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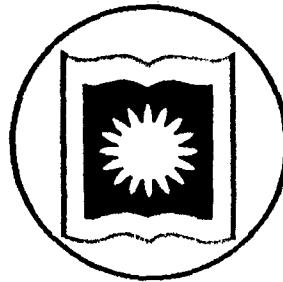
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**SOCIO-ECONOMIC FACTORS OF DIFFERENT
CLASSES OF PEOPLE RELATED
TO
ATTITUDE TOWARDS NATIONAL
DEVELOPMENT**



*Thesis Submitted in the University of Rajshahi in Fulfillment of the
Requirements for the Degree of Masters of Philosophy
in
Psychology*

SUBMITTED BY
SAHEEN ACKTER JAHAN

December, 2005

**Department of Psychology
University of Rajshahi**



DEDICATED

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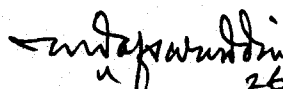
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CERTIFICATE

Certified that this thesis entitled, "**Socio-economic Factors of Different Classes of People Related to Attitude Towards National Development**" has been completed by **Shahin Ackter Jahan** under my supervision for the award of **M.Phil. degree from Rajshahi University.**

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Declaration

Except where full references have been given this thesis contains the independent original work of the author. This thesis has not been submitted before, nor it is being submitted anywhere else at the same time for the award of any degree.

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Saheen Ackter Jahan

Abstract

A sample survey on three different socio-economic factors upon 247 peoples was designed to investigate whether there were any significant differences in Attitude towards National Development on various socio-economic groups of people. A 58 item Likert type scale, Attitude Scale for National Development (ASND) developed by Rafiq Ahmed (1997) was used to collect data and to measure their Attitude towards National Development. The obtained data were analyzed by one-way analysis of variance (ANOVA) and t-test.

The analysis provided that there were significant differences in Attitude towards National Development between different groups of people and all they were showing negative attitude within each of the three socio-economic factors. For Profession, Students and Service Holders groups shown more negative attitude than other three groups Farmers, Labourers and Businessman though the Labourers group were showing most average score. For education, more educated groups shown more negative attitude. Similar results also observed for Income groups of people, that is, more income groups of people shown more negative attitude.

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ANZO REFRESH

INTRODUCTION

Chapter One

Introduction

Bangladesh is an overpopulated and poor country. According to census 2001, there are 12.31 crore people in this country with annual rate 1.47% and 834 persons are living in each square kilometre. So this population is a barrier for National Development, which is an important factor for any nation. Different factors are related to National development. Different scholars mentioned their different ideas about it. In our study, not all other factors are investigated; we are investigating how attitude towards national development is likely to differ as a result of differences in Socio-economic factors of peoples. In this chapter we shall sequentially discuss detail about attitude, formation of attitude, development, national development and the relations among development and other factors. Finally we shall also discuss about the considered socio-economic factors, Profession, Education and Income.

1.1 Attitude

It is very difficult to define attitude. Not all the social psychologists agree on a particular definition of the term attitude.

1.1.1 Definition of Attitude

William McGuire (1985) reported that more than five hundred definitions of attitude have been used by social psychologists in their research on the subject.

So we need to consider some definitions of attitude, which would be considerable for most of the researchers.

Worchel, Cooper and Goethals (1989), reported that despite the plethora of definitions, most research has considered the sentiment, or affect, to be the most important attitude dimension. They have defined attitude as,

“The intensity of positive or negative affect for or against a psychological object.”

And a “*psychological object*” according to Thurstone (1946)[To be found in Ahmed R(1997)],

“Psychological object is any symbol, person, phrase, slogan or idea toward which people can differ as regards positive or negative affect.”

That is, it is one’s liking or disliking for any object, person, idea, and so on.

Social psychologists have long been interested in such reactions, which they term attitudes.

According to Baron & Byrne (1998) a good working definition of attitudes is that

“Attitudes are associations between attitude objects (virtually any aspect of the social world) and evaluation of those objects.” [Fazio & Roskos-Ewoldsen (1994)].

More simply,

“Attitudes are lasting evaluations of various aspects of the social world-evaluations that are stored in memory.” [Judd et. Al. (1991)]

1.2.1 Development

According to Sharma (1970), development is a complex phenomenon involving many aspects from health and education to development resources and motivating people to action.

National development is a collective effort, where individuals with different background i.e. with different attitude, values, interests, and needs are involved. Every individual has something to contribute towards the development of the country. In the next subsection, an attempt has been made to define development.

1.2.2 Definition of Development

Many authors and thinkers defined development in many different ways. In Bangladesh, Begum (1988)[To be found in Ahmed R., (1997)] 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

means, low price of food products, provision of security and improvement in economic status. An old villager said that development is growing enough paddies in the field and having ponds full of fish.

According to Ansari (1963),

“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) observed that, 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.

According to Meier (1994),

“Development is taken to mean growth plus change: there are essential qualitative dimensions in the development process that extend beyond the growth or expansion of an economy through a simple widening process. This qualitative difference is especially likely to appear in the improved performance of the factors of production and improved techniques of production-in our growing control over nature. It is also likely to appear in the development of institutions and change in attitudes and values.”

Development may be defined as nothing less than the “*upward movement of the entire social system*” [Myrdal G. (1968)] or it may be interpreted as the attainment of a number of “ideals of modernization,” such as a rise in productivity, social and economic equalization, modern knowledge, improved institutions and attitudes, and a rationally coordinated system of policy measures that can remove the host of undesirable conditions in the social system that have perpetuated a state of underdevelopment [Black, C. E. (1966), To be found in Ahmed R.,(1997)].

Meier (1994) observed that if our interest in the development of a poor country arises from our desire to remove mass poverty, then we should emphasize as the primary goal a rise in per capita real income rather than simply an increase in the economy’s real national income, uncorrelated for population change. For if the criterion was only an increase in real national income, and then it would be an increase in the per capita improvement in living standards. Population growth may surpass the growth of national output or run parallel to it; the result would be falling, or at best constant, per capita income, and we would not consider this as economic development. We also stress a long period of time because what is significant from the standpoint of development is a sustained increase in real income not simply a short-period rise, such as occurs during the upswing of the business cycle. The underlying upward trend over decades, at least two or three decades, is the stronger indication of development. From this standpoint, a five-year development plan is only the start of the development process, and it remains to be seen whether there is the power or sustain the process so that per capita real income continues to rise over the longer period. There is a vital distinction between initiating development and the more difficult task of sustaining development over the longer run.

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.

"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"[Ansari(1963)].

People at large living in underdeveloped and developing 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.

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.

1.2.3 Criteria of Development

Considerable number of tests have been used to throw light on the level of economic development attained by the various countries of the world. These tests may relate to either the technological or the demographic situation of a nation, but by and large, they all tell the same story [Berry (1961)]. The criteria used here to determine the main patterns of development in the world are (i) per capita national product, (ii) the occupational distribution of the population, (iii) the rural-urban population ratio, (iv) the structure of the population, and (v) the rate of economic growth.

1.2.4 National Development

“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 change of leading a more productive life and living happily in a more complex environment” [Ashford (1967)].

According to Blaisdell (1970),

“National development is the continuous 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.”

This definition 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 (i) per capita income, (ii) infant mortality, (iii) primary education, (iv) crime rate, (v) unemployment rate, (vi) productivity in agriculture, (vii) productivity in industry, (viii) literacy rate, female literacy rate, (ix) employment status, (x) health status, (xi) improved means of communications, (xii) level of domestic savings, (xiii) level of nutrition (caloric intake), (xiv) average longevity, (xv) status of woman.

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: (i) to develop the resources of the country as rapidly as possible, (ii) to promote welfare of the people, (iii) to provide

adequate living standards and social services, (iv) to secure social justice and equality of opportunity and (v) equitable distribution of income and property.

To fulfil the objectives of National Development Sharma (1977) and Blaisdell (1970) suggested to fulfil the objectives of national development the following steps are to be taken in the context of less developed countries: (i) planning for development, (ii) proper utilization of human resources, (iii) pragmatic steps for population control, (iv) development of agricultural sector, (v) economic steps to remove inequality, (vi) development of education sector, (vii) development and use of technology, (viii) proper utilization of foreign assistance, (x) raising the status of women, and (xi) Development of health sector.

1.2.5 Bangladesh and National Development

Bangladesh is one of the world's poorest and most densely populated countries. According to the report of Bureau of South Asia Affairs (August, 2004), it consists of 140 million people with annual growth rate 1.48%, annual GDP growth rate (2004 est.) was 5.5%, inflation (April 2004) was 5.75% and per capita GDP (2003) was \$389 is situated almost at the bottom of the World Bank's least developed countries (LDC) list. Despite sustained domestic and international efforts to improve economic and demographic prospects, Bangladesh remains a poor, overpopulated, and ill-governed nation. Although half of GDP is generated through the service sector, nearly two-thirds of Bangladeshis are employed in the agriculture sector, with rice as the single-most-important product. Major impediments to growth include frequent cyclones and floods, inefficient state-owned enterprises, inadequate port facilities, a rapidly growing labour force that cannot be absorbed by agriculture, delays in exploiting energy resources (natural gas), insufficient power supplies, and slow implementation of economic reforms.

Economic reform is stalled in many instances by political infighting and corruption at all levels of government.

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.

1.2.6 Individual and National Development

According to Human Development Report of UNDP 2003, the Human Development Index of Bangladesh is 138. 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 that exercise their rights and perform their duties as members of a community.

Research of 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 nations 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].

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 organizational set up and processes, modernization of the administrative organization and the use of new administrative technology. Behaviourally, it implies the development of a set of new values and attitudes, which are conducive to organizing and pushing through the development programs.

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 Enquirer one needs to ask what the individual traits are which facilitate development and what are those that hinder development 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 that act as impediments to change and operate as resistance in various forms (Inhibitors).

Several studies [Sinha (1969, 1974), McClelland (1961), McClelland & Winter (1969), Inckles and smith (1974)] have shown how personality and motivational variables contribute to the success and failures of programs of agro-economic development and entrepreneur enterprise. These Psychological factors constitute important mediating variables and ignoring these often lead to consequences, which are not anticipated or desired. It is only in terms of such mediating

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processes that one is able to understand the operations facilitating and inhabiting factors, as well as such changes that take unexpected and at times undesirable directions [Sinha, (1986), To be found in Ahmed R.,(1997)].

1.2.7 Attitude and National Development

To quote Shaw (1967),

“Attitudes, the end product of the socialization 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 object 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”

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.

Attitude entails and existing predisposition to respond to social objects which in inter-diction with situational and other dispositional variables, guides and directs the overt behaviour of the individual [Cardno, J.A. (1955), To be found in Ahmed R.,(1997)].

According to Myrdal (1977)[To be found in Ahmed R.,(1997)], a major part of the work on planning for development in underdevelopment 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 development problems of the underdevelopment 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.

1.2.8 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)]. 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)[To be found in Ahmed R.,(1997)], in underdeveloped (traditional) societies roles are ascribed, functionally diffuse and oriented towards narrow particularistic goals. On the other hand, 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 (1973) 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 toward life and work are deficient from the development point of view. Levels of work discipline are low.

So is punctuality mid 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 submissiveness to authority and exploitation in others. These undesirable patterns of performance in life and at work are all, to some extent, a function of low level of living.

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 show 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 characteristic 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 these individuals in underdevelopment 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)]. These words are to some student 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.

1.2.9 Citizen's Values and National Development

Development process depends heavily on the successful integration of the values governing the citizen's family, community and nation [Ashford (1967)]. Value is anything of interest to a human subject [Perry (1954), To be found in Ahmed R.,(1997)]. Men are not indifferent to the world; they do not stop with a sheerly factual view of their experience [Kohler (1938), To be found in Ahmed R.,(1997)]. According to William (1968), human social behaviour is the outcome 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 organization and so on. Once established, however, values operate as independent variables

channelling reaction to prior innovations and serving as a basic for further innovations.

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.

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.

1.2.10 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 adapt 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, According to Myrdal (1968), 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 individual belongings. 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.

1.3: Different Socio-economic Factors

As we mentioned before, here detail about considered socio-economic factors, Education, Profession and Income are discussed. It is observed that many scholars and thinkers defined the above factors differently. Some of those definitions have same meanings and also some contradictions. In the present study, we shall discuss about the socio-economic factors.

1.3.1: Profession

In this sub section some definitions of Profession are mentioned. According to definition of American Heritage[®] Dictionary,

1.
 - a. An activity that serves as one's regular source of livelihood; a vocation.
 - b. An activity engaged in especially as a means of passing time; an avocation.
2.
 - a. The act or process of holding or possessing a place.
 - b. The state of being held or possessed.
3.
 - a. Invasion, conquest, and control of a nation or territory by foreign armed forces.
 - b. The military government exercising control over an occupied nation or territory.

According to the website [Http:// www. Dictionaryhead.com](http://www.Dictionaryhead.com), Profession means

1. The principal activity in your life that you do to earn money
2. The control of a country by military forces of a foreign power

3. Any activity that occupies a person's attention
4. The act of occupying or taking possession of a building
5. The period of time during which a place or position or nation is occupied

The website <http://www.infoplace.com> also introduced Profession as

1. A person's usual or principal work or business, esp. as a means of earning a living; vocation: *Her occupation was dentistry.*
2. Any activity in which a person is engaged.
3. Possession, settlement, or use of land or property.
4. The act of occupying.
5. The state of being occupied.
6. The seizure and control of an area by military forces, esp. foreign territory.
7. The term of control of a territory by foreign military forces: *Danish resistance during the German occupation*
8. Tenure or the holding of an office or official function: *during his Profession of the vice presidency.*

In the next sub-section we shall discuss about Education.

1.3.2: Education

Adorno T, and Horkheimer M.(1972) in the *Dialectic of Enlightenment* made a classic remark on the nature of the dialectic of power,

"myth is already enlightenment; and enlightenment reverts to mythology."

With Adorno and Horkheimer, one could say that education is both a myth and an enlightenment: the myth is based on the blind belief that education in its omnipotent power, can produce or transform a human being like the magic wand in fairy tales. But education is also the unique means of enlightenment as Tzu-hsia (1961), a disciple of Confucius forcefully argued,

"To study extensively, to be steadfast in one's purpose, to inquire earnestly, and to reflect on what is at hand, humanity consists in these."

Being both a myth and an enlightenment, Confucian education has been destined to inevitable ambiguity if not misunderstanding, and subjected to the manipulation of the ruling cliques or the State. In fact, the nature of education has never been clearly understood; there may be no definitive and absolutely authoritative definition of education. Any adequate (not necessarily acceptable) definition of a concept or thing has to fulfill at least the following conditions: (1) it has truly to describe its most essential characteristics (or, as the phenomenologists insist, its nature as such); (2) it has to grasp correctly its main functions; (3) it has exactly to pinpoint its motives, and perhaps more difficult (4) it has to establish a scientific law of its course. The scientific advance has made a great deal of clarifying the nature of a thing and hence has contributed to a better definition in terms of (1) its peculiar characteristics and (2) its functions. Science, however, could not explain, predict or calculate (3) human motives and interests without degrading human beings to the level of things or animals (as the behaviorists have done).

According to the Columbia Electronic Encyclopedia (2003),

"Education, any process, either formal or informal, that shapes the potential of a maturing organism. Informal education results from the constant effect of environment, and its strength in shaping values

and habits cannot be overestimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Techniques of instruction often reflect the attitudes of society, i.e., authoritarian groups typically sponsor dogmatic methods, while democratic systems may emphasize freedom of thought."

It is also informed from American Heritage® Dictionary that education as

1. The act or process of educating or being educated.
2. The knowledge or skill obtained or developed by a learning process.
3. A program of instruction of a specified kind or level: *driver education; a college education.*
4. The field of study that is concerned with the pedagogy of teaching and learning.
5. An instructive or enlightening experience: *Her work in the inner city was a real education.*

Finally here it is presented the WorldReference.com English Dictionary's idea about education and which is

1 Education: *The profession of teaching (especially at a school or college or university)*

Category Tree:

Act; human action; human activity.

↳ activity

↳ occupation; business; job; line of work; line

↳ profession

↳ **education**

↳ teaching; instruction; pedagogy

2 Education, instruction, teaching, pedagogy, educational activity: *The activities of educating or instructing or teaching; activities that impart knowledge or skill; "he received no formal education"; "our instruction was carefully programmed"; "good teaching is seldom rewarded"*

Category Tree:

Act; human action; human activity

↳ activity

↳ **education**, instruction, teaching, pedagogy, educational activity

↳ extracurricular activity

↳ extension; extension service; university extension

↳ elementary education

↳ course; course of study; course of instruction; class

↳ coeducation

3 Education, training, breeding: *The result of good upbringing (especially knowledge of correct social behavior); "a woman of breeding and refinement"*

Category Tree:

Abstraction

↳ attribute

↳ inheritance; heritage

↳ upbringing

↳ **education**, training, breeding

4 Education: *The gradual process of acquiring knowledge; "education is a preparation for life"; "a girl's education was less important than a boy's"*

Category Tree:

Psychological feature

↳ cognition; knowledge; noeses

↳ process; cognitive process; mental process; operation; cognitive operation

↳ basic cognitive process

↳ learning; acquisition

↳ education

↳ vocational training; vocational education

↳ special education

↳ school, schooling

↳ self-education; self-cultivation

↳ mastering

↳ acculturation; assimilation

5 Education: *Knowledge acquired by learning and instruction; "it was clear that he had a very broad education"*

Category Tree:

Psychological feature

↳ cognition; knowledge; noesis

↳ content; cognitive content; mental object

↳ education

↳ foundation; grounding

↳ enlightenment

↳ eruditeness; erudition; learnedness; learning; scholarship; encyclopaedism

↳ experience

↳ physical education

6 Department of education, Education Department, Education: *The United States federal department that administers all federal programs dealing with education (including federal aid to educational institutions and students); created 1979*

Category Tree:

group; grouping

↳social group

↳organization; organisation

↳unit; social unit

↳administrative unit; administrative body

↳division

↳department; section

↳government department

↳federal department; federal office; department of federal government

↳executive department

↳Department of Education, Education Department, Education

1.3.3: Income

“Income” means the total amount of all payments of any nature paid to or on behalf of or for the benefit of the member, subject to exceptions.

Income includes, but is not limited to the following:

- (a) Gross salaries, wages, overtime payments, commissions, bonuses, tips, and gratuities;

- (b) Self-employment income;
- (c) The gross amount of employment insurance benefits;
- (d) The gross amount of workers' compensation payments or other industrial accident insurance payments made because of illness or disability;
- (e) The gross amount of any old age security, federal guaranteed income supplement and spouse's allowance and financial assistance under the Ontario Guaranteed Annual Income Supplement (GAINS);
- (f) The gross amount of every kind of pension, allowance, benefit and annuity whether from a federal, provincial or municipal government of Canada or any level of government of any other country or state or from any other source;
- (g) The gross amount of alimony, separation, maintenance or support payments;
- (h) The gross amount of gains from investments including interest or dividends on stocks, shares or other securities, and where the actual income can not be determined, an imputed rate of return set by the Manitoulin-Sudbury District Social Services Administration Board from time to time;
- (i) The gross interest income from savings or chequing accounts in a bank, trust company or a credit union; the gross amount of interest earned or payable from bonds, debentures, term deposits or investments, certificates, mortgages or lump sum payments or other assets;
- (j) An imputed income equal to the total appraised value of all assets which do not produce interest income multiplied by a rate of return as determined by the Canada Savings Bond rate from time to time.

According to American Heritage[®] Dictionary, Income is

1. The amount of money or its equivalent received during a period of time in exchange for labour or services, from the sale of goods or property, or as profit from financial investments.
2. The act of coming in; entrance.

Http:// www. Dictionaryhead.com website define Income as

1. A coming in; entrance; admittance; ingress; infusion.
2. That which is caused to enter; inspiration; influence; hence, courage or zeal imparted.
3. That gain which proceeds from labour, business, property, or capital of any kind, as the produce of a farm, the rent of houses, the proceeds of professional business, the profits of commerce or of occupation, or the interest of money or stock in funds, etc.; revenue; receipts; salary; especially, the annual receipts of a private person, or a corporation, from property; as, a large *income*.
4. That which is taken into the body as food; the ingesta; — sometimes restricted to the nutritive, or digestible, portion of the food.

They told the Income is the financial gain (earned or unearned) accruing over a given period of time.

In this study on the basis of the above three socio-economic factors, an attempt has been made to observe the Attitude of different classes of people on National Development.

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RESEARCH PERSPECTIVE

Chapter Two

Research Perspective

Bangladesh faces innumerable challenges. Not only does the country have a large population but it is also one of the most densely populated, poorest and most rural country in the world. Natural disasters, such as floods, cyclones, tornadoes and storm surges have repeatedly devastated its settlements, environment and economy.

Because human being always want to improve their present stage in better situation. So they seek development, economic, social and as a whole national development. In the period after World War II, the concept of "national development" was advocated in America and became popular in mid-1960s. In the past half century, national development was the dominant paradigm that emphasized communication could promote economic and social change in the less developed countries. The essence of national development was to foster economic growth which was measured by gross national product. Different scholars and

thinkers provided different theories and practices about national development in different point of view.

In this chapter we shall first review some literatures about national development globally and also domestically and then sequentially objective of the study, different variables and organization of the study.

2.1: Review of Earlier Studies

As we mentioned before, different scholars and thinkers provided different theories and practices in different point of view so here we shall mention some the scholar's idea.

Communication scholars such as Lerner (1958), Schramm (1964)[To be found in Ahmed R.,(1997)] and Rogers (1969) provided theories to explain the roles and functions of mass media in national development. Lerner and Schramm believed that traditional barriers and conservative world views in the less developed countries may be removed by means of introduction of communication technology and use of mass media. In their opinion, the less developed countries should draw reference from the Western model for their development purpose.

In the early 1970s, communication scholars, particularly those from the Third World, began to realize that their understanding of national development was incomplete as repeated cases showed that introduction of communication technology and use of mass media failed to help the economic growth of the less developed countries. On the other hand they discovered that the less developed countries were heavily reliant on the developed countries for the import of communication technology, media system, and also the content of the mass media.

Rahman, A.,(1999) pointed out the role of Grameen Bank on National Development. In his paper "*Women and Microcredit in Rural Bangladesh, An Anthropological Study of Grameen Bank Lending*" he pointed out that In 1976 Muhammad Yunus introduced the idea of the Grameen Bank in Bangladesh, which would capture the essence of the liberal feminist and poverty critiques of development by providing microcredit -- "small amounts of collateral-free institutional loans extended to jointly liable group members for self employment" (ix) -- to its clients. Originally created to provide loans to the poor, it soon began to focus on poor women. The Grameen Bank is now the largest lending institution in Bangladesh with a cumulative investment of "more than one billion U.S. dollars disbursed among 2.3 million members, 95 percent of whom are women."

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 American w new car is frequently mentioned. One world 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 higher developed countries.

Sharma (1977) suggested that, 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.

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)[To be found in Ahmed R.,(1997)] Development means the process of moving away from underdevelopment, of rising out of poverty. In an undeveloped 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 indicate 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 successes 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 fulfil 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)[To be found in Ahmed R.,(1997)] 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 tile national development point of view their attitude towards scientific outlook, risk taking and women were relatively less positive [Begum (1988)].

A study on Attitude towards education [Begum and Begum (1985)] shows that 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 tile 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 people's attitude is very important in the context of national development. The knowledge gained scientifically becomes very valuable for implementing the development plans with involvement and collaboration of the people themselves at the grassroots level.

The present study therefore aimed at measuring the prevailing attitudes of individuals towards improving tile conditions fostering a stage of development 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 on attitude towards the development of these areas was expected to yield a measure of the overall attitude of the people towards national development.

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, and power distance tolerance.

As observed by Singh and Kao (1988) the question of an appropriate development 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 program 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 change in underdevelopment countries [Braibanti (1961), To be found in Ahmed R.,(1997)].

Sinha (1998) in a study identified certain belief system, values and modes of behaviour that characterizes Indian people and analyses 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)[To be found in Ahmed R.,(1997)] in his survey of Chinese Modernism/action 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 Parck (1988) in his case study of Indonesia discussed ten dimensions (Viz. Fatalism, ambiguity tolerance. Contextualism, Temporalness, Collectivism, Particularism, Other-directedness, Androgyny, Power difference tolerances 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 Prokaushily (1988)[To be found in Ahmed R.,(1997)] attempted to rank in order 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 Bangladesh student samples were more conforming and also less independent than Canadian students. It was also found that males scored higher on leadership and power on benevolence than their female counterparts. In another study, Begum et.al(1995)[To be found in Ahmed R.,(1997)] 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.

We observe from the report of Ministry of Science and Technology, The People's Republic of China that the National Development Research Programme was formulated in 1995 in order to implement the strategy "Promote the development of the country with science and education" and the strategy of sustainable development. This programme is a programme of activities in the implementation of the Chinese strategy of sustainable development and a national scientific and technological research on social development. The work of scientific and technological research on social development is of scientific and technological activities aimed at promoting the life quality of people and the quality of people themselves, improving the environment for people's survival and development, adjusting the relations between people and the nature, promoting the scientific and technological progress of social undertakings and related industries, and promote the coordination between of economy and society and the sustainable development.

This report pointed out that the main objectives was the purpose of improving the social environment and supporting conditions for the national economic development, promoting the quality of population and the quality of the people's life, and promoting the coordinated, sustainable development of economy and society.

Recently, economists show an increased interest in the role of social capital in relation to economic development. New or modern growth theory has resulted in a number of empirical studies, in which traditional inputs capital and labor are complemented with human capital and indicators that proxy institutional and geographical differences between countries. Since the pioneering work of

Kormendi and Meguire (1985), Baumol (1986), Grier and Tullock (1989), Barro (1991), and Mankiw, Romer and Weil (1992) growth empirics have become rather popular. However, as Temple (1999) argues, despite this stream of research there is only limited progression in this field. He concludes his impressive survey of empirical growth literature by arguing that there is a role for research on the broad relation between culture and economics. He writes: 'Some of the most interesting thinking on economic growth is to be found on the borders of political science and sociology [Temple (1999)]. Temple and Johnson reach a similar conclusion when stating that 'there are many possible reasons why society might matter, and their investigation should be a worthwhile direction for further research [Temple and Johnson (1998)]. An influential contribution to the discussion on the relation between social capital and economic development is the publication of "Making democracy work" by Putnam, Leonardi and Nanetti in 1993. These authors study Italian regions and find that social capital matters in explaining the regional differences in economic and institutional (government) performance. Putnam et al. (1993) define social capital as those 'features of social organisation, such as trust, norms, and networks, that can improve the efficiency of society by facilitating co-ordinated actions'. The World Bank uses a similar definition. According to the World Bank, social capital refers to the norms and networks that enable collective action. It refers to the institutions, relationships and norms that shape the quality and quantity of a society's social interactions.

In addition to standard economic variables, social capital is considered an important factor in explaining economic success, a statement that we choose to refer to as the Putnam hypothesis. Besides Putnam et al. (1993), Fukuyama (1995) has emphasized the importance of social capital. He argues that social capital in the form of non-family or generalized trust is of crucial importance for successful performance in advanced economies. As becomes clear in Putnam et al.'s

definition of social capital, trust and networks are seen as dimensions of social capital. Where Putnam et al. (1993) stress the role of networks; Fukuyama (1995) stresses the role of trust.

A number of studies has appeared on the concept of social capital since then [Fukuyama, (1995a); Granato et al. (1996); Helliwell (1996); Swank (1996); Inglehart (1997); Fedderke et al. (1999); Paxton (1999, 2002); Van Deth et al., (1999); Inkeles (2000); Paldam and Svendsen, (2000); Putnam, (2000); Piazza-Georgi, (2002); Zak and Knack, (2001); Durlauf, (2002); Francois, (2002)]. However, empirical studies that focus on the question if the Putnam hypothesis can be generalized are scarce. Though the concept of social capital is intuitively highly appealing, it is hard to measure it empirically, and there is little systematic *quantitative* evidence on social capital (Paldam and Svendsen, 2000). Moreover, as Woolcock (1998) puts it, vagueness has plagued social capital scholarship. There are a number of concepts that are used in similar ways as social capital, like social infrastructure [Hall and Jones (1999)] and social capability [Abramowitz (1986); Temple and Johnson (1998)]. The indicators used in the literature on social capital are often trust and social participation. A key empirical paper relating social capital with economic growth is Knack and Keefer's study (1997). Nevertheless, as Beugelsdijk et al. (2002) have shown, the statistical robustness of their study is limited. The question if social capital in terms of generalized trust and associational activity influences economic growth is still not answered. The core question remains if Putnam et al.'s (1993) study on Italian regions can be generalized.

Besides great academic and journalistic attention, policy makers also show increased interest in the concept of social capital. According to the European Committee and the European Investment Bank (EIB) the endowment of social

capital in the form of business culture and shared norms of behavior is of particular importance for regional development [EIB 2000; EC 1999]. "The need, in sum, is for a long term strategy which addresses simultaneously the many aspects of the problem of a lack of competitiveness and attempt to build up the social capital of a region in parallel with its physical infrastructure, the skills of its work force and its productive base" [EIB 2000, 20]. Research on the relationship between social capital and regional economic development in the EU may have consequences for the allocation of the structural funds. At the moment, there is too little known about social capital, its functions and the impact on economic growth to formulate clear policy implications.

From a policy point of view it is therefore important to find empirical evidence for the role of social capital in regional economic development. This paper presents an analysis of the relation between social capital and economic growth for European regions. We build on two strands of literature, i.e. the explanation of regional growth differentials in Europe as developed by Barro and Sala-i-Martin (1995) and the discussion on the economic payoff of social capital as discussed by Knack and Keefer (1997) and later continued by Zak and Knack (2001). By doing so, we are able to test Putnam et al.'s hypothesis on an analogous sub-national level used in their study. The data we use to measure social capital at the regional level in Europe are unique.

Our study has two major findings. First, we do not find that on a regional level trust and growth are associated with each other. Second, associational activity and in specific active -unpaid-voluntary work is positively related to regional economic growth.

Regarding the function of associational activity and its link to economic growth, theory is less clear than with respect to trust [Bertrand et al. (2000)]. We

distinguish two functions of associational activity or group membership on welfare.

Putnam et al. (1993) show that networks relationships improve the efficiency of society by facilitating coordinated actions. Their study on Italian regions has shown that the critical factor in explaining effectiveness of regional governments and regional economic performance in Italy is to be found in regional differences in social structure. Effective governance hinges critically on traditions of civic engagement and the structure of the civic networks. In regions where social relationships are more horizontal, based on trust and shared values, participation in social organizations is higher and social capital is higher. They conclude that regions, in which the regional government is more successful and the economy is more efficient, are characterized by horizontal relations that both favored and fostered greater networks of civic engagement and levels of organization in society. The reason Putnam et al. specifically study the degree of civic community membership is that 'Citizens in a civic community, though not selfless saints, regard the public domain as more than a battleground for pursuing personal interest' [Putnam et al. (1993)]. In this way fewer resources are used incurring transaction costs. Or as Leonardi (1995) writes, high social capital means that citizens accept the positive role played by collective action (organized group behavior) in pursuing collective goods.

The second function of associational activity is closely related to the theory of networks and the advantages of being embedded in networks. There are two theoretical approaches for understanding how social relations and networks create economic and social benefits [Gargiulo and Benassi (2000); Uzzi (1999)]. The weak-tie approach argues that a large network of arm's-length ties is most advantageous. On the other hand there is the strong-tie approach claiming that a

closed tightly knit network of embedded ties is most advantageous. This corresponds with the two opposite views in literature on the optimal structure of networks. Whereas Coleman (1990) argues that closed networks may provide a better basis for co-operation, Burt (1992) stresses cohesive ties as a source of rigidity. However, in both cases the core of the argument relates to the transfer of knowledge between actors.

In Burt's (1992) concept, structural holes are important sources of new information. A fundamental idea that inspired Burt's structural-hole theory is Granovetter's description of the "strength of weak ties" [Granovetter (1973)]. Granovetter reasoned that access to new information is obtained through an ego's weak ties to nodes at a distance from his own local network. The reasoning is that information within the local network is widely shared locally, hence most of the local contacts are redundant. New information comes from non-redundant ties.

Though Coleman's closed network approach seems to be opposite to Burt's view of structural holes (open networks), Coleman states that exactly the closure of the network and the embeddedness of the actors provide opportunities to obtain information that otherwise would be impossible or too expensive to obtain. In both views, embeddedness in networks creates advantages like increased sources of information, and obtaining information that is not easily available (spillover effects).

It is observed from the website <http://www.don-iannone.com>, what economic developers do in society is very valuable, but we face some major challenges in reaching our goals. Consider this a little pep talk on how to better prepare for those factors and trends likely to shape our success in 2004.

Henry Ford was quick to remind his employees when they encountered a tough problem of the importance of attitude: "If you think you can, you can. And if you think you can't, you're right." In the context of economic development, attitude has everything to do with our ability to succeed in this new year. No, it's not the only factor, but I think it is the best place to start the journey to success.

Bob Farley, a former Texan and Fantus Company executive, is the new President and CEO of learn NEO, the brand new regional economic development organization formed to encourage and assist business expansion and recruitment across the 13-county region. In a recent interview with Crain's Cleveland Business Bob said with respect to Northeast Ohio: "We need to walk taller. Attitude is a critical factor to the region's future economic success." Bob is right about the role of attitude in shaping our future competitive abilities. Attitude alone will not change the region's business cost structure, but it is the starting point in looking at the quality, value, and productive advantage that are produced by these costs.

As many of you know, I have been on a personal campaign to get economic developers and their leaders to "innovate" with new strategies and organizational approaches to business and job development. Download one of my presentations on this subject here. Our attitude toward change is fundamental to our willingness and ability to switch to more effective "business models" that produce more value for our customers and other stakeholders.

An attitude of abundance, versus scarcity, coupled with the ability to see "value" in people, businesses, and places is essential to licking the major challenges we face in issues like offshore outsourcing, which ED Futures has been ruthlessly tracking over the past year.

All of us need to take stock of our attitude toward the many complex issues and situations we face in economic development. Let's start 2004 with an attitude change that sees value and service as being within our grasp. This will put us on the right path to better solutions.

In the next section we shall explain our objectives of this study.

2.2: Objectives

1) The main objective was to investigate whether there was any variation in attitude towards national development as a result of variation in different socio-economic factors (Profession, Education and Income) of the subject groups.

2) The specific objectives were to investigate whether there were any differences in attitude towards national development as a variation within specific socio-economic factors.

2.3 Variables

The following is a list of variables that have been examined in this study:

2.3.1 Independent Variables

Different socio-economic factors such as i. Profession, ii. Education and iii. Income.

2.3.2 Dependent Variable

Attitude towards national development.

2.4 Organization of the study

The report consists five chapters. The first chapter is Introduction chapter where the main study factors such as Attitude, its definition, Development and its definition, Criteria of Development, National Development, Bangladesh National Development, Individual and National Development, Attitude and National Development, Citizen's Role and National Development, Citizen's Values and National Development, Socio-economic Class and National Development and different Socio-economic Factors were studied.

Chapter two is the Research Perspective chapter. Here the early studies about Attitude and National Development were studied first and after that objectives of the study were represented. The variables those were investigated were also mentioned in the Chapter Two. Finally the organization of the study was discussed.

Chapter three presents methodology of data collecting and data processing, The sample, computer application of research and methodology.

Chapter four is the Analysis, Results and Discussion Chapter. In this chapter the different socio-economic variables were studied. Statistical characteristics of different socio-economic groups of respondents such as Profession, Education and Income were represented first with their graphical representations and after that the attitude difference of different classes of respondent in each socio-economic groups were studied one-way analysis of variance (ANOVA) and t-test. The same study was made for each variable of different socio-economic groups of people.

Chapter five contains the conclusion of our study. Besides these references and the questionnaires, answer sheet and different variable list of my study were included in the last part of this paper that was titled by References and Appendix.

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METHODS

Chapter Three

Methods

In this chapter detail about different methods that are used to study the Attitude of respondents regarding National Development have been discussed. At the beginning of this chapter we shall discuss about sampling, the sample that we have drawn to conduct the study and after that we shall discuss about the Attitude Scale for National Development, the procedure of measuring scores and also the Statistical techniques those are used to study the data.

3.1: Sampling of Subjects

Data were obtained 247 respondents from 10 villages surrounding urban and suburban area of Durgapur thana under Rajshahi District. The villages are 1. Shalghoria, 2. Shalpokuria, 3. Sapholgachhi, 4. Sukhandhighi, 5. Paikortoly, 6. Debipur, 7. Dharampur, 8. Durgapur, 9. Pananagar and 10. Ujankhosli.

At first voter list has been collected from Durgapur Pourosoabha. It has been observed from the collected voter list that there were 585 in Shalghoria; 325 in Shalpkuria; 127 in Sapholgachhi; 114 in Sukhandhighi; only 85 in Paikortoly; 943 in Debipur; 475 in Dharampur; 506 in Durgapur; 900 in Pananagar and 800 in the village Ujankhosli. From the above villages 300 persons have been selected by using simple random sampling.

3.2: The Sample

To investigate the Attitude Toward National Development, we obtained data from 247 peoples. Those peoples are randomly selected from Durgapur thana of Rajshahi district by considering their different Professions, Educational Status and Income levels.

After selection of sample the questionnaire and answer sheet were distributed to each of the 300 subjects. The items of the questionnaire were both in Bengali and in English. There was a written instruction in the questionnaire as to how to fill it up. More over each and every subject was assisted in filling up the question whenever faced difficulty.

There was separate answer sheet for the questionnaire. Subjects were instructed to fill in the blanks of answer sheet according to direction giving at the top of the questionnaire.

The researcher approached herself to each respondent and distributed the questionnaire on one day. She asked the responded to fill it up according to his suitable time. Then after two/three days later the researcher collected the answer sheet from the respondents. At this time she has checked each answer sheet whether it was properly answered. Finally it has been collected totally 247 answer sheets under each socio-economic factors.

Categories and No of subjects for different socio-economic factors are given below:

Table-3.1: No. of respondents of different categories of Profession

Categories	No. of Subjects
Service Holders	115
Farmers	15
Businessmen	40
Labourers	22
Students	55
Total	247

Table-3.2: No. of respondents of different categories of Education

Categories	No. of Subjects
Illiterate	09
Under-V	22
S.S.C.	43
H.S.C.	26
B.Sc./B.A./B.Com./BBA	52
M.Sc./M.A./M.Com./MBA	72
MBBS	14
Others	9
Total	247

Table-3.3: No. of respondents of different categories of Income

Categories	No. of Subjects
0-2,000	93
2,001-4,000	53
4,001-6,000	72
6,001-8,000	18
8,000-10,000	04
10,000+	07
Total	247

3.3 Attitude Scale for National Development (ASND)

A 58 items Likert type scale developed by Rafiq Ahmed (1997) was used to measure Attitude towards National Development. Since national development involves development in different areas or sectors such as general view,

morality, education, agriculture, health, woman, family planning, industry, trade and commerce, economy, employment and planning, self-reliance, communication and mass media, items were prepared to evoke response to the development of these areas or sectors. The items relevant for the purpose of preparing this scale were translated into Bengali and adapted to suit Bangladeshi culture.

The scale included item covering 14 components or factors or areas related to national development. The numbers of items for each dimension are as follows: General View-2, Morality-3, Education-5, health-5, Family Planning-5, Women-5, Agriculture-5, Trade and Commerce-5, Industry-5, Employment and Planning-5, Economy-4, Foreign Aid-3, Self reliance-3, Communication and Mass Media-3.

3.4: Reliability of ASND:

This ASND scale has Split-half and test-retest reliability. The Split-half reliability coefficient was 0.886 and the test-retest reliability coefficient was 0.917.

3.5. Validity of ASND

The validity of ASND scale was measured by Wright (1967)'s known group techniques. The validity of ASND was tested in two external criteria in two different studies. One was comparison between high performance and low performance individuals and other was comparison between urban and rural samples.

Comparison between high performance individuals and low performance individuals on ASND scores showed significant differences ($t=2.27$, $df=79$, $p<0.05$). The high performance individuals were found to obtain higher scores

(Mean= 271, S.D.=5.97) than the low performance group (Mean=209, S.D.=5.03).

Comparison between Urban and Rural individuals on ASND scores showed significant differences ($t=2.49$, $df=99$, $p<0.05$). The urban samples were found to obtain higher scores (Mean= 240, S.D.=10.52) than the rural sample (Mean=215, S.D.=11.25).

3.6: Scoring

The scores are obtained by summing the scores from each item measured by using 5 points Likert type ASND scale. Each item has five options, “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree”. Each option is given a weight ranking from 5 for “strongly agree” to 1 for “strongly disagree”. Response to negatively worded items is given a weight ranking 1 for “strongly agree” to 5 for “strongly disagree”. We have 19 negative worded items and they are 7, 9, 11, 13, 14, 17, 19, 21, 24, 26, 32, 34, 35, 37, 38, 41, 46, 55 and 57.

The scores of each of the 14-variables General view, Morality, Education, Agriculture, Health, Women, Family Planning, Industry, Trade and Commerce, Employment and Planning, Communication and Mass Media, Self reliance by adding the scores of above description and the total score for each respondent was obtained by summing scores of all variables.

3.7 Computerisation

All the entire process of data analysis has been done with the help of computer. The data were processed in the computer when editing and coding was completed. Entry each data was made in the work sheet of the package named “SPSS ”(Statistical Package for social science) for WINDOWS (version 10.0). I have performed all the entire analysis has been done by this software. Besides this, I have also used the software named “MS-WORD” for type writing and Bangla software named “BIJOY” has used to typing the Bangla Questionnaire.

3.8: Statistical Techniques

To analyse the obtained data researcher has used different statistical techniques. First of all the characteristics of the scores through different descriptive statistic such as mean, standard deviation, maximum score and minimum score have been presented. After that a one-way analysis of variance (ANOVA) was made to see whether there was any significant differences between different categories of respondents. A pair-wise t-test was also used to see whether there were any significant differences within any two study groups.

3.9: Limitation of the Study

The time when I was conduction my research I faced some genuine problems, I have faced the following limitations:

- The tendency of hiding the correct answer of some aspects.
- Some of the respondents did not co-operate frankly. Most of the time they neglect to answer my questions, the reason behind that many Government or Non Government Organisations and researchers had done different types of work in the past but did nothing to them.
- Some times many problems were created for cause of illiterate persons. In some cases they were unable to understand the meanings of some questions. As a result I have to spend a lots of time to enable them for understanding the questions.
- Some of the respondents were busy with their work. For this reason they can not give enough time for clear answering.
- Some respondents did not give the accurate answer against some questions because they feel broadcasting their personal affairs.

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**ANALYSIS, RESULTS
AND DISCUSSION**

Chapter Four

Analysis, Results and Discussion

In chapter one, Attitude and National Development have been discussed in detail. The main objective was to see if there was any relation between Attitude and National Development among different socio-economic classes of people. For this targeted investigation, respondent groups with different socio-economic factors such as Profession, Education and Income were considered and their Attitude towards National Development was measured through existing measuring scale (described in chapter three). In this chapter attitudes of these different Socio-economic groups on National Development have been studied.

In the next section we shall analyse the ASND score of different Professional groups of respondent.

4.1: Professional and Attitude towards National Development

In this section scores of different Professional groups of respondents on different variables of National Development are presented. The subject groups are divided into five categories on the basis of their profession. They are 1. Service Holders (All types of services: Government, Non-government, Autonomous etc and all types of job that is Teacher, Doctor, Engineer etc.), 2. Businessmen, 3. Farmers, 4. Labourers and 5. Students. The mean, standard deviation, minimum and maximum scores of the scores of those subject groups on 14 variables for National Development are presented and one-way analysis of variance was used for the purpose of multiple comparisons between means of attitude scores obtained from 5 categories of subject groups.

In order to determine whether attitude towards National Development varies from one particular professional group to another, t-test was used.

Table-4.1: Mean, standard deviation, highest and lowest scores on different variables of Professional Groups of Respondent.

Group	Char.	GV	MOR	EDN	HEH	FPN	WO	AGR	TRC	IND	EPL	ECO	FOA	SER	COM	Total
Service holders	Number of Respondents	115	115	115	115	115	115	115	115	115	115	115	115	115	115	115
	Score Mean	3.10	5.36	9.47	8.99	10.10	10.93	10.32	12.37	11.44	9.18	9.37	5.76	7.17	6.15	119.70
	Score Std. Deviation	1.27	1.92	2.27	2.60	4.20	3.92	3.23	2.87	2.67	2.90	2.22	2.71	2.38	2.02	21.08
	Minimum Score	2.00	3.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	3.00	3.00	3.00	66.00
	Maximum Score	7.00	11.00	16.00	21.00	25.00	25.00	19.00	21.00	17.00	18.00	15.00	14.00	13.00	12.00	169.00
Farmers	Number of Respondents	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Score Mean	2.93	6.47	10.80	9.47	11.67	10.07	11.27	13.60	13.47	7.53	10.53	8.40	9.07	7.40	132.67
	Score Std. Deviation	0.46	1.06	1.82	0.74	2.55	1.49	1.34	1.06	2.30	0.99	1.19	1.88	1.62	1.30	14.03
	Minimum Score	2.00	4.00	7.00	8.00	5.00	7.00	8.00	11.00	9.00	7.00	7.00	4.00	6.00	5.00	110.00
	Maximum Score	4.00	7.00	12.00	10.00	17.00	11.00	13.00	15.00	17.00	10.00	12.00	10.00	11.00	10.00	147.00
Businessmen	Number of Respondents	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
	Score Mean	3.35	6.70	10.28	10.05	12.28	12.85	10.80	11.93	10.38	8.40	10.03	6.35	8.25	6.85	128.48
	Score Std. Deviation	1.15	1.67	2.61	2.93	4.08	4.66	2.13	2.19	2.23	2.58	2.07	2.34	2.41	1.44	12.99
	Minimum Score	2.00	3.00	5.00	6.00	5.00	5.00	7.00	7.00	7.00	5.00	6.00	3.00	4.00	4.00	101.00
	Maximum Score	8.00	10.00	17.00	15.00	20.00	22.00	16.00	18.00	15.00	15.00	15.00	13.00	14.00	10.00	151.00
Labourers	Number of Respondents	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Score Mean	4.09	6.27	11.73	9.05	12.77	11.32	11.91	12.82	13.14	10.77	11.32	7.36	8.86	6.23	137.64
	Score Std. Deviation	2.00	2.31	3.22	3.12	3.88	2.78	2.94	2.77	2.71	2.81	2.32	2.15	2.34	2.22	16.79
	Minimum Score	2.00	3.00	6.00	5.00	7.00	5.00	6.00	10.00	9.00	7.00	7.00	3.00	4.00	3.00	102.00
	Maximum Score	10.00	11.00	17.00	16.00	24.00	17.00	20.00	21.00	18.00	17.00	18.00	13.00	15.00	12.00	162.00
Students	Number of Respondents	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
	Score Mean	3.49	5.78	9.71	9.71	8.93	8.82	10.67	12.45	11.05	8.24	9.16	5.44	7.27	5.84	116.56
	Score Std. Deviation	1.41	2.28	2.33	2.71	3.36	3.60	2.49	2.17	2.65	2.32	2.36	1.90	2.67	1.80	17.92
	Minimum Score	2.00	3.00	5.00	5.00	5.00	5.00	5.00	8.00	5.00	5.00	4.00	3.00	3.00	3.00	81.00
	Maximum Score	8.00	13.00	15.00	16.00	20.00	22.00	16.00	16.00	16.00	16.00	15.00	10.00	13.00	12.00	163.00

It is observed from the above table that for 115 service holders the average score on general views (GV) is 3.10 with standard deviation 1.27. The maximum score is 7 and the minimum score is 2. For the variable morality (MOR), the average score is 5.36 with standard deviation 1.92 and the maximum and minimum scores 11 and 3 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM)

have mean scores 9.47, 8.99, 10.10, 10.93, 10.32, 12.37, 11.44, 9.18, 9.37, 5.76, 7.17 and 6.15 respectively along with standard deviations 2.27, 2.60, 4.20, 3.92, 3.23, 2.87, 2.67, 2.90, 2.22, 2.71, 2.38 and 2.02 respectively. The maximum and minimum scores are (16, 5), (21, 5), (25, 5), (25, 5), (19, 5), (21, 5), (17, 15), (18, 5), (15, 4), (14, 3), (13, 3), and (12, 3) respectively. The total mean score of service holders is 119.70 with standard deviation 21.08 and the maximum score and minimum score are 169 and 66 respectively.

From the study of 15 farmers it is observed that the average score on general views (GV) is 2.93 with standard deviation 0.46. The maximum score is 4 and the minimum score is 2. For the variable morality (MOR), the average score is 6.47 with standard deviation 1.06 and the maximum and minimum scores 7 and 4 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.80, 9.47, 11.67, 10.07, 11.27, 13.60, 13.47, 7.53, 10.53, 8.40, 9.07 and 7.40 respectively along with standard deviations 1.82, 0.74, 2.55, 1.49, 1.34, 1.06, 2.30, 0.99, 1.19, 1.88, 1.62 and 1.30 respectively. The maximum and minimum scores are (12, 7), (10, 8), (17, 5), (11, 7), (13, 8), (15, 11), (17, 10), (10, 7), (12, 7), (10, 4), (11, 6), and (10, 5) respectively. The total mean score of farmer is 132.67 with standard deviation 14.03 and the maximum score and minimum score are 147 and 110 respectively.

For 40 businessmen the average score on general views (GV) is 3.35 with standard deviation 1.15. The maximum score is 8 and the minimum score is 2. For the variable morality (MOR), the average score is 6.7 with standard deviation 1.67 and the maximum and minimum scores 10 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-

reliance (SER) and Communication and Media (COM) have mean scores 10.28, 10.05, 12.28, 12.85, 10.20, 11.03, 10.38, 8.4, 10.03, 6.35, 8.25, and 6.85 respectively along with standard deviations 2.61, 2.93, 4.08, 4.66, 2.13, 2.19, 2.23, 2.58, 2.07, 2.34, 2.41 and 1.44 respectively. The maximum and minimum scores are (17, 5), (15, 6), (20, 5), (22, 5), (16, 7), (18, 7), (15, 7), (15, 5), (15, 6), (13, 3), (14, 4), and (10, 4) respectively. The total mean score of businessman is 128.48 with standard deviation 12.99 and the maximum score and minimum score are 151 and 101 respectively.

Data from 22 labours represent that the average score on general views (GV) is 4.09 with standard deviation 2.00. The maximum score is 10 and the minimum score is 2. For the variable morality (MOR), the average score is 6.27 with standard deviation 2.31 and the maximum and minimum scores 11 and 3 respectively. As usually, for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 11.73, 9.05, 12.77, 11.32, 11.91, 12.82, 13.14, 10.77, 11.32, 7.36, 8.86 and 6.23 respectively along with standard deviations 3.22, 3.12, 3.88, 2.78, 2.94, 2.77, 2.71, 2.81, 2.32, 2.15, 2.34 and 2.22 respectively. The maximum and minimum scores are (17, 6), (16, 5), (24, 7), (17, 5), (20, 6), (21, 10), (18, 9), (17, 7), (18, 7), (13, 3), (15, 4), and (12, 3) respectively. The total mean score of labour is 137.64 with standard deviation 16.69 and the maximum score and minimum score are 162 and 102 respectively.

Finally the average score for 55 students on general views (GV) is 3.39 with standard deviation 1.41. The maximum score is 8 and the minimum score is 2. For the variable morality (MOR), the average score is 5.78 with standard deviation

2.28 and the maximum and minimum scores 13 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 9.71, 9.71, 8.93, 8.82, 10.67, 12.45, 11.05, 8.24, 9.16, 5.44, 7.17 and 5.84 respectively along with standard deviations 2.33, 2.71, 3.36, 3.60, 2.49, 2.17, 2.65, 2.32, 2.36, 1.90, 2.67 and 1.80 respectively. The maximum and minimum scores are (15, 5), (16, 5), (20, 5), (22, 5), (16, 5), (16, 8), (16, 5), (16, 5), (15, 4), (10, 3), (13, 3), and (12, 3) respectively. The total students mean score is 116.56 with standard deviation 17.92 and the maximum score and minimum score are 163 and 81 respectively.

The total mean scores of different Professional groups of people are shown the following diagram:

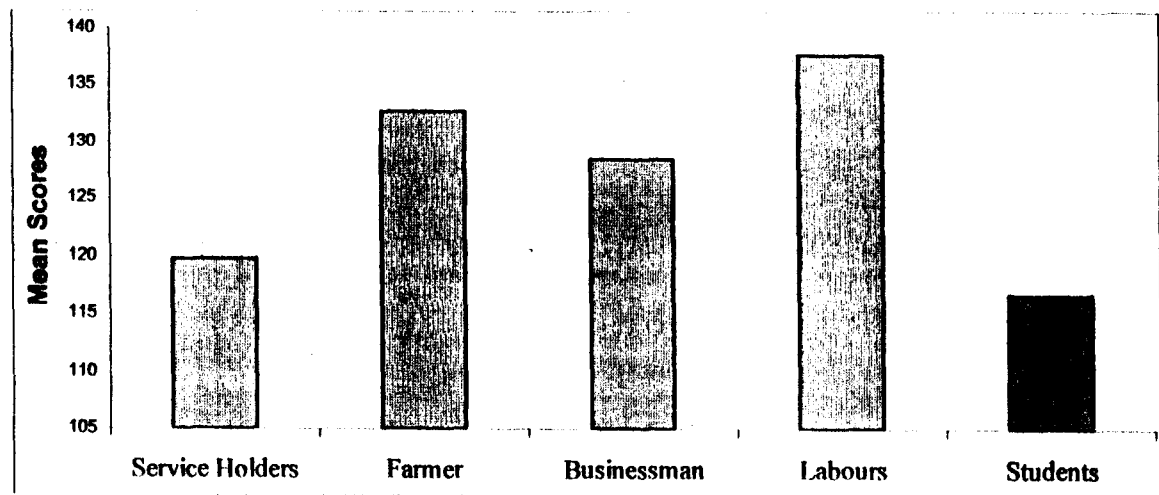


Figure-4.1: Column Diagram of Mean Scores of Different Professional People Groups.

One important thing is to be noted here that all subject groups shows negative attitude towards National Development. All the means are below the average for all the items of the Attitude Scale. It is worth mentionable that the subject groups are from a mufassal area and as such they are not conscious enough as to what National Development means. It is more astonishing that attitude of the educated people (service holders and students) is more negative than the less educated ones (Farmers, Labourers and Businessmen). It may be that the National Development that is going at present in our country are not liked by the educated people who are supposed to be more conscious than the less educated people. Or it may be that Development means a good salary or good amenities of life. The service holders are ill paid, ill housed and ill lived. And as such they are not satisfied with the present living status. Therefore they have expressed negative opinion to the items of the Scale.

Similarly the students are watching that most of the educated people face employments problems after having higher degrees in education and such they loose interest in it and have responded more negatively to the scale items. Probably all these people give little or no importance to Development while they always remain busy with maintaining a suitable living.

4.1.1: Different Professional groups of subjects and their Attitude towards National Development

In this sub section the attitude scores of different Professional groups of respondent on ASND have been analysed by using appropriate statistical tests.

For multiple comparison between the means of ASND scores obtained from five categories of professional subjects, a one-way analysis of variance (ANOVA) has been made.

Table-4.1.1: One-way analysis of variance (ANOVA) obtained from scores on ASND for five Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	10838.40	4	2709.599		
Within Groups	83284.27	242	344.150	7.873312	0.00000556
Total	94122.67	246			

There is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between five Professional groups of people.

Now it was necessary to test whether there was any difference between any two Professional groups of people. By using t-test the following results in the Table-4.1.2 are obtained:

Table-4.1.2: Differences in paired mean scores for different Professional groups of people

Pair	Mean	t	df	p-value	Pair	Mean	t	df	p-value
Service-Farmer	119.70	2.311	128	0.022	Farmer-Businessman	132.67	1.043	53	0.302
	132.67					128.48			
Service-Student	119.70	0.958	168	0.340	Farmer-Labour	132.67	0.943	35	0.352
	116.55					137.64			
Service-Businessman	119.70	2.470	153	0.015	Student-Businessman	116.55	3.578	93	0.001
	128.48					128.48			
Service-Labour	119.70	3.764	135	0.000	Student-Labour	116.55	4.746	75	0.000
	137.64					137.64			
Farmer-Student	132.67	3.218	68	0.002	Businessman-Labour	128.48	2.391	60	0.020
	116.55					137.64			

It is observed from the above table that the Professional group Service holders significantly differs in attitude towards National Development from other Professional groups the Farmers, Businessmen and Labourers. Farmers also significantly differ from Students; Student from Businessmen and Labourers and finally Businessmen significantly differ from Labourers.

It is observed that there are no significant difference in attitude towards National Development within Farmers and Businessmen, Farmers and Labourers and Service holders and Students.

4.1.2: One-way Analysis of Variance (ANOVA) of Attitude Scores for National Development on each Variable for different Professional Groups

In this section investigation into the interdependency of each variable for National Development for different Professional groups of people has been made.

4.1.2.1: Attitude on General View among different Professional groups

Here it was tested if there was any difference in attitude on General Views towards National Development between the classified Professional groups of respondent.

Table-4.1.3: ANOVA of attitude on General View for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	45.22999	4	11.3075		
Within Groups	851.1344	242	3.517084	3.21502	0.013513
Total	896.3644	246			

This table shows that there is a highly significant difference (i.e., $p \approx 0.01$) in attitude on General View towards National Development between five Professional Groups of people.

Now it was tested if there was any difference between any two Professional groups of people. By using t-test the following results presented in the Table-4.1.4 are obtained:

Table-4.1.4: Differences in Paired means of Scores on attitude on General View for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	3.10	0.489	128	0.625	Farmer-Businessman	2.93	1.363	53	0.179
	2.93					3.35			
Service-Student	3.10	2.214	168	0.028	Farmer-Labour	2.93	2.196	35	0.035
	3.49					4.09			
Service-Businessman	3.10	1.118	153	0.265	Student-Businessman	3.49	0.829	93	0.409
	3.35					3.35			
Service-Labour	3.10	3.037	135	0.003	Student-Labour	3.58	1.232	75	0.222
	4.09					4.09			
Farmer-Student	2.93	1.674	68	0.099	Businessman-Labour	3.35	1.861	60	0.068
	3.49					4.09			

The above table shows that the pairs of the Professional groups, Service holders and Students; Service holders and Labourers; and Farmers and Labourers are significantly differing in attitude from each other within each pairs. That means the Service holders show more negative attitude than Students and Labourers; Farmers show more negative attitude than Labourers. For the rest of other pairs there are no significant differences are observed.

4.1.2.2: Attitude on Morality for different Professional groups of people

Here it was tested if there is any difference in attitude on Mortality towards National Development between the Professional groups of respondent.

Table-4.1.5: ANOVA of attitude on Morality for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	173.656	4	43.414	11.35238	1.85E-08
Within Groups	925.4614	242	3.824221		
Total	1099.117	246			

There is a highly significant difference in Morality (i.e., $p \approx 0.00$) towards National Development among five Professional groups of people.

Now it was tested if there was any difference between any two Professional groups of people. By using t-test the following results are obtained:

Table-4.1.6: Differences in Paired means of Scores on attitude on Morality for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	5.36	2.191	128	0.030	Farmer-Businessman	6.47	0.504	53	0.617
	6.47					6.70			
Service-Student	5.36	1.269	168	0.206	Farmer-Labour	6.47	0.303	35	0.764
	5.78					6.27			
Service-Businessman	5.36	3.937	153	0.000	Student-Businessman	5.78	2.158	93	0.033
	6.70					6.70			
Service-Labour	5.36	1.982	135	0.050	Student-Labour	5.78	0.849	75	0.398
	6.27					6.27			
Farmer-Student	6.47	1.125	68	0.265	Businessman-Labour	6.70	0.839	60	0.405
	5.78					6.27			

Here the above table shows significant difference between Service holders and Farmers, Service holders and Businessmen, Service holders and Labourers, Businessmen and Students.

It is observed that Service holders show more negative attitude than Farmers, Businessmen and Labours; the Students show more negative attitude than Businessman. For the rest of the other pairs, no significant differences were observed.

4.1.2.3: Attitude on Education for different Professional groups of people

Here it was tested if there was any difference in attitude towards National Development for the variable Education between different Professional groups of respondent.

Table-4.1.7: ANOVA of attitude scores on Education for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	110.585	4	27.646	4.755648	0.001037
Within Groups	1406.832	242	5.813		
Total	1517.417	246			

There is a highly significant difference (i.e., $p \approx 0.00$) in attitude on Education towards National Development between five Professional groups of people.

Now it was tested if there was any significant difference between any two professional groups of people. By using t-test the following results are obtained:

Table-4.1.8: Differences in Paired means of Scores on attitude on Education for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	9.47	2.179	128	0.031	Farmer-Businessman	10.80	0.714	53	0.478
	10.80					10.28			
Service-Student	9.47	0.835	168	0.405	Farmer-Labour	10.80	1.007	35	0.321
	9.71					11.73			
Service-Businessman	9.47	1.859	153	0.065	Student-Businessman	9.71	0.973	93	0.333
	10.28					10.28			
Service-Labour	9.47	3.973	135	0.000	Student-Labour	9.71	2.970	75	0.004
	11.73					11.73			
Farmer-Student	10.80	1.578	68	0.119	Businessman-Labour	10.28	1.926	60	0.059
	9.71					11.73			

The above table shows significant difference only for the pair Service holders and Farmers; Service holders and Labourers; and Students and Labour. That is Service Holders have expressed more negative attitude than Farmers and Labourers. The Students expressed more negative attitude than Labourers. For the rest of the seven pairs, no significant differences are observed.

4.2.2.4: Attitude on Health for different Professional groups of people

It was tested if there was any difference in attitude towards National Development on the variable Health between different Professional groups of respondent.

Table-4.1.9: ANOVA of attitude on Health for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	44.458	4	11.114	1.576701	0.181127
Within Groups	1705.899	242	7.049		
Total	1750.356	246			

There is no significant difference (i.e., $p \approx 0.18$) in attitude on Health towards National Development between five Professional groups of people.

4.2.2.5: Attitude on Family planning for different professional groups of people

It was tested if there was any difference in attitude towards National Development for the variable Family Planning between different Professional groups of respondent

Table-4.1.10: ANOVA of attitude on Family Planning for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	412.281	4	103.070	6.809114	0.0000329
Within Groups	3663.177	242	15.137		
Total	4075.457	246			

It is observed a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Family Planning between five Professional groups of people.

Now was tested if there was any significant difference between any two Professional groups of people. By using t-test the results in the next page results are obtained:

Table-4.1.11: Differences in Paired means of Scores on attitude on Family Planning for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	10.10	1.405	128	0.162	Farmer-Businessman	11.67	0.537	53	0.593
	11.67					12.28			
Service-Student	10.10	1.765	168	0.079	Farmer-Labour	11.67	0.968	35	0.339
	8.93					12.77			
Service-Businessman	10.10	2.837	153	0.005	Student-Businessman	8.93	4.343	93	0.000
	12.28					12.28			
Service-Labour	10.10	2.763	135	0.007	Student-Labour	8.93	4.316	75	0.000
	12.77					12.77			
Farmer-Student	10.10	2.906	68	0.005	Businessman-Labour	12.28	0.467	60	0.642
	8.93					12.77			

For the variable Family Planning it is observed that the Professional group Service holders significantly differ from Businessmen and Labourers but not from Farmers and Students. Professional group Farmers significantly differ from Students but not from Businessmen and Labourers. Also Students is significantly differing from

Businessmen and Labourers and finally Businessmen do not from Labourers. Service holders show more negative attitude than Businessmen and Labourers. Farmers show less negative attitude than Students, while Students show more negative attitude than Businessmen and less negative attitude than Labours.

4.2.2.6: Attitude on Women for different professional groups of people

It was tested if there was any significant difference in attitude towards National Development on Women between different Professional groups of respondents.

Table-4.1.12: ANOVA of attitude on Women for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	400.610	4	100.153	6.985162	0.0000245
Within Groups	3469.770	242	14.338		
Total	3870.381	246			

It is observed a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Women between five Professional groups of people.

Now it was tested the differences between any two Professional groups of people. By using t-test the following results are obtained:

Table-4.1.13: Differences in Paired means of Scores on attitude on Women for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	10.93	0.842	128	0.401	Farmer-Businessman	10.07	2.261	53	0.028
	10.07					12.85			
Service-Student	10.93	3.291	168	0.001	Farmer-Labour	10.07	1.589	35	0.121
	8.82					11.32			
Service-Businessman	10.93	2.535	153	0.012	Student-Businessman	8.82	4.717	93	0.000
	12.85					12.85			
Service-Labour	10.93	0.442	135	0.659	Student-Labour	8.82	2.881	75	0.005
	11.32					11.32			
Farmer-Student	10.07	1.262	68	0.211	Businessman-Labour	12.85	1.408	60	0.164
	8.82					11.32			

This table shows no significant difference within pairs of Service holders and Farmers; Service holders and Labourers; Farmers and Students; Farmers and Labourers and Businessmen and Labourers. Other pairs are significantly differing within each other.

It shows that Students show less negative attitude than Service holders, Businessmen and Labourers. Businessmen show more negative attitude than Service holders and Farmers.

4.1.2.7: Attitude on Agriculture for different professional groups of people

It was tested if there was any difference in attitude towards National Development on Agriculture between different Professional groups of people.

Table-4.1.14: ANOVA of attitude on Agriculture for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	50.972	4	12.743	1.606453	0.173295
Within Groups	1919.643	242	7.932		
Total	1970.615	246			

The above table shows no significant difference (i.e., $p \approx 0.17$) in attitude towards National Development between five Professional groups of people.

4.1.2.8: Attitude on Trade and Commerce for different Professional groups of people

It was tested if there was any difference in attitude towards National Development on Trade and Commerce between different Professional group respondents.

Table-4.1.15: ANOVA of attitude on Trade and Commerce for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	35.32066	4	8.830	1.367721	0.245751
Within Groups	1562.380	242	6.456		
Total	1597.700	246			

This table also shows the same result, i.e. there is no significant difference (i.e., $p \approx 0.25$) in attitude towards National Development between five Professional groups of people.

4.1.2.9: Attitude on Industry for different Professional groups of people

Here it was tested if there was any difference in attitude towards National Development on Industry between different Professional groups of respondent.

Table-4.1.16: ANOVA of attitude on Industry for different Professional groups

Source of Variation	SS	df	MS	F	P-value
Between Groups	178.642	4	44.660	6.745886	0.0000366
Within Groups	1602.136	242	6.620		
Total	1780.777	246			

This table shows a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Industry between five Professional groups of people.

Now it was tested if there was any significant difference between any two Professional groups people. By using t-test the results in the next page were obtained:

Table-4.1.17: Differences in Paired means of Scores on attitude on Industry for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	11.44	2.801	128	0.006	Farmer-Businessman	13.47	4.549	53	0.000
	13.47					10.38			
Service-Student	11.44	1.106	168	0.270	Farmer-Labour	13.47	0.0386	35	0.702
	11.05					13.14			
Service-Businessman	11.44	2.270	153	0.025	Student-Businessman	11.05	1.157	93	0.250
	10.38					10.38			
Service-Labour	11.44	2.718	135	0.007	Student-Labour	11.05	3.276	75	0.002
	13.14					13.14			
Farmer-Student	13.47	3.387	68	0.001	Businessman-Labour	10.38	4.320	60	0.000
	11.05					13.14			

This table shows there are no significant difference within only the pairs Service holders and Students, Farmers and Labourers, and Students and Businessmen.

Other pairs of Professional groups are significantly differing from each other within them.

Regarding industry Service Holders show more negative attitude than Farmers and Labourers. Businessmen show more negative attitude than Service holders, Farmers and Labourers, while the Students show more negative attitude than Labourers.

4.1.2.10: Attitude on Employment and Planning for different professional groups of people

Here it was tested if there was any difference in attitude towards National Development on Employment and Planning between different Professional groups of respondents.

Table-4.1.18: ANOVA of attitude on Employment and Planning for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	149.133	4	37.283		
Within Groups	1684.916	242	6.962	5.354897	0.000379
Total	1834.049	246			

It shows a highly significant difference ($p \approx 0.00$) in attitude towards National Development on Employment and Planning between five Professional groups of people.

Now it was tested if there was any difference between any two Professional groups of people. By using t-test the following results were obtained:

Table-4.1.19: Differences in Paired means of Scores on attitude on Employment and Planning for different Professional groups

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	9.98	2.179	128	0.031	Farmer-Businessman	7.53	1.260	53	0.213
	7.53					8.40			
Service-Student	9.98	2.077	168	0.039	Farmer-Labour	7.53	4.271	35	0.000
	8.24					10.77			
Service-Businessman	9.98	1.511	153	0.133	Student-Businessman	8.24	0.288	93	0.774
	8.40					8.40			
Service-Labour	9.98	2.367	135	0.019	Student-Labour	8.24	4.056	75	0.000
	10.77					10.77			
Farmer-Student	7.53	1.175	68	0.244	Businessman-Labour	8.40	3.357	60	0.001
	8.24					10.77			

Here it is observed significant difference within Service and Farmer; Service and Student; Service and Labour, Farmer and Labour, Student and Labour, and Businessman and Labour. There is no significant difference observed within the rest of the other pairs.

Regarding Employment and Planning Service holders show more negative attitude than Labourers; Farmers show more negative attitude than Service holders. Businessmen and Labourers; Businessmen show more negative attitude than Labourers, while the Students show more negative attitude than Service holders and Labourers.

4.1.2.11: Attitude on Economy for different Professional groups of people

It was tested if there was any difference in attitude towards National Development on the variable Economy between different Professional groups of respondents by using one-way analysis of variance (ANOVA).

Table-4.1.20: ANOVA of attitude on Economy for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	100.768	4	25.192	5.257074	0.000446
Within Groups	1159.669	242	4.792		
Total	1260.437	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Economy between five Professional groups of people.

Now it was tested if there was any significant difference between any two Professional groups of people. By using t-test following results were obtained:

Table-4.1.21: Differences in Paired means of Scores on attitude on Economy for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	9.37	1.998	128	0.048	Farmer-Businessman	10.53	0.895	53	0.375
	10.53					10.03			
Service-Student	9.37	0.543	168	0.588	Farmer-Labour	10.53	1.205	35	0.236
	9.16					11.32			
Service-Businessman	9.37	1.648	153	0.101	Student-Businessman	9.16	1.851	93	0.067
	10.03					10.03			
Service-Labour	9.37	3.758	135	0.000	Student-Labour	9.16	3.643	75	0.000
	11.32					11.32			
Farmer-Student	10.53	2.170	68	0.033	Businessman-Labour	10.03	2.256	60	0.028
	9.16					11.32			

From the above table, it is observed no significant difference within the pairs Service and Student; Service and Businessman; Farmer and Businessman; Student and Businessman; and Farmer and Labour. There are significant differences observed within rest of other pairs.

It is observed that Service holders show more negative attitude than Farmers and Labours; Students shows more negative attitude than Farmers and Labours; while the Businessmen show more negative attitude than Labours.

4.1.2.12: Attitude on Foreign Aid for different professional groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Foreign Aid between five Professional groups of respondents. ANOVA was used for multiple comparison.

Table-4.1.22 ANOVA of attitude on Foreign Aid for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	156.727	4	39.182	6.782703	0.0000344
Within Groups	1397.962	242	5.777		
Total	1554.688	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Foreign Aid between five Professional groups of people.

Now it was tested if there was any significant difference between any two Professional groups of people. By using t-test the following results were obtained:

Table-4.1.23: Differences in Paired means of Scores on attitude on Foreign Aid for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	5.76	3.663	128	0.000	Farmer-Businessman	8.40	3.041	53	0.004
	8.40					6.35			
Service-Student	5.76	0.920	168	0.350	Farmer-Labour	8.40	1.512	35	0.140
	5.44					7.36			
Service-Businessman	5.76	1.235	153	0.219	Student-Businessman	5.44	3.941	93	0.000
	6.35					6.35			
Service-Labour	5.76	2.628	135	0.010	Student-Labour	5.44	2.208	75	0.030
	7.36					7.36			
Farmer-Student	8.40	5.398	68	0.000	Businessman-Labour	6.35	1.680	60	0.098
	5.44					7.36			

This table shows highly significant differences within each of the pairs except Service and Student; Service and Businessman; Farmer and Labour and Businessman and Labour.

Regarding Foreign Aid Service holders, Businessmen and Students show more negative attitude than Farmers and Labours.

4.1.2.13: Attitude on Self-reliance for different professional groups of people

In this sub section it was tested if there was any difference in attitude towards National Development on the variable Self-reliance between different Professional groups of respondent. Here F-ratio was used for multiple comparison.

Table-4.1.24: ANOVA of attitude on Self-reliance for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	114.519	4	28.630	4.89397	0.000822
Within Groups	1415.707	242	5.850		
Total	1530.227	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between five Professional groups of people.

Now it was tested if there was any difference between any two Professional groups of people. By using t-test the following results were obtained:

Table-4.1.25: Differences in Paired means of Scores on attitude on Self-reliance for different Professional groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	7.17	3.003	128	0.003	Farmer-Businessman	9.07	1.212	53	0.231
	9.07					8.25			
Service-Student	7.17	0.130	168	0.897	Farmer-Labour	9.07	0.291	35	0.772
	7.27					8.86			
Service-Businessman	7.17	2.479	153	0.014	Student-Businessman	7.27	1.922	93	0.058
	8.25					8.25			
Service-Labour	7.17	3.079	135	0.003	Student-Labour	7.27	2.501	75	0.015
	8.86					8.86			
Farmer-Student	9.07	2.517	68	0.014	Businessman-Labour	8.25	0.971	60	0.335
	7.27					8.86			

Here it is observed significant difference within the pairs Service and Farmer; Service and Businessman; Service and Labour; Farmer and Student; and Student and Labour. There are no significant differences observed within the rest of the pairs. It is

observed that Service holders and Students show more negative attitude than Farmers, Businessmen and Labours.

4.1.2.14: Attitude on Communication and Media for different Professional groups of people

It was tested if there was any difference in attitude towards National Development on the variable Communication and Media between different Professional groups of respondent.

Table-4.1.26: ANOVA of attitude on Communication and Media for different Professional groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	45.230	4	11.308	3.21502	0.013513
Within Groups	851.134	242	3.517		
Total	896.364	246			

That is there is a highly significant difference (i.e., $p \approx 0.01$) in attitude towards National Development between five Professional groups people.

Now it was tested if there was any difference between any two Professional groups people. By using t-test the following results are obtained:

Table-4.1.27: Differences in Paired means of Scores on attitude on Communication and Media for different Professional groups

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Service-Farmer	6.15	2.331	128	0.021	Farmer-Businessman	7.40	1.292	53	0.202
	7.40					6.85			
Service-Student	6.15	1.086	168	0.279	Farmer-Labour	7.40	1.835	35	0.075
	5.84					6.23			
Service-Businessman	6.15	2.022	153	0.045	Student-Businessman	5.84	3.046	93	0.003
	6.85					6.85			
Service-Labour	6.15	0.166	135	0.868	Student-Labour	5.84	0.879	75	0.382
	6.23					6.23			
Farmer-Student	7.40	3.216	68	0.002	Businessman-Labour	6.85	1.336	60	0.187
	5.84					6.23			

It is observed significant difference in attitude towards National Development within Student and Businessman, Farmer and Student, Service and Businessman and Service and Farmer. The rest of other pairs do not significantly differ within them. It is observed that Service holders show more negative attitude than Farmers and Businessmen; Students show more negative attitude than Farmers and Businessmen ; Businessmen show more negative attitude than Farmers.

4.2: Attitude of different Educational Groups on National Development

Data are obtained by considering the educational qualification of the respondents here. In this section attempts have been made to examine the attitude of different Educational groups of people over National Development. The total respondents have been classified according to their Educational status. They are divided into eight categories. The Educational groups are Illiterate, Education Under Class Five, Education in between Class Six to S.S.C., H.S.C., B.Sc./B.Com./B.A/B.B.A., M.Sc./M.Com./M.A./M.B.A., M.B.B.S., and rest of the respondents are put in other group. Actually the other group includes those who obtained LLB, different Diploma degrees, Polytechnic degrees and degrees in Maddrasa Education. For convenience they have been treated as Illiterate, Under-V, S.S.C., H.S.C., B.Sc., M.Sc., MBBS and Others.

Like the previous section, here are represented the ASND scores first and then their statistical characteristics are observed i.e. the pattern of attitudes of the respondents and finally F-ratio for multiple comparison and t-test for mutual differences have been used.

Table-4.2: Mean, standard deviation, highest and lowest score on different variables of ASND for different Educational Groups of people

Group	Char.	GV	MOR	EDN	HEH	FPN	WO	AGR	TRC	IND	EPL	ECO	FOA	SER	COM	Total
Illiterate	N	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	Mean	4.33	6.56	11.44	8.56	12.44	12.44	11.89	14.00	13.78	10.44	10.67	6.78	9.11	5.56	138.00
	SD	1.00	2.07	2.24	2.24	2.24	2.40	1.97	3.61	2.59	2.35	1.87	1.64	1.17	1.74	12.49
	Min	3	3	9	5	9	9	9	10	10	8	7	3	8	3	116
	Max	6	8	15	11	17	17	14	21	18	14	12	8	11	8	154
Under-V	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Mean	3.64	6.59	10.55	9.32	12.09	11.64	11.36	12.32	12.32	9.82	10.77	7.32	9.14	6.91	133.77
	SD	1.92	1.47	3.22	2.78	3.34	3.81	2.79	1.84	2.32	2.97	1.60	2.08	2.64	1.82	16.07
	Min	2	3	5	5	7	5	6	9	8	7	8	4	5	4	102
	Max	10	9	16	16	18	22	20	16	16	16	14	11	15	12	161
S.S.C.	N	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
	Mean	3.81	6.12	10.38	10.02	10.95	11.33	11.35	12.77	11.79	8.26	10.00	6.72	8.56	6.51	128.77
	SD	1.67	2.05	2.10	2.84	4.08	4.66	2.19	2.21	2.59	2.08	2.19	2.05	1.94	1.83	15.93
	Min	2	3	7	5	5	5	5	6	7	5	4	3	3	4	82
	Max	8	11	17	16	24	22	16	16	17	14	15	13	13	12	163
H.S.C.	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
	Mean	3.38	5.73	10.15	9.35	10.04	10.35	10.65	12.50	10.88	8.19	9.15	5.42	7.77	5.85	119.42
	SD	1.10	1.71	2.57	2.54	4.15	4.12	2.86	2.27	2.49	2.48	1.95	2.06	2.52	1.54	14.93
	Min	2	3	6	5	5	5	5	8	7	5	5	3	3	3	87
	Max	6	9	15	14	20	18	18	18	16	16	13	10	12	9	147
B.Sc.	N	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52
	Mean	2.96	6.17	10.06	10.35	11.15	10.58	11.02	12.23	11.12	9.21	10.15	6.56	7.21	6.60	125.37
	SD	1.20	2.29	2.33	2.71	4.10	4.20	3.02	2.27	2.85	3.06	2.48	2.95	2.44	1.82	19.98
	Min	2	3	5	5	5	5	5	8	5	5	4	3	3	3	81
	Max	7	13	17	21	22	25	18	17	16	18	15	14	13	12	163
M.Sc.	N	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
	Mean	3.17	5.22	9.18	8.72	9.89	10.64	10.04	11.99	11.06	9.13	8.94	5.41	7.03	6.15	116.57
	SD	1.15	1.85	2.27	2.35	5.28	3.74	2.97	2.93	2.57	2.79	2.11	2.55	2.48	2.17	20.20
	Min	2	3	5	5	5	5	5	5	5	5	4	3	3	3	66
	Max	7	11	16	15	25	25	19	18	16	16	13	13	13	12	169
MBBS	N	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
	Mean	2.57	4.50	8.64	7.57	6.86	8.64	9.29	12.50	10.29	7.00	8.50	4.14	6.64	5.14	102.29
	SD	0.51	1.29	2.02	1.94	1.88	3.15	2.55	2.18	2.46	1.36	1.29	1.40	2.44	1.35	11.18
	Min	2	3	5	5	5	5	6	9	5	5	6	3	3	3	85
	Max	3	7	13	11	10	16	14	15	14	10	11	7	12	8	123
Others	N	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	Mean	3.56	6.78	11.00	9.11	11.56	10.89	10.33	13.33	13.56	9.33	10.78	6.56	6.11	6.22	129.11
	SD	1.67	2.68	3.35	3.18	3.81	2.15	3.35	3.61	3.61	2.79	3.24	2.79	2.76	1.99	23.26
	Min	2	4	7	5	6	8	6	9	9	6	6	3	3	4	97
	Max	6	11	17	14	17	14	14	21	17	17	18	11	11	10	162

We observe from the above table that for 9 Illiterate peoples the average score of general views (GV) is 4.33 with standard deviation 1.00. The maximum score is 6 and the minimum score is 3. For the variable morality (MOR), the average score is 6.56 with standard deviation 2.07 and the maximum and minimum scores 8 and 3 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 11.44, 8.56, 12.44, 12.44, 11.89, 14.00, 13.78, 10.44, 10.67, 6.78, 9.11, 5.56, and 138 respectively along with standard deviations 2.24, 2.24,

2.24, 2.40, 1.97, 3.61, 2.59, 2.35, 1.87, 1.64, 1.17, 1.74 and 12. The maximum and minimum scores are (15, 9), (11, 5), (17, 9), (17, 9), (14, 9), (21, 10), (18, 10), (14, 8), (12, 7), (8, 3), (11, 8) and (8, 3) respectively. The total mean score of Illiterate respondents is 138.00 with standard deviation 12.49 and the maximum score and minimum score are 154 and 116 respectively.

From this study of 22 respondents of education status under-V we observe that the average score of general views (GV) is 3.64 with standard deviation 1.92. The maximum score is 10 and the minimum score is 2. For the variable morality (MOR), the average score is 6.60 with standard deviation 1.47 and the maximum and minimum scores 3 and 3 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.55, 9.32, 12.09, 11.64, 11.36, 12.32, 12.32, 9.82, 10.77, 7.32, 9.14, 6.91 respectively along with standard deviations 3.22, 2.78, 3.34, 3.81, 2.79, 1.84, 2.32, 2.97, 1.60, 2.08, 2.64, and 1.82, respectively. The maximum and minimum scores are (16, 5), (16, 5), (18, 7), (22, 5), (20, 6), (16, 9), (16, 8), (16, 7), (14, 8), (11, 4), (15, 5), and (12, 4) respectively. The total mean score is 133.77 with standard deviation 16.07 and the maximum score and minimum score are 161 and 102 respectively.

For 43 respondents of educational status class-six to S.S.C. we get the average score of general views (GV) is 3.81 with standard deviation 1.67. The maximum score is 8 and the minimum score is 2. For the variable morality (MOR), the average score is 6.12 with standard deviation 2.05 and the maximum and minimum scores 11 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.58, 10.02, 10.95,

11.33, 11.35, 12.77, 11.79, 8.26, 10.00, 6.72, 8.56 and 6.51 respectively along with standard deviations 2.10, 2.84, 4.08, 4.66, 2.19, 2.21, 2.59, 2.08, 2.19, 2.02, 1.94 and 1.83 respectively. The maximum and minimum scores are (17, 7), (16, 5), (24, 5), (22, 5), (16, 6), (16, 7), (17, 6), (14, 5), (15, 4), (13, 3), (13, 3), and (12, 4) respectively. The total mean score is 128.77 with standard deviation 15.93 and the maximum score and minimum score are 163 and 82 respectively.

Data from 26 H.S.C. status respondents we have average score of general views (GV) is 3.38 with standard deviation 1.10. The maximum score is 6 and the minimum score is 2. For the variable morality (MOR), the average score is 5.73 with standard deviation 1.71 and the maximum and minimum scores 9 and 3 respectively. As usually, for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.15, 9.35, 10.04, 10.35, 10.65, 12.50, 10.88, 8.19, 9.15, 5.42, 7.77 and 5.85 respectively along with standard deviations 2.57, 2.55, 4.15, 4.12, 2.86, 2.27, 2.49, 2.48, 1.95, 2.06, 2.52 and 1.54 respectively. The maximum and minimum scores are (15, 6), (14, 5), (20, 5), (18, 5), (18, 5), (18, 8), (16, 7), (16, 5), (13, 5), (10, 3), (12, 3), and (9, 3) respectively. The total mean score is 119.42 with standard deviation 14.93 and the maximum score and minimum score are 147 and 87 respectively.

For 52 respondents of educational status B.SC./B.A./B.Com./B.B.A., we observe that the average score of general views (GV) is 2.96 with standard deviation 1.20. The maximum score is 7 and the minimum score is 2. For the variable morality (MOR), the average score is 6.17 with standard deviation 2.29 and the maximum and minimum scores 13 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO),

Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.06, 10.35, 11.15, 10.58, 11.02, 12.23, 11.12, 9.21, 10.15, 6.56, 7.21 and 6.60 respectively along with standard deviations 2.33, 2.71, 4.10, 4.20, 3.02, 2.27, 2.85, 3.06, 2.48, 2.95, 2.44 and 1.82 respectively. The maximum and minimum scores are (17, 5), (21, 5), (22, 5), (25, 5), (18, 5), (17, 8), (16, 5), (18, 5), (15, 4), (14, 3), (13, 3), and (12, 3) respectively. The total mean score is 125.37 with standard deviation 19.98 and the maximum score and minimum score are 163 and 81 respectively.

For 72 respondents of educational status M.SC./M.A./M.Com./M.B.A., we observe that the average score of general views (GV) is 3.17 with standard deviation 1.15. The maximum score is 7 and the minimum score is 2. For the variable morality (MOR), the average score is 5.22 with standard deviation 1.85 and the maximum and minimum scores 11 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 9.18, 8.72, 9.89, 10.64, 10.04, 11.99, 11.06, 9.13, 8.94, 5.42, 7.03 and 6.15 respectively along with standard deviations 2.27, 2.35, 4.28, 3.74, 2.97, 2.93, 2.57, 2.79, 2.11, 2.55, 2.48 and 2.17 respectively. The maximum and minimum scores are (16, 5), (15, 5), (25, 5), (25, 5), (19, 5), (18, 5), (16, 5), (16, 5), (13, 4), (13, 3), (13, 3), and (12, 3) respectively. The total mean score is 116.57 with standard deviation 21.20 and the maximum score and minimum score are 169 and 66 respectively.

From 14 MBBS respondents, we observe that the average score of general views (GV) is 2.57 with standard deviation 0.51. The maximum score is 3 and the minimum score is 2. For the variable morality (MOR), the average score is 4.50

with standard deviation 1.29 and the maximum and minimum scores 7 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 8.64, 7.57, 6.86, 8.64, 9.29, 12.50, 10.29, 7.00, 8.50, 4.14, 6.64 and 5.14 respectively along with standard deviations 2.02, 1.95, 1.88, 3.15, 2.55, 2.18, 2.46, 1.36, 1.29, 1.41, 2.44 and 1.35 respectively. The maximum and minimum scores are (13, 5), (11, 5), (10, 5), (16, 5), (14, 6), (15, 9), (14, 5), (10, 5), (11, 6), (7, 3), (12, 3), and (8, 3) respectively. The total mean score is 102.29 with standard deviation 11.18 and the maximum score and minimum score are 123 and 85 respectively.

Finally for 9 respondents of others educational status, we observe that the average score of general views (GV) is 3.56 with standard deviation 1.67. The maximum score is 6 and the minimum score is 2. For the variable morality (MOR), the average score is 6.78 with standard deviation 2.68 and the maximum and minimum scores 11 and 4 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 11.00, 9.11, 11.56, 10.89, 10.33, 13.33, 13.56, 9.33, 10.78, 6.56, 6.11 and 6.22 respectively along with standard deviations 3.35, 3.18, 3.81, 2.15, 3.35, 3.61, 2.79, 3.24, 3.56, 2.79, 2.76 and 1.99 respectively. The maximum and minimum scores are (17, 7), (14, 5), (17, 6), (14, 8), (14, 6), (21, 9), (18, 9), (17, 6), (18, 6), (11, 3), (11, 3), and (10, 4) respectively. The total mean score is 129.11 with standard deviation 23.26 and the maximum score and minimum score are 162 and 97 respectively.

We can observe the mean scores of different Educational groups of people through the following diagram:

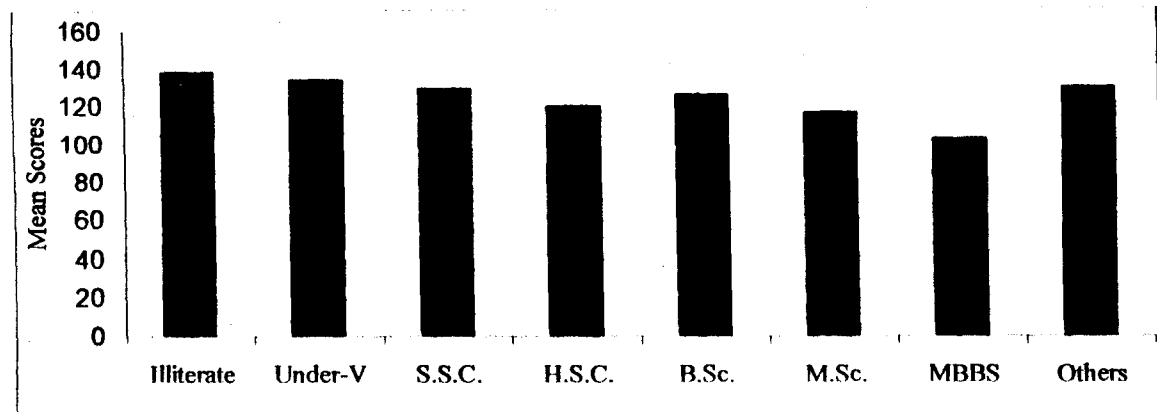


Figure-4.2: Column Diagram of Mean Scores of Different Educational Groups of People.

From the above figure it is observed that the higher Educative groups show more negative attitude compared to the less Educative one.

4.2.1: Different Educational groups of subjects and their Attitude towards National Development

Like sub section 4.1.2, here also the attitude scores of different Educational groups of respondent on ASND have been analysed by using appropriate statistical tests.

For multiple comparison between the means of ASND scores obtained from five categories of professional subjects, a one-way analysis of variance (ANOVA) has been used.

Table-4.2.1: ANOVA of attitude on National Development for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	15571.97	6	2595.329		
Within Groups	73852.45	231	319.708	8.11782	0.000
Total	89424.42	237			

It shows that there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the following results were obtained:

Table-4.2.2: Differences in Paired means of Scores on attitude towards National Development for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	138.00	0.705	29	0.487	S.S.C- B.Sc	128.77	0.904	93	0.369
	133.77					125.37			
Illiterate- S.S.C	138.00	1.632	50	0.109	S.S.C- M.Sc	128.77	3.380	113	0.001
	128.77					116.57			
Illiterate- H.S.C	138.00	3.342	33	0.002	S.S.C- MBBS	128.77	5.758	55	0.000
	119.42					102.29			
Illiterate- B.Sc	138.00	1.828	59	0.073	S.S.C- Others	128.77	0.054	50	0.957
	125.37					129.11			
Illiterate- M.Sc	138.00	3.100	79	0.003	H.S.C- B.Sc	119.42	1.339	76	0.184
	116.57					125.37			
Illiterate- MBBS	138.00	7.147	21	0.000	H.S.C- M.Sc	119.42	0.658	96	0.512
	102.29					116.57			
Illiterate- Others	138.00	1.010	16	0.327	H.S.C- MBBS	119.42	3.757	38	0.001
	129.11					102.29			
Under-V- S.S.C	133.77	1.195	63	0.236	H.S.C- Others	119.42	1.446	33	0.157
	128.77					129.11			
Under-V- H.S.C	133.77	3.205	46	0.002	B.Sc- M.Sc	125.37	2.404	122	0.018
	119.42					116.57			
Under-V- B.Sc	133.77	1.747	72	0.085	B.Sc- MBBS	125.37	4.135	64	0.000
	125.37					102.29			
Under-V- M.Sc	133.77	3.653	92	0.000	B.Sc- Others	125.37	0.507	59	0.614
	116.57					129.11			
Under-V - MBBS	133.77	6.398	34	0.000	M.Sc- MBBS	116.57	2.563	84	0.012
	102.29					102.29			
Under -V Others	133.77	0.643	29	0.526	M.Sc- Others	116.57	1.728	79	0.088
	129.11					129.11			
S.S.C- H.S.C	128.77	2.417	67	0.018	MBBS- Others	102.29	3.730	21	0.001
	119.42					129.11			

It is observed from the above table that the Educational group Illiterate Under-V and S.S.C significantly differs in attitude from H.Sc.; M.Sc. and MBBS but not from rest of the other groups. Educational group H.S.C. significantly differs only

from MBBS; B.Sc. from M.Sc. and MBBS; M.Sc. from MBBS and MBBS from others. For the rest of other pairs we observed no significant difference in attitude.

As it is observed in the above that there are significant differences between fourteen pairs of Educational groups. The table shows that the H.S.C. group has expressed more negative attitude towards National Development than Illiterate, Under-V, S.S.C. group. The M.Sc. group has expressed significantly more negative attitude than the illiterate, the Under-V, the S.S.C., the B.Sc. group. Similarly MBBS group has shown more negative attitude than the illiterate, Under-V, S.S.C., H.S.C., B.Sc. and M.Sc. and the other groups.

4.2.2: Attitude on each variable of National Development for different Educational groups of people

In this section investigation into the interdependency of each variable for different Educational groups of people has been made.

4.2.2.1: Attitude on General View regarding National Development among different Educational groups

Here it was studied if there was any difference in attitude towards National Development on the variable General View between different educational groups of people by ANOVA.

Table-4.2.3: ANOVA of attitude on General View for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	501.682	6	83.614		
Within Groups	423.108	231	1.832	45.64969	0.00000
Total	924.790	237			

That is there is a highly significant difference (i.e., $p = 0.00$) in attitude towards National Development between different Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the results in the next page were obtained:

Table-4.2.4: Differences in Paired means of Scores in attitude on General View towards National Development for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	4.33	1.028	29	0.312	S.S.C- B.Sc	3.81	2.890	93	0.005
	3.64					2.96			
Illiterate- S.S.C	4.33	0.898	50	0.374	S.S.C- M.Sc	3.81	2.461	113	0.015
	3.81					3.17			
Illiterate- H.S.C	4.33	2.281	33	0.029	S.S.C- MBBS	3.81	2.734	55	0.008
	3.38					2.57			
Illiterate- B.Sc	4.33	3.225	59	0.002	S.S.C- Others	3.81	0.423	50	0.674
	2.96					3.56			
Illiterate- M.Sc	4.33	2.904	79	0.005	H.S.C- B.Sc	3.38	1.505	76	0.136
	3.17					2.96			
Illiterate- MBBS	4.33	5.590	21	0.000	H.S.C- M.Sc	3.38	0.838	96	0.404
	2.57					3.17			
Illiterate- Others	4.33	1.200	16	0.247	H.S.C- MBBS	3.38	2.609	38	0.013
	3.56					2.57			
Under-V- S.S.C	3.64	0.386	63	0.700	H.S.C- Others	3.38	0.351	33	0.728
	3.81					3.56			
Under-V- H.S.C	3.64	0.569	46	0.572	B.Sc- M.Sc	2.96	0.961	122	0.336
	3.38					3.17			
Under-V- B.Sc	3.64	1.832	72	0.071	B.Sc- MBBS	2.96	1.179	64	0.243
	2.96					2.57			
Under-V- M.Sc	3.64	1.414	92	0.161	B.Sc- Others	2.96	1.289	59	0.202
	3.17					3.56			
Under-V - MBBS	3.64	2.024	34	0.051	M.Sc- MBBS	3.17	1.892	84	0.062
	2.57					2.57			
Under-V - Others	3.64	0.110	29	0.913	M.Sc- Others	3.17	0.907	79	0.367
	3.56					3.56			
S.S.C- H.S.C	3.81	1.168	67	0.247	MBBS- Others	2.57	2.084	21	0.050
	3.38					3.56			

In the above table it is observed that the Educational group Illiterate and S.S.C. highly significantly differ from B.Sc.; M.Sc.; and MBBS. Educational group H.Sc. significantly differs from MBBS and MBBS from others. For the rest of the pairs no significant differences in attitude are observed. It is observed that the Educational Group Illiterate shows significantly less negative attitude than H.S.C., B.Sc., M.Sc. and MBBS. It is also observed that group S.S.C. shows significantly less negative attitude than B.Sc., M.Sc., and MBBS. And finally MBBS shows more negative attitude than H.S.C. and Others.

4.2.2.2: Attitude on Morality regarding National Development for different educational groups of people

Here it was studied if there was any difference in attitude towards National Development on Morality between different Educational groups of respondents. To study the multiple comparison one-way analysis of variance (ANOVA) was used.

Table-4.2.5: ANOVA of attitude on Morality for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	401.068	6	66.845		
Within Groups	1000.416	231	4.331	15.43468	0.0000
Total	1401.483	237			

That is there is a highly significant difference (i.e., $p = 0.00$) in attitude towards National Development between eight Educational groups of people.

Now it was tested if there was any significant difference between any two Educational groups of people. By using t-test the following were obtained:

Table-4.2.6: Differences in Paired means of Scores on attitude on Morality for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value																																																																																																																																																				
Illiterate- Unver-V	6.56	0.054	29	0.957	S.S.C- B.Sc	3.81	0.126	93	0.900																																																																																																																																																				
	6.59					2.96				Illiterate- S.S.C	6.56	0.584	50	0.562	S.S.C- M.Sc	3.81	2.409	113	0.018	3.81	3.17	Illiterate- H.S.C	6.56	1.182	33	0.245	S.S.C- MBBS	3.81	2.769	55	0.008	3.38	2.57	Illiterate- B.Sc	6.56	0.469	59	0.641	S.S.C- Others	3.81	0.834	50	0.408	2.96	3.56	Illiterate- M.Sc	6.56	2.015	79	0.047	H.S.C- B.Sc	3.38	0.870	76	0.387	3.17	2.96	Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223	2.57	3.17	Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67
Illiterate- S.S.C	6.56	0.584	50	0.562	S.S.C- M.Sc	3.81	2.409	113	0.018																																																																																																																																																				
	3.81					3.17				Illiterate- H.S.C	6.56	1.182	33	0.245	S.S.C- MBBS	3.81	2.769	55	0.008	3.38	2.57	Illiterate- B.Sc	6.56	0.469	59	0.641	S.S.C- Others	3.81	0.834	50	0.408	2.96	3.56	Illiterate- M.Sc	6.56	2.015	79	0.047	H.S.C- B.Sc	3.38	0.870	76	0.387	3.17	2.96	Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223	2.57	3.17	Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56				
Illiterate- H.S.C	6.56	1.182	33	0.245	S.S.C- MBBS	3.81	2.769	55	0.008																																																																																																																																																				
	3.38					2.57				Illiterate- B.Sc	6.56	0.469	59	0.641	S.S.C- Others	3.81	0.834	50	0.408	2.96	3.56	Illiterate- M.Sc	6.56	2.015	79	0.047	H.S.C- B.Sc	3.38	0.870	76	0.387	3.17	2.96	Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223	2.57	3.17	Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																
Illiterate- B.Sc	6.56	0.469	59	0.641	S.S.C- Others	3.81	0.834	50	0.408																																																																																																																																																				
	2.96					3.56				Illiterate- M.Sc	6.56	2.015	79	0.047	H.S.C- B.Sc	3.38	0.870	76	0.387	3.17	2.96	Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223	2.57	3.17	Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																												
Illiterate- M.Sc	6.56	2.015	79	0.047	H.S.C- B.Sc	3.38	0.870	76	0.387																																																																																																																																																				
	3.17					2.96				Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223	2.57	3.17	Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																								
Illiterate- MBBS	6.56	2.954	21	0.008	H.S.C- M.Sc	3.38	1.226	96	0.223																																																																																																																																																				
	2.57					3.17				Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024	3.56	2.57	Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																				
Illiterate- Others	6.56	0.197	16	0.846	H.S.C- MBBS	3.38	2.353	38	0.024																																																																																																																																																				
	3.56					2.57				Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183	3.81	3.56	Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																
Under-V- S.S.C	6.59	0.965	63	0.338	H.S.C- Others	3.38	1.360	33	0.183																																																																																																																																																				
	3.81					3.56				Under-V- H.S.C	6.59	1.850	46	0.071	B.Sc- M.Sc	2.96	2.556	122	0.012	3.38	3.17	Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																												
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	3.38					3.17				Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011	2.96	2.57	Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																																								
Under-V- B.Sc	6.59	0.788	72	0.433	B.Sc- MBBS	2.96	2.615	64	0.011																																																																																																																																																				
	2.96					2.57				Under-V- M.Sc	6.59	3.177	92	0.002	B.Sc- Others	2.96	0.714	59	0.478	3.17	3.56	Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																																																				
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	3.17					3.56				Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167	2.57	2.57	Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																																																																
Under-V - MBBS	6.59	4.363	34	0.000	M.Sc- MBBS	3.17	1.395	84	0.167																																																																																																																																																				
	2.57					2.57				Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027	3.56	3.56	S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																																																																												
Under -V Others	6.59	0.251	29	0.804	M.Sc- Others	3.17	2.258	79	0.027																																																																																																																																																				
	3.56					3.56				S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012	3.38	3.56																																																																																																																																								
S.S.C- H.S.C	3.81	0.804	67	0.424	MBBS- Others	2.57	2.748	21	0.012																																																																																																																																																				
	3.38					3.56																																																																																																																																																							

Here from the above table it is observed that the Educational group Illiterate, Under-V, S.S.C. and B.Sc. significantly differ in attitude from M.Sc. and MBBS. Group H.S.C also significantly differs from MBBS. M.Sc. and MBBS from others. For the rest of the other pairs no significant difference in attitude are observed.

This table shows that the illiterate group has expressed less negative attitude on Morality variable for National Development than the M.Sc. and MBBS groups. The M.Sc. and MBBS groups have expressed less negative attitude towards Morality for National Development than the Under-V group and the M.Sc. and

MBBS groups have expressed less negative Morality regarding National Development.

4.2.2.3: Attitude on Education variable for National Development for different Educational groups of people

It was tested if there was any difference in attitude towards National Development on the variable Education between eight Educational groups of respondent.

Table-4.2.7: ANOVA of attitude on Education for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	112.927	6	18.821	3.333541	0.003616
Within Groups	1304.220	231	5.646		
Total	1417.147	237			

There is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between eight Educational classes of people.

Now we want to test the whether there is any relationship between any two Educational groups of people. By using t-test the results in the next page were obtained:

Table-4.2.8: Differences in Paired means of Scores on attitude on Education for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	11.44	0.762	29	0.452	S.S.C- B.Sc	10.58	1.141	93	0.257
	10.55					10.06			
Illiterate- S.S.C	11.44	1.111	50	0.272	S.S.C- M.Sc	10.58	3.291	113	0.001
	10.58					9.18			
Illiterate- H.S.C	11.44	1.337	33	0.190	S.S.C- MBBS	10.58	3.031	55	0.004
	10.15					8.64			
Illiterate- B.Sc	11.44	1.657	59	0.103	S.S.C- Others	10.58	0.487	50	0.628
	10.06					11.00			
Illiterate- M.Sc	11.44	2.822	79	0.006	H.S.C- B.Sc	10.15	0.166	76	0.869
	9.18					10.06			
Illiterate- MBBS	11.44	3.109	21	0.005	H.S.C- M.Sc	10.15	1.807	96	0.074
	8.64					9.18			
Illiterate- Others	11.44	0.330	16	0.745	H.S.C- MBBS	10.15	1.900	38	0.065
	11.00					8.64			
Under-V- S.S.C	10.55	0.054	63	0.957	H.S.C- Others	10.15	0.786	33	0.437
	10.58					11.00			
Under-V- H.S.C	10.55	0.469	46	0.642	B.Sc- M.Sc	10.06	2.099	122	0.038
	10.15					9.18			
Under-V- B.Sc	10.55	0.732	72	0.467	B.Sc- MBBS	10.06	2.069	64	0.043
	10.06					8.64			
Under-V- M.Sc	10.55	2.224	92	0.029	B.Sc- Others	10.06	1.047	59	0.299
	9.18					11.00			
Under-V - MBBS	10.55	1.972	34	0.050	M.Sc- MBBS	9.18	0.823	84	0.413
	8.64					8.64			
Under -V Others	10.55	0.353	29	0.727	M.Sc- Others	9.18	2.140	79	0.035
	11.00					11.00			
S.S.C- H.S.C	10.58	0.753	67	0.454	MBBS- Others	8.64	2.113	21	0.047
	10.15					11.00			

Like Morality here it is also observed the same results that is, the Educational group Illiterate, Under-V, S.S.C. and B.Sc. significantly differ in attitude from M.Sc. and MBBS. H.S.C also significantly differs from MBBS. M.Sc. and MBBS from others. For the rest of the other pairs no significant difference in attitude are observed.

It is also observed from the above table that the Educational group MBBS show more negative attitude than Under-V, S.S.C., B.Sc. and Others. The group M.Sc. show more negative attitude than the groups S.S.C., B.Sc. and Others.

4.2.2.4: Attitude on Health variable for National Development for different Educational groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Health between different Educational groups of respondent.

Table-4.2.9: ANOVA of attitude on Health for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	149.969	7	21.424	3.199453	0.002942
Within Groups	1600.387	239	6.696		
Total	1750.356	246			

There is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the results in the next page are obtained:

Table-4.2.10: Differences in Paired means of Scores on attitude on Health for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	8.56	0.728	29	0.472	S.S.C- B.Sc	10.02	0.565	93	0.573
	9.32					10.35			
Illiterate- S.S.C	8.56	1.454	50	0.152	S.S.C- M.Sc	10.02	2.657	113	0.009
	10.02					8.72			
Illiterate- H.S.C	8.56	0.826	33	0.415	S.S.C- MBBS	10.02	2.998	55	0.004
	9.35					7.57			
Illiterate- B.Sc	8.56	1.868	59	0.067	S.S.C- Others	10.02	0.859	50	0.395
	10.35					9.11			
Illiterate- M.Sc	8.56	0.202	79	0.841	H.S.C- B.Sc	9.35	1.565	76	0.122
	8.72					10.35			
Illiterate- MBBS	8.56	1.115	21	0.278	H.S.C- M.Sc	9.35	1.137	96	0.258
	7.57					8.72			
Illiterate- Others	8.56	0.428	16	0.674	H.S.C- MBBS	9.35	2.270	38	0.029
	9.11					7.57			
Under-V- S.S.C	9.32	0.953	63	0.344	H.S.C- Others	9.35	0.224	33	0.824
	10.02					9.11			
Under-V- H.S.C	9.32	0.036	46	0.971	B.Sc- M.Sc	10.35	3.561	122	0.001
	9.35					8.72			
Under-V- B.Sc	9.32	1.478	72	0.144	B.Sc- MBBS	10.35	3.575	64	0.001
	10.35					7.57			
Under-V- M.Sc	9.32	0.998	92	0.321	B.Sc- Others	10.35	1.230	59	0.224
	8.72					9.11			
Under-V- MBBS	9.32	2.045	34	0.049	M.Sc- MBBS	8.72	1.722	84	0.089
	7.57					7.57			
Under-V- Others	9.32	0.181	29	0.858	M.Sc- Others	8.72	0.450	79	0.654
	9.11					9.11			
S.S.C- H.S.C	10.02	0.997	67	0.322	MBBS- Others	7.57	1.447	21	0.163
	9.35					9.11			

The above table shows that the Educational group Illiterate significantly differs only from B.Sc. in attitude. Under-V from H.S.C. both the groups S.S.C. and B.Sc. significantly differ in attitude from M.Sc. and MBBS. H.S.C also significantly differs from MBBS; and both M.Sc. and MBBS from the group others. For the rest of the other pairs no significant differences in attitude are observed.

Again it is observed from the above table that the Educational group MBBS significantly show more negative attitude over National Development than Under-V, S.S.C., H.S.C. and B.Sc. M.Sc. group show more negative attitude than S.S.C. and B.Sc. groups.

4.2.2.5: Attitude on Family planning regarding National Development for different Educational groups of people

Here it was tested if there any difference in attitude towards National Development on Family Planning between eight Educational groups of respondent.

Table-4.2.11: ANOVA of attitude on Family Planning for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	348.732	7	49.819	3.194949	0.002976
Within Groups	3726.726	239	15.593		
Total	4075.457	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups people. By using t-test the results in the next page are obtained:

Table-4.2.12: Differences in Paired means of Scores in attitude on Family Planning for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value																																																																																																																																																				
Illiterate- Unver-V	12.44	0.291	29	0.773	S.S.C- B.Sc	10.95	0.238	93	0.813																																																																																																																																																				
	12.09					11.15				Illiterate- S.S.C	12.44	1.057	50	0.296	S.S.C- M.Sc	10.95	1.312	113	0.192	10.95	9.89	Illiterate- H.S.C	12.44	1.646	33	0.109	S.S.C- MBBS	10.95	3.616	55	0.001	10.04	6.86	Illiterate- B.Sc	12.44	0.917	59	0.363	S.S.C- Others	10.95	0.407	50	0.686	11.15	11.56	Illiterate- M.Sc	12.44	1.753	79	0.084	H.S.C- B.Sc	10.04	1.128	76	0.263	9.89	11.15	Illiterate- MBBS	12.44	6.465	21	0.000	H.S.C- M.Sc	10.04	0.154	96	0.878	6.86	9.89	Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67
Illiterate- S.S.C	12.44	1.057	50	0.296	S.S.C- M.Sc	10.95	1.312	113	0.192																																																																																																																																																				
	10.95					9.89				Illiterate- H.S.C	12.44	1.646	33	0.109	S.S.C- MBBS	10.95	3.616	55	0.001	10.04	6.86	Illiterate- B.Sc	12.44	0.917	59	0.363	S.S.C- Others	10.95	0.407	50	0.686	11.15	11.56	Illiterate- M.Sc	12.44	1.753	79	0.084	H.S.C- B.Sc	10.04	1.128	76	0.263	9.89	11.15	Illiterate- MBBS	12.44	6.465	21	0.000	H.S.C- M.Sc	10.04	0.154	96	0.878	6.86	9.89	Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56				
Illiterate- H.S.C	12.44	1.646	33	0.109	S.S.C- MBBS	10.95	3.616	55	0.001																																																																																																																																																				
	10.04					6.86				Illiterate- B.Sc	12.44	0.917	59	0.363	S.S.C- Others	10.95	0.407	50	0.686	11.15	11.56	Illiterate- M.Sc	12.44	1.753	79	0.084	H.S.C- B.Sc	10.04	1.128	76	0.263	9.89	11.15	Illiterate- MBBS	12.44	6.465	21	0.000	H.S.C- M.Sc	10.04	0.154	96	0.878	6.86	9.89	Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																
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	11.15					11.56				Illiterate- M.Sc	12.44	1.753	79	0.084	H.S.C- B.Sc	10.04	1.128	76	0.263	9.89	11.15	Illiterate- MBBS	12.44	6.465	21	0.000	H.S.C- M.Sc	10.04	0.154	96	0.878	6.86	9.89	Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																												
Illiterate- M.Sc	12.44	1.753	79	0.084	H.S.C- B.Sc	10.04	1.128	76	0.263																																																																																																																																																				
	9.89					11.15				Illiterate- MBBS	12.44	6.465	21	0.000	H.S.C- M.Sc	10.04	0.154	96	0.878	6.86	9.89	Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																								
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	6.86					9.89				Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10	11.56	6.86	Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																				
Illiterate- Others	12.44	0.603	16	0.555	H.S.C- MBBS	10.04	2.710	38	0.10																																																																																																																																																				
	11.56					6.86				Under-V- S.S.C	12.09	1.127	63	0.264	H.S.C- Others	10.04	0.963	33	0.342	10.95	11.56	Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																																
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	10.95					11.56				Under-V- H.S.C	12.09	1.864	46	0.069	B.Sc- M.Sc	11.15	1.652	122	0.101	10.04	9.89	Under-V- B.Sc	12.09	0.947	72	0.347	B.Sc- MBBS	11.15	3.800	64	0.000	11.15	6.86	Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784	9.89	11.56	Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																																												
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Under-V- M.Sc	12.09	2.212	92	0.029	B.Sc- Others	11.15	0.274	59	0.784																																																																																																																																																				
	9.89					11.56				Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011	6.86	6.86	Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																																																																																
Under-V- MBBS	12.09	5.339	34	0.000	M.Sc- MBBS	9.89	2.590	84	0.011																																																																																																																																																				
	6.86					6.86				Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269	11.56	11.56	S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																																																																																												
Under-V- Others	12.09	0.389	29	0.700	M.Sc- Others	9.89	1.112	79	0.269																																																																																																																																																				
	11.56					11.56				S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001	10.04	11.56																																																																																																																																								
S.S.C- H.S.C	10.95	0.897	67	0.373	MBBS- Others	6.86	3.960	21	0.001																																																																																																																																																				
	10.04					11.56																																																																																																																																																							

It is observed from the above table for family planning the Educational groups Illiterate, S.S.C., H.S.C., B.Sc. and M.Sc. significantly differ from MBBS; group Under-V from M.Sc. and MBBS; and MBBS also significantly differs from the group others. For the rest of other groups it is observed no significant differences.

It is also observed that group MBBS significantly show more negative attitude than Illiterate, Under-V, S.S.C., H.S.C., B.S.C., M.Sc. and others. Group M.Sc. show more negative attitude than Under-V, and H.S.C.

4.2.2.6: Attitude on Women for different Educational groups of peoples

Here it was tested if there was any difference in attitude regarding national development on the variable Women between eight Educational groups of respondents.

Table-4.2.13: ANOVA of attitude on Women for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	126.334	7	18.048		
Within Groups	3744.046	239	15.665	1.152073	0.331368
Total	3870.381	246			

That is there is not any significant difference (i.e., $p \approx 0.33$) in attitude towards National Development on Women between eight Educational classes of people.

4.2.2.7: Attitude on Agriculture for different educational groups of people

Here it was tested that there was any difference in attitude towards National Development on the variable Agriculture between different Educational groups of respondent.

Table-4.2.14: ANOVA of attitude on Agriculture for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	106.271	7	15.182		
Within Groups	1864.345	239	7.801	1.946197	0.063227
Total	1970.615	246			

That is there is not any significant difference (i.e., $p \approx 0.06$) in attitude towards National Development on Agriculture between eight Educational classes of people.

4.2.2.8: Attitude on Trade and Commerce regarding National Development for different Educational groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Trade and Commerce between eight Educational groups of respondents.

Table-4.2.15: ANOVA of attitude on Trade and Commerce for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	51.036	7	7.291		
Within Groups	1546.664	239	6.471	1.126636	0.34693
Total	1597.700	246			

There is not any significant difference (i.e., $p \approx 0.34$) in attitude towards National Development on Trade and Commerce between eight Educational classes of people.

4.2.2.9: Attitude on Industry towards National Development for different Educational groups of people

It was tested that there was any difference in attitude towards National Development on the variable Industry between different Educational groups of respondent.

Table-4.2.16: ANOVA of attitude on Industry for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	154.514	7	22.073		
Within Groups	1626.263	239	6.805	3.243972	0.002625
Total	1780.777	246			

There is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Industry between eight Educational classes of people.

Now it was tested if there was any significant difference on Industry between any two Educational groups of people. By using t-test the results in the next page are obtained:

Table-4.2.17: Differences in Paired means of Scores on attitude on Industry for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value																																																																																																																																																				
Illiterate- Unver-V	13.78	1.540	29	0.134	S.S.C- B.Sc	11.79	1.199	93	0.234																																																																																																																																																				
	12.32					11.12				Illiterate- S.S.C	13.78	2.095	50	0.041	S.S.C- M.Sc	11.79	1.480	113	0.142	11.79	11.06	Illiterate- H.S.C	13.78	2.978	33	0.005	S.S.C- MBBS	11.79	1.912	55	0.061	10.88	10.29	Illiterate- B.Sc	13.78	2.622	59	0.011	S.S.C- Others	11.79	1.837	50	0.072	11.12	13.56	Illiterate- M.Sc	13.78	2.992	79	0.004	H.S.C- B.Sc	10.88	0.351	76	0.726	11.06	11.12	Illiterate- MBBS	13.78	3.255	21	0.004	H.S.C- M.Sc	10.88	0.293	96	0.770	10.29	11.06	Illiterate- Others	13.78	0.175	16	0.863	H.S.C- MBBS	10.88	2.710	38	0.010	13.56	10.29	Under-V- S.S.C	12.32	0.805	63	0.424	H.S.C- Others	10.88	0.963	33	0.342	11.79	13.56	Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67
Illiterate- S.S.C	13.78	2.095	50	0.041	S.S.C- M.Sc	11.79	1.480	113	0.142																																																																																																																																																				
	11.79					11.06				Illiterate- H.S.C	13.78	2.978	33	0.005	S.S.C- MBBS	11.79	1.912	55	0.061	10.88	10.29	Illiterate- B.Sc	13.78	2.622	59	0.011	S.S.C- Others	11.79	1.837	50	0.072	11.12	13.56	Illiterate- M.Sc	13.78	2.992	79	0.004	H.S.C- B.Sc	10.88	0.351	76	0.726	11.06	11.12	Illiterate- MBBS	13.78	3.255	21	0.004	H.S.C- M.Sc	10.88	0.293	96	0.770	10.29	11.06	Illiterate- Others	13.78	0.175	16	0.863	H.S.C- MBBS	10.88	2.710	38	0.010	13.56	10.29	Under-V- S.S.C	12.32	0.805	63	0.424	H.S.C- Others	10.88	0.963	33	0.342	11.79	13.56	Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56				
Illiterate- H.S.C	13.78	2.978	33	0.005	S.S.C- MBBS	11.79	1.912	55	0.061																																																																																																																																																				
	10.88					10.29				Illiterate- B.Sc	13.78	2.622	59	0.011	S.S.C- Others	11.79	1.837	50	0.072	11.12	13.56	Illiterate- M.Sc	13.78	2.992	79	0.004	H.S.C- B.Sc	10.88	0.351	76	0.726	11.06	11.12	Illiterate- MBBS	13.78	3.255	21	0.004	H.S.C- M.Sc	10.88	0.293	96	0.770	10.29	11.06	Illiterate- Others	13.78	0.175	16	0.863	H.S.C- MBBS	10.88	2.710	38	0.010	13.56	10.29	Under-V- S.S.C	12.32	0.805	63	0.424	H.S.C- Others	10.88	0.963	33	0.342	11.79	13.56	Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																
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	10.29					11.06				Illiterate- Others	13.78	0.175	16	0.863	H.S.C- MBBS	10.88	2.710	38	0.010	13.56	10.29	Under-V- S.S.C	12.32	0.805	63	0.424	H.S.C- Others	10.88	0.963	33	0.342	11.79	13.56	Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																				
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	13.56					10.29				Under-V- S.S.C	12.32	0.805	63	0.424	H.S.C- Others	10.88	0.963	33	0.342	11.79	13.56	Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																
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	11.79					13.56				Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101	10.88	11.06	Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																												
Under-V- H.S.C	12.32	2.052	46	0.046	B.Sc- M.Sc	11.12	1.652	122	0.101																																																																																																																																																				
	10.88					11.06				Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000	11.12	10.29	Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																																								
Under-V- B.Sc	12.32	1.750	72	0.084	B.Sc- MBBS	11.12	3.800	64	0.000																																																																																																																																																				
	11.12					10.29				Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785	11.06	13.56	Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																																																				
Under-V- M.Sc	12.32	2.060	92	0.042	B.Sc- Others	11.12	0.274	59	0.785																																																																																																																																																				
	11.06					13.56				Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011	10.29	10.29	Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																																																																
Under-V - MBBS	12.32	2.504	34	0.017	M.Sc- MBBS	11.06	2.590	84	0.011																																																																																																																																																				
	10.29					10.29				Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269	13.56	13.56	S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																																																																												
Under -V Others	12.32	1.273	29	0.213	M.Sc- Others	11.06	1.112	79	0.269																																																																																																																																																				
	13.56					13.56				S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001	10.88	13.56																																																																																																																																								
S.S.C- H.S.C	11.79	1.430	67	0.157	MBBS- Others	10.29	3.960	21	0.001																																																																																																																																																				
	10.88					13.56																																																																																																																																																							

The above table shows that the Educational group illiterate significantly differs from S.S.C., H.S.C., B.Sc., M,Sc. and MBBS; under-V from H.S.C., M.Sc. and MBBS; and the educational group from H.S.C., B.Sc., M.Sc. and MBBS differ significantly in attitude from the group other. The rest of the other pairs show no significant difference.

It is also observed from the above table that the group Illiterate significantly shows less negative attitude than groups S.S.C., H.S.C., B.Sc., M.Sc. and MBBS. Under-V shows less negative attitude than H.S.C., M.Sc., and MBBS; while MBBS shows more negative attitude than H.S.C., B.Sc., M.Sc. and M.Sc. and Others.

4.2.2.10: Attitude on Employment and Planning towards National Development for different Educational groups of people

It was tested if there was any difference in attitude towards National Development on the variable Employment and Planning between different Educational groups of people.

Table-4.2.18: ANOVA of attitude on Employment and Planning for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	131.781	7	18.826	2.643169	0.011945
Within Groups	1702.268	239	7.123		
Total	1834.049	246			

That is there is a highly significant difference (i.e., $p \approx 0.01$) in attitude towards National Development on Employment and Planning between eight Educational groups.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the following results are obtained:

Table-4.2.19: Differences in Paired means of Scores on attitude on Employment and Planning for different Educational groups

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	10.44	0.563	29	0.578	S.S.C- B.Sc	8.26	1.742	93	0.085
	9.82					9.21			
Illiterate- S.S.C	10.44	2.806	50	0.007	S.S.C- M.Sc	8.26	1.769	113	0.080
	8.26					9.13			
Illiterate- H.S.C	10.44	2.376	33	0.023	S.S.C- MBBS	8.26	2.108	55	0.040
	8.19					7.00			
Illiterate- B.Sc	10.44	1.149	59	0.255	S.S.C- Others	8.26	1.274	50	0.209
	9.21					9.33			
Illiterate- M.Sc	10.44	1.359	79	0.178	H.S.C- B.Sc	8.19	1.473	76	0.145
	9.13					9.21			
Illiterate- MBBS	10.44	4.473	21	0.000	H.S.C- M.Sc	8.19	1.503	96	0.136
	7.00					9.13			
Illiterate- Others	10.44	0.833	16	0.417	H.S.C- MBBS	8.19	1.662	38	0.105
	9.33					7.00			
Under-V- S.S.C	9.82	2.468	63	0.016	H.S.C- Others	8.19	1.099	33	0.280
	8.26					9.33			
Under-V- H.S.C	9.82	2.067	46	0.044	B.Sc- M.Sc	9.21	0.164	122	0.870
	8.19					9.13			
Under-V- B.Sc	9.82	0.787	72	0.434	B.Sc- MBBS	9.21	2.626	64	0.011
	9.21					7.00			
Under-V- M.Sc	9.82	1.005	92	0.317	B.Sc- Others	9.21	0.109	59	0.913
	9.13					9.33			
Under-V- MBBS	9.82	3.323	34	0.002	M.Sc- MBBS	9.13	2.779	84	0.007
	7.00					7.00			
Under-V- Others	9.82	0.402	29	0.691	M.Sc- Others	9.13	0.208	79	0.836
	9.33					9.33			
S.S.C- H.S.C	8.26	0.114	67	0.909	MBBS- Others	7.00	2.408	21	0.025
	8.19					9.33			

The above table shows that the illiterate group significantly differs from S.Sc., H.S.C., M.Sc. and MBBS; under-V and S.S.C., B.Sc. and M.Sc. from MBBS; and the educational group M.Sc. from MBBS. The rest of the other pairs show no significant difference.

Regarding Employment and Planning the respondents groups MBBC show significantly more negative attitude than Illiterate, Under-V, S.S.C., B.Sc., M.Sc., and Others. Illiterate and Under-V show more negative attitude than S.S.C. and H.S.C.

4.2.2.11: Attitude on Economy towards National Development for different Educational groups of people

It was tested if there was any difference in attitude towards National Development on the variable Economy between Educational groups of people.

Table-4.2.20: ANOVA of attitude on Economy for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	127.586	7	18.227		
Within Groups	1132.851	239	4.740	3.845312	0.000554
Total	1260.437	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Economy between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the results in the next page are obtained:

Table-4.2.21: Differences in Paired means of Scores on attitude on Economy for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
Illiterate- Unver-V	10.67	0.160	29	0.874	S.S.C- B.Sc	10.00	0.317	93	0.752
	10.77					10.15			
Illiterate- S.S.C	10.67	0.848	50	0.400	S.S.C- M.Sc	10.00	2.559	113	0.012
	10.00					8.94			
Illiterate- H.S.C	10.67	2.023	33	0.050	S.S.C- MBBS	10.00	2.418	55	0.019
	9.15					8.50			
Illiterate- B.Sc	10.67	0.589	59	0.558	S.S.C- Others	10.00	0.861	50	0.393
	10.15					10.78			
Illiterate- M.Sc	10.67	2.335	79	0.022	H.S.C- B.Sc	9.15	1.792	76	0.077
	8.94					10.15			
Illiterate- MBBS	10.67	3.303	21	0.003	H.S.C- M.Sc	9.15	0.442	96	0.659
	8.50					8.94			
Illiterate- Others	10.67	0.083	16	0.935	H.S.C- MBBS	9.15	1.125	38	0.268
	10.78					8.50			
Under-V- S.S.C	10.77	1.463	63	0.148	H.S.C- Others	9.15	1.719	33	0.095
	10.00					10.78			
Under-V- H.S.C	10.77	3.103	46	0.003	B.Sc- M.Sc	10.15	2.923	122	0.004
	9.15					8.94			
Under-V- B.Sc	10.77	1.075	72	0.286	B.Sc- MBBS	10.15	2.396	64	0.019
	10.15					8.50			
Under-V- M.Sc	10.77	3.744	92	0.000	B.Sc- Others	10.15	0.651	59	0.518
	8.94					10.78			
Under-V - MBBS	10.77	4.465	34	0.000	M.Sc- MBBS	8.94	0.759	84	0.450
	8.50					8.50			
Under -V Others	10.77	0.006	29	0.996	M.Sc- Others	8.94	2.256	79	0.027
	10.78					10.78			
S.S.C- H.S.C	10.00	1.617	67	0.111	MBBS- Others	8.50	2.202	21	0.039
	9.15					10.78			

It is observed from the above table that the group Illiterate significantly differs from H.Sc., M.Sc., and MBBS. The educational group Under-V differs from H.S.C., M.Sc. and MBBS. Groups S.S.C. and B.Sc. from M.Sc. and MBBS; and M.Sc. and MBBS significantly differ from the group Others. The rest of the other pairs are showing no significant differences.

The above table shows the Educational groups M.Sc. and MBBS show more negative attitude than Illiterate, Under-V, S.S.C., B.S.C and Others. The group H.S.C. shows more negative attitude than Illiterate and Under-V groups.

4.2.2.12: Attitude on Foreign Aid for different Educational groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Foreign Aid between eight Educational groups.

Table-4.2.22: ANOVA of attitude on Foreign Aid for different Educational groups

Source of Variation	SS	df	MS	F	P-value
Between Groups	165.099	7	23.586		
Within Groups	1389.589	239	5.814	4.056566	0.000319
Total	1554.688	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Foreign Aid between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the results are obtained:

Table-4.2.23: Differences in Paired means of Scores on attitude on Foreign Aid for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value																																																																																																																																																				
Illiterate- Unver-V	6.78	0.694	29	0.493	S.S.C- B.Sc	6.72	0.306	93	0.760																																																																																																																																																				
	7.32					6.56				Illiterate- S.S.C	6.78	0.078	50	0.938	S.S.C- M.Sc	6.72	2.848	113	0.005	6.72	5.41	Illiterate- H.S.C	6.78	1.779	33	0.084	S.S.C- MBBS	6.72	4.368	55	0.000	5.42	4.14	Illiterate- B.Sc	6.78	0.217	59	0.829	S.S.C- Others	6.72	0.206	50	0.837	6.56	6.56	Illiterate- M.Sc	6.78	1.557	79	0.123	H.S.C- B.Sc	5.42	1.754	76	0.083	5.41	6.56	Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991	4.14	5.41	Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67
Illiterate- S.S.C	6.78	0.078	50	0.938	S.S.C- M.Sc	6.72	2.848	113	0.005																																																																																																																																																				
	6.72					5.41				Illiterate- H.S.C	6.78	1.779	33	0.084	S.S.C- MBBS	6.72	4.368	55	0.000	5.42	4.14	Illiterate- B.Sc	6.78	0.217	59	0.829	S.S.C- Others	6.72	0.206	50	0.837	6.56	6.56	Illiterate- M.Sc	6.78	1.557	79	0.123	H.S.C- B.Sc	5.42	1.754	76	0.083	5.41	6.56	Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991	4.14	5.41	Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56				
Illiterate- H.S.C	6.78	1.779	33	0.084	S.S.C- MBBS	6.72	4.368	55	0.000																																																																																																																																																				
	5.42					4.14				Illiterate- B.Sc	6.78	0.217	59	0.829	S.S.C- Others	6.72	0.206	50	0.837	6.56	6.56	Illiterate- M.Sc	6.78	1.557	79	0.123	H.S.C- B.Sc	5.42	1.754	76	0.083	5.41	6.56	Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991	4.14	5.41	Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																
Illiterate- B.Sc	6.78	0.217	59	0.829	S.S.C- Others	6.72	0.206	50	0.837																																																																																																																																																				
	6.56					6.56				Illiterate- M.Sc	6.78	1.557	79	0.123	H.S.C- B.Sc	5.42	1.754	76	0.083	5.41	6.56	Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991	4.14	5.41	Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																												
Illiterate- M.Sc	6.78	1.557	79	0.123	H.S.C- B.Sc	5.42	1.754	76	0.083																																																																																																																																																				
	5.41					6.56				Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991	4.14	5.41	Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																								
Illiterate- MBBS	6.78	4.111	21	0.000	H.S.C- M.Sc	5.42	0.012	96	0.991																																																																																																																																																				
	4.14					5.41				Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045	6.56	4.14	Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																				
Illiterate- Others	6.78	0.206	16	0.839	H.S.C- MBBS	5.42	2.072	38	0.045																																																																																																																																																				
	6.56					4.14				Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204	6.72	6.56	Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																
Under-V- S.S.C	7.32	1.106	63	0.273	H.S.C- Others	5.42	1.296	33	0.204																																																																																																																																																				
	6.72					6.56				Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023	5.42	5.41	Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																												
Under-V- H.S.C	7.32	3.160	46	0.003	B.Sc- M.Sc	6.56	2.300	122	0.023																																																																																																																																																				
	5.42					5.41				Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004	6.56	4.14	Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																																								
Under-V- B.Sc	7.32	1.096	72	0.277	B.Sc- MBBS	6.56	2.958	64	0.004																																																																																																																																																				
	6.56					4.14				Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998	5.41	6.56	Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																																																				
Under-V- M.Sc	7.32	3.186	92	0.002	B.Sc- Others	6.56	0.002	59	0.998																																																																																																																																																				
	5.41					6.56				Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074	4.14	4.14	Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																																																																
Under-V - MBBS	7.32	5.018	34	0.000	M.Sc- MBBS	5.41	1.811	84	0.074																																																																																																																																																				
	4.14					4.14				Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215	6.56	6.56	S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																																																																												
Under -V Others	7.32	0.839	29	0.403	M.Sc- Others	5.41	1.251	79	0.215																																																																																																																																																				
	6.56					6.56				S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012	5.42	6.56																																																																																																																																								
S.S.C- H.S.C	6.72	2.542	67	0.013	MBBS- Others	4.14	0.760	21	0.012																																																																																																																																																				
	5.42					6.56																																																																																																																																																							

It is showed that the group Under-V and S.S.C. significantly differ from H.S.C., M.Sc. and MBBS; Groups H.S.C. and B.Sc. from M..Sc. and MBBS; and MBBS from Illiterate and the group Other. The rest of the other pairs show no significant difference.

It is observed that Educational group MBBS significantly shows more negative attitude than Illiterate, Under-V, S.S.C., H.S.C., B.Sc. and Others. Group M.Sc. shows more negative attitude than Under-V, S.S.C., B.Sc. while S.S.C. shows less negative attitude than H.S.C. group and H.S.C. group shows more negative attitude than Under-V.

4.2.2.13: Attitude on Self-reliance towards National Development for different Educational groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Self-reliance between different Educational groups of respondent.

Table-4.2.24: ANOVA of attitude on Self-reliance for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	176.806	7	25.258	4.460305	0.00011
Within Groups	1353.421	239	5.663		
Total	1530.227	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude regarding national development on Self-reliance between eight Educational groups of people.

Now it was tested if there was any difference between any two Educational groups of people. By using t-test the results in the next page are obtained:

Table-4.2.25: Differences in Paired means of Scores on attitude on Self-reliance for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value																																																																																																																																																				
Illiterate- Unver-V	9.11	0.027	29	0.978	S.S.C- B.Sc	8.56	2.927	93	0.004																																																																																																																																																				
	9.14					7.21				Illiterate- S.S.C	9.11	0.819	50	0.416	S.S.C- M.Sc	8.56	3.462	113	0.001	8.56	7.03	Illiterate- H.S.C	9.11	1.531	33	0.135	S.S.C- MBBS	8.56	3.006	55	0.004	7.77	6.64	Illiterate- B.Sc	9.11	2.275	59	0.027	S.S.C- Others	8.56	3.186	50	0.002	7.21	6.11	Illiterate- M.Sc	9.11	2.478	79	0.015	H.S.C- B.Sc	7.77	0.940	76	0.350	7.03	7.21	Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196	6.64	7.03	Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67
Illiterate- S.S.C	9.11	0.819	50	0.416	S.S.C- M.Sc	8.56	3.462	113	0.001																																																																																																																																																				
	8.56					7.03				Illiterate- H.S.C	9.11	1.531	33	0.135	S.S.C- MBBS	8.56	3.006	55	0.004	7.77	6.64	Illiterate- B.Sc	9.11	2.275	59	0.027	S.S.C- Others	8.56	3.186	50	0.002	7.21	6.11	Illiterate- M.Sc	9.11	2.478	79	0.015	H.S.C- B.Sc	7.77	0.940	76	0.350	7.03	7.21	Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196	6.64	7.03	Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11				
Illiterate- H.S.C	9.11	1.531	33	0.135	S.S.C- MBBS	8.56	3.006	55	0.004																																																																																																																																																				
	7.77					6.64				Illiterate- B.Sc	9.11	2.275	59	0.027	S.S.C- Others	8.56	3.186	50	0.002	7.21	6.11	Illiterate- M.Sc	9.11	2.478	79	0.015	H.S.C- B.Sc	7.77	0.940	76	0.350	7.03	7.21	Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196	6.64	7.03	Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																
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	7.21					6.11				Illiterate- M.Sc	9.11	2.478	79	0.015	H.S.C- B.Sc	7.77	0.940	76	0.350	7.03	7.21	Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196	6.64	7.03	Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																												
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	7.03					7.21				Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196	6.64	7.03	Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																								
Illiterate- MBBS	9.11	2.820	21	0.010	H.S.C- M.Sc	7.77	1.302	96	0.196																																																																																																																																																				
	6.64					7.03				Illiterate- Others	9.11	3.005	16	0.008	H.S.C- MBBS	7.77	1.364	38	0.181	6.11	6.64	Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																				
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	6.11					6.64				Under-V- S.S.C	9.14	1.002	63	0.320	H.S.C- Others	7.77	1.662	33	0.106	8.56	6.11	Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																
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	8.56					6.11				Under-V- H.S.C	9.14	1.032	46	0.073	B.Sc- M.Sc	7.21	0.410	122	0.683	7.77	7.03	Under-V- B.Sc	9.14	3.023	72	0.003	B.Sc- MBBS	7.21	0.773	64	0.442	7.21	6.64	Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																												
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	7.21					6.64				Under-V- M.Sc	9.14	3.440	92	0.001	B.Sc- Others	7.21	1.225	59	0.226	7.03	6.11	Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																																																				
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	7.03					6.11				Under-V - MBBS	9.14	2.843	34	0.008	M.Sc- MBBS	7.03	0.533	84	0.595	6.64	6.64	Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																																																																
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	6.64					6.64				Under -V Others	9.14	2.858	29	0.008	M.Sc- Others	7.03	1.034	79	0.304	6.11	6.11	S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																																																																												
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	6.11					6.11				S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632	7.77	6.11																																																																																																																																								
S.S.C- H.S.C	8.56	1.459	67	0.149	MBBS- Others	6.64	0.485	21	0.632																																																																																																																																																				
	7.77					6.11																																																																																																																																																							

It is observed from this table that the group illiterate, Under-V and S.S.C significantly differ in attitude from B.Sc., M.Sc., MBBS and Other. The rest of the other pairs show no significant difference. It is also observed that Educational groups Illiterate, Under-V and S.S.C. significantly show less negative attitude than B.Sc., M.Sc., MBBS and Others.

4.2.2.14: Attitude on Communication and Media towards National Development for different Educational groups of people

It was tested if there was any difference in attitude towards National Development on Communication and Media between different Educational groups of respondent.

Table-4.2.26: ANOVA of attitude on Communication and Media for different Educational groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	45.087	7	6.441	1.808325	0.086338
Within Groups	851.278	239	3.562		
Total	896.364	246			

That is there is not any significant difference (i.e., $p \approx 0.09$) in attitude towards National Development on Communication and Media between eight Educational groups of people.

4.3: Attitude of different Income groups of people on National Development

Like the previous two categories of respondents it is considered another category of people depending upon their income level. This section is made to investigate the interdependency of different Income groups of people. We have respondents within the income groups 0-2000; 2001-4000; 4001-6000; 6001-8000; 8001-10000 and 1000+. Like other two, here we also describe the score first and then a test is made to investigate the interdependencies among different income levels as a whole and individually for each variable.

Table-4.3: Mean, standard deviation, highest and lowest score on different variables of different Income Groups of people

Group	Characteristics	GV	MOR	EDN	HEH	FPN	WO	AGR	TRC	IND	EPL	ECO	FOA	SER	COM	Total
0-2,000	Number of Respondents	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93
	Score Mean	3.67	6.05	10.43	9.57	10.19	10.03	11.04	12.74	11.74	8.82	9.95	6.28	7.76	6.11	124.40
	Score Std. Deviation	1.61	2.20	2.53	2.70	3.79	3.79	2.61	2.21	2.77	2.77	2.42	2.26	2.56	1.90	19.87
	Minimum Score	2	3	5	5	5	5	5	8	5	5	4	3	3	3	81
	Maximum Score	10	13	17	16	24	22	20	21	17	17	18	13	15	12	163
2,001-4,000	Number of Respondents	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
	Score Mean	3.30	6.49	10.62	9.77	11.40	11.60	11.51	12.87	11.75	9.53	9.96	6.53	8.13	6.51	129.98
	Score Std. Deviation	1.31	1.81	2.52	2.98	3.67	3.93	3.11	2.70	2.64	2.91	2.06	2.51	2.18	1.45	16.20
	Minimum Score	2	3	5	5	5	6	5	8	6	5	6	3	3	4	95
	Maximum Score	8	10	17	21	22	25	19	21	18	18	14	14	11	10	163
4,001-6,000	Number of Respondents	72	72	72	72	72	72	72	72	72	72	72	72	72	72	72
	Score Mean	2.90	5.74	9.63	9.07	11.14	11.35	10.18	12.08	11.03	8.81	9.39	5.90	7.57	6.44	121.22
	Score Std. Deviation	0.98	1.80	2.25	2.48	4.79	4.31	2.83	2.89	2.57	2.67	2.35	2.78	2.50	2.15	20.54
	Minimum Score	2	3	5	5	5	5	6	5	5	5	4	3	3	3	85
	Maximum Score	7	11	17	15	25	25	18	18	16	16	15	13	14	12	169
6,001-8,000	Number of Respondents	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
	Score Mean	3.50	4.17	8.33	8.78	8.67	10.17	9.67	11.56	11.39	8.33	9.00	5.11	6.72	5.56	110.94
	Score Std. Deviation	1.29	1.10	1.72	1.99	3.41	3.79	2.40	1.69	2.91	2.57	1.61	2.49	2.67	1.76	13.04
	Minimum Score	2	3	5	6	5	6	5	9	6	5	7	3	4	3	84
	Maximum Score	6	6	11	14	15	20	14	15	17	16	13	13	12	9	133
8,001-10,000	Number of Respondents	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Score Mean	2.75	3.75	7.75	8.75	8.25	12.00	8.75	11.00	11.75	8.25	7.25	5.75	4.75	8.00	108.75
	Score Std. Deviation	0.50	1.50	0.96	2.06	2.22	1.15	2.87	1.41	2.06	1.89	1.50	2.87	0.50	2.71	8.06
	Minimum Score	2	3	7	6	5	11	7	10	10	7	6	4	4	4	102
	Maximum Score	3	6	9	11	10	13	13	13	14	11	9	10	5	10	118
10,000+	Number of Respondents	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	Score Mean	3.00	3.86	7.29	8.00	8.43	9.00	8.86	10.86	9.14	7.71	9.86	4.29	6.29	5.57	102.14
	Score Std. Deviation	1.41	1.07	1.50	3.11	1.90	2.24	2.12	2.97	2.04	1.60	1.46	1.89	2.56	1.90	16.71
	Minimum Score	2	3	5	5	5	5	5	5	5	5	8	3	3	3	66
	Maximum Score	6	6	9	14	11	12	12	14	11	10	12	8	10	8	113

We observe from the above table that for 93 respondent of income level 0- 2000TK the average score of general views (GV) is 3.67 with standard deviation 1.61. The maximum score is 10 and the minimum score is 2. For the variable morality (MOR), the average score is 6.05 with standard deviation 2.20 and the maximum and minimum scores 13 and 3 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO),

Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPI), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.43, 9.57, 10.19, 10.03, 11.04, 12.74, 11.74, 8.82, 9.95, 6.28, 7.76, and 6.11 respectively along with standard deviations 2.53, 2.70, 3.79, 3.79, 3.61, 2.21, 2.77, 2.77, 2.42, 2.26, 2.56, and 1.90 respectively. The maximum and minimum scores are (17, 5), (16, 5), (24, 5), (22, 5), (20, 5), (21, 8), (17, 5), (17, 5), (15, 4), (18, 4), (13, 3), and (15, 3) respectively. The total mean score is 124.4 with standard deviation 19.87 and the maximum score and minimum score are 163 and 81 respectively.

Again for 53 respondent of income level TK.2,001-4,000 we observe that the average score of general views (GV) is 3.30 with standard deviation 1.31. The maximum score is 8 and the minimum score is 2. For the variable morality (MOR), the average score is 6.49 with standard deviation 1.81 and the maximum and minimum scores 10 and 3 respectively. Like these, the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 10.62, 9.77, 11.40, 11.60, 11.51, 12.87, 11.75, 9.53, 9.96, 6.53, 8.13 and 6.51 respectively along with standard deviations 2.52, 2.98, 3.67, 3.93, 3.11, 2.70, 2.64, 2.91, 2.06, 2.51, 2.18 and 1.45 respectively. The maximum and minimum scores are (17, 5), (21, 5), (22, 5), (25, 6), (19, 5), (21, 8), (18, 6), (18, 5), (14, 6), (14, 3), (11, 3), and (10, 4) respectively. The total mean score of farmer is 129.98 with standard deviation 16.20 and the maximum score and minimum score are 163 and 95 respectively.

For 72 people of income level Tk. 4,001-6,000 we observe that the average score of general views (GV) is 2.9 with standard deviation 0.98. The maximum score is 7 and the minimum score is 2. For the variable morality (MOR), the average score is 5.74 with standard deviation 1.8 and the maximum and minimum scores 11 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health

(HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 9.63, 9.07, 11.14, 11.35, 10.18, 12.08, 11.03, 8.81, 9.39, 5.90, 7.57, and 6.44 respectively along with standard deviations 2.25, 2.48, 4.79, 4.31, 2.83, 2.89, 2.57, 2.67, 2.35, 2.78, 2.5 and 2.15 respectively. The maximum and minimum scores are (17, 5), (15, 5), (25, 5), (25, 5), (18, 6), (18, 5), (16, 5), (16, 5), (15, 4), (13, 3), (14, 3), and (12, 3) respectively. The total mean score is 121.22 with standard deviation 20.54 and the maximum score and minimum score are 169 and 85 respectively.

Data from 18 respondents of income TK.6,001-8,000 show that the average score of general views (GV) is 3.5 with standard deviation 1.29. The maximum score is 6 and the minimum score is 2. For the variable morality (MOR), the average score is 4.17 with standard deviation 1.1 and the maximum and minimum scores 6 and 3 respectively. As usually, for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 8.33, 8.78, 8.67, 10.17, 9.67, 11.56, 11.39, 8.33, 9.00, 5.11, 6.72 and 5.56 respectively along with standard deviations 1.72, 1.99, 3.41, 3.79, 2.4, 1.69, 2.91, 2.57, 1.61, 2.49, 2.67 and 1.76 respectively. The maximum and minimum scores are (11, 5), (14, 4), (25, 5), (20, 6), (14, 5), (15, 9), (17, 6), (16, 5), (13, 7), (13, 3), (12, 4), and (9, 3) respectively. The total mean score is 110.94 with standard deviation 13.04 and the maximum score and minimum score are 133 and 84 respectively.

4 respondents of income TK.8,001-10,000 show that the average score of general views (GV) is 2.75 with standard deviation 0.5. The maximum score is 3 and the

minimum score is 2. For the variable morality (MOR), the average score is 3.75 with standard deviation 1.5 and the maximum and minimum scores 6 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 7.75, 8.75, 8.25, 12.00, 8.75, 11.00, 11.75, 8.25, 7.25, 5.75, 4.75 and 8.00 respectively along with standard deviations 0.96, 2.06, 2.22, 1.15, 2.87, 1.41, 2.06, 1.89, 1.5, 2.87, 0.5 and 2.71 respectively. The maximum and minimum scores are (9, 7), (11, 6), (10, 5), (23, 11), (13, 7), (13, 10), (14, 10), (11, 7), (9, 6), (10, 4), (5, 4), and (10, 4) respectively. The total mean score is 108.75 with standard deviation 8.06 and the maximum score and minimum score are 118 and 102 respectively.

Finally 7 respondents of income TK. 10,000+ show that the average score of general views (GV) is 3.00 with standard deviation 1.41. The maximum score is 6 and the minimum score is 2. For the variable morality (MOR), the average score is 3.86 with standard deviation 1.07 and the maximum and minimum scores 6 and 3 respectively. Similarly for the rest of the variables Education (EDN), Health (HEH), Family Planning (FPL), Women (WO), Agriculture (AGR), Trade and Commerce (TRC), Industry (IND), Employment and Planning (EPL), Economy (ECO), Foreign Aid (FOA), Self-reliance (SER) and Communication and Media (COM) have mean scores 7.29, 8.00, 8.43, 9.00, 8.86, 10.86, 9.14, 7.71, 9.86, 4.29, 6.29 and 5.57 respectively along with standard deviations 1.5, 3.11, 1.9, 2.24, 2.12, 2.97, 2.04, 1.6, 1.46, 1.89, 2.56 and 1.9 respectively. The maximum and minimum scores are (9, 5), (14, 5), (11, 5), (12, 5), (12, 5), (14, 5), (11, 5), (10, 5), (12, 8), (8, 3), (10, 3), and (8, 3) respectively. The total mean score is 102.14 with standard deviation 16.71 and the maximum score and minimum score are 113 and 66 respectively.

We can also understand the mean scores of different Educational groups of people through the following diagram:

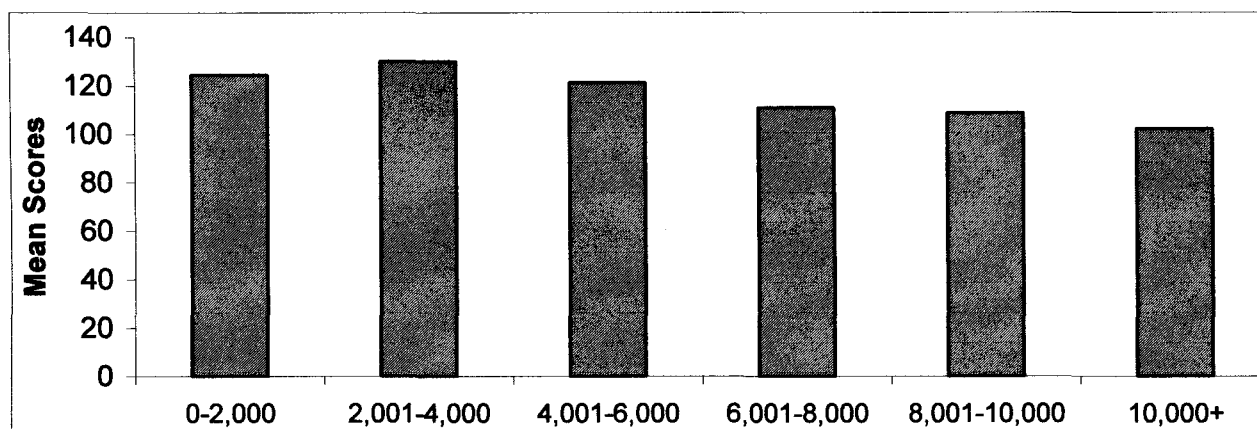


Figure-4.3: Column Diagram of Mean Scores of Different Income Groups People.

Here it was also observed that the more income level peoples have more negative attitude than less income groups.

4.3.1: Different Income groups of subjects and their Attitude towards National Development

Like two other sub sections here also the attitude scores of different Income groups of respondent on ASND have been analysed by using appropriate statistical tests.

For multiple comparison between the means of ASND scores obtained from five categories of professional subjects, a one-way analysis of variance (ANOVA) has been made.

Table-4.3.1: ANOVA of attitude on different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	9456.415	5	1891.283	5.383	0.000
Within Groups	84666.257	241	351.312		
Total	94122.672	246			

It is observed a highly significant difference (i.e., $p = 0.00$) in attitude towards National Development between different Income groups of people.

Now it was observed if there was any pairwise difference among the groups. By using t-test the following results are obtained:

Table-4.3.2: Paired samples statistics table in attitude for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 2001-4,000	124.40	1.742	144	0.084	2,001-4,000 and 10,000+	129.98	4.260	58	0.000
	129.98					102.14			
0-2,000 and 4,001-6,000	124.40	1.008	163	0.317	4,001-6,000 and 6,001-8,000	121.22	2.019	88	0.047
	121.22					110.94			
0-2,000 and 6,001-8,000	124.40	2.755	109	0.007	4,001-6,000 and 8,001-10,000	121.22	1.203	74	0.233
	110.94					108.75			
0-2,000 and 8,001-10,000	124.40	1.563	95	0.121	4,001-6,000 and 10,000+	121.22	2.378	77	0.020
	108.75					102.14			
0-2,000 and 10,000+	124.40	2.884	98	0.005	6,001-8,000 and 8,001-10,000	110.94	0.320	20	0.753
	102.14					108.75			
2,001-4,000 and 4,001-6,000	129.98	2.570	123	0.011	6,001-8,000 and 10,000+	110.94	1.403	23	0.174
	121.22					102.14			
2,001-4,000 and 6,001-8,000	129.98	4.508	69	0.000	8,001-10,000 and 10,000+	108.75	0.731	9	0.483
	110.94					102.14			
2,001-4,000 and 8,001-10,000	129.98	2.581	55	0.013					
	108.75								

The above table shows that there is a significant difference of attitude towards National Development between the peoples of income levels 0-2,000 and 6,001-8,000; 0-2,000 and 10,000+; 2,001-4,000 and 4,001-6,000; 2,001-4,000 and 6,001-8,000; 2,001-4,000 and 8,001-10,000; 2,001-4,000 and 10,000+; 4,001-6,000 and 6,001-8,000; and 4,001-6,000 and 10,000+. The other pairs show no significant difference.

It is also observed from the above table that the income group 10,000+ shows more negative attitude than groups 0-2,000, 2,001-4,000, and 4,001-6,000. Group 6,001-8,000 shows more negative attitude than 2,001-4,000, 0-2,000 and 4,001-6,000. Group 2,001-4,000 shows more negative attitude than 8,001-10,000 and finally group 0-2,000 shows more negative attitude than 6,001-8,000.

4.3.2.1: Attitude on General View for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable General View between different Income groups respondent.

Table-4.3.3: ANOVA of attitude on General View for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	27.027	5	5.405	2.981	0.012
Within Groups	437.062	241	1.814		
Total	464.089	246			

It is observed a highly significant difference (i.e., $p \approx 0.012$) in attitude towards National Development on General View between different Income groups of people.

It was tested if there was any pairwise difference between people of any two Income groups on General View. By using t-test the following results are obtained:

Table-4.3.4: Paired samples statistics table in attitude on General View for different Educational groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 200,1-4,000	3.67	1.447	144	0.150	2,001-4,000 and 10,000+	3.30	0.568	58	0.572
	3.30					3.00			
0-2,000 and 4,001-6,000	3.67	3.598	163	0.000	4,001-6,000 and 6,001-8,000	2.90	2.161	88	0.033
	2.90					3.50			
0-2,000 and 6,001-8,000	3.67	0.440	109	0.661	4,001-6,000 and 8,001-10,000	2.90	0.308	74	0.759
	3.50					2.75			
0-2,000 and 8,001-10,000	3.67	1.145	95	0.255	4,001-6,000 and 10,000+	2.90	0.240	77	0.811
	2.75					3.00			
0-2,000 and 10,000+	3.67	1.081	98	0.282	6,001-8,000 and 8,001-10,000	3.50	1.122	20	0.275
	3.00					2.75			
2,001-4,000 and 4,001-6,000	3.30	1.949	123	0.054	6,001-8,000 and 10,000+	3.50	0.846	23	0.406
	2.90					3.00			
2,001-4,000 and 6,001-8,000	3.30	0.556	69	0.580	8,001-10,000 and 10,000+	2.75	0.335	9	0.745
	3.50					3.00			
2,001-4,000 and 8,001-10,000	3.30	0.832	55	0.409					
	2.75								

This table shows only significant differences within group 0-2,000 and 4,001-6,000. The other groups do not show any significant differences. That is the group with income levels 4,001-6,000 shows more negative attitude than groups 6,001-8,000 and 0-2,000.

4.3.2.2: Attitude on Morality for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Morality between different Income groups of respondent.

Table-4.3.5: ANOVA table in attitude on Morality for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	122.732	5	24.546		
Within Groups	882.070	241	3.660	6.707	0.000
Total	1004.802	246			

This table shows a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Morality between different Income groups of people.

It was tested if there was any pairwise difference between people of any two Income groups on Morality. By using t-test the following results are obtained

Table-4.3.6: Paired samples statistics table in attitude on Morality for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 200,1-4,000	6.05	1.225	144	0.223	2,001-4,000 and 10,000+	6.49	3.737	58	0.000
	6.49					3.86			
0-2,000 and 4,001-6,000	6.05	0.993	163	0.322	4,001-6,000 and 6,001-8,000	5.74	3.530	88	0.001
	5.74					4.17			
0-2,000 and 6,001-8,000	6.05	3.540	109	0.001	4,001-6,000 and 8,001-10,000	5.74	2.162	74	0.034
	4.17					3.75			
0-2,000 and 8,001-10,000	6.05	2.065	95	0.042	4,001-6,000 and 10,000+	5.74	2.706	77	0.008
	3.75					3.86			
0-2,000 and 10,000+	6.05	2.605	98	0.011	6,001-8,000 and 8,001-10,000	4.17	0.646	20	0.526
	3.86					3.75			
2,001-4,000 and 4,001-6,000	6.49	2.308	123	0.023	6,001-8,000 and 10,000+	4.17	0.637	23	0.530
	5.74					3.86			
2,001-4,000 and 6,001-8,000	6.49	5.110	69	0.000	8,001-10,000 and 10,000+	3.75	0.139	9	0.892
	4.17					3.86			
2,001-4,000 and 8,001-10,000	6.49	2.938	55	0.005					
	3.75								

Here the above table shows no significant difference between respondents within 0-2,000 and 2,001-4,000; 0-2,000 and 4,001-6,000; 6,001-8,000 and 8,001-10,000; 6,001-8,000 and 10,000+; and 8,001-10,000 and 10,000+. For the rest of the other two pairs, it is not observed any significant difference.

It is also observed that income groups 10,000+, 8,001-10,000 and 6,001-8,000 show significantly more negative attitude than groups 4,001-6,000, 2,001-4,000 and 0-2,000. The group 4,001-6,000 shows more negative attitude than group 2,001-4,000.

4.3.2.3: Attitude on Education for different Income group peoples

Here it was tested that there was any difference in attitude towards National Development on the variable Education between different Income groups of respondent.

Table-4.3.7: ANOVA of attitude on Education for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	169.115	5	33.823		
Within Groups	1348.302	241	5.595	6.046	0.000
Total	1517.417	246			

That is there is a highly significant difference (i.e., $p \approx 0.00$) in attitude towards National Development on Education between five Income groups of people.

Now it was tested if there was any difference between any two Income groups of people. By using t-test the results in the next page obtained:

Table-4.3.8: Paired samples statistics table in attitude on Education for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 200,1-4,000	10.43 10.62	0.442	144	0.659	2,001-4,000 and 10,000+	10.62 7.29	3.408	58	0.001
0-2,000 and 4,001-6,000	10.43 9.63	2.123	163	0.035	4,001-6,000 and 6,001-8,000	9.63 8.33	2.268	88	0.026
0-2,000 and 6,001-8,000	10.43 8.33	3.358	109	0.001	4,001-6,000 and 8,001-10,000	7.29 8.33	1.647	74	0.104
0-2,000 and 8,001-10,000	10.43 8.33	2.100	95	0.038	4,001-6,000 and 10,000+	9.63 7.29	2.680	77	0.009
0-2,000 and 10,000+	10.43 7.29	3.231	98	0.002	6,001-8,000 and 8,001-10,000	8.33 8.33	0.650	20	0.523
2,001-4,000 and 4,001-6,000	10.62 9.63	2.325	123	0.022	6,001-8,000 and 10,000+	8.33 7.29	1.416	23	0.170
2,001-4,000 and 6,001-8,000	10.62 8.33	3.574	69	0.001	8,001-10,000 and 10,000+	8.33 7.29	0.552	9	0.594
2,001-4,000 and 8,001-10,000	10.62 8.33	2.251	55	0.028					

It is observed from the above table that respondents between income groups 0-2,000 and 2,001-4,000; 4,001-6,000 and 8,001-10,000; 6,001-8,000 and 8,001-10,000; 6,001-8,000 and 10,000+; and 8,001-10,000 and 10,000+ have no significant difference in attitude regarding National Development within them. For the rest of the other pairs, it is t observed significant difference.

It is also observed that income groups 10,000+, 8,001-10,000, and 6,001-8,000 show significantly more negative attitude than groups 4,001-6,000, 2,001-4,000 and 0-2,000. The group 4,001-6,000 shows significantly more negative attitude than 2,001-4,000 and 0-2,000.

4.3.2.4: Attitude on Health for different Income groups of people

Here it was testes if there was any difference in attitude towards National Development on the variable Health between different Income groups of respondent.

Table-4.3.9: ANOVA of attitude on Health for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	39.764	5	7.953		
Within Groups	1710.593	241	7.098	1.120	0.35
Total	1750.356	246			

The above table shows no significant difference (i.e., $p \approx 0.35$) in attitude towards National Development between five Income groups of people.

4.3.2.5: Attitude on Family Planning for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Family Planning between different Income groups of respondent.

Table-4.3.10: ANOVA of attitude on Family Planning for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	191.187	5	38.237		
Within Groups	3884.271	241	16.117	2.372	0.04
Total	4075.457	246			

We observe from the above table that there is a significant difference (i.e., $p \approx 0.04$) in attitude towards National Development between different Income groups of people.

Now it was tested if there was any pairwise difference between people of any two Income groups on Family Planning. By using t-test the results in the next page are obtained:

Table-4.3.11: Paired samples statistics table in attitude on Family Planning for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 200,1-4,000	10.19	1.866	144	0.064	2,001-4,000 and 10,000+	11.40	2.094	58	0.041
	11.40					8.43			
0-2,000 and 4,001-6,000	10.19	1.415	163	0.159	4,001-6,000 and 6,001-8,000	11.14	2.058	88	0.043
	11.14					8.67			
0-2,000 and 6,001-8,000	10.19	1.589	109	0.115	4,001-6,000 and 8,001-10,000	11.14	1.193	74	0.237
	8.67					8.25			
0-2,000 and 8,001-10,000	10.19	1.015	95	0.313	4,001-6,000 and 10,000+	11.14	1.478	77	0.144
	8.25					8.43			
0-2,000 and 10,000+	10.19	1.217	98	0.227	6,001-8,000 and 8,001-10,000	8.67	0.231	20	0.820
	8.43					8.25			
2,001-4,000 and 4,001-6,000	11.40	0.327	123	0.744	6,001-8,000 and 10,000+	8.67	0.173	23	0.864
	11.14					8.43			
2,001-4,000 and 6,001-8,000	11.40	2.776	69	0.007	8,001-10,000 and 10,000+	8.25	0.142	9	0.891
	8.67					8.43			
2,001-4,000 and 8,001-10,000	11.40	1.685	55	0.098					
	8.25								

This table shows only three significant differences in attitude towards National Development and they are between groups 2,001-4,000 and 600,1-8,000; 2,001-4,000 and 10,00+; and the pair 4,001-6,000 and 6,001-8,000. Other Pairs show no significant differences. Regarding Family Planning the income group 2,001-4,000 shows less negative attitude than groups 6,001-8,000 and 10,000+, while the group 6,001-8,000 shows more negative attitude than 4,001-6,000 group.

4.3.2.6: Attitude on Women for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Women between different Income groups of respondents.

Table-4.3.12: ANOVA of attitude on Women for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	145.979	5	29.196	1.889	0.097
Within Groups	3724.402	241	15.454		
Total	3870.381	246			

This table shows that there is not any significant difference (i.e., $p \approx 0.1$) in attitude towards National Development between different Income groups of people.

4.3.2.7: Attitude on Agriculture for different Income groups of people

Here it was tested that there was any difference in attitude towards National Development on the variable Agriculture between different Income groups of respondent.

Table-4.3.13: ANOVA of attitude on Agriculture for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	123.282	5	24.656		
Within Groups	1847.333	241	7.665	3.217	.008
Total	1970.615	246			

The above table shows highly significant difference (i.e., $p \approx 0.008$) in attitude on Agriculture between different Income groups of people towards National Development.

Now it was tested if there was any pairwise difference between people of any two Income groups on Agriculture. By using t-test the following results are obtained

Table-4.3.14: Paired samples statistics table in attitude on Agriculture for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 200,1-4,000	11.04 11.51	0.967	144	0.335	2,001-4,000 and 10,000+	11.51 8.86	2.182	58	0.033
0-2,000 and 4,001-6,000	11.04 10.18	2.030	163	0.044	4,001-6,000 and 6,001-8,000	10.18 9.67	0.710	88	0.480
0-2,000 and 6,001-8,000	11.04 9.67	2.071	109	0.041	4,001-6,000 and 8,001-10,000	10.18 8.75	0.985	74	0.328
0-2,000 and 8,001-10,000	11.04 8.75	1.713	95	0.090	4,001-6,000 and 10,000+	10.18 8.86	1.204	77	0.232
0-2,000 and 10,000+	11.04 8.86	2.158	98	0.033	6,001-8,000 and 8,001-10,000	9.67 8.75	0.669	20	0.511
2,001-4,000 and 4,001-6,000	11.51 10.18	2.490	123	0.014	6,001-8,000 and 10,000+	9.67 8.86	0.780	23	0.443
2,001-4,000 and 6,001-8,000	11.51 9.67	2.288	69	0.025	8,001-10,000 and 10,000+	8.75 8.86	0.071	9	0.945
2,001-4,000 and 8,001-10,000	11.51 8.75	1.718	55	0.091					

It is observed significant differences in the above table within peoples of income level 0-2,000 and 4,001-6,000; 0-2,000 and 6,001-8,000; 0-2,000 and 10,000+; 2,001-4,000 and 4,001-6,000; 2,001-4,000 and 6,001-8,000; 2,001-4,000 and 10,000+. The other pairs show no significant difference.

It is also observed that income group 0-2,000 shows less negative attitude than groups 4,001-6,000, 6,001-8,000 and 10,000+; while group 2,001-4,000 shows less negative attitude than groups 4,001-6,000, 6,001-8,000 and 10,000+.

4.3.2.8: Attitude on Trade and Commerce for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Trade and Commerce for different Income groups of respondent.

Table-4.3.15: ANOVA of attitude on Trade and Commerce for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	67.017	5	13.403	2.11	0.065
Within Groups	1530.684	241	6.351		
Total	1597.700	246			

This table shows that there is no significant difference (i.e., $p \approx 0.07$) in attitude towards National Development on trade and Commerce between different Income groups of people.

4.3.2.9: Attitude on Industry for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Industry between different Income groups of respondent.

Table-4.3.16: ANOVA of attitude on Industry for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	63.330	5	12.666	1.777	0.118
Within Groups	1717.447	241	7.126		
Total	1780.777	246			

That is there is no significant difference (i.e., $p \approx 0.12$) in attitude towards National Development between five Income groups of people.

4.3.2.10: Attitude on Employment and Planning for different Income groups of people

Here it was tested that there was any difference in attitude regarding national development on the variable Employment and Planning between different Income groups of respondent.

Table-4.3.17: ANOVA table in attitude on Employment and Planning for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	39.492	5	7.898		
Within Groups	1794.556	241	7.446	1.061	0.383
Total	1834.049	246			

That is there is no significant difference (i.e., $p \approx 0.38$) in attitude towards National Development between different Income groups of people.

4.3.2.11: Attitude on Economy for different Income groups of people

Here it was tested if there was any difference in attitude regarding national development on the variable Economy between different Income groups of respondent.

Table-4.3.18: ANOVA of attitude on Economy for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	49.063	5	9.813		
Within Groups	1211.374	241	5.026	1.952	0.086
Total	1260.437	246			

That is there is no significant difference (i.e., $p \approx 0.09$) in attitude towards National Development between different Income groups of people.

4.3.2.12: Attitude on Foreign Aid for different Income groups of people

Here was tested if there was any difference in attitude towards National Development on the variable Foreign Aid between different Income groups of respondent.

Table-4.3.19: ANOVA table in attitude on Foreign Aid for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	56.474	5	11.295		
Within Groups	1498.215	241	6.217	1.817	0.11
Total	1554.688	246			

It is observed no significant difference (i.e., $p \approx 0.11$) in attitude towards National Development between different Income groups of people.

4.3.2.13: Attitude on Self-reliance for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Self-reliance between different Income groups of respondents.

Table-4.3.20: ANOVA of attitude on Self-reliance for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	75.913	5	15.183		
Within Groups	1454.314	241	6.034	2.516	0.03
Total	1530.227	246			

It is observed a highly significant difference (i.e., $p \approx 0.03$) in attitude towards National Development between different Income groups of people.

Now it was tested if there was any difference between any two Income groups of people. By using t-test the following results were obtained:

Table-4.3.21: Paired samples statistics table in attitude on Self-reliance for different Income groups of people

Pair	Mean	t	df	P-value	Pair	Mean	t	df	P-value
0-2,000 and 2001-4,000	7.76	0.882	144	0.379	2,001-4,000 and 10,000+	8.13	2.069	58	0.043
	8.13					6.29			
0-2,000 and 4,001-6,000	7.76	0.488	163	0.626	4,001-6,000 and 6,001-8,000	7.57	1.269	88	0.208
	7.57					6.72			
0-2,000 and 6,001-8,000	7.76	1.568	109	0.120	4,001-6,000 and 8,001-10,000	7.57	2.240	74	0.028
	6.72					4.75			
0-2,000 and 8,001-10,000	7.76	2.341	95	0.021	4,001-6,000 and 10,000+	7.57	1.295	77	0.199
	4.75					6.29			
0-2,000 and 10,000+	7.76	1.473	98	0.144	6,001-8,000 and 8,001-10,000	6.72	1.442	20	0.165
	6.29					4.75			
2,001-4,000 and 4,001-6,000	8.13	1.313	123	0.192	6,001-8,000 and 10,000+	6.72	0.370	23	0.715
	7.57					6.29			
2,001-4,000 and 6,001-8,000	8.13	2.239	69	0.028	8,001-10,000 and 10,000+	4.75	1.160	9	0.276
	6.72					6.29			
2,001-4,000 and 8,001-10,000	8.13	3.079	55	0.003					
	4.75								

Here we only observe significant difference within the pairs 0-2,000 and 8,001-10,000; 2,001-4,000 and 6,001-8,000; 2,001-4,000 and 8,001-10,000 and within the pair 2,001-4000 and 10,000+. There are no significant differences observed for the rest of the pairs. It is observed that the income group 6,001-8,000 shows significantly more negative attitude than 2,001-4,000; group 8,001-10,000 shows more negative attitude than 0-2000, 2,001-4,000 and 4,001-6,000. Finally the group 10,000+ shows more negative attitude than 2,001-4,000 group.

4.3.2.14: Attitude on Communication and Media for different Income groups of people

Here it was tested if there was any difference in attitude towards National Development on the variable Communication and Media different Income groups of respondents

Table-4.3.22: ANOVA of attitude on Communication and Media for different Income groups of people

Source of Variation	SS	df	MS	F	P-value
Between Groups	32.258	5	6.452	1.799	0.114
Within Groups	864.107	241	3.586		
Total	896.364	246			

That is there is no significant difference (i.e., $p \approx 0.11$) in attitude towards National Development between different Income groups of people.

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CONCLUSION

Chapter Five

Conclusion

In this paper three different socio-economic factors of people, Profession, Education and Income, have been considered to study their attitude towards National Development through a sample survey. Two major things have been noticed in this study. Firstly, how attitude differs between different groups of people towards National Development within each and every socio-economic category and secondly, variation towards National Development in attitude on each variables for different socio-economic categories. Fourteen different variables have been considered for this study.

For different Professional, Educational and Income groups it was observed that high significant difference in attitude towards National Development within them exists.

For five Professional categories, it was observed that service holders has significantly differed in attitude towards National Development from farmers, businessmen and labourers; farmers from students; students from businessmen and labourers from businessmen. No significant difference in attitude towards National Development between farmers and businessmen; farmers and labourers and service holders and students. Significant difference was over the variables general view, morality, education, family planning, women, industry, employment and planning, economy, foreign aid, self-reliance and communication and media. But no significant difference in attitude towards national Development on health, agriculture and trade and commerce was found. Most of the time the service holders and labourers have difference in attitude towards National Development followed by the pairs service and farmer, students and labour, student and businessman, student and farmer and service holder and businessman.

For Educational categories it was observed that groups the Illiterate, Under-V and S.S.C significantly differ in attitude from H.Sc.; M.Sc. and MBBS but not from rest of the other groups. Educational group H.S.C. significantly differs only from MBBS; B.Sc. from M.Sc. and MBBS; M.Sc. from MBBS and MBBS from others. For the rest of other pairs we observed no significant difference in attitude. It is also observed that the variables general view, morality, education, health, family planning, industry, employment and planning, economy, foreign aid and self-reliance. No difference was observed in attitude towards national Development on women, agriculture, trade and commerce and communication and media. Most of the time the pair service Illiterate-MBBS, Under-V and MBBS and S.S.C.-MBBS

have differed from each other followed by B.Sc.-MBBS, other-MBBS, Illiterate-MBBS, Under-V and M.Sc., S.S.C-M.Sc. and B.Sc.-M.Sc. No significant difference was observed between the pairs Illiterate-Under-V; Illiterate- Others; H.S.C.-B.Sc.; H.S.C.-M.Sc.; H.S.C.- Others and B.Sc.-othars.

For Educational categories it was observed significant difference in attitude towards National Development between the people with different income levels 0-2,000 and 6,001-8,000; 0-2,000 and 10,000+; 2,001-4,000 and 4,001-6,000; 2,001-4,000 and 6,001-8,000; 2,001-4,000 and 8,001-10,000; 2,001-4,000 and 10,000+; 4,001-6,000 and 6,001- 8,000; and 4,001-6,000 and 10,000+. Difference was observed between the variables general view, morality, education, agriculture and self-reliance. But no such difference observed in attitude towards national Development on health, women, family planning, industry, employment and planning, economy, foreign aid, trade and commerce and communication and media. Most of the time the pair with income levels 2,001-4,000 and 6,001-8,000; 2,001-4,000 and 10,000+ differ in attitude towards National Development followed by the pairs with income levels 0-2,000 and 10,000+; 2,001-4,000 and 4,001-6,000; and 4,001-6,000 and 8,001-10,000. There is no significant difference observed for the pairs 0-2,000 and 2,001-4,000; 6,001-8,000 and 8,001-10,000; 6,001-8,000 and 10,000+; and 8,001-10,000 and 10,000+.

One important thing is to be noted here that all subject groups shows negative attitude towards National Development. It is worth mentionable that the subject groups are from a mufassal area and as such they are not conscious enough as to what National Development means. It is more astonishing that attitude of the educated people (service holders, students) and higher income group is more negative than the less educated ones (Farmers, Labourers and Businessmen) and less income group. It may be that the National Development that is going at

present in our country are not liked by the educated people who are supposed to be more conscious than the less educated people. Or it may be that Development means a good salary or good amenities of life. The service holders are ill paid, ill housed and ill lived. And as such they are not satisfied with the present living status. Therefore they have expressed negative opinion to the items of the Scale.

Similarly the students are watching that most of the educated people face employments problems after having higher degrees in education and such they loose interest in it and have responded more negatively to the scale items. Probably all these people give little or no importance to Development while they always remain busy with maintaining a suitable living.

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APPENDIX

Appendix

Appendix-A

Questionnaire: Attitude Scale for National Development (ASND)

নির্দেশাবলীঃ

বিভিন্ন বিষয় সমন্ধে মনোভাব যাচাইয়ের উদ্দেশ্যে এই প্রশ্নমালাটি প্রনয়ন করা হয়েছে। নীচের প্রত্যেকটি উক্তি মনোযোগ সহকারে পড়ুন এবং প্রতিটি উক্তির সাথে আপনি কতখানি সম্পূর্ণ একমত, একমত, অনিশ্চিত, ভিন্নমত, সম্পূর্ণ ভিন্নমত পোষণ করেন তা যতদূর সম্ভব টিক (√) দিয়ে পৃথক উত্তর পত্রে নির্দেশ করুন। দয়াকরে যতটা সম্ভব আপনার নিজস্ব অভিজ্ঞতার ভিত্তিতে উত্তর দিতে চেষ্টা করুন। কোন উক্তি উত্তর বিহীন অবস্থায় ছাড়বেন না। আপনার প্রকৃত মনোভাব প্রকাশ করার উপরেই এই গবেষণার সাফল্য নির্ভর করবে। সুতরাং আপনার সহযোগিতা একান্ত ভাবে কামনা করছি।

Directions:

This questionnaire is framed to evaluate attitude regarding some issues. Please read carefully the following statements "Strongly agree", "Agree", "Undecided", "Disagree" and "Strongly disagree". Put a (√) mark in separate answer sheet. Please try to give your answer based on your experiences. Do not leave any of the statements unanswered. The success of this research is dependent on true response. So your kind co-operation is very much solicited.

১। আমাদের দেশ পৃথিবীর মধ্যে অনুন্নত স্তরে আমার খুব খারাপ লাগে।

I feel very bad to hear that our country is underdeveloped.

২। নৈতিক অধঃপতনের জন্যই আমাদের দেশে কোন উন্নতি হচ্ছে না বলে আমার বিশ্বাস।

I believe that our country can not develop because of moral degradation.

৩। আমাদের শিক্ষানীতির উদ্দেশ্য হওয়া উচিত জনগনকে দেশের উন্নয়নে অংশগ্রহণের জন্য প্রস্তুত করা।

The objectives of our education policy should be to prepare the people to participate in the development of the country.

৪। সূষ্ঠ ভূমি সংস্কার ও ভূমি বন্টন নীতির মাধ্যমে কৃষি উৎপাদন বৃদ্ধি করা সম্ভব।

It is possible to increase agricultural production through land reform and land distribution policies.

৫। মধ্যসত্ত্ব ভোগীদের ভূমিকা আমাদের দেশে ব্যবসা বানিজ্যের ক্ষেত্রে বিরূপ প্রভাব সৃষ্টি করে।

The role of middlemen is creating an adverse effect in our trade and commerce sector.

৬। আমাদের নিজেদের চেষ্টায় আমরা দেশের উন্নতি করতে পারবো।

We can develop our country through our own efforts.

৭। আমাদের শিল্পক্ষেত্রে দেশীয় সম্পদ থেকে কাঁচামাল সংগ্রহ করা উচিত নয়।

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

৮। একটি জাতির উন্নতি নির্ভর করে তার নৈতিক মূল্যবোধের উপর।

The prosperity of a nation depends on its moral values.

- ৯। যত বেশী সংখ্যক সন্তান হবে তত বেশী উপার্জনক্ষম লোকের সংখ্যা বাড়বে এবং তত সংসারে উন্নতি হবে।

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.

- ১০। একটি বিশেষ গোষ্ঠির শোষণমূলক কার্যকলাপের জন্য আমাদের দেশের সমৃদ্ধি হ্রাসের সম্মুখীন হচ্ছে।

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

- ১১। আমাদের দেশে বিস্তৃশালী, মধ্যবিত্ত ও নিম্নবিত্ত কৃষিজীবীদের একই ধরনের শর্তে ঋণ প্রদান করা উচিত।

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

- ১২। আমাদের দেশের মেয়েরা পুরুষের মত সব ধরনের কাজে অংশগ্রহণ করতে পারছে না বলেই দেশের অর্থনৈতিক উন্নতি হচ্ছে না।

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

- ১৩। বেকার সমস্যা আমাদের দেশে কোন বিশেষ সমস্যা নয়।

Unemployment is not major problem in our country.

- ১৪। যে কোন শর্তে আমাদের বৈদেশিক সাহায্য গ্রহণ করা উচিত।

We should accept foreign aids under any terms and conditions.

- ১৫। আমাদের দেশে এমন শিল্প প্রতিষ্ঠান গড়ে তোলা উচিত যেখানে অদক্ষ শ্রমিকরাও শ্রমের যোগান দিতে পারে।

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

১৬। যোগাযোগ ব্যবস্থা সহজ নয় বিধায় দেশের মানুষেরা উন্নয়ন কাজে অংশগ্রহণ করতে পারছে না।

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

১৭। অবাধ বানিজ্যনীতি আমাদের অর্থনৈতিক সমস্যার সমাধান দেবে।

A free trade policy would provide solution of our economic problems.

১৮। আমাদের সরকারে উচিত স্বাস্থ্য খাতে অধিক ব্যয় করা।

Our government should spend more in the health sector.

১৯। স্ব-নির্ভরতা শুধু একটি স্লোগান, আসলে বিদেশী সাহায্য ছাড়া জাতীয় উন্নয়ন সম্ভব নয়।

Self-reliance is only a slogan, as without foreign aid, national development is not possible.

২০। উন্নয়ন পরিকল্পনায় ত্রুটি থাকার জন্য আমাদের দেশে বেকার সমস্যার সৃষ্টি হয়েছে।

Due to faulty development planning unemployment problem has been created in our country.

২১। কৃষিজীবীদের ভাগ্যের সাথে দেশের জনগনের ভাগ্য জড়িত নয়।

The fact of the country's population is not connected with the fate of the farmer.

২২। অধিক মাত্রায় বৈদেশিক সাহায্য গ্রহণ করে আমরা পরনির্ভরশীল হয়ে পড়েছি।

We are becoming dependent on others by accepting more and more foreignaids.

২৩। আমাদের শিক্ষাক্রমে বৃত্তিমূলক ও কারিগরী শিক্ষার উপর বিশেষ গুরুত্ব দেয়া উচিত।

We should give more emphasis on vocational and technical education in our educational curricula.

২৪। গৃহই নারীর প্রকৃত স্থান। অফিস ও কলকারখানায় কাজ করা তাদের শোভা পায় না।

A woman's proper place is her home. It is not decent that she should work in offices and factories.

২৫। জাতীয় উৎপাদন বাড়াতে শিল্পক্ষেত্রে উন্নত পদ্ধতি ও প্রযুক্তি ব্যবহার করতে হবে।

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

২৬। জন্ম নিয়ন্ত্রণ ধর্মীয় বিধানের পরিপন্থী।

Birth control is contrary to religious codes and ethics.

২৭। পরিকল্পনা ও বাস্তবায়নের মধ্যে অসংগতি থাকার কারণে আমাদের জাতীয় উন্নয়ন প্রক্রিয়া ব্যাহত হচ্ছে।

Our national development process is being hampered because of inconsistencies between planning and implementation.

২৮। আমাদের শিক্ষাদান পদ্ধতি স্বাধীন চিন্তা করতে সাহায্য করে না।

Our teaching method does not encourage independent thinking.

২৯। জাতীয় উৎপাদন বাড়াতে কৃষিক্ষেত্রে উন্নত প্রযুক্তি ও পদ্ধতি ব্যবহার করতে হবে।

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

৩০। সংবাদপত্র, রেডিও ও টেলিভিশনের মাধ্যমে বিভিন্ন উন্নয়নমূলক কাজে অংশগ্রহণের জন্য নাগরিকদের সহজেই উৎসাহিত করা যায়।

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

৩১। শুধু টিকা বা ইনজেকশন দিয়ে কখনও নাগরিকদের স্বাস্থ্য রক্ষা করা যায় না।

Health care measure for the citizen can not be achieved only through vaccination programme.

৩২। আমাদের অর্থ ও সম্পদ সীমিত তাই আমরা স্ব-নির্ভর হতে পারব না।

We can not be self-reliance because our wealth and resource are limited.

৩৩। অসুখ বিসুখের সময় দোয়া-তাবিজ না করে আগে ডাক্তার এর পরামর্শ নেয়া উচিত।

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

৩৪। দেশীয় প্রযুক্তি ব্যবহার করে আমাদের দেশে শিল্পে প্রসার সম্ভব নয়।

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

৩৫। নৈতিকতার সাথে দেশের উন্নতির কোন সম্পর্ক নেই।

Morality is not related to the development of the country.

৩৬। আমাদের দেশে পরিবার পরিকল্পনা ও জন্মনিয়ন্ত্রনের প্রয়োজনীয়তা ব্যাপকভাবে প্রচার করা উচিত।

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

৩৭। দেশের অর্থনৈতিক উন্নতির জন্য সঞ্চয় করা প্রয়োজন নয়।

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

৩৮। বয়স্ক শিক্ষা কার্যক্রম আমাদের জন্য প্রয়োজনীয় নয়।

Adult education programme is not necessary for us.

৩৯। বিভিন্ন বৃত্তিমূলক ও পেশা ভিত্তিক প্রশিক্ষণে পুরুষের সাথে মেয়েদেরও সমান সুযোগ দেয়া উচিত।

Women should get equal opportunity along with men in different vocational and professional training programmes.

৪০। আমাদের দেশে ক্ষুদ্র চাষীরা একমাত্র সমবায়ের ভিত্তিতে তাঁদের কৃষি উৎপাদন বাড়াতে পারে।

Only through co-operative measures our small farmers can increase their agricultural products in our country.

৪১। আমাদের দেশে বেশী করে রাস্তা, পুল ও ব্রীজ তৈরী করনা-করা একই কথা।

In our country it is all the same whether we do or do not build more roads, culverts or bridges.

৪২। দেশের বস্ত্র-শিল্পের উন্নতির জন্য যদি আমাকে বিদেশী কাপড় পরতে নিষেধ করা হয়, তা হলে তা মেনে নেওয়া আমার পক্ষে কষ্ট কর।

It would be difficult for me to stop wearing foreign cloth if asked so far the development of local textile enterprise.

৪৩। জাতীয় উন্নয়নের জন্য সর্বাঙ্গে প্রয়োজন এমন একটা স্বাস্থ্যনীতি যা বাংলাদেশের অর্থনীতি ও সমাজ ব্যবস্থার সাথে সামঞ্জস্যপূর্ণ।

It is of foremost importance to have a health policy for national development consistent with the economy and social system of Bangladesh.

৪৪। পরিবার-পরিকল্পনা ও জন্মনিয়ন্ত্রণ দেশের কল্যাণের জন্য অপরিহার্য।

Family planning and birth control is indispensable for the country's welfare.

৪৫। আমাদের দেশে বড় শিল্প প্রতিষ্ঠানের চেয়ে ছোট ছোট দেশীয় শিল্প প্রতিষ্ঠানের প্রয়োজন বেশী।

In our country more small scale industries are needed than large industries.

৪৬। দেশের উন্নতির জন্য ছেলেদের মত মেয়েদেরও উচ্চশিক্ষিত করা প্রয়োজনীয় নয়।

It is not necessary to give higher education to women like men for the development of the country.

৪৭। উন্নতমানের না হলেও আমাদের উদ্ভিত দেশে উৎপাদিত পণ্য ব্যবহার করা।

We should use locally produced goods even if they are not up to the standard.

৪৮। প্রাথমিক শিক্ষার মত স্বাস্থ্য বিষয়ক শিক্ষাও বাধ্যতামূলক করলে দেশের জন্য মঙ্গল জনক হবে।

It would be beneficial for the country if health education is made compulsory like primary education.

৪৯। যোগ্য ব্যক্তিদের সঠিক কাজে নিয়োগ করা হচ্ছে না বলেই আমাদের দেশ অনুন্নত।

Our country remains undeveloped because right persons are not being appointed for the right job.

৫০। সরকার ও জনগনের মধ্যে সম্পর্কের ব্যবধানের প্রধান অন্তরায়।

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

৫১। আমাদের শিক্ষা পদ্ধতি ছাত্রদের স্বাবলম্বী না বানিয়ে শুধুমাত্র পরীক্ষা পাশ ও সার্টিফিকেট পাওয়ার দিকে পরিচালনা করে।

Our education system instead of making students self-reliance is only directed towards enabling them to pass examination and to obtain certificates.

৫২। অর্থনৈতিক কর্মকাণ্ডে পুরুষদের সাথে নারীদেরও প্রতিযোগিতা করার অধিকার আছে।

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

৫৩। দক্ষ জনশক্তির অভাবই আমাদের জাতীয় উন্নয়নকে ব্যাহত করছে।

Scarcely of skilled manpower is hampering our national development.

৫৪। শিক্ষিতের হার ও কর্মসংস্থানের সুযোগ -এই দুয়ের মধ্যে সংহতি নেই বলেই আমাদের অর্থনৈতিক উন্নয়ন হচ্ছে না।

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

৫৫। পরিবার পরিকল্পনার সাথে আমাদের দেশের উন্নতির কোন সম্পর্ক নাই।

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

৫৬। দেশীয় পণ্য কিনে হও ধন্য শ্লোগানটি আমাদের দেশে ব্যাপকভাবে প্রচার করা উচিত।

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

৫৭। আমাদের দেশের উন্নতি কর্মজীবী মানুষের উন্নতির উপর নির্ভরশীল নয়।

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

৫৮। আমাদের দেশে সম্পদের সুসম বন্টন সম্ভব নয়।

Equal distribution of wealth is not possible in our country.

Appendix-B

Answer Sheet: Attitude Scale for National Development (ASND)

ক্র নং	সম্পূর্ণ একমত	একমত	অনিশ্চিত	তিনিমত	সম্পূর্ণ তিনিমত	ক্র নং	সম্পূর্ণ একমত	একমত	অনিশ্চিত	তিনিমত	সম্পূর্ণ তিনিমত
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
১	○	○	○	○	○	৩০	○	○	○	○	○
২	○	○	○	○	○	৩১	○	○	○	○	○
৩	○	○	○	○	○	৩২	○	○	○	○	○
৪	○	○	○	○	○	৩৩	○	○	○	○	○
৫	○	○	○	○	○	৩৪	○	○	○	○	○
৬	○	○	○	○	○	৩৫	○	○	○	○	○
৭	○	○	○	○	○	৩৬	○	○	○	○	○
৮	○	○	○	○	○	৩৭	○	○	○	○	○
৯	○	○	○	○	○	৩৮	○	○	○	○	○
১০	○	○	○	○	○	৩৯	○	○	○	○	○
১১	○	○	○	○	○	৪০	○	○	○	○	○
১২	○	○	○	○	○	৪১	○	○	○	○	○
১৩	○	○	○	○	○	৪২	○	○	○	○	○
১৪	○	○	○	○	○	৪৩	○	○	○	○	○
১৫	○	○	○	○	○	৪৪	○	○	○	○	○
১৬	○	○	○	○	○	৪৫	○	○	○	○	○
১৭	○	○	○	○	○	৪৬	○	○	○	○	○
১৮	○	○	○	○	○	৪৭	○	○	○	○	○
১৯	○	○	○	○	○	৪৮	○	○	○	○	○
২০	○	○	○	○	○	৪৯	○	○	○	○	○
২১	○	○	○	○	○	৫০	○	○	○	○	○
২২	○	○	○	○	○	৫১	○	○	○	○	○
২৩	○	○	○	○	○	৫২	○	○	○	○	○
২৪	○	○	○	○	○	৫৩	○	○	○	○	○
২৫	○	○	○	○	○	৫৪	○	○	○	○	○
২৬	○	○	○	○	○	৫৫	○	○	○	○	○
২৭	○	○	○	○	○	৫৬	○	○	○	○	○
২৮	○	○	○	○	○	৫৭	○	○	○	○	○
২৯	○	○	○	○	○	৫৮	○	○	○	○	○

Appendix-C

ব্যক্তিগত তথ্য (Personal Information):

- ১। পুরুষ অথবা মহিলা (Male or female) :
- ২। বয়স (Age) :
- ৩। পেশা (Occupation) :
- ৪। শিক্ষাগত যোগ্যতা (Educational Qualification) :
- ৫। মাসিক আয় (Monthly Income) :
- ৬। পিতা বা অভিভাবকের পেশা (Occupation of Father or Guardian) :
- ৭। পিতা বা অভিভাবকের শিক্ষাগত যোগ্যতা (Educational Qualification of Father or Guardian) :
- ৮। পিতা বা অভিভাবকের মাসিক আয় (Monthly Income of Father or Guardian):
- ৯। পরিবারের মাসিক আয় (Family Monthly Income) :
- ১০। বাসস্থান (Place of Residence) :
- ১১। ধর্ম (Religion) :
- ১২। পরিবারের কর্তা পুরুষ অথবা মহিলা (Head of Family is Male or Female) :
- ১৩। পরিবারের কর্তার শিক্ষাগত যোগ্যতা (Educational Status of household head) :

Appendix-D

Variables list and corresponding included items:

<u>Variables/ Dimensions</u>	<u>Items Numbers</u>
General Views :	1, 50
Morality :	2, 8, 35
Education :	3, 23, 28, 38, 51
Health :	18, 30, 31, 33, 48
Family Planning :	9, 26, 36, 44, 55
Women :	12, 24, 39, 46, 52
Agriculture :	4, 11, 21, 29, 40
Trade and Commerce :	5, 17, 42, 47, 56
Industry :	7, 15, 25, 34, 45
Employment and Planning :	13, 20, 49, 53, 54
Economy :	10, 37, 57, 58
Foreign Aid :	14, 22, 27
Self-reliance :	6, 19, 32
Communication and Media :	16, 30, 41

Negative Items : 7, 9, 11, 13, 14, 17, 19, 21, 24, 26, 32, 34, 35, 37, 38, 41, 46, 55
and 57

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