

ATTITUDE TOWARDS NATIONAL DEVELOPMENT
AS A FUNCTION OF VALUES AND SELF-ROLE
PERCEPTION OF DIFFERENT SOCIO ECONOMIC
CLASSES IN BANGLADESH

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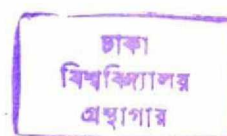
ATTITUDE TOWARDS NATIONAL DEVELOPMENT AS A FUNCTION
OF VALUES AND SELF ROLE PERCEPTION OF DIFFERENT
SOCIO-ECONOMIC CLASSES IN BANGLADESH

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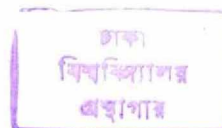
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The undersigned certifies that she has read, and recommends to the University of Dhaka for acceptance, a thesis entitled ATTITUDE TOWARDS NATIONAL DEVELOPMENT AS A FUNCTION OF VALUES AND SELF ROLE PERCEPTION OF DIFFERENT SOCIO ECONOMIC CLASSES IN BANGLADESH.

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ABSTRACT

The purpose of this research was to study attitude towards national development as a function of respondents' socio-economic class and self-role perception. It also aimed at finding relationship of these attitudes with respondents' preferred values.

The sample of the study consisted of 300 adults of which 100 were from lower class, 100 from middle class and 100 from upper class. The samples were drawn from both urban and rural areas of Bangladesh.

In order to measure attitude towards national development, a 5 point attitude scale viz. Attitude Scale for National Development (ASND) was used. A 3 point scale viz. Self Role perception Scale (SRPS) for measuring perceived self role in terms of less active and more active, was also used in this study. A Value Preferences Schedule was used to assess respondents' preferred values in terms of functional and dysfunctional value. Functional values were conceived as those conducive for national development, while dysfunctional values were seen as impediments to national development. In addition a personal data blank gathered respondents' socio-economic and demographic information.

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The attitudes scores analyzed by 3 (upper, middle and lower class) x 2 (more active, less active in self role perception) analysis of variance, showed that attitude towards national development varied significantly as a function of the respondents' socio-economic class and self-role perception. The middle class respondents were found to have more favourable attitude towards national development than the upper class and lower class. The respondents perceiving more active role i.e high on self-role perception had more favourable attitude towards national development than those scoring low on the same measure.



Analysis of the data on value preferences revealed that individuals preferring functional values had more favourable attitudes and individuals preferring dysfunctional values had less favourable attitude towards national development.

The present study revealed some of the individuals' characteristics, such as prevailing attitudes, perceived self-role and prevailing preferences for values which have impact on development of the country.

In the context of national development strategies, the involvement of all categories of people belonging to different socio-economic classes is very important. The observation of this study points out the prevailing attitudes, perceived roles and value preferences of a large section i.e. lower class people in Bangladesh are still not conducive for national developmental efforts.

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INTRODUCTION

CHAPTER I

INTRODUCTION

Development, both economic and social, has become the key word in the present era. It is not only a process of change, but also signifies the rising aspirations of people involved in it. "The process of development brings nations face to face with a multiplicity of baffling problems. Effective survival and creative evaluation necessitate perspective analysis and scientific treatment of all such problems. A nation which ignores an objective examination of its fundamental problems or resorts to crude analysis and fake remedies is doomed to disaster" (Ansari 1963)

Development of a nation is not dependent only on the physical resources; it also involves the people who utilize these resources for developmental purposes. It is very important to evaluate the characteristics of the individuals for whom the development is aimed and also to assess their readiness to accept or reject different developmental plans formulated by the planners or executives.

National development is a collective effort, where individuals with different background i.e. with different attitude, values, interests, needs are involved. Every individual has something to contribute towards the development of the country, both for his self interest and also for the interest of others. So an individual's attitudes toward development is also influenced by his values and self-role perception i.e. how he sees his own roles in different positions as a member of the community as well as his determination to involve himself in the developmental works.

It has been found from different studies that class membership affects personality and behaviour. Class values and patterns of behaviour provide the members with roles, teach them how to play them and accord them different status and positions. So the socio-economic classes also

influence the attitude towards national development. Moreover sets of values and networks of socio-economic classes come to be established and are handed down from one generation to another as beliefs, customs, methods and institutions. These are identified as traditions. Modern attitudes reflect themselves in the desire to change these views, values and institution. With this rationale, the present study aimed to evaluate the attitude towards national development of different socio-economic classes as a function of their values and self-role perception.

The Concept of Development

Within the broad spectrum, development can be regarded as all prevailing human activity discovering the latent potentials and mobilizing them to achieve the desired societal goals. Many think development mostly in material terms, while there are others who include social and non material dynamics as well. According to Sharma(1970) development is a complex phenomenon involving many aspects from health and education to development resources and motivating people to action.

As observed by Ansari(1963), development in the socio-cultural context of developing nations has many dimensions, like material advancement in terms of increase in per capita income and agricultural production and non-material advancement in terms of desirable changes in value orientation, pattern of behaviour and attitude of the populace.

In essence development in the scientific age presupposes a prominent emphasis on the rational direction of human organization and manipulation of the resources towards attainment of the desirable goals. In this sense, development has certain pre-requisites such as planning

developmental goals in terms of material and human resources available, setting the direction for the process and controlling its movement through the implementation of the plans. Development then becomes purposive, and behaviour of people despite environmental limitations in terms of illiteracy, poverty etc. is governed by the social values and norms which people cherish. Thus development becomes a means to an end which is determined by the society's predominant system of values.

According to Ansari(1963), the concept of development has normative implications. It involves not only acceptance of technology and of institution for speedy progress but also includes the building up of institutional norms of efficiency and ethics of responsibility. And this necessitates an objective study and analysis of the normative order, cultural heritage and prevailing socio cultural state of affairs in the society.

People at large living in underdeveloped countries are not always governed by economic motives and incentives alone. They feel an invidious attachment to traditions and do not sometimes readily accept the government sponsored programme of development. Such intangible factors as value orientations, attitudes, fatalism and contentment with the existing condition, lack of awareness of the fact that local resources could be exploited for the improvement of local conditions, parochial prejudices and factional hostilities create a resistance to accept change.

It is important to understand the peoples' fears and aspirations. This knowledge gained scientifically becomes very valuable for implementing the development plans with involvement and collaborations of the people at the grass root level.

In a survey by Cantril(1965) a large number of people in different countries were asked to state their economic and other aspirations. The contrast in particular by Indian and American consumers has drawn much comment. Among Indian respondents, one mentioned decent food and clothing,

another a bicycle, a fan and a radio; yet another better clothing for my wife, a cow for milk and ghee,, a piece of land, and to construct a house of my own. Among the Americans a new car is frequently mentioned. One would like as well better furniture and more vacations; sending children to private school; while another aspire to music and dancing lessons for the children and belonging to a country club. Central concludes that aspiration level of people from less developed countries tend to be modest as compared to those from highly developed countries.

In another study in Bangladesh, Begum (1988) asked a sample of respondents to indicate the meaning of development as it appears to them personally. A peasant said, development means to have two full meals a day. According to a young man, assurance for getting a job and having enough money to buy food and clothing are development to me. To a housewife development meant, low price of food products, provision of security and improvement in economic status. An old villager said that 'development is growing enough paddy in the field' and 'having ponds full of fish'.

Begum (1988) comments that the analysis of these responses reveals that most of the respondents defined development in economic terms. This is a reflection of the poverty that has engulfed the multitude of people and the economic maladies of the nation.

Development is wholistic -it is individual and social, political, economic, cultural and moral; It is rural and urban, local and regional; national and international. Development of a nation is often equated with economic growth, level of technology, industrialization or modernization. Even though development may encompass all of the above, these are products of a wider process of social change which may result in development or underdevelopment.

There have to be positive or quantitative changes in the economic, socio-political and cultural lives of the people for development, to take place. Development thus entails not only economic growth but also other conditions such as adequate food, employment, health, education, reduced inequality and self reliance.

"National development, as has been stated, is a process whereby the citizen begins to reconstruct the values placed on the nation in such a way as to enhance his chance of leading a more productive life and living happily in a more complex environment" Ashford (1967 p-13).

"National development is the continuing process whereby the people of a nation learn how to use effectively the available human and material resources so as to attain what they believe to be a better life". (Blaisdell 1970). These definitions of national development counts it as a process or continuing process and emphasized on the value reconstruction and learning of the citizens for leading a better, happy and productive life.

Changes in the pattern of national development are inferred by measuring the various indicators of national development. An arbitrary measurement of national development could be found by analysing the relationship between national development indicators and development outcomes.

The pattern of national development may be evaluated on the basis of a number of indicators such as, (1) per capita income (2) infant mortality (3) primary education (4) crime rate (5) unemployment rate (6) productivity in agriculture (7) productivity in industry (8) literacy rate, female literacy rate (9) employment status (10) health status (11) improved means of communications (12) level of domestic savings (13) level of nutrition (caloric intake) (14) average longevity (15) status of women.

In order to carry out the national development plans, a nation needs a national consciousness and urge to work and toil for achieving the objectives, public administration responsible and contributing to developmental activity both in the private and in the public sectors, technical know how and trained manpower and capital.

The objectives of National Development are: 1) to develop the resources of the country as rapidly as possible. 2) to promote welfare of the people. 3) to provide adequate living standards and social services. 4) to secure social justice and equality of opportunity. 5) equitable distribution of incomes and property.

To fulfill the objectives of national development the following steps are to be taken in the context of less developed countries (Sharma 1977, Blaisdell, 1970):

1. Planning for development: Development plan would aim at helping the people to learn to use what they already have and thus grow to a point where they can use more. Development policies would emphasize the problems of motivating large group of people and would concentrate on people oriented projects rather than on material structures. Motivating larger food production and effective control of population growth should get top priority. There should be manpower planning, education policy as well as full employment policy.

2. Proper utilization of human resources: The major resources of the less developed countries are their human resources. Every conscious effort toward national development should be directed at nurturing the human resources. Until the human resource knows how to use and maintain physical resources effectively, the latter can be a grievous burden, even though donated from abroad. "Growth of GNP in a less developed country does not necessarily mean national development.

Unless large number of the people participate in the creation and in the consumption of the growing GNP through their own efforts, such growth may even be counter- development" (Blaisdell 1970).

By every means at its disposal the nation must endeavour to create the conditions, opportunities and incentives by which individuals can develop their capacities, strive for higher level of fulfillment and participate fully in economic and social life. One of the main purposes of the plan should be to accelerate development and this must include programmes which relate to human resources.

3. Pragmatic steps for population control: There should be a population policy to speed up the demographic transition, from a rapidly growing population to a stable population. Parallel with the know-how for effective utilization of available physical resources the nation must acquire the know how needed to control population growth. When the nation wants to increase their physical well being, it is ironic that the population should explode, thus canceling out current gains as they accrue. Food production and population control are parallel top developmental priorities.

4. Development of agricultural sector: Characteristically 60% to 80% of the population of the less developed countries are directly dependent on subsistence agriculture. Agriculture must be expanded to a point where the country feeds itself. The developing society evolves from subsistence farming toward the commercial production of agricultural goods.

Agriculture forms the largest sector of the economy of the developing countries. During 60's in some of the south and south east Asian countries a major breakthrough in food production was possible through Green Revolution. This spectacular growth was made possible by a reorientation of the plan strategy, with the higher priority was assigned to agriculture accompanied by prices incentives for farmers and improved seeds, fertilizer and farm machines, and better irrigation and

easier credit. The peasants came forward to try the new seeds and new technology including the use of fertilizer, pesticide and tube well irrigation.

However in many countries Green Revolution has not touched more than a small fringe of the vast agricultural sector. There is an urgent need to spread the spirit to larger section. The other urgent need is reforms in the existing land laws, which now favour only larger farmers.

5. Economic steps to remove inequality: The economic growth policy should be accompanied by a policy of equitable distribution of wealth and income. Reform measures especially land reform should be adopted in the developing countries. Efforts should be made to establish a social security system. There should be a war against poverty and starvation. There must be an adequate food policy.

In order to ensure stable growth, there should be a commitment to maintain economic stability by avoiding excessive inflation and deflation. While an appropriate fiscal and monetary policy is important, one must bear in mind that the basic cause of chronic inflation is that a country spends more than it produces.

6. Development of Education Sector: Education system should be development oriented. Educational system in the developing countries are characteristically those left by former colonial powers or are borrowed from western models. Such an educational system has little or nothing to do with the problems of a developing country and is probably the greatest single barrier to national development. As its top priority the educational system of a developing country should squarely face the problem of the bulk of its population. "Education all over the world, has been increasingly recognized as the infrastructure of building the edifice of national development. It is a truism that there can be no worth while education which does not lead to national development and there can

be no worthwhile national development which does not lead to the educational development of the people". (Sharma 1977 p-477).

The political, economic and social change involved in the national development can be achieved effectively only when the people are properly educated and enlightened. The educational institutions in the developing countries must generate not only the manpower but also right attitudes and climate needed for national development.

7. Development and use of Technology: Innovation and appropriate use should be made of the new technical technology and new management technology. Special attention should be given to new innovations which are capital saving instead of purely labour saving.

8. Proper Utilization of Foreign Assistance: Most of the underdeveloped countries are receiving grants or loans from affluent countries. When this aid is large enough and other policy induced changes are great enough, there should be an upward movement of the circle. But this would be more likely to happen if the government of the aid receiving countries were wise enough and had enough courage to act against the rigid and unequal social structures and attitudes. Because if these are not changed, they may nullify all the other efforts, including the aid.

Many of the developing countries do not have the human resources required to use and maintain effectively any large amount of unfamiliar capital equipment (imported or given as aid) and they do not have the know how needed to improve the utilization of imported capital items. So technical assistance for the development of people should gradually replace the contribution of material resources as the major channel for foreign assistance.

9. Social Steps: Social development including raising the living standard, social welfare, social justice, popular participation, changes in social structure and social system, urbanization, rise of small family, social mobility are integral part of national development.

10. Raising the Status of Women: The role of women in the socio economic development of a nation can hardly be ignored. Women constitute almost half of the total population in underdeveloped countries and might act as potential human resource in the country's development. Moreover the involvement of women in the economic activity is significant because several recent studies have suggested that an improvement in the status of women and their active participation in development have significant impact on population dynamics. A significant decline in the birth rate of underdeveloped countries can be attained through a high rate of employment of married women. Since it has been established that female participation in the labour force and fertility are closely related, it becomes necessary to involve more women in the socio-economic development of the country. More job opportunities need to be provided to the women, especially in the non traditional sector. Moreover their greater involvement in the economic activity will make them economically independent and will also raise their social status.

11. Development of Health Sector: The developing countries should adopt adequate and pragmatic measures to provide all available resources for maintaining public health. The objective should be to provide at least minimum health care to the entire population. There should be proper sanitation facilities in densely populated areas. Immunization programme should cover the entire population. So while dealing with national development, we should consider the indicators, objectives, steps on the one hand and developmental outcomes on the other hand. Now we move to consider how Bangladesh stands in this respect.

Bangladesh and National Development

Bangladesh with its per capita GNP of US\$ 220 (WDR 1994) is situated almost at the bottom of the World Bank's least developed countries (LDC) list. It is a country with world's eighth largest population with great poverty and very limited natural resources. Over a 12 crore people growing at a rate of 2.4 (WDR 1994) squeezed in a total area of 143,998 sq. km. The rate of literacy is 36%. Prevalence of malnutrition (under 5 years of age) during 1987 - 1992 is 66.5% . Average annual growth rate in agricultural productivity is 2.7% (1980 - 92) and same in industrial productivity is 5.1% (1980-92).

Since the birth of Bangladesh , a number of development schemes were undertaken . Some were in the form of human or social development and others in the form of physical infrastructure. Population control, education, health care, rural development, integration of women in development and the like fall into the first category and construction of roads, bridges and highways, irrigation, buildings for offices and hospitals fall into the second category. Except some success in population control and Grameen Bank , the plans formulated by experts could not be fully implemented in many cases and some of them failed to fulfil the expectations of the people .Faulty assumption of the attitudes and values of the target population were among the significant factors.

Nature and extent of development are shaped directly or indirectly by attitudes and values of the people involved in it. There is an urgent need for an extensive study of attitude and values related to national development in the context of Bangladesh.

Individual and National Development

Behind national development it is the human person, who is cause and consequence of underdevelopment and subject and object of the development. A developing nation needs

participating citizens, men and women who take active interest in public affairs and who exercise their rights and perform their duties as members of a community.

Research on national development has been dominated by economics. Increasing the Gross National Product (GNP) per capita has overshadowed all other concerns. However there is more to national development than a high GNP per capita. Some of the new nations have become aware of the critical importance of institution building as a concomitant as well as a prerequisite for sustained national development. Here again more attention to institution building, like the economic, neglects the individuals.

We have very little scientific knowledge as to how far the qualities of a nation's participating individuals are important in fostering development. An essential element in the development process is the individual. "The introduction of modern political institutions tends to be an empty gesture unless there are active interested, informed citizens who can make the institutions really work" (Inkeles 1974 p -312).

If the development objectives are to be carried out successfully with efficiency and effectiveness there is a need for increasing the capacity and capability of individuals and institutions involved in development. Sharma(1970) pointed out that, the problems could be viewed mainly from two angles, structural and behavioural. Structurally, it is a question of involving appropriate type of organisational set up and processes, modernization of the administrative organisation and the use of new administrative technology. Behaviourally, it implies the development of a set of new values and attitudes which are conducive to organising and pushing through the development programmes.

So planning for development has ceased to be a matter of economics only. It inevitably requires taking into consideration the social and psychological variables, without which the result is likely to be disappointing. In the study of national development it is essential to consider the

characteristics of those who are the prime participants. In pursuit of this line of enquiry one needs to ask what the individual traits are which facilitate development and what are those that hinder developmental efforts?

So the primary objective of the psychologists dealing with national development would be to analyse the factors conducive to desirable changes (facilitators) and factors those act as impediments to change and operate as resistance in various forms (Inhibitors).

Several studies (Sinha 1969, 1974; McClelland 1961, McClelland & Winter 1969; Inkeles and Smith 1974) have shown how personality and motivational variables contribute to the success and failures of programmes of agro-economic development and entrepreneur enterprise. These psychological factors constitute important mediating variables and ignoring these often leads to consequences which are not anticipated or desired. It is only in terms of such mediating processes that one is able to understand the operations of facilitating and inhibiting factors, as well as such changes that take unexpected and at times undesirable directions (Sinha 1986).

Segall (1983) while dealing with the implications of some findings from social psychology to localised development projects has rightly emphasized the policy of restructuring social environment towards inducing modern behaviour and also the importance of mediating variables such as attitudes, individual perceptions, values and other personality factors.

Attitude and National Development

The nation building and institution building are only empty exercises unless the attitudes and capacities of the people keep pace with other forms of development. Development planning or strategies must adhere to the existing attitude of the people for whose well being they have been initiated. Any attempt to bring about a favourable change needs proper recognition of the prevailing

attitudes of the target groups whose acceptance and active co-operation are crucial factors of development.

"Attitudes, the end product of the socialisation process, significantly influence man's response to cultural products, to other persons and to group of persons. If the attitude of a person toward a given object or class of objects is known, it can be used in conjunction with situational and other dispositional variables to predict and explain reaction of the person to the class of objects" (Shaw 1967 p- 1). Attitude entails an existing predisposition to respond to social objects which in interaction with situational and other dispositional variables, guides and directs the overt behaviour of the individual (Cardno J. A. 1955).

According to Myrdal(1977, p. 357-61), a major part of the work on planning for development in underdeveloped countries has been hindered by the assumption that the analysis can be concentrated on the economic conditions-output and incomes, conditions of production and levels of living- plus those policies that affect only these conditions.

There is also an assumption that the chain causes linking these economic conditions is not affected by attitudes and institutions. Instead it is often assumed that the later will automatically be highly responsive to changes in the economic conditions. In reality, attitudes and institutions are not easily changed, least of all indirectly. So in dealing with developmental problems of the underdeveloped countries the authorities should acknowledge that a close relationship exists between effectiveness of development policies in the economic field and the prevailing attitudes and institutions.

Batten (1965) pointed out, the more we think of national development as a continuing process, each stage of which has some effect-good or bad - on the attitude of people to the succeeding stage, the more concerned we shall be about the effect of each stage of development on attitudes and relationship of the people. According to Myrdal (1977) Development means the process of moving away from underdevelopment, of rising out of poverty. In an underdeveloped country like Bangladesh there are numerous undesirable conditions prevailing in the national scenery like: (1) low level of output and incomes (2) insufficient food production (3) poor public and private hygiene and poor medical care (4) unreadiness for deliberate and sustained birth control (5) insufficient facilities for education (6) insufficient facilities for vocational and professional instructions (7) primitive techniques of production in agriculture, crafts and traditional industry (8) low mobilisation of domestic resources and dependency on imports and (9) poor road and railway communications. These unfavourable conditions indicates the state of underdevelopment prevailing in the country and there is an urgent need to change these conditions in the direction of greater desirability from the development point of view. In order to move from the stage of underdevelopment to developmental stage, steps should be taken to improve the conditions prevailing in different areas like, agriculture, health, education, population growth, industry, women's status, trade and commerce, communication and other related areas. The development of these areas together indicates the level of national development.

Bangladesh government has sponsored developmental programmes in these areas and some success have been achieved in very few areas. In most of the areas plans formulated by experts could not be fully implemented in many cases and some of them failed to fulfill the expectations of the people for a variety of reasons. Faulty assumptions of the attitudes of the target group were among the significant factors.

In a study on non-formal education in Bangladesh conducted by Prakaushali (1987) attitude towards different areas were revealed. Among most of the poor and illiterate, the prevailing attitudes towards life and work were still deficient in various respect from the national development point of view. Their attitude towards scientific outlook, risk taking and women were relatively less positive (Begum 1988).

In another study on Attitude towards family planning (Zaman and Wahid 1978) it was stated that, the women, who have higher educational background, who belong to a rich family and who reside in urban areas have more favourable attitude towards family planning, as compared to their opposites.

A study on 'Attitude towards education' (Begum and Begum 1985) shows students whose fathers had higher educational qualifications showed significantly more favourable attitudes than those whose fathers were of low educational qualifications. In another study on 'Attitude towards Women' (Feroza 1991) it was found that the students whose place of residence was mostly in the urban areas had more favourable attitude towards women than those who lived in the rural areas. Also the students whose parents had higher educational qualifications showed more favourable attitude towards women compared to those whose parents had lower educational qualifications.

The study of peoples' attitude is very important in the context of national development. The knowledge gained scientifically becomes very valuable for implementing the developmental plans with involvement and collaboration of the people themselves at the grassroot level.

The present study therefore, aimed at measuring the prevailing attitudes of individuals towards improving the conditions (fostering a stage of underdevelopment) in different areas like agriculture, health, education, economy, industry, population control, women's status, trade and commerce, and

other related areas. The improvement or development of these areas contributes to the overall development of the nation. So this study of attitude towards the development of these areas was expected to yield a measure of the overall attitude of the people towards national development.

Citizen's Role and National Development

Individuals have numerous roles - such as the roles of student, citizen, audience, producer, consumer and family member. For the purpose of social evaluation preference ordering of an individual role may be taken into account in the total reckoning. Alternatively, each individual's preference in this role as a citizen may be regarded as the relevant preference in the context of national development.

So far as development is concerned, a developing nation needs participating citizens, men and women, who take active interest in public affairs and who exercise their rights and perform their duties as members of a community. "Every member of a social unit has tasks to perform and is entitled to receive services from other people in recognition of his contributions. These cluster of rights and obligations constitute roles. By 'right' is here understood a socially sanctioned claims either upon other persons or upon society in general. By obligations is meant a socially sanctioned expectation binding person to meet certain legitimate claims" (Banton 1965 p-2). So the people of a nation have certain rights and obligations, which determines their roles as citizens.

Linton (1945) put forward a two fold classification: 'ascribed roles' and 'achieved roles'. Ascribed roles are assigned to individuals without reference to their innate differences or abilities, whereas achieved roles are to be filled up through competition and individual effort. According to Chodak (1973), in underdeveloped (traditional) societies roles are ascribed, functionally diffuse and

oriented towards narrow particularistic goals. On the otherhand, in developed (modern) societies roles are acquired through achievement criteria, specific and oriented towards universal norms.

In their study of overall modernity, Inkeles and Smith (1974) identified the characteristics of modern man and traditional man. The modern man showed himself to perform differently from the more traditional man in many realm of action having practical bearing on the process of societal modernization. The modern man acts to support modern institutions and facilitate the general modernization or development of the society.

Singh (1975 p-94) found some behaviour dispositions like- disapproval of material and worldly things, acceptance of the status quo, low aspirations, a pervasive sense of pessimism, conformity, passivity, particularism- as great obstacles to economic development in India. Examined in the present day context of national development, they are considered as dysfunctional.

Myrdal (1968) mentions that South Asian attitude towards life and work are deficient from the development point of view. Levels of work discipline are low. So are punctuality and orderliness. There are many irrational outlook and superstitious beliefs, as well as lack of alertness, adaptability and ambition. There is low readiness for experiment and change. There is contempt for manual work in certain classes and a submissiveness to authority and exploitation in others. These undesirable pattern of performance in life and at work are all, to some extent, a function of low level of living.

Udai Parek (1988) in his study of Indonesian culture and development found the following cultural characteristics as dysfunctional in the context of development: fatalism, ambiguity tolerance, temporalness, other-directedness, power distance tolerance.

The modes of acting of a citizen is one of the conditions which facilitate or impede the development of a nation. The individual's role as an active participant in the developmental activities is likely to have significant impact in nation building ventures. It is assumed that participating individuals vis-a-vis the developmental activities would perceive his role differently from passive ones.

After Inkeles (1974) the Characteristics of modern man shows that he is an informed participant citizen, he has marked sense of personal efficacy, he is highly independent and autonomous in his relation to traditional resources of influence, he is ready for new experience and ideas, he is relatively open-minded and cognitively flexible. According to Inkeles (1974) the characteristics of the traditional man are: passive acceptance of the fate and general lack of efficacy, fear of innovation and distrust of the new; isolation; dependence on traditional authority; preoccupation with personal and family affairs. Inkeles (1974) points out, in terms of development, these qualities of the traditional man tend to freeze people into the situations and positions in which they are now and which in turn serves to preserve the outmoded, indeed archaic and often oppressive institutions which hold the people in their grip.

To break out of that iron grip requires that people become modern in spirit, that adopt and incorporate into their personalities the attitudes, values and modes of acting which have been identified with the modern man. Without this ingredient neither foreign aid nor domestic revolution can hope successfully to bring an underdeveloped nation into the ranks of those capable of self sustained growth.

So it is clear that individuals in underdeveloped countries should become aware of their roles as citizen from the perspective of national development. "A nation whose people can in wartime combine against an enemy, lose their sense of national purpose in times of peace" (Banton 1968, p-1). These words are to some extent true for the newly independent countries. Bangladesh being one of the newly independent countries, deserves the active role of its citizens in nation building activities.

Citizens' Values and National Development

Developmental process depends heavily on the successful integration of the values governing the citizens' family, community and nation (Ashford 1967). Value is anything of interest to a human subject (Perry 1954). Men are not indifferent to the world; they do not stop with a sheerly factual view of their experience (Kohler 1938). According to William (1968), human social behaviour is the outcome of, physiological states and capacities of the organism, of the stimulus field to which it reacts, of the conceptual schemes within which it interprets its environment. Values constitutes one of the several factors that should be taken into account if one seeks to predict and understand human behaviour.

Values are empirical elements in human behaviour arising out of experience and hence may be affected by any condition, including social conditions. Values may, therefore be analysed as variables, subject to changes that are consequent to changes in population, technology, economic production, political organisation and so on. Once established, however, values operate as independent variables channeling reactions to prior innovations and serving as a basis for further innovations.

As observed by Singh and Kao(1988) the question of an appropriate developmental paradigm and the place of values and socio cultural circumstances specific to the country is extremely relevant in the Asian context. All countries of this region have embarked on their respective programme of national development. But not every country has been successful; while some have shown economic miracles, others have lowest per capita income in the world. Each country has its own characteristic pattern of religion, social and economic institutions, a set of socio-cultural values and norm of behaviour regulating personal and interpersonal existence.

It is reasonable to assume that the value-development relationship is interactive in nature rather than simply one causing the other. A two way influence operates. While value acts as a factor in the success of development policies and programmes, as a result of development, values also tend to get modified.

However not all values are equally potent and of equal strength. Some are basic and deep-rooted in a culture, while others are peripheral in varying degrees. The values both accessible to manipulation and quite susceptible to modification are of strategic concern to those who wish to bring about development favouring changes in underdeveloped countries (Braibanti 1961).

Sinha (1988) in a study identified certain belief system, values and modes of behaviour that characterizes Indian people and analysed their relevance to national development. The study showed some of the dominating values and dispositions are dysfunctional in the present day context of national development. Lin feng (1988) in his survey of Chinese Modernization and social Values, concludes that both traditional ethical values and modern western human value are complementary and are factors in promoting socio-economic development. Uday Pareek (1988) in his case study of Indonesia, discussed ten dimensions (viz. Fatalism, Ambiguity tolerance, Contextualism, Temporalness, Collectivism, Particularism, Other-directedness, Androgyny, Power

difference tolerance and use of power) of Indonesian culture and their relevance to development. Some of these dimensions were found to be dysfunctional for development.

In Bangladesh Prokaushali (1988) attempted to rank order of six major values of some ten thousand respondents, which shows that religion ranks highest, followed by wealth, social consciousness, power, social work and liberal thoughts. In a cross cultural study of interpersonal values Begum (1985) found that Bangladeshi student samples were more conforming and also less independent than Canadian students. It was also found that males scored higher on leadership and lower on benevolence than their female counterparts. In another study, Begum et.al. (1995) using Rokeach's measure of assessing values, it was found that women as housewives, social workers and service holders differed on a number of Terminal and Instrumental values.

These data provide only some glimpses of the importance of values of the people of Bangladesh. But it is difficult to derive a clear picture of the structure of values or a comparative account of the prevailing values in terms of socio economic status or rural urban background. So there is an urgent need for an extensive study of values related to national development in Bangladesh. The present study aimed to assess the values prevailing among the individuals belonging to different socio-economic classes.

Socio-economic Classes and National Development

Modern political and economic institutions make certain general demands on the people who work within them. The institutions require a greater acceptance of personal mobility, a greater readiness to adopt to changes in one's mode of working and living.

Every national population is large enough to include some individuals who have quite spontaneously developed the qualities for quick adaptation to the requirements of modern world. However these qualities are not readily forthcoming from people who are, dominated by self

serving elites desperate to preserve their power, dependent on inadequate and antiquated public institutions, rooted in traditional village agriculture and cut off from the benefits of modern science and technology as well as the stimulation of modern mass communications.

In any developing countries, including Bangladesh, the existing social structure is a primary determinant of the outcome of development. And effective development results in the transformation of social structure. After Myrdal (1968 p-569, 747), 'economic inequality is typically the outcome of social inequality and reverse is also true'. Thus in so far as social and economic inequalities are interdependent, status differences and differences in development gains tend to be correlated. Economic and class stratification includes such aspects as agrarian structure, property relations, income distribution and the like. It is interesting to note that economic advancement of a class of people does not trickle down to the entire population.

It is assumed that social structure has a reality of its own and an appropriate analysis of this phenomenon is necessary to reveal its constraints on development. If the development is aimed at making a man self reliant, creative and sociable, it is important to explore the prevailing psycho-social conditions of the socio-economic class to which an individual belongs. Members within each class are socio-economically homogenous and the behaviour of the individual is class oriented. The class structure has its ramification in all aspects of the socio - economic life, such as, occupational specialization, ownership of property, residential pattern, friendship network and the school system.

So the developmental gains are likely to be distributed among people according to their position in the socio-economic structure of the society. With this rationale, the present study used socio-economic classes as a major variable in the study of attitudes towards national development.

Purpose of the study :

To sum up, the purpose of this research was to study attitude towards national development as a function of respondents' socio-economic class and self-role perception. It also aimed at finding relationship of these attitude with respondents' value preferences. As a necessary step toward this purpose it also aimed at developing appropriate measures of attitudes, self-role perception and value preferences.

The specific objectives of this study were:

- 1) To assess the prevailing attitude of different socio- economic classes towards national development through Attitude scale developed for the purpose. Since national development involves development in different areas (viz. health, education, agriculture, economy, industry, trade and commerce, status of women), items were to be constructed in selected areas for an overall assessment of respondent's attitudes towards national development.
- 2) To assess the perceived self role (more active/less active) of individuals as citizen through self role perception Scale developed for the purpose and its relation to their attitude towards national development.
- 3) To identify the value preferences prevailing among different socio economic classes and their relation to attitude towards national development.

Variables

The following is a list of variables those were examined in this study:-

Independent Variables

- a) Socio-economic classes of respondents;
- b) The self role perception of the individuals belonging to different socio economic classes;
- c) The preferred values of the individuals ;

Dependent Variables

- d) Attitude towards national development of the individuals;

Description of the variables:

- a) **Socio-economic classes:** The personal data blank gathered subjects socio economic and demographic occupation, monthly income and educational level of the respondent. The respondents were also asked to furnish information about the occupation, monthly income and level of education of their father. Then following Kuppaswamy's (1962) method of determining socio economic status (SES) respondents were classified into three socio economic classes by using three sources of information i.e., income, education and occupation.
- b) **Self role perception:** Self role refers to citizen's own role. In what manner an individual acts as a citizen depend considerable on how he perceives his own role. The concept of self role perception refers to the perception of the individual's own role in life and society by the individual himself. In other words it refers to what an individual (citizen) thinks, feels and realizes about his skill, abilities, duties, rights and responsibilities as a citizen. Self role perception was examined in terms of perceived more active and less active roles.

In this study (Scale of Self role perception) an individual is identified as more active citizen who holds the following characteristics:

Aspiration- Ability to work productively, feeling one self a vital and essential part of the human enterprise, aliveness of spirit, assertive.

Optimism-Exerting will power, far sightedness, hopefulness about future.

Openness to new experiences-readily responding to the opportunities of improving standard of living by accepting new ideas, new ways of feeling and acting.

Efficacy- Believing that one can exert control over his environment, feeling that outcome of things depends on one self, bearing the responsibility for individual action.

Planning habits- Orientation towards long term planning, both in personal life and in public affairs.

Commitment-Individuals action or thought to uphold his ideology, duties and obligations towards others and nation, stressing individual responsibility;

A less active citizen is identified on the basis of the following characteristics.

Dependency-Lack of personal initiative, subjugation to authority, dependence upon superiors.

Low aspiration- Sense of inadequacy, submission to fate, low level of self confidence;

Passivity-Incapacity to take decisions, evading responsibilities, less sensitive to problems over which one can exercise control.

Conformity-Guided by others decision, accepting ascribed roles, weakness for traditional ideas;

Isolation-Tendency to remain aloof and self-contained, sense of detachment, tendency to avoid people and social engagements.

Lack of ambition-pervasive sense of pessimism, acceptance of the status resignation .

c) **The preference of values of the individual**- In this study preferred values refers to those values ranked higher in a cluster of values by individual, belonging to different socio-economic classes. The values were examined in terms of **functional** and **dysfunctional** values in the context of national development;

The functional values were marked as, **Achievement-** The basic need to develop and employ skills for obtaining from the physical and social environment those resources required to thrive for social recognition and admiration.

Security- The basic need to survive physically and to avoid threats to the integrity of life.

Self- direction - A preference for relying on one's independent capacities for analysing situations and reaching decisions.

Pro-social- A positive and active concern for the welfare of others.

Power over others- Need for dominance to have control over many regarding resources.

The dysfunctional values were marked as,

Fatalism- Acceptance of the outcome in life as a function of fate.

Conservative- Wishing to keep things as they are.

Narcissism- Urge for fulfilling personal gratifications.

Inner-directed- Ego-centeredness and lack of consideration for others.

Other worldliness- More concern for spiritual life.

d) Attitude towards national development- Attitude towards national development was defined as a mental outlook or a predisposition to have an overall reaction of approval or disapproval concerning development of the nation. The dimensions covered were: education, agriculture, health, women, family planning, industry, trade and commerce, economy, employment and planning, communication and mass media and self reliance. Attitude towards national development acts as a psychological predisposition to direct the individual's citizenship behaviour. This study considered varying degrees of favourableness and unfavourableness of this attitude towards national development in terms of socio-economic classes, self role perception of individuals and value preferences.

The hypotheses tested in this study were as follows:

- 1) Different socio-economic classes would differ in their attitude towards national development.
- 2) Individuals who perceived their role as more active would have more favourable attitudes towards national development than those perceiving less active self-role.
- 3) Individuals preferring functional values would have more favourable attitude towards national development.
- 4) Individuals preferring dysfunctional values would have less favourable attitude towards national development.

METHOD AND PROCEDURE

CHAPTER II

METHODS

The Sample: The sample of the study consisted of 300 adults (250 males and 50 females) belonging to different socio-economic classes of both urban and rural areas of Bangladesh. In order to make the samples representative of the total population of Bangladesh a sampling frame was prepared in such a manner that respondents are drawn from each of the four divisions of Bangladesh viz, Dhaka, Chittagong, Rajshahi and Khulna. The urban samples were drawn from each divisional headquarter and the rural samples were drawn from one or two villages of each division. Seventy five adults were drawn from each of the four divisions. Of the total samples 150 were drawn from urban areas and 150 were drawn from rural areas. Their age ranged from 18 years to 55 years. The samples included businessmen, professionals, teachers, service holders (government and non-government), workers and self-employeds, landowners, agricultural tenants, land labourers and small traders. The educational levels of the respondents ranged from the illiterate to Ph.D. Degree holders.

Since socio-economic status was one of the major variables of this study, it was necessary to assess this one on the basis of their personal information provided in a short questionnaire (Personal Data Blank) designed for that purpose (Appendix-H). The personal data blank gathered respondents' socio-economic and demographic information. Following Kuppaswamy's (1962) socio-economic status (SES) scale the samples were classified into three socio-economic classes viz, upper class, middle class and lower class. The weightage along with indicators of the personal information questionnaire is provided in Appendix-G. Income, education and occupation were the major indicators in this assessment of socio-economic classes. Those scoring above 25 were treated as upper class, those falling the score range of 15 to 24 were treated as middle class and the rest scoring below 14 were treated as lower class in

this study. Accordingly 100 respondents belonged to each of the three categories of socio-economic classes.

Measures Used:

The following measures were used in this study:

1. Attitude Scale for National Development (ASND).
2. Self- Role Perception Scale (SRPS).
3. A Schedule for Value Preferences.

1. ATTITUDE SCALE FOR NATIONAL DEVELOPMENT (ASND)

Description of the Scale: This 58 items likert type scale was developed for the present study by the author. Since national development involves development in different areas or sector such as, Education, Agriculture, Health, Women, Family Planning, Industry, Trade and Commerce, Economy, Employment and Planning, Communication and mass media, items were prepared to evoke responses to the development of these areas or sectors. In doing so the researcher consulted a number of standardized scales and questionnaires such as, A study on non-formal education (1987) prepared by Praukaushali Sangsad Ltd, Political and Economic Progressive Scale of NewComb(1943), The Social Attitude Scale of Kerlinger(1963), Attitude Toward Education of Glassey(1945), Attitude Towards Feminism of Kirkpatric (1963) [cited in Shaw and Wright, 1967], Family Planning Attitude Scale of Katakwar((1967), Attitude Towards Industry of Christopher (1972) [in Parek and Rao (Eds), *Hand Book of Psychological and Social Instruments*, IIM Ahmedabad, India]. The items relevant for the purpose of preparing this scale were translated into Bengali and adapted to suit Bangladesh culture. In addition the author constructed some items to suit the purpose.

The initial form of the scale contained 78 items. These items were pretested on a sample of 30 respondents (rural 15 and urban 15). On the basis of pretesting data 8 items were dropped

from the initial pool. Then face validity of these remaining 70 items were assessed by 10 Judges (university teachers). Of these items 64 were considered appropriate by the majority (75 percent) of the judges. There was a high degree of disagreement among the Judges regarding 6 items. These items were regarded as ambiguous and were dropped. At this stage 64 items were retained and Discriminative power (DP), (i.e., power of differentiating low scorers from high scorers on attitude scale) of each item was calculated for selecting items for the final form of the scale. Discriminative power (DP) of each of these items was calculated from responses obtained from 100 persons (urban 50, rural 50). Results showed that DP values of items ranged from .32 to 2.58 Items having the DP values of 1 and above were retained in the final form of the attitude scale. It was found that 58 items had DP values of 1 and above. Out of these 58 items 21 items were negatively worded. *Item Analysis* was performed on scores obtained by 100 samples by correlating each item with total score of the scale. Item to total correlation co-efficient ranged from .2031 to .6609 and each was significant at .0001 level. The final form of the attitude scale presented in Appendix - A included items covering 12 components or factors or areas related to national development. The number of items for each dimension are as follows: Education-5, Agriculture- 5, Health - 5, Women - 5, Family Planning - 5, Industry - 5, Trade and Commerce - 5, Economy - 5, Employment and Planning - 5, Communication and Mass Media - 5, Self-reliance - 5. In addition to above components 3 items on general views regarding national development were included in the scale.

Scoring: The responses of the subjects were noted by the number of times the subject responded to items by saying/ checking "strongly agree" "agree," "undecided," "disagree," "strongly disagree." Each item is given a weight ranging from, 5 for "strongly agree" to 1 for "strongly disagree." Responses to negatively worded items were scored in reverse order. The total score of each respondent is determined by summing up the individuals scores on all items. The score has a theoretical range from 58 to 290.

Reliability of ASND:

For determining the reliability of the ASND scale the split-half technique and test-retest method were used. The sample for split-half reliability consisted of 100 respondents from different socio-economic classes (viz, upper class, middle class, lower class) from urban and rural areas of Dhaka district. Their age ranged from 18 to 55 years. The educational level of the samples varied from no school education (illiterate) to University Graduation. The obtained reliability co-efficient was .886.

In case of test-retest method the sample consisted of 72 subjects (urban, rural and University Students) as 28 samples failed to return the questionnaires. Their age ranged from 20 to 50 years. The reliability co-efficient was .917. In test-retest method each respondent was administered the ASND twice at an interval of 4 weeks.

Testing the Validity of ASND:

Validity was measured by know group techniques (Wright 1967, p-19). The validity of ASND was tested against two external criteria in two different studies.

1) Comparison between high performance individuals (40) and low performance individuals (40). The high performance individuals in developmental activities were award winning and reputed social workers who are working for the betterment of the underdeveloped section of the society. Forty high-performance individuals were compared with forty low-performance individuals. The latter were identified from an underdeveloped area about 35 miles off Dhaka who were not involved in any social work nor did they win any award.

2) Comparison of urban (50) and rural (50) samples in terms of participation in developmental activities. Modern civilization has overpowered urban life. Since the thrust of government investment initially favours the urban people, their experiences of development activities excel those the rural people. As such urban people are mobilized more than rural

people to participate in developmental activities. It was therefore assumed that this would have an impact on the attitudes of rural and urban people towards national development.

Comparison between high performance individuals and low performance individuals on ASND scores showed significant differences ($t = 2.27$, $df = 79$, $p < .05$). The high performance individuals were found to obtain higher scores ($\bar{x} = 271$, $S.D. = 5.97$) than the low performance group ($\bar{x} = 209$, $S.D. = 5.03$).

Comparison between Urban and rural samples on ASND scores showed significant differences ($t = 2.49$, $df = 99$, $p < .05$). The urban samples were found to obtain higher scores ($\bar{x} = 240$, $S.D. = 10.52$) than the rural samples ($\bar{x} = 215$, $S.D. = 11.25$).

These differences are indicative of the validity of the ASND. In other words, the ASND yielded differential scores for known groups differing in some external criteria.

2. SELF ROLE PERCEPTION SCALE (SRPS)

Description: This is a 36 item scale developed for the present study by the author. Items of the initial form of the scale were tentatively constructed after thorough survey of related literature and opinion of experts in this area. Statements of this scale were adapted and translated from (1) O M -3 scale used to measure individual modernity in six developing countries by Inkeles and Smith (1974) (2) The self-other questionnaire of Philips (1951), Acceptance of self and others questionnaire of Berger (1952); (in Scale for the Measurement of Attitudes, Shaw and Wright, 1967). The scale comprised statements dealing with individual citizenship role, related to social and national life.

The initial form of the scale contained 52 items. All these items were in Bengali. On the basis of the pretesting data on a sample of 30 subjects (Rural 15, Urban 15), 6 items were dropped from the initial pool. The face validity of the remaining 46 items were assessed by 10 judges (5 male and 5 female University teachers). There were high degree of disagreement among the judges (80 percent) regarding 6 items. There 6 items were regarded ambiguous and

were dropped. At this stage 40 items were retained and discriminative power (OP) of each of these 40 items were calculated from responses obtained from 100 persons. The sample included persons from Dhaka Metropolitan City and Kapasia (rural area 40 miles away from Dhaka City). Age of the respondents ranged from 18 to 55 educational qualification ranged from on school education (illiterate) to University education.

Results showed that the DP values of items ranged from .81 to 2.00. Items having the DP values of 1.00 and above were retained in the final form of the self-role perception scale. It was found that 36 items had DP values of 1.00 and above. *Item Analyses* was performed on scores often by 100 samples by correlating each item with total score of the scale. Item to total correlation range were from .2374 to .4770 and each of r's was significant at .0001 level. The final form of the SRP scale included items covering 12 specific inner characteristics relevant to individuals' citizenship behaviour in terms of more active or less active role. The final scale, presented in Appendix-C measures the responses to the following characteristics Aspiration, Readiness to New Experiences, Planning habits, Beliefs in Human and Personal efficacy, Commitment, Optimism, Passivity, Conformity, Low aspiration, Dependency, Isolation and Lack of ambition. There were 3 items for response to each of these characteristics.

Scoring: Each item response is given a weight ranging from 0 to 2. Affirmative (yes) response to the items measuring following characteristics aspiration, readiness to new experience, planning habits, efficacy, commitment, optimism were given a weight of 2 and negative (no) response to these items were given a weight of 0. Affirmative (yes) response to items measuring the following characteristics passivity, conformity, low aspiration, dependency, isolation, lack of ambition were given a weight of 0 and negative (no) response to these items were given a weight of 2. Undecided responses were given a weight of 1. The score has a theoretical range from 0 to 76.

Reliability Test of SRPS:

For determining the reliability of the SRP scale the split- half technique and test-retest method were used. The sample of the split half reliability consisted of 100 samples from different socio-economic classes (viz, upper class, middle class and lower class from urban rural areas of Dhaka District) In split half method the reliability co-efficient was .894. In case of test-retest method the sample consisted of 72 respondents (rural, urban and University Students); 28 samples failed to return the questionnaire. The reliability co-efficient was found to be .867. In test-retest method, each respondent was administered the test twice at an interval of 4 weeks.

Testing the Validity of SRP Scale:

The validity of the SRP scale was measured by self-rating and peer rating method. Self rating of 30 University students were available. Correlation between scale scores and self rating was .83 ($p < .05$). Correlation between scale scores and peer rating of a sample of University students ($n = 30$) was .63 which was significant at $p < .05$ level.

3. Schedule for Value Preferences:

In order to identify the value preferences of the individuals a list of 10 values were prepared for the study. The values were: pro-social, achievement, power over others, security, self-direction, other worldliness, fatalism, narcissism, inner- directed, and conservative. Five of these values were functional (viz. pro-social, achievement, power over others, security and self-direction) and five were dysfunctional (viz. other worldliness, fatalism, narcissism, inner-directed and conservative).

The respondents were asked to rank these values in order of their felt importance. The schedule along with printed instructions is presented in Appendix-E.

Scoring: Ranks (1,2,3 and so on) constituted the scores for each value. The mean and S.D. (of the rank number were used in the noted. the mean and S.D.) of the ranks were used in the statistical analysis.

PROCEDURE:

The scales and questionnaires developed for the present study were administered on samples by 12 trained interviewers. Before conducting the survey the interviewers were given training for administering the scales and questionnaires Aims and objective of the study were discussed with the interviewers at the onset of the training. All the interviewers were students of Masters final year of Dhaka University. Special training was given to the group of interviewers who administered the instruments on illiterate respondents.

The instruments were administered individually by the interviewers to the representative samples. In administering the instruments, the interviewer first tried to establish rapport through conversation. Following that the respondents were given instructions regarding the way they should answer the questionnaires. They were told that there was no right and wrong answer to any item. For any difficulty they was asked to refer the matter to the investigator. They were also assured that their answers to the questions would be used only for research purpose and the answer script would be kept confidential by the researcher. Special instructions were given for not omitting any item in the tests.

After providing proper instructions, the measuring instruments were presented to the respondents in the following order: Attitude Scale for National Development, Self-Role Perception Scale and Schedule for Value Preferences.

In case of literate respondents the interviewers served the scales and questionnaires and instructed them to return them recording their responses in the presence of the interviewer. And in case of illiterate respondents, the specially trained interviewers explained the items (statements) of the measuring instruments and recorded their responses accordingly. For the literate respondents the average time for completing the scales and questionnaire was 30 to 40 minutes. In case of illiterate respondents the average time for answering the same was 1 hour to 1 hour 30 minutes. The study was conducted during March 1994 to September 1994.

RESULTS

CHAPTER III

RESULTS

The purpose of this research was to study attitude towards national development as a function of respondents' socio-economic class and self-role perception. It also aimed at finding relationship of these attitudes with respondents' preferred values. It was hypothesized that (1) Different socio-economic classes would differ in their attitude towards national development (2) Individual who perceived their role as more active would have more favourable attitude towards national development than those having less active self-role perception. (3) Individuals preferring functional values would have more favourable attitude towards national development and (4) Individuals preferring dysfunctional values would have less favourable attitude towards national development.

Attitude of different socio-economic classes was measured by the attitude scale for national development, which one is an interval scale. Self-role perception scale assessed the individuals perceived role in terms of more active /less active. This is also an interval scale. The individuals value preferences were measured by the schedule for value preferences, in which the individuals ranked their preferences in ascending order.

Attitude, self-role perception and values assessed by appropriate measures were analyzed. Results of these analyses are presented in the following section.

1. Attitude towards National Development of Different Socio-Economic Classes as a function of Self-Role Perception.

In order to examine the first and second hypotheses, the ASND scores of all respondents were analyzed by 3x2 analyses of variance with three levels of socio-economic class (upper, middle and lower) and two levels of self-role perception (more active and less active). The respondents were first divided into two groups scoring above and below the median of SRP scores and then the

ASND scores were analyzed by 3x2 ANOVA. The results of this analysis are shown in Table- 1.1. It shows the main effect of socio-economic classes on attitude scale for National Development was highly significant ($F = 78.57$, $df = 2,294$, $p < .0005$). This indicates that attitude towards national development varied significantly as a function of the respondents' socio-economic class. Inspection of the means presented in Table 1.2 and Fig.1 reveals that the respondents of middle class had more favorable attitude towards national development ($\bar{X} = 248.34$) than the upper ($\bar{X} = 232.40$) and lower class ($\bar{X} = 223.22$). Thus the first hypothesis that different socio-economic classes would differ in their attitude toward national development was confirmed.

The main effect of SRP was also significant ($F = 9.06$, $df = 1,294$, $p < .003$). This indicates that attitude toward national development varied significantly as a function of the respondents' self-role perception. The inspection of Table 1.3 reveals that mean ASND scores of more active SRP was higher than that for less active SRP. This lends support to the second hypothesis that the respondents who perceived their roles as more active would have more favorable attitude towards national development than those having less active Self- role perception.

This interaction between socio-economic class and self role perception was non significant ($F = .74$, $df = 2,294$). This indicates that the effect of self role perception on attitude towards national development did not differ significantly as a function of different socio-economic levels of respondents. Means and SDs of SRP for these socio-economic classes are presented in Table 1.4 and Fig.3.

Table - 1.1

ANOVA of ASND Scores as a Function of SRPS
Scores and Socio-economic Classes.

SV	SS	DF	MS	F
Socio-economic Classes (SEC)	22157.16	2	11078.58	78.57**
Self-role perception (SRP) score	1277.83	1	1277.83	9.06*
SEC X SRP interaction	207.41	2	103.70	.74
Within cell	41454.35	294	141.00	

** P<.0005, * P<.003

Table - 1.2

Means and Standard Deviation of Scores on Attitude
Scale for National Development (ASND) by
Socio-economic Classes (SEC)

	Lower class	Middle class	Upper class
N	100	100	100
Mean	223.22	248.34	232.40
S.D.	11.58	9.28	14.60

Table - 1.3

Means and Standard Deviation of Scores
on ASND by SRP.

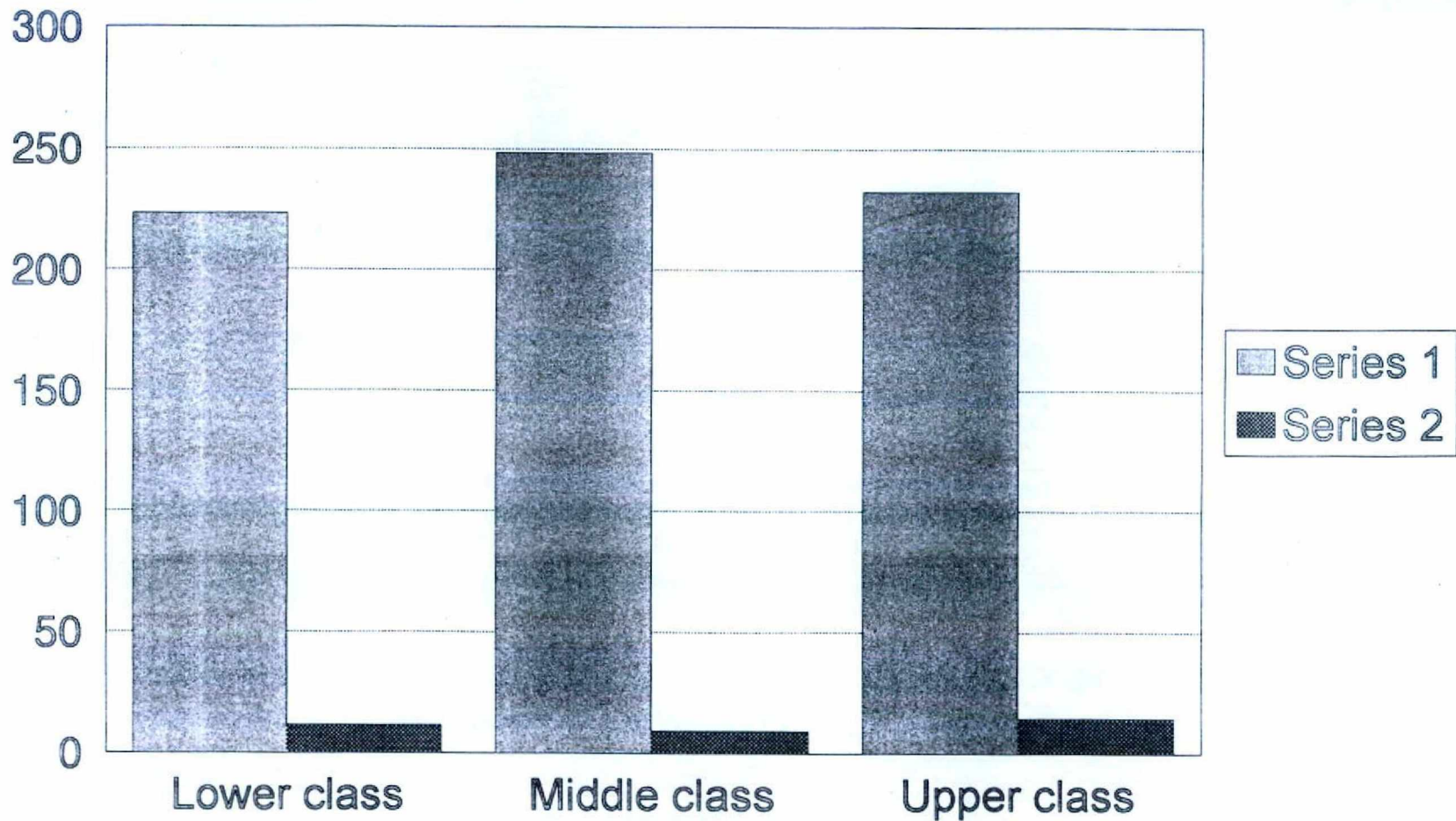
	High (more active) SRP	Low (less active) SRP
N	150	150
Mean	240.83	228.48
S. D.	10.68	12.37

Table - 1.4

Means and Standard Deviation of Scores on Self-role
Perception Scale (SRPS) by Socio-economic Classes.

	Lower class	Middle class	Upper class
N	100	100	100
Mean	38.77	46.44	44.69
S.D.	4.57	6.08	6.22

Figure 1
Mean and Standard Deviation of Scores on Attitude Scale for National Development (ASND)
by Socio-Economic Classes



Series 1=Mean scores; Series 2=Standard deviation

2. Attitudes of Different Socio-Economic Classes Towards Different Components of National Development Scale.

In order to have a more analytic look at the attitude toward national development the Means, SDs and F values on different components (viz, education, agriculture, health, women, family planning, industry, trade and commerce, economy, employment and planning, communication and mass media, self-reliance, general views) of respondents were computed. These data, presented in Table 2 shows that the socio-economic classes differed significantly on all components of attitude towards national development.

With regard to education component, the difference was significant at .001 level ($F = 19.82$, $df = 2,297$). The middle class (mean = 22.43) showed most favourable attitude, while the lower class ($\bar{x} = 18.00$) showed less favourable attitude and the upper class ($\bar{x} = 20.50$) fell in the middle.

On agriculture component, the classes differed significantly at .001 level ($F = 27.07$, $df = 2,297$). The middle class ($\bar{x} = 22.00$) showed most favourable attitude followed by upper class ($\bar{x} = 19.25$) and lower class ($\bar{x} = 18.33$).

Social classes also differed significantly on health component at .001 level ($F = 16.81$, $df = 2,297$). Middle class showed most favourable attitude ($\bar{x} = 22.06$) and lower class the least ($\bar{x} = 19.20$). The upper class showed moderate ($\bar{x} = 20.66$) attitude.

Three categories of social classes in this study showed highly significant difference in women component, at .001 ($F = 41.04$ $df = 2,297$). The lower class was found to have less favourable attitude ($\bar{x} = 14.30$) than middle class ($\bar{x} = 21.25$) and upper class ($\bar{x} = 19.88$).

Similarly in the family planning component, socio-economic classes differed significantly ($F = 42.38$, $df = 2,297$) $p < .001$). The lower class had less favourable attitude ($\bar{x} = 14.55$) than middle class ($\bar{x} = 22.18$) and upper class (21.55).

The socio-economic classes differed significantly on industry component at .001 level ($F = 14.97$, $df = 2,297$). It shows the middle class ($\bar{x} = 21.00$) and upper class ($\bar{x} = 20.33$) have more favourable attitude than lower class ($\bar{x} = 17.75$).

Regarding trade and commerce component, the socio-economic classes appeared to differ significantly ($F = 12.13$, $df\ 2,297$, $P < .001$). The lower class showed less favourable attitude ($\bar{x} = 18.00$) than middle class ($\bar{x} = 20.88$) and upper class ($\bar{x} = 20.44$).

Similarly on economy component the difference was significant at .001 level ($f = 13.69$, $df\ 2,297$). The middle class ($\bar{x} = 21.00$) showed more favourable attitude than upper class ($\bar{x} = 20.86$) and lower class ($\bar{x} = 18.16$).

On employment and planning components no significant difference was found. The lower class ($\bar{x} = 20.50$), middle class ($\bar{x} = 20.70$) and upper class ($\bar{x} = 20.66$) have similar favourable attitude on this component.

Significant difference was found on communication and mass media component at .01 level ($F = 6.34$, $df\ 2,297$). The lower class ($\bar{x} = 19.70$) showed less favourable attitude than upper class (20.75) and middle class ($\bar{x} = 20.93$).

Significant differences were found among socio-economic classes regarding attitude towards self-reliance at .001 level

($F = 24.79$, $df\ 2,297$) The lower class showed less favourable attitude ($\bar{x} = 17.80$), than middle class ($\bar{x} = 20.33$) and upper class ($\bar{x} = 19.25$).

Regarding general views they differed significantly at .01 level ($F = 3.52$, $df\ 2,297$). The middle class ($\bar{x} = 13.26$) showed more concern for national development than upper class ($\bar{x} = 12.44$) and lower class ($\bar{x} = 12.10$).

Table - 2

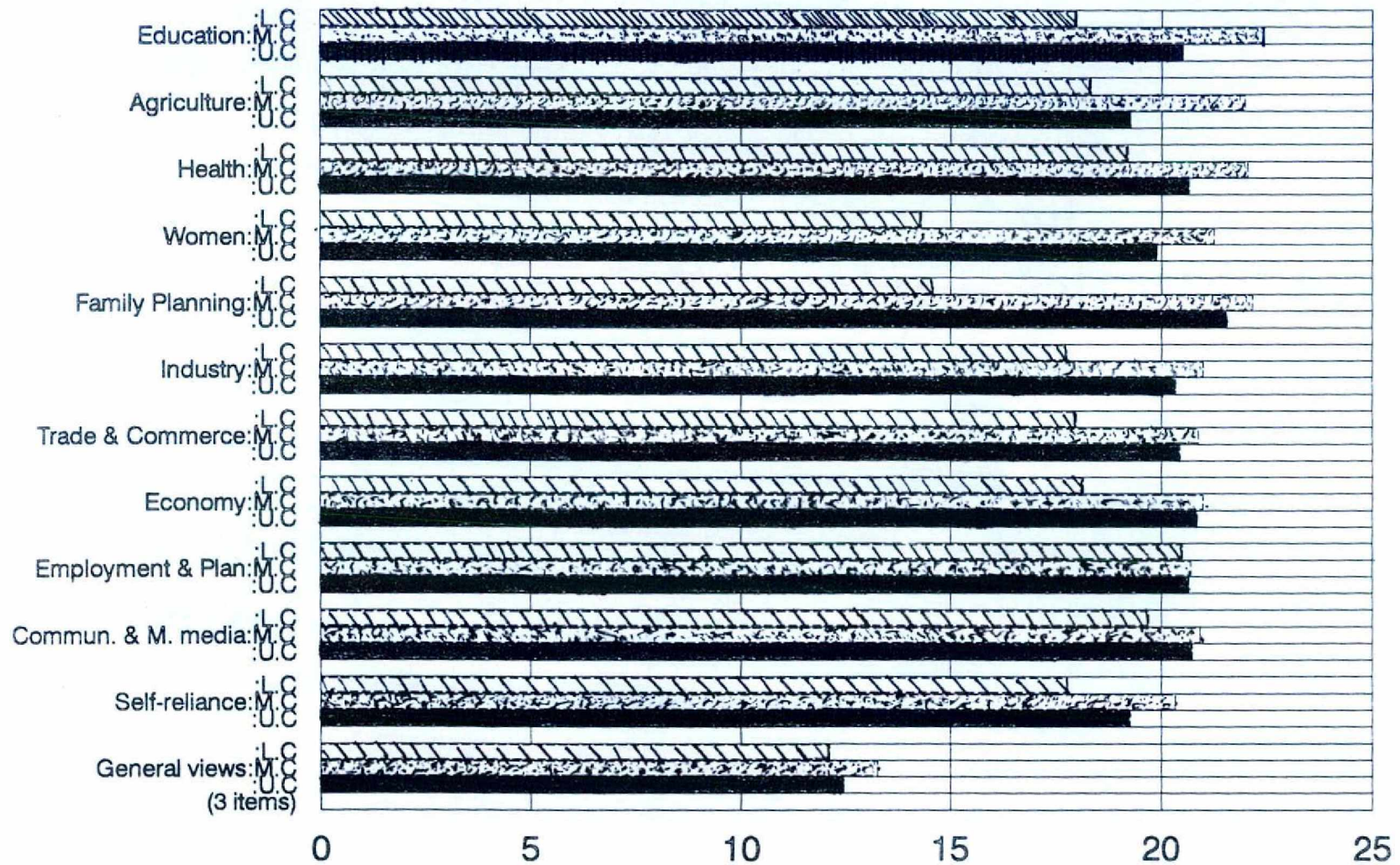
Mean and Standard Deviation and F values on Items
Measuring Attitude Towards Different Components viz,
Education, Agriculture, Health, Women and Family
Planning, industry, trade and commerce, economy,
employment and planning, communication and mass media,
self-reliance, general views.

Dimensions/ Components	Lower class		Middle class		Upper class		F
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Education	18.00	2.82	22.43	2.15	20.50	1.69	19.82**
Agriculture	18.33	3.32	22.00	2.16	19.25	1.70	27.07**
Health	19.20	2.82	22.06	1.94	20.66	2.29	16.81**
Women	14.30	2.12	21.25	2.76	19.88	2.26	41.04**
Family planning	14.55	2.13	22.18	1.97	21.55	3.74	42.38**
Industry	17.75	2.06	21.00	1.41	20.33	2.00	14.97**
Trade & Commerce	18.00	2.82	20.88	2.73	20.44	1.66	12.13**
Economy	18.16	2.13	21.00	2.26	20.86	2.50	13.69**
Employment & Planning	20.50	1.55	20.70	1.86	20.66	1.52	N.S
Communication & Mass media	19.70	1.86	20.93	1.09	20.75	1.72	6.34*
Self-reliance	17.80	1.41	20.33	2.16	19.25	2.73	24.79**
General views (3 items)	12.10	1.94	13.26	1.38	12.44	1.23	3.52*

** P<.001 * P<.01 df = 2,297

Figure 2

Mean scores on items measuring attitude towards different components related to national development



3. Correlation Between Scores on ASND and SRP Scale.

Pearson's product moment correlation was computed to examine the relationship between ASND scores and SRP scores. The obtained value of correlation is presented in Table 3. The computed r shows that there is a significant positive correlation between ASND scores and SRP scores. In other words, individuals with higher score in SRP had higher score on attitude toward national development scale.

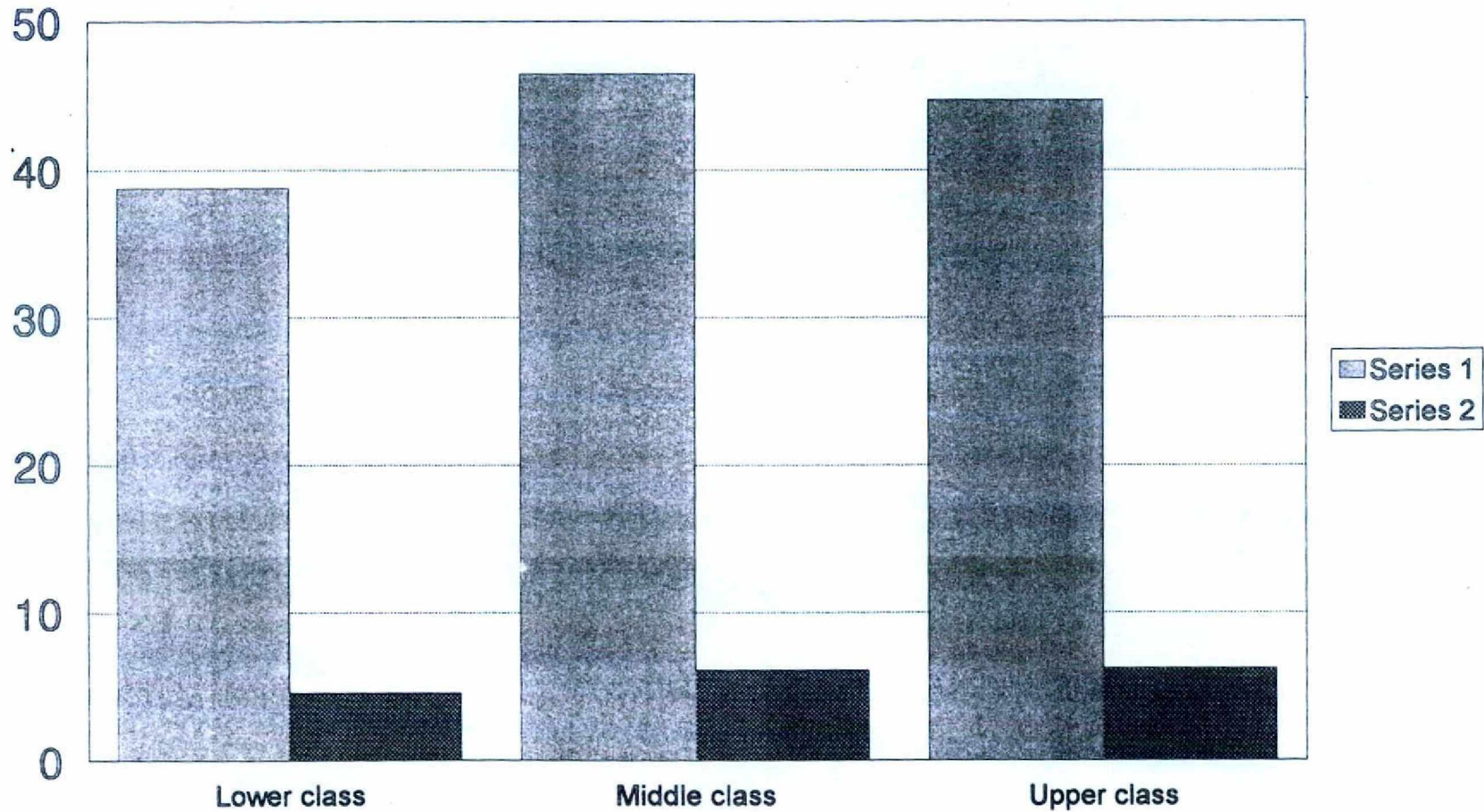
Table - 3
Pearson's Product moment Correlation Between ASND Scores and SRP Scores

No. of Samples	Correlation	Significance Level
300	.56	.001

[Mean and S.D. of ASND scores - 234.65, 15.86
mean and S.D. of SRP scores - 43.30, 6.54]

Figure 3

**Means and Standard Deviation of Scores on Self-role Perception Scale (SRPS)
by Socio-economic Classes.**



Series 1= Mean, Series 2=Standard Deviation

4. Value Preferences of Socio-economic Classes

Value preferences from a cluster of functional values (FV) and dysfunctional values (DV) relevant to national development by socio-economic classes was another variable of the present study. Table 4 shows the values preferred by socio-economic classes on the basis of mean scores of value preference ranks (i.e., 1 indicating most preferred and 10 indicating least preferred). Respondents recorded their preferred values in ascending order.

For lower class, Achievement (FV) as found to be the most preferred value followed by security (FV), fatalism, inner-directed and conservative, narcissism (DV), Pro-social (FV), Self-direction (FV), Other worldliness (D.V) and power over other (FV). It may be noted that for lower class preference for dysfunctional values was higher than functional values.

Among the middle class individuals the most preferred value was achievement (FV) followed by self-direction (FV) Pro-social (FV) and Security (FV), narcissism (DV), inner directed (DV), other worldliness (DV), conservative (DV), power over others (FV) and fatalism (DV). This result shows that for middle class preferences for functional values were higher than dysfunctional values.

For upper class the most preferred values included all the five functional values in the following order, achievement, self direction, pro-social, security and power over others. The other preferred values in ascending order were narcissism (DV), other worldliness (DV), inner directed (DV), conservative (DV), and fatalism (DV). On the whole, for upper class, preferences for functional values were higher than dysfunctional values.

Table - 4

Values Preferred by Socio-economic Classes Shown on the Basis of Mean Scores of Value Preference Ranks (Range 1 to 10). Respondents' Ranked Value Preference in Ascending Order.

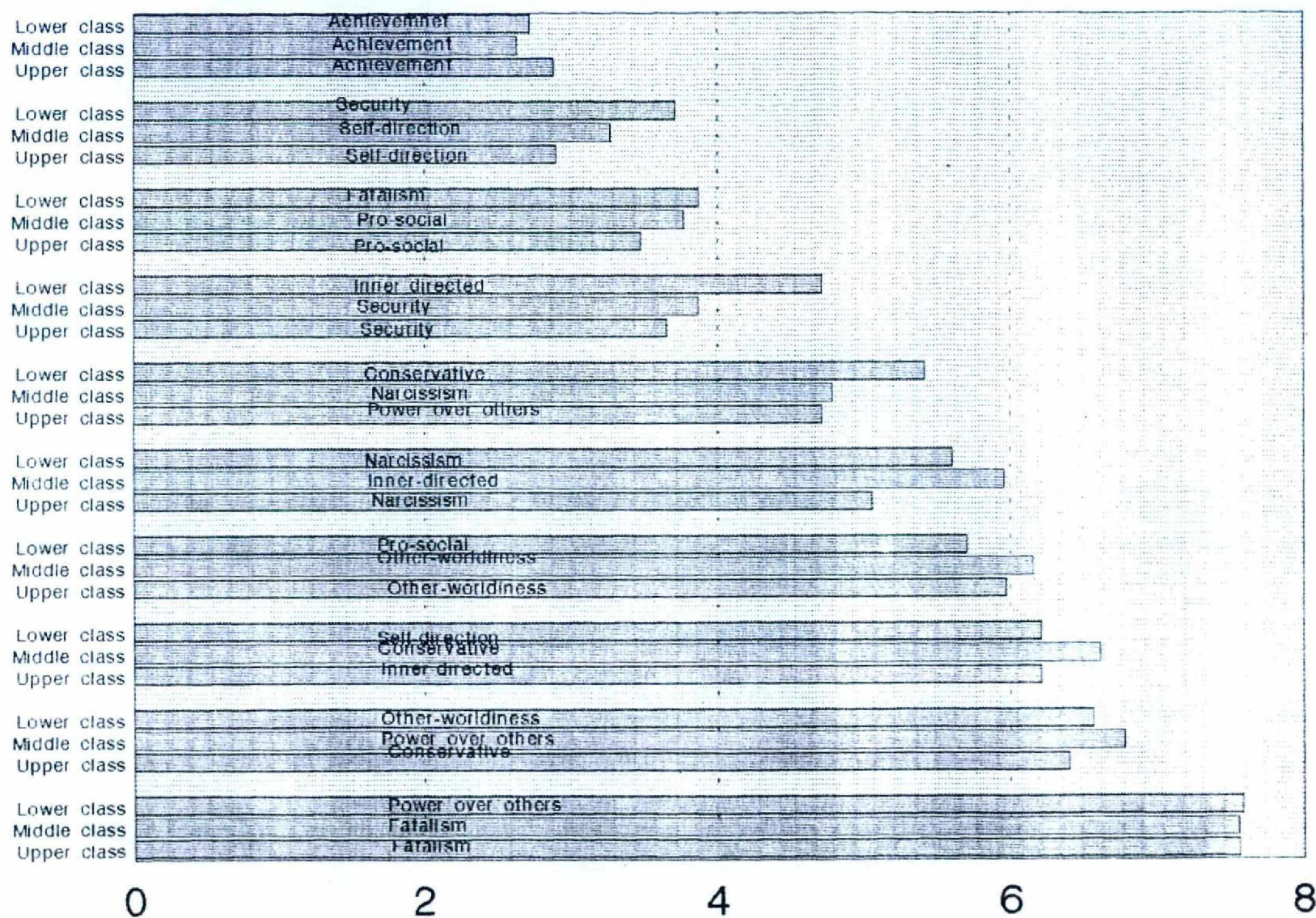
Rank on the basis of mean scores of values preferred	Lower class	Middle class	Upper class
1	Achievement(F) (2.73)	Achievement(F) (2.64)	Achievement(F) (2.89)
2	Security(F) (3.71)	Self-direction(F) (3.28)	Self-direction(F) (2.91)
3	Fatalism(D) (3.87)	Pro-social(F) (3.77)	Pro-social(F) (3.48)
4	Inner-directed (D) (4.71)	Security(F) (3.87)	Security(F) (3.65)
5	Conservative(D) (5.42)	Narcissism(D) (4.78)	Power over others(F) (4.71)
6	Narcissism(D) (5.61)	Inner-directed(D) (5.96)	Narcissism(D) (5.06)
7	Pro-social(F) (5.71)	Other worldliness (D) (6.15)	Other worldliness(D) (5.97)
8	Self-direction(F) (6.21)	Conservative(D) (6.61)	Inner-directed(D) (6.21)
9	Other worldliness(D) (6.56)	Power over others(F) (6.78)	Conservative(D) (6.40)
10	Power over others(F) (7.59)	Fatalism(D) (7.56)	Fatalism (D) (7.57)

* () = Mean scores of value preference ranks.

(F) = Functional values (D) = Dysfunctional values.

Figure 4

Values preferred by Socio-economic Classes on the Basis of Mean Scores of Value Preference Ranks
(Range 1 to 10) [Respondents Ranked value Preference in Ascending order]



5. Attitude Towards National Development as a Function of Value Preferences.

In order to examine the effect of value preferences on attitude towards national development, F test for ASND scores according to two levels (High & Low) of value preferences was applied. The results obtained are shown in Table 5.1. and Table 5.2. It was hypothesized that there should be significant differences between functional value preferring individuals and dysfunctional value preferring individuals in their attitude towards national development. Accordingly, the subjects were divided into two groups viz, high level value preference group and low level value preference group. The subjects who, in case of a particular value, ranked their value preferences from 1 to 5 were treated as high level group and those who ranked their value preference from 6 to 10 were treated as low level group.

Table 5.1 shows the mean ASND score of the high level preference and low level preference groups on functional values. Significant differences were found for functional value self- direction, between high preference group and low preference group on their attitude score. The obtained $F = 12.88$ was significant at .0005 level. The high preference group was found to obtain higher score ($\bar{x} = 237.89$) than low preference group ($\bar{x} = 228.86$) on attitude scale.

Similarly significant differences were found for functional value 'Pro-social', between high preference group and low preference group. The obtained $F = 6.75$ was significant at .01 level. The high preference group found to obtain higher mean score ($\bar{x} = 236.89$) than low preference group ($\bar{x} = 229.9$) on attitude scale.

However no significant differences were found on mean score on ASND for other functional values. Though not statistically significant, the high preference group was found to obtain higher mean score ($\bar{x} = 236.00$) than low preference group ($\bar{x} = 234.45$) on attitude scale for functional value - 'Achievement.' Similarly the high preference group obtained higher mean score ($\bar{x} = 237.17$) on attitude scale than low preference group ($\bar{x} = 235.36$) for functional value - 'security'. the high preference group obtained high mean score ($\bar{x} = 236.49$) than low preference group ($\bar{x} = 234.70$).

The results indicate that the individuals belonging to different socio-economic classes who had higher preference for functional value scored higher on attitude toward national development. So the third hypothesis that individuals preferring functional values for national development would have more favourable attitude towards national development has been confirmed.

The 5.2 table shows the mean score of the high level preference and low level preference groups on dysfunctional values.

Significant differences on mean scores (ASND) were found for dysfunctional value - 'Fatalism' between high preference group and low preference group. The obtained $F = 6.007$ was significant at .01 level. The high preference group was found to obtain low mean score ($\bar{x} = 227.55$) than low preference group who obtain high mean score ($\bar{x} = 235.22$) on attitude scale.

Similarly significant differences on mean scores (ASND) were found for dysfunctional value - Inner-directed between high preference and low preference groups. The obtained $F = 3.620$ was significant at .05 level. The high preference group was found to obtain low mean score ($\bar{x} = 231.67$), whereas low preference group was found to obtain high mean score ($\bar{x} = 236.61$).

However no significant differences were found on mean score (ASND) for other dysfunctional values. For dysfunctional value - 'other worldliness' the high preference group was found to obtain low mean score ($\bar{x} = 232.37$) than low performance group ($\bar{x} = 235.70$) on attitude scale. Similarly high preference group obtain low mean score ($\bar{x} = 233.69$) than low preference group ($\bar{x} = 235.95$) for Dysfunctional value 'conservative', the high preference group obtained low mean score ($\bar{x} = 230.51$) than low preference group ($\bar{x} = 234.78$).

The result indicate that the individuals belonging to different socio-economic classes who have higher preferences for dysfunctional values scored lower on attitude scale. So the hypothesis (4) stating individuals preferring dysfunctional values for national development would have less favourable attitude towards national development has been supported.

Table - 5.1

Mean Score on ASND according to Level of Preference
for Functional Values.

Values & their preference		$\bar{X}$ ASND Score	F
Pro-social	High	236.89	6.75 *
	Low	229.90	
Achievement	High	236.00	.169
	Low	234.45	
Power over others	High	237.17	.361
	Low	235.36	
Security	High	236.49	.356
	Low	234.94	
Self-direction	High	237.94	12.886 **
	Low	228.86	
** .0005 * .01			

Table - 5.2

Mean Score on ASND According to Level of Preferences
for Dysfunctional Values.

Values and their preference		Mean ASND score	F
Other worldliness	High	232.37	1.7339
	Low	235.70	
Fatalism	High	227.55	6.007 **
	Low	235.22	
Narcissism	High	233.65	.876
	Low	235.95	
Inner-directed	High	231.67	3.620 *
	Low	236.61	
Conservative	High	230.51	2.434
	Low	234.78	
* * .01 * .05			

DISCUSSION

CHAPTER IV

DISCUSSION

The primary purpose of this research was to investigate in what ways attitude towards national development differ in different socio-economic classes in Bangladesh and how such differences could be explained in terms of perceived personality characteristics and preferences for values.

A major finding of this study is that attitude toward national development is a function of self role perception of the individuals belonging to different socio-economic classes. It has been found in this study that a positive correlation exist between Attitude towards national development and Self role perception scores. The individuals who perceived their role as more active in citizenship behavior showed more favorable attitude towards national development. This finding supports the finding obtained by Inkeles and Smith (1974). They observed that individuals with characteristics of the modern men were more modern in attitude towards social and national issues. The active interested and informed citizens were more modern in attitude and acts to support modern institutions and facilitate the general modernization of the society.

Individuals who are better educated, more urbanized, engaged in non-traditional occupations, more exposed to newer media of mass communication favour basic changes in almost every kind of social organization. The responding individuals with general orientations or dispositions of a modern men expressed their favorable attitude in different realms of concrete social action.

Individuals with dispositions of a modern men take an active role as a citizen; value education and technical skill, aspire to advance oneself economically, stress individual responsibility, see the virtues of planning, approve social change and open to new experience, manifest a sense of personal efficacy, free from submission to authority in family, in favour of granting more autonomy to women.

Consistent with Inkles and Smith's (1974) observations a positive correlation between attitude toward national development and self-role perception has been observed in the present study. The individuals holding more favorable attitude towards national development have perceived their roles as more active in citizenship behaviour.

This survey included samples from lower class, middle class and upper class members of the society. The findings showed that middle class individuals have more favorable attitude towards national development and these individuals also perceived their role as more active than other two classes. The upper class individuals followed the middle class in their attitude towards national development and perceived their role as more active than lower class. However the differences in terms of perceived role is not significant one between upper class and middle class individuals. development did not vary significantly as a function of perceived self role.

Differences in attitude were found between socio-economic classes in 11 out of 12 components included in the attitude scale. Individuals belonging to middle class showed more favourable attitude towards development oriented education system. They feel that through proper education the people should prepare themselves to participate in development instead of only passing examinations and obtaining certificates. They are in favour of including technical and vocational education in our educational curricula. They are also in favour of adult education programme for the development of the country. The findings shows that lower class individuals have less favourable attitude toward these issues related to educational development. The upper class individuals however have more favourable attitude than lower class in these issues. These findings support the study by Begum & Begum (1985). They observed that individuals belonging to higher social class showed more favourable attitude toward education than lower class individuals.

Regarding attitude toward development in agriculture sector, more favourable attitude were found among middle class individuals. They are more in favour of proper land reform and land

distribution policies for increasing agricultural production. The lower class individuals showed less favourable attitude regarding adaption of modern and advanced methods and technology in agricultural sector. The middle class individuals showed more favourable attitude for offering loan to upper, middle and lower level farmers under same terms and conditions. They also feel that small farmers could increase their agricultural product through co-operative measures. The upper class individuals showed more favourable attitude in these issues than lower class individuals.

In the development of health sector, middle class individuals showed more favourable attitude than other two classes. They feel that government should take more pragmatic and realistic steps consistent with the social conditions to improve the health condition of the population. They are more in favour for taking necessary steps to make health care measures a compulsory issue like primary education. The middle and upper class individuals prefers modern method of treatment than conventional ones. The lower class individuals showed less favourable attitude towards overall development in the health sector than other two classes.

The lower class individuals were less in favour of women employment in office and factories. They have less favourable attitude for providing higher education to women. The lower class individuals showed more conservative attitude towards women where as middle and upper class individuals showed more liberal attitude towards women. The later ones are in favour of womens' participation in different economic activities along with men citizens. They also advocated that women should get training in vocational and professional programmes. These findings supports the study by Begum's (1991).She found that people of higher social class showed more favorable attitude towards women compared to people belonging to lower class. The lower class individuals showed less favourable attitude towards family planning. They feel that more children would bring economic solvency in then family as working members. On the other hand middle and upper class individuals showed more favourable attitude towards implementation of family planning programme. They feel that for the welfare and development of the country family planning

programme should get priority in the national development endeavour. The middle and upper class people favour more than lower class the need for wide campaign for family planning in our country. This findings supports the study by Zaman & Wahid (1978). They found that individuals belonging to higher social class showed more favourable attitude towards family planning than lower class individuals.

Differences in attitude were also found between socio- economic classes in the development of areas like industry, economy, trade and commerce, self-reliance.

Middle class and upper class individuals have more favourable attitude than lower class regarding the development in industrial sector. They feel that development in industrial sector could be achieved through adaptation of advanced methods and technology. The middle class individuals showed more favourable attitude towards utilization of indigenous raw materials for our mills and factories. They also favour the need of job-opportunity for non-skilled labours in our mills and factories. To meet the present need of the country, both middle and upper class individuals showed favourable attitude for setting up of more small scale labour incentive industries instead of capital incentive large industries. The lower class individuals showed less favourable towards these issues.

In the development trade and commerce sector, the middle class individuals showed more favourable attitude than upper and lower class individuals. The middle class individuals favour the utilization of domestic products instead of imported ones. They feel that free trade policy should be discouraged for the sake of development in our trade and commerce sector.

Middle class individuals showed more favourable attitude than lower and upper class in economic development. They showed more favourable attitude towards domestic savings for economic upliftment. They feel that exploitation by the vested group is a threat to our economic development. They are more in favour of equal distribution of wealth and prosperity of the working class for the economic development of the country. The lower class individuals showed less favourable attitude than other two classes regarding these issues.

No significant differences were found regarding attitude towards employment and individuals from all the three socio- economic classes showed equally favourable attitude in this regard. They are in favour of more job opportunity for the development. They feel that more skilled manpower would ensure rapid development of the country. They are in favour of placement of right person for the right job. These unanimous favourable attitude towards employment reveals the unemployment problem prevailing in the country.

In their attitude towards planning for development, individuals belonging to all three social classes, showed more favourable attitude. They feel that there should be consistency in planning and implementation. They feel that the gap between literacy rate and employment opportunity can be reduced through proper planning.

In case of self-reliance, the middle class people showed more favourable attitude. They feel that through own efforts people can develop this country. They also feel that within the available wealth and resources the people of the country can become self-reliant. However lower class and upper class individuals showed less favourable attitude towards self- reliance. The upper class individuals showed more favourable attitude towards accepting foreign aid than other two classes. Interestingly the lower class individuals showed less favourable attitude towards accepting foreign aid.

In the development of communication sector the upper class and middle class individuals showed more favourable attitude than lower class. They are in favour of building more roads, bridges and culverts for the development of the country. They showed favourable attitude towards the role of mass media for motivating the people for development works. The lower class individuals showed less favourable attitude towards development of communication sector. They also showed less favourable attitude regarding the role of mass media in development.

Differences were found among different socio-economic classes regarding general views related to the development of the country. Middle class individuals showed more favourable attitude for the overall development of the country. They showed more favourable attitude towards moral

development as a requisite for national development. They are followed by upper class individuals. The lower class individuals showed less favourable attitude than other two classes.

The results revealed that middle class individuals are most concerned people regarding the development of the country. The reasons may be that, these individuals are much more exposed to the developmental activities in different areas of development. And almost every individual belonging to middle class are literate and have access to the machineries of development. The distribution of the inputs for development are also controlled by the individuals belonging to middle class. These individuals are more aware regarding the outcomes of development. They have much more access to the communication medias explaining the outcomes of development. These individuals also have the capacity to adapt with changed situation. The middle class individuals find development as a mean of changing their awareness of the need for integrated development.

The present study showed that upper class individuals have less favourable attitude than middle class individual, towards national development. The lower class individuals showed less favourable attitude towards national development than middle and upper class individuals. The lower class constitute the major part of the population and their involvement in developmental activities is necessary for the overall development of the country. The present study revealed that lower class individuals showed less favourable attitude on all the areas or components except planning and employment. Their less favourable attitude towards status of woman and family planning reveals the conservative or traditional attitude prevails among the lower class.

Development means the process of moving from underdevelopment. And an essential element in the development process is the individual. In this regard it is essential to investigate the individuals personality characteristics which facilitate development. The present study investigated the self role perception of the individuals and its impact on attitude towards national development.

The personality characteristics evaluated in this study were in terms of differentiating the individuals with perceived active and passive roles. The present study revealed that individuals

belonging to the upper and middle class perceived their role as more active than lower class in the context of citizenship behaviour. They are aspirant and assertive regarding their skills and abilities and consider themselves as vital and essential part of human enterprise. They are confident that through determination and definite work plan success could be achieved in life. They are ready to meet new people for seeking new experiences. These individuals scoring high in self-role perception scale also showed their readiness to move to new places for the seek of professional advancement.

Individuals from upper and middle class prefer to make plan for the future course of action. They give advice to their family member to consider about future before taking any steps. They are oriented towards long term planning and expressed their commitment to the social and national life. These individuals are committed to their action or thought to uphold their duties and obligations towards others and nation.

The higher scorer in SRP scale, i.e., the middle and upper class individuals, believes that man can learn to exert considerable control over his environment. These individuals with sense of efficacy, express their confidence in individual ability and believe that, the future of things depends very much on one's effort and every individual bore responsibility for their individual actions. These individuals are hopeful about future outcome and they are optimist.

The individuals belonging to lower class found to score low in the self-role perception scale. The result revealed that these individuals perceived their role as less active in the context of citizenship behaviour. They have low level of aspiration. A sense of inadequacy and submission to fate are prominent characteristics among these individuals. They are dependent on the superiors and authority, and showed a sense of submission.

The results further revealed that, these individuals showed their incapacity to take decisions and have a tendency to evade responsibilities. They are also less sensitive to the problems over which they can not exercise control. These individuals scoring low in SRP scale found to be guided by

others decision, they accept ascribed roles. Among these individuals there is a weakness for traditional ideas. These individuals have a pervasive sense of pessimism and there is a general tendency for acceptance and of the status quo.

Another observation of this study was preferences for values of different socio-economic classes. Value constitutes one of the several factors that should be taken into account if one seeks to predict and understand human behaviour. Each country has a set of socio-cultural values regulating personal and interpersonal existence. The value-development relationship is interactive and a two-way influence operates; while value acts as a factor in the success of development policies and programmes as a result of development, values also tend to get modified.

In the present study, value preferences from a cluster of functional values (FV) and dysfunctional values (DV) relevant to national development were shown by different socio-economic classes. For lower class achievement (FV) found to be most preferred value followed by security (FV), fatalism (DV), inner-directed (DV), conservative (DV), narcissism (DV), Pro-social (FV), self-direction (FV), other worldliness (DV), and power over others (FV). It may be noted that for lower class preference for dysfunctional values was higher than functional values.

Among middle class individuals the most preferred value was achievement (FV) followed by self-direction (FV), Pro-social (FV), Security (FV), narcissism (DV), inner-directed (DV), other worldliness (DV), conservative (DV), power over others (FV) and fatalism (DV). The finding shows that for middle class preferences for functional values were higher than dysfunctional values. For the upper class individuals the most preferred values in ascending order included all the five functional values.

These findings, though a small scale one, shows the prevailing value preferences among different socio-economic classes in this country. The lower class showed preferences for more traditional values. Whereas the middle class and upper class showed preferences for modern values.

Another major finding of this study shows the effect of value preferences on attitude towards national development. The individuals who ranked their value preferences from 1 to 5 are marked as high level group and individuals who ranked their value preferences from 6 to 10 are marked as low level group and were grouped for both functional and dysfunctional values. One of the findings indicate that individuals belonging to different socio-economic classes who had higher preference for functional value scored higher on attitude toward national development. Or in other words individual who preferred functional values for national development have more favourable attitude toward national development.

Another finding indicate that individuals belonging to different socio-economic classes, who had higher preferences for dysfunctional values scored lower on attitude scale. That is individuals preferring dysfunctional values for national development have less favourable attitude towards national development.

These findings reveals two sides, number one, the prevailing values of different socio-economic classes and number two their relation to attitude regarding national development. These findings support Prakaushali (1987) findings where fatality and religiosity coupled with a less favourable attitude towards scientific outlook and women. The individuals belonging to lower class, who ranked the dysfunctional values higher than functional ones, holds traditional outlook. They have the tendency to accept the prevailing human condition without the desire to modify, master or improve it, as observed by Sinha (1988).

On the other hand middle class and upper class individuals preferences for functional values were higher than dysfunctional values. They were found to score higher on attitude scale. These findings supports Triandis (1971) and Inkeles and Smith (1974) findings where certain psychological attributes were found to be essential requirement of modern society.

It is important to note that attitude being a product of socialization process and which in interaction with situational and other dispositional variables, such as role perception and values, guides and directs the overt behaviour of the individuals (shaw 1967, cardno, J. A. 1955).

In this study, it is found that lower class individuals have less favourable attitude towards national development and also perceived their role as less active in the citizenship behaviour as compared to middle and upper classes. They also prefer dysfunctional values more than functional values in the context of national development.

Most of the lower class people are illiterate and still lives in subsistence level. There is low level of work discipline, punctuality and orderliness. Superstitious belief, lack of initiative, submission to authority are the most common qualities of this class.

Dependency orientation of the lower class communities is a result of up bringing in a large patriarchal families where individuality is subordinated to group life in family. As observed by Levi (1986), the dependence syndrome cuts at the root of the spirit of initiative, self-help and mutual help and generates expectations of assistance without matching contributions in terms of labour. Such an attitude naturally begets apathy and indifference to initiatives designed to achieve self-improvement through pooling of own resources and labour. Most of the lower class people who lived for generations in poverty have come to terms with this existence. They do not strive against circumstances that are so constituted as to defeat them.

On the other hand, strong orientation toward success and mobility are cultivated and transmitted primarily by the schools of the upper class and middle classes and consequently, lower class children, whose home environment does not tend to encourage aspiration of achievement and success, find a poor and ineffective substitute in the schools. Lower class children prefer to enter professions that can be mastered in a short time and entail minimal economic investment.

Social organisation of traditional societies is founded upon a relatively simple structure of basic roles. On the other hand, advanced (modern) societies are organized by means of a complex

system of independent roles. As societies advance, basic roles become vaguer in content, and less important generally. Independent role become increasingly narrow and specific in content. So the middle and upper class members of the societies attempt to make good their claim of being worthy of the rewards the society can offer.

The family as the agent of initial socialization, for the middle and upper class individuals, is the major agency for inculcating a positive attitude in its offspring toward appropriate goals and value orientations and for enabling them to obtain appropriate placement in the social order (Laumann 1966). On the other hand, among lower class the family tend to develop a strong ritualistic status by their normative limitations on 'appropriate' occupations, by the traditional education they give their sons and their stress on family identity. They show feeble efforts to participate in new spheres of social life and by a general unreadiness to undertake new roles and activities (Eisenstadt 1971,p- 184).

The upper and middle class members are mostly professionals, who display commitment to a wide social order. Familial and ascriptive ties are generally emphasized. They encompass many occupations, tend to have professions that are less exclusive at the same time more interested in public responsibility.

So,in the context of national development strategies, the involvement of all categories of people belonging to different social classes is very important.The observation of this study points out the prevailing attitudes and perceived roles of a larger section i.e., lower class people are still not conducive for national developmental efforts.

SUMMARY AND CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

The purpose of this research was to study attitude towards national development as a function of respondents' socio-economic class and self-role perception.. It also aimed at finding relationship of these attitude with respondents' preferred values.

The sample of the study consisted of 300 adults of which 100 were from lower class, 100 from middle class and 100 from upper class. The samples were drawn from both urban and rural areas of Bangladesh. The samples included businessman, professionals, teachers, service holders, workers and self-employed, land owners, agricultural tenants, land laborers and small traders.

In order to evaluate the respondents attitude towards national development, self-role perception and value preferences, the following measures were used: Attitude Scale for National Development (ASND), Self-Role Perception Scale (SRPS) and A Schedule for value preferences. The Attitude Scale for National Development was developed for the present study by the author. This 58 items likert type scale included items to evoke responses to the development of areas viz, education, agriculture, health, women, family planning, industry, trade and commerce, economy, employment and planning, communication and mass media.

The Self-role perception scale used here was developed by the author. The scale comprised statements dealing with individuals citizenship role, related to social and national life. This 3 point 36 items scale measured the responses to the following characteristics: aspiration, readiness to new experiences, planning habits, beliefs in human and personal efficacy, commitment, optimism, passivity, conformity, low aspiration, dependency, isolation and lack of ambition. There were 3 items for response to each of these characteristics.

In order to identify the value preference of the individuals a list of 10 values were prepared for the study by the author. Five of these values were functional viz, pro-social, achievement, power

over others, security and self-direction: and five were dysfunctional viz, other worldliness, fatalism, narcissism, inner-directed and conservative. The respondents were asked to rank these values in order of their felt importance.

In addition to these measures a personal information questionnaire was administered to get information about the respondents sex, age, profession, father's profession, monthly income, father's monthly income, educational qualification, father's educational qualification, area of residence and religion.

The ASND scores of all respondents were analysed by 3x2 analysis of variance with three level of socio-economic class (upper, middle and lower) and two levels of self-role perception (more active and less active). The results showed that attitude towards national development varied significantly as a function of the respondent's socio-economic class. The respondents of middle class have more favorable attitude towards national development than the upper and lower class. The results also showed that the respondents who perceived their role as more active have more favorable attitude towards national development than those having less active self-role perception.

The result showed the socio-economic classes differed on all components of their attitude towards national development, except employment. The respondents from middle class showed most favorable attitude for the development in the fields, like education, agriculture, health, industry, communication, trade and economy. They also showed favourable attitude for women's participation and involvement in development works, and also adaptation of family planning Scheme. They were followed by respondents from upper class. The lower class respondents were found to have less favourable attitude on all components than middle and upper class respondents. Their less favourable attitude towards the status of women and adaptation of family planning revealed the conservative or traditional attitude prevailing among the lower class.

Self-Role perception was found to be an important determinant of respondent's attitude towards national development. For determining the perceived self-role of the individuals, the scores

on self-role perception scale were computed. It was revealed that the respondents belonging to middle class perceived their role as more active than upper class and lower class. The relationship between ASND scores and SRPS scores were examined through computed r . The findings showed individuals with higher score in SRPS had higher score on ASND.

Value preferences from a cluster of functional values (FV) and dysfunctional values (DV) relevant to national development were shown by different socio-economic classes. The lower class individuals preferences for dysfunctional values were higher than functional values. On the other hand for middle class preferences for functional values were higher than dysfunctional values. For the upper class individuals the most preferred values in ascending order included all the five functional values.

With regard to the effect of value preferences on attitude towards national development, the findings indicate that individuals who preferred functional values for national development have more favourable attitude towards national development. On the other hand, individuals preferring dysfunctional values for national development have less favourable attitude towards national development.

Attitude being a product of socialization process and which in interaction with situation and other disposition variables, guide and directs the overt behavior.

The findings of this study shows, among three socio-economic classes, individuals belonging to lower class have less favourable attitude towards national development, perceived their role as less active in the citizenship behavior and prefer dysfunctional values in the context of national development.

Since national development is a collective effort, it needs the participation of majority people. In Bangladesh lower class individuals constitute the largest segment of the population. This study made use of a small sample of lower class individuals and explored few of the psychological dispositions involved in the national development. There is a need for extensive research on a larger

sample to find more variables and the exact nature of interaction among the variables in determining the developmental activities. Such research would help the planners and executives to have pragmatic and realistic national development plans.

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APPENDICES

APPENDICES

Appendix - A

English Version of Attitude Scale for National Development (ASND)

This questionnaire is framed to evaluate attitudes regarding some issues. Please read carefully the following statements and indicate your opinion of each of the statements by making ✓ on any of the five alternative answers, "strongly agree", "agree", "undecided", "disagree", "strongly disagree". Please try to give your answer based on your experiences. Do not leave any of the statements unanswered. There are no right or wrong answers. The success of this research is dependent on true response. So your kind co-operation is very much solicited.

Tick off any one of the boxes below

Strongly Agree Undecided Disagree Strongly
Agree Disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I feel very bad to hear that our country is underdeveloped. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. I believe that our country can not develop because of moral degradation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. The objectives of our education policy should be to prepare the people to participate in the development of the country. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. It is possible to increase agricultural production through proper land reform and land distribution policies. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. The role of middlemen is creating an adverse effect in our trade and commerce sector. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. We can develop our country through our own efforts. | ☐ | ☐ | ☐ | ☐ | ☐ |

7. In our industrial sector,
we should not collect raw
materials from indigenous sources.

☐☐☐☐☐

8. The prosperity of a nation
depends on its moral values.

☐☐☐☐☐

9. The more there are children
the more there will be income
earning members in a family
and it will lead to the prosperity
of the family.

☐☐☐☐☐

10. Due to the exploitation of a
particular vested group, the
prosperity of our country is
threaten.

☐☐☐☐☐

11. In our country agricultural
loan should be provided to upper,
middle and lower class farmers
under the same terms and conditions.

☐☐☐☐☐

12. There is no economic development
in our country as our women can not
participate in all types of
job as the men do.

☐☐☐☐☐

13. Unemployment is not a major
problem in our country.

☐☐☐☐☐

14. We should accept foreign
aids under any terms and conditions.

☐☐☐☐☐

15. There should be more industrial
concerns in our country where non-
skilled workers also have the
opportunity to provide their labour.

☐☐☐☐☐

16. People of our country can not
participate in development activities
because communication facilities are
not easily available.

☐☐☐☐☐

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. A free trade policy would provide solution to our economic problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. Our government should spend more in the health sector. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. Self-reliance is only a slogan, as without foreign aid, national development is not possible. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. Due to faulty developmental planning, unemployment problem has been created in our country. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. The fate of the country's population is not connected with the fate of the farmers. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. We are becoming dependent on others by accepting more and more foreign aids. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. We should give more emphasis on vocational and technical education in our educational curricula. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 24. A woman's proper place is her home. It is not decent that she should work in offices and factories. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. In order to increase national production, it is necessary to adapt advanced methods and technology in the industrial sector. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 26. Birth control is contrary to religious codes and ethics. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. Our national development process is being hampered because of inconsistencies between planning and implementation. | ☐ | ☐ | ☐ | ☐ | ☐ |

28. Our teaching method does not encourage independent thinking.

☐ ☐ ☐ ☐ ☐

29. In order to increase national production, it is necessary to adapt advanced methods and technology in the agricultural sector.

☐ ☐ ☐ ☐ ☐

30. Citizen could be easily encouraged and motivated to participate in developmental activities through newspapers, radio and television.

☐ ☐ ☐ ☐ ☐

31. Health care measure for the citizen cannot be achieved only through vaccination programme.

☐ ☐ ☐ ☐ ☐

32. We cannot be self-reliant because our wealth and resources are limited.

☐ ☐ ☐ ☐ ☐

33. In the event of illness it is necessary to consult physicians instead of going to faith healers.

☐ ☐ ☐ ☐ ☐

34. Industrial progress in our country is not possible to achieve by utilizing indigenous technology.

☐ ☐ ☐ ☐ ☐

35. Morality is not related to the development of the country.

☐ ☐ ☐ ☐ ☐

36. The importance of family planning and birth control should get wide publicity in our country.

☐ ☐ ☐ ☐ ☐

37. Saving is not important for the economic development of the country.

☐ ☐ ☐ ☐ ☐

38. Adult education programme is not necessary for us.

☐ ☐ ☐ ☐ ☐

39. Women should get equal opportunity along with men in different vocational and professional training programmes. ☐ ☐ ☐ ☐ ☐
40. Only through co-operative measures our small farmers can increase their agricultural products in our country. ☐ ☐ ☐ ☐ ☐
41. In our country it is all the same whether we do or do not build more roads, culverts or bridges. ☐ ☐ ☐ ☐ ☐
42. It would be difficult for me to stop wearing foreign cloths if asked so for the development of local textile enterprises. ☐ ☐ ☐ ☐ ☐
43. It is of foremost importance to have a health policy for national development consistent with the economy and social system of Bangladesh. ☐ ☐ ☐ ☐ ☐
44. Family planning and birth control is indispensable for the country's welfare. ☐ ☐ ☐ ☐ ☐
45. In our country more small scale indigineous industries are needed than large industries. ☐ ☐ ☐ ☐ ☐
46. It is not necessary to give higher education to women like men for the development of the country. ☐ ☐ ☐ ☐ ☐
47. We should use locally produced goods even if they are not upto to the standard. ☐ ☐ ☐ ☐ ☐
48. It would be beneficial for the country if health education is made compulsory like primary education. ☐ ☐ ☐ ☐ ☐
49. Our country remains undeveloped because right persons are not being appointed for the right job. ☐ ☐ ☐ ☐ ☐

50. The main obstacle for national development is the distance between government and people.

☐ ☐ ☐ ☐ ☐

51. Our education system, instead of making ^{reliant, is} students self[^] only directed toward enabling them to pass examination and to obtain certificates.

☐ ☐ ☐ ☐ ☐

52. Women have the right to compete with men in participatory economic activities.

☐ ☐ ☐ ☐ ☐

53. Scarcily of skilled manpower is hampering our national development.

☐ ☐ ☐ ☐ ☐

54. There is no economic development in our country because of a gap between the literacy rate and employment opportunities.

☐ ☐ ☐ ☐ ☐

55. Family planning has no relation to the development of our country.

☐ ☐ ☐ ☐ ☐

56. The slogan 'Feel proud by buying domestic goods' should get a wide publicity campaign in our country.

☐ ☐ ☐ ☐ ☐

57. The development of our country is not dependent on the prosperity of the working class.

☐ ☐ ☐ ☐ ☐

58. Equal distribution of wealth is not possible in our country.

☐ ☐ ☐ ☐ ☐

Appendix-B

Bengali version of Attitude Scale for National Development (ASND)

বিভিন্ন বিষয় সম্বন্ধে মনোভাব যাচাইয়ের উদ্দেশ্যে এই প্রশ্নমালাটি প্রণয়ন করা হয়েছে। নীচের প্রত্যেকটি উক্তি মনোযোগ সহকারে পড়ুন এবং প্রতিটি উক্তির সাথে আপনি কতখানি একমত বা ভিন্নমত পোষণ করেন তা যথাস্থানে টিক (✓) দিয়ে নির্দেশ করুন। যতট। সম্ভব আপনার নিজস্ব অভিজ্ঞতার ভিত্তিতে উত্তর দিন। প্রত্যেকটি উক্তির প্রতি আপনার মতামত চিহ্নিত করুন। কোন উক্তি বাদ দিবেন না। মনে রাখবেন এই প্রশ্নমালায় ভুল বা শুদ্ধ উত্তর বলে কিছু নেই। আপনি যতখানি যথাযথভাবে আপনার প্রকৃত মনোভাব প্রকাশ ক'রবেন তার উপরেই এই গবেষণার সাফল্য নির্ভর ক'রবে। সুতরাং আপনার সহযোগিতা একান্তভাবে কামনা ক'রছি।

	যে কোন একটি ঘরে টিক (✓) চিহ্ন দিন।				
	সম্পূর্ণ একমত	একমত	অনিশ্চিত	একমত	মোটাই একমত নই
১। আমাদের দেশ পৃথিবীর মধ্যে অনুন্নত শ্রুনে আমার খুব খারাপ লাগে।	☐	☐	☐	☐	☐
২। নৈতিক অধঃপতনের জন্যই আমাদের দেশের কোন উন্নতি হচ্ছে না বলে আমার বিশ্বাস।	☐	☐	☐	☐	☐
৩। আমাদের শিক্ষানীতির উদ্দেশ্য হওয়া উচিত জনগণকে দেশের উন্নয়নে অংশ গ্রহনের জন্য প্রস্তুত করা।	☐	☐	☐	☐	☐
৪। সূষ্ঠ ভূমি-সংস্কার ও ভূমি-বন্টন নীতির মাধ্যমে কৃষি-উৎপাদন বৃদ্ধি করা সম্ভব।	☐	☐	☐	☐	☐
৫। মধ্যসত্ত্ব ভোগীদের ভূমিকা আমাদের দেশে ব্যবসা-বানিজ্যের ক্ষেত্রে বিরূপ প্রভাব সৃষ্টি করছে।	☐	☐	☐	☐	☐
৬। আমাদের নিজেদের চেষ্ঠায় আমরা দেশের উন্নতি করতে পারবো।	☐	☐	☐	☐	☐
৭। আমাদের শিল্প-ক্ষেত্রে দেশীয় সম্পদ থেকে কাঁচামাল সংগ্রহ করা উচিত নয়।	☐	☐	☐	☐	☐
৮। একটি জাতির উন্নতি নির্ভর করে তার নৈতিক মূল্যবোধের উপর।	☐	☐	☐	☐	☐
৯। যত বেশী সংখ্যক সন্তান হবে তত বেশী উপার্জনক্ষম লোকের সংখ্যা বাড়বে এবং তত সংসারের উন্নতি হবে।	☐	☐	☐	☐	☐
১০। একটি বিশেষ গোষ্ঠীর শোষণমূলক কার্য- কলাপের জন্য আমাদের দেশের সমৃদ্ধি হ্রাসকির সম্মুখীন হচ্ছে।	☐	☐	☐	☐	☐
১১। আমাদের দেশে বিভ্রাণী, মধ্যবিত্ত ও নিম্নবিত্ত কৃষিজীবীদের এক-ই ধরনের শর্তে ঋণ প্রদান করা উচিত।	☐	☐	☐	☐	☐
১২। আমাদের দেশের মেয়েরা পুরুষদের মত সব ধরনের কাজে অংশগ্রহন করতে পারছে না বলেই দেশের অর্থনৈতিক উন্নতি হচ্ছে না।	☐	☐	☐	☐	☐

১৩। বেকার-সমস্যা আমাদের দেশে কোন বিশেষ সমস্যা নয়।	☐	☐	☐	☐	☐
১৪। যে কোন শর্তে আমাদের বৈদেশিক সাহায্য গ্রহণ করা উচিত।	☐	☐	☐	☐	☐
১৫। আমাদের দেশে এমন শিল্প-প্রতিষ্ঠান গড়ে তোলা উচিত যেখানে অদক্ষ শ্রমিকরাও শ্রমের যোগান দিতে পারে।	☐	☐	☐	☐	☐
১৬। যোগাযোগ ব্যবস্থা সহজ নয় বলে দেশের মানুষেরা উন্নয়ন কাজে অংশগ্রহণ করতে পারছে না।	☐	☐	☐	☐	☐
১৭। অবাধ বানিজ্য-নীতি আমাদের অর্থনৈতিক সমস্যার সমাধান দেবে।	☐	☐	☐	☐	☐
১৮। আমাদের সরকারের উচিত স্বাস্থ্য খাতে অধিক ব্যয় করা।	☐	☐	☐	☐	☐
১৯। 'স্ব-নির্ভরতা' শুধু একটা শ্লোগান, আসলে বিদেশী সাহায্য ছাড়া জাতীয় উন্নয়ন সম্ভব নয়।	☐	☐	☐	☐	☐
২০। উন্নয়ন-পরিকল্পনায় ঐক্য ধাকার জন্য আমাদের দেশে বেকার সমস্যার সৃষ্টি হয়েছে।	☐	☐	☐	☐	☐
২১। কৃষিজীবীদের ভাগ্যের সাথে দেশের জনগনের ভাগ্য জড়িত নয়।	☐	☐	☐	☐	☐
২২। অধিক মাত্রায় বৈদেশিক সাহায্য গ্রহণ করে আমরা পরনির্ভরশীল হয়ে পড়ছি।	☐	☐	☐	☐	☐
২৩। আমাদের শিক্ষাক্রমে বৃত্তিমূলক ও কারিগরি শিক্ষার উপর বিশেষ গুরুত্ব দেওয়া উচিত।	☐	☐	☐	☐	☐
২৪। গৃহই নারীর প্রকৃত স্থান। অফিস ও কল-কারখানায় কাজ করা তাদের শোভা পায় না।	☐	☐	☐	☐	☐
২৫। জাতীয় উৎপাদন বাড়াতে শিল্প-ক্ষেত্রে উন্নত পদ্ধতি ও প্রযুক্তি ব্যবহার করতে হবে।	☐	☐	☐	☐	☐
২৬। অনুনিয়ন্ত্রণ ধর্মীয় বিধানের পরিপন্থী।	☐	☐	☐	☐	☐
২৭। পরিকল্পনা ও বাস্তবায়নের মধ্যে অসংগতি থাকার কারণে আমাদের জাতীয় উন্নয়ন প্রক্রিয়া ব্যহত হচ্ছে।	☐	☐	☐	☐	☐
২৮। আমাদের শিক্ষাদান-পদ্ধতি স্বাধীন চিন্তা করতে সাহায্য করে না।	☐	☐	☐	☐	☐
২৯। জাতীয় উৎপাদন বাড়াতে কৃষি ক্ষেত্রে উন্নত প্রযুক্তি ও পদ্ধতি ব্যবহার করতে হবে।	☐	☐	☐	☐	☐
৩০। সংবাদপত্র, রেডিও ও টেলিভিশনের মাধ্যমে বিভিন্ন উন্নয়নমূলক কাজে অংশ গ্রহণের জন্য নাগরিকদের সহজেই উৎসাহিত করা যায়।	☐	☐	☐	☐	☐
৩১। শুধু টাকা বা ইনজেকশন দিয়ে কখনও নাগরিকদের স্বাস্থ্য রক্ষা করা যায় না।	☐	☐	☐	☐	☐
৩২। আমাদের অর্থ ও সম্পদ সীমিত তাই আমরা স্ব-নির্ভর হতে পারব না।	☐	☐	☐	☐	☐

৩৩। অসুখ বিসৃঙ্খনের সময় দোয়া-তাবিজ না করে আগে ডাক্তার-এর পরামর্শ নেওয়া উচিত।	☐	☐	☐	☐	☐
৩৪। দেশীয় গ্রন্থি ব্যবহার করে আমাদের দেশে শিল্পের প্রসার সম্ভব নয়।	☐	☐	☐	☐	☐
৩৫। নৈতিকতার সাথে দেশের উন্নতির কোন সম্পর্ক নেই।	☐	☐	☐	☐	☐
৩৬। আমাদের দেশে পরিবার পরিকল্পনা ও জন্ম নিয়ন্ত্রণের প্রয়োজনীয়তা ব্যপকভাবে প্রচার করা উচিত।	☐	☐	☐	☐	☐
৩৭। দেশের অর্থনৈতিক উন্নতির জন্য সঞ্চয় করা প্রয়োজনীয় নয়।	☐	☐	☐	☐	☐
৩৮। বয়স্ক শিক্ষা কার্যক্রম আমাদের জন্য প্রয়োজনীয় নয়।	☐	☐	☐	☐	☐
৩৯। বিভিন্ন বৃত্তিমূলক ও পেশা ভিত্তিক প্রশিক্ষণে পুরুষদের সাথে মেয়েদেরও সমান সুযোগ দেওয়া উচিত।	☐	☐	☐	☐	☐
৪০। আমাদের দেশে ক্ষুদ্র চাষীরা একমাত্র সমবায়ের ভিত্তিতে তাদের কৃষি-উৎপাদন বাড়াতে পারে।	☐	☐	☐	☐	☐
৪১। আমাদের দেশে বেশী করে রাস্তা, পুল ও ব্রিজ তৈরী করা-না-করা এক-ই কথা।	☐	☐	☐	☐	☐
৪২। দেশের বস্ত্র-শিল্পের উন্নতির জন্য যদি আমাকে বিদেশী কাপড় পড়তে নিষেধ করা হয়, তা হলে তা মেনে নেওয়া আমার পক্ষে কষ্টকর।	☐	☐	☐	☐	☐
৪৩। জাতীয় উন্নয়নের জন্য সর্বাত্মক প্রয়োজন এমন একটা স্বাস্থ্যনীতি যা বাংলাদেশের অর্থনীতি ও সমাজ-ব্যবস্থার সাথে সামঞ্জস্যপূর্ণ।	☐	☐	☐	☐	☐
৪৪। পরিবার-পরিকল্পনা ও জন্মনিয়ন্ত্রণ দেশের কল্যাণের জন্য অপরিহার্য।	☐	☐	☐	☐	☐
৪৫। আমাদের দেশে বড় শিল্প-প্রতিষ্ঠানের চেয়ে ছোট ছোট দেশীয় শিল্প প্রতিষ্ঠানের প্রয়োজন বেশী।	☐	☐	☐	☐	☐
৪৬। দেশের উন্নতির জন্য ছেলেদের মত মেয়েদেরও উচ্চশিক্ষিত করা প্রয়োজনীয় নয়।	☐	☐	☐	☐	☐
৪৭। উন্নতমানের না হলেও আমাদের উচিত দেশে উৎপাদিত পণ্য ব্যবহার করা।	☐	☐	☐	☐	☐
৪৮। প্রাথমিক শিক্ষার মত স্বাস্থ্য বিষয়ক শিক্ষাও বাধ্যতামূলক করলে দেশের জন্য মংগল-জনক হবে।	☐	☐	☐	☐	☐
৪৯। যোগ্য ব্যক্তিদের সঠিক কাজে নিয়োগ করা হচ্ছে না বলেই আমাদের দেশ অনুন্নত।	☐	☐	☐	☐	☐
৫০। সরকার ও জনগণের মধ্যে সম্পর্কের ব্যবধান জাতীয় উন্নয়নের প্রধান অন্তরায়।	☐	☐	☐	☐	☐

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| ৫১। আমাদের শিক্ষা-পদ্ধতি ছাত্রদের স্বাবলম্বী না
বানিয়ে শুধুমাত্র পরীক্ষা পাশ ও সার্টিফিকেট
পাওয়ার দিকে পরিচালনা করে। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫২। অর্থনৈতিক কর্মকাণ্ডে পুরুষদের সাথে নারীদেরও
প্রতিযোগিতা করার অধিকার আছে। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৩। দক্ষ জনশক্তির অভাব-ই আমাদের জাতীয়
উন্নয়নকে ব্যাহত করছে। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৪। শিক্ষিতের হার ও কর্মসংস্থানের সুযোগ
-- এই দুয়ের মধ্যে সংগতি নেই বলেই
আমাদের অর্থনৈতিক উন্নতি হচ্ছে না। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৫। পরিবার-পরিকল্পনার সাথে আমাদের
দেশের উন্নতির কোন সম্পর্ক নেই। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৬। 'দেশীয় পণ্য কিনে হও ধন্য' শ্লোগানটি
আমাদের দেশে ব্যাপকভাবে প্রচার করা
উচিত। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৭। আমাদের দেশের উন্নতি কর্মজীবী মানুষের
উন্নতির উপর নির্ভরশীল নয়। | ☐ | ☐ | ☐ | ☐ | ☐ |
| ৫৮। আমাদের দেশে সম্পদের সুসম বন্টন সম্ভব
নয়। | ☐ | ☐ | ☐ | ☐ | ☐ |

Appendix - C

English Version of Self-Role Perception Scale(SRPS)

In our society there are some events which influence different people differently. In this questionnaire please put a ✓ mark in the 'yes' box to the statements that seem appropriate for you. Please put a ✓ mark in the 'no' box to the statements which are not appropriate for you. For those statements for which you do not have a clean 'yes' or 'no' response, please put a ✓ mark in the undecided box. Please remember there are no right or wrong answers to this questionnaire.

	Yes	Undecided	No
1. I believe that success could be achieved through adapting a concrete working plan, and not by depending in fate.	☐	☐	☐
2. Most of the time, I find it difficult to help my neighbours or friends.	☐	☐	☐
3. I am more interested to spend my time with people that I already know then meeting new people.	☐	☐	☐
4. I cannot ignore the decisions that others take regarding my plans and programmes.	☐	☐	☐
5. I always make plans, keeping my future in mind.	☐	☐	☐
6. I seek help from my friends or relations while buying things.	☐	☐	☐
7. I am ready to live away from my family for job related or professional advancement.	☐	☐	☐
8. I pretend not to notice the people who travel without tickets in buses or trains.	☐	☐	☐

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 9. I give more importance to one's own efforts rather than fate in advancing in life. | ☐ | ☐ | ☐ |
| 10. I regard myself as different from my friends and acquaintances. | ☐ | ☐ | ☐ |
| 11. I find that a man can make himself through his experiences. | ☐ | ☐ | ☐ |
| 12. I like to celebrate different rituals and ceremonies like my forefathers. | ☐ | ☐ | ☐ |
| 13. I find that only a handful of people get benefits from meetings, associations or organisations. | ☐ | ☐ | ☐ |
| 14. I believe accidents can be prevented if sufficient care is taken. | ☐ | ☐ | ☐ |
| 15. I advise my family to think about future while making their plans and programmes. | ☐ | ☐ | ☐ |
| 16. I find that I have little influence over the events that happen in my life. | ☐ | ☐ | ☐ |
| 17. I feel that others do not understand me. | ☐ | ☐ | ☐ |
| 18. I am not very much frustrated over a failure or default in my life. | ☐ | ☐ | ☐ |
| 19. I am not ready to spoil my present peace for the sake of future. | ☐ | ☐ | ☐ |
| 20. I do not find any relation between my job or profession and the welfare of the country. | ☐ | ☐ | ☐ |

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 21. I have my consent to every decision made by friends or colleagues. | ☐ | ☐ | ☐ |
| 22. Often it annoys me because I can not make up my mind soon enough or fast enough. | ☐ | ☐ | ☐ |
| 23. I do not make plans in advance because we have no control on our future. | ☐ | ☐ | ☐ |
| 24. I believe by taking active part in social and political affairs people can control the events in our national life. | ☐ | ☐ | ☐ |
| 25. I think I would be happier if I did not have certain physical and mental limitations. | ☐ | ☐ | ☐ |
| 26. I like to keep quiet while in the company of my friends or colleagues. | ☐ | ☐ | ☐ |
| 27. I prefer to make a plan before undertaking any work. | ☐ | ☐ | ☐ |
| 28. I dislike talking all the time with others. | ☐ | ☐ | ☐ |
| 29. I find the fate of the society is being determined only by the people in power. | ☐ | ☐ | ☐ |
| 30. Adapting modern methods of teaching in every sphere of life seems fruitful to me. | ☐ | ☐ | ☐ |
| 31. I find strong determination is enough to lead a happy and successful life. | ☐ | ☐ | ☐ |
| 32. I believe success in life can be achieved through hard work. | ☐ | ☐ | ☐ |

33. I want to lead my life according to the wishes of my parents or elders. ☐ ☐ ☐
34. I can not take independent decisions for economic reasons. ☐ ☐ ☐
35. It takes me several days or longer to get over a failure that I have met. ☐ ☐ ☐
36. I find that things happens as they are destined to happen. ☐ ☐ ☐

Appendix-D

Bengali version of Self-Role Perception Scale (SRPS)

আমাদের সমাজের কিছু কিছু ঘটনা বিভিন্ন লোককে বিভিন্নভাবে প্রভাবিত করে। এই প্রশ্নমালায় যে বক্তব্যগুলি আপনার নিজের বলে মনে হয়, সেগুলি হ্যাঁ ঘরে টিক (V) দিয়ে নির্দেশ করুন। যেগুলি আপনার বক্তব্য নয়, সেগুলি না ঘরে টিক দিয়ে নির্দেশ করুন। যে বক্তব্যগুলি সম্বন্ধে হ্যাঁ বা না কোন উত্তর দিতে পারছেন না সেগুলো অনিশ্চিত নির্দেশক ঘরে টিক দিয়ে নির্দেশ করুন। মনে রাখবেন এই প্রশ্নমালায় ভুল বা শুদ্ধ উত্তর বলে কিছু নেই।

	হ্যাঁ	অনিশ্চিত	না
১। আমি দেখি ভাগ্যের উপর নির্ভর না করে সুনির্দিষ্ট কর্মপন্থার মাধ্যমে সাফল্য লাভ করা যায়।	☐	☐	☐
২। প্রতিবেশী বা বন্ধু-বান্ধবদের সাহায্য করার কাজটা আমার কাছে প্রায়-ই জটিল মনে হয়।	☐	☐	☐
৩। আমি নতুন লোকদের সাথে মেশার চেয়ে চেনা-জানা লোকদের সাথে সময় কাটাতে বেশী আগ্রহী।	☐	☐	☐
৪। অন্যরা আমার কর্মসূচীর ব্যাপারে যে সিদ্ধান্ত নেয়, তা আমি অগ্রাহ্য করতে পারি না।	☐	☐	☐
৫। আমি সব সময় ভবিষ্যতের কথা চিন্তা করে বিভিন্ন পরিকল্পনা করি।	☐	☐	☐
৬। জিনিসপত্র কেনা কাটার সময় আমাকে বন্ধুবান্ধব বা 382468	☐	☐	☐
আত্মীয়স্বজনের সাহায্য নিতে হয়।	☐	☐	☐
৭। আমি চাকুরির প্রমোশন বা পেশাগত উন্নতির জন্য আমার পরিবার ছেড়ে দূরের কর্মস্থলে থাকতে রাজী আছি।	☐	☐	☐
৮। ট্রেনে বা বাসে কেউ টিকেট ছাড়া ভ্রমণ করলে আমি তাদের না দেখার ভান করি।	☐	☐	☐
৯। আমি জীবনের উন্নতির জন্য ভাগ্যের থেকে ব্যক্তিগত উদ্যোগকে প্রাধান্য দেই।	☐	☐	☐
১০। আমি নিজেকে আমার বন্ধুদের ও পরিচিতদের থেকে ভিন্ন রকম মনে করি।	☐	☐	☐
১১। আমি দেখি অভিজ্ঞতার মধ্য দিয়েই মানুষ নিজেকে গড়ে তুলতে পারে।	☐	☐	☐
১২। বাপ-দাদাদের মত বিভিন্ন আচার অনুষ্ঠান পালন করতে আমি বেশী পছন্দ করি।	☐	☐	☐
১৩। আমি দেখি সভা, সমিতি বা সংগঠনের মাধ্যমে খুব অল্প সংখ্যক লোক উপকৃত হয়।	☐	☐	☐
১৪। আমি মনে করি সতর্কতা অবলম্বন করলে বিভিন্ন দুর্ঘটনা বা দুর্যোগ এড়ানো সম্ভব।	☐	☐	☐
১৫। আমি আমার পরিবারের সদস্যদের ভবিষ্যতের কথা চিন্তা করে বিভিন্ন পদক্ষেপ নিতে পরামর্শ দেই।	☐	☐	☐



১৬। আমি দেখি আমার জীবনে যে-সব ঘটনা ঘটে সেগুলোতে আমার প্রভাব খুব কম।	☐	☐	☐
১৭। আমার মনে হয় অন্যরা আমাকে বুঝতে পারে না।	☐	☐	☐
১৮। কোন কাজের বিফলতা বা ব্যর্থতার জন্য আমি খুব বেশী হতাশায় ভুগি না।	☐	☐	☐
১৯। আমি ভবিষ্যতে কি হবে তা ভেবে বর্তমানের শান্তি নষ্ট করতে রাজী না।	☐	☐	☐
২০। আমি আমার কাজ বা পেশার সাথে দেশের কল্যানের কোন সম্পর্ক খুঁজে পাই না।	☐	☐	☐
২১। আমি বন্ধু-বান্ধব বা সহকর্মীদের সাথে সব সিদ্ধান্তের একমত পোষণ করি।	☐	☐	☐
২২। প্রায়-ই খুব দ্রুত বা জলদি মনস্থির করতে পারি না বলে আমার খুব বিরক্তি লাগে।	☐	☐	☐
২৩। আমি খুব বেশী ভবিষ্যতের পরিকল্পনা করি না, কারণ ভবিষ্যতের উপর আমাদের কোন হাত নেই।	☐	☐	☐
২৪। আমি মনে করি সামাজিক ও রাজনৈতিক ব্যাপারে সক্রিয় অংশ নিয়ে জনগণ দেশের ঘটনা গ্রবাহকে নিয়ন্ত্রণ করতে পারে।	☐	☐	☐
২৫। আমার মনে হয় কিছু শারীরিক ও মানসিক সীমাবদ্ধতা না থাকলে আমি আরও বেশী সুখী হতাম।	☐	☐	☐
২৬। আমি বন্ধু-বান্ধব, বা সহকর্মীদের সাথে থাকলে চুপচাপ থাকতে ভালবাসি।	☐	☐	☐
২৭। কোন কাজ আরম্ভ করার আগে একটা পরিকল্পনা করে নিতে আমি পছন্দ করি।	☐	☐	☐
২৮। সব সময় অন্যদের সাথে কথা বলতে আমার ভাল লাগে না।	☐	☐	☐
২৯। আমি দেখি একমাত্র ক্ষমতাসীল ব্যক্তিরাই সমাজের ভালমন্দ নির্ধারণ করে দিতে পারেন।	☐	☐	☐
৩০। আমি জীবনের বিভিন্ন ক্ষেত্রে আধুনিক পদ্ধতিতে শিক্ষাপ্রদান বেশী ফলপ্রসূ মনে করি।	☐	☐	☐
৩১। আমি দেখি সুন্দর ও সার্থক জীবন যাপনের জন্য দৃঢ় মনোবলই যথেষ্ট।	☐	☐	☐
৩২। আমি বিশ্বাস করি কঠোর পরিশ্রমের মাধ্যমেই জীবনে উন্নতি লাভ করা যায়।	☐	☐	☐
৩৩। অভিব্যক্তি বা ব্যক্তিত্বের যেভাবে চান, সেভাবেই আমি জীবন-যাপন করতে চাই।	☐	☐	☐
৩৪। অর্থনৈতিক কারণে আমি স্বাধীনভাবে কোন সিদ্ধান্ত নিতে পারি না।	☐	☐	☐
৩৫। আমি কোন কাজে ব্যর্থ বা বিফল হলে, তা কাটিয়ে উঠতে আমার কয়েকদিন বা তার বেশী সময় লাগে।	☐	☐	☐
৩৬। আমি দেখি--যা হবার তাই হয়।	☐	☐	☐

Appendix - E

English Version of Schedule for Value Preferences

People have different views and opinion and the value of life is different for every individual. Please rank the following statements according to your choice - the most favoured statement should be ranked as 1, the next favoured ranked as 2, and so on.

- ☐ To participate in collective /social welfare activities.
- ☐ To achieve success.
- ☐ To have power and influence over others.
- ☐ To think more about otherworldliness.
- ☐ To depend on fate for the outcomes in life.
- ☐ To lead a secure life.
- ☐ To fix self -direction.
- ☐ To enjoy life by pursuing one's own pleasure.
- ☐ To think more about self.
- ☐ To become conservative.

Appendix-F

Bengali version of Schedule for value preferences

ভিন্ন ভিন্ন দৃষ্টিভঙ্গি নিয়ে মানুষ জীবন-যাপন করে এবং একেক জনের কাছে জীবনের মূল্য একেক রকম।
নীচের উক্তিগুলি আপনার পছন্দের ক্রমানুসারে সাজান (সব চেয়ে বেশী পছন্দনীয় উক্তিটিতে ১ তার পরেরটিতে ২--
এভাবে সাজান।)

- ☐ গোষ্ঠী/সমাজ উন্নয়নমূলক কাজে-কর্মে অংশ গ্রহণ করা।
- ☐ সফলতা অর্জন করা।
- ☐ অন্যের উপর প্রভাবশালী ও ক্ষমতাবান হওয়া।
- ☐ আধ্যাত্মিক জীবন নিয়ে বেশী চিন্তা-ভাবনা করা।
- ☐ জীবনের ফলাফলের জন্য ভাগ্যের উপর নির্ভর করা।
- ☐ নিরাপদ জীবন যাপন করা।
- ☐ নিজের লক্ষ্য নির্ধারণ করা।
- ☐ নিজের মনের মত জীবনকে উপভোগ করা।
- ☐ নিজের জন্য বেশী চিন্তা-ভাবনা করা।
- ☐ রক্ষণশীল হওয়া।

APPENDIX-G

Weightage along with indicators of the personal information

1	2	3	4	5	6
Respondent's profession	Respondent's fathers profession	Respondent's educational qualification	Respondent's fathers educational qualification	Respondent's income	Respondents fathers income
Ag. Labourer 1	Agriculturist 1	Illiterate 1	Illiterate 1	Below 1000-1	Below 1000-1
Small farmers 1					
Small Traders/	Service	Class V 2	Class V 2	1000-2000- 2	1000-2000- 2
Businessman 1	Holder 2	Class VI-X 3	Class VI-X 3	2001-4000- 3	2001-4000- 3
Ag. tenants 2	Teacher 3	S.S.C. 4	S.S.C. 4	4001-6000- 4	4001-6000- 4
Mid level	Businessman 3	H.S.C. 5	H.S.C. 5	6001-8000- 5	6001-8000- 5
Farmers 2	Professionals 4	Degree 6	Degree 6	8001-10000-6	8001-10000-6
Land owners 3					
Peon/Darwan/	Professionals	Masters 7	Masters 7	Above	Above
Mill worker 1	with high	Ph.D. 8	Ph.D. 8	10000- 7	10000- 7
Ricksaw	status 5				
puller 1					
Day labourer/					
Vendors/					
Hawkers 1					
Clerk 2					
N.G. Service					
holders 3					
Govt. Service					
holder 3					
Businessman					
(medium) 4					
Teachers 4					
Professional					
(Doctor/					
Engineer/					
Lawyer) 4					
Businessman					
(Big) 5					
Service holder					
(Director/Chief					
Executive) 5					
Professionals					
with high					
status 5					

Appendix - H

English Version of Personal Data Blank

1. Male/ female (please put a ✓ sign)
2. Your age:
3. Your profession:
4. Your educational qualification:
5. Your monthly income:
6. Your father's profession:
7. Your father's educational qualification:
8. Your father's monthly income:
9. Monthly family income:
10. Area of your residence: Urban/sub-urban/Rural (Please put a ✓ sign).
11. Your religion: Islam/Hindu/Christian/Buddhist (Please put a ✓ sign).

Appendix-I

Bengali version of personal data blank

ব্যক্তিগত তথ্য-সংক্রান্ত প্রশ্নমালা

১। [পুরুষ/মহিলা টিক চিহ্ন (✓) দিন]

২। বয়সঃ

৩। আপনার পেশাঃ

৪। আপনার শিক্ষাগত যোগ্যতাঃ

৫। আপনার মাসিক আয়ঃ

৬। পিতার পেশাঃ

৭। পিতার শিক্ষাগত যোগ্যতাঃ

৮। পিতার মাসিক আয়ঃ

৯। পারিবারিক আয়ঃ

১০। বাসস্থানঃ শহর/উপ-শহর/গ্রাম

১১। ধর্মঃ ইসলাম/হিন্দু/খ্রীষ্টান/বৌদ্ধ