Achievements in various walks of life in general and academic achievement in particular are the corner stones for successful living in today's competitive society. Clearly, a good memory and an efficient retentive functions are of great help in everyday life to all brain workers who heavily lean on their facility in acquiring and retaining predominantly verbal information. Retention is defined as remembering now what has been learned before.

There are several personality traits which have been found to affect the retention performance of the subject. One of the cognitive factor field dependence/independence occupies a unique status. It is a dimension of individual's variation which is characterized as an aspect of information-processing. Field-dependents rely on the external world to provide information which may validate or invalidate their personal perceptions, they lack the ability to initiate, they are not insightful and they tend to have low self-esteem. In contrast, field-independents are presumed to reflect a greater attentiveness and sensitive in their perceptions, they have initiative and organizing ability, they are active and want to achieve and they tend to have high self-esteem. Many investigators (e.g. Davis and Frank, 1979; Brooks and Dansereau, 1981; Pitrowski, 1984; Roberts and Park, 1984; Carrier et al., 1984; Collins et al., 1986) have found significant difference in favor of field-independents on a retention task as compared to field-dependents.

Locus of control is another personality factor which has been found to play an effective role in retention performance. Internal control refers to the perception of one's own actions and thereby under personal control whereas external control refers to the perception of positive or negative events as being related to others behavior and thereby beyond personal control. It seems that internals have better attentive and analytical attitude towards the task assigned, which may play an important role during the encoding of the learned materials. The findings of Standahl (1975), Mitchell and Young (1979), Saunders and Yeany (1979), Beaute and Mckelvie (1986), Nishikawa (1988), Hagberg et al. (1991) also show that subjects with internal locus of control are better retainer than subjects with external locus of control.
Frustration, too, exerts its detrimental effect on the retentive potential of the individuals. It is the general observation that after blocking the behavior of the organism deviates from what it had been before blocking. This deviant, behavior is called frustrated behavior. Barker et al. (1941) Child and Waterhouse (1952), Penn (1964) and D’Zurilla (1965) found that frustration when induced has its deleterious effect on the retention performance of the subject.

The purpose of the present investigation is to reveal the causal relationship between the personality variable and retention performance. Besides, a study of the effect of induced frustration was also envisaged.

A large group of 2000 male students studying in XI standard was studied initially for their frustration potential. On the basis of scores on frustration test, 1400 subjects were selected who were of average frustration potential these 1400 subjects were then administered an intelligence test. Again on the basis of scores on intelligence test a sum total of 960 subjects were selected with average intelligence. Both the above tests were used to have control over final selection of the sample for the present research.

On the basis of $Q_1$-$Q_2$ statistics, on the data obtained through administering Hidden Figure Test and then locus of control test a final sample of total 240 subjects were selected to study their retention performance in either of two condition; control (non-frustration) and experimental (frustration). Hence, out of 60 subjects in each of four sub-groups; field-dependent internals, field-dependent externals; field-independent internals and field-independent externals, 30 were studied in control and 30 were studied in experimental condition wherein the subject were made frustrated while preparing chain with the help of 'U'-pins during retention interval however, the subjects of control group also had to prepare the chain during retention interval but without any negative remark, on their performance. In both the conditions subject were given a passage of fifty words, to learn for five minutes. Retention was tested after the interpolated task of five minutes. Retention scores were obtained by assigning a score of 2 for rightly recalled word in correct sequence, a score of 1 was assigned to the rightly recalled word in incorrect sequence, and a score of 0 was assigned for wrongly recalled word.

The data were analyzed through the analysis of variance and CR statistics, the obtained results are summarized below:
between field-dependents and field-independents as regards to their retention.

The result obtained proves that there is a significant difference between field-dependents and field-independents in respect of their retention performance. The field-independents were found to perform better than the field-dependents.

2. The second problem dealt with the locus of control of the subjects. It was found that the subjects with internal locus of control excelled the subjects with external locus of control.

3. The third problem was to study whether subjects in experimentally induced frustration condition would retain lesser the learned passage than the subjects in non-frustration condition.

The results proved the experimental hypotheses that experimentally induced frustration would exert detrimental effect on retention of the learned verbal material.

Relative role of all these three independent variables in retention have also been studied and has been found that field dependence/independence contributes 19% and locus of control contributes 44% of the total variance in retention performance of the subjects. It has been concluded that induced frustration being dealt as an important variable in present investigation must be contributing its share out of the rest 37%.

The joint effect of any two or three variable on retention performance was also studied. The interaction measures the extent to which the effect upon the dependent variable (i.e., retention performance) of changing the level of one independent variable (i.e. field dependence/independence) depends upon the level of others (i.e. locus of control and/or induced frustration). All the interaction effects were found significant indicating that all the three factors field dependence/independence, locus of control and induced frustration considered in the present investigation are dependent in regards to their effects on retention performance or to say, exert there effect on retention performance jointly and are not independent in this regard. Thus field-independent internals are found best retainer white the field-dependent externals the poorest. The detriment effect of induced frustration is more in the case of field-deperidents as compared to the field-independents. Similarly, it has been found that internals are affected more negatively than the externals in the condition of frustration. However, the interaction effect among the three variable reveals that the two personality factors- field dependence/independence and locus of control are exerting different pattern of interaction.
effect while made frustrated as compared to when both the factors are taken separately in interaction with experimental conditions - non-frustrated and frustrated demanding further research in this regard.

To sum up retention performance depends on the cognitive style (field dependence/independence), locus of control to a considerable extent. Induced frustration also exerts its deleterious effect on retention performance of the subject. These factors not only exert their effects independently, but jointly too.