

Mental Health of High School Students Belonging to Dalit Community in Relation to Their Parental Guidance in Hooghly District

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Abstract

The mental health is an important part of growing life. In the daily life dalit students of high school are facing their various problems of regular activities. As a result of which they are getting depressed and are unable to adjust themselves with different environments. The study focused on mental health of high school students in relation to their parental guidance. The sample has 60 dalit students in each 30 boys and 30 girls were selected. The study adapted a quantitative approach to collect data through a survey questionnaire. The data were analyzed by Mean, SD, t test and correlation in manually. The findings revealed that from the perspective of mental health and parental guidance, boys are better than girls and in the same way a positive correlation exists between mental health and parental guidance.

Keywords: Mental health, high school students, dalit community, parental guidance

1. Introduction

Health is an important factor in a person's life. By health we mean two types of health such as physical health and mental health. A mentally healthy person can adapt himself to any kind of situation, can control his emotions, any kinds of problem can be solved quickly and accurately and also according to the situation he can maintain a balance between one's own needs and the needs of environment. But in some studies have found that high school dalit students who are around 16-18 years old are experiencing a variety of mental disorders including depression, anxiety and a variety of other mental illnesses. The higher secondary school students are facing various mental related issues and challenges like lack of awareness, resources facilities, services social dilemmas financial problems, personal and mental conflicts, environmental and technological complication etc which hamper their academic, social and personal life (Kumari and kumara, 2022).

In addition, the role of anxiety was inversely related to the academic performance and associated with more days missed due to health (Duncan, Patte and Leatherdale, 2021). (Joseph, 2015) investigated in the study that mental health is very important factor for high school student as they in the turning point of their life in academic aspect and personal aspect. Mentally disturbed students may become a burden to the school and society. Moreover, Adolescent's experience rapid biological, psychological and social

transitions that can be associated with the mental health problems. During the high school period there are also more academic stressors.

As a result, the adolescent age group in our community had rates of mental disorders, which required more attention family as well as the educational and health institution in our country (Sughayr and Ferwana, 2012). (Cheah, kee, Lim, Omar, 2021) argue that mental health disorders are highly correlated with the risk behavior. Anxiety, depression and suicidal ideation affected cigarette smoking, alcohol drinking and use of illicit drugs through mediation of truancy. Different researchers (e.g. Sakthivel, Kannappan and Panicker, 2021) have investigated that at least half of the students did have high score for the mental health problems varying in severity from mild to severe as detected by DASS-21 Scale. There are few studies related to mental health problems among adolescents though the burden of problem is increasing day by day.

Thus there is a need to study whether parents have any role in solving this serious problem of high school student. The main objective of researcher in this study is to find out parental guidance has any effect on the mental health of high school students of dalit community.

1.2 Review of related literatures:

The study indicates that adolescents have many challenges to their emotional health during their high school years and stuffs have unique access to youth in navigating these challenges (Sutherland, 2018). Depression and anxiety are serious mental health problem that contribute to psychosocial and academic dysfunction (Alfoukha et al, 2019). The mode disorder was the most occurred in mental health and next leading to mental disorder meant and behavioral disorders due to psychoactive (Mathew, 2014). The study indicates that senior high school students experienced depression and anxiety that is impacted by their parent's level of education and problems with online education (Alazzam, 2021). This can be explained by the fact that factors associated with mental health of high school students in the Islamic Republic of Iran (Baktheyar, 2018). The findings of the study it is evident that, parental guidance is positively correlated with student's academic achievement. In addition to parental guidance, other factors like type of educational institution, year of schooling of father and area of study are also significantly correlated with students' academic achievement (Akter and Biswas, 2018).

The study further reveals that parental support influences academic performance of adolescent learners therefore lack of parental support to adolescent learners is one of the reasons for poor performance in Gem Sub County (Odira, Judith and Kiplaget 2021). The study showed that the pattern of parental guidance must be tailored to the child's needs. In online learning, parents serve as facilitators, motivators, supervisors, and guides (Saddhono and Setyawan, 2022). Findings of the study showed that parents have significant impact on their secondary school students' academic performance and that parental educational level, parental position, and parental drive are all important aspects in the effect parents may have on their children's academic achievement (Nwaoboli, 2022). The parents have great influence on students' career choice in secondary schools, they should desist from compelling their children into taking of careers that are of little or no interest to them (Siyan, Maisamari and Ahmadu, 2018).

It was found that parental guidance influence most at the secondary school students on the subject selection/career choice (Hassan, 2014). The findings from this study contribute to the field by describing the specific forms of parental involvement that matter in the eyes of students identified as vulnerable. Furthermore, the findings emphasise the importance of identifying the particular needs of each student

and supporting all parents as empowered participants in their children's education (Sachmid and Garrels, 2021). Results from independent samples t tests indicated that those students with low parental support scored significantly lower than students with high parental support on both intrinsic and extrinsic motivation, and that students with high parental control scored significantly higher on motivation than those students with low parental control (Buoy, 2013).

1.3 Need and significance of the study:

This study is especially significant for parents, students and teachers. The study will help to change the attitude of parents and not only will parents help in shaping their children's mental health, but also parents will help in forming their attitude to guide their children properly. The study will not only help the parents but also helps to students. This study will increase the importance of the students towards their parents, and children or students will become attentive to take proper guidance of their parents.

1.4 Objectives of the study:

The main objective of the study is to make the assessment of the extent of relationship between mental health of high school students and their parental guidance.

To fulfill the purpose of the study the following objectives are laid down:

1. To study the difference in mental health between boys and girls belonging to the dalit community.
2. To study the difference in parental guidance between boys and girls belonging to the dalit community.
3. To study the significant relationship between mental health of high school students and their parental guidance of boys belonging to dalit community.
4. To study the significant relationship between mental health of high school students and their parental guidance of girls belonging to dalit community.

1.5 Hypotheses of the study:

The following research questions are formulated on the basis of objectives of the study:

1. HO1- There is no significant difference in the mental health between boys and girls belonging to dalit community.
2. HO2- There is no significant difference in the parental guidance between boys and girls belonging to dalit community.
3. HO3- There is no significant relationship between mental health and parental guidance of boys belonging to dalit community.
4. HO4- There is no significant relationship between mental health and parental guidance of girls belonging to dalit community.

2. METHODOLOGY

In order to achieve the objectives of the study the survey method was employed. Methodological details like sample, tools, procedure of data collection statistical techniques are given below:

2.1 Population and Sample:

The population of the study was all the high school students of class IX who belongs to dalit community. A sample size of 60 dalit students was drawn from the population with the help of simple random sampling technique.

2.2 Data collection method and Tools:

The necessary data for carrying out the investigation must be collected with the aid of special instruments or devices. The success of research depends on proper selection of the tools.

In the present researcher was employed descriptive survey method for collection of data from respondents. The instruments for the study was a structured questionnaire titled “Mental Health Scale and Parental Guidance Scale” with five points rating scale designed to elicit the information from the respondents. The instrument was content face validated by two experts in the field of Guidance and Counseling, Educational Measurement and Evaluation, while a reliability of co-efficient value .87 was obtained by using Cronbach Alpha reliability test.

2.3 Statistical analysis:

In the present study the researcher was applied some statistical techniques such as Mean, SD, Correlation and graphical presentation. Pearson’s product moment correlation and t-test analysis were used in testing the null hypotheses at 0.05 levels.

3. RESULTS AND DISCUSSION

The current paper seeks to explore the relationship between mental health and parental guidance of high school students belonging to dalit community. After the long data collection and extensive analysis the researcher found some special results of his study which are discussed below:

3.1 Objective-1. To study the difference in mental health between boys and girls belonging to the dalit community.

Pertaining to HO1- There is no significant difference in the mental health between boys and girls belonging to dalit community.

Table-1: Difference in the mental health between boys and girls

Test variable	Gender	N	Mean	SD	df	t value	Sig level
Mental health	Boys	30	110.97	8.10	58	2.66*	0.01
	Girls	30	100.77	19.37			

*Significant at 0.01 level.

Interpretation: Calculated t value is 2.66 which is significant at 0.01 levels. Thus null hypothesis is rejected. It may be interpreted that difference in mental health between boys and girls is statistically significant. Hence, it is concluded that from perspective of mental health, boys are better than girls.

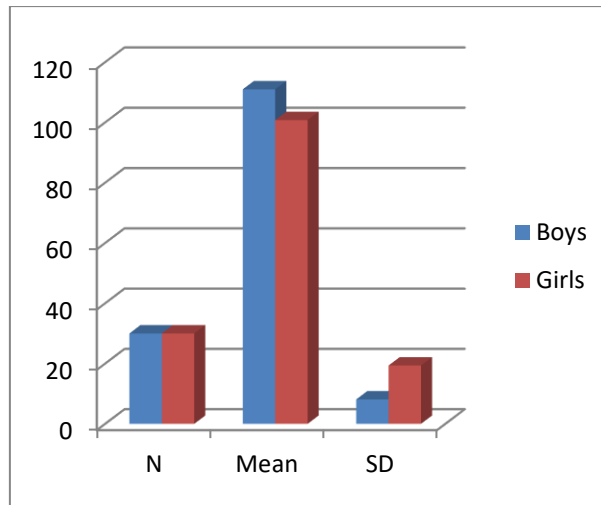


Figure-1: Difference in the mental health between boys and girls

3.2 Objective- 2. To study the difference in parental guidance between boys and girls belonging to the dalit community.

Pertaining to HO2- There is no significant difference in the parental guidance between boys and girls belonging to dalit community.

Table-2: Difference in the parental guidance between boys and girls

Test variable	Gender	N	Mean	SD	df	t value	Sig level
Parental guidance	Boys	30	116.63	14.22	58	1.25**	0.05
	Girls	30	112.00	14.29			

** Not significant at 0.05 level.

Interpretation: Calculated t value 1.25 which is not significant at 0.05 levels. Thus null hypothesis is accepted. It may be interpreted that no significant difference in parental guidance between boys and girls is exist. Hence, it is concluded that from perspective of parental guidance boys are better than girls.

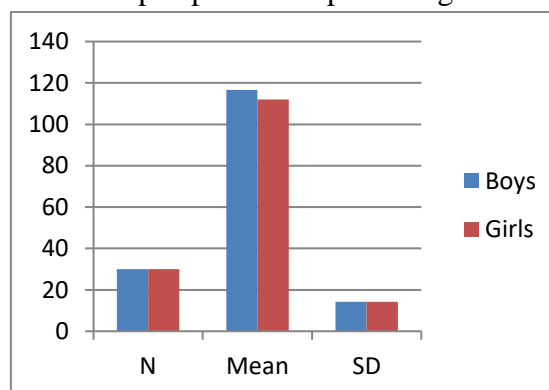


Figure-2: Difference in the parental guidance between boys and girls

3.3 Objective-3. To study the significant relationship between mental health and parental guidance of boys belonging to dalit community.

Pertaining to HO3-There is no significant relationship between mental health and parental guidance of boys belonging to dalit community.

Table-3: Correlation between Mental health and Parental Guidance of boys

Variables	Gender	N	df	Table value	r value	Sig level 0.05
Mental Health	Boys	30	58	0.361	.338**	Insignificant
Parental guidance						

**Insignificant at 0.05 level.

Interpretation: Calculated r value .338 which is not significant at 0.05 levels. Thus null hypothesis is accepted. It may be interpreted that no significant relationship between mental health and parental guidance of boys. Hence it is concluded that there is a positive correlation between mental health and parental guidance of boys.

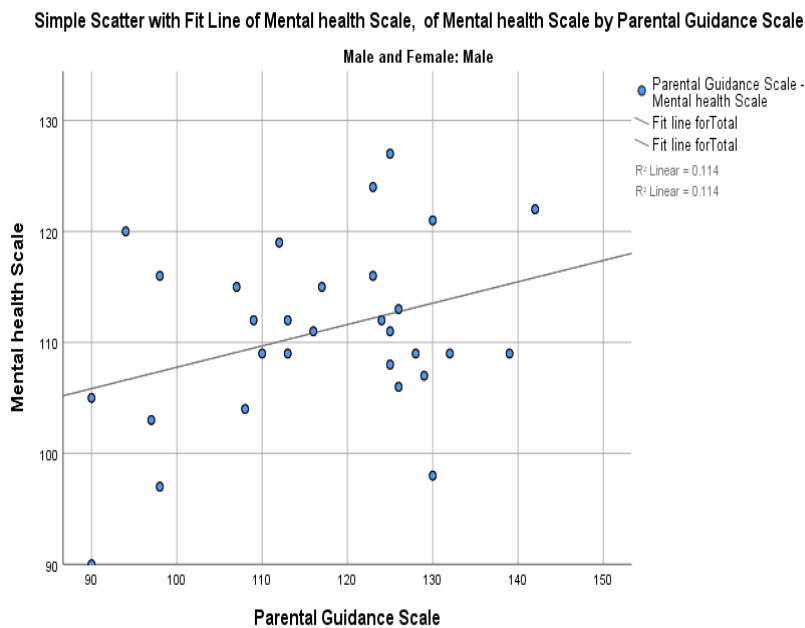


Figure-3: Correlation between Mental health and Parental Guidance of boys

3.4 Objective- 4. To study the significant relationship between mental health and parental guidance of girls belonging to dalit community.

Pertaining to HO4- There is no significant relationship between mental health and parental guidance of girls belonging to dalit community.

Table-4: Correlation between Mental health and Parental Guidance of girls

Variables	Gender	N	df	Table value	r value	Sig level 0.05
Mental Health	Girls	30	58	0.361	.432*	Sig
Parental guidance						

*Significant at 0.05 level.

Interpretation: Calculated r value .432 which is significant at 0.05 levels. Thus null hypothesis is rejected. It may be interpreted that a significant relationship between mental health and parental guidance of girls exists. Hence it is concluded that there is a positive correlation between mental health and parental guidance of girls.

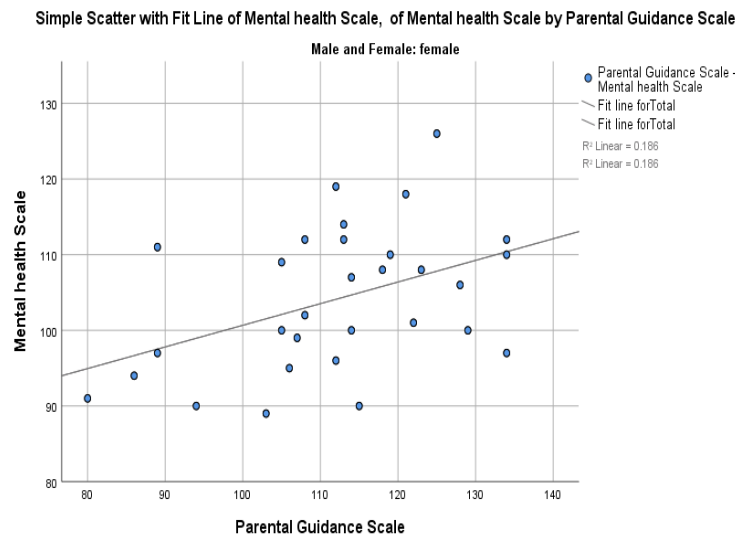


Figure-4: Correlation between Mental health and Parental Guidance of girls

4. Conclusion:

This paper aimed to explore the relationship between mental health and parental guidance of high school students belonging to dalit community. The results revealed that from the perspective of mental health and parental guidance the boys are better than girls. The study also found that there is a positive correlation between parental guidance and mental health of dalit boys and girls. Further research should be use in developing appropriate research tools and focus more on gender difference between boys and girls of high school students. So the decision-makers should take in consideration by studying more research to develop the mental health of high schools.

Apart from this, the results obtained in the study can be used in the field of education such as if parents always give proper guidance to their child then the mental health of student will be better and will be maintained. The findings of the study will not only be useful for parents but also useful for the teachers. For example, if teachers like parents also give proper guidance to students will not only improve their mental health but also improve their academic health. The results obtained from the study must be useful as if the students to take parental guidance properly, the mental health of students will improve as well as the health in all aspects of life.

5. Appendix

In the present study the researcher was used two questionnaires such as Mental Health Scale, Parental Guidance Scale which has been provided at the end of the manuscript.

6. Conflict of interest

The authors declare no conflict of interest.

7. Acknowledgement

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8. Author's biography

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পিতা-মাতা স্কেল (Parental Guidance Scale)

ক্রমিক নং	বিবৃতি	প্রতিক্রিয়া				
		খুব বেশি	ভালো মতো	মোটামুটি	না	একদমই না
1.	অসুস্থতার সময় বাবা-মা আমার দেখাশোনা করেন।	✓5				
2.	আমি কোথায় যাই, কি করি এই বিষয়ে বাবা-মা কোন খেয়াল রাখেন না।				✓4	
3.	বাবা-মা আমার স্কুলের কাজকর্মে সাহায্য করেন।			✓3		
4.	আমার বাবা-মা ততটা দায়িত্বপারায়ন নয় বরং হওয়া দরকার।					✓5
5.	বাবা-মা সবসময় আমার পাশে থাকেন বিপদে-আপদে।	✓5				
6.	স্কুলের পড়াশোনা নিয়ে বাবা-মা শিক্ষকদের সঙ্গে কোন আলোচনা করেন না।		✓			✓5
7.	বাবা-মা আমার সঙ্গে বন্ধুর মতো মেলামেশা করেন।					
8.	যখনই আমি বাইরে যেতে চাইতাম তখনই বাবা-মা যেতে দিতেন না।			✓3		
9.	যখন আমি ভালো কিছু করি তখন বাবা-মা প্রশংসা করেন।		✓4			
10.	বাবা-মা আমার ত্রুটিগুলি সংশোধনের জন্য পরামর্শ দেন না।					✓5
11.	আমি কতটা শিখতে পারছি বা পারছি না তা নিয়ে বাবা-মা চিন্তা-ভাবনা করেন।		✓4			
12.	বাবা-মা আমাকে নিয়ে চিন্তাভাবনা করেন না।					✓5
13.	বাবা-মা আমার পছন্দ-অপছন্দ গুলোকে জানার চেষ্টা করেন।	✓5				
14.	বাবা-মা আমার সাথে কথা বলতে পছন্দ করেন না।					✓5
15.	যখন আমার মন খারাপ হয় তখন বাবা-মা সান্তনা ও বোঝানোর চেষ্টা করেন।	✓5				
16.	আমার সফলতায় বাবা-মা গর্ব অনুভব করেন না।					✓5
17.	যখনই আমি খারাপ আচরন করি বাবা-মা শাসন করেন।	✓5				
18.	বাবা-মা আমার উপর কঠোর নিয়ম-কানুন তৈরী করেন এবং কড়া নজর রাখেন।			✓3		
19.	আমি কি করতে পারি সে সম্পর্কে সিন্ধান্ত নিতে বাবা-মা আমাকে সাহায্য করেন।	✓5				
20.	আমাকে বাবা-মা নতুন কোন অভিজ্ঞতার কথা বলেন না।				✓4	
21.	বাবা-মায়ের মতো কেউ আমাদের যত্ন নেয় না।					✓1
22.	বাবা-মা আমাকে অবজ্ঞা ও অবহেলা করেন।					✓5
23.	আমি কোন বিষয়ে দুর্বল হলে বাবা-মা নিজের চেষ্টা করেন আমাকে শেখানোর।	✓5				
24.	বাবা-মা আমার স্কুলের কাজকর্মের দায়িত্বভার নেয় না।			✓3		
25.	বাবা-মা যেকোন বিষয় আমার সঙ্গে খোলাখুলি আলোচনা করেন।		✓4			
26.	বাবা-মা আমাকে গুরুত্ব দেন না।					✓5
27.	যখনই আমি আত্মবিশ্বাস হারিয়ে ফেলি তখনই বাবা-মা সাহস জোগায়।		✓4			
28.	নতুন কিছু শেখার জন্য বাবা-মা আমাকে উৎসাহিত করেন না।					✓5
29.	আমার সফলতায় বাবা-মা আমাকে পুরস্কৃত করেন।		✓4			
30.	বাবা-মা শান্তির মাধ্যমে আমাকে পথ দেখান।					✓5

$$17 \times 5 = 85$$

$$7 \times 4 = 28$$

$$4 \times 3 = 12$$

$$1 \times 1 = 1$$

$$126$$

P-3

13 Boys মানসিক স্বাস্থ্য স্কেল (Mental Health Scale) তারিখ: ১০/৩/২০২৩

নির্দেশনা: প্রতিটি বিবৃতির পাশে পীচাট (৫) করে বিকল্প উত্তর দেওয়া আছে। মনোযোগ সহকারে বিবৃতিগুলি পড়ো। প্রতিটি বিবৃতির সাপেক্ষে তোমার মতামত গুরুত্বপূর্ণ। ফলে যে বিকল্পটির সঙ্গে সহমত সোটির পাশে টিক চিহ্ন (✓) দাও।

সাধারন তথ্য সমূহ: নাম: প্রীতজ দাস বয়স: ১৫ শ্রেণী: দশম জেলা: কুমিল্লা

বিদ্যালয়ের নাম: শেখ মুজিবুর রহমান বঙ্গ বিদ্যালয়

লিঙ্গ - বালক: বালিকা: জাতি- ১.General ২.SC 3. ST 4.OBC-A 5.OBC-B

বিদ্যালয়ের অবস্থান - ১. গ্রামের বিদ্যালয়: ২. শহরের বিদ্যালয়:

বাবা বা শিখাশত যোগ্যতা: ১. নিরক্ষর ২. প্রাথমিক ৩. মাধ্যমিক ৪. উচ্চ মাধ্যমিক ৫. স্নাতক এবং পরবর্তী

বাবা-মা পেশাসত নিক: ১. মুম্বিকাভ ২. গ্রন্থকার ৩. ছোটখাটো ব্যবসা ৪. বড়ো ব্যবসা ৫. সরকার চাকুরি ৬. বেসরকারি চাকুরি

ক্রমিক নং	বিবৃতি	প্রতিক্রিয়া				
		খুব বেশি	ভালো মতো	মোটামুটি	না	একদমই না
1.	কোন কাজ ভালোভাবে করতে পারলে আমি খুশি হই।	✓5				
2.	আমার পরিবারে আমি সুখ থেকে বঞ্চিত।					✓5
3.	আমার পরিবারের সদস্যরা আমাকে পছন্দ করে।	✓5				
4.	আমার চিন্তা-ভাবনা, কাজকর্ম অন্য ব্যক্তিদের উপর খারাপ প্রভাব ফেলে।					✓5
5.	ভবিষ্যতে কি হবে না হবে এটা নিয়ে আমার দুশ্চিন্তা হয়।		✓4			
6.	মা-বাবা অসুস্থ হয়ে পড়লে আমি <u>খুব</u> ভেঙ্গে পড়ি।			✓3		
7.	কোন কিছু কাজ করতে বাধ্য হলে আমার মন খারাপ হয়ে পড়ে।	✓5				
8.	শিক্ষকের প্রশ্নের উত্তর দিতে না পারলে আমার খারাপ লাগে না।			✓3		
9.	যে কোন পরিস্থিতিতে আমি নিজেকে মানিয়ে নিতে পারি।		✓4			
10.	আমি অন্য মানুষের সঙ্গে নিজের ভারসাম্য বজায় রাখতে পারি না।					✓5
11.	আমি যেকোন কাজ সুশীলভাবে করতে পছন্দ করি।	✓5				
12.	আমি নিজের কাজকর্ম অলসভাবে করি।					✓5
13.	আমি নিজের সিদ্ধান্ত নিয়ে নিতে পারি।					
14.	আমি অচেনা ব্যক্তির সঙ্গে ঠিকঠাক ভাবে গুছিয়ে কথা বলতে পারি না।			✓3		
15.	আমি মিষ্টি কথা শুনেই নিজের চিত্তশান্তি প্রকাশ করতে পারি।			✓3		
16.	আমি খুব সহজেই দুঃখী হয়ে যাই।			✓3		✓2
17.	আমি অচেনা ব্যক্তিদের সঙ্গে সহজেই বন্ধুত্ব করতে পারি।			✓3		
18.	আমি বন্ধু-বান্ধবীদের সঙ্গে ভ্রমণ বা ঘুরতে যাই না।			✓3		✓4
19.	বন্ধুর কাছে বই না থাকলে আমি তাকে নিজের বই দিয়ে সাহায্য করি।	✓5				
20.	আমি একজন দায়িত্বপ্রায়নহীন ব্যক্তি।			✓3		
21.	আমার নিজের উপর বিশ্বাস আছে।	✓5				
22.	আমি নিজের সমস্যা সমাধান করতে পারি না।					✓5
23.	আমি সকলের সঙ্গে মিশতে ভালোবাসি।	✓5				
24.	আমি নিজেকে অন্যদের থেকে আলাদা করে রাখি।					✓4
25.	আমি নিজের আবেগ-অনুভূতিকে বন্ধুদের মধ্যে প্রদর্শন করতে পারি।			✓3		
26.	আমি অচেনা ব্যক্তিদের সন্দেহ করি।			✓3		
27.	কোথায়, কখন, কিভাবে কথা ও কাজ করতে হয় এটা আমার জানা আছে।		✓4			
28.	আমি নিজেকে অন্যদের সামনে ভালোভাবে উপস্থাপন করতে পারি না।			✓4		✓5
29.	আমি যেকোন কাজ সক্রিয়ভাবে করতে পারি।		✓4			
30.	আমি একজন অলস ব্যক্তি।					✓5

MHS = 113
PCS = 115
PGS = 126

14 × 5 = 60
6 × 4 = 24
9 × 3 = 27
1 × 2 = 2
113

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