131	-1.326	-.093

Note. Adjusted $R^2 = .021$ ($F_{2, 197} = 3.095$, $p < .05$) * $p = .05$.

Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained 2.1% variance in self depression. Part correlation coefficients furthermore indicate that unique contribution to the explanation of variance in depression was 2.89% for maternal acceptance and .86% for paternal acceptance. Uniquely they explained total 3.75% variance in depression which was .86% more than what they explained jointly indicating the presence of reciprocal suppression affect. Table 7 indicates that bothmaternal acceptance ($\beta = .120$, $p = .23$) and paternal acceptance ($\beta = .021$, $p = .83$) were non significant predictors of anger. Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained only .8% variance in anger.

Table 7*Regression of Anger on Parental Acceptance (Maternal and Paternal)*

Variable	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>Sr</i>
Maternal Acceptance	.131	.108	.120	1.211	.085
Paternal acceptance	.023	.111	.021	.210	.015

Note. Adjusted $R^2 = .008$ ($F_{2, 197} = 1.851$, $p < .160$)

jointly explained only.8% variance in anger. Table 8 indicates both maternal acceptance ($\beta = -.029$, $p = .77$) and paternal acceptance ($\beta = -.003$, $p = .97$) were not significant predictors of disruptive behavior. Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained only .9% variance in disruptive behavior.

Table 8*Regression of Disruptive Behavior on Parental Acceptance (Maternal and Paternal)*

Variable	<i>B</i>	<i>SEB</i>	β	<i>t</i>	<i>sr</i>
Maternal Acceptance	-.021	.071	-.029	-.292	-.021
Paternal acceptance	-.002	.073	-.003	-.033	-.002

Note. Adjusted $R^2 = -.009$ ($F_{2, 197} = .099, p < .906$)

Discussion

The present study was conducted to investigate the perceived parental acceptance and children's emotional and social impairments (self concept, anxiety, depression, anger and disruptive behavior). The results of the present study that both boys and girls perceived their mother as well as father to be fairly accepting. But, there was a significant difference in perceived paternal acceptance between boys and girls. In addition, both boys and girls were socially and emotionally well adjusted as the average mean in anxiety (38.42 and 36.86), depression (32.18 and 34.06), anger (35.64 and 33.62) and disruptive behavior (26.99 and 25.03) is below the marginal value, and both boys and girls showed high self concept value (58.03 and 54.68). But, a significant gender difference was found in perceived self concept and disruptive behavior between boys and girls. In both cases, boys perceived higher self concept (58.03) than girls and showed more disruptive behavior (26.99) than girls. Coefficients of correlations and standard multiple regressions were showed that depression was significantly associated with maternal acceptance. Surprisingly, self concept and disruptive behavior had a negative correlation (non significant) with fairly parenting acceptance (both maternal acceptance and paternal acceptance). Multiple regression results indicates that both maternal acceptance ($\beta=.084, p=.40$) and paternal acceptance ($\beta=.048, p=.63$) were the non significant predictors of self concept. Only maternal acceptance was the strongest predictor ($\beta=.240, p=.05$) of depression. Adjusted R^2 values indicates that maternal acceptance and paternal acceptance jointly explained 2.1% variance in self depression. Part correlation coefficients furthermore indicate that unique contribution to the explanation of variance in depression was 2.89% for maternal acceptance and .86% more than what they explained jointly indicating the presence of reciprocal suppression affect.

According to the result it was indicated that children social and emotional make up is influenced by the relationship with parents. Especially, in adolescent period children life greatly influence by the experience in family especially with parents.

Limitations

The data were collected only from Chittagong city but if was collected covering different part of Bangladesh and covering a large sample size then the result would be more representative. However, it is worthwhile to suggest further in depth research in this area on a large and repetitive sample covering different area of Bangladesh.

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Emotional Intelligence and Self-Concept among Science, Commerce and Humanities Groups of Students

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Abstract

The purpose of the present study was to investigate the emotional intelligence and self-concept among Science, Commerce and Humanities groups of students. A total of 210 participants were taken purposively from 14-18 ages' students from secondary schools and college students. The present study included 105 secondary school student (54 male and 51 females) where 35 science, 35 commerce and 35 humanities students and 105 college student (51 male and 54 females) where 35 science, 35 commerce and 35 humanities students. The participants were selected by purposive sampling technique from different school and college in Dhaka city. Two questionnaires which were adapted in Bangla were used in the study. The Bangla version of the Hossain and Uddin's Emotional Intelligence Scale (Hossain and Uddin, 2008) and The Bangla version of the Piers Harris Children's Self-concept Scale (Begum and Huque, 1976). The data obtained in the present study were analyzed by using descriptive statistics, t-test, Person Product Moment Correlation and one way ANOVA. The result indicated that there was no significant difference of Emotional Intelligence ($F=1.523$; $p < 0.05$) but had a significant difference of self-concept ($F=29.939$, $p < 0.05$) regarding in different group of students. The result also showed that there was no significant difference of Emotional Intelligence ($t = 1.158$; $p < 0.05$) but had a significant difference of self-concept ($t = 2.95$, $p < 0.05$) regarding in gender. The result also suggested that there was a significant positive correlation of self-concept with emotional intelligence ($r = 0.256^{**}$, $p < 0.01$). We think that the selection of the subjects identifies good or bad student (science's student best, commerce's student better and humanities student good), but it is not. Nowadays, students choose topics based on their wishes and preferences.

Keywords: emotional intelligence, self-concept, science, commerce and humanities

Introduction

Emotional intelligence (EI) is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goal.

Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial

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disagreement exists regarding the definition of EI, with respect to both terminology and operationalization. Currently, there are three main models of EI: Ability model, Mixed model (usually subsumed under trait EI) and Trait model.

Ability model: The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. This ability is seen to manifest itself in certain adaptive behaviors.

Mixed model: The model introduced by Daniel Goldman focuses on EI as a wide array of competencies and skills that drive leadership performance.

Trait model: General effects: A review published in the journal of Annual Psychology found that higher emotional intelligence is positively correlated with.

Self-concept is "The individual's belief about himself or herself, including the person's attributes and who and what the self is" (Baumeister, 1999). Self-Concept is an important term for both social psychology and humanism.

Lewis (1990) suggests that development of a concept of self has two aspects:

The Existential Self: This is 'the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self' (Bee, 1992).

The Categorical Self: Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties.

The literature review in this study shows how emotional intelligence and self-concept related with each other. The level of emotional intelligence and self-concept of male and female students of secondary and higher secondary in Bangladesh society will be studied in this research project.

The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch.

Another good example is a study of 80 Ph.D.'s in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige.

The Theory of Multiple Intelligences introduced the idea that traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. He introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the

intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

In 1989 Stanley Greenspan put forward a model to describe EI, followed by another by Peter Salovey and John Mayer published in the same year.

However, the term became widely known with the publication of Goleman's book: *Emotional Intelligence – why it can matter more than IQ* (1995). It is to this book's best-selling status that the term can attribute its popularity. Goleman has followed up with several further popular publications of a similar theme that reinforce use of the term. To date, tests measuring EI have not replaced IQ tests as a standard metric of intelligence. Emotional Intelligence has also received criticism concern its role in leadership and business success.

Psychologists Carl Rogers and Abraham Maslow were heavy influences in popularizing the idea of self-concept in the west. According to Rogers, everyone strives to reach an "ideal self". Rogers also hypothesized that psychologically healthy people actively move away from roles created by others' expectations, and instead look within themselves for validation. On the other hand, neurotic people have "self-concepts that do not match their experiences...They are afraid to accept their own experiences as valid, so they distort them, either to protect themselves or to win approval from others."

The self-categorization theory developed by John Turner states that the self-concept consists of at least two "levels": a personal identity and a social one. In other words, one's self-evaluation relies on self-perceptions and how others perceive them. Self-concept can alternate rapidly between the personal and social identity. Children and adolescents begin integrating social identity into their own self-concept in elementary school by assessing their position among peers. By age 5, acceptance from peers has a significant impact on children's self-concept, affecting their behavior and academic success.

Yadav & Yadav (2015) studied value pattern & self-concept of Arts & Science senior secondary students. Result indicated that there is significant difference between self-concept of science & arts group students. According to the study of Conroy (2003) achievement motivation is working as another British Journal of Arts and Social Sciences motivational factor for the effective functioning of creativity. Self-concept also is important with regard to achievement motivation, because, people who feel favorably about themselves tend to work hard.

Rationale of the Study

Education is the process facilitating learning on the acquisition of knowledge, skills, values, beliefs and habits. Education helps to facilitate some psychological aspects like personality, emotional stability, learning capability, self-concept, cognition, perception, intelligence etc. In our culture educational systems are commonly divided three branches such as science, commerce and humanities. This division is started from secondary and higher secondary level. We have some social views that the science students are intelligence and psychologically stronger than commerce students and commerce students are stronger than the humanistic students. The effect of educational systems does create any impact on the

students of different branches of their emotional intelligence and their self-concept. The present study is, to design to examine emotional intelligence and self-concept according to educational level of science, commerce and humanities students. This study helps us to understand the effect of emotional intelligence and self-concept among the students for their personal, academic and career choice. Besides, the result of the research may be a pathway to find out the different research in future.

Aim of the study

The aim of the present research study was to find out the emotional intelligence and self-concept of science, commerce and humanities' students.

Objectives

1. To investigate whether there is any significant difference of emotional intelligence among science, commerce and humanities groups of students
2. To investigate whether there is any significant difference of self-concept among science, commerce and humanities groups of students
3. To investigate whether there is any significant difference of emotional intelligence according to gender
4. To investigate whether there is any significant difference of self-concept according to in gender
5. To see whether there is any correlation between emotional intelligence and self-concept.

Methods

In this research survey design was used to collect data. The research data was collected from participants by questionnaire.

Participant

The participants of the present study comprised of 210 secondary school and college students of science, commerce and humanities where the number of secondary school students were 105 & college students were 105. The participants were selected by following purposive sampling technique from different school and college in Dhaka city. The present study included the following participants for secondary school and college students.

Measuring instruments

There are four measuring instrument which were used in this research. Those instruments name and their brief description will be given bellow:

1. Consent Form,
2. Demographic Information Form

3. Emotional Intelligence Scale (EIS)
4. Self-Concept Scale (SCS)

Consent form A detail of the study background was point to here. Participant have to provide signature if they were agreed to fill up the questionnaire by knowing all the aspects of the study.

Demographic information form Demographic information sheet containing some personal information of the participants which was attached with questionnaire.

The Bangla version of the Hossain and Uddin's Emotional Intelligence Scale (EIS)

The Bangla version of Hossain and Uddin's Emotional Intelligence Scale was developed by Hyde, Pethe and Dhar (2000). The Bangla version of this scale was adapted by Hossain and Uddin (2008). The Bangla version contains 34 items participants rated each items using a 5-point scale anchored 1 (strongly agree) to 5 (strongly disagree). Each item has 5 alternative responses participants rates each item using a 5 item scale anchored (strongly agree, agree, uncertain, disagree, strongly disagree) the scale.

The reliability of Bangla version ESI contains a Cronbach alpha value 0.86, Split half-value of 0.89. The Bangla version of (ESI) assured high level of content and construct validity (corrected item total correlation and convergent validity). High score indicate high level of emotional intelligence.

The Bangla version of the Piers Harris's Self-concept scale

The Bangla version Piers Harris's Self-Concept Scale (Begum and Huque, 1976). The scale consisted of 80 yes/no type items. The construct validity was reported in the manual for Piers Harris Self-Concept Scale (Piers Harris, 1969). To test the reliability of the Bangla version of the Piers Harris Self-Concept Scale, the scores of the Bangla version were correlated with the originally scale and a high positive correlation was found between two sets of scores ($r = 0.98$; $p < .005$). High scores on the test were indicative of high self-concept and low scores indicate of low self-concept.

Procedure

For collecting proper information form participants, at first, permission was taken from concern authority for data collection and rapport was build with participants. To conduct the study, the questionnaires were filled up by the secondary school and college students of science, commerce and humanities. A total 210 participants were filled up the questionnaires randomly in which 105 were male and 105 were female and 75 were science, 75 were commerce and 75 were humanities students. Participants were informed about the purpose and the necessity of the present research in the context of Bangladesh. At first they were simply briefed about the questionnaire and how to fill the question papers. Then, every participant was provided a questionnaire of two scales with personal information form. Participants were requested to here instructions, at first, verbally. Before answering the questions, they were requested to fill up the personal information form (PIF) participants'

demographic variables such as age; gender; educational level; subjective group and preferable subject were collected through demographic data. They were assured that their information only will be used in a research purpose and will keep confidential until their permission. After collecting information, then, the respondents thanked for their kindly cooperation and summated all scores.

Results

After collecting data, the data were coded with necessary reverse scoring in SPSS data file. The collected data were analyzed by using mean, standard deviation, one way ANOVA, t-test and Pearson correlations the emotional intelligence and self-concept according to subjective group and gender. The results are presented in table-1 through table-7.

Table 1

Mean and SD score among Science, commerce and humanities groups of students in terms of emotional intelligence

Group	N	Mean	SD
Science	70	122.43	11.16
Commerce	70	125.27	11.01
Humanities	70	123.81	5.73
Total	210	123.84	9.66

Result indicated that the emotional intelligence is higher in commerce's students rather than the science and humanities (Mean of science 122.43, SD =11.16; Mean of commerce 125.27, SD= 11.01; & Mean of humanities 123.81, SD= 5.73).

Table 2

One way analysis of variance of emotional intelligence among various groups of students

E.I	Sum of Squares	df	Mean Square	F	Sig
Between Groups	282.924	2	141.462	1.523	.220
Within Groups	19225.571	207	92.877		
Total	19508.495	209			

There is no significant difference among various groups of students ($F=1.523$; $p < 0.05$) regarding in emotional intelligence.

Table 3

Mean and SD score among Science, commerce and humanities groups of students in terms of Self-Concept

Group	N	Mean	SD
Science	70	27.86	5.75
Commerce	70	27.43	4.80
Humanities	70	33.04	3.53
Total	210	29.44	5.40

Result indicated that the emotional intelligence is higher in humanities students rather than the science and Commerce (Mean of science 27.86, SD = 5.75; Mean of commerce 27.43, SD = 4.80; & Mean of humanities 33.0, SD = 3.53).

Table 4

One way analysis of variance of Self-Concept among various groups of students

E.I	Sum of Squares	df	Mean Square	F	Sig
Between Groups	1367.229	2	683.614	29.939	.001
Within Groups	4726.586	207	22.834		
Total	6093.814	209			

There is significant difference among various groups of students ($F=29.939$, $p < 0.05$) regarding in self-concept.

Table 5

Mean, Standard Deviation and t-test of emotional intelligence scores of male and female students

Gender	N	M	SD	df	t	Sig
Male	105	1.246	9.13	208	1.158	0.262
Female	105	1.23	10.15			

Result indicated that, in emotional Intelligence male score is higher than female (Mean of male = 1.246, Mean of female = 1.23). There is no significant difference between male and female students ($t=1.158$; $p < 0.05$).

Table 6

Mean, Standard Deviation and t-test of Self-Concept scores of male and female students

Gender	N	M	SD	df	t	Sig
Male	105	30.52	5.08	208	2.95	0.003
Female	105	28.36	5.51			

Result indicated that, in Self-Concept male score is higher than female (Mean of male = 30.52, Mean of female = 28.36). There is a significant difference between male and female students ($t=2.95$; $p < 0.05$).

Table 7*Correlation of Emotional intelligence with Self-concept*

Correlation with Emotional intelligence	R
Self-concept	.256**

**, Correlation is significant at the 0.01 level (2-tailed).

Discussion

The present study was to find out the effect of emotional intelligence and self concept among science, commerce and humanities groups of students. On the basis of obtained result, emotional intelligence was higher in commerce students compare to science and humanities students. On the other hand self-concept was higher in humanities students compare to science and commerce students.

The collected data were analyzed by using one way ANOVA, t-test and correlation for examining the relationship between emotional intelligence and self-concept; and to investigate the emotional intelligence and self-concept according to subjective group and gender. Table-1 indicated that the mean score of emotional intelligence of science students were ($M = 122.43$), commerce students were ($M = 125.27$) and humanities students were ($M = 123.81$). Table-2 also showed that, There is no significant difference among various groups of students regarding emotional intelligence ($F = 1.523$; $p < 0.05$). Result of the table-3 indicated that the mean score of Self-concept of science students were ($M = 27.86$), commerce students were ($M = 27.43$) and humanities students were ($M = 33.0$). Table-4 also showed that, There is a significant difference among various groups of students ($F = 29.939$, $p < 0.05$) regarding in self-concept. Table-5 indicated that, mean scores of Emotional Intelligence obtained by males ($M = 1.246$) were higher than the mean scores obtained by the females ($M = 1.230$). There was no significant difference regarding Emotional Intelligence scores between male and female students ($t = 1.158$; $p < 0.05$). Table-6 indicated that mean scores of Self-Concept obtained by males ($M = 30.52$) were higher than the mean scores obtained by the females ($M = 28.36$). There was a significant difference regarding Self-Concept scores between male and female students ($t = 2.95$; $p < 0.05$). In table 7, the result also suggested that there was a significant positive correlation of self-concept with emotional intelligence ($r = 0.256^{**}$, $p < 0.01$).

The finding of the present study is in this regard by Thingujam and Ram (2000) also supported. They found that in their attempt of Indian adaptation of Emotional Intelligence Scale (Schutte et al, 1998) had developed Indian norms ($N = 811$) for males and females separately and found that males were significantly scoring higher than females. Another, supportive study found that, Mohanty and Devi. (2010) have revealed in their study on gender differences among EI ($N = 60$) that boys are more optimistic and well aware of their feelings in comparison to girls.

Boys are more aware and understand their own feelings (Components of EI) than girls. In their study conducted on students of Faculty Science, Engineering Faculty, College of

Physical Education, Faculty of Law, Faculty of Letters, Faculty of Fine Arts and Health Science; they found that determined that there are relations between academic achievements and especially understanding own emotions and Emotion Management sub- scales of Emotional Intelligence. That is why the above finding can be supported by the conclusion of the studies carried out by Erdoğan and Kenarlı (2008).

Table 7 indicates that, there was positive significant correlation of Emotional Intelligence and Self-concept with the effect of subjective group. Since the emotional intelligence and self-concept have same direction with the effect of subjective group and the positive correlation was achieved. The correlation coefficient indicated that if emotional intelligence of students increases, he or she has more emotionally stable and the correlation coefficient indicates that if self-concept of students increases, he or she has more developed in their both psychological and social skills. We think that the selection of the subjects identify good or bad student (science's student best, commerce's student better and humanities student good), but it is not. Nowadays, students choose topics based on their wishes and preferences.

Limitation

The major limitation of the present study was the accessibility to the target population. All participants were not interested to give real answer. There was limitation number or instruments for data collection. Though there were some limitations of the present study so that the study will be very helpful for conducting future research in this area. We hope that our present result will be important source for future survey.

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Creativity of Secondary School Students as a Function of Gender and Socio Economic Status

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Abstract

The present study designed to investigate the creativity of secondary school students of Rajshahi with reference to gender and socio-economic status. The study was conducted on 320 secondary school students (160 Boys and 160 girls) selected purposively from Rajshahi City, Bangladesh. They were students reading in class six to ten. The age of the respondents ranged from 11 to 16 years. Following standard procedures, the measuring instruments used in this study were (i) Demographic and Personal Information Sheet, (ii) 'Creativity Scale' developed by the researcher. Obtained data were analyzed through mean, SD, t-value. Results of the study provided confirmation to the hypotheses. t-value indicated that secondary school students' The results revealed that boys possessed higher scores of creativity than the counterpart of girls but not significantly differed. The results revealed that there is a significant difference ($df = 318$, $t = 7.268$, $p < 0.01$) in creative abilities of secondary school students in terms of SES. That is, upper middle SES secondary school students expressed more creative abilities as compared to their lower middle SES counterpart.

Keywords: creativity, secondary school students, gender, socio economic status

Introduction

Creativity refers to the formation and development of new thoughts, concepts or images that involved innovation, inventions, inquisitiveness and solutions to pressing problems. Students in different educational institutions of Bangladesh develop and utilize their creative potentialities at varied amounts through such creative abilities like artistry, intellectuality, disciplined imagination, self-strength, inquisitiveness and environmental sensitivity. Creativity usually refers to the production of an idea, action, or object that is new and valued such that it changes the culture – the way we see and understand the world, the way we act and live. This includes innovations, inventions, and solutions to pressing problems, paradigm theft, influential works of art, and other creative products. By extension, a creative person is one who produces the above mentioned ideas, objects and actions. Creativity at the conceptual level refers to the formation and development of new thoughts, concepts or images such as those found in poetry, paintings, scientific theories, mathematical formulas, inventions, technologies, production methods, even advertising schemes (John Young, 1985).

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Frank Barron (1969) one of the most important researchers in this field, offers a more articulate description of creativity. First, creativity is considered in terms of the characteristics of the creative product and the social acknowledgement it obtains. A criterion of usefulness is implied in, although not essential to, this definition. Secondly, the creative product can be considered in its own context: the difficulty of the problem resolved or identified, the elegance of the solution proposed, the impact of the product itself. Thirdly, creativity can be conceived on the basis of the abilities that favour it, as a skill or aptitude.

According to Rogers (1980) creative potential is the capacity for the emergence in the action of a novel rational product growing out of the uniqueness of the individual, and the materials, events, people or circumstances of his life on the other.

Robert E. Franken (2001) defines creativity as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

Weisberg, (2006) Creative refers to novel products of value, as in “The airplane was a creative invention. “Creative” also refers to the person who produces the work, as in “Picasso was creative”. “Creativity”, then refers both to the capacity to produce such works, as in “How can we foster our employees’ creativity?” and to the activity of generating such products as in “Creativity requires hard work”. *Sternberg, R. Sternberg, K & Mio, J. (2012)*, the definition of creativity in psychology refers to the process of producing something that is both original and worthwhile.

Pepitone (1985) found that those children who come from an urban family with a higher socio-economic status are better achievers in school and possess a highly positive self concept and showed more creative abilities than rural students coming from a family with lower socio-economic status.

Easton and Ellerbruch (1985) found that the lower socioeconomic status students scored considerably lower on creative abilities and self-esteem than did students from upper socioeconomic communities. Dudek and Runco (1993) reported a difference in the mean score of creativity between males and females. They chose 1,500 students in 11 schools and explored the differences in sex in the development of the creativity potential. They found that the mean score of creativity was different between boys and girls and also reported that the creative potential improved with age.

Dudek and Runco (1993) conducted a research to explore the differences in creative thinking skills among children representing different socioeconomic levels. In their research, 1,500 students, from 11 schools were chosen as participants. Ultimately, they found a statistically positive significance between the potential creativity in children and socioeconomic status. In other words, they demonstrated that high quality material environments increase the potential creativity.

Mohammad (1995) demonstrated the impact of different socioeconomic levels (welfare, average and low social status) on creativity. He selected 225 male students who enrolled in the first year of secondary school. They used ANOVA, multivariate regression, and Tukey

multiple comparisons to analyses the data collected. The results showed that there was a statistical difference between three socioeconomic levels (welfare, average and low social status) and creativity. Also, there was a statistically different mean of creativity between welfare socioeconomic level and average and low socioeconomic level; however, there was no statistically different mean of creativity between average socioeconomic level and low socioeconomic level. Marsh et al. (2003) found that students having higher socio economic status showed higher scores on the self concept scale than those having low income. In today's material oriented world money and socio economic status provide more confidence and more trust in oneself.

Samira (2003) conducted her study on the psychological profile of creative and non-creative sciences and arts students in the public universities in Tehran. Participants were selected using the random sampling model; 300 students (150 males and 150 females) who enrolled in the universities in Tehran and completed the questionnaires were chosen as participants. The results also showed that there was no difference in creativity between males and females.

Naderi et al. (2009) explored the effect of a few predictors including gender, creativity, and age with academic achievement in 153 undergraduate students in Malaysian universities. The age of participants who completed the creativity test ranged from 18 to 27 years old. The results show that the females' mean score (33.21) was greater than the males' mean score (31.90) for creativity, however, no large differences in the standard deviations were found between females and males (females = 4.55 & males = 4.36).

Parsasirat et al. (2013) conducted a study to examine the effect of socioeconomic status on emerging adolescent creativity. This exploratory correlational research study examined the relationship between family economic status, father's education and mother's education with adolescent creativity. The results showed a significant positive correlation between family economic status and creativity ($p < .01$), and between parent education and creativity ($p < .01$). Interestingly, the analyses revealed a strongly significant positive correlation between parent education and creativity ($p < .01$), although none was found between males and females on creativity.

William M. Bart, Brad Hokanson, Iclal Sahin and Mohammed Abdelhady Abdelsamea (2015) investigated the gender differences in creative thinking subtests between males and females among 8th and 11th grade students. The sample included 996 8th and 748 11th grades students. One way ANOVAs were used to analyze the differences between males and females in the two study samples. Results of the study revealed that there were statistically significant differences on the majority of the subtests between males and females in favor of the females among both the 8th and 11th grade students. However, there were no statistically significant differences in the fluency subtest between males and females among the 8th grade students. The results also revealed that there were no statistically significant differences in the fluency and originality subtests between males and females among the 11th grade students.

Rationale of the study

Students' success and failure in academic atmospheres result from the development of their creative abilities. From the earlier part of their lives if students can realize how much creative abilities and sense of self-worth they possess, it in turn will help them in future to detect the weaknesses or abilities of them in school environment and classroom atmospheres. In Bangladesh context, students' proper development of creativity is accelerated or fostered through various psychosocial and socio-cultural factors. Several studies focusing on the creativity of secondary school students with reference to relevant variables have been conducted in international perspectives (Marsh et al., 1999; Bosede, 2010; Ashworth, Hill and Walker, 2004; Jabeen and Khan, 2013; Kaur et al., 2009; Anwar et al., 2012; Trivedi and Bhargava, 2010) but very few studies focusing on this area of interest have been conducted in Bangladesh perspective. Though some studies (Shahrier & Enam, 2012; Enam, 2006; Ahsan, 2007) have been conducted in Bangladesh perspective but these are insufficient enough to emphasize directly on factors for the development of creative thinking among learners of secondary education levels with reference to certain socio-demographics. For the scarcity or lack of studies being done in Bangladesh in such area, this study motivated the researcher to investigate the creativity of secondary school students as function of gender and socio economic status. This study would help parents and teachers to explore the creative abilities of children in the pursuit of knowledge of their academic as well as non academic areas with reference to certain variables like gender and socio-economic status.

Hypotheses

H₁: Boys would possess more creative abilities than Girls.

H₂: The respondents of upper middle SES would possess more creative abilities than the respondents belong to lower middle SES.

Methods

The secondary school students of Rajshahi city, Bangladesh were regarded as the target population of the present study.

Sample and Sampling Technique

A total of 320 respondents constituted the sample of the present study. The respondents were secondary school students of Rajshahi City studying at different educational institutions. They were students reading in class six to ten. The age of the respondents ranged from 11 to 16 years. The sample was equally divided into boys and girls (N=160 for each group) based on gender. Each group was again equally divided into upper middle SES and lower middle SES (N=40 for each group) on the basis of socio-economic status (SES). Thus, the total respondents were selected purposively from different educational institutions of Rajshahi City of Bangladesh.

Measuring Instrument

In this study, the following instruments were used to collect data.

1. Demographic and Personal Information Sheet
2. Creativity Scale

Description of the Creativity Scale

Creativity scale developed by the researcher. The data of the present study were collected through Creativity Scale. Creativity Scale used in this study contains 30 items. These items were divided into six dimensions. Each dimension contains five items. There are five alternatives in each item. These are: (i) strongly agree, (ii) agree, (iii) neutral, (iv) disagree and (v) strongly disagree. Item no. 5, 8, 12, 14, 18, 20, 21, 26 & 28 were negative items in this scale. The responses to various positive items are scored in such a way that 5, 4, 3, 2 & 1 is respectively given for the five above mentioned alternatives. The responses to various negative items are scored in such a way that 1, 2, 3, 4 & 5 is respectively given for the five above mentioned alternatives. Then the total score of each respondent is obtained by adding all 30 items' scores. Thus for 30 items, the score ranged from $(30 \times 1) = 30$ to $(30 \times 5) = 150$. Thus the highest score indicates most creative potentialities and the lowest score indicates least creative potentialities of the respondents. Hence, the creative ability score is obtained through the following formula:

$$\begin{aligned} \text{Creative ability score} &= \frac{\text{Highest Possible Score} - \text{Lowest Possible Score}}{2} + \text{Lowest Possible Score} \\ &= \frac{150 - 30}{2} + 30 = 90 \end{aligned}$$

The scores above this creative ability score are indicative of more creative abilities and the scores below creative ability score are indicative of less creative abilities.

The responses of the participants were scored according to the scoring systems of Creativity Scale developed by researcher. Each participant received an average creativity score. To analyze these scores, the field data were assembled, coded and recorded. Then the variables were defined and accordingly data were input into the SPSS program (Version 20.0). To analyze the collected data, correlation coefficients, mean, SD, t-test with reference to gender and socio-economic status were used.

Results

The present study was an empirical investigation to determine the creativity of secondary school students with reference to gender and socio-economic status. Towards this end, data were collected from 320 secondary school students (160 boys and 160 girls). To analyze the collected data, mean, standard deviation and t-test were used.

Table 1*Differences in Creative Abilities of Secondary School Students according to Gender*

Gender	N	Mean	SD	Std. Error	df	<i>t</i>	<i>p</i>
Boys	160	107.54	13.065	1.033	318	.988	.324
Girls	160	106.15	12.144	.960			

*Note: ** = $p < 0.01$*

Results in Table1 showed that the mean and std. deviation derived from boy respondents' creativity scores were 107.54 and 13.065 and girl respondents' creativity scores were 106.15 and 12.144. The results revealed that boys possessed higher scores of creativity than the counterpart of girls but not significantly differed.

Table 2*Differences in Creative Abilities of Secondary School Students according to SES*

SES	N	Mean	SD	Std. Error	df	<i>t</i>	<i>p</i>
Upper Middle	160	111.60	12.488	.987	318	7.268	.01**
Lower Middle	160	102.09	10.850	.858			

*Note: ** = $p < 0.01$*

Results in Table 3.2 showed that the mean and std. deviation derived from upper middle SES respondents' creativity scores were 111.60 and 12.488 and lower middle SES respondents' creativity scores were 102.09 and 10.850. The results revealed that there is a significant difference ($df = 318$, $t = 7.268$, $p < 0.01$) in creative abilities of secondary school students in terms of SES. That is, upper middle SES secondary school students expressed more creative abilities as compared to their lower middle SES counterpart.

Discussion

The purpose of the present study was to investigate the relationships between creativity and self concept of secondary school students with reference to gender, academic achievement and socioeconomic status. Reviewing the relevant literature in detail, several hypotheses had been formulated. In order to test these hypotheses the present study was conducted on 320 secondary school students selected purposively (160 boys and 160 girls) from different educational institutions of Rajshahi City, Bangladesh.

Demographic and Personal Information Sheet, Creativity Scale developed by the researcher was used to demonstrate the current study. Following standard procedures, this scale was

administered to the mentioned number of secondary school students to investigate of secondary school students with reference to related variables. Obtained data were analyzed using mean, standard deviation, *t*-test analyses.

Our first objective was H_1 “Boys would possess more creative abilities than Girls”. From *t*-table (table-3.1) Results reported in Table-3.1 revealed no significant difference ($df = 318$, $t = .988$, $p < 0.01$) in creative abilities of secondary school students in terms of gender. The results are consistent with the previous finding of Shahrier & Enam (2012) and Enam (2006) in Bangladesh perspective. Thus the results provided partial confirmation to the first hypothesis (H_1) Naderi et al., in 2009 explored the effect of a few predictors including gender, creativity, and age with academic achievement in 153 undergraduate students in Malaysian universities. The age of participants who completed the creativity test ranged from 18 to 27 years old. The results show that the females’ mean score (33.21) was greater than the males’ mean score (31.90) for creativity, however, no large differences in the standard deviations were found between females and males (females = 4.55 & males = 4.36).

In case of Bangladesh, it is observed that girls are getting equal priority like boys in home as well as in school. Parents now take care of their sons as well as their daughters in an equal manner. Environmental and cultural conditions in Bangladesh encourage parents to diminish gender differences at every field of life. Government is patronizing female education through rewards to the female students. Similarly, girls are getting legal support through the activities of government. Cultural factors and role of media are also in favour to treat girls with greatest emphasis like boys at every field of life. This is helpful to increase the self-esteem of both boys and girls leading to the development of their creative abilities equivalent to boys. In the socio-economic, political and cultural context of Bangladesh, now it is seen that both boys and girls are engaged in different types of social, academic, physical and extracurricular activities. Girls are now taking challenge to accept high risk jobs and performing social responsibility with boys in an equal manner. Hence it is plausible to argue that equal treatment of parents and teachers towards boys and girls may cause no gender difference in the development of their creative abilities.

Our second objective was H_2 : “The respondents of upper middle SES would possess more creative abilities than the respondents belong to lower middle SES”. Results reported in Table-3.3 revealed that there is a significant difference ($df = 318$, $t = 7.268$, $p < 0.01$) in creative abilities of secondary school students in terms of SES. That is, upper middle SES secondary school students expressed more creative abilities as compared to their lower middle SES counterpart. Thus, the results provided confirmation to the 2nd hypothesis (H_2). The results are consistent with findings of Shahrier & Enam (2012) and Ahsan (2007) in Bangladesh perspective. The results are also in accordance with several previous findings in international perspectives. Parsasirat et al. (2013) conducted a study to examine the effect of socioeconomic status on emerging adolescent creativity. This exploratory correlational research study examined the relationship between family economic status, father’s education and mother’s education with adolescent creativity. The results showed a significant positive correlation between family economic status and creativity ($p < .01$), and between parent

education and creativity ($p < .01$). Interestingly, the analyses revealed a strongly significant positive correlation between parent education and creativity ($p < .01$), although none was found between males and females on creativity. Dudek and Runco (1993) conducted a research to explore the differences in creative thinking skills among children representing different socioeconomic levels. In their research, 1,500 students' from 11 schools were chosen as participants. Ultimately, they found a statistically positive significance between the potential creativity in children and socioeconomic status. In other words, they demonstrated that high quality material environments increase the potential creativity. Mohammad, K. (1995) demonstrated the impact of different socioeconomic levels (welfare, average and low social status) on creativity. He selected 225 male students who enrolled in the first year of secondary school. They used ANOVA, multivariate regression, and Turkey multiple comparisons to analyses the data collected. The results showed that there was a statistical difference between three socioeconomic levels (welfare, average and low social status) and creativity. Also, there was a statistically different mean of creativity between welfare socioeconomic level and average and low socioeconomic level; however, there was no statistically different mean of creativity between average socioeconomic level and low socioeconomic level. Marsh et al. (2003) found that students having higher socio economic status showed higher scores on the self concept scale than those having low income. In today's material oriented world money and socio economic status provide more confidence and more trust in oneself.

In case of Bangladesh, it is seen that students of upper middle SES background get proper educational environments and they are enriched with effective educational opportunities and resources. In an upper middle SES setting students get skilled teachers, enjoy effective teaching-learning process and get proper guidance of teachers and parents. Parents education level, high living standard, acceleration of science and technology, parental supervision, emotional stability in family atmospheres, good peer relations, advantages of modernization and industrialization, available educational institutions with appropriate infrastructure, practices of our national cultures through different extracurricular activities, a good sense of mental well-being and various other socio-cultural factors may be most important reasons for upper middle SES students to develop high self-esteem, self-regard and high self-efficacy. These in turn may help them to develop more creative abilities and highly positive self-concept with greater confidence.

On the other hand, in Bangladeshi perspective, it is also seen that students of poor socioeconomic status background have the inadequacy of science and technology, do not get proper educational environments with respect to effective classroom practices, peer relations, skilled teachers, effective teaching-learning process and extracurricular activities. Parents in lower middle socio-economic status are ignored about the outcome of their children's educational attainment because they possess low educational qualification and they live under poor living standards. Here people live very simple and traditional lives and are dependent mainly on agriculture. Low household income, limited parental education, emotional instability, lack of parental supervision, poor school culture, academic failure, low commitment to school, punitive child rearing, faulty parent- child relationships and various

other factors create a feeling of inferiority among lower middle SES children. As a result, they may develop very low self-esteem, self-regard with low self-efficacy. These factors perhaps contribute to the development of less creative abilities among lower middle SES children as compared to their upper middle counterpart. These findings of the previous studies provide the cardinal point that supports the findings of the current study. Finally, these empirical findings and personal observations provide support to the hypothesis that the respondents of upper middle SES would possess more creative abilities than the respondents belong to lower middle SES.

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