

University of Rajshahi

Rajshahi-6205

Bangladesh.

RUCL Institutional Repository

<http://rulrepository.ru.ac.bd>

Department of Psychology

PhD Thesis

2012

Relationship of National Development with Attitude towards Globalization and Personality factors of three Generations in Bangladesh

Rahman, Md. Mostafizur

University of Rajshahi

<http://rulrepository.ru.ac.bd/handle/123456789/739>

Copyright to the University of Rajshahi. All rights reserved. Downloaded from RUCL Institutional Repository.

**Relationship of National Development with
Attitude towards Globalization and Personality
factors of three Generations in Bangladesh
(Abstract)**

A Thesis Submitted for the Degree of
Doctor of Philosophy
(In Psychology)

**Under the Supervision of
Dr. Md. Enamul Haque**

Professor
Department of Psychology
University of Rajshahi

**Co-supervisor
Dr. Shawkat Ara**

Ex-Professor
Department of Psychology
University of Rajshahi

BY

Md. Mostafizur Rahman

Ph. D. Research Student



**Department of Psychology
University of Rajshahi
June, 2012**

ABSTRACT

The present study has attempted to investigate the relationship of national development with attitudinal variables of globalization in relation to open – closed mindedness, personality variables of IPC, and demographic factors of three generations in Bangladesh. For this purpose, the similarities and differences of attitudes towards globalization of younger, middle aged, and older educational generations in relation to national development attitudes, open-closed minded attitude, personality variables of IPC and socio-demographic factors within the framework of socio-cultural background have been investigated. The study has been developed in the theoretical framework of (1) Theoretical Approaches to Attitude, Social Change and National Development, (2) Theoretical Approaches to the Globalization, (3) Globalization and social change approach, (4) Modernism-Traditionalism attitude change approach, (5) Open mindedness- close mindedness attitudinal approach, (6) Rotter's Expectancy- Reinforcement models of personality, (7) Theoretical Approaches to the Generational differences and (8) Demographic Approach. All these approaches have been utilized in order to show similarities and differences of attitudinal variables of globalization and national development of younger, middle aged, and older educational generations.

The present study uses a multidimensional correlational approach with a criterion group design. The study was conducted on two phases. *In the first phase*, criterion groups of younger, middle aged, and older educational generations were selected on the basis of 'Generational Differences Criteria Questionnaire' (GDCQ) for measuring generation gap. The criterion group of each educational

generation was further subdivided into gender, i.e. male, & female and residential background i.e. having urban & rural residential background on the basis of their responses to the questionnaires. The use of criterion group design has considerable advantage in highlighting the intergenerational differences among younger, middle aged, and older educational generations, as well as gender and residential background differences in relation to national development attitudes, attitude towards globalization and personality variables selected for the study. *In the second phase*, the criterion groups were given following measures: a) Attitude Towards Globalization (ATG) Scale b) National Development Attitude (NDA) Scale c) Open-Closed- minded Attitude (OCA) Scale and d) Levinson's IPC Scale. Demographic information included gender, residential background differences and criteria questionnaire.

The present study used a sample characteristically divided into generation (younger, middle age and older), gender (male and female), and residential background (urban and rural). The respondents were the students and educationalists (younger and older teachers) of different educational institutions. They all were graduates. In this study, the sample was equally divided into younger, middle age and older generational groups on the basis of generational differences (N=160 for each group). Then they were equally divided into urban and rural on the basis of residential background (N=80 for each group). Again each group was equally subdivided into male-female on the basis of gender (N=40 for each group). Thus, the study composed of total 480 respondents with three levels of generation, two levels of residence and two levels of gender (3X2X2). In this study, the respondents were purposively selected according to the research purpose.

The main objective of the present study was to make a comparative study of national development attitude and attitude towards globalization to find out the generational differences among younger, middle aged and older educational generations as related to:

- i. Attitude towards globalization relating to informational globalization, technological globalization, environmental globalization, economic globalization, military globalization and cultural globalization.
- ii. Attitudinal variable of national development
- iii. Personality variables of IPC
- iv. Socio-demographic variables like gender and residential background differences and
- v. Pattern of attitude towards of globalization of three educational generations.

Four specific hypotheses formulated for this study are given below-

- H₁:** Younger generation would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to middle aged and older generations.
- H₂:** Male Individuals would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to female individuals.
- H₃:** Urban individuals would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to rural background individuals.
- H₄:** Three educational generations would have differential factorial patterns on Modern – Traditional Attitudes towards globalization.

Analyses of data have been divided into three parts. *In the first part*, generational group differences on Attitude towards globalization, National development attitudes, and open-closed minded attitudes, personality variables of IPC and

Socio-demographic variables have been computed using ANOVA and t-test. *In the second part*, Pearson's Product moment correlations were computed to find out the similarities of intergenerational and intra generational groups. The strength of relationship of attitudinal variables of globalization with national development attitudes, open– closed minded attitudes, personality variables of IPC and demographic variables has been shown for each educational generation through intervariable correlations using Pearson's Product moment method. *In the third part*, factor analyses of attitude towards globalization was computed by using Kaiser's principal method of oblique rotation for younger, middle aged and older educational generation separately. These multivariate correlational matrices intend to generate structural properties of attitude towards globalization leading to the identification of similarities and dissimilarities among three educational generations.

Results obtained strongly supported the hypotheses. Results showed that attitude towards globalization were significantly moderated by national development attitude, open-closed –minded attitudes and personality variables of IPC. One of the important findings reflected through the factor analyses was the distinct pattern of attitude towards globalization of younger, middle aged and older generations, which might be assumed to be caused by cultural variations of these three generations. The findings of the present study are explainable on the theoretical approaches of national development with attitude towards globalization and personality factors of three generations in Bangladesh.

An attempt has also been made to integrate all these approaches into a new theoretical perspective of attitudinal preferences towards globalization along with national development attitudes, open-closed minded attitudes, personality variables of IPC and socio-demographic factors. The study has emphasized educational, cultural and environmental factors as the determinants of national development and attitude towards globalization which has enormous effect on generational differences among three educational generations.

Dedicated
To
My Parents

Declaration

I humbly declare that this Ph. D. thesis entitled “**Relationship of National Development with Attitude towards Globalization and Personality factors of three Generations in Bangladesh**” is an original work of mine. No part of this thesis has been submitted before, nor is it being simultaneously submitted elsewhere in any form at the same time in candidature for award of any degree.



University of Rajshahi
June, 2012

Md. Mostafizur Rahman

Ph. D. Student

Session -1997-98

Ph. D. Session – 2007-2008

Reg. No.- 1413

Ph. D. Roll No.- 07614



Department of Psychology

University of Rajshahi
Rajshahi - 6205, Bangladesh.

CERTIFICATE

This is to certify that the dissertation entitled “**Relationship of National Development with Attitude towards Globalization and Personality factors of three Generations in Bangladesh**” submitted by **Md. Mostafizur Rahman**, Roll no.- **07614**, Reg. No. - **1413**, Session: **1997-1998**, Ph.D. Session: **2007-2008**, in partial fulfillment of the requirements for the degree of Ph. D. in Psychology has been done under my supervision and it constitutes his own work. I feel proud to recommend this dissertation for examination.

Co-supervisor

16.6.12

Dr. Shawkat Ara
Ex- Professor
Department of Psychology
University of Rajshahi

Supervisor

16.6.12

Prof. Dr. Md. Enamul Haque
Professor
Department of Psychology
University of Rajshahi

Dated: Rajshahi
June, 2012

ACKNOWLEDGEMENT

First of all, I would like to express my deep gratitude to Almighty Allah. Then I like to express my deep sense of gratitude to Prof. Dr. Md. Enamul Haque and Prof. Dr. Shawkat Ara, my supervisor & co-supervisor respectively. Their proper guidance, resourceful insights, enriched advice and unalloyed devotion guided me and make it possible for me to complete my work in time. In spite of their heavy engagements, they have tried to associate with my work in harmony with the essential need of solving different research problems. They guided me in understanding the different important concepts of research methodology and provided insights at every step by constructive suggestion and critical appreciation. I personally feel that I have been greatly rewarded by working under such generous, kind, considerate and dynamic personalities. Their suggestion and criticisms helped me to find the relevant response and enriched my knowledge at the new avenues of Social Psychology. I humbly extend my whole hearted thanks to them.

I would like to express my gratitude and heartiest thanks to all the respected teachers of the Department of Psychology, University of Rajshahi for their valuable comments which led to several improvements in the research work. They have encouraged and helped me in different ways in these long years of work. They provided me with valuable suggestions, scholarly guidance and proper insight whenever I approached them and asked for a solution of the problem relating to the research work. I extend my deep sense of appreciation for them.

I am also indebted to Dr. Syed Mohammad Ziauddin, Professor and Chairman, Department of Psychology for his active cooperation. I expressed him my regard.

I am thankful to the professionals who helped me by serving as subjects of this study. I express my sincere thanks to the Librarian of Seminar Library, Department of Psychology, R.U. who extend their help and cooperation to read me different journals and books in seminar library.

I cannot forget to remember the co-operations of Mohd. Ashik Shahrier, Lecturer, Dept. of Psychology, Chittagong University and Rasel Ahmed, Ph.D. Research Fellow, IER, Rajshahi University, who helped me a lot in the preparation of this thesis specially in tabulating, scoring & analyzing the data and other cosmetic works.

I also want to express my thanks to all of my friends and well wishers who with their kind company and encouragement enabled me to perform such a research work. Lastly, my wife's words of encouragement and the face of my sweet son inspired me to complete this research work of long efforts. Above all, I would like to express my lifelong indebtedness to my parents for their keen interest in my higher education.

(Md. Mostafizur Rahman)

National Development Attitude	27
Globalisation and National Development	30
Modernism-Traditionalism Attitudes	32
Attitudinal and Social Change Approach	33
Open mindedness and close mindedness	35
Trait-Attitude-Personality Co relational Approach	37
Approaches to Personality Variables	38
Generational Differences	42
Socio Demographic Factors	44
CHAPTER – THREE	47-65
THE DEVELOPMENT AND BACKGROUND OF THE PRESENT STUDY AND THE STATEMENT OF THE OBJECTIVES	47
Attitude towards National Development and Globalization as related to Social Changes	47
Indicators of National Development	50
Steps of National Development	51
Socio-demographic Factors and National Development	53
Characteristics and Opportunities of the Three Generations	54
The Rationale, Objectives and Design of the Present Study	56
Rationale of the Study	56
Objectives of the Present Study	58
Design of the Present Study	59
Formulation and Justification of Hypotheses	60
CHAPTER – FOUR	66-92
METHOD AND PROCEDURE	66
Sample	66
Background of the Sample Settings	66
Personal Information Sheet (PIS)	67
Development of Generational Differences Criteria Questionnaire (GDCQ)	68

Generational Differences Criteria Questionnaire (GDCQ)	69
Sample Selection	70
Selection of Instruments	71
Construction of the Attitude Towards Globalization (ATG) Scale in the continuum Modernism- Traditionalism	72
Conceptualization of of the Attitude Towards Globalization (ATG) Scale	72
Pilot Study of the Attitude Towards Globalization (ATG) Scale	80
Item Analysis	81
Reliability and Validity of ATG scale	82
Modification of Samad S. and Haque's (2007) National Development Attitude (NDA) Scale	86
Rahman and Ara's (2006) Open minded – Close minded Attitudes (OCA) Scale	87
Modification of Levenson's (1981) Internality, Powerful others, and Chance (IPC) Scale	89
Procedure of Data Collection and Administration of Scales	91
Method of Analyses	92
CHAPTER FIVE	93-195
RESULTS	93
Part I:	95
A) ANOVA	95
B) t-test	156
Part II:	163
Correlational Analyses	163
A) Between Group Similarities	163
B) Within Group Similarities	163
C) Intervariable Correlations	165
i) Younger Educational Generations	165
ii) Middle Aged Educational Generations	166

iii) Older Educational Generations	167
Part -III	169
Factor Analyses of Attitude towards Globalization (ATG) Scale	169
i) Younger Educational Generations	170
ii) Middle Aged Educational Generations	176
iii) Older Educational Generations	183
Summary of the Main Findings	192
CHAPTER- SIX	196-222
DISCUSSION	196
Generational Differences on the Attitudinal Variable of National Development	197
Generational Differences on the Attitudinal Variables of Globalization and Open-Closed mindedness	199
Generational Differences on Personality Variables: Internality, Powerful Others and Chance.	202
Gender Differences on Attitudinal & Personality Variables	204
Residential Background Differences on Attitudinal and personality variables	208
Similarities among Three Educational Generations	211
Similarities on Attitudes towards globalization within individuals having Urban– Rural Residential Background and Male - Female of Three Educational Generations	212
Relationship among Attitudinal Variables of National Development, Globalization, Open-Close Mindedness and Personality Factors of IPC	213
Pattern of Attitude towards Globalization of Three Educational Generations: Younger, Middle Aged and Older	215
Implication of the Present Study	219
Suggestions for Future Research	221

BIBLIOGRAPHY	223-245
Personal Information Sheet (PIS)	246
APPENDIX - A	247-248
Generational Differences Criteria Questionnaire (GDCQ)	247
APPENDIX - B	249-253
Attitude Towards Globalization (ATG) Scale	249
APPENDIX - C	254-256
National Development Attitude (NDA) Scale	254
APPENDIX - D	257-261
Open minded – Close minded Attitude (OCA) Scale	257
APPENDIX - E	262-265
Internality, Powerful others, and Chance (IPC) Scale	262

List of Tables

Table No.		Page No.
1	Table- 1: Sample Distribution in the Present Study Group-wise.	71
2	Table -2: Showing Correlation of the Scores of Each Dimension with the Total Scores of Attitude towards Globalization (ATG) Scale (Both Pilot and Final Study).	83
3	Table -3: Showing Interdimensional Correlation with the Scores of ATG Scale in the Pilot Study (N = 60).	83
4	Table-4: Showing the Number of Statements Having Positive and Negative Direction on Each Dimension.	84
5	Table – 5: Showing summary of ANOVA involving Generation, Sex and Residential Background on the total scores of the Attitude towards globalization (ATG).	96
6	Table – 6: Mean Comparison within Groups (N = 160 for each group) on Attitude towards globalization (ATG).	97
7	Table – 7: Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).	98
8	Table – 8: Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).	98
9	Table – 9: Mean Comparison between Generation and sex (N= 80 for each group) on Attitude towards Globalization(ATG).	99
10	Table – 10: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Attitude towards Globalization(ATG).	100
11	Table – 11: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on Attitude towards globalization (ATG).	102

12	Table – 12: Showing summary of ANOVA involving Group, Generation, and Sex on the total scores of the National Development Attitude (NDA).	106
13	Table – 13: Mean Comparison within Generation (N = 160 for each group) on National Development Attitude (NDA).	107
14	Table – 14: Mean Comparison within Sex (N= 240 for each group) on National development Attitude (NDA).	108
15	Table – 15: Mean Comparison within Residential Background (N= 240 for each group) on National development Attitude (NDA).	109
16	Table – 16: Mean Comparison between Generation and sex (N= 80 for each group) on National development Attitude (NDA).	110
17	Table – 17: Mean Comparison between Generation and Residential Background (N= 80 for each group) on National development Attitude (NDA).	111
18	Table – 18: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on National development Attitude (NDA).	112
19	Table – 19: Showing summary of ANOVA involving Group, Generation, and Sex on the total scores of the open minded-close minded Attitude (OCA).	116
20	Table – 20: Mean Comparison within Groups (N = 160 for each group) on Open minded – Close minded Attitude (OCA).	117
21	Table – 21: Mean Comparison within Groups (N= 240 for each group) on Open minded –Close minded Attitudes (OCA).	118
22	Table – 22: Mean Comparison within Groups (N= 240 for each group) on Open minded –Close-Minded Attitudes (OCA).	118

23	Table – 23: Mean Comparison between Generation and sex (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).	119
24	Table – 24: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Open minded- Closed minded Attitude (OCA)	120
25	Table – 25: Mean Comparison between Sex and Residential Background (N= 120 for each group) on Open minded- Closed minded Attitude (OCA).	121
26	Table – 26: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on Open minded –Close minded Attitudes (OCA).	123
27	Table – 27: Showing summary of ANOVA involving Group, Generation, and Sex on the total scores of the Internality (I).	127
28	Table – 28: Mean Comparison within Groups (N = 160 for each group) on Internality (I).	128
29	Table – 29: Mean Comparison within Groups (N= 240 for each group) on Internality (I).	129
30	Table – 30: Mean Comparison within Groups (N= 240 for each group) on Internality (I).	129
31	Table – 31: Mean Comparison between Generation and sex (N= 80 for each group) on Internality (I) Scale.	130
32	Table – 32: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Internality (I).	131
33	Table – 33: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Internality (I)	133
34	Table – 34: Showing summary of ANOVA involving Group, Generation, and Sex on the total scores of the Powerful Others (PO).	137

35	Table – 35: Mean Comparison within Groups (N = 160 for each group) on Powerful Others (PO) .	138
36	Table – 36: Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).	139
37	Table –37: Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).	139
38	Table – 38: Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Powerful Others (PO).	140
39	Table – 39: Mean Comparison between Sex and Residential Background (N= 120 for each group) on the total scores of the Powerful Others (PO).	141
40	Table – 40: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Powerful Others (PO)	143
41	Table – 41: Showing summary of ANOVA involving Group, Generation, and Sex on the total scores of the Chance (C).	146
42	Table – 42: Mean Comparison within Groups (N = 160 for each group) on Chance (C).	147
43	Table – 43: Mean Comparison within Groups (N= 240 for each group) on Chance (C).	148
44	Table – 44: Mean Comparison within Groups (N= 240 for each group) on Chance (C).	148
45	Table – 45: Mean Comparison between Generation and sex (N= 80 for each group) on the total scores of the Chance (C).	150
46	Table –46: Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Chance (C).	150
47	Table – 47: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Chance (C).	152
48	Table 48: Showing Mean Differences between Younger and Middle aged generation on each Dimension Separately (N=160).	157

49	Table 49: Showing Mean Differences between Younger and Older generation on each Dimension Separately (N=160).	159
50	Table 50: Showing Mean Differences between Middle aged and Older generation on each Dimension Separately (N=160).	161
51	Table – 51: Showing Intergenerational Similarities on Attitude towards globalization (ATG) among Three Generations of Younger, Middle Aged and Older. (N= 120 for each group)	163
52	Table – 52: Showing Similarities on Attitude towards globalization among Three Generations of Younger, Middle Aged and Older. (N= 80 for each group)	163
53	Table – 53: Showing Similarities on Attitude towards globalization of Three Generations. (N= 80 for each group)	164
54	Table – 54: Intervariable Correlations for Younger generation (N=160)	165
55	Table – 55: Intervariable Correlations for Middle Aged generation (N=160)	166
56	Table – 56: Intervariable Correlations for Older generation (N=160)	167
57	Table -57: Showing six Factors on Attitude towards Globalization by Younger Generation (N=160).	171
58	Table - 58: Showing six Factors on Attitude towards Globalization by Middle aged generations (N=160).	178
59	Table - 59: Showing six Factors on Attitude towards Globalization by Older generations (N=160).	184

List of Figures

Figure No.		Page No.
1	Figure-1: Showing Mean Comparison within Groups (N= 160 for each group) on Attitude towards globalization (ATG).	97
2	Figure-2: Showing Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).	98
3	Figure-3: Showing Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).	99
4	Figure-4: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Attitude towards Globalization (ATG).	100
5	Figure-5: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Attitude towards Globalization (ATG).	101
6	Figure – 6: Showing Mean Comparison within Generation (N = 160 for each group) on National Development Attitude (NDA).	107
7	Figure – 7: Showing Mean Comparison within Sex (N= 240 for each group) on National Development Attitude (NDA).	108
8	Figure – 8: Showing Mean Comparison within Residential Background (N= 240 for each group) on National development Attitude (NDA).	109
9	Figure - 9: Showing Mean Comparison between Generation and sex (N= 80 for each group) on National development Attitude (NDA).	110

10	Figure -10: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on National development Attitude (NDA).	111
11	Figure – 11: Showing Mean Comparison within Groups (N = 160 for each group) on Open minded – Close minded Attitude (OCA).	117
12	Figure – 12: Showing Mean Comparison within Groups (N= 240 for each group) on Open minded –Close minded Attitudes (OCA).	118
13	Figure – 13: Showing Mean Comparison within Groups (N= 240 for each group) on Open minded –Close-Minded Attitudes (OCA).	119
14	Figure – 14: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).	120
15	Figure – 15: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).	121
16	Figure – 16: Showing Mean Comparison between Sex and Residential Background (N= 120 for each group) on Open minded- Closed minded Attitude (OCA).	122
17	Figure – 17: Showing Mean Comparison within Groups (N = 160 for each group) on Internality (I).	128
18	Figure – 18: Showing Mean Comparison within Groups (N= 240 for each group) on Internality (I).	129
19	Figure – 19: Showing Mean Comparison within Groups (N= 240 for each group) on Internality (I).	130

20	Figure – 20: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Internality (I).	131
21	Figure – 21: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Internality (I).	132
22	Figure – 22: Showing Mean Comparison within Groups (N = 160 for each group) on Powerful Others (PO) .	138
23	Figure – 23: Showing Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).	139
24	Figure – 24: Showing Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).	140
25	Figure – 25: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Powerful Others (PO).	141
26	Figure – 26: Showing Mean Comparison between Sex and Residential Background (N= 120 for each group) on the total scores of the Powerful Others (PO).	142
27	Figure – 27: Showing Mean Comparison within Groups (N = 160 for each group) on Chance (C).	147
28	Figure – 28: Showing Mean Comparison within Groups (N= 240 for each group) on Chance (C).	148
29	Figure – 29: Showing Mean Comparison within Groups (N= 240 for each group) on Chance (C).	149
30	Figure – 30: Showing Mean Comparison between Generation and sex (N= 80 for each group) on the total scores of the Chance (C).	150
31	Figure – 31: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Chance (C).	151

Chapter One

Introduction

Chapter One

INTRODUCTION

The study of national development in relation to globalization on differential attitudes and personality as a function of demographic factors has become a significant area of research in different social science disciplines in Western (Adorno et al., 1950; Eysenck & Wilson, 1973; Lerner et al., 1975; Guastello et al., 1992; Gestello and Pessing, 1998; Were et al., 2010; Hamblett et al., 2011) as well as in Eastern (Vasudeva, 1976; Rahman, 2006; Samad, S. S., 2007; Haque, 2007; Mir, 2008; Ara, 2008) countries. Most of these studies have attempted to relate national development attitudes to globalization, personality, gender, etc. among different generations. In developing countries the studies of attitudes have been confronted with several complex phenomena of traditional pattern with newly adopted social systems and different types of socializing processes. But very few systematic researches have been attempted which take into account the study of modernization-traditional attitudes towards globalization related to national development attitude, open mindedness – close mindedness, personality factors, and gender differences which are responsible for the generational differences in the present socio-cultural context of Bangladesh.

The broad objective of this study is to identify the factors of modernization-traditional attitudes toward globalization among three educational generations like younger, middle age and older group in relation to certain attitudinal, personality differences and some selected demographic variables. Thus, the present study would attempt to find out the similarities and differences of modernization-traditional attitudes toward globalization among three educational generations as related to national development attitudes, open mindedness – close mindedness, personality factors, and gender differences. So, it is necessary to review the recent theoretical approaches to study modernization-traditional attitudes toward globalization relating to national development attitudes, open mindedness-close mindedness, I-E Locus of control, generational conflict among three educational generations, and gender differences for the development of the study.

Theoretical Approaches to Attitude, Social Change and National Development

A large number of studies were conducted on national development in western (Faaland, 1999; Blaisdell, 2005; Portes, 2010; Meyer and Hannon, 2011) as well as in eastern countries (Sinha, 1973; Alamgir, 1990; Khan, 1996; Sinha and Holtzman, 2004). Development of a nation is not dependant only on the physical resources; it also involves the people who utilized these resources for development purpose. It is very important to evaluate the characteristics of the individuals for whom the development is aimed and also to assess their readiness to accept or reject different development plans formulated by the planner or executives (Ahmed, 2001; Jegimi, 1988). The study of national development attitudes related to modernization–traditional attitudes towards globalization, personality variables of IPC, and generational differences have been framed underlying some several systematic theoretical approaches. These approaches explain wider range of various theoretical interpretations.

Concept of National Development

National development is a collective effort, where individuals with different background i.e. different attitude, values, interests, perceptions, needs are involved. Every individual has something to contribute towards the development of the country, both for his self interest and also for the interest of others. So an individual's attitudes toward development are also influenced by his values and self-role perception.

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. People at large living in underdeveloped countries are not always governed by economic motives and incentives alone. Development, both economic and social, has become the key word in the present era. It is not only a process of change, but also signifies the rising aspirations of people involved in it (Ansari, 1963).

The socio-economic classes also influence the attitude towards national development. Moreover, sets of attitudes and networks of socio-economic classes come to be established and are handed down from one generation to another as

beliefs, customs, methods and institutions. These are identified as traditions. Modern attitudes reflect themselves in the desire to change these views, attitudes and institution. With this rationale, the present study aimed to evaluate the attitude towards national development of different socio-economic classes as a function of their attitudes, personality and residential background.

Development can be regarded as all prevailing human activity discovering the latent potentials and mobilizing them to achieve the desired societal goals. Most of the psychologists think development in material terms, while there are others who include social and non-material dynamics as well. Development is a complex phenomenon involving many aspects from health and education to development resources and motivation of people to action. As observed by Ansari (1963), development in the socio-cultural context of developing nations has many dimensions, like material advancement in terms of increase in per capita income and agricultural production and non-material advancement in terms of desirable changes in personality pattern and attitudinal differences of the individuals.

The nation building and institution building are only empty exercises unless the attitudes and capacities of the people keep pace with other forms of change and 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 social and attitude change needs proper recognition of the prevailing attitudes of the target groups whose acceptance and active co-operation are crucial factors of development. Attitudes, the end product of the socialization process, significantly influence individuals' response to cultural products, to other persons and to group of persons.

According to Myrdal (1968), a major part of the work on planning for development in underdeveloped countries has been hindered by the assumption that the analysis can be concentrated on the economic conditions-output and incomes, conditions of production and levels of living plus those policies that affect only these conditions. There is also an assumption that the chain causes linking these economic conditions is not affected by attitudes and institutions. It is often assumed that the later will automatically be highly responsive to changes in the economic conditions. In reality, attitudes and institutions are not easily

changed, least of all indirectly. So in dealing with developmental problems of the underdeveloped countries the authorities would acknowledge that a close relationship exists between effectiveness of development politics in the economic field and the prevailing attitudes and institutions (Finison, 2006)).

Theoretical Approaches to the Globalization

A large number of studies was conducted on globalization in western (Kunitz, 2010; Maass, 2011; Thurow, 2012; Bonsignore, 2012) as well as in eastern countries (Ahmed et al., 2001; Mamoon, 2001; Rahman, 2011; Kalam, 2011; Haq, 2012). Globalization in the current years has become an integral part of the civilization of nationally as well as internationally. Every nation of the world has been affected by the new global change in various sectors such as technology, economy, environment, and sociopolitical as well as cultural area. In the present time political scientists, sociologists, social workers, as well as social psychologists have been trying to identify various dimensions of globalization which would help to make a common platform for national development of developing as well as developed countries.

Concept of Globalization

Globalization is a topic that elicits strong responses. Globalization is associated in people's minds with all the ills of society. Parker (2003) mentioned that attitudes toward globalization are not just questions of cold hard facts, but also involve fears and emotions associated with operating in an expanded world. In general, individuals who see external influences as controlling their life, have a greater fear of globalization. People who have a stronger internal belief in their ability to cope with changes are less likely to associate globalization with the ills of society. Through research on global attitudes, I have identified three common interpretations of the impact of globalization. Perhaps you can identify some of your own attitudes and see which bias you bring to the discussion of globalization.

Globalization is described primarily in beginning terms as the process of bringing the world together, one that users in a new era in which everyone can interact peacefully across the globe (Friedman, 2009; Beabout, 2000). Globalization is

often used interchangeably with "globalism". Globalization and de-globalization refer to the increase or decline of globalism. Globalism refers, first of all, to networks of connections or multiple relations. Secondly, it also refers to a state of the world involving networks of interdependence/interconnectedness at multi-continental distances. "The linkages occur through flows and influences of capital and goods, information and ideas, and people and forces as well as through environmentally and biologically relevant substances"(Keohane and Nye Jr., 2000). In this context two terms 'globalism' and 'globalization', as used interchangeably, need to be further clarified. The difference between the two notions is viewed as 'thin' or 'thick' at any given time. Thus contemporary globalization is viewed as the process by which globalism becomes increasingly thick as it involves many relationships that are intensive as well as extensive (Friedman, 2009).

Globalization is a systemic notion, as it encompasses the global system in its entirety, however paradoxical the engine that drives globalization may be. Globalization is not pursued by one single track; free flow of trade globally is just one of those tracks. It is viewed that sheer complexity, magnitude and speed distinguish the contemporary globalization from the earlier phases of globalism. Though often defined in strictly economic terms, globalization has wide variety of other dimensions: technology, information, economy, military sector, environmental issues, sociopolitical and cultural areas (Carlson, 2007). Each of these dimensions, including economic, has linked with and ramifications for others; each goes through various tracks or processes, contributes to the multi-continental network of interdependence. Hence an evaluation of each of these dimensions is in order for better appreciation and elucidation. Globalization is to be understood as a system of political and economic principles, social and cultural concepts, media and information patterns, codes of conduct and ways of life. This system aims at forcing the whole world to subscribe to it, adopt its values and live under its domination.

The subject of globalization and its impact nationally and internationally have generated an intense academic interest and have already produced an enormous amount of literature. The literature originating from Bangladesh offers the kind of approaches that represent somewhat specific and segmented analytical

dimensions. It appears that most of the authors have narrowed down their analytical focus to particular issue areas of their choice for advancing certain types of arguments without an appraisal of the overall context of the global change. One way of looking at the changes wrought by globalization is systemic, which with its broadly inclusive range of approaches may be thematic, time-framed and/or based along geographic frontiers, geopolitical lines/geo-economic borders. It is necessary, first of all, to understand the notional aspects of system analysis and its relevance for an assessment of issues such as globalization.

One of the most significant advances in the study of international phenomena in recent years has been an ever-growing tendency to regard the 'world' as a system of relationship across the globe or simply to view it as an international system (Plender, 2000; Kalam, 2011). It is necessary, first of all, to understand the notional aspects of system analysis in the context of global change and then consider its relevance for an appraisal of issues such as globalization. It also highlights arrange of attributes, characteristic traits or properties of globalization as a systemic order and underline the various dimensions or routes followed by the wheels of globalization in its voyage and the impacts they have made all along the cruising across nation-state frontiers (Zachery, 2000).

The global optimist: These individuals agree that globalization maximizes consumer choice, provides opportunities and incentives for success, and provides consumers the goods and services they want. Hence, we can describe any individual in this group as a global optimist who recognizes the freedom and choice associated with globalization.

The global pessimist: This attitude captures the fears of those who see global markets leading to unfair distribution of income, allowing unfair competition, and encouraging the abuse of natural resources. They also associate it with inflation, unemployment, monopolies, greed and materialism. This grouping includes the subset of people who protest world trade and international efforts that increase globalization.

The global pragmatist: The final attitude draws its distinction from efficiency arguments. These individuals agree with the statements that globalization "leads to efficient allocation of resources" and "raises the living standard of the average

person." However, there is also concern that it requires much government control to achieve this efficiency. That combination presents a view that globalization leads to efficiencies but has concerns about the pragmatic managerial overhead costs for government.

Different Dimensions of Globalization

Different Dimensions of Globalization are as follows-

i) Technological Globalism: Technological globalism has its roots to the earlier phases of industrial revolution. Currently it arose from advances in manufacturing technology that produced increases in productivity, contributing to a decade-long economic growth spurt. Technology is indeed a key component of information globalism, yet there have been tremendous changes in the forms of communication (Keohane and Nye, 2000). Indeed, technological march has taken breathtaking speed affecting all spheres of industrial life, often resembling science fiction film and spreading into nanotechnology, biotechnology, quantum computers and neural network, semiconductors, sensors and robotics (Muniruzzaman, 2001).

(ii) Information Globalism: Information globalism or globalization of communication has developed over the last century. Technology itself is a key component of information globalism, yet there have been tremendous changes in the forms of communication over time. For instance, the use of movies and television for social awareness, entertainment, dissemination of knowledge and information has dramatically expanded the circle of people who participate in global communication net. The process of electronic communication started from the wired electronics of the early telegraph, telephone, radio, movies, television and then extended to the wireless and satellite communication networks and more recently to computer technology and the development of the Worldwide Web/websites, email, faxes, face book, cellular phones and the Internet enabling the ability to communicate, both through space and time. All this enabled almost instant communication between the peoples of the world who possess the necessary electronic equipment and technology (Beabout, 2000).

The results of this entire system-net development have been both extensive and intensive: global communication network and globalization of communication tenuously connected to the information chain has transcended their states or even their

localities. The volume of communications has increased by many orders of magnitude, and the intensity of globalism has been able to expand exponentially because of this "message velocity." Thus, information revolution has spread everywhere, reaching systemic proportions.

(iii) Economic Globalism: Linked to both technological and information globalism is economic globalism. It means the globalization of the economy or the integration of economies across national borders with the globalization of production, trade and investment. It involves long-distance flows of goods, services, and capital, as well as the information and perceptions that accompany market exchanges. It also involves the organization of the processes that are linked to these flows, such as the organization of low-wage production in Asia for the U.S. and European markets.

Economic globalism has been conditioned by what the economists call 'network effects' of the 'knowledge-based economy' linked to global communication networks. IT has changed dramatically some of the leading global economies. Global movement of capital and investment has also been amazing. It is viewed that for nations like Bangladesh with a bloated state sector, privatization remains the gateway to more efficient resource allocation that may facilitate the flow of foreign direct investment

Economic globalization most markedly affected worldwide financial markets. On the other hand, the economy of the neighboring India has shown so dramatic upgrading due to chain-link effects of knowledge-based networks that it is often mentioned as a replicable model of New Economy. Thus as economic globalism and its follow-up of interconnectedness have "become thicker, systemic relationships among different networks have become more important. There are more interconnections. Intensive economic interdependence affects social and environmental interdependence; awareness of these connections in turn affects economic relationships" (Yergin and Stanislaw, 2000).

(iv) Military Globalization: Military globalization predated the information revolution, reaching its height during the Cold War, though the current nature of military interdependence has been transformed by information technology. However, proliferation of long-distance weaponry system is no longer the monopoly or in the exclusive control of the bigger systemic actors. The emphasis

has been on replacing the confronting strategies of the earlier era and thus contributing to a more and more thickness of interconnectedness or corresponding linkages across the international system.

(v) Environmental Globalism: Environmental globalism refers to the relatively unvarying nature of degradation of the global environment due either to natural phenomena or civilization changes induced by human activity, thus conveying the sense of 'only one earth' than ever before. Pollution contributed more than others to environmental globalization. The effort globally is now renewed every five years involving the international organizations, governments, civil society representatives such as the NGOs, and the recurrent efforts; now spread over to specific issue areas such as curbing emissions, reversing global climate change, promoting environmental legislations and their enforcement, encouraging green technology and recycling etc. Funds are now mobilized as part of systemic efforts to counteract environmental degradation and pollution, though problems often have to be identified locally and regionally to redress them and to seek environmental alternatives to the existing life and living styles.

(vi) Socio political and Cultural Globalism: This dimension of globalism involving society, politics, and culture interacts with other types of globalism, because technological, military, environmental, and economic-market activity convey information and generate ideas, which may then flow across geographical and political boundaries. Notionally it involves the movement of ideas, information and images, often resulting in what sociologists call 'isomorphism', and cross-border mobility of people. Sociopolitical and cultural globalism has invariably dented the past 'political and cultural distance' across global frontiers (Keohane and Nye Jr., 2000). Social globalization affects the consciousness of the individuals and their attitude toward culture, politics, and personal identity. The actual movement of ideas and information, even the very assumptions, attitudes, and expectations of peoples are virtually instantaneous.

"Globalization of culture" at its most profound level sees the growing development of a monolithic consumer culture, a moral vision that seems to encourage a global vision of the world. A vision of moral libertinism, material consumption or secular consumerism cut from traditional mores, the atomized self and often uninfluenced by family and religion. In this, each individual is often conceived of as autonomous free

from the strictures of tradition, class and familiar obligations, making the individual *the ultimate authority in moral matters* (Beabout, 2000; Ford, 2000). However, this aspect of globalization contains the greatest potential for growth as well as the greatest risk for moral obliteration depending on which moral vision is globalizes. Information technology is the propelling force of cultural Globalization. Cultural Globalization is a phenomenon which is fully endorsed by the political and economic influence of the strongest protagonists on the international scene.

Globalization and Social Change Approach

Before addressing the empirical issues related to globalization it is necessary to appraise the conceptual contexts and to place the underlying premises of the notion of globalization.

Globalization does not of course carry with it a universal consensus. Globalization is described primarily in beginning terms as the process of bridging the world together; one that ushers in a new era in which everyone can interact peacefully across the globe (Friedman, 2000). Globalization is often used interchangeably with globalize: Globalization and de-globalization refer to the increase or decline of globalize.

The study has been attempted under several systematic approaches. For this purpose an attempt has been made to review briefly the following significant approaches which provide a relevant background for the development of the study which are given below:

1. Psychological Approaches of Social Change

For the present purpose of the study it is necessary to indicate only the approaches taken here: social change is an alteration in culture including language and custom; and in behavior including beliefs, attitudes and personality takes place in a group for behavioural or psychological change which suggests following five major distinctions.

i) Locus of Social Change (Individual and Group): Broadly, there are three different locus of social change i.e. socio cultural, institutional, and individual. At the socio cultural locus, social change involves large systems such as anthropological, political, economic, or macro sociological. At the institutional

locus, social change involves economic or governmental institutions, and the level of analysis tends to be in economic or sociological terms. At the individual locus, social change involves attitudinal, motivational, or cognitive variables, and the level of analysis tends to be socio psychological (Kelman & Warwick, 1973).

ii) Source of Social Change (Internal and External): A second question is essentially concerned with the source of change, although no change event may be attributed to a single external or internal source. In general, external sources of change lie in cultural diffusion or development programmers, while internal sources reside in the internal social or psychological dynamics of the cultural or social group.

iii) Direction of Social Change (Traditional and Modern): In the discussion of conceptual problems the cultural biases inherent in such terms as traditional and modern will be examined and an attempt to comprehend some basic dimensions of change will be made. Now it is sufficient to consider three general directions of social change: (1) the direction of becoming “modern” in the usual sense of urbanization and homogenization of world cultures; (2) the direction of a “traditional” life style, when there is reaffirmation of characteristic values; and (3) some “novel” life style on a dimension that is independent of the usual “tradition-modern” axis.

iv) Dynamic Process of Social Change (Modernization and Modernity): Numerous studies (Inkeles, 1977; Jones, 1977; Kahl, 1968) have distinguished between the processes of change and the states that exist at some point during the process. Modernization means a process over time and “modernity” means a state that results from the process of modernization.

v) Sequence of Social Change (Psychological Antecedents and Consequents): Finally, sequence of social change means the distinction made between cause and effect. It is perhaps the most important when working at the individual level. It is useful to separate the psychological antecedents from the psychological consequents to change, even when the same kind of behaviour is being considered.

These five distinctions have been employed to assist in the study of social change.

2. Social Change in Different Perspectives:

i) **Anthropological Approach of Social Change:** In broad terms, there are two paradigms for research. The first, acculturation and the second, development, is a more recent and a more applied orientation. Perhaps the two best sources for the acculturation paradigm are the classic treatise by Herskovits (1938). The process of acculturation involves the mutual influence of two autonomous cultural systems. Changes are induced in both systems as a result of the diffusion of cultural elements in both directions. Acculturation in these terms suggests that it is merely an additive or subtractive process. It is a culture producing as well as a culture receiving process. Acculturation is not just an external process, but one that triggers dynamics internal to the cultural groups involved. This theoretical interpretation of anthropological approach will serve as a guide to the analysis of psychological studies of “modernity”, for social change in the process of National Development in Bangladesh.

ii) **Sociological Approach (Structural and Developmental Social Change):** There are two general paradigms in sociological studies of change: structural and development. The former is largely concerned with an analysis of internal relationships within the structure of a society, while the latter is related to a concern for development, often within the sub discipline of rural sociology. This approach tends to define change as the process by which alteration occurs in the structure and function of social systems. This process proceeds through communication and diffusion of innovations within the society. Innovations are defined as ideas, practices, or objects, which are new (Rogers, 1973).

iii) **Political Science Approach (Modernization and National Integration):** As this brief overview proceeds from anthropology through sociology to political science, the notion grows that change or development implies some unitary end state, most often termed “modernization” (Apter and Mushi, 1972). Eisenstadt (1973) argues that political modernization involves the development of a highly differentiated political structure, the extension of the scope of the central legal, administrative and political activities, the continuous spread of potential political power to wider groups in the society ultimately to all adult citizens and the weakening of traditional elites. Deutsch (1996) considers that modernization tends to lead to national integration. These dual trends of differentiation and

integration are conventional constituents of the process of development at many levels of analysis. This point is important for the psychological study of social change, for it raises the important question of the linearity of the process of social change, and it serves as the basis for a discussion of psychological studies of attitudes toward assimilation and integration.

iv) Economic Approach (Development and Modernization): Finally the clearest position on the questions confronting us is the economic development, which involves the growth of production and wealth. Such narrow economies made people think that the rapid growth of productive forces would, once firmly established, set in motion the whole development process, which would expand more or less spontaneously to take in all branches of human activity (Sachs, 1972). It was noted that social change tends to be viewed as development, and development tends to be viewed either as “modernization” or as economic development. Although it is important to note these trends and their potential contribution to the psychological study of social change, it is even more important to consider how limited these approaches have become.

Modernism–Traditionalism Attitude Change Approach

Krech, Crutchfield and Ballachey (1962) mentioned that there are two major kinds of attitude change. One type of attitude change is termed as incongruent change, because the direction of change is towards the sign opposite side to that of the original attitude. Individual undertakes this type of attitude change and organizations concerned with eliminating undesirable prejudices undertake within this type of attitude change. The second type of attitude change is congruent change because the direction of change is congruent with the sign of the existing attitude. Congruent change may involve an increase in the negativity or positivity of the existing negative or positive attitude, respectively. Whether any information will bring about cognitive change, and what will be the nature of the change, would depend, on the degree of consistency and complexity of the cognitive system, which must accommodate to the information. To achieve some deliberate social changes relating to national development in Bangladesh, it is highly necessary to go through the following theoretical interpretation leading to traditional attitudes to modernity.

i) Cognitive Consistency: The various cognitive elements that make up a cognitive system are necessarily interrelated with one another that are why it is appropriate to describe them as forming a system. The specific nature of such inter-relations varies. McGuire (1960) defines two specific types of cognitive consistency. The first, logical thinking is the tendency for a person's beliefs on related issues to be in accord with each other in the pattern required by the rules of formal logic. While the person's beliefs by no means follow the rules of formal logic perfectly, these rules do constitute significant predictors of human cognitive behaviour. The second kind of consistency is called 'wishful thinking'. This is the tendency for a person's beliefs on a given issue to be in accord with his desire on that issue.

Logical consistency in personality is referred to as the patterning of cognitive attitudes. Attitudes do not occur in splendid isolation but are closely linked with other attitudes in some kind of pattern or structure. Some degree of consonance is present in attitudes interconnected to form a cluster. For the ease of changing an attitude, which is part of a cluster, will depend upon the degree to which it is consonant with the other attitudes in the cluster. Attitudes, which are in a state of consonance, will tend to be stable and will not change easily as compared with dissonant attitudes, because in a consistent attitude system, the components mutually support one another. An inconsistent system is relatively unstable because in a consistent attitude system, is relatively unstable because of the dissonance among its components and, hence, may be more easily changed in direction of increased consistency (Eysenck, 1954). Krech, Crutchfield, and Ballachy (1962) also adopt this position, when they say that any change in a cognitive system will be absorbed so as to produce minimal change.

ii) Personality Rigidity: Personality rigidity is also another factor, which affects attitude change. Whether a person will change his attitude on any aspect depends on the rigidity-flexibility dimension of his personality makeup. In brief, attitudes are enduring predispositions to act in a characteristic manner, to objects, persons, ideas, values or situations in the social environment. Attitudes are by no means fixed and unchanging predispositions. Attitudes do change under normal conditions and in controlled situations the change may be striking. Attitude change is constantly occurring because of learning and the individual and situational influences.

Werner (1946) defines rigidity as a lack of variability and adaptability. The psychoanalytic theorists, like Fenichel (1957) speak of rigidity as an ego mechanism utilized as a defense against anxiety. Personality rigidity is described as a person's 'resistance' or lack of readiness to be influenced in such a way as to adjust to his environment as effectively as his behaviour repertory permits (Joshi, 1974).

iii) Extremeness of Attitude: In this investigation, some conclusions are also drawn regarding the extremeness of the attitudes based on available data. Extreme attitudes are usually strong, whereas neutral attitudes are not so strong or as salient as extreme ones. Extreme attitudes are held with greater degree of confidence than are less extreme attitudes and hence may be thought to be more resistant to change.

iv) Radicalism – Conservatism: The conservative is assumed to have an attachment to things as they are; the liberal is said to prefer the modifications of the status quo when they permit a building of the new into the pattern of the old; and the radical approves of, and seeks drastic changes in the existing order. Both radical and liberal attitudes involve the willingness to try something new and a collectivistic attitude toward property ownership. Conservative and reactionary attitudes are those that view things moralistically; that tend to reject the new and favour or prefer a capitalistic to a collective wealth distribution (Eysenck, 1954, 1975; Ara, 2008).

v) Modernism – Traditionalism: Inkeles (1969) have pointed out several syndromes for modernism: i) an individual who must have freedom from traditional authority. ii) The individuals must have interest in public affairs by keeping informed and expressed through participation and in civic action. iii) The individuals must be conscious political and governmental processes, which recognized and accepts the necessity and desirability rational structures of a rules and regulations. Any modern men and women might be accepted to manifest these syndromes. According to Sinha (1972) traditionalism must content the old customs and mores made by the elders, which are necessary for the development of wisdoms. He thought old social customs have eternal value. The persons who are guilty or violent should be given several corporeal punishments. According to him there should be restriction on the young men and women adopting western dress and ways as life style.

Attitudes themselves are correlated and give rise to super attitudes or ideologies. A person, who is religious, may also be in favor of flogging and the death penalty, hold strict views on the upbringing of children and favor capitalism. All these beliefs correlate to define the concept of traditionalism. These individuals would favor for closed nationalism, conventional educational system and conventional technology, and would be involved in extrinsic religiosity, supportive of inter group conflict and power politics and disfavoring globalization. On the other hand, there is concept of modernism, consisting of favoring the individuals possessing modernity would support internationalism, modern educational system and application of modern technology, and possesses humanitarian intrinsic religiosity. These individuals had keen interests for friendly inter group relationships in sharing power politics and supportive of world globalization views (Haque, 2004; Ara, 2008).

Open mindedness – Close mindedness attitudinal Approach

Rokeach (1960) has provided definitions of open- and close- mindedness. Open-mindedness is, in the last analysis, open communication, and being an open communicator can greatly enhance a relationship. The amazing point is that everyone seems to view themselves as being open minded. The mind that is open is open to the truth, whereas the close mind invents whatever truth it is comfortable with, so that it may persist in its delusions. To be truly open-minded, we must renounce the religion of our parents, and deny our cherished beliefs. Close-mindedness is afraid of reality. Open-mindedness allows us to embrace the alien and discover what others will not discover. Close mindedness is not a label for people who are not knowledgeable. Close-mindedness is a form of dishonesty and fear. Where the close minded are comfortable with self certainty, the open minded are comfortable with uncertainty.

The close minded man lives by his unchanging habits, and forces all new information and new situations to conform to his ideals and images of the world. Close-mindedness itself is a denial of common sense, for it is obvious that openness to new ideas is good. Only the open minded are capable of common sense, when it suits their preconceived ideas, and when it refutes their preconceived ideas. The reason that close minded people are prone to hate because they are afraid of innovation and change, and these fears lead to anger, and this anger leads to hate. The open-minded man is open to common sense as well as experimentation; he will put everything into context.

Rokeach's (1956) theory of close-mindedness and open-mindedness attempts to establish a relationship between social action belief-disbelief systems. His close-mindedness and open-mindedness can be explained by belief-disbelief system. A person's beliefs can be inferred from all that he says and does. The disbelief system, on the other hand, is conceived to be consisting of all the beliefs, sets, expectancies, conscious or unconscious, that in some degree or the other a person at a given time rejects as false. Thus, Rokeach conceives that open and close-minded individuals differ in their ability to distinguish between relevant and irrelevant information and to separate substantial information from information about the source of the information. The theory of close-mindedness and open-mindedness attempts to establish a link between belief-disbelief systems of the individual with the social action in the environment.

Open-mindedness refers to a relatively low frequency of rejection of disbelief systems, intercommunication of parts among belief and disbelief systems, and little discrepancy in the degree of differentiation between belief and disbelief systems. In contrast, close-mindedness refers to a high frequency of rejection of disbelief systems, isolation of parts within belief and disbelief systems, greater discrepancy between the degree of differentiation between belief and disbelief systems and relatively low differentiation within disbelief systems. The theory of dogmatism or close mindedness is concerned in the manner in which belief systems are organized independently of specific content of a particular belief system and having devised a scale for measuring open-close mindedness.

Rokeach (1960) argued that dogmatism is indicative of close-mindedness, which he contrasted with open-mindedness. All belief-disbelief systems serve two powerful and conflicting sets of motives at the same time, the need for a cognitive framework to know and to understand and the need to ward off threatening aspects of reality (Saroglou, 2002).

Rotter's Expectancy-Reinforcement Model of Personality

Research has also indicated that children tend to acquire a progressive sense of personal efficacy, as they grow older; that is they become more internal with age (Milgram, 1971). Much research with college students shows that they are generally quite internal in their orientations (Rotter, 1966). A study has shown

that there is an increasing sense of personal efficacy from college age to adulthood, a stabilized sense of internal control through middle age, and no decrease internality among the elderly (Ryckman & Malikiosi, 1975). This last finding runs contrary to popular stereotypes of the elderly as helpless and dependent. The study suggests the many of the elderly believe that are personally competent and not at the mercy of authority figures or a capricious environment.

The other aspect of the belief that personality has unity is that different behaviors are functionally related (Katkobsky, 1968). In Rotter's position there is also the assumption that behavior is goal directed. This directional aspect is inferred from the effect of reinforcing conditions (Rotter, Chance, & Phares, 1972). In short, Rotter considers human behavior to be motivated. People strive to maximize rewards and to minimize or avoid punishment. A few other corollary points about human motivation should be made. First, when investigators using social learning theory focus on the environmental conditions. Second social learning theory assumes that early goals are learned within a family setting. We are born with certain physiological needs that are satisfied by parents. This view, however, creates special theoretical difficulties. It assumes that all reinforces are reinforcing because they have become associated with drive reduction.

Rotter has constructed a theory of personality based on learning concepts and principles. An approach focuses on learned behavior. The assumption is that it is acquired through our experiences with other people. To understand personality, Rotter also thinks that we must consider it to have unity, or interdependence. One aspect of this belief is that a person's experiences or interactions influence one another. Various studies have shown that internals not only believe they have the power to affect their outcomes, but that they actually perform more effectively in both laboratory and academic situations. In academic settings, for example, Findlay and Cooper (1983) have found very strong evidence that internalize is associated positively with superior performance on a variety of standard achievement tests.

i. Internal-External Control of Reinforcement: One of the key constructs in social-learning theory is called internal-external control of reinforcement. According to Rotter, people acquire generalized expectancies to perceive reinforcing events either as dependent on their own behavior or as being beyond

their control. Internally oriented people tend to believe that reinforces are subject to their own control and occur as a result of displaying their skills. Externals, in contrast, see little or no concretion between their behavior and various reinforcers. Instead, they perceive the occurrence of reinforces as being determined by fate, luck or powerful others. Other investigators in psychology and sociology to describe the degree to which people can control important events in their lives have used all constructs such as competence, powerlessness, helplessness, mastery, and alienation. All these constructs are related to a belief in internal- external control. However, Rotter's construct has the advantage of being an integral part of a formal theory from which relatively precise predictions can be made.

ii. Social Learning Concept: There are four major concepts in the social – learning approach, behavior potential, expectancy, reinforcement value, and the psychological situation. In its simplest form, the formula for behavior is that “the potential for a behavior to occur in any specific situation is a function of the expectancy that the behavior will lead to a particular reinforcement in that situation and the value of that reinforcement”.

Behaviour Potential: For Rotter, behaviour potential refers to “the potentiality of any behaviour's occurring in any situation or situations as calculated in relation to any single reinforcement or set of reinforcements”. Thus a complex set of internal or cognitive factors is typically involved in the prediction of behaviour. Finally, it should be noted that Rotter's definition of behaviour is quite broad. Behaviour may be that which is directly observed but also that which is indirect or implicit.

Expectancy: Rotter defines expectancy as a cognition or belief about the property of some objects or events. Expectancies can vary in magnitude between zero and 100 (from 0% to 100%) and are subject to modification by experience. There are three kinds of expectancy postulated in social learning theory. They are (1) simple cognitions or labeling of stimuli (2) expectancies for behaviour-reinforcement outcomes and (3) expectancies for reinforcement sequences. Within social-learning theory any behaviour that has been associated with reinforcement gives rise to expectancy. Thus, expectancy is based on experience . According to Rotter, simply knowing how important a goal or reinforcement is to a person is no guarantee that we can predict his behaviour.

Reinforcement Value: Rotter defines reinforcement value as “the degree of preference for any one of a group of reinforcements to occur, if the probabilities of all occurring were equal”.

Psychological Situation: The fourth major concept utilized in the prediction of behaviour is the Psychological situation that is the situation as it is defined from the perspective of the person. In Rotter’s view, this concept plays an extremely important part in the determination of behaviour. In general terms, believes that the compiled cues in a given situation arouse in the person expectancies for behaviour-reinforcement out-come and also for reinforcement-reinforcement sequences.

Theoretical Approaches to the Generational differences

i) Generational Concepts

Times have definitely changed from when our grandparents were young, and even from our parents time as a child, these differences cause what people are calling a generational differences. This difference is causing clashing opinions and feelings on many of today’s pressing issues among these different generations. Generational differences have been parts of the social order for many, many years. Authors from past times have often mentioned that the younger generation is failing to live up to the expectations of the older generation. Now, instead of there being two generations that 'feud', there will be three generations: the younger generation, the middle aged generation, and the older generation. Although this may seem new, it is probably just a natural cycle of change in the social order.

The differences among the old people, middle aged and the young are called the generational conflict. It is the difference in the attitude, priorities, and views among three generations views. This difference among the three generations is not a new phenomenon. It has existed since times immemorial. As to the different attitude of life, the people belonging to the old generation always wonder what has gone wrong with the new generation. The differences also appear in some different ways.

The people belonging to the old generation always wonder as to what has gone wrong with the new generation. They feel that lack of respect for the old will bring ruin and spell disaster for the young. The conflict among these generations is widening day-by-day for various reasons. Firstly, the young people feel that the present system of education has little link with the realities of life. They feel highly disillusioned. Secondly, life has become so busy and fast that parents find little time to devote to their children. Efforts to promote intimacy and understanding between the old and the young are lacking. Thirdly, the young also find that there is a difference between what they are expected to do and what is actually happening in the country. The generational conflict has widened to such an extent that the old and the young people appear to be living in two separate worlds without any interaction. According to Hamblett et al. (2011) 'A generational conflict describes a vast difference in cultural norms between a younger generation and their elders. The generational conflict occurs when older and younger people do not understand each other because of their different experiences, opinions, habits and behaviour'.

Gasset (1958) points out that at any point of time, there are three generations living in the same society, with each having its own perspective and outlook on life. Not all contemporaries are coevals. Contemporaries are those who "live at the same time, in the same atmosphere, in the same world," whereas only those are coevals who belong to the same generation. Belonging to the same generation means being of the same age and having "some vital contact" with one another. Leaving aside those below fifteen, who are yet to enter life and play effective role in society, and those above sixty who are outside the mainstream of life, there are at any time three generations living in the same society. Each has its own perspective on life, its own attitude to the tasks that the business of living implies. This simultaneous presence of three generations provides, according to Gasset the "essential anachronism" to which history "moves, changes, wheels and flows. He mentioned that if all of us who are contemporaries were coevals, history would be stopped "in a state of paralysis, petrified, having only one face, with no possibility of radical innovation." Since three generations live at any point of time in the society, the problem was to select those for study who were not "Coevals," and though living at the same time, could be called separate generations. As well as constituting those segments of society, this had a significant part to play in the mainstream of life.

Sinha (1972) argued that though the differences among these generations have existed in every age, the phenomenon that is witnessed today is a little different. Differences and gaps now have permeated the society as a whole and are being manifested on different levels of our experience like tension between student and teachers, youth against the administration, and youth deriding the ways and outlook of the older generation. In India, it is contended that the main scene of intergenerational conflict is in urban society. In the urban setting, the exposure to mass media of communication has intensified the gap, and magnified the differences in attitudes, approaches, and value.

In fact, Sine (1999) goes so far as to say that the single biggest factor in the modern world is 'globalization'. The greatest effect of these defining historical moments will be seen in the young people who experience them. Young people are much more impressionable than adults, and are obviously affected by defining moments in different ways to their parents and to their grandparents. History creates generations, and generations create history. The cycle draws forward energy from each generation's need to redefine the social role of each new phase of life it enters and It draws circular energy from each generation's tendency to fill perceived gaps and to correct the excesses of its elders.

Strauss and Howe (1991) refer to the similarity in worldviews of those similarly aged as a "cohort generation" effect. A cohort generation is a group of similarly aged people that has similarities in attitude and worldview, mainly due to shared life experiences at comparable ages. The value of the generational theory is that in viewing people born at similar times as being "grouped" together, and sharing common perceptions of reality and common attitudes (Zimmerman, 1995). Strauss and Howe identified life stages as (1) *Youth*: (2) *Rising Adulthood*: (3) *Mid life*: (4) *Elder hood*: (5) *Late Elder hood*:

Howe & Strauss (1991) identified America's living five generations as follows: (1) The GI Generation (was born in 1901-1924) (2) The Silent Generation (was born in 1925-42) (3) The Boom Generation (was born in 1943-60) (4) *Generation "X"* (was born in 1961-81) 5. *The Generation Y*: 6. *The Generation Z or the Millennial Generation*: (was born in 1982 to present time)

ii) Intergenerational Mobility

Intergenerational transmission is a complex process that can be analyzed from widely divergent perspectives. One perspective is rather descriptive in nature and relates to the amount of movement that is present in the intergenerational process. However, researchers often calculate such a mobility index, and then implicitly or explicitly interpret their findings in the light of other more normative concerns related to the degree of inequality of life chances or to the degree of inequality of opportunity. Gaer, Schokkaert & Maartinez (2001) analyze three different motivations for being concerned about intergenerational mobility: i) mobility as a description of movement, ii) as an indication of equality of opportunity, and iii) as an indication of quality of life chances.

Not many studies have been conducted in this country, which provide reliable empirical data regarding generational differences. It is often contended that the difference among the generations is not a new phenomenon present only in the modern times. It has always been there, and experienced in every generation. The present investigation is largely focused on gathering facts of generational differences and to locate areas where it is most articulate and likely to cause stress and strain among the generations. In a research thesis of this nature, it is not possible to encompass all the dimensions of generational differences that are experienced. Certain specific areas have been chosen on which it was felt that the “generational difference” would be most manifest.

Socio Demographic Approach

A major approach to the study of attitudes concentrates on the socio-demographic variables. From a theoretical point of view, cross-cultural studies of the relation of personal characteristics to certain attitudes or beliefs can merely serve to support the original assumption—that beliefs and attitudes reflect life experience. Personal characteristics that have been used in cross-cultural studies as indicators of life experience include gender, age, residence, education, occupation, and social class; each will be discussed in turn.

A) Gender: In almost every society there have been distinctions made between the societal functions and other behaviors prescribed for males and females. Since these distinctions have followed similar patterns in the majority of cultures.

It is not surprising to find some attitudes and beliefs that exhibit consistent sex differences from culture to culture. Male/female differences have been reported in attitudes toward roles (Castillo, 1963; Parish, 1993) and beliefs about parental obedience (Smith et al., 1966). However, in situations where there is no clear theoretical link between male/female experience and beliefs (Beg, 1966); “human nature” (Buchanan & Cantril, 1953); and food (Babayán, Bdayr, & Lindgren, 1966). Tbilisi’s (2003) observations have demonstrated stronger difference between generations than between genders, and at the same time stronger generational difference among males than among females.

B) Age: Investigation of age differences in attitudes and beliefs suggest that, as individuals grow older, they acquire and retain more information which leads to a greater accuracy and/or diversity of beliefs (Tajfel, Jahoda, Nameth, Campbell, & Johnson, 1970). Age mate also affect the salience of a particular attune object. Among adults, some age differences are reported in managerial values (Bass & Eldridge, 1973). These differences can be reasonably attributed to changes in the importance of various occupational outcomes as one grows older. These differences can probably be attributed to the differing economic situations, job skills, etc., that characterize the two groups. It is necessary to establish equivalence of meaning in the experience variable as well as the theoretical relevance of the experience to attitude or belief formation is as “generation gap in year’s equivalent to the same type of gap in experience across cultures do the different experiences associated with age has theoretical release for the attitude or belief in question.

C) Residence: Investigations of urban-rural differences in attitudes or beliefs have focused on lifestyle (Beg, 1966); values (Miller & Inkeles, 1974); social distance and attitudes; political beliefs (Muller, 1970) job and carrier satisfaction (Kahl, 1968); and modernity (Inkeles, 1977). In most cases the relationships are weak and often disappear when such factors as education or occupation are controlled. The lack of relationships found in most of these studies is not surprising for two reasons: (1) the most frequently used measure, current residence, may not clearly differentiate groups according to experiences associated with longer-term versus shorter-term residence in a locale; and (2) rarely has a theoretical link been suggested between the experiences associated with particular residential area and the attitudes/ beliefs of interest.

D) Occupation and Social Class: Occupational prestige, and social class are usually highly inter correlated and they often represent similar experiences. Much of the literature (England & Lee, 1974; Bass, 1974) regarding the attitudinal effects of these variables deals with the concept of “modernity.” The fact that some strong empirical relations have been found between such experiences and modern attitudes may be due in part to the theoretical base from which the studies were designed.

It can be said that economic and social transition cause dynamic change in generational, gender and family patterns, gradually shifting them towards western norms and lifestyle, and respectively influencing the process of transition to adulthood. Among other factors creating cultural variation between different cohorts of the population divide the generation into young, middle aged and older themselves. Our observations have demonstrated stronger differences between generations than between genders, and at the same time stronger generational difference among males than among females. Following the tradition, females are achieving personal independence at older age as compared to young males. The younger generation is more liberal, and at the same time more radical in its opinions, shows less respect toward the law.

Although the measures differ the evidence appears consistent that working or lower class parents are more likely to emphasize obedience while middle class parents are to be more permissive and encouraging of individual self-control in their children (Inkeles, 1960; Rapp, 1961).

The main objective of the present study would be the analysis of similarities and differences of younger, middle aged and older educational generations on the continuum of modernism-traditionalism in relation to national development attitudes, attitude towards globalization and personality variables. In addition, other objectives would be to find out the strength of relationship of national development attitudes along with globalization, sociopolitical attitudes, and personality variables. Several relevant variables emphasized and reviewed in the present chapter have been utilized in the design and planning of the study. It is necessary to take into account the combination of all approaches for proper investigation as related to generational differences in the present developing

context of Bangladesh within which the investigation is to be conducted. Hence, it is necessary to review the empirical study available in the literature related to modernism-traditionalism attitudes towards globalization, national development attitudes, open mindedness–close mindedness, generational differences, and personality factors in the next chapter II, prior to describing the development and specific objectives of the study, which have been given in chapter III.

Chapter Two

Review of Literature

Chapter Two

REVIEW OF LITERATURE

In order to substantiate the theoretical orientation of national development as related to attitude towards globalization, personality variables, generational differences and demographic factors as a review of the available literature corresponding to the theoretical approaches described in Chapter-I has been put forward in this section.

National Development Attitude

The national development as a continuing process has some effect-good or bad-on the attitude of people to the succeeding stage. According to Banton (1975) it is clear that individuals in underdeveloped countries should become aware of their roles as citizen from the perspective of national development. The people of a nation have certain rights and obligation, which determines their roles as citizens.

Cantril (1978) found that the aspiration level and nation building constructive tendencies of different generations' people from less developed countries tends to be modest as compared to those from highly developed counties. Bangladesh being one of the newly independent countries deserves the active role of its citizens in nation building activities and in creating positive attitudes toward national development.

In another study, Zaman and Rahman (1978) found that the men, who have higher educational background, who belong to a rich family and who reside in urban areas have more favourable attitude towards national development as compared to their opposites.

Inkeles (1984) showed that in terms of development qualities of the traditional middle age generational individuals tend to freeze people into the situations and positions in which they are now and which in turn serves to preserve the outdated, indeed archaic and often oppressive institutions which hold the older

people in their grip. The researcher also showed that younger generational people become modern in spirit that adopt and incorporate into their personalities, the attitudes, values and modes of acting.

Singh (1985) found some behaviour dispositions among older generations 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. But these factors examined by the younger generation in the present day of national development are considered as dysfunctional.

Begum and Begum (1985) found in a study on attitude towards development that students whose fathers had urban residential background showed significantly more favourable attitudes than those whose fathers were of rural residential background.

Ashford (1987) conducted a study to find out whether national development attitudes differ as function of gender and generational differences. The researcher found that national development in younger and middle age generations' citizens show the tendency to reconstruct the values and attitudes placed on the nation in such a way as to enhance his chance of leading a more productive life and living happily in a more complex environment. But no gender differences were found in national development attitudes.

Sinha (1988) in a study identified certain belief system, values and modes of behaviour that characterizes people and analyzed their relevance to national development. The study showed that externally controlled older generations were less interested about taking challenge in risky aspects of national development as compared to middle aged and younger occupational generation.

Begum (1988) showed that most of the respondents express development in economic terms. The researcher explained national development as a reflection of the poverty that has engulfed the multitude of people and the economic maladies of the nation.

Segall (1993) while dealing with the implications of some findings from social psychology to localized national development projects has rightly emphasized the policy of restructuring social environment towards inducting modern behaviour and also the importance of mediating variables such as attitudes, individual perceptions, values and other personality factors.

Pareek (1998) in his case study of Indonesia, discussed ten dimensions, viz. Fatalism, Ambiguity tolerance, Contextualism, Temporalness, Collectivism, Particularism, Other-directedness, Androgyny, power difference tolerance and use of power of Indonesian culture and their relevance to national development. Results showed that some of these dimensions were found to be dysfunctional for national development as function of gender and residential differences.

Ahmed and Begum (2001) investigated attitude towards national development and found that attitude towards national development varied significantly as a function of socio-economic class and residence. The lower class respondents showed less favourable attitude towards national development than middle and upper class respondents. The respondents from urban areas were found to have more favourable attitude towards national development than the respondents of rural areas. Apart from these main effects no significant interaction were found between socio economic class and residence.

Ahmed (2002) attempted to investigate the effect of education, income and age on attitude towards national development. Results of the analysis of variance applied to attitude scale scores revealed significant main effect of education i.e. attitude towards national development varied according to different level of education. The respondents who had formal education were found to have scored lower in attitude scale than respondents having higher income. The main effect of age was also found to be significant. Young respondents belonging to early adulthood and adulthood stage scored highest in the attitude toward national development scale. The findings of the study indicate that poverty and the lack of education are the main obstacles for developing positive attitude towards national development.

Blaisdell (2005) mentioned in the result of his study that national development is the continuing process whereby the people of a nation learn how to use the human and material resources effectively.

Khatun (2007) found that middle SES individuals were found to express more voting attitudes in relating to national development as compared to lower SES individuals. It was also revealed of the study that male individuals were found to possess more voting attitudes as related to national development in comparison to female individuals.

Ferdousi (2007); Rahman (2007); Haider (2008) conducted similar type of study in which they found male students were more supportive of the contemporary trends of politics on socio-political attitudes questionnaire as compared to female students.

Parvez (2008) aimed at measuring comparative voting attitudes between married and unmarried women as related to national development in Bangladesh. The result showed that married women were significantly higher in their voting preference as related to national development in comparison to unmarried women.

Globalization and National Development

Barai (2000) found in his study that the knowledge gained scientifically by the younger generation becomes very valuable for implementing the developmental plans with involvement and collaboration of the people themselves at the grass root level which enriched their attitude towards technological globalization.

In a study of Ahmed (2001) aimed at measuring attitudes of individuals towards improving the conditions in different areas like agriculture health, education, economy, industry, population control, women status, trade and commerce revealed that among different generations, younger generation contributed most to those above mentioned aspects which indicated more positive attitudes towards national development and globalization.

Garten (2007) found that 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. So, developed societies' people are more concerned about a constructive and accelerating change in globalization.

Burlatski (2008) conducted a study on three generations (N=380) and found that younger generation indicated globalization acceptance of technology and of institution for speedy progress which the middle aged and older generation did not think. The younger and middle aged generations also indicated globalization as the building up of institutional norms of efficiency and ethics of responsibility that their older counterpart did not think.

It has been found from a study (Rosenau, 2009) that social class membership and generational differences affects personality and behaviour on attitudes towards globalization. Class values and patterns of behaviour provide the members with roles, teach them how to play and accord them different status and positions. So, the socio-economic classes also influence the attitude towards globalization and national development. Moreover sets of values and networks of socio-economic classes come to be established and are handed down from one generation to another as beliefs, customs, methods and institutions.

In a study Berger (2009) found that different educational generations at large living in underdeveloped countries are not always governed by supportive attitudes and motives towards economic globalization and incentives alone. Older generations 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 factional hostilities create a resistance to accept change in economic sectors.

Maass (2010) in a study mentioned that social awareness in generation to generation in terms of their attitudes towards different aspects of globalization despite of environmental limitations is governed by the social values and norms which people cherish. Thus development and positive attitudes towards globalization becomes a means to an end which is determined by the society's predominant system of values.

Kelmon (2011),in an empirical research work on attitudes towards globalization found that a nation which ignores an objective examination of its fundamental problems or resorts to crude analysis and fake remedies is doomed to disaster and tend to have a negative attitude towards environmental globalization especially in case of older generation.

Faux (2011) found that within different generations, younger are more positive for quantitative changes in the economic, socio-political and cultural lives of the people for development and various aspects of globalization. National Development attitudes and attitudes towards globalization of different

generations thus entails not only economic growth but also other conditions such as adequate food, employment, health, education, reduced inequality and self reliance.

Modernism-Traditionalism Attitudes

Radicalism in development and economics has been studied since the pioneer work of Watson's test of fair mindedness (1925). Radicalism-conservatism appears to Stagner (1936) as a common factor in measures of nationalism, racial prejudice, pro fascist sentiment and approval of forceful solution to problems. According to Adinarayaniah (1941) radical is free of racial prejudice.

A study was done by Breslaw (1938) which showed that the combination of experiences early in life is an important factor for the development of a specific type of attitude. No single factor or simple pattern of factors was found important.

Another intensive study on attitudes had been conducted by Murray & Morgan (1945). The general findings of the study revealed the varied connections existing between aspects of personality and attitudes and demonstrated an intimate relation between personality structure and attitudinal orientation.

Srivastava (1971) found that education helped to a great extent in the modernization of two tribes. Educated tribesmen were more mobile spatially, occupationally, and socially than the uneducated and were more positive about national development.

Mishra (1972) found that mass media exposure was a relatively strong factor in modernization. Mishra viewed modernization as a multi-dimensional phenomenon the main dimensions of which were empathic ability, political participation, and freedom from family dependence which accelerate the above all development of a nation.

Singh (1973) analyzed the process of modernization in India from a systematic sociological perspective. He identifies two major concepts to analyze modernization, i.e. social structure and tradition. In his study he found that modernization of both the Hindu and the Islamic traditions implies a psychic-

normative challenge to break away from hierarchy to equality, from holism to individualism, from continuity to historicity, and from transcendence to this worldly rationalism and secularism. Both the Islamic and Hindu traditions had undergone orthogenetic changes at many levels long before the modernizing changes mainly under the Western impact began.

Inkeles and Smith (1974) in their study of overall modernity identified the characteristics of modern man and traditional man. They found that 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 nation.

Ara (1983) found in her extensive study that student activists whose parents have urban residential background with advantages of modern technology supported liberal on conservatism-radicalism attitudes in comparison to those activists and non activists whose parents have rural residential background.

In a study Samad S. S. (2007) found that social change attitudes, personality factors, SES and residential background considerably moderated national development attitudes. One of the important findings reflected through the intervariable correlation was that the highest correlation was obtained between social change and national development attitudes in two cities of Bangladesh. Thus, attitude towards social change did appear to be important variable in determining the national development programme.

Attitudinal and Social Change Approach

Although social and cultural change is studied predominantly in other social science disciplines, both of these factors in psychology have recognized a developing role. This chapter considers some representative studies of psychological antecedents to change modern attitudes, some personality and learning approaches, and some psychological consequents of social change including shifts in cognitive, personality, attitudinal variables.

Hovland and Mandell (1952) found that there is actually a curve-linear relationship between attitude change and communication attitude discrepancy

among different occupational generations that resulted in positive or negative attitude change as function of generational differences.

According to Newcomb (1953) the rigid person especially person of older generation may not change his attitude readily because the change tends to create a sense of insecurity which usually gives rise to terrible conflicts and tension.

Eysenck (1954) conceived cognitive complexity as a disposition to view the person or objects in one's social environment in a complex or differentiated fashion which creates negative impact on social change.

Bonner (1958) in a study of three generations as function of gender and SES found that conservative older occupational generations showed more extreme attitudes than younger generations. The results of the study also revealed that older generations' attitudes are less easily changed than moderate attitudes of younger generations.

Krech, Crutchfield and Ballachey (1962) found that reducing an extreme attitude i.e. incongruent change may be much harder than strengthening a moderate degree of attitude change by the same amount. They mentioned that with less extreme attitude the difference in the case of inducing congruent and incongruent change may be much less marked.

Eisenman (1968) indicated that low personal involvement plus preference for simple figures yielded the greatest attitude change while high involvement and preference for simple figures led to least attitude change.

Jahoda (1968) and Barbichon's (1968) study suggest that there may be a state of cognitive coexistence during social and cultural change that is neither maladaptive nor conflict ridden. If such is the case, then the dynamics of attitudinal change may be different from the present suggestions. Researchers found in their study that cognitive consistency, cognitive complexity and personality rigidity are the factors which are considered to be influencing the attitudes toward social change and national development.

Infante (1972) found cognitive structure in his study as a predictor of post-speech attitude and attitude change. The results of this study supported the hypothesis

that cognitive structure predicts post-speech attitude and that change in cognitive structure predicts attitude change as function of gender, education, occupation and generation.

Vasudeva (1976) conducted a study in India to investigate the relationship between conservatism-radicalism and certain personality traits. The findings of the study showed that conservatives differed significantly radicals on all the six dimensions. Conservative expressed resistant to social change but the radicals desired favorable attitude towards social change.

Bhutani (1979) found that the degree of differentiation of the construct system as reflecting cognitive complexity-simplicity play major role in social change and attitudes towards globalization. His study revealed that a system of constructs which differentiates highly among persons is considered to be cognitively complex and positively affected the social change. A construct system which provides poor differentiation among persons is considered to be cognitively simple in structure and negatively affected the social change.

Ara (1985) conducted a study to investigate the factors of social and socio-political change relating to the different ideological growth in the universities of Bangladesh. Results supported the conviction that certain progressive and sociopolitical attitudes have great impact on social changes in the present political, economic, cultural and social situation in the present context of Bangladesh. In the similar line, Ara (1990) found that in Bangladesh gender variation and status differentiation has been playing major role in desiring social changes.

In the context of Bangladesh Haque (2002) conceptualized conventionalism-progressivism containing the areas relating to (i) educational system, (ii) attitudes towards authority, (iii) relationship progress of the country, (iv) present administrative system, (v) national identity. His study revealed that younger political generations desired social change as favorable above five dimensions, on the contrary, older political generations were found resistant to social change.

Open-mindedness and Close-mindedness

Plant, Telford, & Thomas (1965) found that highly dogmatic subjects were psychologically immature and could be characterized as being impulsive, defensive, conventional and stereotyped in thinking which has negative impact on social change and attitudes towards globalization.

Ray (1973) investigated dogmatism in relation to various sub-types of conservatism. The results of this study showed that dogmatism was significantly and positively correlated with political, social and moral conservatism and negatively correlated with economic conservatism.

Hanson (1976) conducted a study which showed that dogmatism was positively associated with a conservative orientation. This reflected real differences in open-mindedness, ideological content and in the combination of both factors. On the basis of these data the investigator concluded that highly dogmatic individuals are found to be apprehensive about prospective changes. These individuals displayed attitudes of nationalism and resistance to change.

Smithers and Loblely (1978) examined the phenomenon of dogmatism and radicalism- conservatism. The results of this study give clear support to Rokeach's claim that dogmatism is a measure of authoritarianism of the left as well as of right. Item by item analysis suggest conservatives are more dogmatic in their attitudes to tolerance and authority and the radicals were more likely to feel isolated, to fear the future and to possess a restricted time perspective. This study further reveals a closure relationship between dogmatism and conservatism than radicalism and dogmatism.

It was seen from the study of Francis (2001) that the combination of high Dogmatism, low Team Orientation, and low Social ness in junior aviators could suggest lower openness to crew input and increased risk for mishaps.

Rahman (2006) has attempted to investigate inter-generational differences relating to attitudinal variables of open-mindedness and close-mindedness in relation to conservatism-radicalism and demographic factors in Bangladesh. Results showed that the younger generations expressed highest open-mindedness as well as radical attitudes and accepted social change more positively in comparison to other group.

Haque, Rahman and Samad (2007) conducted a study to explore the phenomenon of open-minded and close minded attitudes as related to gender difference among these occupational generations in the context of Bangladesh. A total of 360 Ss equally divided into younger, middle aged and older generations were utilized as the sample of the study. The results revealed that the younger and middle aged

generation exhibited more open-minded attitudes as compared to older generations. Results also revealed that the male generation is more open-minded as compared to their female counterpart.

Berg, Moore, Retzlaff and King (2012) were interested in studying a full range of successful aviators to discern which personality factors were present and whether these factors correlate with age, rank, and accumulated flight time. The result showed that junior aviators scored higher on the factor associated with Dogmatism and lower on the factor associated with Team Orientation and Social ness.

Trait-Attitude-Personality Correlational Approach

A comprehensive study of socio-political attitudes includes in its analysis an extensive understanding of traits as an aspect of personality. Traits prefer the persistence and rigidity levels of personality. They initiate and guide consistent form of adaptive and expressive behaviour. Hence in several studies the analysis of trait-attitudes and personality have been undertaken to provide an insight into the dynamics of socio-political attitudes. A number of studies have shown the conservatism- radicalism attitudes as related to trait characteristics.

An earliest study on this dimension was conducted by Vetter (1930-31). The aim of this study was to find out the relationship between socio-political attitudes and various personality traits. The findings showed that radicals were superior in intelligence, more introverted and possessed greater individualization in comparison to the conservatives who were found inferior in intelligence, extroverted in approach and having lesser individualization.

Another study of similar nature was done by Dexter (1938-39). The result showed that radicalism was positively correlated ranging from 0.20 to 0.35 with all the above traits, but speed of decision and movement were found to be negatively correlated with radicalism.

Further investigations into the causative factors of radicalism and personality traits have been done by Sanai and Pickard (1949). The results revealed that radicalism was positively correlated with intelligence, introversion, aggression, imagination, and emotional control.

In his study, Adorno et al., (1950) found that individual's susceptibility to ideology was dependent primarily upon his psychological needs. The correlation between conventional values and prejudice was found to be positive. These findings showed that political, economic and social ideology have their origins to a pattern of personality traits, which correlates significantly with antidemocratic trends. In other words a potentially fascists pattern can be extended to the central personality.

The work of Eysenck is another example of trait-attitude-personality correlational approach in the field of socio-political attitudes. On the basis of his findings Eysenck (1954) concluded that tender mindedness and tough-mindedness are not in themselves representative of attitude constellations but rather the projection of personality variables on to a radical conservative attitude continuum.

Eysenck and Coulter (1972) conducted further investigation into the personality and attitudes of working class British communists and fascists. According to Eysenck, attitudes are structured around two orthogonal dimensions of radical conservative and tough-minded authoritarian, and rigid in tolerant of ambiguity and emphatic than the control groups. Communists were the least ethnocentric group of all and fascists were found to be highly ethnocentric. Communists were more radical and fascists were more conservative than the control groups.

Gidi (2005) found that women are significantly more agreeable and conscientious than men. Law students are significantly less agreeable and open to experience than students of all other faculties, and more neurotic than natural science students. Female students of natural sciences are significantly more agreeable than both their male counterparts in the natural science and than law students. The results are discussed in light of the specific characteristics of the different fields of study and in context of traditional gender role expectations from men and women.

Approaches to Personality variables

Another attempt was made to the study of attitudes in relation to personality variables by the investigator. Internal control refers to the degree to which an individual perceives that the events that happen to him are dependent on his own behaviour. External control, on the other hand, has reference to the result of fate, luck, chance or powers which are beyond individual's personal control and

understanding, Social learning theory has been found to be predictive of, and related to, a wide range of behaviours across numerous situations with diverse groups of people.

Extensive reviews and studies are available related to locus of control along with personality variables of powerful others and chance (Gore and Rotter, 1963; Strickland, 1965; Rotter, 1966; Lefcourt, 1972; McDonald, 1973; Phares, 1973; Hill, Chapman and Wertzer, 1974).

Gore and Rotter (1963) mentioned in their study that in case of social activism ranging from doing nothing to signing petitions, intent students are more likely to commit themselves to the more dramatic types of social action and are externally controlled.

Strickland (1965) found Civil Right activists to be significantly more internal than matched non activists. The nature of the activist movement changed with social progress.

In internal-external control of social action research, a number of studies (Johnson, 1961; Rotter, 1966; Thomas, 1970; Lefcourt, 1971; Mirels and Garrett, 1971; Fink & Hjelle, 1973) have been interested in the degree to which I-E expectancies may predict political beliefs which lead to social change. These investigators suggest that internals do attempt to take responsibility for their lives and to change uncomfortable and aversive situations.

Internals appear to support political structures that emphasize individual responsibility. They also found that internals tended to make judgments independently of the demands of others, whereas externals were much, more compliant in same situations. Internals always act rationally (Phares, 1965; Silverman & Shrauger, 1970; Ryckman, Rodda, & Sherman, 1972).

These findings indicated that some internals are capable of acting quite irrationally under certain circumstances. Internals not only tend to resist influence attempts by others but, when given an opportunity, make more efforts, to control the behavior of others. They also tend to like people they can easily manipulate and to dislike those they cannot influence.

Palmore and Luikart (1972) found that internality as measured by four locus of control question was the third most important variable to account for life satisfaction in the elderly. Kuyper with an abbreviated locus scale, found internal elderly to be more competent in coping, less defensive, more cognitively complex and intellectually superior.

According to Dion & Dion (1973), internals were found to have proportionally fewer romantic attachments than externals. They also reported experiencing romantic love as less mysterious and volatile than externals. In addition, internals were more strongly opposed to an idealistic view of romantic love than were externals. In comparison with externals, they disagreed more with these statements: (1) there is only one real love for a person; (2) true love lasts forever; and (3) true love leads to almost perfect happiness.

Phares and Lamiell (1974) also found that externals employ defensive strategies before task performance as well as after it. These investigators gave internals and externals choices of taking four kinds of intelligence tests.

Research (Phares, 1976) has also shown that internals attribute their failures to internal factors, whereas external blame them on external factors. Thus internals experience more shame and guilt than externals when they suffer defeat. It has therefore, been proposed that an internal orientation is necessary for adequate social adjustment functioning and change (Phares, 1971; 1979).

Wolk (1976) found the internality on the Nowicki-Strickland Locus of control Scale correlated with adjustment, satisfaction, positive self-concept, and activity only in those elderly living in low-constraining environment.

Research (Phares, 1976) has also indicated that internals not only take responsibility for own actions but also assume that others are responsible for theirs. Externals, in contrast, assume that their behavior and the behavior of others are controlled by outside forces. Internals are thus more likely, when given the opportunity, to meet out more severe punishment to rule violators in various situations than are externals.

Kauffman & Ryckman (1999) showed that internals may be seen as being more punitive and less sympathetic than externals in their judgments and behavior toward wrongdoers.

Wallston & Wallston (1982) showed that internals have more positive attitudes than externals about physical exercise and cardiovascular fitness. Thus, an internal locus of control is associated generally with good health, preventive health care, and more adequate coping with illness once it does occur. It means that any change of attitudes for individual or societal is highly accepted by the internals.

Lau (1982) has found that internals more than externals were encouraged by their parents when they were children to follow social norm and values. As a consequence, of these early experiences, internals have learned to see themselves as responsible for the maintenance, improvement or development of their society. Thus it was expected to find that internals know more about the conditions that cause poor health of the society and to be more likely to steps to improve or maintain their nation.

Wallston & Wallston's (1982) study has shown that internals take more precautionary measures to protect their health than do externals. Internally oriented high school students report greater use of seat belts when driving than do externals.

Islam's (1988) findings of the study revealed that the activists students were found more internally controlled in their personality as compared to non-activists group. These activists group also expressed more open mindedness; accept the social change in comparison to their non-activists counterpart.

Ziauddin's (1989) findings revealed that in political groups, urban male and rural male Ss were more internally controlled followed by urban female and rural female Ss. For apolitical groups male Ss were more internally controlled followed by rural male, urban female and rural female Ss.

In Indian context, Ramamurti and Jamuna (1994) examines how religiosity and externality are related to adjustment in old age. Findings indicate that religiosity and externality are positively associated with good adjustment. Clements (1999) also found the same results in such type of study.

Elizabeth's (2004) findings suggested that a tired variable such as age may be responsible for both the decrease in psychoticism, concomitant increase in intrinsic religiosity and dogmatism. Results highlight the need to account for background and other status variables when examining relationships between personality and religiosity.

William and Matthew (2005) investigated the study of personality variation and age. The evidence suggests traits are less stable in younger adults than older adults are.

Ara, et al., (2006) found that the political students were more internally controlled as compared to non-political students. Moreover, male Ss were found more internally controlled in comparison to their female counterpart.

Sharmin's (2008) findings revealed that working female were found more internally controlled on I-E control of personality variable as compared to working male Ss respectively. This study also revealed that younger group having working male and female were found more internally controlled as compared to older group respectively. Again the study indicated that younger group having working male and female were expressed more personal efficacy, more socio-political control and less interpersonal control as compared to older group Ss respectively.

Generational Differences

A number of Psychologists (Behrendt, 1932; Neumann, 1939, 1942; Mannheim, 1953; Keniston, 1968; Guastello et al., 1992; Weir, 2000; Shapiro, 2005) suggested that the concept of the "generation" had to be added to such structural categories as role behaviour, class or ethnic group. They argued that just as men's attitudes differ as a consequence of their being in a different position in the stratification hierarchy, so men also differ as a result of belonging to different generations.

Some American studies (Morsell, 1951; Lazarsfeld et al., 1948; Korchin, 1946) illustrate the usefulness of the generation concept. These studies were evidence of a generation gap in authoritarianism. The goal of the study of Guastello and others (1998) was to determine the degree of ideological consistency across two

successive generations. It was a survey data from 507 undergraduates and their respective parents. The author found significant correlation on authoritarianism for students (younger generation) and parents (older generation).

Weinstok & Learner (1972) conducted a study regarding attitudinal generation differences. They found that parents of older occupational generation and their adolescent children of younger generation had different attitudes on contemporary issues. This attitudinal difference was found more between college students and their parents in comparison to a non-college and working class community population.

Mischel (1973) found that students as well as their parents predicted greater discrepancy in attitude toward morality of war, birth control and abortion, marijuana and L. S. D. racial and sexual equality. In this study, the perception of generation gap was enhanced.

Rossi et al., (1990) found that feminist values tend to be similar between both parents and their daughters and thus generation gap in case of feminist values was diminished in their study.

Simonton (1983) mentioned that individual differences may be transferred across generations through either genetic inheritance, identification with role models, cohort effects, or socio cultural influences.

Goldschmidt et al., (1994) found that mother's characteristics are especially important in predicting a daughters' orientation to the social behaviour and from the intimate relationship of daughter and mother prediction of daughter's social and emotional behaviour become correct in most cases though there remains a generation gap between mother and daughter.

In their own study Lopez, Haigh and Burney (2004) investigate the relationship between hardiness and assimilation to the Australian culture, and the relationship between hardiness and levels of perceived stress among first- and second-generation Latin American migrants living in Melbourne, Australia. However, first generation migrants did not appear to be hardier than second generation migrants.

Shapiro's (2005) findings indicate that there is a high degree of disagreement between how adult children and their parents view their relationship. Results

revealed that parents are more likely to report greater relationship quality, while children report greater contact and exchanges of assistance. While a number of variables influence the correspondence between generations, the strongest and most consistent predictors are sex, age, child's marital status, and residential proximity.

Haque and Rahman (2006) conducted a study on socio-political attitudes as related to SES difference among three generations in the context of Bangladesh. A total of 360 Ss equally divided into younger, middle aged and older generations were used as the sample. Results revealed that younger generation expressed more radical attitudes as compared to the middle and older generations.

Haque (2006) investigated in a study the attitudinal difference of political leaders toward social change as related to generational gap and gender in the context of Bangladesh. A total of 360 Ss equally divided into two political generation groups (older & younger) were utilized as the sample of the study. The result showed that older political generation differed significantly from younger political generation. The result also showed that older political generation differed significantly from younger political generation on conventionalism progressivism attitude.

Socio-Demographic Factors

A good number of previous researches (Lazarsfeld et al., 1948; Davidson and Kruglov's, 1953; Reza, 1985; Karylowski et al., 2001; Weir, 2004) suggest a number of relationships among gender, masculinity, femininity, attitudes and personality. The current study attempts to clarify these findings by investigating possible links between national development as related to attitude towards globalization, personality factors and demographic variables.

One of the earliest surveys on demographic variable was conducted by Lazarsfeld et al., (1948). Lazarsfeld et al., (1960) concluded that demographic variables such as religion, social class, and urban-rural residence have great impact on the formation of modernism -traditionalism attitudes.

Eysenck (1975) in his study on the structure of social attitudes concluded that modernism -traditionalism ideology was related in different ways to social class. The findings revealed two types of cluster groupings. One group included

attitudes related to socialism, pacifism, and libertarianism. Factors relating to these groupings were found to be significantly correlated with class, sex and age. Men in comparison to women were found more permissive, less pacifist and less religious. Younger group was found much more permissive than the older group.

In another study Begum (1991) found on attitude towards national development that the students whose place of residence was justly in the urban areas had more favourable attitude towards national development than those who lived in the rural area. Also the students whose parents had higher educational qualifications showed more favourable attitude towards national development compared to those whose parents had lower educational qualification.

Karylowski et al., (2001) did a study on gender and generation. Findings revealed that gender-stereotypical categorization occurs also for stimuli that are not gender-related by definition constitute an important extension of research by Banaji and her associates (Banaji & Hardin, 1996; Lippa, 1995).

Tbilisi (2003) found that economic and social transition caused dynamic change in generational, gender and family patterns, gradually shifting them towards western norms and lifestyle, and respectively influencing the process of transition to adulthood. His observations have demonstrated stronger difference between generations than between genders, and at the same time stronger generational difference among males than among females. Following the tradition, females are achieving personal independence at older age as compared to young males. The younger generation is more liberal, and at the same time more radical in its opinions, shows less respect toward the law.

In another study Weir (2004) concluded that though the immediate effects of economic and social reforms on current income distribution in Latin America may not be that strong, they are likely to have the long-run effect of increasing intergenerational social mobility.

Haque (2004) conducted a study to explore the phenomenon of conservatism-radicalism as related to intergeneration gap in the context of Bangladesh. A total of 360 Ss equally divided into older and younger generations were utilized as the sample. The results revealed that male political generation is more conservative as compared to the female counterpart.

Ara, et al., (2006) found that the male political students were found more internally controlled in comparison to their female counterpart.

Haque, Rahman & Samad (2007) conducted a study to explore the phenomenon of open-minded and close minded attitudes as related to gender difference among these occupational generations in the context of Bangladesh. A total of 360 Ss equally divided into younger, middle aged and older generations were utilized as the sample of the study. The results revealed that the male generation is more open-minded as compared to their female counterpart.

Were et al., (2010) determined through their study if there were any gender differences in attitudes towards globalization among younger, middle age and older generations in Kenya. A sample of 262 respondents (152 males, 110 females) was used in this study. The study established that there were gender differences in attitudes towards globalization among younger, middle age and older generations in Kenya. The results revealed that younger male generations possessed highest positive attitudes towards globalization followed by male middle aged and older generations. The study recommend that less positive attitudes observed among female older generation should be enhanced by giving proper knowledge, information and intervention to this group with a view to helping them accept the positive and dynamic changes of globalization.

Bosede (2010) examined the relationship between generational differences and national development with reference to rural & urban residential background. It also investigated the relationship between male & female generations to see their attitudes towards national development. A total of 300 younger, middle age and older generation Ss from Akure north and Akure south local government areas were used as sample. The results showed that there was a significant relationship between generation and national development that resulted in highly positive attitude towards national development among younger male urban Ss and less positive attitudes towards national development among older female rural Ss.

All these different approaches cited above have attempted to explore the uncultivated region of attitudes towards globalization in Bangladesh as related to national development attitudes, open- close mindedness, personality pattern, generational differences and demographic factors at different levels in developed as well as developing countries.

Chapter Three

**THE DEVELOPMENT AND BACKGROUND
OF THE PRESENT STUDY AND THE
STATEMENT OF THE OBJECTIVES**

Chapter Three

THE DEVELOPMENT AND BACKGROUND OF THE PRESENT STUDY AND THE STATEMENT OF THE OBJECTIVES

The present study was designed to investigate the attitude towards globalization in relation to national development, open-close mindedness and personality pattern of three generations in Bangladesh. The review of the theoretical approaches to the study (Chapter-I) and empirical studies i.e. review of literature in this area (Chapter-II) indicate the presence of several theoretical interpretation of attitudinal changes, different dimensions of globalization in relation to national development, personality pattern and demographic approaches for the formation, continuity and trend in generational differences. The review of the literature suggests that any attempt at understanding attitude towards globalization and national development cannot be separated from socio-politico-cultural context within which the present study is to be carried out. It is therefore, necessary to give a brief introduction to the factors influencing generational differences & national development, indicators of national development, steps of national development, social change and national development attitude, Social and Cultural Changes relating to Attitude towards Globalization, personality factors, and socio-demographic factors along with culture in Bangladesh. In this chapter it is also necessary to point out the objectives, design and justification of the hypotheses of the present study.

Attitude towards National Development and Globalization as related to Social Changes

Behind national development it is the person, who is cause and consequence of underdevelopment and subject / object of the development. A developing nation needs participation. Men and women who take active interest in public affairs and who exercise their rights and perform their duties for rapid social change as members of a community need participating.

Psychologists (Prasad & Devi, 1970; Rao, Singh, and Pal, 1971) are concerned with micro level i.e. individual change as a unit of social change than with macro level change. Change in an individual may be influenced by a variety of factors such as the individual's personality and expectancy, the nature of the change, the change agent and his behavior, the organizational structure of the groups to which the individual belongs, and the support systems which help in stabilizing change. These factors are important in the process of individual change. These are as follows- i) Expectancy (ii) Personal Variables (iii) Personality (iv) Nature of Change (v) Social Change Agent (vi) Support Systems.

Social change is an incontestable feature of cultural reality. It is another thing that its pace varies from age to age, culture to culture and from one area of culture to that of another. Not in all societies social change is equally controlled. A radical social change is imposed on or sweeps a culture; the people are likely to become tension-ridden, for they can not readily adjust themselves to the new patterns.

Planning for social change and development has ceased to be a matter of economics only. In the study of social change and national development, it is essential to consider the personality characteristics of those who are the prime participants. In pursuit of this line of enquiry one need to seek what the individual traits are which facilitate change and development and what are those that hinder developmental efforts. 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 social change and national development. We have very little scientific knowledge as to how far the qualities of a nation's participating individuals are important in fostering change and 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).

In advanced countries, the chances of promoting and controlling social change are high because of the comparative absence of the forces of resistance to social change. Comparatively, the significance of social change in these countries is either built into the structure of education or becomes a part of conscious national goals. In the developing countries, however, social change comes limping owing to cultural anemia. To remedy the social pathology of developing countries, including Bangladesh, it is very essential to fully grasp the cultural bases of a particular country and to be able to relate them to new forces.

The primary objective of the psychologists dealing with national development would be to analyze the factors conducive to desirable changes and factors act as impediments to change and operate as resistance in various forms. Culture means and involves mental transformation. Culture denoted the nature of the man, while civilization determines the means he adopts in the daily course of his conduct. Though civilization and culture are distinct and different, they are nonetheless interrelated. Man is a social being. Culture is based on permanent attitudes and values. A country may progress in respect of civilization but it may be deficient in culture. No doubt it is true that it is easier for a highly civilized nation to imbibe a good culture. Both civilization and culture are highly significant factors to be considered in the march of Mankind. They have to be striven for, cultivated and attained.

There are two types of indicators regarding Social Changes i.e. a) Macro Level b) Micro level. Attitude towards social change can be studied at various levels-from the macro to the micro level. Change can be studied at the level of the total society, a segment of society, a group, a community, or an individual. Study of attitude towards social change is also important from the point of view of societal sectors - agriculture, industry, education, family planning, technology, globalization, intergroup relation, religiosity, national life, etc. Here the various factors influencing attitude towards social change at the macro (the society) and the micro level (the individual) are discussed. Several factors influencing macro level social change have been studied (McClelland, 1961; Papanek, 1973; Deb, 1976; Mehta, 1976; Swamy, 1972). These are as follows- i) Imitation of a Reference Group (ii) Migration and Mobility (iii) Opportunities Available (iv) Motivation (v) Education (vi) Technological Development (vii) Social Structure (viii) Bureaucracy (ix) Urbanization.

Globalization is a topic that elicits strong responses. Globalization is associated in people's minds with all the ills of society. Attitudes toward globalization are not just questions of cold hard facts, but also involve fears and emotions associated with operating in an expanded world. In general, individuals who see external influences as controlling their life, have a greater fear of globalization. People who have a stronger internal belief in their ability to cope with changes are less likely to associate globalization with the ills of society. Through research on global attitudes, I have identified some common interpretations of the impact of globalization. Perhaps you can identify some of your own attitudes and see which bias you bring to the discussion of globalization.

So while dealing with national development, we should consider the indicators, objectives, steps, on the one hand, and developmental outcomes on the other hand.

Indicators of National Development

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 analyzing the relationship between national development indicators and development outcomes (Cantril, 1978; Banton, 1975; Inkeles & Smith, 1984).

The pattern of national development may be evaluated on the basis of a number of indicators such as, (1) per capita income, (2) infant mortality, (3) primary education, (4) crime rate, (5) unemployment rate, (6) productivity in agriculture, (7) productivity in industry, (8) literacy rate, female literacy rate, (9) employment status, (10) health status, (11) improved means of communications, (12) level of domestic savings, (13) level of nutrition, and (14) average longevity. In order to carry out the national development plans, a nation needs a national consciousness and urge to work and achieving the objectives. The objectives of national development are: 1) to develop the resources of the country as rapidly as possible; 2) to promote welfare of the people; 3) to provide adequate living standards and social services; 4) to secure social justice and equality of opportunity; 5) equitable distribution of incomes and property.

Steps of National Development

Following steps should be maintained for National Development:

- 1) **Planning for development:** Development plan would aim at helping the people to learn to use what they already have and thus grow to point where they can use more. Development policies would emphasize the problems of motivating large group of people and would concentrate on people oriented projects rather than on material structures. There should be manpower planning, education policy as well as full employment policy.
- 2) **Proper utilization of human resources:** The major resources of the less developed countries are their human resources. Every conscious effort toward national development should be directed at nurturing the human resources. Growth of GNP in a less developed country does not necessarily mean national development. Unless large number of the people participates in the creation and in the consumption of the growing GNP through their own efforts, such growth may even be counter-development” (Blaisdell, 2005).
- 3) **Pragmatic steps for population control:** There should be a population policy to speed up the demographic transition, from a rapidly growing population to a stable population.
- 4) **Development of agricultural sector:** Agriculture must be expanded to a point where the country feeds itself. The developing society evolves from subsistence farming toward the commercial production of agricultural goods. Agriculture forms the largest sector of the economy of the developing countries.
- 5) **Economic steps to remove inequality:** The economic growth policy should be accompanied by a policy of equitable distribution of wealth and income.
- 6) **Development of Education Sector:** Education system should be development oriented. The political, economic and social change involved in the national development can be achieved effectively only when the people are properly educated and enlightened. The educational institutions in the developing countries must generate not only the manpower but also right attitudes and climate needed for national development.

7) Development and use of Technology: Innovation and appropriate use should be made of the new technology and management of new technology.

8) Proper Utilization of Foreign Assistance: Most of the underdeveloped countries are receiving grants or loans from affluent countries. Technical assistance for the development of people should gradually replace the contribution of material resources as the major channel for foreign assistance.

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

10) Development of Health Sector: The development of countries should adopt adequate and pragmatic measures to provide all available resources for maintaining public health.

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 individuals' attitudes, personality and socio-demographic factors related to national development in the context of Bangladesh. Bangladesh government has sponsored development 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 fulfill the expectations of the people for a variety of reasons. Faulty assumptions of the attitudes of the target groups were among the significant facts.

The present study therefore, aimed at reassuring the prevailing attitudes of individuals towards improving the conditions in different areas like agriculture, health, education, economy, industry, population control, trade and commerce and other related areas. The improvement or development of these areas contributes to the overall development of the nation. So this study of attitudes and personality towards the social change and national development relating these proposed areas was expected to yield a measure of the overall attitudes and personalities of the people towards national development.

Socio-demographic Factors and National Development

The role of Gender in the socio economic development of a nation can hardly be ignored. Females constitute almost half of the total population in underdeveloped countries and might act as potential human resource in the country's development. Moreover greater involvement of females in the economic activity will make them economically independent and will also raise their social status.

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.

In any developing countries, including Bangladesh, the existing social structure is a primary determinant of the outcome of development. An effective development results in the transformation of social structure. After 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, residential background and the like. It is interesting to note that economic advancement of a class of people does not trick 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 national development. If the national development is aimed at making equally a men and women self reliant, creative and sociable, it is important to explore the prevailing psycho-social conditions of the socio-economic class, residential background and female acceptant society to which an individual belongs. Members within each class are socio-economically homogenous and the behaviour of the individual is class oriented. The development 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 demographic variables i.e. residential background and gender differences as a major variable in the study of modern-traditional attitudes in relation to personality, socio-economic status differences and residential background towards national development.

Characteristics and Opportunities of the Three Generations

Characteristics and opportunities of different generations are as follows-

i) Young Participants:

Be recognized and valued as productive, useful, and contributing members;

Share their unique talents and skills with middle age and older adults;

Gain awareness and appreciation of aging;

Dispel inaccurate stereotypes about middle age and older adults;

Develop a stronger sense of community responsibility and personal contributions as a whole;

Form interpersonal relationships with middle age and older persons who can provide guidance support, and friendship, and

Learn about and develop an appreciation for rich cultural heritages, tradition

ii) Middle Age Participants:

Be recognized and valued as productive, useful, and contributing members

Share their unique talents and skills with older adults;

Gain awareness and appreciation of aging;

Dispel inaccurate stereotypes about older adults;

Develop a stronger sense of community responsibility and personal contribution as a whole;

Form interpersonal relationships with younger and older persons who can provide guidance support, and friendship, and

Learn about and develop an appreciation for rich cultural heritages, tradition

iii) Older Participants:

Remain productive, useful, and valued as contributing members of society;

Apply the skills of a lifetime to new challenges;

Live more fulfilled lives as a result of using their skills to benefit the community;

Dispel inaccurate stereotypes about young and middle age people, particularly adolescents;

Learn from young and middle age people and forge new friendships and experiences;

Develop or rekindle sense of community responsibility;

Pass along the value of volunteerism and community involvement to young and middle age;

Convey cultural information to a new generation;

Learn new technology like computers and e-mail, from young and middle age people, and

Overcome loneliness and social isolation.

iv) Together Young, Middle Age and Older Participants:

Increase their skills, confidence, knowledge, and contributions;

Make new friendships with members of other generations;

Serve as change agents to build a better community;

Participate jointly in opportunities that promote and value their strengths, evaluate them as community assets;

Serve both as learners and teachers, and

Develop a stronger sense of community responsibility and personal contribution.

The Rationale, Objectives and Design of the Present Study

This section provides the rationale, objectives and design of the present study which are as follows-

Rationale of the Study

Modernized attitudes towards globalization and national development do not mean neglect of nationalism. Modernized attitudes towards globalization and progress have to be all round. It has to be in all sectors like social, cultural, political, information technology, environmental issues and economy. Globalization has to be encouraged in all ways i.e. to develop international attitudes, to adopt modern technology, to have knowledge about modern educational system, to become aware about the cultural changes in national and global perspectives, to play effective roles in changing different psychosocial and socio-cultural aspects in a positive and constructive manner. These socio-political and cultural events are the important pre-disposing factor for understanding the present research from socio-psychological viewpoints. However, the rationale of this study is as following:

- i. This is a comparative study among three generations on attitudes towards national development in relation to globalization. Hence, it is hoped that the findings would provide insight for understanding the causes of attitudes towards globalization in the three generations.
- ii. This study would provide empirical data for penetrating into socio demographic differences such as residential background of urban and rural individuals on attitudes towards national development along with globalization.
- iii. Another important attempt of this study is to identify some factors of national development attitudes as related to attitudes towards globalization.
- iv. This study also provides empirical data to find out the personality differences among three educational generations on attitudes towards globalization, national development and open- close mindedness.

- v. The study would reflect on the impact of social context, cultural factors, social norms, societal codes, school environment and practices, residence and family atmospheres of three generations in terms of national development and attitudes towards globalization.
- vi. The study would provide insight to utilize the knowledge of national development and globalization in the learning process, cultural facilities and extracurricular activities of educational institutions among three educational generations.
- vii. The study would reflect on effective programs for prevention of school failure, low commitment to educational institutions and removing clash and conflicts among three generations on different educational issues.
- viii. The study would emphasize on the role of parents, teachers, psychologists, sociologists, anthropologists and significant others of the society to enhance the national development attitudes and attitudes towards globalization.
- ix. The study would focus on risk factors associated with national development and globalization and would emphasize on protective factors to enhance and facilitate social support and promote good social relationships in case of national development.
- x. The study on the relationships of national development with attitudes towards globalization and personality factors of three generations would provide basic foundation for future research in the area of national development and globalization.
- xi. The study is a concerted effort to compile the discrete information of empirical findings about national development and attitudes towards globalization related with relevant variables in a single framework.

Lastly, this study would remove confession and contradiction among three generations that may be developed as the resistance to globalization in relation to national development and attitudes towards globalization of Bangladesh.

Objectives of the Present Study

The broad objective of the study was to investigate the differences and similarities of three educational generations on national development attitudes as related to attitudes towards globalization in the continuum of modernism-traditionalism, open – close mindedness, personality and demographic variables. The specific objectives may be stated as follows:

- i) To study the differences and similarities of three educational generations in Bangladesh as related to attitudes towards globalization (i.e. technology, information, economic, military, environmental, sociopolitical and cultural Globalization) in the modernism-traditionalism continuum.
- ii) To examine the pattern of differences and similarities of three educational generations in Bangladesh as related to national development attitudes.
- iii) To test the differences and similarities of three educational generations in Bangladesh as related to personality variables of Internality, Powerful others and Chance.
- iv) To measure the differences and similarities of urban and rural residential background Ss in Bangladesh as related to attitudinal variables (i.e. modernism-traditionalism toward globalization, national development and open – close mindedness) and personality variables (i.e. Internality, Powerful others and Chance).
- v) To compare differences and similarities of male and female Ss in Bangladesh as related to attitudinal variables (i.e. modernism-traditionalism toward globalization, national development and open – close mindedness) and personality variables (i.e. Internality, Powerful others and Chance).
- vi) To locate and identify the attitudinal patterns of globalization related to younger, middle age and older educational generations.

Design of the Present Study

In this investigation, the criterion group design has been utilized and the study was conducted in two phases. In the first phase, three educational generations were selected based on Generational Differences Criteria Questionnaire (GDCQ). The criterion groups of three educational generations (i.e. younger, middle age and older educational generation) were divided into urban and rural group because of their residential background mentioned in the personal information sheet (PIS). It should be pointed out that the use of criterion groups has considerable advantage in highlighting three educational generations. The present study used a sample characteristically divided into generation (younger, middle age and older) gender (male and female), and residential background (urban and rural). The respondents were the students and educationalists (younger and older teachers) of different educational institutions. They all were graduates. In this study, the sample was equally divided into younger, middle age and older generational groups on the basis of generational differences (N=160 for each group). Then they were equally divided into urban and rural on the basis of residential background (N=80 for each group). Again each group was equally subdivided into male-female on the basis of gender (N=40 for each group). Thus the study composed of total 480 respondents with three levels of generation, two levels of residence and two levels of gender (3X2X2). In this study, the respondents were purposively selected according to the research purpose.

In the second phase, the criterion groups were given four measures on selected variables for analyzing differences on Modernism-Traditionalism Attitude towards globalization, national development attitudes, open – close mindedness, personality factors and demographic characteristics. The measures used were as follows:

1. Attitudes towards Social Change and National Development.
 - (i) Attitude towards Globalization (ATG) Scale on the continuum of Modernism- Traditionalism (Constructed)
 - (ii) Modification of Samad. S. & Haque's (2007) National Development Attitude (NDA) Scale
 - (iii) Rahman & Ara's (2006) Open minded – Close minded Attitudes (OCA) Scale

2. Personality Measures

- (i) Modification of Levenson's (1981) Internality, Powerful others, and Chance (IPC) Scale.

3. Demographic Measures

- (i) Generational Differences Criteria Questioner (GDCQ).

The development and the rationale underlying the selection of these measures are given in chapter IV.

Formulation and Justification of Hypotheses

H₁: Younger generation would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to middle age and older generations.

The concept of attitude towards globalization in the continuum of modernism-traditionalism divides the vast area of socio-political attitudes to two gross categories i.e. modern and traditional. A traditional person is one who clings to the status quo, opposes all changes and believes that nothing should be tried for the first time (Fairchild, 1934; Burke, 1950). These traditional individuals do not support any international attitudes, any type of globalization, modern educational system, use of modern technology. On the contrary, modern individuals support international attitudes in favour of modern educational system and technology and desire better inter group relation and do not like conventional religiosity (Jones, 1977; Bhutani, 1979; Ara, 1988; Kabir, 2006).

The concept of national development both economic and social has become the key word in the present era. It is not only a process of change but also signifies the rising aspiration of people involved in it. The process of development brings nation face to face with a multiplicity of baffling problems. Ansari (1963) mentioned that effective survival and creative evaluation necessitate prospective analyses and scientific treatment of all such problems.

Human learning or performance or activities is not only a function of reinforcement but also dependent on individual perception of locus of control. The relationships between people's internality, personal efficacy and modern

attitudes have been found to empirical study by several investigations (Strickland, 1965; Ara, 1988; Ramamurti & Jamuna, 1994). These studies showed that personal efficacy and internality expectancies may predict preference of modern attitudes (Levenson, 1981; Paulhus & Christie, 1981; Paulhus, 1983). On the basis of these theoretical orientation it is argued that personality factors of IPC is an important variable in the study attitudes towards globalization and national development.

The older generation has felt the young and middle aged as lacking in respect of modernism and modern in outlook and thus, the older possess traditional attitudes and the middle aged and younger generation possess open mindedness and modern attitudes. Gangarde (1969) and Guastello (1998) has proposed that such a conflict between the younger, middle aged and older generations have always existed particularly in the society of developing countries like Bangladesh. Rapid change in modern civilization tends to accentuate parent- child conflict, teacher-student conflict and older- middle aged - younger generational conflict for within a first changing social order, the gap between the generations has existed in every age. But today's generational gap is a little different because, this gap is now a kind of universal and social experience.

Difference and gap now permeated the society as a whole is being manifested on the different levels of attitudes, socioeconomic dimensions, needs, wants and values, and also in personality. Because of modern technology and mass- media, globalizations of modern attitudes of worldview have reached to the younger and middle aged very quickly. The effects of an aging population having the relative strength of open mindedness and close mindedness attitude have been investigated by some researchers (Francis, 2001; Berg et al., 2012). They mention that two parallel processes of generations going on, which may affect the behaviour of the aged. Thus, the older generations will probably operate to slow down behavioural changes on different issues. On the one hand, the older people in modern industrial society are large and under privileged group. On the other hand, Younger and Middle Aged are privileged to have modern attitudes easily through different mass media and electronic influence. On the basis of these agreement, it was hypothesized that Younger generation would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to middle age and older generations.

H₂: Male Ss would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to female individuals.

According to some investigators (Cantril, 1978; Begum, 1988, Ahmed, 2002) development of the nation depends on the needs, wants, attitudes, values, personality and culture. Development is holistic, individual, social, political, economic, cultural and moral. Development of a nation is highly related with the people's attitudes towards education, industrialization, modernity and modernization.

In order to investigate attitudinal differences between male and female the concept of role behaviour and its relation to gender differences is very important factor. According to Linton (1937); Wilson et al., (1949) role refers the functioning of individual in the larger society and helps to explain the patterning of social behaviour. The role involves the performance of the rights and duties constituting a particular status. Role behaviour may be ascribed or achieved. It is ascribed when duties were assigned automatically by the society and it is achieved when individuals fit himself into a pattern of social norm because of the learning and experience. One of the most important aspects of role behaviour may attribute to gender differences. Belief, attitudes, personalities, culture reflect the fundamental differences in male and female and because of these obvious differences, numerous assumptions about psychological differences arisen.

Gender differences are also observable in the area of different attitudes, social change, personality manner and different contemporary issues like educational system. It is always expected that in developing countries like Bangladesh male individuals have more exposure to the arena of educations. In most of the cases they are the policy makers. On the country female individuals have to perform different role behaviour regarding family member, society, relatives. In the present investigation it is observable that male individual were found to possess higher score on modern -traditionalism attitudes. In developing countries male individual always give decisions. Their decisions are hardly changed. But the females have to cope with the every situation to make adjustment with the families and thus have to play flexible role. Thus it is hypothesized that male Ss would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to female individuals.

H₃: Urban Ss would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to rural background individuals.

In order to investigate attitudinal differences of individuals having urban and rural residential background, the concept of socio-demographic variables and its relation to generational differences is very important factor. According to Berg *et al.*(2012) socio-demographic variables refer to the functioning of individual in the larger society and help to explain the patterning of social behaviour. A major approach to the study of individualistic attitudinal pattern and specific attitudes concentrates on the socio-demographic variables. The basic rationale underlying research for socio-demographic variables is that social conditions and demographic variables do form personalities, beliefs, and attitudes which in turn, do cause specific acts (Ara, 2008). So, residential background, income, education and occupation combindly do from socio-economic status of the individuals. It was found form the review that better residential facilities brings greater prosperity, more leisure, less anxiety and makes people more active because of their particular attitudinal preferences. Education provides greater information towards modern thinking. This background variable provides people into two types of residential background' i. e, urban and rural. The differential status background makes individuals to prefer a differential attitudinal pattern.

This socio-demographic variable brings greater personality, more leisure and less anxiety and brings to support more modern attitudes (Campbell, Gurin & Miller, 1954; Ara, 1983, Ahmed, 2002; Were et al., 2010). This background variable divides people into 'haves' and 'have-nots' creates two distinguishable social classes are likely to develop different attitudes regarding modernism or traditionalism orientation. Thus, urban residential background peoples with their greater responsibility and higher status would support national development attitudes more. Peoples having urban residential background also have more self confidence, competence, interest and greater ability. Thus, it is very likely that they would have higher score on personal efficacy and internality. On the contrary, Peoples having rural residential background have to depend on powerful others and chance factors. Peoples having rural residential background also have more interpersonal control in their personality.

Bangladesh is a developing country which inherits traditional form of political culture, colonial economic policy, but after independence people of Bangladesh are getting literate day by day. Thus, most of the highly educated persons residing in urban areas hold big position in different offices. Besides, public university, medical college, engineering college, private university and colleges are growing very fast in the urban areas. Hence, the people of urban areas have to face competition and cooperation much more than the rural areas. Inkeles & Smith (1974) has shown how psychological factors, attitudes, personality and demographic factors constitute variable mediator of national development. Thus, the residential background indicated higher aspiration level and thereby it is hypothesized that urban Ss would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to rural background individuals.

H₄: Three educational generations would have different factorial patterns on Modern – Traditional Attitudes towards globalization.

This hypothesis has been framed in the context of the assumption of some theory of educational generations (Gasset, 1958; Gangarde, 1969; Guastello, 1998). According to Gasset there three generations living in the same society having their own perspective and outlook about the environment and life. Not all contemporaries are coevals. Contemporaries are those who live at the same time in the same atmosphere and in the same world but those are coevals who belong to same generations. Belonging to same generations means they are being of the same age group and having same vital contact with one another. Keniston (1968) observed that a time gap of 15 years might be taken to separate the older generation from its younger counter part. Though the gap between the generation have existed in every age. Every generation have its own differences and strengths with the olders but in previously the youngers expressed or protested their disagreement mildly with the olders. But today the younger and middle aged generations is not ready to accept and put up it with the disparity. Investigators have felt that the rapid pace of change characterized the contemporary world and widened the distance that separated the three generations is complete alienation

of the youth and middle aged. It had created a communication block between the generation and had resulted incomplete lake of understanding and appreciation one by the other. With this assumption it has been hypothesized in the present study that Three occupational generations would have differential factorial patterns on Modern – Traditional Attitudes towards globalization.

Chapter Four

Method and Procedure

Chapter Four

METHOD AND PROCEDURE

This chapter describes the method and procedure used for the study. Major focus of this chapter is on sample, description of the tools and measurements and procedure of administration of the tests. The development of the research methodology was guided by the objectives described in Chapter III

Sample

Background of the Sample Settings

The present study used a sample characteristically divided into generation (younger, middle age and older) gender (male, female), and residential background (urban and rural). The respondents were younger, middle age and older educational generations of different educational institutions of Rajshahi city. Educational generation is a generation where there remain three special groups of intellectuals of higher educational institutions who share their feelings, thoughts, attitudes, talents, creativities and potentialities in various aspects of education and society from which the nation can get valuable guidelines in policy making of social, educational, political, economic, cultural and technological sectors. Data of three educational generations were collected from educational institutions like Rajshahi University, Rajshahi Govt. College, Rajshahi Women's College, RUET, Rajshahi Medical College and from different Private Universities and Private Medical Colleges of Rajshahi city on the basis of gender and residential background. Before giving the details of the procedure of sample selection, it is essential to get acquainted with the background of the sample settings.

Rajshahi is comparable for its reputation of having educational institutions since late 18th century. The educational institutions of this city are equally loaded with heavy pressures of students and educators coming from both rural and urban

areas. Rajshahi is a traditional old city on the northern part of Bangladesh having all the advantages of modernization today. It is situated on the northern side of river Padma. This city bears the testimony of high reputation for its production of intelligentsia. This city was the centre for socio political, cultural, and educational activities during pre-British period. Since then these community of this city is well known for their participation in national and local development. Almost all the educational institutions have active student and students' union. These unions are reputed for conducting various movements relating to the interests of these community as well as the regional, national and international issues. Most of the people of this city hail from lower middle and upper middle classes of the population. Almost all-educational institutions of the city have active social, cultural, political and economic organizations. These organizations are related with various movements of local and national issues. Characteristics of educational institutions selected for this study were that students get proper facilities in these institutions to prove their potentialities and capabilities with the availability of effective teaching-learning process, skilled teachers, appropriate classroom practices, proper supervision, importance and care. Moreover, students in these institutions come from such familial and societal background where there exists: good parent-child relationships, proper financial support, parents' good educational level, proper community support, stable emotional atmosphere, a growing academic expectations of students in a positive manner, social cohesion and a good parental, educational and societal supervision by parents, teachers and significant others of the society. So there exists a cooperative and supportive atmosphere in these institutions among younger teachers, middle aged teachers and older teachers and students of three educational generations.

Personal Information Sheet (PIS)

A questionnaire was set for collecting the personal information of the younger, middle aged and older educational generations, such as their name, age, sex, monthly income, social class, educational level, urban- rural background, educational information, place of birth, religion.

Development of Generational Differences Criteria Questionnaire (GDCQ)

Younger, middle aged and older occupational generations were selected from the occupational organizations described above. These individuals were selected as generations who had been actively doing educational practices for many years and have their own educational identifications. These individuals are well known to all their contributions in these respective areas.

The investigator developed a Generational Differences Criteria Questionnaire (GDCQ) following existing literature on educational generations (Bird, 1940; Rokeach, 1968, Strauss, & Howe 1991, 1997; Haque, 2002; Ara, 2004; Rahman et al., 2007, Weir, 2004). They argued that just as men's attitudes differ as a consequence of their being in a different position in the stratification hierarchy, so men also differ as a result of belonging to different generations. According to Hamblett et al., (2011) A generation gap describes a vast difference in cultural norms between a younger generation and their elders. The generation gap occurs when older and younger people do not understand each other because of their different experiences, opinions, habits and behaviour. Sinha (1972) identified educational generations as individuals who get a preferential position in educational institutions because of certain personality qualities, which are perceived as instrumental in the satisfaction of educational attainments. He viewed those individuals as educational generations who 1) have studied in an educational institutions, 2) have motivated others to his/her institutions, 3) have worked actively in any movement to change institutional policy and practice, and 4) have participated in one or more demonstrations over educational and social issues. Based on above definition of the Generational Differences Criteria Questionnaire (GDCQ) was developed for the present study. This questionnaire contained 10 items relating to educational issues of younger, middle aged and older generations. These items were presented in question form which could be answered by (✓) response. The items were randomly arranged in order to avoid the response set of the subjects.

Generational Differences Criteria Questionnaire (GDCQ)

The Generational Differences Criteria Questionnaire was developed for identifying Younger, Middle aged and Older educational generations. Those individuals are identified as younger educational generations who have at least completed their graduation. They have experience in educational activities. These educational generations play a major role to the development of education. Individuals identified as middle-aged educational generations have already completed their post graduation and have experience of at least 10 years' job in teaching professions. They have experience of official activities and control the juniors in educational sectors. These educational generations may hold some parts in their institutions. Individuals identified as older educational generations have of at least 20 years' job experience in teaching professions. They have experience of official activities and control the juniors at educational atmospheres. These older educational generations have great role for the development of their institutions.

The GDCQ contained 10 items for the younger educational generations, the middle age educational generations, and the older educational generations. These 10 items were used to distinguish among younger, middle age and older educational generations. There are three options for (✓) marks in GDCQ. Accordingly each Subject was instructed to put (✓) mark on any alternative of his choice among three alternatives of each item. I identified the 'Ss' as Younger, Middle Aged and Older educational generations by their (✓) mark on any alternative of their choices among three alternatives of each item of GDCQ and also from my personal observation, ideas and thoughts regarding different approaches, and literature (Behrendt, 1932; Mannheim, 1953; Keniston, 1968; Sinha, 1972; Guastello and Pessing, 1998; Weir, 2000; Haque, 2004 on generational differences.

The present investigator used GDCQ to identify the Younger, Middle Aged and Older educational generations. These instruments were administered on each of the subjects separately. All the respondents had graduation and postgraduation degree and were educational experts of different institutions. They all were

concerned about their responsibilities and activities. At first GDCQ was administered and with a time gap of 15 minutes questionnaires were provided to the respondents. However, it seemed to me very difficult to collect data from female respondents as they were very suspicious to fill up the scale. The male respondents in general, were found more co-operative as compared to female respondents. In spite of that, the investigator was successful to establish proper rapport with all the respondents. The GDCQ scale with instruction is attached in the Appendix-A.

Sample Selection

Before administration of Generational Differences Criteria Questionnaire (GDCQ) ten-students, ten younger teachers and ten older teachers were interviewed in order to identify their generational differences level. This criteria questionnaire was able to differentiate three generations. General graduate students were selected as the final sample for this purpose. In the first place, fifty percent teachers and students were selected from university background and rest of the younger and older teachers and students had their college background. The age of the students ranged from 21 to 30. The age of the younger teacher ranged from 36 to 45 and the age of the older teachers ranged from 46 to 55. In this way in each categories 100 male and 100 female were selected. This total sample of the study constituted 600 subjects including male and female in each category. These subjects were given generational differences criteria questionnaire. On the basis of their responses, 20 subjects from each category were discarded from generational differences criteria questionnaire, because these subjects' responses do not indicate the generational differences among the three categories. Thus, finally three categories of teachers and students were selected who were clearly differentiating themselves based on this criteria questionnaire. Thus, now 80 male and 80 female were finally selected on the sample in each category for the present study. These samples also subdivided into urban residential background and rural residential background. Thus, finally 480 Ss were purposively selected for the study. The sample distribution in the present study is as follows (table – 1).

Table- 1: Sample Distribution in the Present Study Group-wise.

Group	Younger generation		Middle aged generation		Older generation		Total
	Male	Female	Male	Female	Male	Female	
Urban	40	40	40	40	40	40	240
Rural	40	40	40	40	40	40	240
Total	80	80	80	80	80	80	480
	160		160		160		

As stated in Chapter III the present study uses a multi-dimensional approaches with a criterion group design to highlight the similarities and differences on various attitudinal and personality variables of older educational generation, middle aged educational generation and younger educational generation in Bangladesh. In addition, gender and residential background differences measures were also observed for male-female and urban-rural differences.

Selection of Instruments

Considering the kind of data of interest, the task is to choose suitable tools for measuring attitude toward globalization and demographic factors. The selection of tools for a particular study depends on various considerations, such as objectives of the study, the amount of time at the investigator's disposal, availability of suitable tests, personal competence of the investigator to administer, score and interpret the test results. So, after carefully reviewing the various attitudes, personality and demographic variables for measuring attitudes toward globalization of three educational generations and urban- rural residential background considering gender differences, four instruments were chosen for the present study. Among the factors taken into consideration for the selection of the scales were: (1) the efficiency of the measurement (2) easiness in administration and scoring (3) the educational level for which the measures were suited (4) the content of the scales (5) the suitability of the measures to the objectives of the research. On the basis of these rationale, the investigator selected the following measures of which attitude toward globalization scale was constructed by the investigator for the present study. The scales used for this study are:

1. Attitude towards Globalization (ATG) Scale on the continuum of Modernism- Traditionalism (Constructed)
2. Modification of Samad S. & Haque's (2007) National Development Attitude (NDA) Scale
3. Rahman & Ara's (2006) Open minded – Close minded Attitudes (OCA) Scale
4. Modification of Levenson's (1981) Internality, Powerful others, and Chance (IPC) Scale.
5. Demographic factors of gender, Age and Residential background (From Personal Information Sheet).

Construction of the Attitude towards Globalization (ATG) Scale on the continuum of Modernism- Traditionalism

Due to the non-availability of suitable test for the measurement of certain social, political, economic, educational and cultural attitudes in the Bangladesh context, the need for the construction of attitude towards globalization (ATG) scale in the continuum of modernism-traditionalism arose. Numerous issues related to social, political, economic, educational, cultural, environmental and religious areas have been chosen for modernization-traditional attitudes for globalization. To avoid these problems of analysis and to provide the reliability and validity of the data for predicting generational comparisons, the construction of attitude toward globalization scale in context of Bangladesh was attempted. The major dimensions covering the attitude toward globalization Scale were (1) Technological Globalization, (2) Information Technology Globalization, (3) Economic Globalization, (4) Military Globalization, (5) Environmental Globalization and (6) Socio Cultural Globalization. It is, therefore, necessary to give short definitions of these dimensions in order to conceptualize attitude toward globalization of three educational generations as has been used in the present study.

Conceptualization of Attitude towards Globalization (ATG) Scale

In the present study an attempt has been made to study attitude towards National Development in relation to globalization of the three educational generations (younger, middle aged and older generation) on the continuum of modernization-

traditional attitude in the present socio-cultural context of Bangladesh. Each generation was subdivided into male-female and urban-rural residential background. Some investigators (Sinha,1972; Samad, 2007; Wright, 2012; Kalam, 2011; Bonsignore, 2012) had attempted to find out the similarities and differences of attitude toward globalization within the same generations i.e. inter-group similarities and differences. But not a single study has yet been attempted to give a comprehensive pattern of Attitude Toward Globalization in Bangladesh to find out the intergenerational similarities and differences in the area of social Psychology.

Modernism is associated with the attack on traditionally inherited structure of power. Its emphasis is on the equal and liberal distribution of globalizations' franchise. Traditionalism, on the other hand, is associated with the attack on traditionally inherited structure of power. Its emphasis is on the equal and liberal distribution of globalization. The constituent property of modernization consists in the explicit intellectualization of human action and experiences. Consequently modernized persons tend to favour modification and reformation of existing inequalities. They think that large group like social classes or ethnic communities are the units of inequality. A traditional person, on the other hand, is one who clings to the status quo, opposes all changes and believes that anything new is going to be worse. He follows the principle that nothing should be tried for the first time. Traditional believes that man's traditional inheritance is rich and grand. The components of traditionalism include the belief that inequality is a natural and inevitable phenomenon and as such they support the existing inequality. Traditionalism may be defined as the rigid adherence to traditional middle class value. Due to the non-availability of a suitable test for the measurement of certain attitudes toward Globalization in the Bangladesh context, I realized the need for the construction of an attitude toward globalization (ATG) Scale. Numerous issues related to social, economic and religious areas have been studied for measuring attitudes toward Globalization.

The concept of modernism-traditionalism is associated with the area of attitudes towards social change, technological development with modern educational system, women empower, power politics for reduction of intergroup conflict, and

globalization with five areas for measuring women's attitudes towards social change. These areas divide the above attitudinal dimensions into two opposite poles. Viewed from this point, traditionalism refers to a disposition of mind, a set of attitudes towards the preservation of things as they are. Traditionalism believes that man's or women's traditional inheritance is rich and wealthy. It deserves to maintain as such and not to be changed in favor of the societal changes.

Modernism, on the other hand, is associated with the attack on traditional inherited structure of power. Its emphasis is on the equal rights on men and women and traditional-liberal distribution in every sphere. It also supports women empower and emancipation with intrinsic religiosity. Consequently moderns tend to favor modification and reformation of existing inequalities. They think that large groups like social classes or ethnic communities are the units of inequality.

Thus, modernism-traditionalism constitutes a continuum of the social change attitudes from extreme support for changing society to extreme support for resistance to social change. Modernism-traditionalism is identifiable with pattern of areas of social, economic, religious, educational, political and cultural. While there are numerous studies using M-T categorization as reviewed in the literature in chapters I and II, not a single study has yet been covering the related areas in Bangladesh context. Thus, the ATG scale was constructed and used for measuring attitudes towards globalization in Bangladesh.

In India, Sinha (1972) developed a Likert-type attitude inventory in the traditionalism-progressivism continuum to assess the subjects' attitude to dress and fashion, family structure, marriage, religion etc. Similarly, Vasudeva (1976) constructed conservatism-radicalism attitude scale under the direction of social change. She categorized dimensions of education, women's place in Indian society, tradition, religion, technology and marriage in the conservatism-radicalism continuum. For India and Bangladesh Ara (1983) constructed conservatism-radicalism scale to measure socio-political attitudes which included six dimensions of nationalism, democracy, minority attitudes, religiosity, violence and social change for measuring socio-political attitudes of activists and

non-activists. In Bangladesh, Haque (2002) constructed conventionalism-progressivism scale covering the areas of relating to educational system, attitudes towards authority, progress of the country, present administrative system and national identity for measuring political behaviour of two political generations.

But the main focuses in developing these scales were to cover the seven dimensions of women attitudes towards social change for the present purpose of the study. It was, therefore, necessary to conceptualize modernism-traditionalism attitudes. Now, the total attitudes toward globalization operationalized on the selected six dimensions have been defined for the construction of attitude toward globalization (ATG) scale for the study, which is as follows:

1. Technological Globalization Dimension:

Technological globalization refers to the positive beliefs that is essential for technological advancement and progress for the society, indispensable for agricultural development, stable for the society and encouraging the new technologies which is effective for the development in industrial sector. It excludes redundancy and instability of technological advancement, sometimes it causes destruction of the society, may be dispensable for agricultural development, and sometimes discouraging for new technologies in the industrial sector.

2. Information-Technological Globalization Dimension:

Information technological globalization focuses on the continuum of availability-unavailability, inevitability- inessentiality of information technology, and it refers to the areas which include emphasizing-deemphasizing conventional attitude, Patronising - Repressing terrorist activities, and Actuating- Restraining lifestyles of developing countries' people.

3. Economic Globalization Dimension:

Economic globalization refers to those positive beliefs through which people of a country are capable to establish good relationship, able to attain ultimate goal, increase agricultural production, accelerate socio-political activities, and

progressing the economic stability. On the negative continuum of economic globalization, people are incapable to establish a good relationship, unable to attain ultimate goal, unable to increase our national agricultural production, incapable to accelerate socio-political activities, and maintaining economic stability for the interference of foreign countries in our own economy.

4. Military Globalization Dimension:

Military globalization may be operationalised within the framework of reducing conflict, facilitating the development and this dimension is beneficial, ameliorative and essential for development. But sometimes it may create conflict and obstacles for the development and it also become harmful or detrimental for the development, and inessential for modernization.

5. Environmental Globalization Dimension:

Environmental globalization refers to those mostly needed aspects of the environment which is indispensable for modern civilization by maintaining the balance of the ecosystem, protecting the environment from disaster and makes our national heritage secured. It excludes those aspects of the environment which create extreme pollution and which are disastrous and threatening for the environment.

6. Socio Cultural Globalization Dimension:

Socio cultural globalization focuses to those positive beliefs of the society, which are beneficial for the traditional society, safety for our culture, diminish close mindedness and it also refresh and expands the outlook of our own political culture. This dimension may sometimes be vulnerable for the society when it promotes close- mindedness and it is contradicting or cause harm for our own political culture.

In the light of above description of dimensions of the present investigation modernism-traditionalism may be conceptualized as follows:- Modern attitudes has been conceptualized as (i) positive support for modern international attitudes as against closed nationalism; (ii) an emphasis on women empower in the sector of job, education, equality, social and political power; (iii) favoring modern educational system in the sector from S.S.C to higher education in private and

govt. educational institution; (iv) favoring use of modern technology in agriculture, industry and educational sector; (v) a possession of intrinsic humanitarian religiosity as against extrinsic and external performatory religiosity; (vi) supportive of intergroup friendly relationship in sharing power politics and reduction of intergroup conflict; (vii) supportive of international globalization and world views for the interest of national development in the areas of technology, information, economy, environmental issues, sociopolitical and cultural change.

Traditional attitudes, on the other hand, would be desirable as (i) an extreme disfavor of internationalism favouring closed nationalism; (ii) resistance to women empower; (iii) favoring traditional system of education; (iv) disfavoring modern technology; (v) a possession of extrinsic pro-religious attitudes as against humanitarian intrinsic religiosity; (vi) supportive of authoritarian system of intergroup conflict in power politics; and (vii) resistant to international globalization in the areas of technology, information, economy, environment, sociopolitical and cultural change.

The older generation has felt the younger and middle aged as lacking in respect and radical in outlook, which is bound to mismanage the affairs of the world. On the other side, the younger and middle aged in every era has regarded the old as out of date, old-fashioned, conservative, and lacking in understanding. Gangarde (1969) has put it, such a conflict between the younger and older generations has perhaps always existed, but it has become more conspicuous in recent times for the simple reason that the society in the developing as well as the developed countries is moving today at a much faster rate than in the past. Rapid change in modern civilization tends to accentuate parent-youth conflict, for within a fast changing social order the time-interval between generations creates a hiatus between one generation and the next." Generation is a human variation according to Gasset (1958). To him, every generation manifests certain characteristics. Islam (1988) did an extensive study on open mindedness and close mindedness. Afrose and Choudhury (1990) found that older group was more confirming, more benevolent and less independence seeking than the younger group. Society expects different sex role behaviour from male and female. Due to this

expectation and differential pressure of socialization process we observe sex difference in various aspects of life. Hence the findings reported in these studies are not reliable for prediction and as such lack the accuracy and objectivity of a scientific inquiry.

The steps used for the construction of attitude towards globalization scale have been described as follows:

Techniques and Method Used

Bird (1940) have suggested several methods for the measurement of the attitudes, Thurstone and Chave (1929) developed a technique for measuring attitude which is called methods of Equal Appearing Intervals. Likert (1932) have also dealt with the development of methodology for measuring attitudes. His device is called methods of summated rating. Investigators who have used the Likert method are in agreement that it is similar in its application and statistical calculation. One advantage of Likert's method is that its reliability co-efficient can be computed with viewer number of items. Thurstone's method, on the other hand, requires relatively more number of items for calculating reliability coefficient. Likert method needs less time for administration than the Thurstone technique. Hence, the investigator thought it best to use Likert technique for the construction of Attitude towards globalization (ATG) scale. In this technique, five alternatives are given for each statement and the subject is asked to choose one alternative ranging from strongly agree to strongly disagree. Thus each item in the scale is a rating device design to reveal both the direction of the individual's stand on the issue and intensity with which he holds it.

Initial Item Selection

This step involved gathering a large number of statements relating to the dimensions of educational behaviour such as technological globalization, informational globalization, economic globalization, military globalization n, environmental globalization, sociopolitical and cultural globalization dimension. A total of 120 statements were collected on these dimensions in the initial stage. The distribution of these statements was as follows: technological globalization

dimension = 21, informational globalization dimension = 19, economic globalization dimension = 23, military globalization dimension = 22, environmental globalization dimension = 16, sociopolitical and cultural globalization dimension = 19. Based on the informal criteria as suggested by Bird (1940), Kretch & Crutchfield (1947), Wang (1952) and the following precautions were taken while editing these statements:

The statements, which referred to the past rather than present, were avoided.

Factual statements were not included.

The statements irrelevant to the psychological object under consideration were not included.

Such statements were chosen as were believed to cover the entire ranges of the effective scale of interest.

Those statements were not included which were likely to be endorsed by almost every one or by almost none.

The statements, which might be interpreted in more than one way, were avoided.

The languages of the statements were very simple, clear and direct.

Statements were short and rarely exceeded twenty words.

Statements containing universals such as all, always, none, never, were avoided as they often cause ambiguity.

Attention was given to sentence structure and proper choice of words.

Unknown vocabulary words were not used.

Double negative was avoided.

Double-barreled statements were not included in the list.

Words such as only, merely, just and others of similar nature were avoided.

These statements were given to three teachers and four researchers for scrutiny. Among these five teachers, one was from Bengali department, one from English department and three from Psychology department of Rajshahi University. These teachers acted as judges for making scrutiny as to the relevancy of each item. The

judges were requested to classify each statement according to its connotation. They were required to look into each statement and to think about the nature of the statement. The classification was made on dimension-wise. Again, use of appropriate words was also found out. Whether the statements convey the exact meaning of these terms was also considered. Lastly, psychological aspects of attitudinal measurement were also given priority in judging each statement. Following these methods of elimination, vague, ambiguous, irrelevant and unimportant items were discarded. For each item the investigator first decided whether it indicates a favourable or unfavourable attitude concerning the issue in question. Items, which were preferred by each of the three judges, were selected for the pilot study. Thus, 74 statements were commonly chosen by the judges. These items on each dimension were as follows: technological globalization dimension = 14, informational globalization dimension = 12, economic globalization dimension = 16, military globalization dimension = 11, environmental globalization dimension = 10, sociopolitical and cultural globalization dimension = 11.

Pilot Study of the Attitude towards Globalization (ATG) Scale

A pilot study was conducted for the construction of attitude toward globalization scale. In this study the selected items were administered to an incidental sample of 60 individuals of Rajshahi city. The subjects were equally divided into age and gender. They were asked to respond to each item in terms of 5-point scale ranging from strongly agree to strongly disagree. The instruction given to the subjects was as follows: "Please find some statements here about a number of social issues. I think that these are relevant to our social problems. Many a time you may find an answer to these statements about educational behaviour in our country. Please read each statement carefully and think about each statement. You will find five alternatives against each statement. Please express your opinion about each statement by putting a (√) mark on any one of the alternatives given against each statement. These alternatives ranged from strongly agree to strongly disagree. I am sure that you will find these statements interesting, Thank you for your co-operation".

The respondents took about one hour to fill up the questionnaire. The scoring was done accurately to get individual score. The attitude toward globalization scale contained both types of favourable and unfavourable statements. Each favourable and positive statement directly expressed modernization attitudes and each unfavourable and negative statement expressed traditional attitudes. Strong agreements with favourable items were given a score of five and strong disagreement was given a score of one. Scoring was reversed for unfavourable items. Thus strong agreement with unfavourable item was scored as one and strong disagreement with them was given a score of five. The scores of each item reported by 60 Ss were summated for item selection. Thus, for each item the scores ranged from $(30 \times 1) = 30$ to $(30 \times 5) = 150$.

Hence, the Mid – point was $\frac{\text{Highest score} + \text{Lowest score}}{2} = \frac{370 + 74}{2} = 222$

The scores above this mid-point were indicative of different traditional attitudes.

Item Analysis

The Attitude toward Globalization scale was constructed in Likert form. Before using various techniques of elimination the investigator computed total scores of each subject. According to the criteria used in test construction, highest score was indicative of supportive attitude toward globalization and lowest score as non supportive of attitude towards globalization. As the test was supposed to contain the items reflecting supportive attitude toward globalization or non supportive attitude toward globalization was considered a principle for selecting items in the initial stage. Accordingly 30 items (contains positive direction-14 items and negative direction-16 items) were selected on the basis of the results of the pilot study (A list of items is given in the **Appendix-B**). In the second stage Likert's orientation of internal consistency was adopted. The internal consistency can be computed in two ways. Firstly, inter-item consistency can be computed by finding correlation between each item and the total score and secondly by comparing item scores of highest 25% and lowest 25% Ss. Investigator used computation of the correlation between each item and the total score for finding out internal consistency of items.

The score of each subject was obtained by summing up all his/her item scores. A given item was supposed to meet the criterion of internal consistency when the item score was correlated positively with the total score. Accordingly the bi-serial correlation between each item score and total score was computed. Elimination of items was done on the strength of the correlation. The highest possible score could be $(30 \times 5) = 150$ and the lowest possible score for the same would be $(30 \times 1) = 30$. A given item meets the criteria of internal consistency if the item score correlates significantly with the total attitude score. The size of correlation values of these items ranged from 0.31 to 0.76. The items with negative correlation were excluded. Again items which failed to attain level of significance at 0.01 were also excluded. Following this principle of elimination, item nos.5, 9, 11, 14, 17, 21, 23, 26, 30, 32, 39, 44, 47, 55, 61, 63, 69, 72, 79, 86, 89, 96, 98, 101, 104, 107, 108, 111, 114, 118 were retained to be included in the final study.

Reliability and Validity of Attitude towards Globalization (ATG) Scale

The split-half method was used to find out the reliability of the scale. The split-half reliability was computed with odd and even numbers of those 30 items (N=60) scores in the pilot study and the correlation was found 0.79. Split-half reliability was again computed of the scores in the final study (N=480) with odd even number of 30 items and correlation was found 0.73. After applying Spearman Brown prophecy formula (Garretts and Woodwarth, 1966), the coefficient was found to rise from 0.71 to 0.83, which was very high. Thus, it can be said that the reliability of the measure of Attitude towards Globalization scale is statistically sound. The split-half reliability of Attitude towards Globalization Scale was computed with the scores of final study in order to find out whether the change in size of the sample (N=480) will affect the reliability of the scale.

To find out the validity of the scale, correlation of each dimension with the total scores of final study were computed which ranged from 0.46 to 0.59 (Table No.-14). Correlation of each dimension with total scores of the pilot study was also computed and it ranged from 0.41 to 0.57.

Table -2: Showing Correlation of the Scores of Each Dimension with the Total Scores of Attitude towards Globalization (ATG) (Both Pilot and Final Study).

Dimensions	Pearson's r for pilot study N=60	Pearson's r for final study N=480
Technological Globalization Dimension	0.53	0.59
Informational Globalization Dimension	0.41	0.55
Economic Globalization Dimension	0.46	0.46
Military Globalization Dimension	0.49	0.51
Environmental Globalization Dimension	0.57	0.63
Sociopolitical And Cultural Globalization Dimension	0.54	0.51

The correlation coefficient of dimension-total of the pilot study ranged from 0.41 to 0.57. The correlation coefficient of each dimension with the total scores was found higher than that of pilot study. Inter-dimensional correlations were also computed in the pilot study, which ranged from 0.37 to 0.78 (Table No.-3). All the coefficients of correlation were in the positive direction and achieved the level of significance either at 0.01 or at 0.05.

Table -3: Showing Interdimensional Correlation with the Scores of ATG in the Pilot Study (N = 60).

	TG	IG	EG	MG	ENV. G	SOC. G
TG		0.71**	0.46**	0.78**	0.71	0.57
IG			0.59**	0.66**	0.68	0.51
EG				0.37**	0.55	0.62
MG					0.67	0.48
ENV. G						0.52
SOC. G						

(* = $P < 0.05$, ** < 0.01)

TG = Technological Globalization Dimension

IG = Informational Globalization Dimension

EG = Economic Globalization Dimension

MG = Military Globalization Dimension

ENV. G = Environmental Globalization Dimension

SOC. G = Sociopolitical And Cultural Globalization Dimension

The high positive correlation between inter-dimensions indicated the validity of Attitude towards Globalization scale. Thus homogeneity of the scale was established. It is also an indication of content validity of the scale. The coefficient of correlation between two equivalent forms of the test in the pilot study (N=60) was 0.76 and that of final study (N = 480) was 0.71. This high correlation in the final study is an indication of the predictive validity of the Attitude towards Globalization scale. The ATG scale contains both positive and negative statements. The number of statements having positive and negative directions on each dimension is reported in Table- 4.

Table-4: Showing the Number of Statements Having Positive and Negative Direction on Each Dimension.

Dimensions	Positive Direction	Negative Direction	Total
Technological Globalization Dimension	4	1	5
Informational Globalization Dimension	2	3	5
Economic Globalization Dimension	4	1	5
Military Globalization Dimension	2	3	5
Environmental Globalization Dimension	1	4	5
Sociopolitical And Cultural Globalization Dimension	1	4	5
Total items	14	16	30

Thus in the final shape, the Attitude towards Globalization (ATG) Scale included 30 items. The specific areas covered by each of the 30 items have been given in **Appendix-B**.

Item Characteristics	Item No.
Technological Globalization Dimension	
Essentiality of Technological advancement - Redundancy	1.
Destructive – Beneficial	2.
Indispensability of developed technologies - Dispensability	3.

Instable for the society - Stable for the society	4.
Encouraging New Technologies - Discouraging New Technologies	5.
Informational Globalization Dimension	
Availability of information technology - Unavailability of information technology	6.
Emphasizing conventional attitude - Deemphasizing	7.
Inevitable for modernization - Inessential	8.
Patronising terrorist activities - Repressing terrorist activities	9.
Actuating the lifestyles - Restraining lifestyles	10.
Economic Globalization Dimension	
Capable of establishing good relationship- Incapable	11.
Ability to attain ultimate goal- Inability to attain ultimate goal	12.
Increased agricultural production- Decreased agricultural production	13.
Accelerate socio-political activities - Obstruct socio-political activities	14.
Disturbing the economic stability - Progressing economic stability	15.
Military Globalization Dimension	
Creating Conflict - Reducing Conflict	16
Obstacles for development - Facilitating the development	17
Effective for the development - Harmful for the development	18
Detrimental - Ameliorative	19
Useful for modernization - Unnecessary for modernization	20
Environmental Globalization Dimension	
Indispensable for modern civilization - Superfluous for modern civilization	21
Creating extreme pollution – Maintaining the Balance of the environment	22
Disastrous for the environment - Balancing the environment	23
Threatening the environment – Protecting the environment	24
Venture for national heritages – Helpful for national heritages	25

Sociopolitical and Cultural Globalization Dimension	
Waning the political culture - Expanding the political culture	26
Safety for our own cultures -Vulnerable	27
Diminish close mindedness - Promote close mindedness	28
Imprecation for the traditional society - Benediction for the traditional society	29
Contradicting the political culture - Refreshing the political culture	30

Modification of Samad S. & Haque's (2007) National Development Attitude (NDA) Scale

The present national development attitude scale was modified by the present investigator which was developed by Samad, S. & Haque (2007) to measure individual differences in attitudes regarding the process of development in different areas or dimensions on the basis of previous literatures and findings (Newcomb, 1943; Ahmed, 2001). This type of scale was developed by Newcomb (1943) for measuring social change and progressivism on the economic, political and social sector. Many other investigators in Western countries also developed some scales in different names. In Bangladesh similar type of scale named attitude scale for national development was developed by Ahmed (2001). This scale consisted of 58 items in different sectors of national development.

Thus, due to the non-availability of suitable scale for the measurement of national development in the present context of Bangladesh the present investigator had modified a scale for measuring attitude in the different areas of national development. The present national development attitude scale initially consisted of 50 items. These items were indicative of attitudes covering all dimensions of national development. The investigator followed precautionary measures for editing the statement about the national development attitude scale. In this test, the areas are as follows: economic, social, political, cultural, religious, feminism, modern education, planning, capable person, technology, reduction of corruption etc.

After pilot study 20 items were retained out of 50 after item-total correlations. The 50 items were administered on 50 respondents. Subjects ranging from 20-25 of age were included in the pilot study as a sample. Bi-serial correlation between each item score with the total was computed. The size of the correlation of these items ranged from 0.31 to 0.75. Those items were retained having correlations ranging from 0.42 to 0.75. Thus 20 items were retained. The items in the national development attitude scale were, therefore, found to meet the criterion of internal consistency. The spirit half reliability of the present form of scale was 0.84. The concurrent validity of the scale was found when this scale was correlated with the Ahmed's (1997) attitude toward national development scale ($r=0.58$, $P<0.01$ level), Ara's (1983) conservatism-radicalism scale was ($r=0.52$, $P<0.01$ level) and Haque & Samads's (2007) National Development scale was ($r=0.48$, $P<0.01$ level).

The score for each response of the items was weighted 5 to 1 which is ascribed as Likert type five point scale. Therefore, the total scoring of the responses for each subject ranged from $(20 \times 1) = 20$ to $(20 \times 5) = 100$ indicating highest score as supportive of positive attitudes towards national development and the lowest score as negative attitudes towards national development. Thus the concept of national development attitude associated with the arena of different types of development in Bangladesh. These areas are economic, social, political, educational, planning and policy, agricultural, globalization, reduction of corruption etc. Thus, national development attitudes has been operationalized as an extreme positive evaluation of ones own nation's development in which the individuals are supportive of the development of different sectors of his/her own nations. The individual will possess positive attitudes towards the development of these areas described above.

Rahman & Ara's (2006) Open minded-Close minded Attitude (OCA) Scale

The present open minded – close minded attitude scale was constructed by Rahman & Ara (2006) to measure individual differences in attitudes regarding the process of development of Bangladesh in different areas or dimensions on the basis of previous literature and findings (Geller and Howard, 1972; Hanson,

1976; Saroglou, 2002). This type of scale was developed by Rokeach (1960) for measuring social change and progressivism on the economic, political, religious, ideological and social sector. Many other investigators in Eastern countries also developed some scales in different name (Hasan, 1974). In Bangladesh, similar type of scale named attitude scale for national development was developed by Islam (1988).

The present Open minded – Close minded attitude scale initially consisted of 55 items. These items were indicative of attitudes covering all dimensions of Open minded–Close minded attitude. The major dimensions covering the open minded–Close minded Attitudes Scale were (1) Belief-Disbelief System Dimension (2) Central -Peripheral Dimension (3) Time Perspective Dimension (4) General Authoritarianism Dimension.

In the light of above literature, the present OCA scale has been conceptualized as follows: **open mindedness** as (i) an extreme positive support of modernism as against traditionalism: (ii) an emphasis on freedom, equality and liberty for all citizens irrespective of race, religion and sex: (iii) positive evaluation of officials' power (iv) a possession of humanitarian secular feeling as against rigid pro-religious feelings: (v) supportive of officials' movement and (vi) supportive of progressive foreign policy. **Close mindedness** as (i) an extreme support of close-minded or authoritarianism (ii) resistant to freedom, equality and liberty for all citizens, irrespective of race, religion and sex: (iii) a negative attitude towards officials' power influence (iv) a possession of extremely extrinsic pro-religious attitude as against humanitarian secular feelings: (v) resistant to officials' movement and (vi) rigid attitude toward foreign policy.

After pilot study 26 items were retained out of 55 after item-total correlations. The 55 items were administered on 25 male and 25 female respondents. Subjects ranging from 20-55 of age were included in the pilot study as sample. Bi-serial correlation between each item score with the total was computed. The size of the correlation of these items ranged from 0.31 to 0.75. Those items were retained having correlations ranging from 0.42 to 0.75. Thus 26 items were retained. The items in the Open minded – Close minded attitude scale were, therefore, found to

meet the criterion of internal consistency. The split half reliability of the present form of scale was 0.84. The concurrent validity of the scale was found when this scale was correlated with the Ara & Rahman's (2006) Open minded – Close minded attitude scale ($r=0.58$, $P<0.01$ level), Ara's (1983) conservatism-radicalism scale was ($r=0.52$, $P<0.01$ level), Hasan (1976), Dogmatism scale ($r=0.61$, $P<0.01$ level) and Haque's (2002) conventionalism-progressivism scale was ($r=0.48$, $P<0.01$ level).

The score for each response of the items was weighted 5 to 1 which is ascribed as Likert type five point scale. Therefore, the total scoring of the responses for each subject ranged from $(26 \times 1) = 26$ to $(26 \times 5) = 130$ indicating highest score as open minded attitudes and the lowest score as close minded attitudes.

Modification of Levenson's (1981) Internality, Powerful Others and Chance (IPC) Scale

Variable

These scales represent three separate components of the control construct, each viewed as independent and therefore to be used in a profile of causal beliefs.

Description

Internality (I) measures the extent to which, people believes that they have control over their own lives. The Powerful others (P) scale concerns the belief that other persons control the events in one's life. The Chance (C) scale measures the degree to which a person believes that chance affects his or her experiences and outcomes. The I., P. and C subscale was comprised of items derived from Rotter's I-E Scale and some written specifically to assess these three components or attributions for control. Each subscale was comprised of eight items with a five-point Likert format that are presented as a unified scale of 24 items. This final scale was derived from a larger measure of 36 items that was reduced following item analyses and correlations with the Crowne-Marlowe Social Desirability Scale. All statements are worded in the first person. The Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree) so that with a constant of 24 added to the total to eliminate negative scores, the range of scores per subscale is from 0 to 120.

Samples

The I, P, and C scales have been used with a wide variety of samples including psychiatric patients, reformatory prisoners, students, adults in different walks of life, and members of some non-American cultures (Japan). An extensive description of samples and norms can be found in Levenson (1981). Levenson has presented extensive norms for the scale based on the results of more than a dozen studies. For the Internality subscale means ranged from the low 30s to the low 40s, with 35 being the modal mean. SD values approximating 7. The Powerful others subscale has produced means ranged from 18 through 26 with 20 being characteristic of normal college student subjects (SD = 8.5). The Chance subscale produces means between 17 and 25, with 18 being a common mean among undergraduates (SD = 8).

Reliability

Internal Consistency: For a student sample of 152, the Kuder-Richardson reliabilities were 0.64 for I, 0.77 for P, and 0.78 for C. Similar estimates have been found among 115 adults (0.51, 0.72, and 0.73). Split-half reliabilities using Spearman-Brown formula were 0.62, 0.66, and 0.64 for the three subscales. **Test-Retest:** test-retest reliabilities with a 1-week interval ranged between 0.60 and 0.79, while a 7 week interval produced values between 0.66 and 0.73. Factor analysis supports the independence of the three subscales (Levenson, 1973).

Validity Convergent: The P and C subscales have been found to correlate with each other from 0.41 to 0.60; whereas the P and C scales correlated with I scale between -0.25 and 0.19. With Rotter's I-E Scale, the P and C subscales produce values of 0.25 and 0.56, respectively, while the I scale is correlated negatively ($r = -0.41$). Similar correlations (0.24, 0.44, -0.15; 0.22, 0.43, -0.32) have been found among other samples. Extensive validity research has been conducted with the I, P and C subscales related to achievement, occupational behaviour, socio-political involvement, interpersonal perception and behaviour; much of it is reviewed in Levenson (1981). **Discriminate:** The I, P, and c scales have been evaluated opposite the Crowne-Marlowe social desirability scale, and correlations for the subscales have been negligible (0.09, 0.04, and -0.10 in one study and 0.04, 0.11, 0.08 in a second study).

For the present study Levenson's scale was modified which contains 30 items in three subscales with 10 items in each subscale. The split-half reliability of the present form of scale was 0.81. The concurrent validity of the scale was found when this scale was correlated with the Levenson's (1981) original IPC scale ($r=0.62$, $P<0.01$ level), and Rotter's I-E scale was ($r=0.59$, $P<0.01$ level).

Procedure of Data Collection and Administration of Scales

The present investigation utilized Attitudes towards Globalization (ATG) Scale, National Development Attitude Scale, Open minded-Close minded attitude Scale, Internality, Powerful others, and Chance (IPC) Scale for collection of data in the present study. These four measures were administered to each of the 480 subjects separately for Younger generations ($N=160$), middle aged generations ($N=160$) and older educational generations ($N=160$). At first data collection job was done at Rajshahi city in January 2008 and it was continued up to April 2009. All the respondents were the graduate of three educational generations i.e. Younger generations, middle aged generations and older generations. All the respondents were Bengali and all the measures were back translated into Bengali version. These scales were administered for all generations in several groups during office period. On the contrary, these scales were administered in several groups at several places for all generations. As the sample was drawn from several separate institutions, data was collected from each institution on different occasions. Moreover, the officials were not easily available and sometimes they were individually contacted in their hostels, house, and professional office instead of groups. Most of the officials were contacted in their institutions.

Each sample was administered with a time gap of one week in order to prevent serial position effect from one measure to another. In addition, Attitude towards Globalization scale was administered first followed by National Development Attitude scale, Open minded-Closed minded attitude Scale, Internality, Powerful others, and Chance (IPC) Scale. This sequence was maintained in order to check the response set effect of the respondents. The younger, middle age and older educational generations' respondents took hardly half an hour to fill up each questionnaire. However, it was not a very simple and easy job to contact the

officials and get them easily available. They were always busy for something. However, it seemed to me very difficult to collect data of female respondent, as they were very suspicious to fill up the scale. The male respondents in general, were found more co-operative as compared to female respondent. They thought that these tests were nothing but the collection of information's about their activities through questionnaire. Therefore, at times the investigator needed the help of the chief of those institutions to make them assured about the purpose of these tests. At last the investigator told them not to put their names on the form and they were assured that these results would be kept secret, only then they were agreed to fill up those test materials. In spite of that, the investigator was successful to establish proper rapport with all the respondents.

Method of Analyses

The data thus collected has been analyzed for three educational generations separately. Scoring was made for each subject and coding was done for final analysis of the results. The analyses were done in three parts. *In the first part*, ANOVA (3X2X2) of all the measures was computed for three educational generations to find out the differences among younger-middle aged-older educational generations and also gender and urban-rural residential background differences. Again, t-test of all the measures was computed for three educational generations to find out the differences among younger-middle aged-older educational generations and also gender and urban-rural residential background differences. *In the second part*, Pearson's product moment correlation and intervariable correlation were computed to find out the similarities among three educational generations and the similarities of gender and urban-rural residential background on attitudes towards globalization. *In the third part*, factor analyses were used to identify certain dimensions of attitudinal items towards globalization.

Chapter Five

Results

Chapter Five

RESULTS

Analyses of data for the present study have been divided into three parts. *In the first part*, the differences among three educational generations (Younger Generations-Middle Aged Generations-older Generations) with reference to gender and residential background on the attitudinal variable of 'Attitude towards globalization' (i.e. total ATG scores, Technological globalization, Information technological globalization, Economic globalization, Military globalization, Environmental globalization, and Sociopolitical & cultural globalization dimension), National development Attitudinal variables, open mindedness and close mindedness attitudinal variable and Personality variables of IPC had been computed using ANOVA (3X2X2). t-test was also computed with mean and SD of each group separately to find out the significant differences among within and between groups. The differences were computed between Younger -Middle Aged-older educational Generations with reference to gender and residence on each variable separately.

In the second part, analyses of correlation of non-parametric methods was computed to find out the similarities of attitudinal variable of Attitude towards globalization between Younger - Middle Aged, Younger - Older, and Middle Aged - Older Generations. The similarities on Attitude towards globalization were determined by computing the same correlational technique between homogenous generation i.e. male and female of Younger Generations-male and female of Middle Aged Generations, male and female of Older Generations. Further, inter-variable correlation were computed separately by using the method of product moment correlation which showed the strength of relationship of attitudinal variable of Attitude towards globalization (i.e. total ATG scores) with National Development, Open mindedness-Close mindedness, and personality variables of IPC.

In the third part, factor analysis of 30 attitude items was computed using oblique rotation of Kaiser's principal axis method for younger, middle aged and older educational generations separately. This multivariate correlational matrix intended to generate clusters of social change that form some meaningful factors leading to the development of specific patterns of social change for each generation.

PART – I

Univariate Analyses

A) ANOVA

In this part, ANOVA was computed in order to determine the significant differences among younger, middle aged and older educational generations separately on the scores of attitudinal variable of ‘Attitude towards globalization, National development Attitudinal variables, open mindedness and close mindedness attitudinal variable and Personality variables of IPC.

Table – 5: Showing summary of ANOVA involving Generation, Sex and Residential Background on the total scores of the Attitude towards globalization (ATG).

Source of Variance	Sum Of Squares	df	Mean Square	F	sig. (p value)
Generation	2182.817	2	1091.408	9.448	.000
Sex	1721.419	1	1721.419	14.903	.000
Residential Background	1277.269	1	1277.269	11.058	.001
Generation * Sex	777.650	2	388.825	3.366	.035
Generation * RB	871.400	2	435.700	3.772	.024
Sex * RB	328.352	1	328.352	2.843	.092
Generation * Sex * RB	1104.517	2	552.258	4.781	.009
Within Cell (Experimental Error)	54059.325	468	115.511		
Total	62322.75	479			

The results reported in table – 5 showed that the main effect for generation ($F = 9.448$, $df = 2/468$, $p < 0.01$), sex ($F = 14.903$, $df = 1/468$, $p < 0.01$) and R.B. ($F = 11.058$, $df = 1/468$, $p < 0.01$) were statistically significant. It was also found that a two-way interaction effect between generation and sex emerged statistically significant ($F = 3.366$, $df = 2/468$, $p < 0.05$); generation and RB ($F = 3.772$, $df = 1/468$, $p < 0.05$) and a three-way interaction effect involving Generation, sex and Residential background ($F = 4.781$, $df = 2/468$, $p < 0.01$) were emerged statistically significant.

Main Effect:

Table – 6: Mean Comparison within Groups (N = 160 for each group) on Attitude towards globalization (ATG).

		Mean	SD	t
Attitude towards Globalization Scale (ATG)	Younger	98.39	8.049	5.201**
	Older	93.18	9.792	
	Younger	98.39	8.04945	2.183*
	Middle Aged	95.49	14.749	
	Older	93.18	9.792	1.652
	Middle Aged	95.49	14.749	

(* P < .05, ** P < .01)

The result showed that Younger generation's Ss (M=98.39) were significantly more modernized on the Attitude towards Globalization (ATG) scale ($t = 5.201$, $df = 318$, $P < 0.01$) as compared to Older generation's Ss (M=93.18). It was found that younger generation's Ss (M=98.39) were more modernized on the Attitude towards Globalization (ATG) as compared to Middle aged generation's Ss (M=95.49).

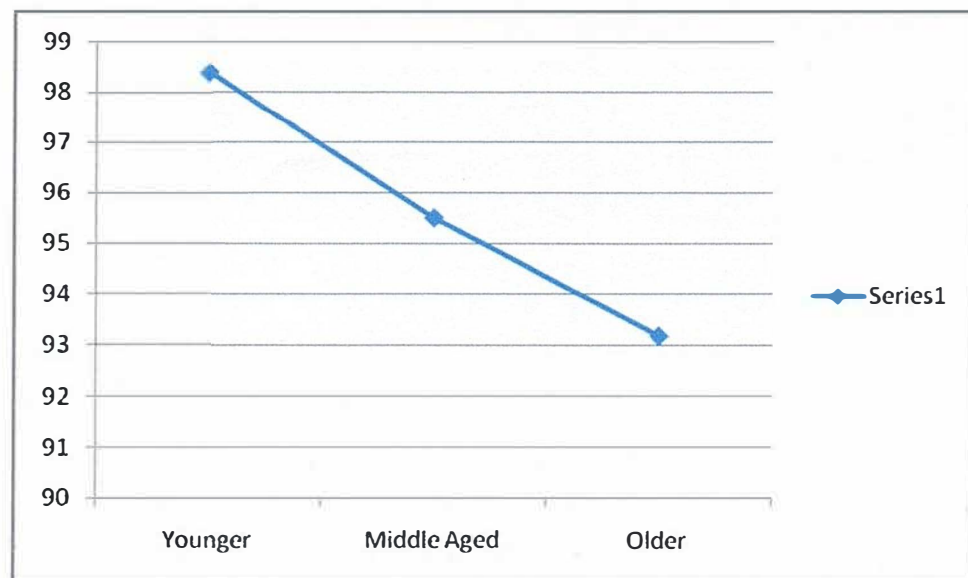


Figure-1: Showing Mean Comparison within Groups (N= 160 for each group) on Attitude towards globalization (ATG).

Table – 7: Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).

		Mean	SD
Attitude towards Globalization Scale (ATG)	Male	97.58	12.547
	Female	93.79	9.804

The result showed that male Ss (M=97.58) were significantly more modernized as compared to female Ss (M=93.79).

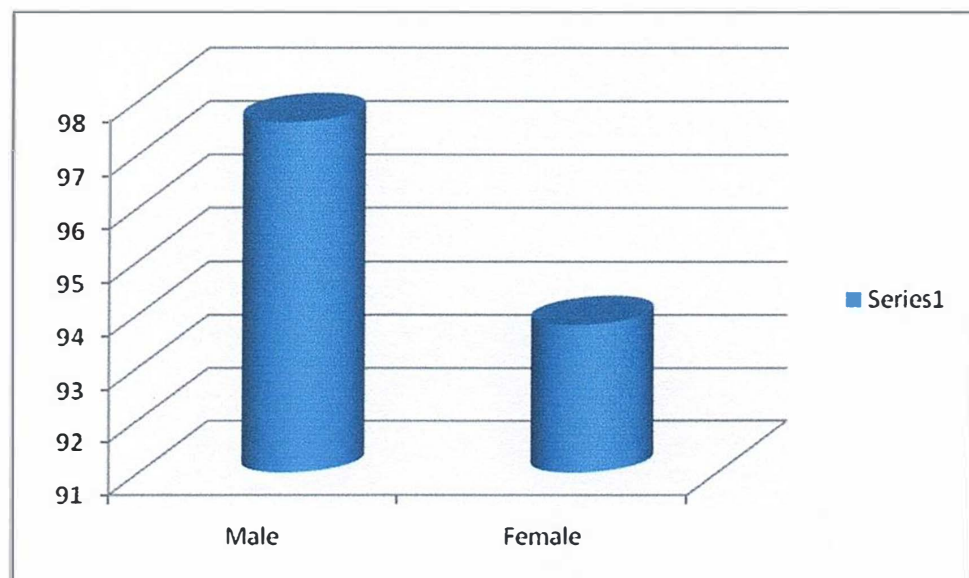


Figure-2: Showing Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).

Table – 8: Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).

		Mean	SD
Attitude towards Globalization Scale (ATG)	Urban	97.32	11.203
	Rural	94.05	11.397

The result showed that urban Ss (M=97.32) were significantly more modernized as compared to rural Ss (M=94.05).

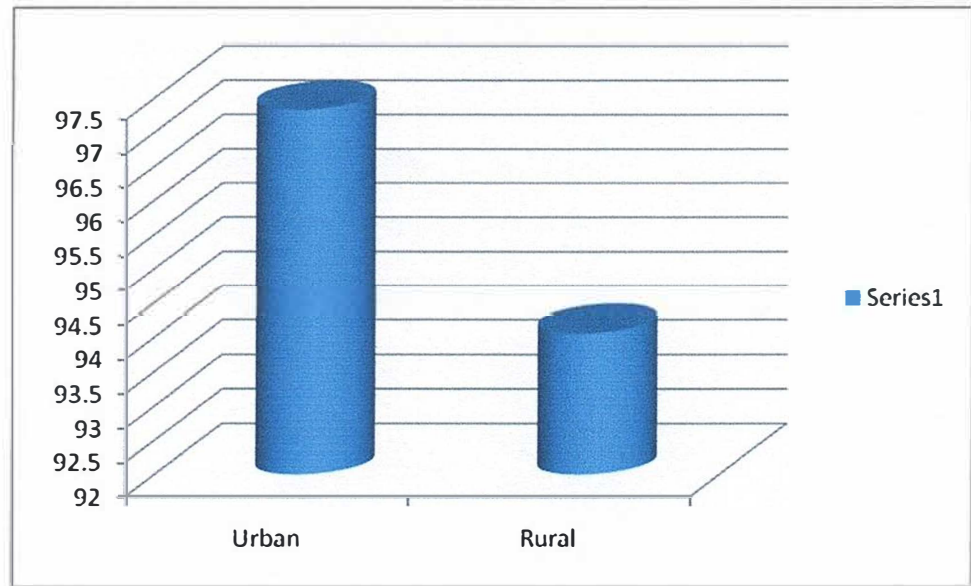


Figure-3: Showing Mean Comparison within Groups (N= 240 for each group) on Attitude towards globalization (ATG).

Interaction Effect:

Table – 9: Mean Comparison between Generation and sex (N= 80 for each group) on Attitude towards Globalization (ATG).

	Mean	SD	t
Younger Male	101.09	7.534	4.633**
Younger Female	95.61	7.447	
Middle Aged Male	95.58	9.045	0.674
Middle Aged Female	96.51	8.305	
Older Male	95.98	9.279	3.984**
Older Female	90.37	8.523	

(* P < .05, ** P < .01)

The result showed that Younger male generation's Ss (M=101.09) were significantly more modernized on the Attitude towards Globalization (ATG) scale ($t = 4.633$, $df = 158$, $P < 0.01$) as compared to Younger male generation's Ss (M=95.61). It was found that Older male generation's Ss (M=95.98) were significantly more modernized ($t = 3.984$, $df = 158$, $P < 0.05$) as compared to older female generation's Ss (M=90.37).

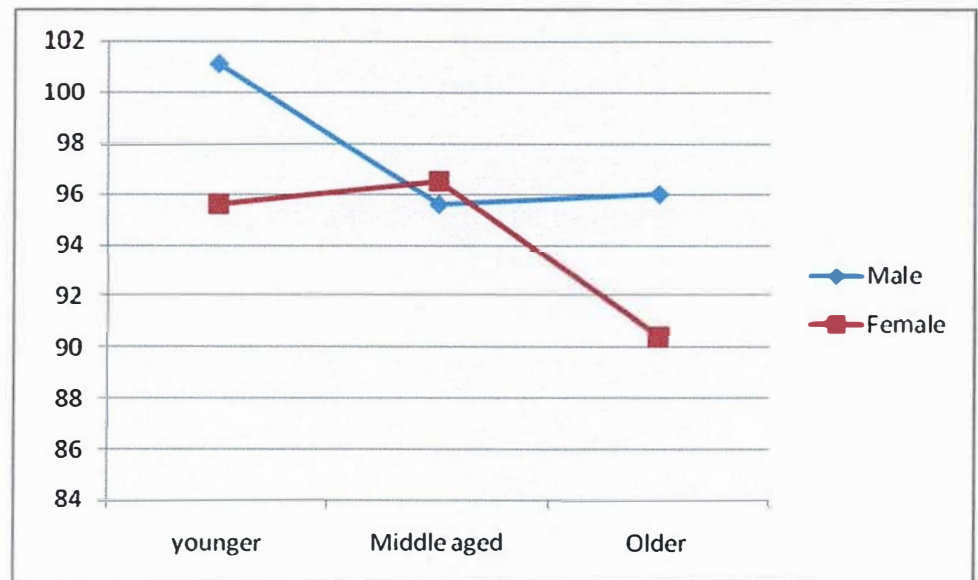


Figure-4: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Attitude towards Globalization (ATG).

Table – 10: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Attitude towards Globalization (ATG).

	Mean	SD	t
Younger Urban	99.12	7.300	1.297
Younger Rural	97.58	7.680	
Middle Aged Urban	99.02	9.916	4.732**
Middle Aged Rural	91.96	8.936	
Older Urban	93.73	8.653	0.753
Older Rural	92.62	9.987	

(* P < .05, ** P < .01)

The result showed that Middle aged urban Ss (M=99.02) were significantly more modernized on the Attitude towards Globalization (ATG) scale ($t = 4.732$, $df = 158$, $P < 0.01$) as compared to Middle aged rural Ss (M=91.96).

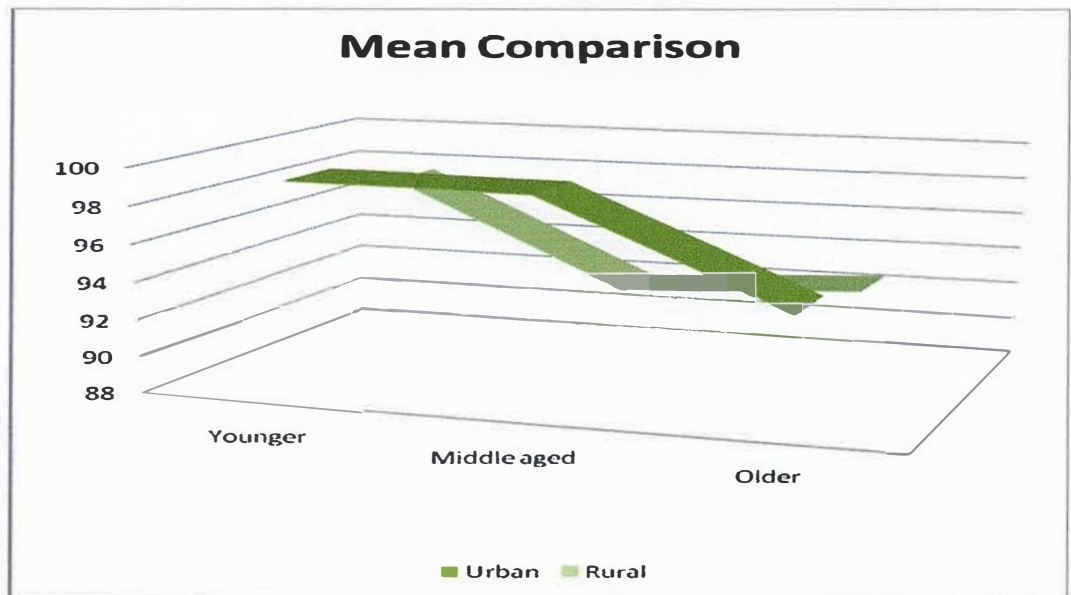


Figure-5: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Attitude towards Globalization (ATG) .

Interaction Effect:

Table – 11: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on Attitude towards globalization (ATG).

	YUM M=102.97 SD=7.658	YUF M=95.27 SD=6.942	YRM M=99.23 SD=7.409	YRF M=95.95 SD=7.951	MUM M=101.62 SD=8.046	MUF M=96.42 SD=9.787	MRM M=89.55 SD=6.043	MRF M=94.38 SD=5.829	OUM M=95.37 SD=9.409	OUF M=92.10 SD=7.896	ORM M=96.60 SD=10.824	ORF M=88.65 SD=9.149
YUM M=102.97		4.712**	2.223*	4.022**	0.769	3.334**	8.701**	5.648**	3.962**	6.250**	3.038**	7.591**
YUF M=95.27			2.464*	0.407	3.779**	0.606	3.931**	0.624	0.054	1.907	0.654	3.646**
YRM M=99.22				1.906	1.385	1.445	6.397**	3.250**	2.036*	4.162**	1.266	5.681**
YRF M=95.95					3.170**	0.236	4.053**	1.010	0.298	2.173*	0.306	3.809**
MUM M=101.62						2.596*	7.586**	2.864**	3.193**	5.341**	2.354*	6.733**
MUF M=96.42							3.777**	1.135	0.489	2.173*	0.078	3.668**
MRM M=89.55								2.022*	3.292**	1.622	3.597**	0.519
MRF M=94.375									0.569	1.466	1.145	3.338**
OUM M=95.37										1.684	0.542	3.238**
OUF M=92.10											2.124*	1.805
ORM M=96.6												3.548**
ORF M=88.65												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female
MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female
OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 11) indicated that in case of Younger generation’s, it was found that Younger Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 4.712$, $df =78$, $p<0.01$) Younger Rural Male generations ($t= 2.223$, $df =78$, $p<0.05$) and Younger Rural Female generations ($t= 4.022$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). In case of Middle aged generation’s, it was found that Middle aged Urban Male generation’s scored significantly higher than Middle aged Urban Female generations ($t= 2.596$, $df =78$, $p<0.05$) and Middle aged Rural Male generations scored significantly higher than Middle aged Rural Female generations ($t= 2.022$, $df =78$, $p<0.05$) indicating a significant differences between sex (i.e male and female) and residential background (i.e. Urban and Rural) of the Middle aged generation’s. In case of within group comparison, on the other side, Middle aged Urban Male generation’s scored significantly higher than Middle aged Rural Male generations ($t= 7.586$, $df =78$, $p<0.01$) and Middle aged Rural Female generations ($t= 2.864$, $df =78$, $p<0.01$). Again in case of Older generations, it was found that Older Rural Male generations scored significantly higher than Older Rural Female generations ($t= 3.548$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e male and female) and residential background (i.e. Urban and Rural) of the Older generations. On the other side, Older Rural Male generations scored significantly higher than Older Urban Female generations ($t= 2.124$, $df =78$, $p<0.05$), and Older Rural Female generations ($t= 3.548$, $df =78$, $p<0.01$).

No significant differences were found between Older Rural Male generation & Older Urban Female generation. There were also found no significant differences between Younger Rural Male generation & Younger Rural Female generation.

In case of between group comparison, Younger Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 3.334$, $df =78$, $p<0.01$), Middle aged Rural Male generations ($t= 8.701$, $df =78$, $p<0.01$) and Middle aged Rural Female generations ($t= 5.648$, $df =78$, $p<0.01$), Older Urban Male generations ($t= 3.962$, $df =78$, $p<0.01$), Older Urban Female generations ($t=$

6.250, $df=78, p<0.01$), Older Rural Male generations ($t= 3.038, df=78, p<0.01$) and Older Rural Female generations ($t= 7.591, df=78, p<0.01$). Again, Younger Urban Female generations differ significantly than Middle aged Urban Male generations ($t= 3.779, df=78, p<0.01$), Middle aged Rural Male generations ($t= 8.701, df=78, p<0.01$) and Older Rural Female generations ($t= 3.646, df=78, p<0.01$).). Younger Rural Male generations differed significantly than Middle aged Rural Male generations ($t= 6.397, df=78, p<0.01$) and Middle aged Rural Female generations ($t= 3.250, df=78, p<0.01$), Older Urban Male generations ($t= 2.036, df=78, p<0.05$), Older Urban Female generations ($t= 4.162, df=78, p<0.01$), and Older Rural Female generations ($t= 5.681, df=78, p<0.01$). Again Younger Rural Female generations differ significantly than Middle aged Urban Male generations ($t= 3.170, df=78, p<0.01$) and Middle aged Rural Male generations ($t= 4.053, df=78, p<0.01$), Older Urban Female generations ($t= 2.173, df=78, p<0.05$) and Older Rural Female generations ($t= 3.809, df=78, p<0.01$).

No significant differences were found between Younger Urban Male generation & Middle aged Urban Male generation. Again, no significant differences were found among Younger Urban Female generation & Middle aged Urban Female generation, Middle aged Rural Female generation, Older Urban Male generation, Older Urban Female generation, Older Rural Female generation. On the other side, no significant differences were found among Younger Rural Male generation & Middle aged Urban Male generation, Middle aged Urban Female generation and Older Rural Male generation. Again, no significant differences were found among Younger Rural Female generation & Middle aged Urban Female generation, Middle aged Rural Female generation, Older Urban Male generation and Older Rural Male generation.

Middle aged Urban Male generation's differ significantly than Older Urban Male generations ($t= 3.193, df=78, p<0.01$), Older Urban Female generations ($t= 5.341, df=78, p<0.01$), Older Rural Male generations ($t= 2.354, df=78, p<0.05$) and Older Rural Female generations ($t= 6.733, df=78, p<0.01$). Again Middle aged Urban Female generations differ significantly than Older Urban Female generations ($t= 2.173, df=78, p<0.05$), and Older Rural Female generations ($t= 3.668, df=78, p<0.01$). On the other side, Middle aged Rural Male generations

differ significantly than Older Urban Male generations ($t= 3.292, df =78, p<0.01$) and Older Rural Male generations ($t= 3.597, df =78, p<0.01$). Again Middle aged Rural Female generations differ significantly than Older Rural Female generations ($t= 3.338, df=78, p<0.01$). No significant differences were found among Middle aged Urban Female generation, Older Urban Male generation and Older Urban Female generation. On the other side, no significant differences were found among Middle aged Rural Male generation, Older Urban Female generation and Older Rural Female generation. Again, no significant differences were found among Middle aged Rural Female generation, Older Urban Female generation and Older Rural Male generation.

Table – 12: Showing summary of ANOVA involving Residential Background, Generation, and Sex on the total scores of the National Development Attitude (NDA).

Source of Variance	Sum of Squares	df	Mean Square	F	sig. (p value)
Generation	2343.754	2	1171.877	10.161	.000
Sex	1840.833	1	1840.833	15.961	.000
Residential Background	1178.133	1	1178.133	10.215	.001
Generation * Sex	836.354	2	418.177	3.626	.027
Sex * RB	364.008	1	364.008	3.156	.076
Generation * RB	937.929	2	468.965	4.066	.018
Generation * Sex * RB	1001.029	2	500.515	4.340	.014
Within Cell (Experimental Error)	53975.750	468	115.333		
Total	4453578.000	480			

The results on Attitude towards national development have been reported in table – 12. The results of analysis of variance showed that the main effect of generation was statistically significant ($F = 10.161$, $df = 2/468$, $p < 0.01$). Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant ($F = 15.96103$, $df = 1/468$, $p < 0.01$). It was also found that the main effect of residential background (i.e. Urban and Rural residential background) was statistically significant ($F = 10.215$, $df = 1/468$, $p < 0.01$). A two-way interaction between generation and Residential Background emerged statistically significant ($F = 4.066$, $df = 1/468$, $p < 0.05$). It was also found that a two-way interaction between Generation and sex emerged statistically significant ($F = 3.626$, $df = 2/468$, $p < 0.05$). Moreover, a three-way interaction between Generation, sex and Residential background emerged statistically significant ($F = 4.340$, $df = 2/468$, $p < 0.05$).

Main Effect:

Table – 13: Mean Comparison within Generation (N = 160 for each group) on National Development Attitude (NDA).

	N=160	Mean	SD	t
National	Younger	79.96	5.585	2.904**
	Middle Aged	78.00	4.506	
Development	Younger	79.96	5.392	2.027*
	Older	78.77	5.139	
Attitude (NDA)	Middle Aged	78.00	3.801	1.995*
	Older	78.77	3.113	
Scale				

(* P < .05, ** P < .01)

It was found that younger generations Ss (M=79.96) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 2.904$, $df = 318$, $P < 0.01$) as compared to older generations Ss (M=78.00). The result showed that Younger generations Ss (M=79.96) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 2.027$, $df = 318$, $P < 0.05$) as compared to older generations Ss (M=78.77). It was found that middle aged generations Ss (M=78.00) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 1.995$, $df = 318$, $P < 0.05$) as compared to older generations Ss (M=78.77).

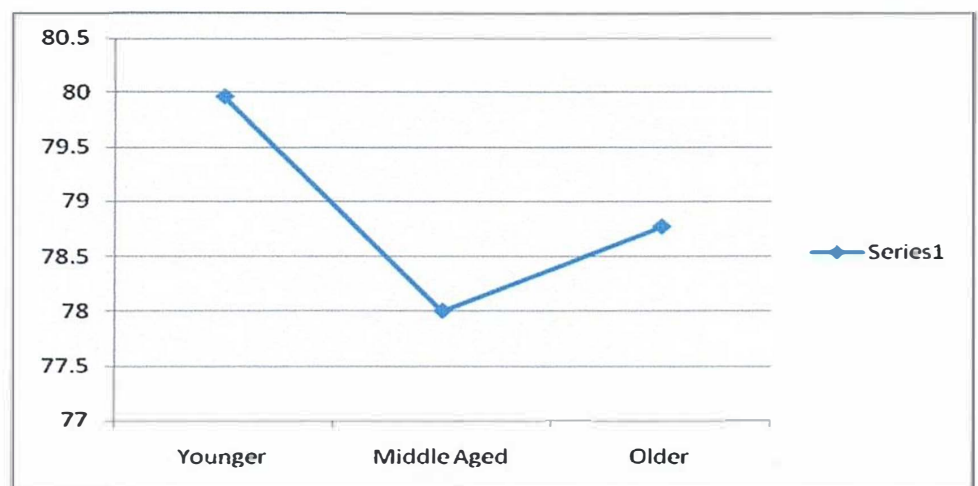


Figure – 6: Showing Mean Comparison within Generation (N = 160 for each group) on National Development Attitude (NDA).

Table – 14: Mean Comparison within Sex (N= 240 for each group) on National Development Attitude (NDA).

		Mean	SD
National Development Attitude (NDA) Scale	Male	83.01	7.143
	Female	73.74	8.275

The result showed that male Ss ($M=83.01$) scored significantly higher on the National development Attitude (NDA) Scale as compared to female Ss ($M=73.74$).

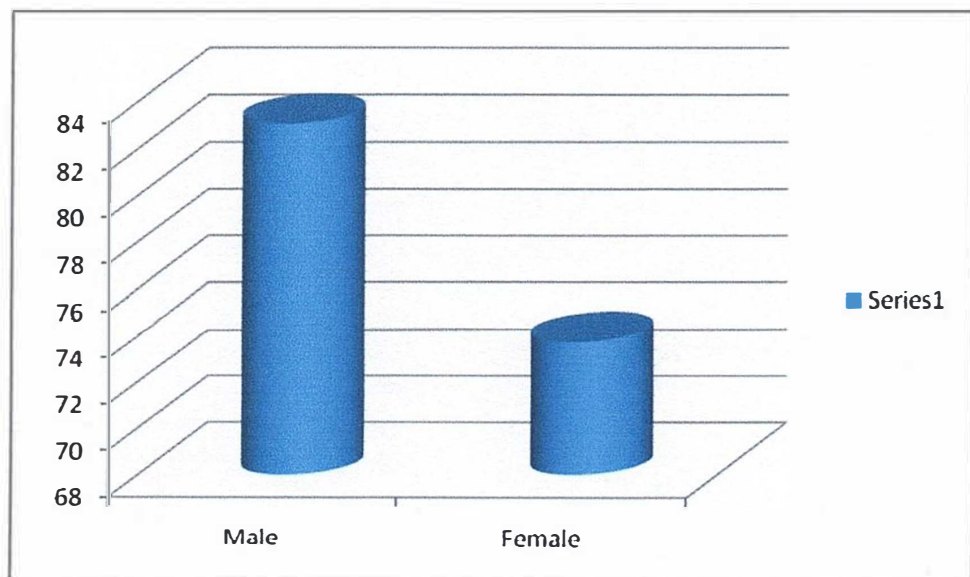


Figure – 7: Showing Mean Comparison within Sex (N= 240 for each group) on National Development Attitude (NDA).

Table – 15: Mean Comparison within Residential Background (N= 240 for each group) on National development Attitude (NDA).

		Mean	SD
National Development Attitude Scale (NDA)	Urban Residential Background	84.22	6.52555
	Rural Residential Background	72.54	7.18308

The result showed that Urban Residential Background Ss (M=84.22) scored significantly higher on the National development Attitude (NDA) as compared to Rural Residential Background Ss (M=72.54).

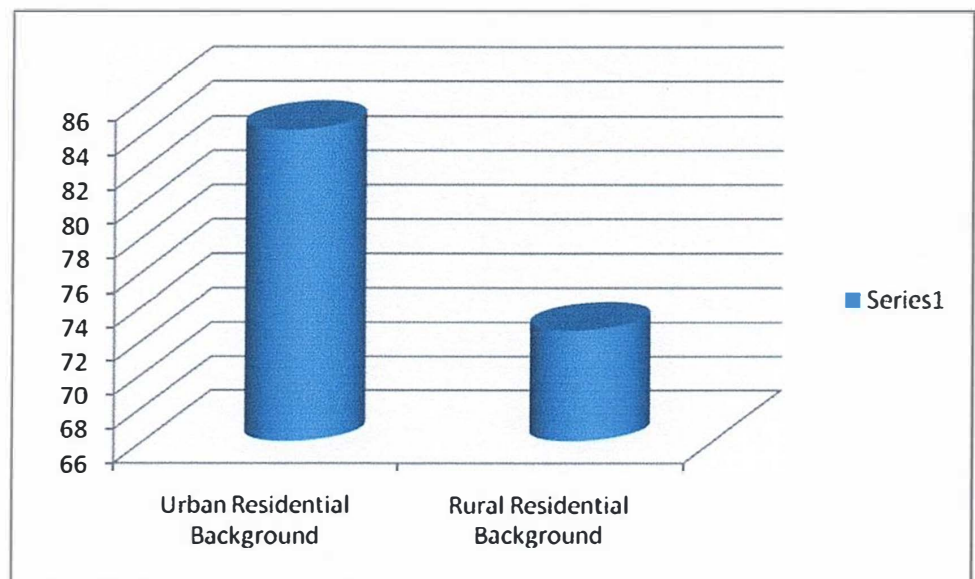


Figure – 8: Showing Mean Comparison within Residential Background (N= 240 for each group) on National development Attitude (NDA).

Interaction Effect:

Table – 16: Mean Comparison between Generation and sex (N= 80 for each group) on National development Attitude (NDA).

	Mean	SD	t
Younger Male	82.80	7.292	6.353**
Younger Female	74.75	8.676	
Middle Aged Male	79.44	7.346	2.400*
Middle Aged Female	76.28	9.222	
Older Male	75.87	6.827	2.613*
Older Female	73.07	6.728	

(* P < .05, ** P < .01)

It was found that younger male generations Ss (M=82.80) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 6.353$, $df = 158$, $P < 0.01$) as compared to younger female generations Ss (M=74.75). The result showed that Middle Aged Male generations Ss (M=79.44) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 2.400$, $df = 158$, $P < 0.05$) as compared to Middle Aged Female generations Ss (M=76.28). It was found that Older Male generations Ss (M=75.87) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 2.613$, $df = 158$, $P < 0.05$) as compared to Older Female generations Ss (M=73.07).

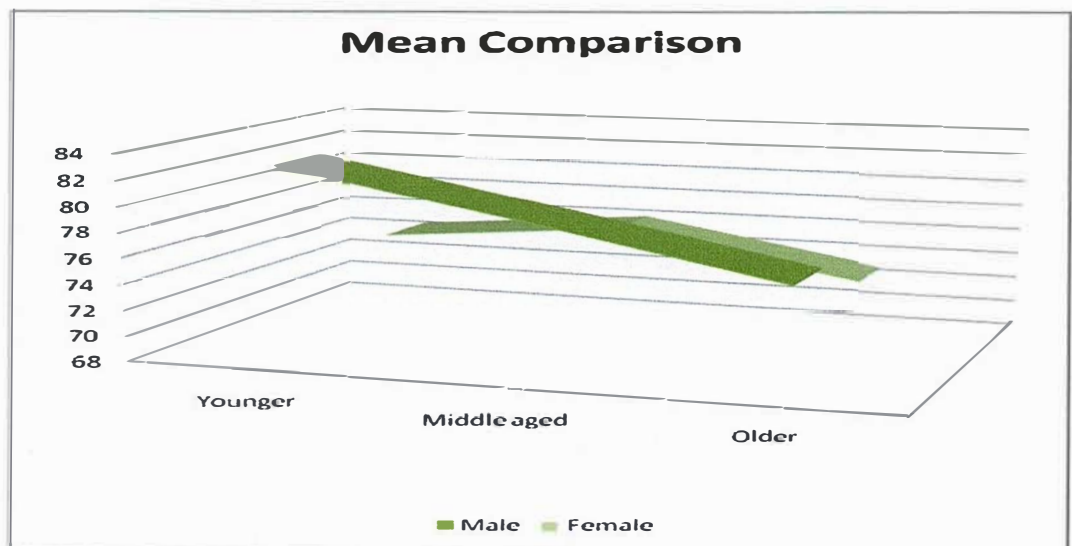


Figure – 9: Showing Mean Comparison between Generation and sex (N= 80 for each group) on National development Attitude (NDA).

Table – 17: Mean Comparison between Generation and Residential Background (N= 80 for each group) on National development Attitude (NDA).

	Mean	SD	t
Younger Urban	85.30	6.5975	10.951**
Younger Rural	72.25	8.371	
Middle Aged Urban	84.47	8.341	9.004**
Middle Aged Rural	71.52	9.794	
Older Urban	82.88	8.451	6.980**
Older Rural	73.85	7.905	

(* P < .05, ** P < .01)

It was found that Younger Urban generations Ss (M=85.30) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 10.951$, $df = 158$, $P < 0.01$) as compared to younger Rural generations Ss (M=72.25). The result showed that Middle Aged Urban generations Ss (M=84.47) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 9.004$, $df = 158$, $P < 0.01$) as compared to Middle Aged Rural generations Ss (M=71.52). It was found that Older Urban generations Ss (M=82.88) scored significantly higher on the National Development Attitude (NDA) Scale ($t = 6.980$, $df = 158$, $P < 0.01$) as compared to Older Rural generations Ss (M=73.85).

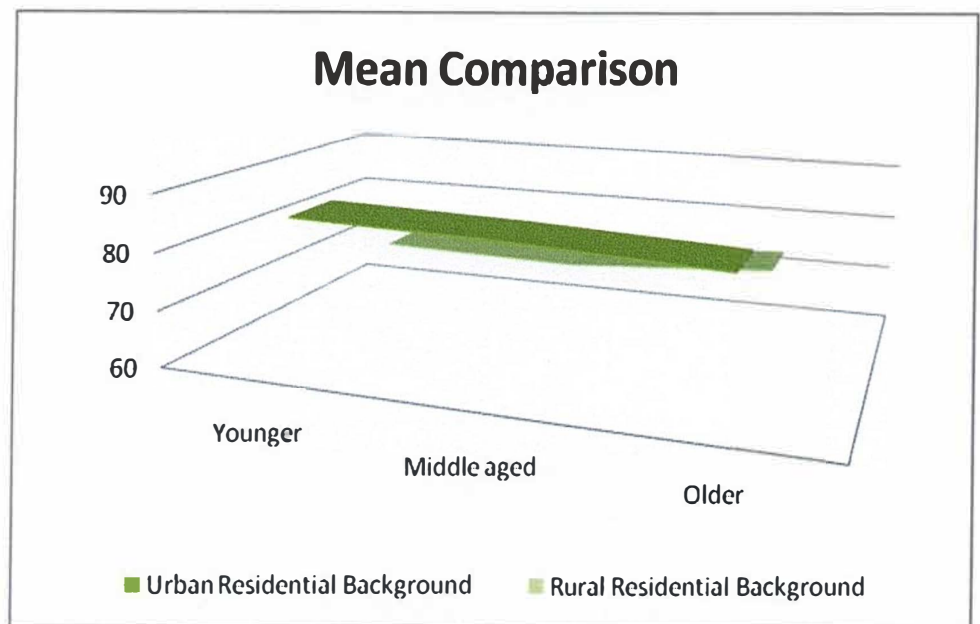


Figure – 10: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on National development Attitude (NDA).

Interaction Effect:

Table – 18: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on National development Attitude (NDA).

	YUM M=88.75 SD=3.295	YUF M=81.85 SD=3.899	YRM M=76.85 SD=4.922	YRF M=67.65 SD=5.820	MUM M=88.3 SD=3.283	MUF M=80.65 SD=5.399	MRM M=76.9 SD=5.646	MRF M=66.15 SD=5.942	OUM M=89.55 SD=3.096	OUF M=76.225 SD=5.806	ORM M=77.75 SD=3.663	ORF M=69.95 SD=6.147
YUM M=88.75		8.549**	12.707**	19.953**	0.612	8.099**	11.465**	21.037**	1.119	11.866**	14.120**	17.048**
YUF M=81.85			5.036**	12.820**	8.003**	1.140	4.563**	13.971**	9.781**	5.087**	4.847**	10.339**
YRM M=76.85				7.634**	12.240**	3.290**	0.042	8.771**	13.813**	0.519	0.928	5.542**
YRF M=67.65					19.545**	10.357**	7.215**	1.141	21.011**	6.597**	9.289**	1.718
MUM M=88.3						7.657**	11.039**	20.636**	1.752	11.450**	13.565**	16.654**
MUF M=80.65							3.036**	11.423**	9.044**	3.530**	2.811**	8.272**
MRM M=76.9								8.295**	12.425**	0.527	0.799	5.266**
MRF M=66.15									22.088**	7.670**	10.510**	2.811**
OUM M=89.55										12.808**	15.560**	18.011**
OUF M=76.225											1.405	4.694**
ORM M=77.75												6.894**
ORF M=69.95												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female
MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female
OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 18) indicated that in case of Younger generations, it was found that Younger Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 8.549$, $df =78$, $p<0.01$) & Younger Rural Male generations scored significantly higher than Younger Rural Female generations ($t= 7.634$, $df =78$, $p<0.01$). On the other hand, Younger Urban Male generations scored significantly higher than Younger Rural Male generations ($t= 12.707$, $df =78$, $p<0.05$) and Younger Rural Female generations ($t= 19.953$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural).

In case of Middle aged generation's, it was found that Middle aged Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 7.657$, $df =78$, $p<0.05$) and Middle aged Rural Male generations scored significantly higher than Middle aged Rural Female generation's ($t= 8.295$, $df =78$, $p<0.05$) indicating a significant differences between sex (i.e male and female) and residential background (i.e. Urban and Rural) of the Middle aged generation's. In case of within group comparison, on the other side, Middle aged Urban Male generations scored significantly higher than Middle aged Rural Male generations ($t= 11.039$, $df =78$, $p<0.01$) and Middle aged Rural Female generations ($t= 20.636864$, $df =78$, $p<0.01$).

Again in case of Older generation's, it was found that Older Urban Male generations scored significantly higher than Older Urban Female generation's ($t= 12.808$, $df =78$, $p<0.01$) & Older Rural Male generations scored significantly higher than Older Rural Female generations ($t= 6.894$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e male and female) and residential background (i.e. Urban and Rural) of the Older generations. On the other side, Older Urban Male generations scored significantly higher than Older Rural Male generations ($t= 15.560$, $df =78$, $p<0.05$), and Older Rural Female generations ($t= 18.011$, $df =78$, $p<0.01$). No significant differences were found between Older Rural Male generation & Older Urban Female generation.

In case of between group comparison, Younger Urban Male generations score significantly higher than Middle aged Urban Female generations ($t= 8.099$, $df =78$, $p<0.01$), Middle aged Rural Male generations ($t= 11.465$, $df =78$, $p<0.01$) and Middle aged Rural Female generations ($t= 21.037$, $df =78$, $p<0.01$), Older Urban Female generations ($t= 11.866$, $df =78$, $p<0.01$), Older Rural Male generations ($t= 14.120$, $df =78$, $p<0.01$) and Older Rural Female generations ($t= 17.048$, $df=78$, $p<0.01$). Again, Younger Urban Female generations differ significantly than Middle aged Urban Male generations ($t= 8.003$, $df =78$, $p<0.01$), Middle aged Rural Male generations ($t= 4.563$, $df =78$, $p<0.01$), Middle aged Rural Female generations ($t= 13.971$, $df =78$, $p<0.01$), Older Urban Male generations ($t=9.781$, $df=78$, $p<0.01$), Older Urban Female generations ($t=5.087$, $df=78$, $p<0.01$), Older Rural Male generations ($t=4.847$, $df=78$, $p<0.01$) and Older Rural Female generations ($t= 10.339$, $df=78$, $p<0.01$). Younger Rural Male generations differed significantly than Middle aged Urban Male generations ($t= 12.240$, $df =78$, $p<0.01$), Middle aged Urban Female generations ($t= 3.290$, $df =78$, $p<0.01$), Middle aged Rural Female generations ($t= 8.771$, $df =78$, $p<0.01$), Older Urban Male generations ($t= 13.813$, $df =78$, $p<0.05$), and Older Rural Female generations ($t=5.542$, $df=78$, $p<0.01$). Again Younger Rural Female generations differ significantly than Middle aged Urban Male generations ($t= 19.545$, $df =78$, $p<0.01$), Middle aged Urban Female generations ($t= 10.357$, $df =78$, $p<0.01$) and Middle aged Rural Male generations ($t= 7.215$, $df =78$, $p<0.01$), Older Urban Male generations ($t= 21.011$, $df =78$, $p<0.05$), Older Urban Female generations ($t= 6.597$, $df =78$, $p<0.05$) and Older Rural Male generations ($t= 9.289$, $df=78$, $p<0.01$).

No significant differences were found between Younger Urban Male generation, Middle aged Urban Male generation & Older Urban Male generation. Again, no significant differences were found among Younger Urban Female generation & Middle aged Urban Female generation. On the other side, no significant differences were found among Younger Rural Male generation & Middle aged Urban Male generation, Older Urban Female generation and Older Rural Male generation. Again, no significant differences were found among Younger Rural Female generation, Middle aged Rural Female generation and Older Rural Female generation.

Middle aged Urban Male generations differ significantly than Older Urban Female generations ($t= 11.450$, $df=78$, $p<0.01$), Older Rural Male generations ($t= 13.565$, $df =78$, $p<0.05$) and Older Rural Female generations ($t= 16.654$, $df=78$, $p<0.01$). Again Middle aged Urban Female generations differ significantly than Older Urban Male generations ($t= 9.044$, $df =78$, $p<0.05$), Older Urban Female generations ($t= 3.530$, $df =78$, $p<0.05$), Older Rural Male generations ($t= 2.811$, $df=78$, $p<0.01$) and Older Rural Female generations ($t= 8.272$, $df=78$, $p<0.01$). On the other side, Middle aged Rural Male generations differ significantly than Older Urban Male generations ($t= 12.425$, $df =78$, $p<0.01$), and Older Rural Female generations ($t= 5.266$, $df =78$, $p<0.01$). Again Middle aged Rural Female generations differ significantly than Older Urban Male generations ($t= 22.088$, $df =78$, $p<0.05$), Older Urban Female generations ($t= 7.670$, $df =78$, $p<0.05$), Older Rural Male generations ($t= 10.510$, $df=78$, $p<0.01$) and Older Rural Female generations ($t= 2.811$, $df=78$, $p<0.01$).

No significant differences were found among Middle aged Urban Female generation, Older Urban Male generation and Older Urban Female generation. Again, no significant differences were found among Middle aged Rural Male, Older Urban Female generation and Older Rural Male generation. On the other side, no significant differences were found among Middle aged Rural Male generation, Older Urban Female generation and Older Rural Female generation.

Table-19: Showing summary of ANOVA involving Residential Background, Generation, and Sex on the total scores of the open minded-close minded Attitude (OCA).

Source Of Variance	Sum of Squares	df	Mean Square	F	sig. (p value)
Generation	862.067	2	431.033	7.048	.001
Sex	470.052	1	470.052	7.686	.006
Residential Background	722.752	1	722.752	11.819	.001
Generation* RB	1320.867	2	660.433	10.800	.000
Sex* RB	372.769	1	372.769	6.096	.014
Generation * Sex	649.317	2	324.658	5.309	.005
Generation * Sex*RB	643.850	2	321.925	5.264	.005
Within Cell (Experimental Error)	28619.725	468	61.153		
Total	5047389.000	480			

The results on open minded-close minded attitude have been reported in table – 19. The results of analysis of variance showed that the main effect of generation was also statistically significant ($F = 7.048$, $df = 2/468$, $p < 0.01$). Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant ($F = 7.686$, $df = 1/468$, $p < 0.01$). It was also found that the main effect of Residential Background (i.e. Urban and Rural residential background) was statistically significant ($F = 11.819$, $df = 1/468$, $p < 0.01$). A two-way interaction between generation and residential background emerged statistically significant ($F = 10.800$, $df = 1/468$, $p < 0.01$). Moreover, a two-way interaction between Residential Background and sex emerged statistically significant ($F = 6.096$, $df = 2/468$, $p < 0.05$). It was also found that a two-way interaction between Generation and sex emerged statistically significant ($F = 5.309$, $df = 2/468$, $p < 0.01$). Moreover, a two-way interaction among Generation, sex and Residential Background emerged statistically significant ($F = 5.264$, $df = 2/468$, $p < 0.01$).

Main Effect:

Table – 20: Mean Comparison within Groups (N = 160 for each group) on Open minded – Close minded Attitude (OCA).

		Mean	SD	t
Open minded – Close minded Attitude (OCA) Scale	Younger	104.04	8.901	2.840**
	Middle Aged	101.66	5.711	
	Younger	104.04	8.901	3.024**
	Older	100.89	9.717	
	Middle Aged	101.66	5.711	0.870
	Older	100.89	9.717	

(* P < .05, ** P < .01)

The result showed that Younger generation's Ss (M=104.04) were significantly more open minded on the Open minded – Close minded Attitude (OCA) Scale ($t = 2.840$, $df = 318$, $P < 0.01$) as compared to Middle Aged generation's Ss (M=101.66). It was found that younger generation's Ss (M=104.04) were significantly more open-minded ($t = 3.024$, $df = 318$, $P < 0.01$) as compared to older generation's Ss (M=100.89).

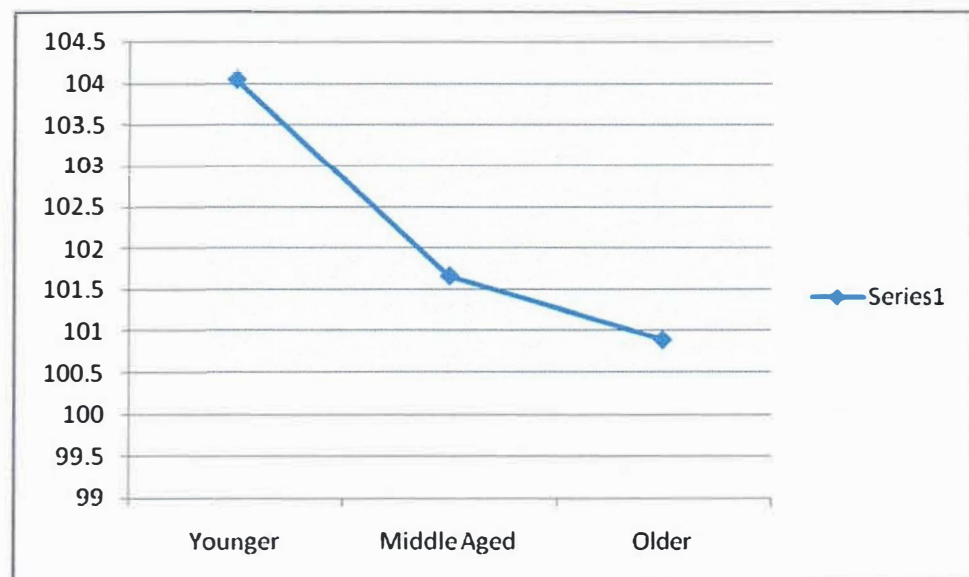


Figure – 11: Showing Mean Comparison within Groups (N = 160 for each group) on Open minded – Close minded Attitude (OCA).

Table – 21: Mean Comparison within Groups (N= 240 for each group) on Open minded –Close minded Attitudes (OCA) .

		Mean	SD
Open minded –Close minded Attitudes (OCA) Scale	Male	103.19	8.362
	Female	101.21	8.302

The result showed that male Ss (M=103.19) were significantly more open-minded as compared to female Ss (M=101.21).

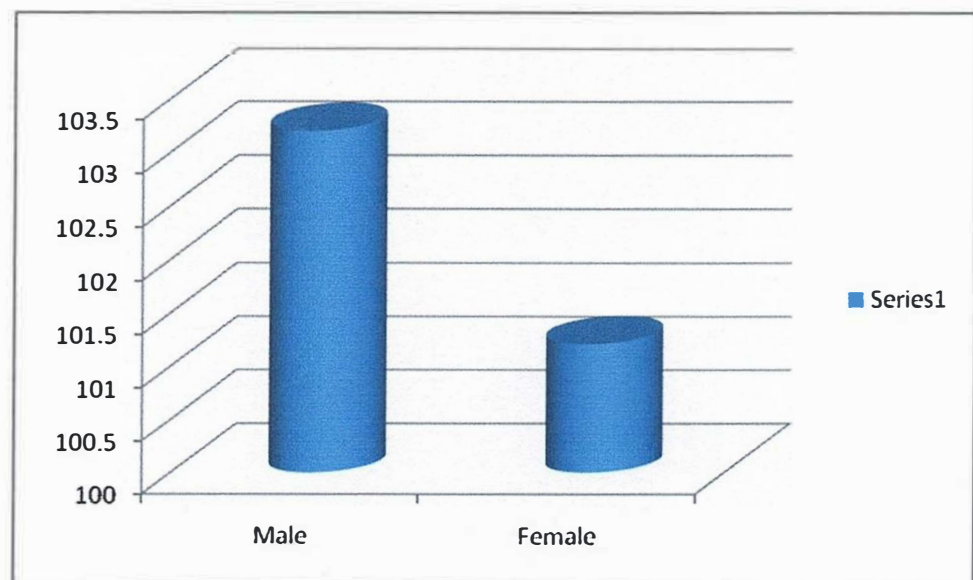


Figure – 12: Showing Mean Comparison within Groups (N= 240 for each group) on Open minded –Close minded Attitudes (OCA).

Table – 22: Mean Comparison within Groups (N= 240 for each group) on Open minded –Close-Minded Attitudes (OCA).

		Mean	SD
Open minded – Close minded Attitude Scale (OCA)	Urban Residential Background	103.42	7.326
	Rural Residential Background	100.97	9.172

The result showed that Urban Residential Background Ss (M=103.42) were significantly more open-minded as compared to Rural Residential Background Ss (M=100.97).

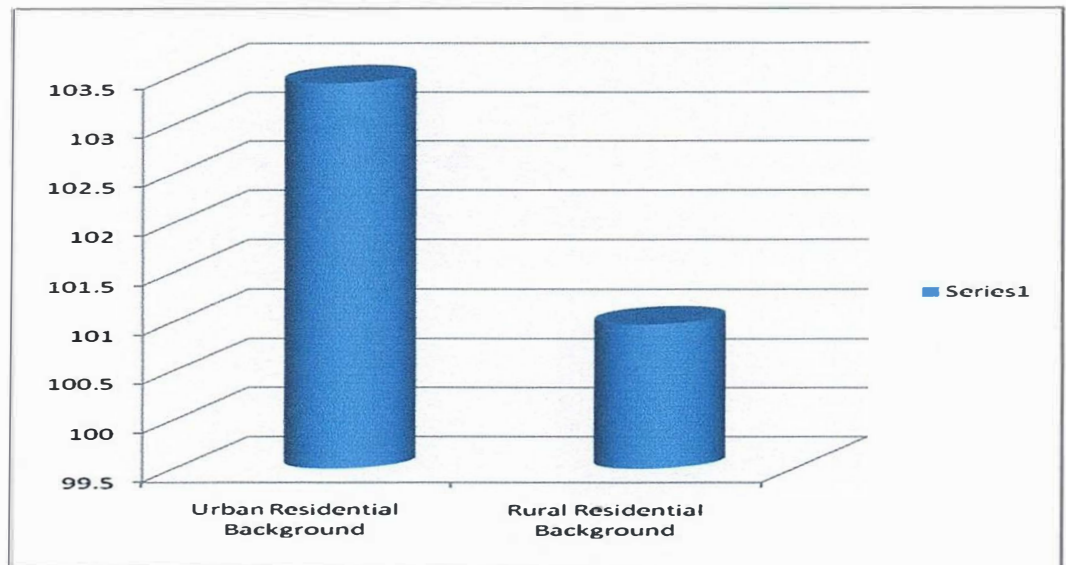


Figure – 13: Showing Mean Comparison within Groups (N= 240 for each group) on Open minded –Close-Minded Attitudes (OCA).

Interaction Effect:

Table – 23: Mean Comparison between Generation and sex (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).

	Mean	SD	t
Younger Male	103.96	9.026	0.133
Younger Female	104.12	6.170	
Middle Aged Male	102.11	4.687	1.037
Middle Aged Female	101.22	6.050	
Older Male	103.50	7.821	3.641**
Older Female	98.28	10.138	

(* P < .05, ** P < .01)

The result showed that Older male Ss (M=103.50) were significantly more open-minded ($t = 3.641$, $df = 158$, $P < 0.01$) as compared to Older female Ss (M=98.28).

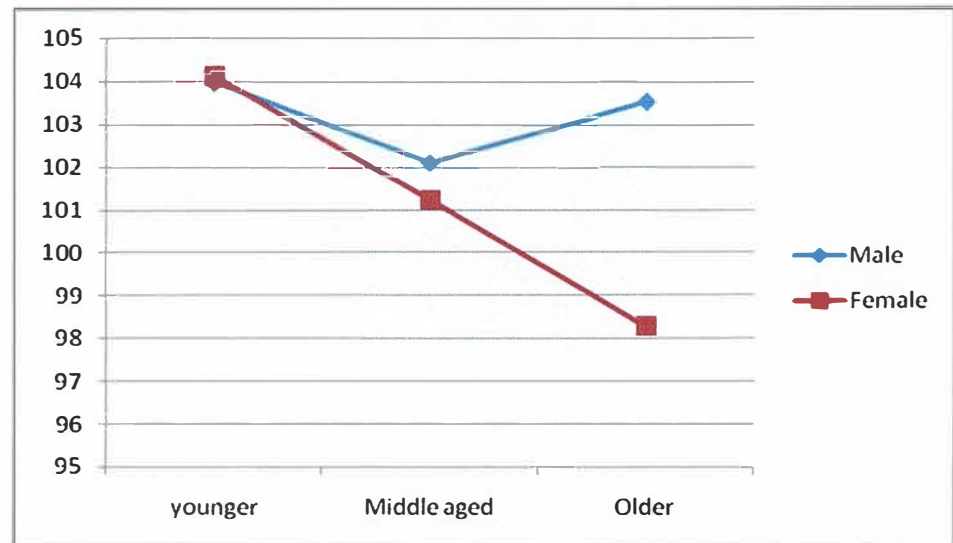


Figure – 14: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Open minded- Closed minded Attitude (OCA) .

Table – 24: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).

	Mean	SD	t
Younger Urban	106.78	4.883	4.301**
Younger Rural	101.30	10.313	
Middle Aged Urban	100.58	6.609	2.482*
Middle Aged Rural	102.75	4.128	
Older Urban	102.91	7.518	2.807*
Older Rural	98.875	10.441	

(* P < .05, ** P < .01)

It was found that Younger Urban generation's Ss (M=106.78) scored significantly higher on the Open minded- Closed minded Attitude (OCA) Scale (t = 4.301, df = 158, P < 0.01) as compared to younger Rural generation's Ss (M=101.30). The result showed that Middle Aged Rural generation's Ss (M=100.58) scored significantly higher on the Open minded- Closed minded Attitude (OCA) Scale (t = 2.482, df = 158, P < 0.05) as compared to Middle Aged Urban generation's Ss (M=100.58). It was found that Older Urban generation's Ss (M=102.91) scored significantly higher on the Open minded- Closed minded Attitude (OCA) Scale (t = 2.807, df = 158, P < 0.05) as compared to Older Rural generation's Ss (M=98.875).

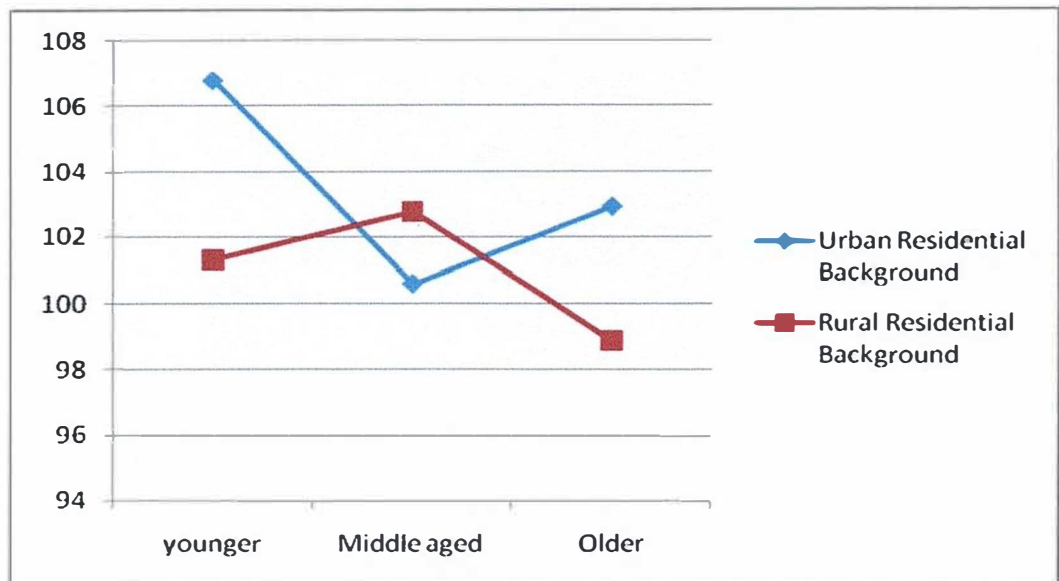


Figure – 15: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Open minded- Closed minded Attitude (OCA).

Table – 25: Mean Comparison between Sex and Residential Background (N= 120 for each group) on Open minded- Closed minded Attitude (OCA) .

	Mean	SD	t
Urban Male	105.30	8.3490	6.949**
Urban Female	101.55	5.8390	
Rural Male	101.08	7.5210	0.201
Rural Female	100.86	9.0670	

(* P < .05, ** P < .01)

The result showed that Urban Male generation's Ss (M=105.30) scored significantly higher scores on the Open minded- Closed minded Attitude (OCA) scale ($t = 6.949$, $df = 238$, $P < 0.01$) as compared to Urban female generation's Ss (M=101.55).

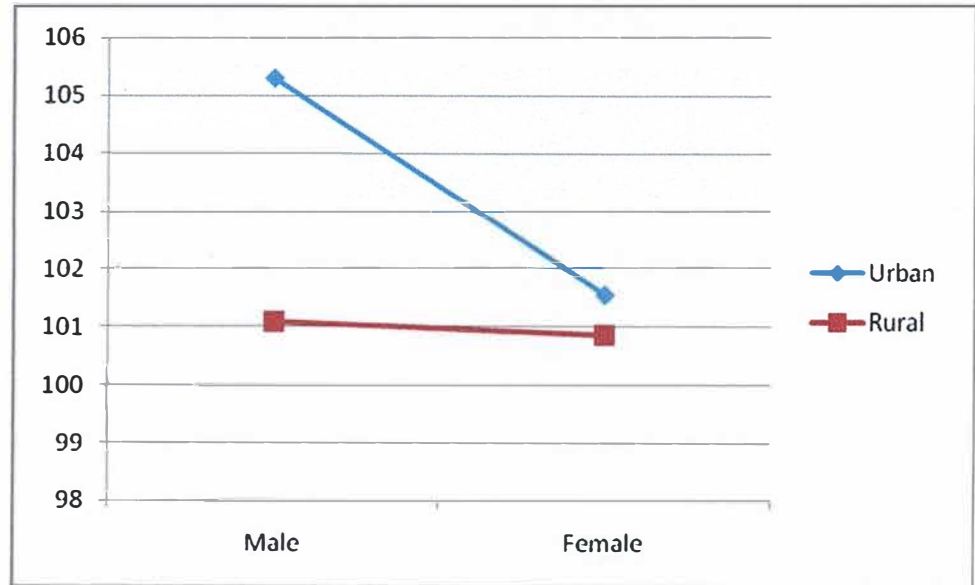


Figure - 16: Showing Mean Comparison between Sex and Residential Background (N= 120 for each group) on Open minded- Closed minded Attitude (OCA).

Interaction Effect:

Table – 26: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on Open minded –Close minded Attitudes (OCA).

	YUM M=109.07 SD=6.669	YUF M=104.5 SD=3.096	YRM M=98.85 SD=11.382	YRF M=103.75 SD=9.245	MUM M=100.57 SD=6.827	MUF M=100.6 SD=6.392	MRM M=103.65 SD=2.547	MRF M=101.85 SD=5.708	OUM M=106.25 SD=7.008	OUF M=99.57 SD=8.0284	ORM M=100.75 SD=8.634	ORF M=97 SD=12.249
YUM M=109.07		3.935**	4.902**	2.954**	5.633**	5.802**	4.806**	5.205**	1.847*	5.757**	4.826**	5.476**
YUF M=104.5			3.029**	0.487	3.312**	3.473**	1.341	2.581*	1.445	3.620**	2.586*	3.754**
YRM M=98.85				2.113*	0.822	0.848	2.603*	1.490	3.501**	0.329	0.841	0.700
YRF M=103.75					1.747	1.773	0.066	1.106	1.363	2.157*	1.500	2.782**
MUM M=100.57						0.017	2.669**	0.906	3.669**	0.600	0.101	1.612
MUF M=100.6							2.803**	0.923	3.767**	0.632	0.088	1.648
MRM M=103.65								1.821	2.205*	3.060**	2.037**	3.362**
MRF M=101.85									3.079**	1.461	0.672	2.270*
OUM M=106.25										3.962**	3.128**	4.146**
OUF M=99.57											0.630	1.112
ORM M=100.75												1.583
ORF M=97												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female
MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female
OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 26) indicated that in case of Younger generations, it was found that Younger Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 3.935$, $df =78$, $p<0.01$) & Younger Rural Male generations scored significantly higher than Younger Rural Female generations ($t= 2.113$, $df =78$, $p<0.01$). On the other hand, Younger Urban Male generations scored significantly higher than Younger Rural Male generations ($t= 4.902$, $df =78$, $p<0.05$) and Younger Rural Female generations ($t= 2.954$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). In case of within group comparison, on the other side, Middle aged Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 2.803$, $df =78$, $p<0.01$) and Middle aged Rural Male generations scored significantly higher than Middle aged Rural Female generations ($t= 3.079$, $df =78$, $p<0.01$). Again in case of Older generation's, it was found that Older Urban Male generations scored significantly higher than Older Urban Female generations ($t= 3.962$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. Urban and Rural) of the Older generation's. On the other side, Older Urban Male generations scored significantly higher than Older Rural Male generations ($t= 3.128$, $df =78$, $p<0.05$), and Older Rural Female generations ($t= 4.146$, $df =78$, $p<0.01$). No significant differences were found between Middle aged Urban Male generation & Middle aged Urban Female generation and Middle aged Rural Male generation & Middle aged Rural Female generation. No significant differences were also found between Older Rural Male generation & Older Urban Female generation and Older Rural Male generation & Older Rural Female generation.

In case of between group comparison, Younger Urban Male generations scored significantly higher than Middle aged Urban Male generations ($t= 5.633$, $df =78$, $p<0.01$), Middle aged Urban Female generations ($t= 5.802$, $df =78$, $p<0.01$), Middle aged Rural Male generations ($t= 4.806$, $df =78$, $p<0.01$) and Middle aged Rural Female generations ($t= 5.205$, $df =78$, $p<0.01$), Older Urban Male generations ($t= 1.847$, $df =78$, $p<0.01$), Older Urban Female generations ($t= 5.757$,

df =78,p<0.01), Older Rural Male generations (t= 4.826, df =78,p<0.01)and Older Rural Female generations (t= 5.476,df=78,p<0.01). Again, Younger Urban Female generations differ significantly than Middle aged Urban Male generations (t= 3.312, df =78,p<0.01), Middle aged Urban Female generations (t= 3.473, df =78,p<0.01), Middle aged Rural Female generations (t= 2.581, df =78,p<0.01), Older Urban Female generations (t=3.620,df=78,p<0.01), Older Rural Male generations (t=2.586,df=78,p<0.01) and Older Rural Female generations (t= 3.754,df=78,p<0.01). Younger Rural Male generations differed significantly than Middle aged Rural Male generations (t= 2.603, df =78,p<0.01) and Older Urban Male generations (t= 3.501, df =78,p<0.05). Again Younger Rural Female generations differ significantly than Older Urban Female generations (t= 2.157, df =78,p<0.05) and Older Rural Female generations (t= 2.782,df=78,p<0.01). No significant differences were found between Younger Urban Female generation, Middle aged Urban Male generation & Older Urban Male generation. Again, no significant differences were found among Younger Urban Female generation & Middle aged Urban Female generation. On the other side, no significant differences were found among Younger Rural Male generation, Middle aged Urban Male generation, Middle aged Urban Female generation, Middle aged Rural Female generation, Older Urban Female generation, Older Rural Male generation and Older Rural Female generation. Again, no significant differences were found among Younger Rural Female generation, Middle aged Urban Male generation, Middle aged Urban Female generation, Middle aged Rural Male generation, Middle aged Rural Female generation, Older Urban Male generation, and Older Rural Male generation.

Middle aged Urban Male generations differ significantly than Older Urban Male generations (t= 3.669, df =78,p<0.01). Again Middle aged Urban Female generations differ significantly than Older Urban Male generations (t= 3.767, df =78,p<0.05). On the other side, Middle age Rural Male generations differ significantly than Older Urban Male generations (t= 2.205, df =78,p<0.01), Older Urban female generations (t= 3.060, df =78,p<0.01), Older Rural Male generations (t= 2.037, df =78,p<0.01) and Older Rural Female generations (t= 3.362, df =78,p<0.01). Again Middle aged Rural Female generations differ significantly than Older Urban Male generations (t=3.079, df =78,p<0.05), and

Older Rural Female generations ($t= 2.270, df=78, p<0.01$). No significant differences were found among Middle age Urban Male generation, Older Urban Female generation Older Rural Male generation and Older Rural Female generation. No significant differences were also found among Middle aged Urban Female generation, Older Urban Female generation Older Rural Male generation and Older Rural Female generation. Again, no significant differences were found among Middle aged Rural Female, Older Urban Female generation and Older Rural Male generation.

Table – 27: Showing summary of ANOVA involving Residential background, Generation, and Sex on the total scores of the Internality (I).

Source of Variance	Sum of Squares	DF	Mean Square	F	sig. (p value)
Generation	348.017	2	174.008	8.688	.000
Sex	258.133	1	258.133	12.888	.000
Residential background	116.033	1	116.033	5.793	.016
Generation * Sex	153.117	2	76.558	3.823	.023
Generation * RB	461.717	2	230.858	11.527	.000
Sex * RB	24.300	1	24.300	1.213	.271
Generation * Sex * RB	96.950	2	48.475	2.420	.090
Within Cell (Experimental Error)	9373.200	468	20.028		
Total	581048.000	480			

The results on personality variables of Internality (I) have been reported in table – 27. The results of analysis of variance showed that the main effect of generation was also statistically significant ($F = 8.688$, $df = 2/468$, $p < 0.01$). Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant ($F = 12.888$, $df = 1/468$, $p < 0.01$). It was also found that the main effect of Residential Background (i.e. Urban and Rural Residential Background) was statistically significant ($F = 5.793$, $df = 1/468$, $p < 0.05$). A two-way interaction between Generation and sex emerged statistically significant ($F = 3.823$, $df = 2/468$, $p < 0.05$). It was also found that a two-way interaction between generation and Residential Background emerged statistically significant ($F = 11.527$, $df = 1/468$, $p < 0.01$).

Main Effect:

Table – 28: Mean Comparison within Groups (N = 160 for each group) on Internality (I)

	N=160	Mean	SD	t
Powerful Others (PO) Scale	Younger	42.47	3.221	4.341**
	Middle Aged	40.65	4.231	
	Younger	42.47	3.221	4.321**
	Older	40.35	5.321	
	Middle Aged	40.65	4.231	.558
	Older	40.35	5.321	

(* P < .05, ** P < .01)

The result showed that Younger generation's Ss (M=42.47) were significantly higher scored on the on the Internality (I) Scale ($t = 4.341$, $df = 318$, $P < 0.01$) as compared to Middle Age generations Ss (M=40.65). It was found that younger generation's Ss (M=42.47) were significantly higher scored on the on the Internality (I) Scale ($t = 4.321$, $df = 318$, $P < 0.01$) as compared to older generation's Ss (M=40.35).

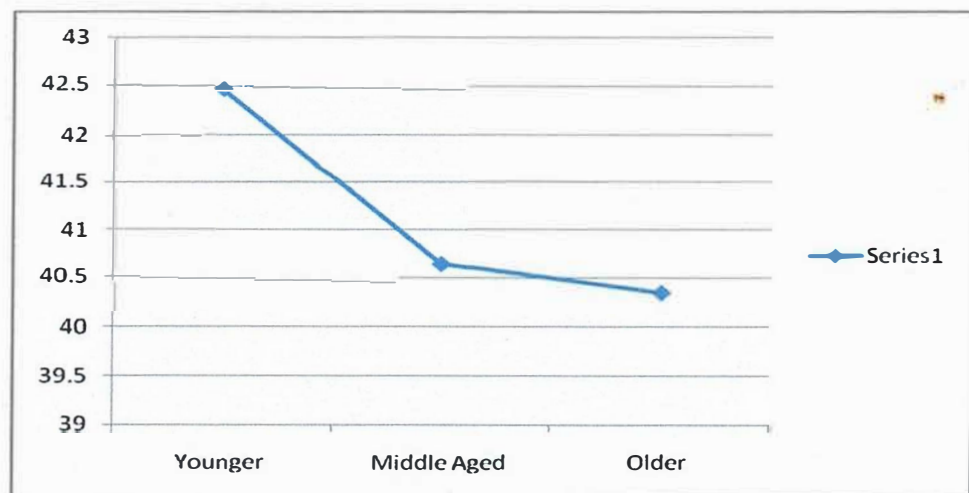


Figure – 17: Showing Mean Comparison within Groups (N = 160 for each group) on Internality (I).

Table – 29: Mean Comparison within Groups (N= 240 for each group) on Internality (I).

		Mean	SD
Powerful Others (PO) Scale	Male	41.63	4.784
	Female	40.66	4.620

The result showed that male Ss (M=41.63) scored significantly higher on the Internality (I) Scale as compared to female Ss (M=40.66).

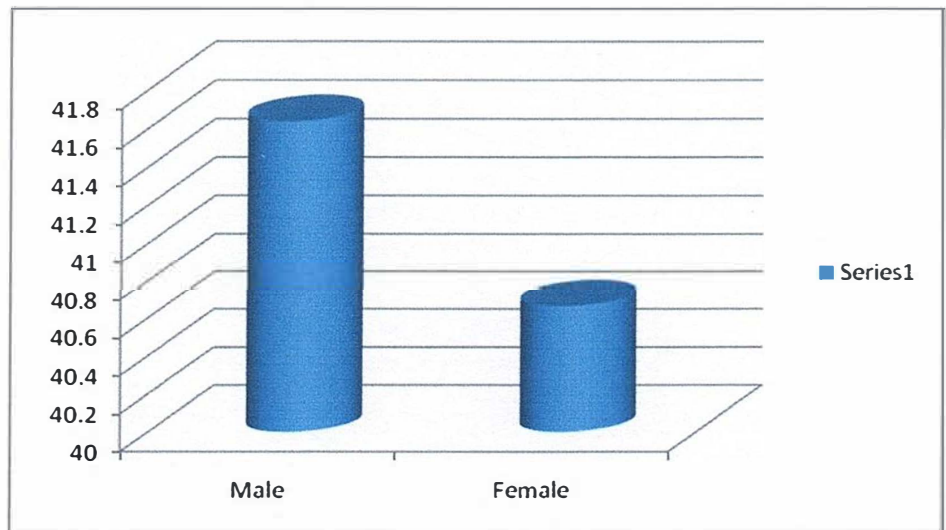


Figure – 18: Showing Mean Comparison within Groups (N= 240 for each group) on Internality (I).

Table – 30: Mean Comparison within Groups (N= 240 for each group) on Internality (I) Scale.

		Mean	SD
Powerful Others (PO) Scale	Urban	41.70	4.726
	Rural	40.58	2.932

The result showed that Urban Ss (M=41.70) scored significantly higher on the Internality (I) Scale as compared to Rural Ss (M=40.58).

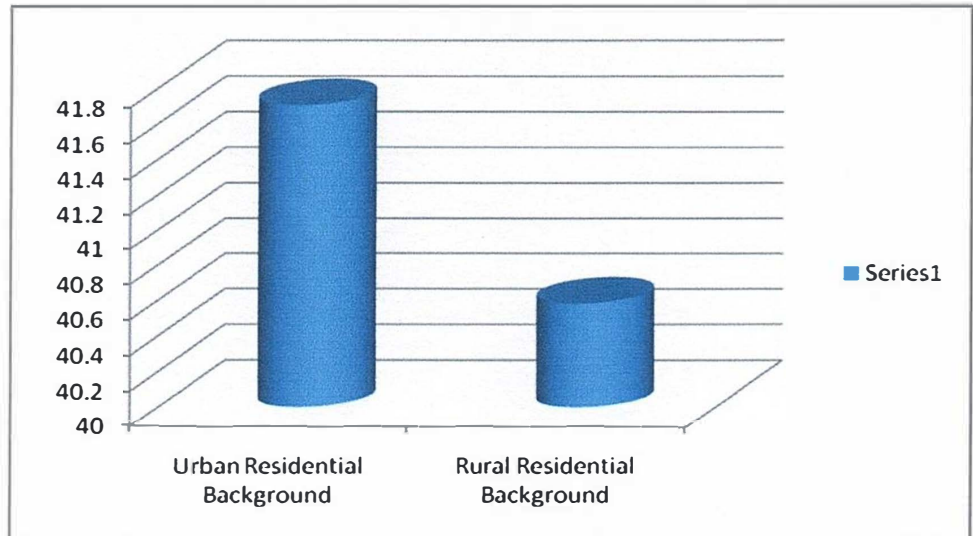


Figure – 19: Showing Mean Comparison within Groups (N= 240 for each group) on Internality (I).

Interaction Effect:

Table – 31: Mean Comparison between Generation and sex (N= 80 for each group) on Internality (I).

	Mean	SD	t
Younger Male	43.63	2.685	5.691**
Younger Female	41.33	2.419	
Middle Aged Male	41.65	4.176	3.210**
Middle Aged Female	39.65	3.689	
Older Male	39.60	6.252	1.717
Older Female	41.00	3.756	

(* P < .05, ** P < .01)

It was found that Younger Male generation's Ss (M=43.63) scored significantly higher on the Internality (I) Scale ($t = 5.691$, $df = 158$, $P < 0.01$) as compared to younger Female generations Ss (M=41.33). The result showed that Middle Aged Male generations Ss (M=41.65) scored significantly higher on the Internality (I) Scale ($t = 3.210$, $df = 158$, $P < 0.01$) as compared to Middle Aged Female generations Ss (M=39.65).

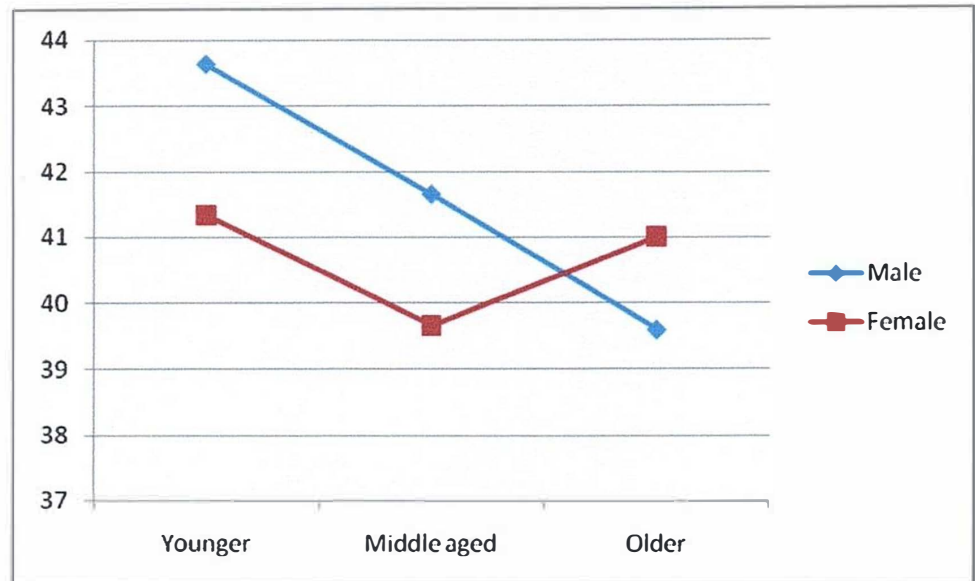


Figure – 20: Showing Mean Comparison between Generation and sex (N= 80 for each group) on Internality (I).

Table – 32: Mean Comparison between Generation and Residential Background (N= 80 for each group) on Internality (I) Scale.

	Mean	SD	t
Younger Urban	44.03	2.841	7.633**
Younger Rural	40.93	2.263	
Middle Aged Urban	40.97	5.017	1.008
Middle Aged Rural	40.32	2.849	
Older Urban	40.10	6.322	0.489
Older Rural	40.50	3.685	

(* P < .05, ** P < .01)

It was found that Younger Urban generation's Ss (M=44.03) scored significantly higher on the Internality (I) Scale ($t = 7.633$, $df = 158$, $P < 0.01$) as compared to younger Rural generations Ss (M=40.93).

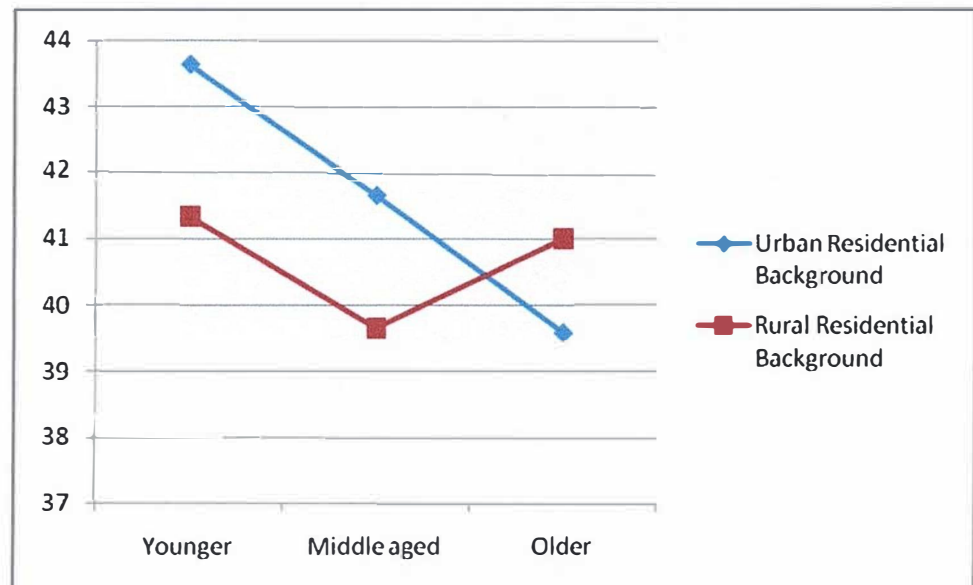


Figure – 21: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on Internality (I).

Interaction Effect:

Table – 33: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Internality (I).

	YUM M=44.90 SD=2.725	YUF M=43.15 SD=2.957	YRM M=42.35 SD=2.646	YRF M=39.5 SD=1.881	MUM M=42.45 SD=4.840	MUF M=39.50 SD=5.193	MRM M=40.85 D=3.512	MRF M=39.80 SD=2.186	OUM M=39.50 SD=7.635	OUF M=40.70 SD=5.008	ORM M=39.70 SD=4.868	ORF M=41.3 SD=2.503
YUM M=44.90		2.752**	4.246**	10.314**	3.619**	5.824**	9.233**	4.213**	4.659**	11.645**	5.837**	6.153**
YUF M=43.15			1.275	6.5878**	0.999	3.863**	5.762**	2.819**	2.664**	9.626**	4.422**	3.020**
YRM M=42.35				5.552**	-0.149	3.093**	4.699**	2.231**	1.842	9.011**	3.852**	1.823
YRF M=39.50					4.908**	0.000	-0.658	0.000	1.419	6.304**	1.656	1.823
MUM M=42.45						3.032**	4.231**	2.243*	1.845	8.654**	3.817**	1.755
MUF M=39.50							-0.337	0.000	1.052	4.794**	1.409	1.975
MRM M=40.85								0.239	1.042	6.514**	1.880	2.855**
MRF M=39.80									0.831	3.834**	1.204	1.417
OUM M=39.50										5.914**	2.259**	0.678
OUF M=40.70											2.451**	7.981**
ORM M=39.70												3.044**
ORF M=41.30												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female
MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female
OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 33) indicated that in case of Younger generations, it was found that Younger Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 2.752$, $df =78$, $p<0.01$) & Younger Rural Male generation’s scored significantly higher than Younger Rural Female generations ($t= 5.552$, $df =78$, $p<0.01$). On the other hand, Younger Urban Male generations scored significantly higher than Younger Rural Male generations ($t= 4.246$, $df =78$, $p<0.05$) and Younger Rural Female generations ($t= 10.314$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). In case of within group comparison, on the other side, Middle aged Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 3.032$, $df =78$, $p<0.01$). On the other hand, Middle aged Urban Male generations scored significantly higher than Middle aged Rural Male generations ($t= 4.231$, $df =78$, $p<0.05$) and Middle aged Rural Female generations ($t= 2.243$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). Again in case of Older generations, it was found that Older Urban Male generations scored significantly higher than Older Urban Female generations ($t= 5.914$, $df =78$, $p<0.01$) and Older Rural Male generations scored significantly higher than Older Rural Female generations ($t= 3.044$, $df =78$, $p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. Urban and Rural) of the Older generations. On the other side, Older Urban Male generations scored significantly higher than Older Rural Male generations ($t= 2.259$, $df =78$, $p<0.05$). No significant differences were found between Younger Urban Female generation & Younger Rural Male generation. Also no significant differences were found between Middle aged Urban Female generation & Middle aged Rural Male generation. No significant differences were also found between Older Rural Female generation & Older Urban Male generation.

In case of between group comparison, Younger Urban Male generations scored significantly higher than Middle aged Urban Male generations ($t= 3.619$, $df =78$, $p<0.01$), Middle aged Urban Female generations ($t= 5.824$, $df =78$, $p<0.01$),

Middle aged Rural Male generations ($t= 9.233, df =78, p<0.01$) and Middle aged Rural Female generations ($t= 4.213, df =78, p<0.01$), Older Urban Male generations ($t= 4.659, df =78, p<0.01$), Older Urban Female generations ($t= 11.645, df =78, p<0.01$), Older Rural Male generations ($t= 5.837, df =78, p<0.01$) and Older Rural Female generations ($t= 6.153, df =78, p<0.01$). Again, Younger Urban Female generations differ significantly than Middle aged Urban Female generations ($t= 3.863, df =78, p<0.01$), Middle aged Rural Male generations ($t= 5.762, df =78, p<0.01$), Middle aged Rural Female generations ($t=2.819, df =78, p<0.01$), Older Urban Male generations ($t=2.664, df =78, p<0.01$) and Older Urban Female generations ($t= 9.626, df =78, p<0.01$), Older Rural Male generations ($t=4.422, df =78, p<0.01$) and Older Rural Female generations ($t= 3.020, df =78, p<0.01$). Younger Rural Male generations differed significantly than Middle aged Urban Female generations ($t= 3.093, df =78, p<0.01$), Middle aged Rural Male generations ($t= 4.699, df =78, p<0.01$), Middle aged Rural Female generations ($t= 2.231, df =78, p<0.01$), Older Urban Female generations ($t= 9.011, df =78, p<0.05$), and Older Rural Male generations ($t= 3.852, df =78, p<0.05$). Again Younger Rural Female generations differ significantly than Older Urban Male generations ($t= 4.908, df =78, p<0.05$) and Older Urban Female generation ($t= 6.304, df =78, p<0.01$). No significant differences were found between Younger Urban Female generation and Middle aged Urban Male generation. Again, no significant differences were found among Younger Rural Male generation & Middle aged Urban Male generation, Older Urban Male generation, Older Rural Female generation. On the other side, no significant differences were found among Younger Rural Female generation, Middle aged Urban Female generation, Middle aged Rural Male generation, Middle aged Rural Female generation, Older Urban Male generation, Older Rural Male generation and Older Rural Female generation.

Middle aged Urban Male generations differ significantly than Older Urban Female generations ($t= 8.654, df =78, p<0.01$) and Older Rural Male generation ($t= 3.817, df =78, p<0.01$). Again Middle aged Urban Female generations differ significantly than Older Urban Female generations ($t= 4.794, df =78, p<0.05$). On the other side, Middle aged Rural Male generations differ significantly than Older Urban female generations ($t= 6.514, df =78, p<0.01$), and Older Rural Female

generations ($t= 2.855, df =78, p<0.01$). Again Middle aged Rural Female generations differ significantly than Older Urban Female generations ($t=3.834, df =78, p<0.05$). No significant differences were found among Middle aged Urban Male generation, Older Urban Male generation and Older Rural Female generation. No significant differences were also found among Middle aged Urban Female generation, Older Rural Male generation and Older Rural Female generation. Again, no significant differences were found among Middle aged Rural Male and Older Rural Male generation. No significant differences were also found among Middle aged Rural Female generation, Older Rural Male generation and Older Rural Female generation.

Table – 34: Showing summary of ANOVA involving Residential background, Generation, and Sex on the total scores of the Powerful Others (PO).

Source of Variance	Sum of Squares	df	Mean Square	F	sig. (p value)
Generation	6812.329	2	3406.165	10.455	.000
Sex	2054.269	1	2054.269	6.305	.012
Residential background	1370.252	1	1370.252	4.206	.041
Generation * Sex	519.838	2	259.919	.798	.451
Generation * RB	2072.279	2	1036.140	3.180	.042
RB * Sex	4681.252	1	4681.252	14.369	.000
Generation * Sex * RB	5204.504	2	2602.252	7.987	.000
Within Cell (Experimental Error)	152470.225	468	325.791		
Total	13936905.000	480			

The results on personality variables of Powerful Others (PO) have been reported in table – 34. The results of analysis of variance showed that the main effect of generation (i.e. Younger Generations-Middle Aged Generations-older Generations.) was also statistically significant ($F = 10.455$, $df = 2/468$, $p < 0.01$). Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant ($F = 6.305$, $df = 1/468$, $p < 0.05$). It was also found that the main effect of Residential background (i.e. Urban and Rural) was statistically significant ($F = 4.206$, $df = 1/468$, $p < 0.05$). A two-way interaction between generation and Residential background emerged statistically significant ($F = 3.180$, $df = 1/468$, $p < 0.05$). It was also found that a two-way interaction between sex and Residential background emerged statistically significant ($F = 14.369$, $df = 2/468$, $p < 0.01$). Moreover, a three-way interaction between Generation, sex and Residential background emerged statistically significant ($F = 7.987$, $df = 2/468$, $p < 0.01$).

Main effect:

Table – 35: Mean Comparison within Groups (N = 160 for each group) on Powerful Others (PO).

		Mean	SD	t
Powerful Others (PO) Scale	Middle Aged	34.13	3.428	1.085
	Younger	33.64	4.531	
	Middle Aged	34.13	3.428	2.839*
	Older	35.64	5.800	
	Younger	33.64	4.531	3.437**
	Older	35.64	5.800	

(* P < .05, ** P < .01)

The result showed that older generation's Ss (M=35.64) were significantly higher on the Powerful Others (PO) scale ($t = 2.839$, $df = 318$, $P < 0.05$) as compared to Middle aged generation's Ss (M=34.13). It was found that older generation's Ss (M=35.64) were found significantly higher score on the Powerful Others (PO) scale ($t = 3.437$, $df = 318$, $P < 0.01$) than Younger generation's Ss (M =33.64).

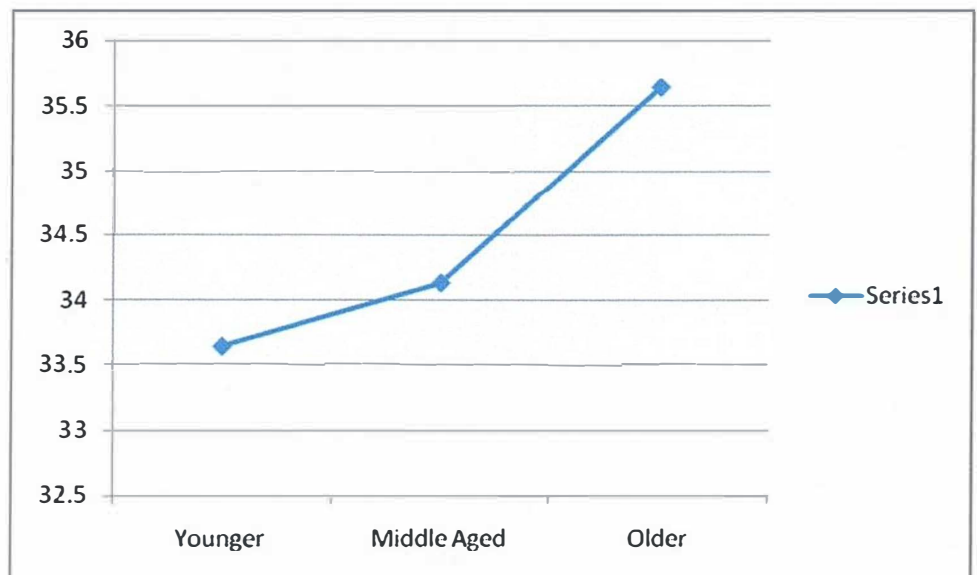


Figure – 22: Showing Mean Comparison within Groups (N = 160 for each group) on Powerful Others (PO).

Table – 36: Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).

		Mean	SD
Internality (I) Scale	Male	33.73	4.78445
	Female	35.20	4.62049

The result showed that female Ss ($M=35.20$) scored significantly higher on the Powerful Others (PO) scale as compared to male Ss ($M=33.73$).

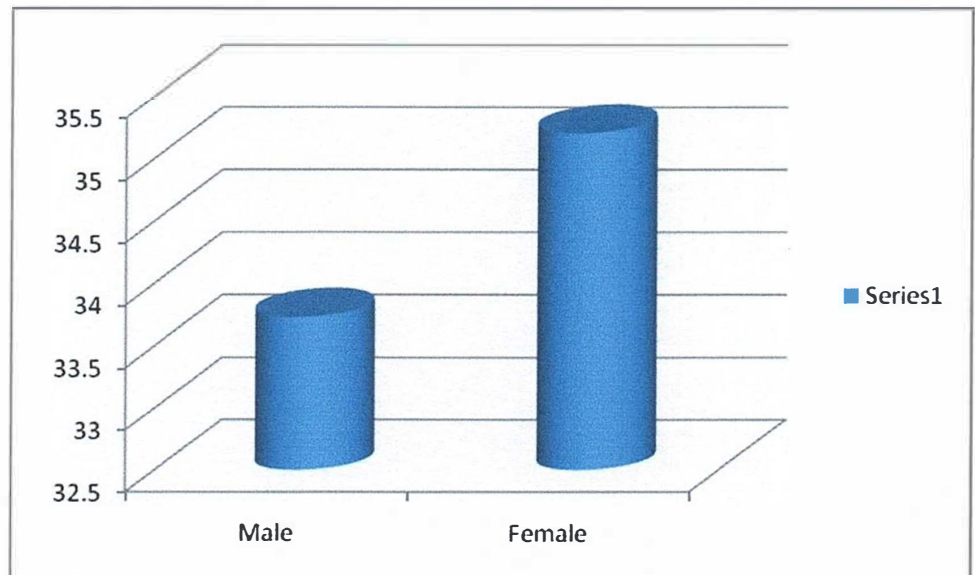


Figure – 23: Showing Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).

Table –37: Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).

		Mean	SD
Internality (I) Scale	Urban	33.92	6.208
	Rural	34.96	5.199

The result showed that Rural Ss ($M=34.96$) were significantly higher scored on the Powerful Others (PO) Scale as compared to Urban Ss ($M=33.92$).

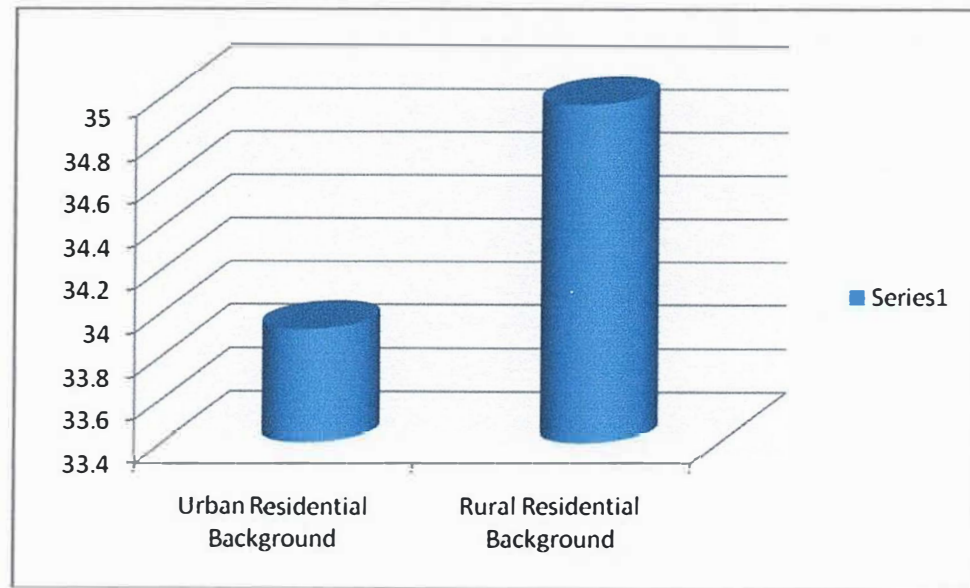


Figure – 24: Showing Mean Comparison within Groups (N= 240 for each group) on Powerful Others (PO).

Interaction Effect:

Table – 38: Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Powerful Others (PO).

	Mean	SD	t
Middle Aged Urban	33.19	5.155	1.006
Middle Aged Rural	33.97	4.634	
Younger Urban	34.77	3.745	2.102*
Younger Rural	33.50	3.895	3.892**
Older Urban	33.78	5.724	
Older Rural	37.41	6.068	

(* P < .05, ** P < .01)

The result showed that Younger Rural generation's Ss (M=33.50) scored significantly higher on the Powerful Others (PO) Scale ($t = 2.1020$, $df = 158$, $P < 0.05$) as compared to Younger Urban generation's Ss (M=34.77). It was found that Older Rural generation's Ss (M=37.41) scored significantly higher on the Powerful Others (PO) Scale ($t = 3.892$, $df = 158$, $P < 0.01$) as compared to Older Urban generation's Ss (M=33.78).

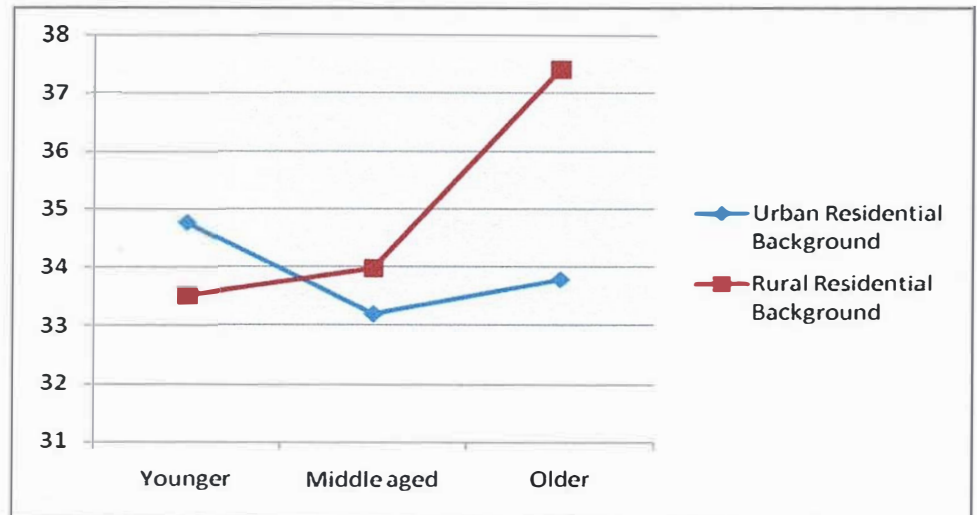


Figure – 25: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Powerful Others (PO).

Table – 39: Mean Comparison between Sex and Residential Background (N= 120 for each group) on the total scores of the Powerful Others (PO).

	Mean	SD	t
Urban Male	32.98	5.812	2.330*
Urban Female	34.85	6.604	
Rural Male	34.45	4.590	1.521
Rural Female	35.47	5.808	

(* P < .05, ** P < .01)

It was found that Urban Female Ss (M=34.85) scored significantly higher on the Powerful Others (PO) Scale ($t = 2.330$, $df = 158$, $P < 0.01$) as compared to Urban Male Ss (M=32.98).

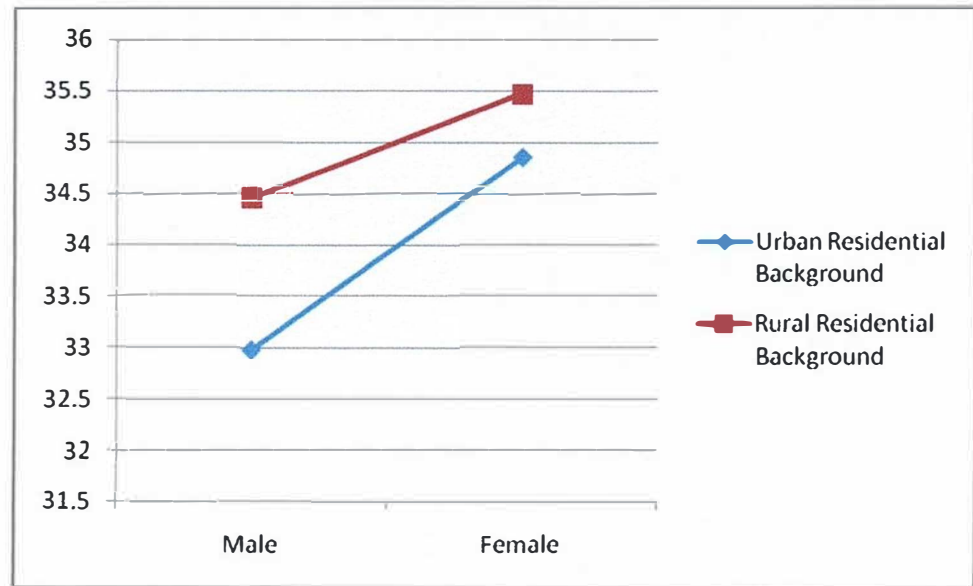


Figure – 26: Showing Mean Comparison between Sex and Residential Background (N= 120 for each group) on the total scores of the Powerful Others (PO).

Interaction Effect:

Table – 40: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Powerful Others (PO).

	MUM M=32.55 SD=4.031	MUF M=34.05 SD=4.278	MRM M=32.85 SD=3.641	MRF M=35.1 SD=5.628	YUM M=32.6 SD=3.303	YUF M=36.9 SD=4.186	YRM M=33.05 SD=2.531	YRF M=33.95 SD=1.259	OUM M=33.8 SD=4.102	OUF M=33.85 SD=5.347	ORM M=37.45 SD=7.598	ORF M=37.35 SD=4.537
MUM M=32.55		1.614	0.349	2.330*	0.061	4.734**	0.664	2.097*	1.375	1.228	3.603**	5.002**
MUF M=34.05			1.351	0.939	1.697	3.012**	1.272	0.142	0.267	0.185	2.466*	3.347**
MRM M=32.85				2.123*	0.322	4.617**	0.285	1.806	1.095	0.978	3.453**	4.892**
MRF M=35.1					2.423*	1.623	2.101*	1.261	1.181	1.018	1.572	1.968
YUM M=32.6						5.100**	0.684	2.415*	1.441	1.258	3.702**	5.353**
YUF M=36.9							4.978**	4.268**	3.345**	2.841**	0.401	0.461
YRM M=33.95								2.014*	0.984	0.855	3.475**	5.235**
YRF M=33.95									0.221	0.115	2.874**	4.567**
OUM M=33.8										0.047	2.674**	3.671**
OUF M=33.85											2.451*	3.157**
ORM M=37.45												0.071
ORF M=37.35												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female
MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female
OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 40) indicated that in case of Middle Aged generations, it was found that Middle Aged Rural Male generations scored significantly higher than Middle Aged Rural Female generations ($t= 2.123, df =78, p<0.01$). On the other hand, Middle Aged Rural Female generations scored significantly higher than Middle Aged Urban Male generations ($t= 2.330, df =78, p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). In case of within group comparison, on the other side, Younger Urban Male generations scored significantly higher than Younger Urban Female generation ($t= 5.100, df =78, p<0.01$). On the other side, Older Rural Male generations scored significantly higher than Older Urban Male generations ($t= 2.674, df =78, p<0.05$), and Older Rural Female generations ($t= 3.671, df =78, p<0.01$). No significant differences were found between Middle Aged Urban Male generation & Middle Aged Urban Female generation. No significant differences were found between Younger Urban Male generation and Younger Rural Male generation. No significant differences were also found between Older Urban Male generation & Older Urban Female generation and Older Rural Male generation & Older Rural Female generation.

In case of between group comparison, Middle Aged Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 4.734, df =78, p<0.01$), Younger Rural Female generations ($t= 2.097, df =78, p<0.01$), Older Rural Male generations ($t= 3.603, df =78, p<0.01$) and Older Rural Female generations ($t= 5.002, df =78, p<0.01$). Again, Middle Aged Urban Female generations differ significantly than Younger Urban Female generations ($t= 3.012, df =78, p<0.01$), Older Rural Male generations ($t=2.466, df =78, p<0.01$) and Older Rural Female generations ($t= 3.347, df =78, p<0.01$). Middle Aged Rural Male generations differed significantly than Middle aged Urban Female generations ($t= 4.617, df =78, p<0.01$), Older Rural Female generations ($t= 4.892, df =78, p<0.05$) and Older Rural Male generations ($t= 3.453, df =78, p<0.05$). Again Middle Aged Rural Female generations differ significantly than Younger Urban Male generations ($t= 2.423, df =78, p<0.01$), Younger Rural Male generations ($t= 2.101, df =78, p<0.01$). No significant differences were found between Middle Aged

Urban Female generation, Younger Rural Male generation Older Urban Male generation & Older Urban Female generation. Again, no significant differences were found among Middle Aged Urban Female generation, Younger Urban Male generation, Younger Rural Male generation, Younger Rural Female generation, Older Urban Male generation & Older Urban Female generation. On the other side, no significant differences were found among Middle Aged Rural Male generation, Younger Urban Male generation, Younger Rural Male generation, Younger Rural Female generation, Older Urban Male generation & Older Urban Female generation. Again, no significant differences were found among Middle Aged Rural Female generation, Younger Urban Female generation, Younger Rural female generation, Older Urban Male generation, Older Urban Female generation, Older Rural Male generation & Older Rural Female generation.

Younger Urban Male generation's differ significantly than Older Rural Male generations ($t= 3.702$, $df =78$, $p<0.01$) & Older Rural Female generations ($t= 5.353$, $df =78$, $p<0.01$). Again Younger Urban Female generations differ significantly than Older Urban Male generations ($t= 3.345$, $df =78$, $p<0.05$), Older Urban Female generations ($t= 2.841$, $df =78$, $p<0.05$). On the other side, Younger Rural Male generations differ significantly than Older Rural Male generations ($t= 3.475$, $df =78$, $p<0.01$) and Older Rural Female generations ($t= 5.235$, $df =78$, $p<0.01$). Again Younger Rural Female generations differ significantly than Older Rural Male generations ($t=2.874$, $df =78$, $p<0.05$), and Older Rural Female generations ($t= 4.567$, $df=78$, $p<0.01$). No significant differences were found among Younger Urban Male generation, Older Urban Male generation, and Older Urban Female generation. No significant differences were also found among Younger Urban Female generation, Older Rural Male generation and Older Rural Female generation. Again, no significant differences were found among Younger Rural Female, Older Rural Female generation and Older Rural Male generation.

Table – 41: Showing summary of ANOVA involving Residential background, Generation, and Sex on the total scores of the Chance (C).

Source of Variance	Sum of Squares	df	Mean Square	F	sig. (p value)
Generation	877.904	2	438.952	11.588	.000
Sex	186.252	1	186.252	4.917	.027
Residential background	183.769	1	183.769	4.851	.028
Generation * Sex	515.054	2	257.527	6.798	.001
Generation * RB	307.288	2	153.644	4.056	.018
RB * Sex	15.052	1	15.052	.397	.529
Generation * Sex* RB	1113.204	2	556.602	14.694	.000
Within Cell (Experimental Error)	17727.975	468	37.880		
Total	671477.000	480			

The results on personality variables of Chance (C) have been reported in table – 41. The results of analysis of variance showed that the main effect of generation was also statistically significant ($F = 11.588$, $df = 2/468$, $p < 0.01$). Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant ($F = 4.917$, $df = 1/468$, $p < 0.05$). It was also found that the main effect of Residential background (i.e. Urban and Rural) was statistically significant ($F = 4.851$, $df = 1/468$, $p < 0.05$). A two-way interaction between generation and Residential background emerged statistically significant ($F = 4.056$, $df = 1/468$, $p < 0.05$). It was also found that a two-way interaction between Generation and sex emerged statistically significant ($F = 6.798$, $df = 2/468$, $p < 0.01$). Moreover, a three-way interaction between Generation, sex and Residential background emerged statistically significant ($F = 14.694$, $df = 2/468$, $p < 0.01$).

Main Effect:

Table – 42: Mean Comparison within Groups (N = 160 for each group) on Chance (C).

		Mean	SD	t
Chance (C) Scale	Older	38.70	6.081	4.366**
	Younger	35.59	6.634	
	Older	38.70	6.081	3.560**
	Middle Aged	36.15	6.715	
	Younger	35.59	6.634	-.745
	Middle Aged	36.15	6.715	

(* P < .05, ** P < .01)

The result showed that Older generation's Ss (M=38.70) scored significantly higher on the Chance (C) Scale ($t = 4.366$, $df = 238$, $P < 0.01$) as compared to Younger generations Ss (M=35.59). It was found that older generation's Ss (M=38.70) scored significantly higher on the on the Chance (C) Scale ($t = 3.560$, $df = 238$, $P < 0.01$) as compared to Middle aged generation's Ss (M=36.15).

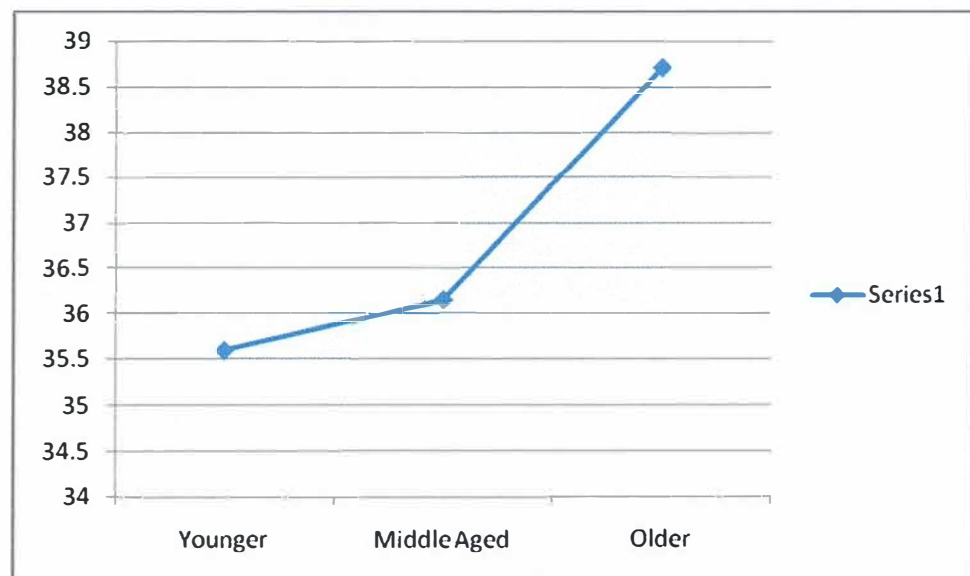


Figure – 27: Showing Mean Comparison within Groups (N = 160 for each group) on Chance (C).

Table – 43: Mean Comparison within Groups (N= 240 for each group) on Chance (C).

		Mean	SD
Chance (C) Scale	Male	37.44	4.50526
	Female	36.19	8.15365

The result showed that male Ss (M=37.44) score significantly higher on the Chance (C) Scale as compared to female Ss (M=36.19).

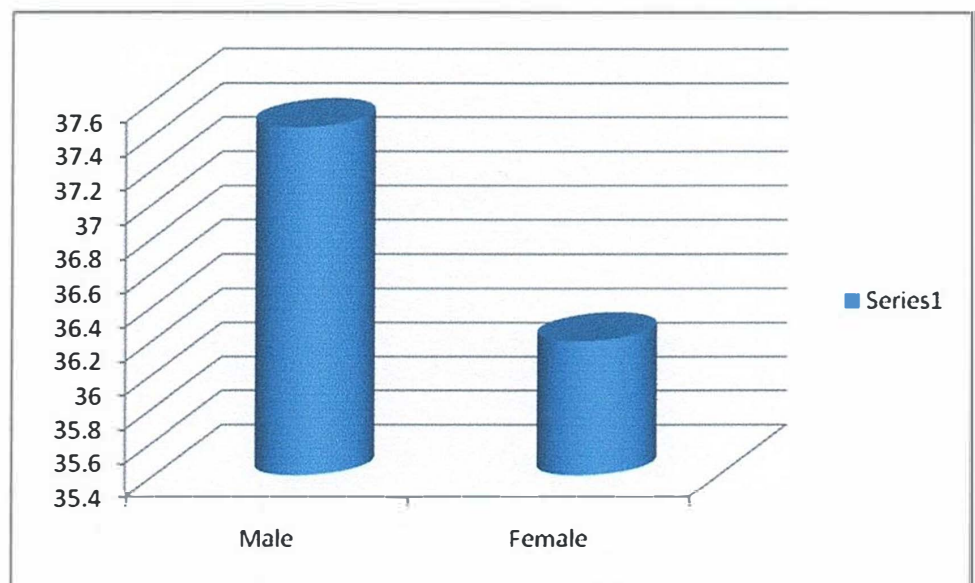


Figure – 28: Showing Mean Comparison within Groups (N= 240 for each group) on Chance (C).

Table – 44: Mean Comparison within Groups (N= 240 for each group) on Chance (C).

		Mean	SD
Chance (C) Scale	Urban	37.43	6.113
	Rural	36.44	5.387

The result showed that Urban Ss (M=37.43) score significantly higher on the Chance (C) Scale as compared to Rural Ss (M=36.44).

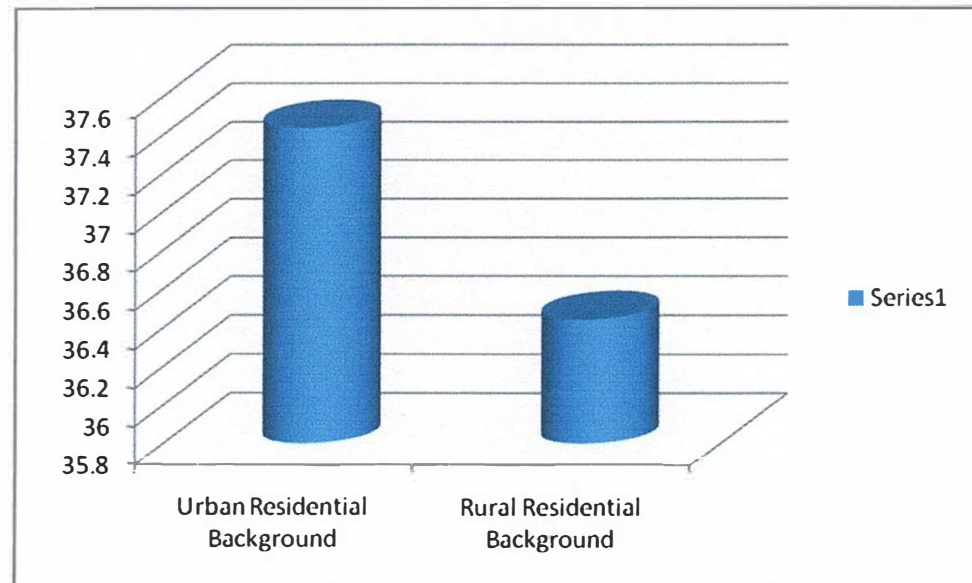


Figure – 29: Showing Mean Comparison within Groups (N= 240 for each group) on Chance (C).

Interaction Effect:

Table – 45: Mean Comparison between Generation and sex (N= 80 for each group) on the total scores of the Chance (C).

	Mean	SD	t
Older Male	37.97	5.300	1.797
Older Female	39.42	4.896	
Younger Male	37.37	3.352	3.036**
Younger Female	34.17	8.811	
Middle Aged Male	36.95	4.001	1.578
Middle Aged Female	35.35	8.141	

(* P < .05, ** P < .01)

The result showed that Younger Male generation's Ss (M=37.37) scored significantly higher on the Chance (C) Scale ($t = 3.036$, $df = 158$, $P < 0.01$) as compared to Younger Female generation's Ss (M=34.17).

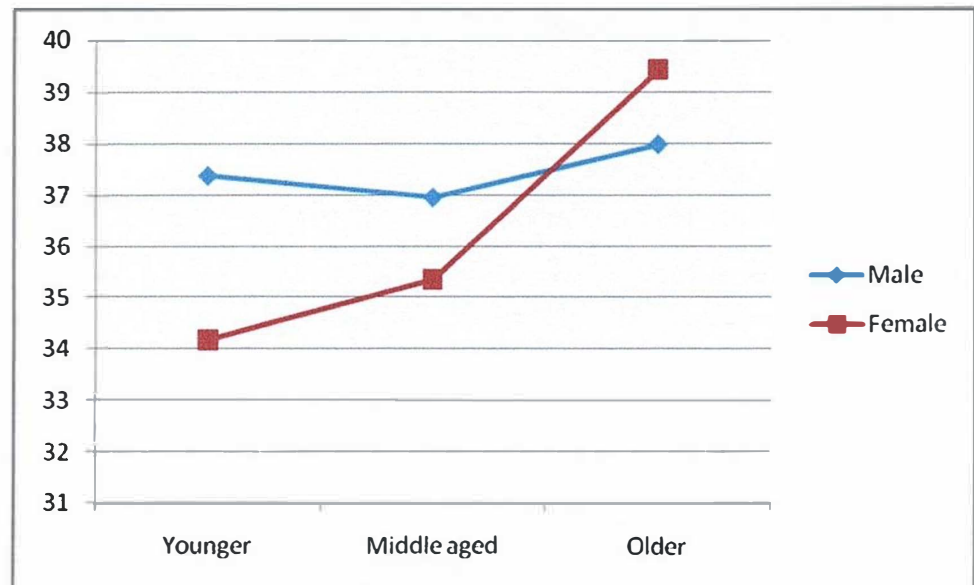


Figure – 30: Showing Mean Comparison between Generation and sex (N= 80 for each group) on the total scores of the Chance (C).

Table –46: Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Chance (C).

	Mean	SD	t
Older Urban	40.45	3.607	4.167**
Older Rural	36.95	6.589	
Younger Urban	35.625	7.140	0.307
Younger Rural	35.925	5.023	
Middle Aged Urban	36.225	7.591	0.152
Middle Aged Rural	36.075	4.550	

(* P < .05, ** P < .01)

The result showed that Older Urban generation's Ss (M=40.45) scored significantly higher on the Powerful Others (PO) Scale ($t = 4.167$, $df = 158$, $P < 0.01$) as compared to Older Rural generation's Ss (M=36.95).

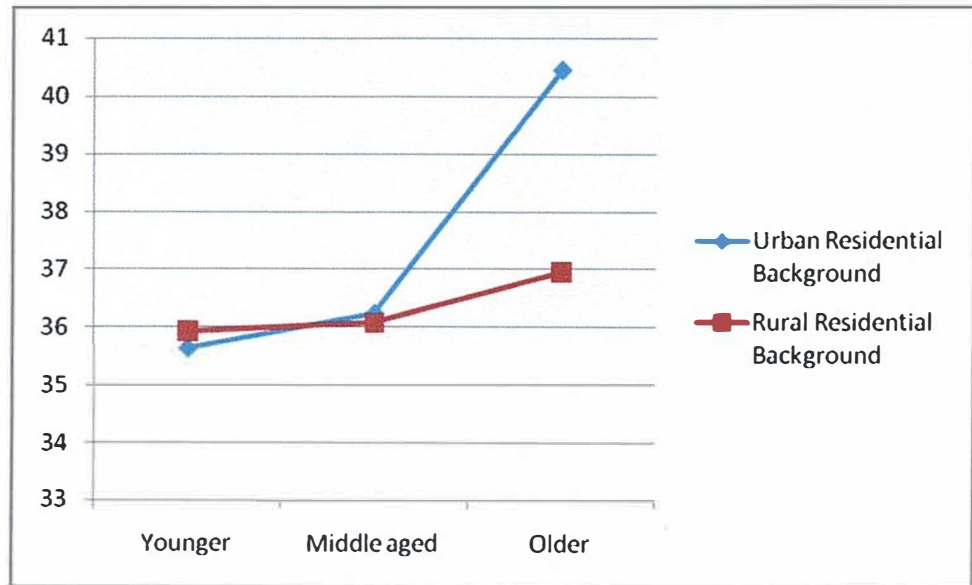


Figure 31: Showing Mean Comparison between Generation and Residential Background (N= 80 for each group) on the total scores of the Chance (C).

Interaction Effect:

Table – 47: Mean Comparison among Generation, sex and Residential Background (N= 40 for each group) on the total scores of the Chance (C).

	OUM M=37.75 SD=5.132	OUF M=43.15 SD=2.082	ORM M=38.2 SD=5.468	ORF M=35.7 SD=7.710	YUM M=38.6 SD=4.366	YUF M=32.65 SD=9.913	YRM M=36.15 SD=2.337	YRF M=35.7 SD=7.710	MUM M=38.35 SD=5.313	MUF M=34.1 SD=9.870	MRM M=35.55 SD=2.688	MRF M=36.6 SD=6.412
OUM M=37.75		6.167**	0.380	1.400	0.798	2.890**	1.794	1.400	0.514	2.075*	2.402*	0.886
OUF M=43.15			5.351**	5.900**	5.949**	6.556**	14.145**	5.900**	5.320**	5.674**	14.137**	6.145**
ORM M=38.2				1.673	0.362	3.101**	2.180*	1.673	0.124	2.298*	2.751*	1.201
ORF M=35.7					2.070*	1.536	0.353	0.000	1.790	0.808	0.116	0.568
YUM M=38.6						3.474**	3.129**	2.070*	0.230	2.637*	3.762**	1.631
YUF M=32.65							2.173*	1.536	3.205**	0.656	1.786	2.116*
YRM M=36.15								0.353	2.397*	1.278	1.065	0.417
YRF M=35.7									1.790	0.808	0.116	0.568
MUM M=38.35										2.398*	2.974**	1.329
MUF M=34.1											0.896	1.343
MRM M=35.55												0.955
MRF M=36.6												

(* P < .05, ** P < .01)

YUM = Younger Urban Male, YUF = Younger Urban Female, YRM = Younger Rural Male, YRF = Younger Rural Female

MUM = Middle Age Urban Male, MUF = Middle Age Urban Female, MRM = Middle Age Rural Male, MRF = Middle Age Rural Female

OUM = Older Urban Male, OUF = Older Urban Female, ORM = Older Rural Male, ORF = Older Rural Female

The author started analyzing the data evolving from “within” and from “between” groups. The results (table 47) indicated that in case of Older generation’s, it was found that Older Urban Male generations scored significantly higher than Older Urban Female generations ($t= 6.167, df =78, p<0.01$). On the other hand, Older Urban Female generations scored significantly higher than Older Rural Male generations ($t= 5.351, df =78, p<0.05$) and Older Rural Female generations ($t= 5.900, df =78, p<0.01$) indicating a significant differences between sex (i.e. male and female) and residential background (i.e. urban and rural). In case of within group comparison, on the other side, Younger Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 3.474, df =78, p<0.01$). Again in case of Middle aged generations, it was found that Middle aged Urban Male generations scored significantly higher than Middle aged Urban Female generations ($t= 2.398, df =78, p<0.01$) indicating a significant differences between sex (i.e male and female) and residential background (i.e. Urban and Rural) of the Middle aged generations. On the other side, Middle aged Urban Male generations scored significantly higher than Middle aged Rural Male generations ($t= 2.974, df =78, p<0.05$), and Middle aged Urban Female generations ($t= 2.398, df =78, p<0.01$). No significant differences were also found between Older Rural Male generation and Older Urban Male generation, Older Rural Male generation & Older Rural Female generation. No significant differences were found between Younger Urban Female generation- Younger Rural Female generation & Younger Rural Female generation and Younger Rural Male generation - Younger Rural Female generation. No significant differences were also found between Middle aged Urban Female generation- Middle aged Rural Male generation & Middle aged Rural Female generation and Middle aged Rural Male generation & Middle aged Rural Female generation.

In case of between group comparison, Older Urban Male generations scored significantly higher than Younger Urban Female generations ($t= 2.890, df =78, p<0.01$), Middle aged Urban Female generations ($t= 2.075, df =78, p<0.01$) and Middle aged Rural Male generations ($t= 2.402, df =78, p<0.01$). Again, Older Urban Female generations differ significantly than Younger Urban Male generations ($t= 5.949, df =78, p<0.01$), Younger Urban Female generations ($t=$

6.556, $df=78, p<0.01$), Younger Rural Male generations ($t= 14.145, df=78, p<0.01$), Younger Rural Female generations ($t= 5.900, df=78, p<0.01$), Middle aged Urban Male generations ($t=5.320, df=78, p<0.01$), Middle aged Urban Female generations ($t=5.674, df=78, p<0.01$), Middle aged Rural Male generations ($t=14.137, df=78, p<0.01$) and Middle aged Rural Female generations ($t= 6.145, df=78, p<0.01$). Older Rural Male generations differed significantly than Younger Urban Female generations ($t= 3.101, df=78, p<0.01$), Younger Rural Male generations ($t= 2.180, df=78, p<0.01$) and Middle aged Urban Female generations ($t= 2.298, df=78, p<0.05$) and Middle aged Rural Male generations ($t= 2.751, df=78, p<0.01$). Again Older Rural Female generation's differ significantly than Younger Urban Male generations ($t=2.070, df=78, p<0.05$). No significant differences were found between Older Urban Male generation, Younger Urban Male generation, Younger Rural Male generation, Younger Rural Female generation, Middle aged Urban Male generation & Middle aged Rural Female generation. On the other side, no significant differences were found among Older Rural Male generation, Younger Urban Male generation, Younger Rural Female generation and Middle aged Rural Female generation. Again, no significant differences were found among Older Rural Female generation, Younger Urban Female generation, Younger Rural Male generation, Younger Rural Female generation, Middle aged Urban Male generation, Urban Female generation, Middle aged Rural Male generation and Middle aged Rural Female generation.

Younger Urban Male generation's differ significantly than Middle aged Urban Female generations ($t= 2.637, df=78, p<0.01$) and Middle aged Rural Male generations ($t= 3.762, df=78, p<0.01$). Again Younger Urban Female generations differ significantly than Middle aged Urban Male generations ($t= 3.205, df=78, p<0.05$) and Middle aged Rural Female generations ($t= 2.116, df=78, p<0.01$). On the other side, Younger Rural Male generations differ significantly than Middle aged Urban Male generations ($t= 2.397, df=78, p<0.01$). No significant differences were found among Younger Urban Male generation, Middle aged Urban Male generation and Middle aged Rural Female generation. No significant differences were also found among Younger Urban Female generation, Middle aged Urban Female generation Middle aged Rural Male generation and Middle aged Rural Female generation. Again, no significant differences were found

among Younger Rural Female, Middle aged Urban Male generation, Middle aged Urban Female generation, Middle aged Rural Male generation and Middle aged Rural Female generation.

B) t-test

Generational differences on each variable separately

In this part, t-test was computed in order to determine the significant differences between younger, middle aged and older generations separately on the scores of attitudinal variable of 'Attitude towards globalization (i.e. total ATG scores, Technological globalization dimension, Information technological globalization dimension, Economic globalization dimension, Military globalization dimension, Environmental globalization dimension, Sociopolitical and cultural globalization dimension).

Table 48: Showing Mean Differences between Younger and Middle aged generation on each Dimension Separately (N=160).

		ATTITUDE TOWARDS GLOBALIZATION VARIABLE						
		Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale
Younger Generation	Mean	98.39	14.061	16.318	16.356	14.266	18.317	19.082
	SD	8.049	11.203	6.27	8.74	4.069	7.861	7.692
Middle aged generation	Mean	95.49	16.904	14	14.063	18.165	16.072	16.283
	SD	9.792	11.39	7.345	9.56	7.125	7.705	7.539
t		5.201**	2.251*	3.036**	2.239*	6.011**	2.114*	3.287**

(*= $p < 0.05$, ** = $p < 0.01$)

The result showed that Younger generation's Ss ($M=98.39$) scored significantly higher on the Attitude towards Globalization (ATG) scale ($t = 5.201$, $df = 318$, $P < 0.01$) as compared to Middle Aged generation's Ss ($M=95.49$). It was found that Middle Aged generation's Ss ($M=16.904$) scored significantly higher on the Technological Globalization Dimension ($t = 2.251$, $df = 318$, $P < 0.05$) as compared to Younger generation's Ss ($M=16.904$). Again Younger generation's Ss ($M=16.318$) scored significantly higher on the Informational Globalization Dimension ($t = 3.036$, $df = 318$, $P < 0.01$) than Middle Aged generation's Ss ($M = 14.00$). The result showed that Younger generation's Ss ($M=16.356$) scored significantly higher on the Economic Globalization Dimension ($t = 2.239$, $df = 318$, $P < 0.05$) as compared to Middle Aged generation's Ss ($M=14.063$). It was found that Middle Aged generation's Ss ($M=18.165$) scored significantly higher on Military Globalization Dimension ($t = 6.011$, $df = 318$, $P < 0.01$) as compared to Younger generation's Ss ($M=14.266$). Again Younger generation's Ss ($M=18.317$) scored significantly higher on Environmental Globalization Dimension ($t = 2.114$, $df = 318$, $P < 0.05$) as compared to Middle Aged generation's Ss ($M=16.072$). Again Younger generation's Ss ($M=19.082$) scored significantly higher on Socio-political And Cultural Globalization Dimension ($t = 3.287$, $df = 318$, $P < 0.01$) as compared to Middle Aged generation's Ss ($M=16.283$).

Table 49: Showing Mean Differences between Younger and Older generation on each Dimension Separately (N=160).

		ATTITUDE TOWARDS GLOBALIZATION VARIABLE						
		Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale
Younger Generation	Mean	98.39	14.061	16.318	16.356	14.266	18.317	19.082
	SD	8.049	11.203	6.27	8.74	4.069	7.861	7.692
Older generation	Mean	93.18	14.450	16.420	17.870	15.470	14.490	14.480
	SD	9.792	6.345	4.334	4.277	5.345	4.235	6.018
	t	2.183*	0.382	0.138	2.399*	2.267*	4.898**	5.960**

(*= $p < 0.05$, ** = $p < 0.01$)

The result showed that Younger generation's Ss ($M=98.39$) scored significantly higher on the Attitude towards Globalization (ATG) scale ($t = 2.183$, $df = 318$, $P < 0.05$) as compared to Older generation's Ss ($M=93.18$). The result showed that Older generation's Ss ($M=17.870$) scored significantly higher on the Economic Globalization Dimension ($t = 2.399$, $df = 318$, $P < 0.05$) as compared to Younger generation's Ss ($M=16.356$). It was found that Older generation's Ss ($M=15.470$) scored significantly higher on Military Globalization Dimension ($t = 2.267$, $df = 318$, $P < 0.05$) as compared to Younger generation's Ss ($M=14.266$). Again Younger generation's Ss ($M=18.317$) scored significantly higher on Environmental Globalization Dimension ($t = 4.898$, $df = 318$, $P < 0.01$) as compared to Older generation's Ss ($M=14.490$). Again Younger generation's Ss ($M=19.082$) scored significantly higher on Socio-political And Cultural Globalization Dimension ($t = 5.960$, $df = 318$, $P < 0.01$) as compared to Older generation's Ss ($M=14.480$).

Table 50: Showing Mean Differences between Middle aged and Older generation on each Dimension Separately (N=160).

		ATTITUDE TOWARDS GLOBALIZATION VARIABLE						
		Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale	Attitude towards Globalization Scale
Middle aged Generation	Mean	95.49	16.904	14	14.063	18.165	16.072	16.283
	SD	14.749	11.39	7.345	9.56	7.125	7.705	7.539
Older Generation	Mean	93.18	14.450	16.420	17.870	15.470	14.490	14.480
	SD	4.475	6.345	4.334	4.277	5.345	4.235	6.018
	t	1.652	2.381*	3.589**	4.598**	3.827**	2.051*	2.364*

(*= $p < 0.05$, ** = $p < 0.01$)

It was found that Middle Aged generation's Ss ($M=16.904$) scored significantly higher on the Technological Globalization Dimension ($t = 2.381$, $df = 318$, $P < 0.05$) as compared to Older generation's Ss ($M=14.450$). Again Older generation's Ss ($M=16.420$) scored significantly scored higher on the Informational Globalization Dimension ($t = 3.589$, $df = 318$, $P < 0.01$) than Middle Aged generation's Ss ($M = 14.00$). The result showed that Older generation's Ss ($M=17.870$) scored significantly higher on the Economic Globalization Dimension ($t = 4.598$, $df = 318$, $P < 0.05$) as compared to Middle Aged generation's Ss ($M=14.063$). It was found that Middle Aged generation's Ss ($M=18.165$) scored significantly higher on Military Globalization Dimension ($t = 3.827$, $df = 318$, $P < 0.01$) as compared to Younger generation's Ss ($M=15.470$). Again Middle Aged generation's Ss ($M=16.072$) scored significantly higher on Environmental Globalization Dimension ($t = 2.051$, $df = 318$, $P < 0.05$) as compared to Older generation's Ss ($M=14.490$). Again Middle Aged generation's Ss ($M=16.283$) scored significantly higher on Socio-political and Cultural Globalization Dimension ($t = 2.364$, $df = 318$, $P < 0.05$) as compared to Older generation's Ss ($M=14.480$).

Part – II

Correlational Analyses

A) Between Group Similarities

Table – 51: Showing Intergenerational Similarities on Attitude towards globalization (ATG) among Three Generations of Younger, Middle Aged and Older. (N= 120 for each group)

Y G – M A G	Y G – O G	M A G – O G
0.53**	0.46**	0.51**

(* P < .05, ** P < .01)

Y G = Younger Generation

M A G = Middle Aged Generation

O G = Older Generation

The result showed that there was significant correlation between Younger and Middle Aged generations on Attitude towards globalization (ATG) scores. Again, the result showed that there was significant correlation between Younger and Older generations on Attitude towards globalization (ATG) scores. Again, the result showed that there was significant correlation between Middle Aged and Older generations on Attitude towards globalization (ATG) scores.

B) Within Group Similarities

Table – 52: Showing Similarities on Attitude towards globalization among Three Generations of Younger, Middle Aged and Older. (N= 80 for each group)

Y MALE- Y FEMALE	M A MALE- M A FEMALE	O MALE- O FEMALE
0.55**	0.37*	0.78**

(* P < .05, ** P < .01)

Y = Younger Educational Generations

M A = Middle Aged Educational Generations

O = Older Educational Generations

The result showed that there was significant correlation between Younger male and Younger female educational generations on Attitude towards globalization scores. Again, the result showed that there was significant correlation between Middle Aged male and Middle Aged female educational generations on Attitude towards globalization scores. Again, the result showed that there was significant correlation between Older male and Older female educational generations on Attitude towards globalization scores.

Table – 53: Showing Similarities on Attitude towards globalization of Three Generations. (N= 80 for each group)

YOUNGER U – YOUNGER R	MIDDLE AGED U - MIDDLE AGED R	OLDER U - OLDER R
0.51**	0.66**	0.59*

(* P < .05, ** P < .01)

U = Urban

R = Rural

The result showed that there was significant correlation between Younger urban and Younger rural educational generations on Attitude towards globalization scores. Again, the result showed that there was significant correlation between Middle Aged urban and Middle Aged rural educational generations on Attitude towards globalization scores. Again, the result showed that there was significant correlation between Older urban and Older rural educational generations on Attitude towards globalization scores.

C) Intervariable Correlations

i) Younger generation

Table – 54: Intervariable Correlations for Younger generation

(N=160)

	ATTITUDINAL VARIABLES			PERSONALITY VARIABLES	
	Attitude towards globalization (ATG)	National Development Attitude	Open minded – Close minded Attitudes	Internality, Powerful others, and Chance (IPC) Scale	Socio Demographic Variables
Attitude towards globalization (ATG)		0.72**	0.66**	0.61**	0.53**
National Development Attitude			0.59**	0.57**	0.49**
Open minded –Close minded Attitudes				0.60**	0.52**
Internality, Powerful others, and Chance (IPC) Scale					0.57**
Socio Demographic Variables					

(* P < .05, ** P< .01)

Table-54 contains intervariable correlations of younger generations' sample. The result indicated high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.72$, $p < 0.01$). Other significant relationships obtained in younger generations' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.66$, $p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.61$, $p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.53$, $p < 0.01$); National Development Attitude and Open minded –Close minded Attitudes ($r = 0.59$, $p < 0.01$); National Development Attitude and Internality Powerful others, & Chance (IPC) Scale ($r = 0.57$, $p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.49$, $p < 0.01$); Open minded –Close minded

Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.60$, $p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.52$, $p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.57$, $p < 0.01$) respectively.

ii) Middle Aged generation

Table – 55: Intervariable Correlations for Middle Aged generation (N=160)

	ATTITUDINAL VARIABLES			PERSONALITY VARIABLES	
	Attitude towards globalization (ATG)	National Development Attitude	Open minded – Close minded Attitudes	Internality, Powerful others, and Chance (IPC) Scale	Socio Demographic Variables
Attitude towards globalization (ATG)		0.70**	0.61**	0.59**	0.51**
National Development Attitude			0.57**	0.52**	0.45**
Open minded –Close minded Attitudes				0.58**	0.49**
Internality, Powerful others, and Chance (IPC) Scale					0.53**
Socio Demographic Variables					

(* P < .05, ** P < .01)

Table-55 contains intervariable correlations of middle aged generations' sample. The result indicated high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.70$, $p < 0.01$). Other significant relationships obtained in middle aged generations' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.61$, $p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.59$, $p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.51$, $p < 0.01$); National Development Attitude and Open minded –Close minded Attitudes ($r = 0.57$, $p < 0.01$); National Development Attitude and Internality

Powerful others, & Chance (IPC) Scale ($r = 0.52, p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.45, p < 0.01$); Open minded – Close minded Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.58, p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.49, p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.533, p < 0.01$) respectively.

iii) Older generation

Table – 56: Intervariable Correlations for Older generation (N=160)

	ATTITUDINAL VARIABLES			PERSONALITY VARIABLES	
	Attitude towards globalization (ATG)	National Development Attitude	Open minded – Close minded Attitudes	Internality, Powerful others, and Chance (IPC) Scale	Socio Demographic Variables
Attitude towards globalization (ATG)		0.69**	0.63**	0.64**	0.57**
National Development Attitude			0.56**	0.55**	0.53**
Open minded –Close minded Attitudes				0.63**	0.48**
Internality, Powerful others, and Chance (IPC) Scale					0.51**
Socio Demographic Variables					

(* $P < .05$, ** $P < .01$)

Table-56 contains intervariable correlations of older generations' sample. The result indicated high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.69, p < 0.01$). Other significant relationships obtained in older generations' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.63, p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.64, p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.57, p < 0.01$);

National Development Attitude and Open minded –Close minded Attitudes ($r = 0.56, p < 0.01$); National Development Attitude and Internality Powerful others, & Chance (IPC) Scale ($r = 0.55, p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.53, p < 0.01$); Open minded –Close minded Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.63, p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.48, p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.51, p < 0.01$) respectively.

Part -III

Factor Analyses of Attitude towards Globalization (ATG)

In this part factor analyses were computed to generate certain meaningful broad dimensions of Attitude towards Globalization (ATG) of 30 items which were framed of Attitude towards Globalization. Younger generations were comprised of different educational generations of different institutions combindly (N =160). The same types of factor extraction were done for middle aged and older generations. These group were also comprised of different educational generations of different institutions combindly (N =160). Factor analyses were also computed to generate some meaningful dimensions of these 30 items for three groups separately. Each group comprised of younger, middle aged, older educational generation, male, and female Ss combindly.

i) Younger generation

Factor extraction was done for younger generations' sample (N=160) by the principle axis method. Factor having Eigen values of 1.00 were retained on the basis of Kaiser's criterion. To get orthogonal factors, the factors were rotated by using the oblique rotation method. The correlational matrices suggested that 30 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices. These Six factors accounted for 85.399% of the total variance. These factorial structures of the attitudinal pattern of attitude toward globalization are informative that a majority of the variance is accounted for by these meaningful factors. The Six factors extracted seem to display some general themes in the some particular meaningful dimensions of clustering of attitude toward globalization preferences jointly by the younger, middle aged, older educational generation, male, and female Ss. These factors and the respective loading for each factor are shown below .The extracted six factors are described and presented in order of their variances i.e. those showing larger variance appear first.

Table -57: Showing six Factors on Attitude towards Globalization by Younger Generation (N=160).

Factor 1

Encouraging new technologies and Modernization

Variance=27.480%

Item No.	Items	Characteristics of items	Loading
1	Technological advancement is first of all needed if we want to keep pace with the developed countries.	Essentiality of Technological advancement	0.800
2	Technological globalization causes destruction to the society.	Beneficial	0.761
8	I think, informational globalization is the only way for modernization in all sectors of the society.	Inessential for modernization	0.760
5	I think, the development in industrial sector would be possible if new technologies are used instead of traditional ones.	Encouraging New Technologies	0.652
21	Environmental globalization is mostly needed for the modern civilization.	Indispensable for modern civilization	0.629
20	Military globalization is an important determinant for modernization of a country.	Useful for modernization	0.486
7	Priority of conventional attitude rather than traditional attitude in new information-technology will play an important role in the economic development, I think.	Deemphasizing conventional attitude	0.474

Factor one has positive loadings on seven attitude items. This factor accounts for 27.480% of the variance. The central theme of this factor is attitude towards new technologies and Modernization.

Factor- 2
Actuating stability for the society

Variance=12.776%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
6	Availability of information technological network is beneficial for the developing countries to keep pace with the developed countries.	availability of information technology	0.743
16	Only Military globalization can create conflict among the neighbouring countries.	Reducing Conflict	0.668
9	I think, as a result of informational globalization, developing countries are committing different types of destructive and terrorist activities.	Repressing terrorist activities	0.559
10	At present most of the informations of developed countries are influencing the lifestyles of developing countries as a result of informational globalization.	Actuating the lifestyles	0.547
4	Advancement of technological globalization creates instability in the society.	stable for the society	0.531
14	I think, socio-political activities would be increased among people of Bangladesh if the impact of economic globalization is telecasted in the media.	Accelerate socio-political activities	0.472
26	Cultural globalization is harmful for the traditional society.	Benediction for the society	0.459
28	A gradual decrease of close mindedness is creating an unstable situation in the society as a result of cultural globalization.	Stable for the society	0.441

Factor two has loadings on eight attitude items. This factor accounts for 12.776% of the variance. The central theme of this factor indicates the stability for the society.

Factor 3
Increased economic stability

Variance= 11.680%

Item No.	Items	Characteristics of items	Loading
11	A good relationship can be established among the neighbouring countries, for the advancement of economic globalization.	Capable of establishing good relationship	0.673
12	I think, only economic globalization can reach Bangladesh in its ultimate goal of development.	Ability to attain ultimate goal	0.667
13	I think, increased production would be possible in the agricultural sector of Bangladesh as a result of economic globalization.	Increased agricultural production	0.662
15	I think, interference of foreign countries in our national economy is disturbing for our economic stability.	Progressing economic stability	0.640
3	Developed technologies like foreign countries are needed for the agricultural development of the country.	Indispensable	0.539

Factor three has positive loadings on five attitude items. This factor accounts for 11.680% of the variance. The central theme of this factor is economic stability of the nation.

Factor 4
Facilitating the national development

Variance=11.453%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
17	Military globalization creates obstacles on the development of our country.	Facilitating the development	0.666
18	Military globalization plays an important role on the development of our country.	Effective for the development	0.618
19	If militaries of other countries are given entrance in our national affairs, it would be harmful for our own political culture.	Ameliorative	0.503

Factor four has positive loadings on three attitude items. This factor accounts for 11.453% of the variance. The underlying theme of this factor indicates that the individuals views on national development.

Factor 5
Maintaining the Balance of the environment

Variance=11.120%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
22	I think, environmental globalization creates extreme pollution of the environment.	Maintaining the Balance of the environment	0.716
23	I think, the environmental pollution of developed countries creating a bad impact on the environment of developing countries as a result of environmental globalization.	Balancing the environment	0.571
24	I think, the environments of developing countries are now in a threatened situation for a gradual change in the temperature of ozone layer.	Protecting the environment	0.545
25	I think, our national heritages are now in a crucial situation only for environmental globalization.	Helpful for national heritages	0.540

Factor five has positive loadings on four attitude items. This factor accounts for 11.120% of the variance. The central theme of this factor is Balance of the environment.

Factor 6
Safety for cultures

Variance=10.890%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
27	I think, our own cultures are now in an extinctive condition for the abuses of foreign culture.	Safety for our own cultures	0.716
29	I think, political instigation to opposition parties plays a negative role in our own political culture.	Refreshing the political culture	0.634
30	The practice of foreign political culture is reducing the standard of our own political culture, I think.	Expanding the political culture	0.520

Factor six has positive loadings on three attitude items. This factor accounts for 10.890% of the variance. The central theme of this factor is attitude towards culture of the educationalist.

ii) Middle aged generation

Factor extraction was done for Middle aged generations' sample (N=160) by the principle axis method. Factor having Eigen values of 1.00 were retained on the basis of Kaiser's criterion. To get orthogonal factors, the factors were rotated by using the oblique rotation method. The correlational matrices suggested that 30 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices. These Six factors accounted for 82.637% of the total variance. These factorial structures of the attitudinal pattern of attitude toward globalization are informative that a majority of the variance is accounted for by these meaningful factors. The Six factors extracted seem to display some general themes in the some particular meaningful dimensions of clustering of attitude toward globalization preferences jointly by the younger, middle aged, older educational generation, male, and female Ss. These factors and the respective loading for each factor are shown below .The extracted six factors are described and presented in order of their variances i.e. those showing larger variance appear first.

Table - 58: Showing six Factors on Attitude towards Globalization by Middle aged generations (N=160).

Factor 1
Facilitating the development

Variance=24.068%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
17	Military globalization creates obstacles on the development of our country.	Facilitating the development	0.666
18	Military globalization plays an important role on the development of our country.	Effective for the development	0.618
19	If militaries of other countries are given entrance in our national affairs, it would be harmful for our own political culture.	Ameliorative	0.503
12	I think, only economic globalization can reach Bangladesh in its ultimate goal of development.	Ability to attain ultimate goal	0.667

Factor one has positive loadings on four attitude items. This factor accounts for 24.068% of the variance. The underlying theme of this factor indicates Facilitating the development.

Factor 2
Refreshing the political culture

Variance=18.470%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
29	I think, political instigation to opposition parties plays a negative role in our own political culture.	Refreshing the political culture	0.716
7	Priority of conventional attitude rather than traditional attitude in new information- technology will play an important role in the economic development, I think.	Deemphasizing conventional attitude	0.694
9	I think, as a result of informational globalization, developing countries are committing different types of destructive and terrorist activities.	Repressing terrorist activities	0.634
27	I think, our own cultures are now in an extinctive condition for the abuses of foreign culture.	Safety for our own cultures	0.567
30	The practice of foreign political culture is reducing the standard of our own political culture, I think.	Expanding the political culture	0.520

Factor two has positive loadings on five attitude items. This factor accounts for 18.470% of the variance. The central theme of this factor is refreshing of the political culture.

Factor- 3
Accelerate socio-political activities

Variance=12.573%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
14	I think, socio-political activities would be increased among people of Bangladesh if the impact of economic globalization is telecasted in the media.	Accelerate socio-political activities	0.820
26	Cultural globalization is harmful for the traditional society.	Benediction for the society	0.729
28	A gradual decrease of close mindedness is creating an unstable situation in the society as a result of cultural globalization.	Stable for the society	0.591
10	At present most of the informations of developed countries are influencing the lifestyles of developing countries as a result of informational globalization.	Actuating the lifestyles	0.587
4	Advancement of technological globalization creates instability in the society.	stable for the society	0.568

Factor three has loadings on five attitude items. This factor accounts for 12.573% of the variance. The central theme of this factor indicates the socio-political activities.

Factor 4
Increased economic stability

Variance= 11.576%

Item No.	Items	Characteristics of items	Loading
11	A good relationship can be established among the neighbouring countries, for the advancement of economic globalization.	Capable of establishing good relationship	0.673
13	I think, increased production would be possible in the agricultural sector of Bangladesh as a result of economic globalization.	Increased agricultural production	0.639
15	I think, interference of foreign countries in our national economy is disturbing for our economic stability.	Progressing economic stability	0.550
3	Developed technologies like foreign countries are needed for the agricultural development of the country.	Indispensable	0.522
25	I think, our national heritages are now in a crucial situation only for environmental globalization.	Helpful for national heritages	0.470

Factor four has positive loadings on five attitude items. This factor accounts for 11.576% of the variance. The central theme of this factor is economic stability.

Factor 5
Encouraging new technologies and Modernization

Variance=8.480%

Item No.	Items	Characteristics of items	Loading
6	Availability of information technological network is beneficial for the developing countries to keep pace with the developed countries.	availability of information technology	0.673
5	I think, the development in industrial sector would be possible if new technologies are used instead of traditional ones.	Encouraging New Technologies	0.652
1	Technological advancement is first of all needed if we want to keep pace with the developed countries.	Essentiality of Technological advancement	0.640
2	Technological globalization causes destruction to the society.	Beneficial	0.571
8	I think, informational globalization is the only way for modernization in all sectors of the society.	Inessential for modernization	0.546
21	Environmental globalization is mostly needed for the modern civilization.	Indispensable for modern civilization	0.429
20	Military globalization is an important determinant for modernization of a country.	Useful for modernization	0.416

Factor five has positive loadings on seven attitude items. This factor accounts for 8.480% of the variance. The central theme of this factor is attitude towards new technologies and Modernization.

Factor 6
Possessed liberal attitude towards the environment

Variance=7.470%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
22	I think, environmental globalization creates extreme pollution of the environment.	Maintaining the Balance of the environment	0.716
23	I think, the environmental pollution of developed countries creating a bad impact on the environment of developing countries as a result of environmental globalization.	Balancing the environment	0.571
24	I think, the environments of developing countries are now in a threatened situation for a gradual change in the temperature of ozone layer.	Protecting the environment	0.545

Factor six has positive loadings on three attitude items. This factor accounts for 7.470% of the variance. The central theme of this factor is liberal attitude towards the environment.

iii) Older generation

Factor extraction was done for Older generations' sample (N=160) by the principle axis method. Factor having Eigen values of 1.00 were retained on the basis of Kaiser's criterion. To get orthogonal factors, the factors were rotated by using the oblique rotation method. The correlational matrices suggested that 30 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices. These Six factors accounted for 84.539% of the total variance. These factorial structures of the attitudinal pattern of attitude toward globalization are informative that a majority of the variance is accounted for by these meaningful factors. The Six factors extracted seem to display some general themes in the some particular meaningful dimensions of clustering of attitude toward globalization preferences jointly by the younger, middle aged, older educational generation, male, and female Ss. These factors and the respective loading for each factor are shown below .The extracted six factors are described and presented in order of their variances i.e. those showing larger variance appear first.

Table - 59: Showing six Factors on Attitude towards Globalization by Older generations (N=160).

Factor 1
Emphasizing the economic stability

Variance= 24.270%

Item No.	Items	Characteristics of items	Loading
3	Developed technologies like foreign countries are needed for the agricultural development of the country.	dispensability	0.680
12	I think, only economic globalization can reach Bangladesh in its ultimate goal of development.	Inability to attain ultimate goal	0.647
13	I think, increased production would be possible in the agricultural sector of Bangladesh as a result of economic globalization.	Decreased agricultural production	0.554
15	I think, interference of foreign countries in our national economy is disturbing for our economic stability.	Disturbing the economic stability	0.432

Factor one has positive loadings on four attitude items. This factor accounts for 24.270% of the variance. The central theme of this factor is Emphasizing the economic stability.

Factor 2
Discouraging New Technologies and modernization for National Development

Variance=14.520%

Item No.	Items	Characteristics of items	Loading
1	Technological advancement is first of all needed if we want to keep pace with the developed countries.	Redundancy	0.812
2	Technological globalization causes destruction to the society.	Destructive	0.729
5	I think, the development in industrial sector would be possible if new technologies are used instead of traditional ones.	Discouraging New Technologies	0.661
8	I think, informational globalization is the only way for modernization in all sectors of the society.	Inessential for modernization	0.552
20	Military globalization is an important determinant for modernization of a country.	Unnecessary for modernization	0.540
21	Environmental globalization is mostly needed for the modern civilization.	Superfluous for modern civilization	0.486

Factor two has positive loadings on six attitude items. This factor accounts for 14.520% of the variance. The central theme of this factor is Discouraging New Technologies and modernization for National Development.

Factor- 3
Instable for the society

Variance=12.846%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
4	Advancement of technological globalization creates instability in the society.	instable for the society	0.768
10	At present most of the informations of developed countries are influencing the lifestyles of developing countries as a result of informational globalization.	Restraining lifestyles	0.697
26	Cultural globalization is harmful for the traditional society.	Benediction for the traditional society	0.689
28	A gradual decrease of close mindedness is creating an unstable situation in the society as a result of cultural globalization.	Diminish close mindedness	0.671
6	Availability of information technological network is beneficial for the developing countries to keep pace with the developed countries.	unavailability of information technology	0.665
7	Priority of conventional attitude rather than traditional attitude in new information- technology will play an important role in the economic development, I think.	Emphasizing conventional attitude	0.644
9	I think, as a result of informational globalization, developing countries are committing different types of destructive and terrorist activities.	Patronizing terrorist activities	0.577
11	A good relationship can be established among the neighbouring countries, for the advancement of economic globalization.	incapable of establishing good relationship	0.523

Factor three has loadings on eight attitude items. This factor accounts for 12.846% of the variance. The central theme of this factor indicates instability for the society.

Factor 4
Emphasizing National Development

Variance=11.383%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
16	Only Military globalization can create conflict among the neighbouring countries.	Creating Conflict	0.697
17	Military globalization creates obstacles on the development of our country.	Obstacles for development	0.666
18	Military globalization plays an important role on the development of our country.	Harmful for the development	0.618
19	If militaries of other countries are given entrance in our national affairs, it would be harmful for our own political culture.	Detrimental	0.503

Factor four has positive loadings on four attitude items. This factor accounts for 11.383% of the variance. The underlying theme of this factor indicates Emphasizing National Development.

Factor 5**Prevalence of irrational thinking to keep the environment safety**

Variance=10.890%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
22	I think, environmental globalization creates extreme pollution of the environment.	Creating extreme pollution	0.716
23	I think, the environmental pollution of developed countries creating a bad impact on the environment of developing countries as a result of environmental globalization.	Disastrous for the environment	0.571
24	I think, the environments of developing countries are now in a threatened situation for a gradual change in the temperature of ozone layer.	Threatening the environment	0.545
25	I think, our national heritages are now in a crucial situation only for environmental globalization.	Venture for national heritages	0.540

Factor five has positive loadings on four attitude items. This factor accounts for 10.630% of the variance. The central theme of this factor is Prevalence of irrational thinking to keep the environment safety.

Factor 6**Prevalence of traditional thinking for political socialization**

Variance=10.630%

ITEM NO.	ITEMS	CHARACTERISTICS OF ITEMS	LOADING
27	I think, our own cultures are now in an extinctive condition for the abuses of foreign culture.	Vulnerable for our own cultures	0.734
29	I think, political instigation to opposition parties plays a negative role in our own political culture.	Contradicting the political culture	0.616
30	The practice of foreign political culture is reducing the standard of our own political culture, I think.	Waning the political culture	0.601
14	I think, socio-political activities would be increased among people of Bangladesh if the impact of economic globalization is telecasted in the media.	Obstruct socio-political activities	0.487

Factor six has positive loadings on four attitude items. This factor accounts for 10.890% of the variance. The central theme of this factor is Prevalence of traditional thinking for political socialization.

These results on 30 attitudinal items of Globalization for younger, middle aged and older generation clearly indicate that these attitudes item are not altogether independent of each other but can be clustered into a small number of factors. The six factors of three generational group extracted reflect the various aspects of attitudes item and determine their dimensions in terms of certain characteristics for each group. The results of the factor analysis reveal some similarities as well as dissimilarities of structural properties of attitudes item pattern among two groups.

Attitudinal Factors for Globalization between Supportive Group of Globalization and Non Supportive Group of Globalization are the following:

Younger Generation		Middle Aged Generation		Older Generation	
Encouraging new technologies and Modernization	Factor-1	Facilitating the development	Factor-1	Emphasizing the economic stability	Factor-1
Actuating stability for the society	Factor-2	Refreshing the political culture	Factor-2	Discouraging New Technologies and modernization	Factor-2
Increased economic stability	Factor-3	Accelerate socio-political activities	Factor-3	Instable for the society	Factor-3
Facilitating the national development	Factor-4	Increased economic stability	Factor-4	Emphasizing National Development	Factor-4
Prevalence of modern thinking to keep the environment safety	Factor-5	Encouraging new technologies and Modernization	Factor-5	Prevalence of irrational thinking to keep the environment safety	Factor-5
Safety for cultures	Factor-6	Possessed liberal attitude towards the environment	Factor-6	Prevalence of traditional thinking for political socialization	Factor-6

Common factors of 'Attitude towards Globalization' are the following:

Younger Generation		Middle Aged Generation		Older Generation	
Encouraging new technologies and Modernization	Factor-1	Encouraging new technologies and Modernization	Factor-5		
Increased economic stability	Factor-3	Increased economic stability	Factor-4	Emphasizing the economic stability	Factor-1
Facilitating the national development	Factor-4	Facilitating the development	Factor-1	Emphasizing National Development	Factor-4

Summary of the Main Findings

Part-I

1. Younger occupational Generations showed significant higher scores on the attitudinal variable of globalization, national development and open – close mindedness as compared to Middle Aged and Older educational Generations respectively.
2. Male individuals of all three groups showed significant higher scores on the attitudinal variable of globalization, national development and open – close mindedness as compared to female individuals of three educational generations like Younger, Middle Aged and older.
3. All the three groups of Younger, Middle Aged and older educational generations having urban residential background showed significant higher scores on the attitudinal variable of open mindedness– close mindedness as compared to having rural residential background of all the three groups
4. Younger educational Generations showed significant higher scores on the internality dimension of personality variable of IPC as compared to Middle Aged and Older educational Generations respectively.

Part- II

The result showed that there was significant correlation between Younger and Middle Aged generations on Attitude towards globalization (ATG) scores. Again, the result showed that there was significant correlation between Younger and Older generations on Attitude towards globalization (ATG) scores. Again, the result showed that there was significant correlation between Middle Aged and Older generations on Attitude towards globalization (ATG) scores.

In younger generation the inter variable correlation showed significant highest positive correlation between Attitude towards globalization (ATG) with National Development Attitude followed by Attitude towards globalization (ATG) & Open minded –Close minded Attitudes, Attitude towards globalization (ATG) & Internality Powerful others, & Chance (IPC) Scale, Attitude towards

globalization (ATG) & Socio Demographic Variables, National Development Attitude & Open minded –Close minded Attitudes, National Development Attitude & Internality Powerful others, & Chance (IPC) Scale, National Development Attitude & Socio Demographic Variables, Open minded –Close minded Attitudes & Internality Powerful others, & Chance (IPC) Scale, Open minded –Close minded Attitudes & Socio Demographic Variables, and Internality, Powerful others, and Chance (IPC) Scale & Socio Demographic Variables respectively.

In middle aged generation, significant highest positive correlation was observed between Attitude towards globalization (ATG) with National Development Attitude followed by Attitude towards globalization (ATG) & Open minded –Close minded Attitudes, Attitude towards globalization (ATG) & Internality, Powerful others, & Chance (IPC) Scale, Attitude towards globalization (ATG) & Socio Demographic Variables, National Development Attitude & Open minded –Close minded Attitudes, National Development Attitude & Internality Powerful others, & Chance (IPC) Scale, National Development Attitude & Socio Demographic Variables, Open minded –Close minded Attitudes & Internality Powerful others, & Chance (IPC) Scale, Open minded –Close minded Attitudes & Socio Demographic Variables Internality, Powerful others, and Chance (IPC) Scale & Socio Demographic Variables respectively.

In older generation, significant highest positive correlation was observed between Attitude towards globalization (ATG) with National Development Attitude followed by Attitude towards globalization (ATG) & Open minded –Close minded Attitudes, Attitude towards globalization (ATG) & Internality Powerful others, & Chance (IPC) Scale, Attitude towards globalization (ATG) & Socio Demographic Variables, National Development Attitude & Open minded –Close minded Attitudes, National Development Attitude & Internality Powerful others, & Chance (IPC) Scale, National Development Attitude & Socio Demographic Variables, Open minded –Close minded Attitudes & Internality Powerful others, & Chance (IPC) Scale, Open minded –Close minded Attitudes & Socio

Demographic Variables, Internality, Powerful others, and Chance (IPC) Scale & Socio Demographic Variables respectively.

Part-III

Factor analysis of 30 issues items showed to distinct pattern of attitude towards globalization among younger, middle aged and older educational generations. Six factors for all the two groups were extracted. Common attitudinal factors for globalization among younger, middle aged and older educational generations were the following:

Younger Generation		Middle Generation	Aged	Older Generation	
Encouraging new technologies and Modernization	Factor-1	Encouraging new technologies and Modernization	Factor-5		
Increased economic stability	Factor-3	Increased economic stability	Factor-4	Emphasizing the economic stability	Factor-1
Facilitating the national development	Factor-4	Facilitating the development	Factor-1	Emphasizing National Development	Factor-4

Uncommon attitudinal Factors for Globalization among younger, middle aged and older educational generations were the following:

Younger generation		Middle aged generation		Older generation	
Actuating stability for the society	Factor-2	Refreshing the political culture	Factor-2	Discouraging New Technologies and modernization	Factor-2
Prevalence of modern thinking to keep the environment safety	Factor-5	Accelerate socio-political activities	Factor-3	Instable for the society	Factor-3
Safety for cultures	Factor-6	Possessed liberal attitude towards the environment	Factor-6	Prevalence of irrational thinking to keep the environment safety	Factor-5
				Prevalence of traditional thinking for political socialization	Factor-6

Chapter Six

Discussion

Chapter Six

DISCUSSION

A large number of studies have shown that attitudes towards Globalization and National development is the causative factor of generational differences (Sinha, 1972; Simonton, 2005; Smithers and Labely, 1978; Ahmed, 1999; Rahman, 2006; Beabout, 2002; Wright, 2009; Zingle, 2012). These studies revealed a closer relationship of National development attitude with attitudes towards Globalization. The present study has been designed to assess the differences and similarities of younger, middle and older educational generations in the context of Bangladesh. Using a criterion group design, the study focused on three educational generations through the exploration of National development attitudes, attitudes towards Globalization, open minded – close minded attitude, personality factors of IPC scale, and demographic factors like urban- rural residential background and gender differences. An attempt has been made to provide an insight in the context of National development among three generations as related to attitudes towards globalization, open minded – close mindedness, personality factors, residential background and gender differences. The study had identified some of the dimensions of attitudes towards Globalization. The findings suggested that attitudes towards globalization and National development can be used as a stable indicator of intergenerational differences in the present socio-cultural context of Bangladesh. Moreover, a significant relationship among National development, attitude towards Globalization, and personality variables could also be an important predictor to determine differences of three generations. Contributing researchers on intergenerational comparison has arrested the attention of sociologists, anthropologists, and social psychologists as the area of research both in developing and developed nations. A generation gap describes a vast difference in cultural norms between a younger generation and their elders. The generation

gap occurs when older and younger people do not understand each other because of their different experiences, opinions, habits and behaviour. These investigators conducted a pioneering work in the field of national development and attitude towards globalization. Considered on these perspectives, this study was an attempt to find out the relationships of national development with attitude towards globalization and personality variables of three generations.

Generational Differences on the Attitudinal Variable of National development

The results on Attitude towards national development have been reported in table – 12. The results of analysis of variance showed that the main effect of generation was statistically significant. Moreover; main effect for sex (i.e. Male-Female.) was statistically significant. It was also found that the main effect of residential background (i.e. Urban and Rural residential background) was statistically significant. A two-way interaction between generation and Residential Background was statistically significant. It was also found that a two-way interaction between Generation and sex emerged statistically significant. Moreover, a three-way interaction between Generation, sex and Residential background was statistically significant.

The analysis of data on National development scale showed that the result of the present study revealed some differences on national development attitudes among younger, middle age and older educational generations (Table No. - 12, 48, 49 & 50). Significant differences on National development attitude scores of older and middle age, older and younger, younger and middle age showed that older are more conservatives to National development as compared to their younger and middle aged counterpart. Some investigators (Gangarde, 1969) have mentioned that some kind of differences exist from one generation to another since the very beginning part of human existence. The younger and middle age of every era has regarded the old as outdated, old fashioned, conservative and lacking in understanding. The older generation has also the lack of knowledge about the advancement of modern science and technology especially in the area of computer, internet and multimedia browsing. For this lacking, they feel inferior and this feeling of inferiority is exposed in their behavior through negative comments and neglecting attitudes towards different aspects of globalization and

national development. On the other side, the younger generation cordially accepts the advancement and constructive changes of modern science and technology, play very promising role in varied psychosocial aspects of national development, are self conscious to perform the duties and responsibilities to build a developed and healthy nation. Thus, the older possesses close minded and traditional attitudes and the younger generation possesses open minded and modernized attitudes. Such conflicts between the younger, middle and older educational generations have always existed particularly in the society of developing countries.

In the present study the clear-cut differences are observed among younger, middle and older educational generations on the attitudes of 'National development'. The relationship of 'National development attitude' with traditionalism-modernism attitudes has been observed. The attitudinal principles framed by the older constituted the needs and demands of the people of 50 years back. Today in the age of millennium their attitudes have been treated as close minded and traditional attitudes. On the contrary, the attitudinal principles of younger and middle age were based on the demands, attitudes, needs, values and creativity to generate open minded and modern attitudes among them. This is due to the fact that they lived as newly independent nation only 40 years back to present time.

After analyzing the data results showed that among all these generations, younger male educational generations showed the highest modernized attitudes and the highest traditional attitude was shown by the female older generations on the scores of National development.

Results also showed that the older generations having rural residential background were found more traditional as compared to older generations of urban residential background. On the other hand, the middle age generations having rural residential background were found more conservative as compared to middle age generations of urban residential background. In the younger generation, the similar types of findings were revealed from the results. Among all these generations, younger generations (urban residential background) showed the highest radical attitudes on the scores of national development and the highest conservative attitude showed by the older generations having rural residential background.

These findings are in accordance with the findings of Weiner, 1998; Rafiq, 2001 and Kibria, 2008. In his study, Haque (2004) showed that older generations are more conservative or traditional than younger generations. Finally, these empirical findings and personal observations support to that part of first hypothesis (H_1) that Younger generation would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to middle age and older generations. Thus the present hypothesis is confirmed.

Generational Differences on the Attitudinal Variables of Globalization and Open- Close mindedness

The subject of globalization and its impact nationally and internationally have generated a remarkable array of analytical insights on theoretical dimensions and empirical evidences (Jahan and Aftab, 2000; Rahman, 2011; Haq, 2011) upon every educational generation. The technological, environmental, cultural, economic and social activities generate ideas and knowledge in developing attitudes towards various aspects of globalization. Clarified ideas and appropriate knowledge about globalization vary from generation to generation. This knowledge in turn exhibit different attitudinal patterns towards globalization among younger, middle age and older generations. Cultural norms and societal codes subtly molded the attitudes of older generation towards globalization. But today the social and cultural norms of society have vastly changed by the influence of technology, mass media, satellite channels, economic acceleration, cultural variation and other psycho social and socio cultural factors. For that reason the older generation cannot properly cope with the changes of society, culture, science and technology. This creates a negative reaction and irrelevant cognition in forming attitude towards globalization among older generations and they may be regarded as conservative or close minded. On the other hand, positive belief, adjustment capability, the systematic relationships among different social and commercial network, updated and enriched knowledge of science, information technology have become more important to develop positive attitude towards national & globalization development of the younger and middle age generations and for their modern attitudinal pattern they may be regarded as radical or open minded individuals.

The results on attitude towards globalization reported in table – 5 showed that the main effect for generation, sex and residential background were statistically significant. It was also found that a two-way interaction effect between generation and sex emerged statistically significant; a two-way interaction effect between generation and residential background also statistically significant. And a three-way interaction effect involving Generation, sex and Residential background were emerged statistically significant.

In the present study an attempt has been made to find out the differences of younger, middle and older generations on the Attitudes towards globalization. The dimensions are ‘Technological Globalization’, ‘Informational Globalization’, ‘Economic Globalization’, ‘Military Globalization’, ‘Environmental Globalization’ and ‘Sociopolitical & Cultural Globalization’. The study revealed that in certain contemporary issues the three generations differed significantly. That is, younger and middle age generations possessed more positive attitudes towards Globalization as compared to older generations. (Table No.- 48,49 & 50).

The results on open minded-close minded attitude have been reported in table – 19. The results of analysis of variance showed that the main effect of generation was statistically significant. Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant. It was also found that the main effect of Residential Background (i.e. Urban and Rural residential background) was statistically significant. A two-way interaction between generation and residential background emerged statistically significant. Moreover, a two-way interaction between Residential Background and sex was statistically significant. It was also found that a two-way interaction between Generation and sex emerged statistically significant. Moreover, a three-way interaction among Generation, sex and Residential Background was statistically significant.

All the younger, middle age and older generations have more open minded attitude on the dimensions of ‘Belief –Disbelief System’ favouring ‘Belief in Externality’, followed by ‘Submissive Coherency’ and ‘Submissiveness’. On the other hand, the middle age and older generations have close minded attitude on the dimensions of ‘Time Perspective’ favouring ‘Positive Attitudes towards the Past’ and ‘Importance to Past for Social Progress’. The older generations have also close minded attitude on the dimensions of ‘General Authoritarianism’ favouring ‘Strictness in Speech’ and ‘Strict Discipline’ (Rahman, 2006).

This concern may be reflected in their opinion as well. The older people in modern industrial society are under privileged group. Younger generations, on the other hand, privileged to have modern attitude through different mass media and electronic influences. Findings of the present investigation revealed that in comparison to, the older, middle age and younger generations are more exposed to these cultural variations and modernized attitude towards globalization. These findings are in accordance with the findings of Rokeach (1960), Sinha (1972), Hasan (1974) and Garten (2007) the older generations showed more traditional attitude towards globalization than the other counterpart like middle age and younger generations respectively.

Some investigators (Baron, et al, 1998; Ahmed, 2001; Maass, 2010; Thurow, 2012) have mentioned that the availability of different technologies, the holistic information of the world at once, environmental factors responsible for the balance of eco system motivate younger generation every moment to keep a balance and peaceful atmosphere in every sector of national as well as international perspectives. This updated, progressive and constructive urge obviously helps them to form a positive change of their attitudes towards globalization and placed them in progressive or open minded individuals. Burlatski (2008) postulated that changing social position of older generations due to age placed them in a position where the neglected or ignored any change in society and always expect that the society remain unchanged which revealed their close minded attitudes to a great extent.

These findings are in accordance with the findings of Saroglou (2002) found in his study that the older working group (senior teacher) were more close minded than the other counterpart like middle age working group (junior teacher) and non working group (graduate students) respectively. In a study, Haque (2004) showed that older generations are more dogmatic than younger generations. In the present study, the older educational generations were found more close minded in comparison to their younger and middle age counter part. The above empirical findings and personal observations provided confirmation to that part of first hypothesis (H_1) that Younger generation would possess higher score on the attitudes towards globalization and open-close mindedness as compared to middle age and older generations. Thus, the present hypothesis is confirmed.

Generational Differences on Personality Variables: Internality, Powerful Others and Chance.

Rotter's (1954) internal-external control inventory measures generalized beliefs in internal versus external control of events. The dimensions of internal-external control are an offshoot of Rotter's theory of social learning. Rotter holds that the effect of reinforcement is not a simple stamping in process; rather it depends on the subjects' perception of relationship between action and its outcome. If the outcome is conceived to be contingent upon one's own behaviour, the expectancy of relationship between the individuals' strivings and the outcome is strengthened. As a result the individual comes to believe in internal control. However, if the outcome is conceived to be a matter of 'chance' or 'luck', the individual tends to believe in 'external control' and in such an event reinforcement adds nothing to strengthen the expectancy. The belief in internal versus external control of reinforcement becomes a permanent feature of personality through generalization regarding the locus of reinforcement. As a general principle, 'Internal control refers to the perception of positive and / or negative events as being a consequence of one's own actions and thereby under personal control. External control refers to the perception of positive and negative event as being unrelated to one's own behaviour in certain situations and therefore, beyond personal controls (Lefcourt, 1966). Much research with college students shows that they are generally quite internal in their orientations (Rotter, 1966).

The results on personality variables of Internality (I) have been reported in table – 27. The results of analysis of variance showed that the main effect of generation was statistically significant. Moreover, main effect for sex (i.e. Male-Female) was statistically significant. It was also found that the main effect of Residential Background (i.e. Urban and Rural Residential Background) was statistically significant. A two-way interaction between Generation and sex emerged statistically significant. It was also found that a two-way interaction between generation and Residential Background emerged statistically significant.

The results on personality variables of Powerful Others (PO) have been reported in table – 34. The results of analysis of variance showed that the main effect of generation (i.e. Younger Generations-Middle Age Generations-older Generations) was also statistically significant. Moreover, main effect for sex (i.e. Male-Female.) was found statistically significant. It was also found that the main effect of Residential background (i.e. Urban and Rural) was statistically significant. A two-way interaction between generation and Residential background emerged statistically significant. It was also found that a two-way interaction between sex and Residential background are statistically significant. Moreover, a three-way interaction between Generation, sex and Residential background are statistically significant.

The results on personality variables of Chance (C) have been reported in table – 41. The results of analysis of variance showed that the main effect of generation was also statistically significant. Moreover, main effect for sex (i.e. Male-Female) was found statistically significant. It was also found that the main effect of Residential background (i.e. Urban and Rural) was statistically significant. A two-way interaction between generation and Residential background emerged statistically significant. It was also found that a two-way interaction between generation and sex emerged statistically significant. Moreover, a three-way interaction between Generation, sex and Residential background are statistically significant.

In the present study an attempt has been made to find out the differences among three generations. The significant differences were observed among younger, middle age and older educational generations on the personality measures of internality, powerful others and chance scale. Moreover, when residential background was concerned with urban residential background people were found to differ significantly from them having rural residential background.

On the personality measures, significant main effect and interaction effect among three generations through ANOVA revealed that younger generations showed more 'internality' on internality, powerful others and chance scale. These findings can be explained under the theoretical framework by Rotter's social learning theory. Levenson (1981) mentioned that Internality measures the extent to which, people believes that they have control over their own lives. The

Powerful others scale concerns the belief that other persons control the events in one's life. The Chance scale measures the degree to which a person believes that chance affects his or her experiences and outcomes. Research (Paulhus, 1983) has also indicated that children tend to acquire a progressive sense of 'personal efficacy' as they grow older; that is they become more internal with age. Milgram (1971), Findlay & Cooper (1983) have very strong evidence in favour of internality which is associated positively with superior performance on a variety of standard achievement tests.

In the present findings younger generation in comparison to middle age and older generations were found to achieve more progressive attitudes towards social change on modernism traditionalism attitudes scores. They have also possessed more favorable national development attitudes in comparison to older generations as they possessed more 'internality' on the personality scales and thus these peoples were led to achieve consistency in several measures. This finding is supported by previous findings (Gore and Rotter, 1963; Ziauddin, 1989; Clements, 1999; Kabir, 2006; Ara, 2008; Mir, 2008). The above empirical findings and personal observations provided confirmation to that part of first hypothesis (H_1) that Younger generation would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to middle age and older generations. Thus, the part of the present hypothesis is confirmed.

Gender Differences on Attitudinal & Personality Variables

A large number of studies were done to find out the gender differences on different issues (Broverman et al., 1972; Lott, 1985; Tittle, 1986; Huff and Cooper, 1987; Islam, 1988; Lippa, 1995, Haque, 2006; Rudasill, 2009). Many of the research on gender and gender role have focused on gender differences including open minded – close minded Attitude. Studies on gender identification clearly show that social factors determine the way in which maleness and femaleness are defined. Cross-cultural researches also provide evidence that the characteristics associated with each gender differ when cultural influences differ. Martin & Parker (1993) mentioned in their study that among undergraduates both

men and women believe that social and biological factors play a role in social change but socialization is the more important determinant. Many investigators assume that the male-female differences are based on learned expectancies associated with gender role, which do form sociopolitical attitudes. Ara et al., (1985) in their study mentioned the important aspect of role behaviour, which might attribute gender differences. Belief, attitudes and behaviour reflect the fundamentals in male and female and because of these obvious differences numerous assumptions in psychology arise. Gender differences are also observable in the area of attitude towards national development, globalization, open-close mindedness and personality variables.

The result showed that male Ss scored significantly higher on the National Development Attitude (NDA) as compared to female Ss. It was found that each male generation (younger, middle and older) Ss scored significantly higher on the National Development Attitude (NDA) as compared to each female generation Ss respectively (Table No.--14 & 16).

The result showed that male Ss were significantly more modernized on the Attitude towards Globalization (ATG) as compared to female Ss. The result also showed that each male of young and old generation were significantly more modernized as compared to female generation respectively (Table No.-7&9).

The result showed that total male Ss scored significantly higher on the Open minded-Close minded attitude (OCA) as compared to total female Ss. It was found that male older generation Ss scored significantly higher on the Open minded-Close minded Attitude (OCA) as compared to female older generation's Ss (Table No.-23 & 25).

The result also showed that male Ss scored significantly higher on the Internality (I) Scale as compared to female Ss. It was found that male of younger and middle age generations Ss scored significantly higher on the personality variable of internality (I) as compared to female generations Ss respectively (Table No.-29 & 31). The result also showed that total female Ss scored significantly higher on the personality variable of powerful others (PO) as compared to male Ss. (Table No.-36). Again the result showed that male Ss scored significantly higher on the

personality variable of chance (C) as compared to total female Ss. The result also showed that male younger generation Ss scored significantly higher on the personality variable of chance (C) as compared to female younger generation Ss. (Table No.-43 & 45).

This characteristic differences among these groups of younger, middle age and older generations fall within the theoretical explanations of attitude towards national development and globalization. Traditional or close mindedness attitude of the female generations is reflected in their ego defense and value expressive motives. Modern or open minded attitude of the male generations, on the other hand, reflects rationality motive and it is guided by reality and social demands. Similar pattern of intra generational differences was observed when these groups of younger, middle age and older educational generations were compared. In within group differences, among these generations male of younger educational generations showed the most modern attitudes on the scores of 'Attitude towards Globalization' scale and the most traditional attitude towards national development showed by the female of older educational generations. Thus, these findings have their basic support in the literature. These attitudes are expressive of their own attitudinal stance.

Male younger generation get more opportunities from society, family and govt. to develop them properly with adequate educational and social opportunities which only male of older generation enjoyed at a little amount. As a result, an ambitious goal-setting, high level of persistence and effort are mostly observed among male than in female for accelerating national development and constructive radical attitudes towards globalization. Environmental and cultural conditions in Bangladesh still encourage today's younger male generations to contribute more at every field of globalization and national development. Cultural factors and role of media are also in favour to treat males with greatest emphasis at every field of life. This is helpful to increase the self-esteem of both boys and girls leading to the development of a psychologically healthy nation. In the socio-economic, political and cultural context of Bangladesh, now it is seen that now males are taking challenge to accept high risk jobs and performing social responsibility which revealed more positive and radical attitudes of them towards national development and globalization. Family and society now expect equal efforts from

both boys and girls. As a consequence, from their pre-adolescence period, girls are observing that they are in the same position like boys in the family and societal atmospheres to perform different duties and responsibilities. Moreover, males use instrumental and expressive pathways to increase intimacy, social relations and friendships whereas females use expressive pathways which reveal more open minded, positive attitudes of males of every generation towards globalization and national development.

Close mindedness or traditional attitudes are closely related with authoritarianism (Adorno, 1950). Rokeach (1960) holds that close mindedness is not the same thing as belief in conservative ideologies as against liberal ideologies. The theory of dogmatism or close mindedness is concerned in the manner in which belief systems are organized independently of specific content of a particular belief system and having devised a scale for measuring open-close mindedness. This belief has received extensive support from various studies (e.g. Hansan, 1976; Peterson et al., 1997; Peterson et al., 2002; Ara, 2008). It should be mentioned that Rokeach distinguished between the structure and the content of belief systems. All of the above literature and findings suggest that close minded or traditional individuals may be older, middle aged or younger, but does make clear whether or not dogmatism is more commonly associated with certain attitudinal positions.

Under the above interpretation and supported findings, the hypothesis that male Individuals would possess higher score on the attitudes of national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to female individuals. These findings have explained under the theoretical interpretation and findings of some of the investigators (Rokeach, 1960; Lane, 1962; Hasan, 1974; Haque and Samad, S. S., 2007; Ara, 2008; Kenny and McEachern, 2009; Were et al., 2010) and through the personal observations. The above empirical findings and personal observations provided confirmation to the hypothesis (H₂) that Male Ss would possess higher score on the attitudes towards national development, globalization, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to female individuals respectively. Thus, the present hypothesis is confirmed.

Residential Background Differences on Attitudinal and personality variables

A large number of studies were done to find out the residential background differences on different issues (Ray, 1973; Zailkind, 1975; Gomes, 1984; Parish et al., 1993; Behrman, 1999; Weir et al., 2000; Walker, 2009; Berg, et al., 2012). Studies on SES identification clearly show that social factors determine the way in which residential background differences are defined. Such findings do not, however, rule out the possibility of some guilty, genetically linked differences between the sex in personality, ability, attitudes etc. (Baron et al., 1998; Wright, 2009). Many investigators assume that the residential background differences are based on learned expectancies associated with gender role.

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

In Bangladeshi perspective, it is seen that people in rural areas live under poor socio-economic status and they have the inadequacy of science and technology. People in rural areas do not get proper educational environments with respect to effective classroom practices, peer relations, skilled teachers, effective teaching-learning process and extracurricular activities. Parents in rural areas are ignored about the outcome of their children's educational attainment because they have a very low educational level and they live under poor living standards. Here people live very simple and traditional lives and are dependent on agriculture. Low

household income, limited parental education, emotional instability, lack of parental supervision, poor school culture, academic failure, low commitment to school, punitive child rearing, faulty parent- child relationships and various other factors create a feeling of inferiority on the personality pattern of rural individuals in later life. As a result, they may develop very low self-esteem, self-regard and have a poor social status with low self-efficacy. These factors perhaps contribute negatively to the national development constructive attitude change towards globalization among rural three generational people as compared to their urban counterparts.

Rokeach (1960) argued that dogmatism is indicative of close-mindedness, which he contrasted with open-mindedness. Hanson (1976) conducted a study to show that if two extreme groups are taken, dogmatism tends to correlate more with rightists than with the leftists. This study reflected real differences in open-mindedness, ideological content and in the combination of both factors. Hanson's findings were supported in a previous study by Geller and Howard (1972) who founded that anti-Vietnam war activists were not more dogmatic than other students. In the similar line another study (Islam, 1988) was made in investigate the impact of certain psychological factors such as close mindedness, open mindedness, internal external control and socio demographic variables on student activism within the socio cultural frame work of Bangladesh.

The result showed that urban residential background Ss scored significantly higher on the national development attitude (NDA) as compared to rural residential Background Ss. It was found that urban (younger, middle age and older) generation Ss scored significantly higher on the national development attitude (NDA) as compared to each rural generation Ss respectively (Table No. 8&10).

The result showed that urban Ss were significantly more modernized as compared to rural Ss. The result also showed that middle age urban Ss were significantly more modernized on the attitude towards globalization (ATG) as compared to rural middle aged Ss (Table No. 15 &17).

The results showed that urban residential background Ss were significantly more open-minded as compared to Rural Residential Background Ss. It was found that urban (younger, middle age and older) generation Ss scored significantly higher on the open minded- closed minded attitude (OCA) as compared to each rural generation Ss respectively. (Table No. 22 & 24).

The results showed that urban Ss scored significantly higher on the personality variable of internality (I) as compared to Rural Ss. It was found that urban younger generation Ss scored significantly higher on the personality variable of internality (I) as compared to rural younger generation Ss (Table No. 30 & 32). The result also showed that rural Ss were significantly higher scored on the personality variable of powerful others (PO) as compared to urban Ss. The results also showed that rural younger and older generation Ss scored significantly higher on the personality variable of powerful others (PO) as compared to urban younger and older generation Ss (Table No. 37,38 & 39). Again the result showed that urban Ss scored higher significantly on the personality variable of chance (C) as compared to rural Ss. The results also showed that urban older generation Ss scored significantly higher on the personality variable of powerful others (PO) as compared to rural older generation Ss (Table No. 44 & 46).

This characteristic difference among these groups of younger, middle aged and older generations fall within the theoretical explanations of open attitude towards national development and globalization (Simonton, 1983; Islam, 1988; Berg et al., 2012). Regarding the psychological nature of attitude towards globalization and national development Smith et al. (1966) observed that it is a compromise between reality demand, social demand and psychological demands. Katz (1960) distinguish between rationality motives, value expressive motive, social acceptance motives and ego defense motives and concluded that social attitude depend on the relative way of each type of motive. Similar pattern of intra generational differences was observed when these groups of younger, middle aged and older educational generations were compared. In within group differences, among these generations younger educational generations having urban residential background showed the most open minded attitudes on the scores of 'attitude towards globalization' and 'national development attitude'

scale and the most close minded attitude showed by the older educational generations having rural residential background. Thus, these findings have their basic support in the literature. These attitudes are expressive of their own attitudinal stance.

All of the above literature and findings suggest that traditional or close minded individuals may be older, middle age or younger having urban or rural residential background, but does not make clear whether or not dogmatism is more commonly associated with certain attitudinal positions. Under the above interpretation and supported findings, the hypothesis that Urban individuals would possess higher score on the attitudes of globalization, national development, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to rural background individuals. These findings can be explained under the theoretical interpretation and findings of some of the investigators (Islam, 1988; Haque, and Rahman, 2006; Ara, 2008, Meherjan, 2008; Bosed; 2010) and some personal observations. Thus these literatures and findings supported H₃ that urban Ss would possess higher score on the attitudes of globalization, national development, open-close mindedness as well as internality dimension on the personality factor of IPC as compared to rural background individuals and are confirmed.

Similarities among Three Educational Generations

It was found that younger educational generation - middle aged educational generation showed highest similarities ($r = 0.53^{**}$ $p < 0.01$) followed by middle aged educational generation - older educational generation ($r = 0.51^{**}$ $p < 0.01$) and younger educational generation - older educational generation ($r = 0.46^{**}$ $p < 0.01$). These common characteristics of attitudes are indicative of common direction of similar pattern of attitude towards globalization and national development among these three educational generations of younger, middle aged and older.

The second highest similarities of attitudes between middle aged educational generation - older educational generation. The lowest similarity was observed (Table No.-53) on 'attitude towards globalization' between younger educational

generation- older educational generations. One possible explanation for these lowest similarities between younger educational generation- older educational generation lies on the fact that, because of globalization of world view relating to technology, information, economy, and environmental, sociopolitical and cultural globalization have enormous effect on the attitudinal domain of the younger generations. Today's advancement of modern technology has changed the views, opinion, attitude, values and needs (Kalam, 2011) which has great impact on the attitudinal orientation of the younger generations. Thus, because of a wider time gap of attitudinal orientations these two group are found to have a small similarities ($r = 0.46^{**}$ $p < 0.01$) (Table No.-53). The highest similarity between younger educational generation and middle aged educational generation might be explained by the factors that they are the contemporaries living at the same time, in the same atmosphere, in the same world (Gasset, 1958) having same type of experiences. Gasset mentioned those three generations living in the same society with each having its own perspective and out look on life. Some theoretical psychological explanations for attitudinal homogeneity were across culture and generations. In fact, in these two sophisticated line of thought underlying thinking of open mindedness and close mindedness while providing communality as well as its diversity. The findings of the present study certain communality as well as diversity between attitudinal groups. However the diversity attitudes did not affect in any way the general trends and attitudinal orientations. Thus, these two generations differ not in kind but in degree only emerging from individual personality, characteristics, cultural diversity and national history.

Similarities on Attitudes towards globalization within individuals having Urban– Rural Residential Background and Male - Female of Three Educational Generations

The analysis of data on 'Attitudes towards globalization' conveyed some structural similarities of male and female generations. Similarly, the analysis of data on 'Attitudes towards globalization' conveyed some structural similarities within the peoples having urban and rural residential background. The correlation showed highest structural similarities between older male and older female ($r = 0.78^{**}$ $p < 0.01$) followed by younger male and younger female ($r = 0.55^{**}$

$p < 0.01$) and middle aged male- middle aged female ($r = 0.37^{**}$ $p < 0.01$). Similarly, the correlation showed highest structural similarities between middle aged urban and rural Ss ($r = 0.66^{**}$ $p < 0.01$) followed by older urban and rural Ss ($r = 0.59^{**}$ $p < 0.01$) and younger urban and rural Ss ($r = 0.51^{**}$ $p < 0.01$). One possible explanation for the structural similarities of attitude towards globalization between these groups was organized around educational culture. Bangladesh has been facing different educational culture from traditionalism to modernity. This country is a transitional society. The ideology of older generation is based on traditional values. This group is very active in this region from approximate 1945 to present time. They though came out from conservatism but their systems of thinking, attitudes and some values were not totally changed. Thus, they shared some similarities of their beliefs, attitudes and some values. Older groups were found in this study close minded as well as conservative. This might be the explanation behind the similarities of these generational groups. According to Rokeach hundreds and thousands of belief and disbelief system constitute attitude and hundreds and thousands attitude constitute ideology. These attitudinal constellations of these groups sometimes share same goal of expectancies. Thus, all the generational groups have same common goal where beliefs, attitudes, needs, values and expectancies are shared in their educational domain. It was thus, reasonable that the educational generations shared structural similarities on open minded-close minded attitude.

Relationship among Attitudinal Variables of National Development, Globalization, Open-Close Mindedness and Personality Factors of IPC

The relationship of attitudes towards national development with globalization, Open-Close mindedness, personality factors of IPC and demographic variables being utilized for the study did reveal significant positive correlations in three educational generations. The general trend was that modernism-traditionalism attitudes and demographic variables appear to be closely associated with open minded-close minded attitude. Modernism-traditionalism attitudes and gender differences are positively correlated with open minded-close minded attitudes among these generations (Table No.-56, 57, 58).

In this result (Table No.-56) the high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.72$, $p < 0.01$). Other significant correlations obtained in Supportive Group of Globalization' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.66$, $p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.61$, $p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.53$, $p < 0.01$); National Development Attitude and Open minded –Close minded Attitudes ($r = 0.59$, $p < 0.01$); National Development Attitude and Internality Powerful others, & Chance (IPC) Scale ($r = 0.57$, $p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.49$, $p < 0.01$); Open minded –Close minded Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.60$, $p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.52$, $p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.57$, $p < 0.01$) respectively.

Intervariable correlation for middle aged generations (Table No.-57) indicated high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.72$, $p < 0.01$). Other significant correlations obtained in Supportive Group of Globalization' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.66$, $p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.61$, $p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.53$, $p < 0.01$); National Development Attitude and Open minded –Close minded Attitudes ($r = 0.59$, $p < 0.01$); National Development Attitude and Internality Powerful others, & Chance (IPC) Scale ($r = 0.57$, $p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.49$, $p < 0.01$); Open minded –Close minded Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.60$, $p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.52$, $p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.57$, $p < 0.01$) respectively.

In this result (Table No.-58) high positive and significant correlations of Attitude towards globalization (ATG) with National Development Attitude ($r = 0.69$, $p < 0.01$). Other significant correlations obtained in non supportive Group of Globalization' sample were between Attitude towards globalization (ATG) and Open minded –Close minded Attitudes ($r = 0.63$, $p < 0.01$); Attitude towards globalization (ATG) and Internality Powerful others, & Chance (IPC) Scale ($r = 0.64$, $p < 0.01$); Attitude towards globalization (ATG) and Socio Demographic Variables ($r = 0.57$, $p < 0.01$); National Development Attitude and Open minded –Close minded Attitudes ($r = 0.56$, $p < 0.01$); National Development Attitude and Internality Powerful others, & Chance (IPC) Scale ($r = 0.55$, $p < 0.01$); National Development Attitude and Socio Demographic Variables ($r = 0.53$, $p < 0.01$); Open minded –Close minded Attitudes and Internality Powerful others, & Chance (IPC) Scale ($r = 0.63$, $p < 0.01$); Open minded –Close minded Attitudes and Socio Demographic Variables ($r = 0.48$, $p < 0.01$); Internality, Powerful others, and Chance (IPC) Scale and Socio Demographic Variables ($r = 0.51$, $p < 0.01$) respectively.

In the present study thus, the intervariable correlations of these generations revealed similar tendency. This attitude is explainable in the context of transitional, cultural background of Bangladesh. Due to this attitudinal cultural globalization each educational generation is more or less benefited, affected and influenced by this movement of ideas and information. As a result, all the educational generations' attitudinal patterns are intermingled in the unique pattern of similar direction. In the present study, these three independent inter variable correlational directions has been found almost similar.

Pattern of Attitude towards Globalization of Three Educational Generations: Younger, Middle Age and Older

In recent years a large number of studies (Behrendt, 1932; Neumann, 1942; Heberle, 1951; Mannheim, 1952; Gasset, 1958; Keniston, 1968; Winstock & Lerner, 1972; Eysenck, 1975; Strauss & Howe, 1991; Guastello et al., 1998; Khanam, 2000) have been attempted to find out the generational gap in the field of social psychology. In the present study an attempt has been made to identify

the factors in Attitudes towards globalization. Every human being is an individual having unique set of opinion, attitudes, and culture. All of these combined together will give us a reasonable unique view of events, sets, actions, and reactions in every circumstance. These worldviews are the basic cultures and when worldviews affected by multiplicity of factors that make generalization difficult and conflict arise.

Strauss and Howe (1999) refer to the similarity in the worldviews. A cohort generation is a group of similar aged people had similarity in attitudes and worldview mainly due to shared life experiences at comparable ages. Groups of people born within a few years of each other will be experienced defining events at similar ages. In fact Sine (1999) emphasize on a single biggest factor in the modern world is globalization. He mentioned that the greatest effect of this globalization would see in the young people who experience them. Certainly young people are much more impressionable than adults and are affected and influenced by this globalization process in which their beliefs, attitudes will be expressed in a different ways from their older generations. This generational theory is effective in the attitudinal field, in which three educational generations will perceive the environmental factors differently. With this end in view in this study, factor analyses were done to find out the similar and dissimilar factors extracted from attitudinal domain of open mindedness-close mindedness.

The results of the factor analysis clearly support the view that an individual's modernism-traditionalism attitudinal systems leading to a certain unique patterns of its own. The extracted four factors of younger generation revealed some structural properties of Attitudes towards globalization. The uniqueness reflected in the present study that the respondents irrespective of their different attitudinal orientations determined their dimension in term of certain characteristics for the younger generations. These factors are the following: Encouraging new technologies and Modernization (1st Factors), Actuating stability for the society (Factor-2), Increased economic stability (Factor -3), Facilitating the national development (Factor-4), Prevalence of modern thinking to keep the environment safety (Factor-5) and Safety for cultures (Factor-6).

The unique characteristics and some structural properties of 'Attitudes towards globalization' of middle aged educational generations have been reflected in the present study. Four extracted factors revealed their uniqueness of Attitudes towards globalization of the middle aged educational generations irrespective of their different attitudinal orientations are the following: Facilitating the development (Factor-1st), Refreshing the political culture (Factor-2), Accelerate socio-political activities (Factor -3), Increased economic stability (Factor-4), Encouraging new technologies and Modernization (Factor-5) and Possessed liberal attitude towards the environment (Factor-6).

On the other hand, the unique characteristics and some structural properties of 'Attitudes towards globalization' of older educational generation has been reflected in the present study. Four extracted factors revealed their uniqueness of open minded-close minded attitudes of the older educational generations irrespective of their different attitudinal orientations are the following: Emphasizing the economic stability, (Factor-1), Discouraging New Technologies and modernization (Factor-2), Instable for the society (Factor-3), Emphasizing National Development (Factor-4), Prevalence of irrational thinking to keep the environment safety (Factor-5) and Prevalence of traditional thinking for political socialization (Factor-6).

A striking factor revealed by the factor analytic result was that all the generation exhibited certain communality well as diversity in their preferences. Common factor of modernism-traditionalism attitudinal preferences reflects that both younger and middle aged and older generation gave emphasis on 'Increased economic stability' (3rd factor of younger generation, 4th factor of middle aged educational generation and 1st factor of middle aged educational generation). Both younger and middle aged gave emphasis on 'Encouraging new technologies and Modernization' (1st factor of younger educational generation, 5nd factor of middle aged educational generation). On the other hand, Common factor of modernism-traditionalism attitudinal preferences reflects that both middle aged and older gave emphasis on 'Emphasizing National Development' (1st factor of middle aged educational generation, 4th factor of older educational generation).

One possible explanation for the similarity of this factor of 'Increased economic stability' and 'Emphasizing National Development', may be that these generations, are the contemporaries who live at the same time, in the same atmosphere, in the same world (Gasset, 1958). Thus, all the generations have been confronting with the similar types of problems. Though these two factors have similarity but containing some different items, and expressing similar attitudes expressed by the naming of the factors 'Increased economic stability' and 'Emphasizing National Development'. Bangladesh is a culturally homogeneous society and most of the families maintaining middle class values. The younger generations are also born in this society. Therefore, their parental conventional middle class values easily transmitted in their belief system (Strauss and Howe, 1999; Reza, 1985; Lippa & Arad, 1999; Sidanius et al., 1994; Pratto et al., 1997). According to Gasset (1958) there are any time three generations living in the same society, though it has its own perspective on life, its own attitudes to the task but still three generations provide the 'essential anachronism' to which history moves changes, wheels and flows.

The distinctive feature of Attitudes towards globalization of younger generations is reflected in the Factor-2, 5, 6. On the other hand, the distinctive feature of Attitudes towards globalization of middle aged generations is reflected in the Factor-2, 3 and 6. The distinctive feature of older educational generations is reflected in the factor – 2, 3, 5 and 6. These generations realized the reality and expressed their opinion. A direct inspection of the structural properties of attitudes towards globalization of younger educational generations furnishes some additional information as to their unique and distinctive dimensions of attitudes towards globalization. Cantril et al., (1953) furnished some investigations indicating the way of changing attitudes a correlate of aging which can affects peoples' attitudes. There are two parallel processes of these generations going on which may affect their behaviour of the over aged and under aged different way. Thus, this factorial analysis show a clear cut inter-generation gap in which these generations have similarity only in one factor where the educational culture and religious, affiliation, norms of the family, and norms and customs of the society have enormous influence. Thus, the H4 (four) was confirmed with this factor analytic result. This result is supported from the findings of Gasset, 1958; Gangarde, 1969); Afrose & Choudhury, 1990); Khanam, 1994); Ara, 2008).

Implication of the Present Study

The study had made an empirical investigation on national development, attitudinal variables of globalization, and personality factors of IPC of three educational generations relating to male - female & urban – rural residential background of Bangladesh. Viewed in this perspective the present study may be regarded as valuable addition in the understanding of national development attitude, attitudes towards globalization, personality factors and generational differences in developing countries. Literature on national development, attitudes towards globalization and generations in developed and developing countries has provided various competing explanations, which are not sufficient to draw conclusive generalization in explaining attitudes towards globalization of three educational generations and four groups i.e. male - female and urban – rural residential background in Bangladesh. The study has been conducted with the specific aim of having empirical findings of attitudinal variables of national development and globalization about three educational generations in the context of Bangladesh. Furthermore, it should be pointed out that the study has provided a generational comparison among younger, middle aged and older educational generations which is unique in the senses that not even a single attempt has been made previously in Bangladesh. Bangladesh is a country of homogeneous culture but generational differences are observed within the socio-cultural and educational context of Bangladesh. It is therefore, suggested that a comparative study of ‘attitudinal variables of national development and globalization’ on different issues between three community of younger, middle aged and older educational generations would be of scientific value in understanding of the above mentioned attitudes and personality factors in the context of educational cultural variations. Thus, the present study is a novel approach for understanding and explaining attitudinal variables of national development & globalization and personality factors of younger, middle age and older educational generations scientifically, methodically and in a broader perspective of social settings and progress.

The most important feature of the study is that it is useful in the evaluation and guidance of the phenomena of generational comparisons in terms of attitudinal

variables of national development & globalization, personality factors, and demographic variables preferences. This feature is specially important in the current period of educational situations in Bangladesh. In recent years Bangladesh have experienced disturbances in the educational sectors as well as in the official atmosphere which the three educational generations creating to make official / job climate unfavourable. These disturbances create educational conflict, violence and unrest in all sectors particularly in administration. It is the general consensus of the administrators as well as other professionals that educational attitude should be dealt with properly for future progress of the nation with making a scientific attempt for explaining the psychological functioning of all the educational generation. The study is concerned with the integration of several factors that might have both predisposing and precipitating effect on attitudinal variables of national development & globalization and personality factors creating generational differences. Thus, the study makes an effort to an empirical study in the natural social setting of the educational generations.

Considered in its social and cultural context of Bangladesh, the study holds to deal with the controversial aspects about the high officials and supports empirically. The strong convictions that attitudes towards globalization in developing countries like Bangladesh are stemmed from frustration, threat, deprivation and power craze. Having professional stance working on attitudinal factors, the study also focuses some light about the relevance of pattern preferences in attitude towards globalization of educational generations that appear to moderate and integrate effect of clustering of attitudes either in modernism or in traditionalism on the development of Attitudes towards globalization. All these explanations cited above might be pointed out as the theoretical and applied relevance of the present study.

Suggestions for Future Research

The study utilized multidimensional criterion group design method, which proved to be effective for investigating 'attitudinal variables of national development & globalization and personality factors' of younger, middle aged and older educational generations in the context of Bangladeshi professional culture as it appears from these findings. The results relating to various dimensions of attitudes towards globalization suggest that professional attitudes are joint product of attitudinal clusters of attitudes towards globalization, national development attitude, personality variables and demographic variables. It has also reference with the generational variations and different attitudinal orientations of the groups concerned. The interpretation of the important findings, however, reflect the attitudes towards globalization of a very small population, which may be sufficient for making inference and assumption, leading to conclusive theoretical orientation about the attitudes towards globalization for the whole nation. There are number of controversial literatures relating to area of attitudinal variables of national development & globalization, personality factors and generational differences, which cannot be covered by the findings of the present study. It is, therefore, suggested that well designed and sophisticated researches for study in the assumption at the empirical level in the context of Bangladesh are basic necessity for the future research.

It is, however, admitted that the study was conducted to find out the relationship of attitudinal variables, personality factors and generational comparisons in which samples were selected from Rajshahi city in Bangladesh. Thus, it may be lightly doubted how far, the sample only from Rajshahi city was a representative sample from Bangladesh. The findings, so far obtained from the results, have been explained largely in the form of attitudes towards globalization of younger, middle aged and older educational generations. No control have been maintained in parental income, education, govt.- semi govt.- non govt., & autonomous proportionate, and Hindu-Muslim proportionate respondent which, to a large extent, may have enduring influence for specific Attitudes towards globalization of three educational generations. The main purpose of the study is to investigate differences and similarities in attitudes towards globalization in the continuum of

modernism- traditionalism attitudinal pattern along with national development attitudes of three educational generations. The Hindu-Muslim religious perspectives have been by passed for pragmatic reasons of making the investigation less complication. Future empirical studies covering these areas may be conducted with specific objective for obtaining conclusive results.

In spite of all the limitations of the study the investigator hopes that in the absence of any specific study in the area of attitudes towards globalization along with national development attitude and generational differences, the investigation might provide valuable insight to the future researchers for making conclusive and valid generalizations. In the area of attitudes towards globalization along with national development attitude particularly in Bangladesh, a longitudinal study for generational differences has to be carried out by the present investigator or other researchers.

Bibliography

BIBLIOGRAPHY

- Adinarayaniah, S. P.** (1941). A research in colour prejudice, *British J. Psychol.*, 31, 217-229.
- Adorno, T. W., Frenkel-Brunswik, E. P., Levinson, D. J., & Sanford, R. N.** (1950). *The Authoritarian Personality*, New York: Harper.
- Afrose, D., & Chowdhury, S. J.** (1990). Interpersonal values of males and females of two generations, *The Dhaka University Journal of Psychology*, Vol. 16, 22-28.
- Afrose, D.** (1991). Attitude toward old people: A Comparative study on age and sex. *Bangladesh Psychological Studies*, Vol. 1, No. 1, 67-74.
- Ahmed, I.** (2001). "Globalization, State and Political Process in South Asia," in Abdur Rob Khan (ed.), *Globalization and Non-Traditional Security in South Asia*. Colombo and Dhaka: Regional Centre for Strategic Studies; Academic Press and Publishers Limited.
- Ahmed, I. U. M.** (2001). Globalization and development challenges, *The financial Express*.
- Ahmed, R.** (2002). Effect of Education, Income and Age on Attitude towards National Development. *Bangladesh Psychological Studies*, Vol.12, 47-58.
- Ahmed, R., & Begum, H. A.** (2001). Attitude towards National Development as a Function of Socio-Economic Class and Place of Residence. *Bangladesh Psychological Studies*, Vol. 11, 77-94.
- Alamgir, M. K.** (1990). *Development Strategy for Bangladesh*, Dana Prokashoni, Dhaka.
- Ansari, M. A. S.** (1963). Social Research in National Development, *Academy for Rural Development*, Peshwar.
- Apter, D. E., & Mushi, S. S.** (1972). Political science. *International Social Science Journal*, 24, 44-68.
- Ara, S.** (1985). A Study of certain personality variable in student activism: *The Bangladesh Journal of Psychology*, Vol. 8, 74-82.

- Ara, S. (1988). *Ideology and Student Activism*, University of Rajshahi, Bangladesh.
- Ara, S. (1990). A Psychological Study of student activism in Bangladesh. *The Pakistan Journal of Psychological Research*, Vol. 5, Nos. 1-2, 33-41.
- Ara, S. (2008). *Sociopolitical Attitudes, Values and Personality*. Research Book, Gyan Bitarony, 38 Banglabazar, Dhaka,.
- Ara, S., Ziauddin, S. M., & Shahria, S. S. (2006). A Comparative Study of Personality Differences between Political and nonpolitical students. Rajshahi University Studies, Part B. *Journal of Science*, Vol.34, pp.157-165.
- Ara, S., Huq, M. M., & Jahan, R. A. (1985). The psychological functioning in Male and Female for Right-Left Political Ideologies. *The Rajshahi University Studies*, 13, 147-157.
- Ara, S. (1983). A Comparative Study of Sociopolitical Attitudes of Activists of India and Bangladesh, *Unpublished Doctoral Dissertation*, Department of Psychology, University of Allahabad.
- Ashford, E. D. (1987). *National Development and Local Reform*, Princeton University Press. New Jersey.
- Babayan, S. Y., Budayr, B., & Lindgren, H. C. (1966). Age, sex and culture as variables in food aversion. *J. of Soc. Psychol.*, 68, 15-17.
- Banaji, M. R., & Hardin, C. D. (1996). "Automatic stereotyping," *Psychological Science*, 7:136 - 141.
- Banton, M. (1975). *Roles: An Introduction to the Study of Social Relations*, Tavistock Publications, London.
- Barai, M. K. (2000). *Economic Liberalization and macro-economic Stability in Bangladesh: An Overview*, Paper presented at a National Workshop on *Impact of Globalization on Bangladesh*, organized by Bangladesh Institute of International and Strategic Studies, Dhaka.
- Barbichon, G. (1968). La diffusion des connaissances scientifiques et techniques dans Le public: ses conditions dans les pays en voie de development. *Journal of Social Issues*, 24, 135-56.
- Baron, R. A., & Byrne, D. (1998). *Social Psychology*, (8th Ed) Prentice Hall of India Pvt. Ltd. New Delhi.
- Bass, B. M., & Eldridge, L. D. (1973). Accelerated managers objectives in twelve countries. *Industrial Relations*, 12, 158-71.

- Bass, B. M.** (1974). *European and American managers' life goals and career success* (IRGOM Technical Report 74-2). Rochester, N. Y.: Graduate School of Management, University of Rochester.
- Beabout, G. R.** (2002). "The World at 2000," *World & I*, Vol. 15, No. 10.
- Beg, M. A.** (1966). Value orientations of Indian and American students – A cross cultural study, *Psychologia*, 9, 111-19.
- Begum, H. A., & Begum, F.** (1985). A Cross-cultural Study of Interpersonal Values. *Dhaka University Studies*, 42 (2), pp 113-120.
- Begum, H. A., & Rahman, S. T.** (1991). Development of a scale for measuring attitude towards student politics, *Bangladesh Psychological Studies*, Vol. 9, 35-50.
- Begum, H. A.** (1988). Attitude, Values and the concept of development: An analysis in the context of Bangladesh, *Social Values and Development: Asian perspective*, Sage Publication, New Delhi.
- Behrendt, R.** (1932). Die Offentliche Meinung and Dus Generations problem, *Kolner Vierteljahrshäfte für Soziologie*, 11, 290-309.
- Behrman, J., Birdsall, N., & Székely M.** (1999). Intergenerational Mobility in Latin America: Deeper Markets and Better Schools Make a Difference *Economic Reform Carnegie Endowment for International Peace*, Working Paper, N.Y.
- Berg, J. S., Moore, J. L., Retzlaff, P. D., & King, R. E.** (2012). Assessment of Personality and Crew Interaction Skills in Successful Naval Aviators, *Journal of Marketing: Theory and Practice Aviat Space Environ Med*; 96:341-349
- Berger, S. R.** (2009). "A Foreign Policy for the Global Age," *Foreign Affairs*, Vol. 82, No. 6. "Beyond The Hague", *The Economist* (London).
- Bhutani, K.** (1979). *Attitude Change towards Mixed marriages as Affected by Some Cognitive and Personality Factors*. Research Foundation, New Delhi.
- Bird, C.** (1940). *Social Psychology*. New York: Appleton.
- Blaisdell, W. M.** (2005). Defining National Development: A Proposal, *International Development Review*, Vol. XIV, No.2.
- Bonsignore, M. R.** (2012). "Global Connectivity", *Executive Excellence*, Vol. 35, No. 10.

- Bosede, A. F.** (2010). Influence of Sex and Location on Relationships between generational differences, personality and National development, *Journal of the Social Sciences*, Vol. 12, no. 2, 268-273.
- Breslaw, B.** (1938). *The Development of a Socio-Economic Attitude. Archeological Psychology.*
- Broverman, I. K. et al.**, (1972). Sex role stereotypes: A current appraisal. *The Journal of Social Issues*, 28 , 59-79.
- Buchanan, W., & Cantril, H.** (1953). *How nations see each other: a study in public opinion.* Urbana. III.: Univ. of Illinois Press.
- Burke, E.** (1950). *Reflections on the revolutions in France*, London: Oxford University Press.
- Burlatski, P. M.** (2008). "System Analysis of Globalization," *Sovetskoe gosudarstvo: pravo*, No. 15, Translated in *International Journal of Politics*, IV. No. 2.
- Campbell, A., Gurin, G., & Miller, W. E.** (1954). *The Voter Decides.* Evanston 111, Row, Patterson.
- Cantril, H.** (1978). *The pattern of Human Concerns.* Rutgers University Press, New Brunswick.
- Carlson, D.** (2007). "The Old Economy is the New Economy," *Business Week*, No. 3823.
- Castillo, G., Smith, R. J., & Ramsey, C. E.** (1963). Parental authority and job choice: sex differences in three cultures. *American J. of Sociology*, 69, 143-49.
- Clements, R.** (1999). Intrinsic religious motivation and attitudes towards death among the elderly. *Current Psychology: developmental, learning, personality. Social*, 17 (2-3), 237-248.
- Davidson, H. H. O., & Kruglov, L. P.** (1953). Some background correlates of Personality and social attitudes. *The Journal of Social Psychology*, 38, 233-240.
- Deb, P. G.** (1976). *Social Stratification and Mobility in Rural Setting*, Delhi: Research Publications.
- Deutch, K. W., & Faltz (Eds)** (1996). *Nation building and National development*, Nation Building, Atlanta Press, N.Y. p. 11-12.
- Dexter, E. S.** (1938-39) Personality traits related to conservatism and radicalism. *Charact. and Pers.*, 7, 230-237.

- Dion & Dion K. K.** (1973). Correlate of Romantic Love, *jrl. of consulting and clinical psychology*, 41, 51-56.
- Dix, A.** (1930). Die Deutschen Reichstagswahlem, 1871-1930, und die Wandlungen der Volksgliederung, *Recht und Staat (Collection)*, Tubingen: JBC Mohr (Paul Siebeck), No. 77.
- Eisenman, R.** (1968). Complexity-simplicity preference involvement and attitude change. *J. Creative Beh.*, 2(2) 128-132.
- Eisenstadt, S. N.** (1973). *Tradition, change and modernity*. New York: Wiley.
- Elizabeth** (2004). Eysenck Personality Scale and Religiosity in US outpatient sample, *Personality and Individual difference*, Vol.37, issue 5, 1023-1031.
- England, G. W., & Lee, R.** (1974). The relationship between managerial value and managerial success in the United States, Japan, India, and Australia. *J. of App. Psychol.*, 59, 411-19.
- Eysenck, H. J., & Coulter, T. T.** (1972). The personality and attitudes of working class British Communists and Fascists. *The Journal of Social Psychology*, 87, 59-73.
- Eysenck, H. J.** (1954). *The Psychology of Politics*, London: Routledge & Kegan Paul.
- Eysenck, H. J.** (1975). The structure of social attitudes. *The British Journal of Social and Clinical Psychology*, 14, 323-331.
- Eysenck, H. J., & Wilson, G.D.** (1973). *The Experimental Study of Freudian Theories*, London: Methuen.
- Faaland, J., & Parkinson, J.** (1999). A development perspective for Bangladesh, *The Bangladesh Studies*, Vol. IV, No.1.
- Fairchild, H. P.** (1934). *General sociology*, New York: Wiley.
- Faux, J.** (2011). "Whose rules for global ism?" *The American Prospect*, Vol. 22, No. 19.
- Fenichel, O.** (1957). *The introduction to the theory of cognitive dissonance*, New York; Harper and Row.
- Ferdousi, M.** (2007). A comparative study between political and non-political, male and female students on the attitudes of contemporary trend of Bangladesh, *Project M. Sc (Final)*, Department of Psychology, Rajshahi University.

- Findlay, M. J., & Cooper, H. M.** (1983). Locus of control and academic achievement: A literature review. *Journal of Personality and Social Psychology*, 44, 419-427.
- Finison, L. J.** (2006). " The Application of Me. Clcllands National Development model to recent date ", *Journal of social Psychology*, 98, pp 55-59. -
- Fink, H. C., & Hjelle, L. A.** (1973). Internal-External Control and Indeology, *Psychological Reports*, 33, 967-974.
- Ford, B. J.** (2000). "The Taste of Tomorrow: Globalization is Coming Home to Dinner," *Futurist*, Vol. 34, No. 6.
- Francis** (2001). *Dogmatism*, University of Park Press, London.
- Friedman, T. L.** (2009). *The Lexus and the Olive Tree*. New York: Farrar Straus Giroux.
- Gaer, D.V., Schokkaert, E., & Maartinez, M** (2001). *Three Meanings of Intergenerational Mobility*, Volume 68 Issue 272 Page 519 – November, University of Cergy-Pontoise .
- Gangarde, K. D.** (1969). Intergenerational Conflict: A Sociological Study of Youth in Transition, *Seminar on Intergenerational Conflict in India*, Delhi School of Social Work.
- Garrett, H. E., & Woodworth, R. S.** (1965). *Statistics in Psychology and Education*, Longman Group, London, 66,75.
- Garten, J. E.** (2007). "As Business Goes Global, Anti-trust Should, Too," *Business Week*, Issue 3707.
- Gasset , O. Y.** (1958). *Man Crisis*, George Allen & Unwin, London.
- Geller, J. D., & Howard, G.** (1972). "Some Socio-Psychological Characteristics of Student Political Activists", *The Journal of Applied Social Psychology*, 2, 114-137.
- Gidi, R.** (2005). The big five among male and female students of different faculties, *Personality and Individual differences*, Vol. 49, issue 9, 1238-1247.
- Goldberg, A. S.** (1960). Discerning a causal pattern among data on voting behavior, *The American Political Science Review*, 60, 913-922.
- Goldschmidt, J., Gergen, M. M., Quigley, K., & Gergen, K. J.** (1994). The women's liberation movement: Attitudes and actions. *The Journal of Personality*, 42, 601-617.

- Gomes, M.** (1984). Family size and educational attainment in Kenya, *Population and Development Review*, 10, 647-660.
- Gore, P. M., & Rotter, J. B. A.** (1963). Personality correlates of social action. *Journal of Personality*, 58-64.
- Guastello, D. D., & Peissig, R. M.** (1998). Authoritarianism, Environmentalism, and Cynicism of College Students and Their Parents, *The Journal of Research in Personality*, 2, 397-410.
- Guastello, S. J., Rieke, M. L., Guastello, D. D., & Billings, S. W.** (1992). A study of cynicism, personality, and work values, *The Journal of Psychology*, 126, 37-48.
- Haider, S. M. B.** (2008). A comparative study between political and non-political workers of Rajshahi University on the political attitudes of contemporary trends in Bangladesh, *Project M. Sc (Final)*, Department of Psychology, Rajshahi University.
- Hamblet, C. & Davidson, J.** (2011). *Whatever happened to the original generation*, London: Tandem.
- Hanson, D. J.** (1976). Dogmatism and Ideological orientation, *International Review of History and Political Science*, 13(2), 77-88.
- Haq, M. S.** (2012). Bangladesh and the New global order, *The Bangladesh Journal of Economics*, Vol 15.
- Haque, M. E.** (2002). Political Behaviour: A Psychological Study of Intergenerational Differences, *Unpublished Doctoral Dissertation*, Dept. of Psychology, University of Rajshahi.
- Haque, M. E.** (2004). A Study of Socio-political Attitudes as Related to Inter-Generation Gap in Bangladesh, *Rajshahi University Studies. Part B. Journal of Science*, Vol. 32.
- Haque, M. E.** (2006). Political Leader's Attitudes Towards Social Change in Generation and Gender, *Rajshahi University Studies Part B. Journal of Science*, Vol. 34, ISSN 1681-0708
- Haque, M. E., & Rahman, M.M.** (2006). Socio-Political Attitudes As A Function Of Socio-Economic Status Differences Among Three Generations, *J. Life Earth Science*, Vol. 1 (2): 83-85.
- Haque, M. E., & Samad, S. S.** (2007). Generational Differences as Related to Some Psychological Aspects, *Rajshahi University J. of Science*, 35, 251-260

- Hasan, Q.** (1974). *Dogmatism and Personality*, Minerva Associates (Publications) Pvt. Ltd. 7-B, Lake Place: Calcutta -700-029, Delhi office: E-30, South Extension, Part- II, New Delhi.
- Heberle, R.** (1951). *Soziologische Forchung in Unserer Zeit*, Koln: Westdeutscher Verlag, 187-196.
- Herskovits, M. I.** (1938). *Acculturation: the study of culture contact*. New York: Augustin.
- Hill, R. A., Chapman, M. L. and Wuertzer, V. J.** (1974). *Achievement Competence Training: A Report, Part X Locus of Control: A study of correlates*. Philadelphia: Research for Better Schools.
- Hovland, C. I. & Mandell, W.** (1952). An experimental comparison of conclusion drawing by communicator and by the audience. *J. Abnorm, Soc. Psychol.* 47, 581-588.
- Huff, C., & Cooper, J.** (1987). Sex bias in educational software: The effect of designers' stereotypes on the software they design. *The Journal of Applied Social Psychology*, 17, 519-532.
- Infante, D. A.** (1972). Cognitive structure as a predictor of post speech attitude and attitude change. *Speech Monographs*, 39(1), 55-61.
- Inkeles, A., & Smith, D. H.** (1974). *Becoming Modern Mass*. Harvard University Press, Cambridge.
- Inkeles, A.** (1960). Industrial man: the relation of status to experience, perception and value. *American journal of sociology*, 66, 1-31.
- Inkeles, A.** (1969). Making men modern: on the causes and consequences of individual change in six developing countries. *American Journal of Sociology*, 75, 208-25.
- Inkeles, A.** (1977). Understanding and misunderstanding individual modernity. *Journal of Cross-Cultural Psychology*, 8, 135-176.
- Inkeles, A.** (1984). Continuity and change in the interaction of the personal and the socio-cultural systems. In B. Barber & A. Inkeles (Eds.), *Stability and Social Change*. Boston: Little, Brown.
- Islam S. S.** (1988). Bangladesh in 1987: A spectrum of Uncertainties, *Asian Survey*, 28, 2 February, 163-171.
- Islam, R.** (1988). Student Activism as a Function of Personality, Gender and Status Differences. *Unpublished Masters Thesis*, Department of Psychology, University of Rajshahi, Bangladesh.

- Jahan, K. A., & Aftab, S.** (2000). Remittances: Constraints, issues and policies. *The Daily Star*.
- Jahoda, G.** (1968). Some research problems in African education. *Journal of Social Issues*, 24, 161-175.
- Jegimi, A.** (1988). "Attitude, Values and the Concept of Development: An analysis in the Context of Bangladesh", *Social Values and Development: Asian perspective*. Sage Publication. New Delhi.
- Johnson, F. Y.** (1961). *Political attitudes as related to internal and external control*. Unpublished Master's Thesis, Ohio State University.
- Jones, P.** (1977). The validity of traditional-modern attitude measures. *Journal of Cross-Cultural Psychology*, 8, 207-240.
- Joshi, R. T.** (1974). Non-verbal rigidity and dispositional rigidity: A British sample: *Perceptual Motor Skills*, 38(1), 102.
- Kabir, B.** (2006). Intergeneration Gap between Teachers and Students as related to Values, Personality and Gender Differences, *Unpublished Ph. D. Thesis*, Department of Psychology, University of Rajshahi, Bangladesh.
- Kahl, J. A.** (1968). *The measurement of modernism: a study of values in Brazil and Mexico*, Austin, Texas. Univ. of Texas Press.
- Kalam A.** (2011). *Globalization and Bangladesh*, In the new century, Palok Publishers, 8/2, North South Road, Purana Palton, Dhaka.
- Karylowski J. J., Motes, M. A., Wallace, H. M., Harckom, H. A., Hewlett, E. M., Maclean, L. S., Parretta, J. L., Vaswani, C. L.** (2001). Spontaneous Gender-Stereotypical Categorization of Trait Labels and Job Labels, *Journal of Social Psychology*, Vol.6, No.6; Polish Academy of Science, University of North Florida and Institute of Psychology.
- Katkobsky, W.** (1968). *Social-learning theory and maladjustment*. In L. Gorlow and W. Katkovsky (Eds.), *Readings in the psychology of adjustment* (2nd ed.). New York: McGraw-Hill.
- Katz, D.** (1960) The functional approach to the study of attitudes, *Public Opinion Quarterly*, 24, 163-204.
- Kauffman, R. A., & Ryckman, R. M.** (1999). Effects of locus of control, outcome severity, and attitudinal similarity of defendant on attributions of criminal responsibility. *Personality and Social Psychology Bulletin*, 5, 340-343.

- Kelman, H. C., & Warwick, D. P.** (1973). Bridging micro and macro approaches to social change: A social psychological perspective. In G. Zaltman (Ed.), *processes and phenomena of social change*. New York: Wiley, pp. 413-449.
- Kelmon H. C.**, (2011). "Social Psychology and National Development: Background ", *Journal of Social Issues*, 32(1), pp. 18-26.
- Kenistan, K.** (1968) "Conservation with Kenneth Kenistan"(by Mary H. Hall), *Psychology Today*, 2(6).
- Kenny, M. C., and McEachern, A.** (2009). National Development: A multicultural comparison of gender. *Professional School Counseling*, 16(2), 211-216.
- Khan, M., & Hussain, S. A.** (1996). Bangladesh Studies: Politics, Administration, Rural Development & foreign policy. *Center for Administrative Studies*, D.U. Dhaka.
- Khanam, M.** (1994). Risk taking as a function of sex and socioeconomic class, *The Bangladesh Psychological Studies*, Vol. 4, Nos. 1 & 2, 59-63.
- Khanam, M.** (2000). Social Responsibility: A Comparative Study of Gender and Generation. *The Dhaka University Journal of Psychology*, Vol. 24, 35-38.
- Khatun, R.** (2007). Study of voting attitudes as related to SES, gender differences and national development in Bangladesh, *Project B. Sc Honors, part-4*, Department of Psychology, Rajshahi University.
- Kibria, R.** (2008). "Globalization and Bangladesh Security and Foreign Policy," Paper presented at a *National Workshop on Impact of Globalization on Bangladesh* organized by Bangladesh Institute of International and Strategic Studies, Dhaka.
- Koehane, R. O. & Joseph S. N.** (2000). "Globalization: What's New? What's Not? (And So What?). *Foreign Policy*.
- Korchin, S. J., & Basowitz, H.** (1946). The Judgment of Ambiguous Stimuli as an Index of Cognitive Functioning in aging, *The Journal of Personality*, 25, 81-95.
- Krech, D. & Crutchfield, R. S.** (1947). *Theory and Problems of Social Psychology*, New York: McGraw-Hill,.
- Krech, D., Crutchfield, R. S., & Ballachey, E. L.** (1962). *Individual in society*. New York: McGraw-Hill.

- Kunitz, S. J.** (2010). Globalization, States and the health of Indigenous peoples, *American Journal of Health*, Vol. 101, No. 6.
- Kuppuswamy, B., & Mehta, P.** (1968). *Some Aspects of Social Change in India*. Delhi: Sterling Pub.
- Lane, R. E.**, (1962). *Political Ideology: why the American common men believe what he does*. New York: Free Press.
- Lau, R. R.** (1982). Origins of health locus of control beliefs. *Journal of Personality and Social Psychology*, 42, 322-334.
- Lazarsfeld, P. F., Berelson, B., & Gaudet, H.** (1948). *The people's Choice*, New York: Columbia University Press,
- Lazarsfeld, P. F., Berelson, B., & Gaudet, H.** (1960). *The people's Choice*, New York: Columbia University Press.
- Lefcourt, H. M.** (1971). Internal versus external control of reinforcement revisited: Resent developments. *Research Report No. 27*. Ontario, Canada: University of Waterloo.
- Lefcourt, H. M.** (1972). Recent development in the study of locus of control, in B. A. Maher (Ed.), *progress in experimental research in personality*, Vol. 6, New York: Academic Press.
- Lefcourt, H. M.** (1966). Internal versus External control of reinforcement, a review, *Psychological Bull*, 65, 206-220.
- Lerner, R. M., Karson, M., Meisels, M., & Knapp, J. R.** (1975). Actual and perceived attitudes of late adolescents and their parents: The phenomenon of the generation gaps. *The Journal of Genetic Psychology*, 126, 195-207.
- Levenson, H.** (1973) Perceived parental antecedents of internal, powerful others, and chance locus of control orientations. *Developmental Psychology*, 9 (2), 268-274.
- Levenson, H.** (1981). Differentiating among internality, powerful others, and chance. In H. M. Lefcourt (Ed.), *Research with the locus of control construct.*, Vol. 1, pp. 15-63, New York: Academic Press.
- Levinson, D. J.** (1981). "Conservatism-Radicalism", *The International Encyclopaedia of the Social Sciences*, (Eds.), D. L. Sills, New York: Macmillan and Free Press, 12
- Likert, R.** (1932) *A technique for the measurement of attitudes*, *Archives of Psychology*, No. 140, (1987).
- Linton, R.** (1937). *The study of Man*, New York: Appleton.

- Lippa, R.** (1995). Gender-related individual differences and psychological adjustment in terms of the Big Five and circumplex nodes, *The Journal of Personality and Social Psychology*, 69, 1184-1202.
- Lippa, R., & Arad, S.** (1999). Gender, Personality and Prejudice: The display of authoritarianism and social dominance in interviews with college men and women. *The Journal of Research in Personality*, 33, 463-493.
- Lopez, O., Haigh, C., & Burney, S.** (2004). Relationship between hardiness and perceived stress in two generations of Latin American migrants, *Australian Psychologists*, Vol. 39, Pp.238-243; Taylor & Francis, Australia.
- Lott, B.** (1985). The devaluation of women's competence, *The Journal of Social Issues*, 41, 43-60.
- Maass, C. D.** (2010). "Globalisation and Development Policy, in A.K.M. Abdus Sabur (ed.), *Development Co-operation At the Dawn of the Twenty First Century*, New York: John Wiley and Sons.
- Maharjan, S.** (2008). Personality of citizens in Rupandehi and Kathmandu Districts. *A term paper of Adolescence Psychology (Psy. 305)*, Submitted to Dept. of Psychology, Tri Chandra College.
- Mamoon, M.** (2001). Globalization: How not to be marginalized, *The Daily Star*, 09- Jan.
- Mannheim, K.** (1952). *Ideology and Utopia*, London: Routledge and Kegan Paul.
- Martin, C. L., & Parker, S.** (1995). Folk theories about sex and race differences, *The Personality and Social Psychology Bulletin*, 21, 45-57.
- McClelland, D. C.** (1961). *The Achieving Society*, Princeton: D Van Nostrand Co. Inc.
- McDonald, A. P.** (1973). Internal-external locus of control. In J. P. Robinson and P. R. Shaver (Eds.), *Measures of Psychological Attitudes*, Ann Arbor, Mich: Institute for Social Research, University of Michigan.
- McGinnies, E., & Sherman, H.** (1964). Generalization of perceptual defense. *J. . abnorm. soc. Psychol.*, 47, 81-85.
- McGuire, W. J.** (1960). Cognitive consistency and attitude change. *J. abnorm. Soc. Psychol.* 60, 345-353.

- Mehta, P.** (1976). *Managing Motivation in Education*, Ahmedabad: Sahitya Mubranalaya.
- Meyer & Hannon (Eds.)** (2011). *National Development and the World System: Educational, Economic and Political change*, Willey, N.Y.
- Milgram, N. A.** (1971). *Locus of control in negro and white children at four age levels*. *Psychological Reports*, 29, 459-465.
- Miller, K. A., & Inkeles, A.** (1974). Modernity and acceptance of Family limitation in four developing countries. *Journal of Social Issues*, 30, 167-88.
- Mir, A. K.** (2008). Violent and Aggressive Attitudes of Activists as related to Personality and Socio-demographic Factors, *Unpublished Doctoral Dissertation*, Dept. of Psychology, Rajshahi University.
- Mirels, H. L., & Garrett, J. B.** (1971). The Protestant ethnic as a personality variable, *Journal of Counseling and Clinical Psychology*, 36, 40-44.
- Mischel, W.** (1973). Towards a cognitive social learning reconceptualization of personality, *Psychological Review*, 80, 252-283.
- Misra, V. M.** (1972). *Communication and Modernization in Urban Slums*, Bombay: Asia Publishing House.
- Moeed, M. A.** (1991). Social identity as a correlate of tribal affiliation, sex and geographical location, *The Bangladesh Journal of Psychology*, Vol.12, 17-23.
- Moore, H. J.** (1925). Innate factors in Radicalism and conservatism, *Journal of Abnormal and Social Psychology*, 35.
- Morsell, J. A.** (1951). The political behaviour of Negroes in New York City. *Unpublished Doctoral Dissertation*, Columbia University.
- Muller, E. N.** (1970). Cross-national dimensions of political competence. *American Political Science Review*. 64, 792-809.
- Muniruzzaman, M.** (2001). "Wonders of miniature technologies," *The Daily Star*.
- Murray, H., & Morgan, C.** (1945). *A Clinical Study of Sentiments, I and II*. *Genetics, Psychological Monograph*, 32, 3-139, 153-311.
- Myrdal, G.** (1968). *Asian Drama: an Inquiry into the Poverty of Nations. Vol. I*, Penguin Books, New York.

- Neumann, S. (1939). The conflict of generations in contemporary Europe, *Vital Speeches*, 5, 623-628.
- Neumann, S. (1942). *Permanent Revolution: The Total State in World at War*. New York: Harper.
- Newcomb, T. M. (1953). *Personality and Social Change*. New York: Dryden Press.
- Newcomb, T. M., Murphy, G., & Murphy, L. B. (1943). *Experimental Social Psychology*, New York: Harper.
- Osgood, C. E., & Tannenbaum, P. H. (1955). The principle of congruity in the prediction of attitude change. *Psychol. Rev.*, 62, 42-55.
- Palmore, E., & Luikart, C. (1972). Health and Social factors related to life satisfaction. *Journal of Health and Social Behavior*, 13, 68-80.
- Papanek, H. (1973). Pakistan's new industrialists and businessmen: Focus on the Memons' in Singer, Milton (Ed.), *Entrepreneurship and Modernisation of Occupational Cultures in South Asia*, Durham: Duke University, pp. 61-106.
- Pareek, U. (1998). *Social Values and Development: Asian Perspective*. Sage Publication, New Delhi.
- Parish, W., & Willis, R. (1993). Daughters, education and family budgets: Taiwan experiences, *Journal of Human Resources*, 28, 863-898.
- Parker D. (2003). "Globalization, States, and the Health of Indigenous Peoples," *American Journal of Public Health*, Vol. 90, No. 10.
- Parvez, A. S. M. T. (2008). A psychological study of married and unmarried women in voting attitudes, *Project B. Sc. Honors, part-4*, Department of Psychology, Rajshahi University.
- Parvin, Q. F. (2002). A Comparative Study of Authoritarian Attitudes of Muslim and Hindu Students of Rajshahi University as Related to Gender SES Differences. *Unpublished Masters Thesis*, Department of Psychology, University of Rajshahi, Bangladesh.
- Paulhus, D. L., & Christie, R. (1981). *Spheres of control: An interactionist approach to assessment of perceived control*. In H.M. Lefcourt (Ed.), *Research with the locus of control construct*. New York: Academic Press, Vol. 1, pp. 161-188,
- Paulhus, D. L. (1983). Sphere-specific measures of perceived control. *Journal of Personality and Social Psychology*, 44, 1253-1265.

- Peterson, B. E., Duncan, L. E., & Pang, J. S.** (2002). Authoritarianism and political impoverishment: Deficits in knowledge and civic disinterest. *The Journal of Political Psychology*, Blackwell Publishing, Inc. Malden, USA, *Vol. 23, No.1*, 97-112.
- Peterson, B. E., Smirles, K. A., & Wentworth, P. A.** (1997). Generativity and authoritarianism: Implications for personality, political involvement and parenting. *The Journal of Personality and Social Psychology*, *72*, 1202-1216.
- Phares, E. J., & Lamiell, J. T.** (1974). *Relationship of internal-external control to defensive preferences. Journal of Consulting and Clinical Psychology*, *42*, 872-878.
- Phares, E. J.** (1965). Internal-external control as a determinant of amount of social influence exerted. *Journal of Personality and Social Psychology*, *2*, 642-647.
- Phares, E. J.** (1971). Internal-external control and the reduction of reinforcement value after failure. *Journal of Consulting and Clinical Psychology*, *37*, 386-390.
- Phares, E. J.** (1973). *Locus of control: A personality determinant of behaviour*, Morristown, New Jersey: Central Learning Press.
- Phares, E. J.** (1976). *Locus of control in personality. Morristown, N. J.: General Learning Press.*
- Phares, E. J.** (1979). *Defensiveness and perceived control. In L. C. Perlmutter and R. A. Monty (Eds.), Choice and perceived control. Hillsdale, N. J.: Lawrence Erlbaum Associates.*
- Plant, W. G., Telford, C. W., & Thomas, J. A.** (1965). Some personality differences between dogmatic and non-dogmatic groups, *The Journal of Social Psychology*, *67*, 67-75.
- Plender, J.** (2000). "Troops of Globalisation," *The Financial Times*.
- Portes, A.** (2010). The Sociology of national development, *American Journal of Sociology*.
- Prasad, R., & Devi, D.** (1970). Social change and the educated women in India, *Social Work Forum*, *8(1)*, 27-31.
- Pratto, F., Stallworth, L. M., Sidanius, J., & Siers, B.** (1997). The gender gap in occupational role attainment: A social dominance approach. *The Journal of Personality and Social Psychology*, *72*, 37-53.

- Rafiq, A.** (1997). Attitude towards national development as a function of values and self role perception of different socio economic classes in Bangladesh, *Unpublished Doctoral Thesis*, University of Dhaka, Bangladesh.
- Rahman, A.** (2011). Globalization, Democratization, and Governance: Bangladesh perspective, Paper presented at a *national workshop on Impact of Globalization on Bangladesh*, Organized by Bangladesh Institute of International and Strategic studies, Dhaka.
- Rahman, M. G.** (2007). A comparative study between political and non-political, male and female students on the attitudes toward contemporary trend of politics, *Project M. Sc (Final)*, Department of Psychology, Rajshahi University.
- Rahman, M. M.** (2006). Intergenerational Comparisons on the Attitudes of Open mindedness and Close mindedness as a function of Gender and SES, *Unpublished Masters Thesis* under supervision of Prof. Dr. Shawkat Ara, Dept. of Psychology. Rajshahi University.
- Ramamurti, P.V., & Jamuna, D.** (1994). Psychological research on the aged in India. *Journal of Anthropological Society of India*, 19 (3), 269-286.
- Rao, D. G., Singh, K. N., & Pal, K.** (1971). A study of motivation patterns of farmers towards the adoption of high yielding varieties of wheat, *Behavioral Sciences and Community Development*, 5(1), 64-71.
- Rapp, D. W.** (1961). Childrearing attitudes of mothers in Germany and the United States. *Child development*, 32, 669-678.
- Ray, J. J.** (1973). Dogmatism in Relation to Sub-Types of conservatism: Some Australian data, *European J. Social Psychology*, 3 (3), 221-132.
- Reza, S. M.** (1985). A comparative study on radicalism of political and nonpolitical individuals in Bangladesh and India, *Unpublished M Sc. Thesis*, Dept. of Psychology, R.U.
- Rogers, E. M.** (1973). Social structure and social change. In G. Zaltman (Ed.), *Processes and Phenomena of Social Change*. New York: Wiley, pp. 291-352.
- Rokeach, M.** (1960). *The Open and Closed Mind*, New York: Basic Books.
- Rokeach, M.** (1968). *Beliefs, Attitudes and Values*, San Francisco: Jossey-Bass.

- Rokeach, M., & Hanley, C.** (1956). Eysenck's tender-mindedness dimension: *A Critique. Psychological Bulletin, Vol. 53*, 169-176.
- Rosenau, J. N.** (2009). *Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World*. Cambridge: Cambridge University Press.
- Rossi, A. S., & Rossi, P. H.** (1990). *Of human bonding: Parent-child relations across the life course*. New York: Aldine de Gruyter.
- Rotter, J. B.** (1954). *Social Learning and Clinical Psychology*, Englewood Cliffs, New Jersey; Princeton Hall.
- Rotter, J. B.** (1966). Generalized expectancies for internal versus external control of reinforcement, *Psychological Monograph, 80 (1)*, Whole no. 609.
- Rotter, J. B.** (1975). Some problems and misconceptions related to the construct of internal versus external control of reinforcement. *Journal of Consulting and Clinical Psychology, 43*, 56-67.
- Rotter, J. B.,** (1981). The psychological situation in social learning theory. In D. Magnusson (Ed.), *The Situation: An interactional perspective*. Hillsdale, N. J.: Lawrence Erlbaum Associates.
- Rotter, J. B., Chance, J. E. & Phares, E. J.** (1972). *Application of social learning theory of personality*. New York: Holt, Rinehart & Winston.
- Rudasill, K. M., Capper, M. R., Foust, R. C., Callahan, C. M., & Albaugh, S. B.** (2009). Gender Differences of Students' National development. *Journal for the Education, Vol. 51, Issue. 3, P. 340-367*.
- Ryckman, R. M., & Malikiosi, M. X.** (1975). Relationship between locus of control and chronological age. *Psychological Reports, 655-658*.
- Ryckman, R. M., Rodda, W. C., & Sherman, M. F.** (1972). Locus of control and expertise relevance as determinants of changes in opinion about student activism. *Journal of Social Psychology, 88*, 107-114.
- Sachs, I.** (1972). The logic of development. *International Social Science Journal, 24*, 37-43.

- Samad, S. S.** (2007). Women's Attitudes towards Social Change in Relation to National Development in Bangladesh, *Unpublished Dpoctoral Dissertation* under supervision of Prof. Dr. Enamul Haque, Dept. of Psychology. Rajshahi University, 2006.
- Sanai, M., & Pickard, P. M.** (1949). *The relation between Politico-economic radicalism and certain traits of personality. Journal of Social Psychology, 30, 217-227.*
- Saroglou, V.** (2002). Beyond dogmatism: The need for closure as related to religion. *Mental Health, Religion, and Culture, 5, 183-194.*
- Segall** (1993). *Cross-Cultural Psychology: Human Behavior in Global Perspective.* Books, Cole Pub. California.
- Shapiro, A.** (2005). Revisiting the 'Generation Gap':Correlates of Adult Child-Older Parent Discripancies in their Reports of Intergenerational Soliderity,Fothcoming, *International J. of Aging & Human Development*,University of North florida.
- Sharmin, R. S.** (2008). Value Pattern of Bangladesh working male and female as a function of attitudes, personality and age, *Unpublished Doctoral Dissertation*, Dept. of Psychology, Rajshahi University.
- Sidanius, J., Pratto, F., & Bobo, L.** (1994). Social dominance orientation and the political psychology of gender: A case of invariance? *The Journal of Personality and Social Psychology, 67, 998-1011.*
- Siddiqui, H. G. A.** (2007). WTO and economic security: Bangladesh Perspectives, Paper presented at a *National Workshop on Impact of Globalization on Bangladesh* organized by Institute of International and Strategic Studies, Dhaka.
- Silverman, R. E., & Shrauger, J. S.** (1970). Locus of control and correlates of attraction toward others. *Paper presented at the annual meeting of the Eastern Psychological Association, Atlantic Cityl.*
- Simonton, D. K.** (1983). Formal education, eminence, and dogmatism: The curvilinear relationship. *Journal of Creative Behavior, 17, 149-162.*
- Simonton, D. K.** (1983). Intergenerational transfer of individual differences in hereditary monarchs: Genes, role-modeling, cohort, or sociocultural effects? *Journal of Personality and SocialPsychology, 44, 354-364.*

- Simonton, D. K.** (1984). Artistic creativity and interpersonal relationships across and within generations. *Journal of Personality and Social Psychology*, 46, 1273-1286.
- Simonton, D. K.** (1991). Creative productivity through the adult years. *Generations: Journal of the American Society on Aging*, 15, 13-16.
- Simonton, D. K.** (2005). Presidential IQ, Openness, Intellectual Brilliance, and leadership: Estimates and correlations for 42 US chief executives. *Political Psychology*.
- Sine, M. G.** (1999). Discerning a causal pattern of generation, *The Journal of Psychology*, 156, 43-51.
- Singh, N. K.** (1973). Socio-economic status and the influence of communication in a progressive and a traditional village, *Journal of Behavioral Sciences and Community Development*, 17(1), 64-69.
- Singh, Y.** (1985). *Modernizing Indian Tradition*, Delhi: Thomson Press (India) Limited, Publication Division.
- Sinha, D.** (1972). *The Mughal Syndrome: A psychological Study of Intergenerational Differences*, New Delhi: Tata McGraw-Hill.
- Sinha, D.** (1973). psychology and the problems of developing countries: A general Review, *International review of App. Psychology*, 22, pp.5-27.
- Sinha, D.** (1988). *Psychology in a Third World Country: The Indian Experience*. Sage Publication, New Delhi.
- Sinha, M. E., & Holtzman, W.H.** (2004). The impact on psychology on Third World Development, *International Journal of Psychology*, Issue-19, 75-91
- Sinha, R.** (1975). *Social Change in Indian Society*, Bhopal: Progress Publishers.
- Smith, D. H., Schuman, H., & Inkeles, A.** (1966). Some social psychological effects and non- effects of literacy in a new nation. *Economic Development and Cultural Change*, 16, 1 – 14.
- Smithers, A. G., & Loble, D. M.** (1978). The relationship between dogmatism and radicalism/conservatism, In H.J. Eysenck and G. D. Wilson (eds.), *The Psychological Basis of Ideology*, London: University of Park Press, Baltimore.

- Srivastava, L. R. N.** (1971). The role of education in modernization of two tribes of Chotanagpur, *Indian Educational Review*, 6(1), 102-182.
- Stagner, R.** (1936). Fascist attitudes: an exploratory study. *J. Soc. Psychol.* 7, 309-319.
- Strauss, W., & Howe, N.** (1997). *Is an Analysis of the Cycles of Americans History*, from a generational perspective, Broadway Books.
- Strauss, W., & Howe, N.** (1991). *Generations*: New York: William Morrow.
- Strauss, W., & Howe, N.** (1993). *13th Gen.: Abort, Retry, Ignore, Fail?* New York: Vintage Books.
- Strickland, B. R.** (1965). The Prediction of Social Action from a Dimension of Internal-External Control. *Journal of Social Psychology*, 66, 353-358.
- Strickland, B. R.** (1978). Internal-external expectancies and health-related behaviors. *Journal of Counseling and Clinical Psychology*, 46, 1192-1211.
- Strickland, B. R.** (1979). Internal-external expectancies and cardiovascular functioning. In L. C. Perlmutter & R. A. Monty (Eds.), Choice and perceived control. *Hillsdale, N. J.: Lawrence Erlbaum Associates.*
- Swamy, M. C. K.** (1972). Industry and urbanization: The Indian case, *Yojna*, 16(2), 122-123.
- Tajfel, H., Jahoda, G., Nemeth, C., Campbell, D., & Johnson, N.** (1970). The development of children's preference for their own country: a cross national study, *International J. of Psy.*, 4, 245-53.
- Task Force on Country Studies on Globalization** (2000). *Studies on the social dimensions of Globalization: Bangladesh*. Geneva: International and Strategic Studies.
- Tbilisi, G. T. M., & Sumbadze, N.** (2003). Dynamics of generational and gender roles in post-totalitarian society, *Australian Psychologist*, Vol. - XI, 223-231, Sydney, Australia.
- Thistlethwaite, D. L., Haan, H., & Kamentzky, J.** (1955). The effects of 'directive' and 'non-directive' communication procedures on attitudes. *J. Abnorm. Soc. Psychol.* 51, 107-113.

- Thomas, L. E.** (1970). The I-E Scale, ideological bias and political participations. *Journal of Personality*, 38, 273-286.
- Thurow, L. C.** (2012). Globalization: The product of a knowledge based economy, *Annals of the American Academy of Political and Social Sciences*, Vol.590, 61-83.
- Thurstone, L. L., & Chave** (1929). 'Attitudes can be measured', *The American Journal of Social Psychology*, Vol. 33, 529-554.
- Tittle, C. K.**, (1986). *Gender Research and Education*, American Psychologists, 21, 161-168.
- Vasudeva, P.** (1976). *Social Change: analysis of attitude and personality*, New Delhi, Delite press.
- Vetter, G. B.** (1930-1931). The measurement of social and political attitudes and the related personality factors, *The Journal of Abnormal and Social Psychology*, 25 149-189.
- Walker, R., Ashworth, K., & Hill, M.** (2009). Patterns of personality: New challenges for policy. *Journal of Personality and Management*, 17(1).
- Wallston, K. A., & Wallston, B. S.** (1981). Health locus of control scales. In H. Lefcourt (Ed.), *Research with the locus of control construct*, Vol. 1. New York: Academic Press.
- Wallston, K. A., & Wallston, B. S.** (1982). Who is responsible for your health?: The construct of health locus of control. In G. Sanders and J. Suls (Eds.), *Social Psychology of health and illness*. Hillsdale, N. J.: Lawrence Erlbaum Associates.
- Wang, K. A.** (1952). Suggested criteria for writing attitude statements, *Journal of Social Psychology*, 3, 367-373.
- Watson, J. B.** (1925). *Behaviorism*, New York: Norton.
- Weiner, M.** (1998). *Modernization: The dynamic of growth*, Basic Books, N.Y.
- Weinstock, A., & Lerner, R. M.** (1972). Attitudes of adolescents and their parents toward contemporary issues, *The Psychological Reports*, 30, 339-344.
- Weir** (2004). Intergenerational Transfers of Human Capital: Evidence on Two Types of Education Externalities Sharada, *Studies of African Economies*, Department of Economics, University of Oxford, Manor Road Building.

- Weir, S.** (1995). *Ethiopia Rural Household Survey Questionnaire on Education* (Oxford: Centre for the Study of African Economies).
- Weir, S.** (1998). *The Determinants of School Enrolment in Rural Ethiopia: Attitudes, Returns and Resources* (Oxford: *D.Phil. Thesis*).
- Weir, S. & John, K.** (2000). *Education Externalities in Rural Ethiopia: Evidence from Average and Frontier Production Functions*, CSAE WPS/2000.4 (Oxford: Centre for the Study of African Economies).
- Weir, S. & John, K.** (2000). *Adoption and Diffusion of Agricultural Innovations in Ethiopia: The Role of Education*, CSAE WPS/2000.5 (Oxford: Centre for the Study of African Economies).
- Were, C. M., Indoshi, F. C., & Yalo, J. A.** (2010). Gender differences in national development and globalization in Australia. *Educational Research, Vol. 1(8) PP. 246-252, September*.
- Werner, H.** (1946). The concept of rigidity. *Psychol. Rev.* 53, 43-52.
- William, L., & Matthew, H.** (2005). Personality variation and age: Trait instability or measurement unreliability, *Personality and Individual Differences, Vol. 38, issue 7, 883-890*.
- Wilson L., & Kolb W. L.** (1949). *Sociological analysis*, Brace & world. inc, New York.
- Wilson, P. W. F., Smith, S. C., Blumenthal, R. S., Burke, G. L., & Wong, N. D.** (2003). Selecting atherosclerosis imaging. *Journal of the American College*, 41, 1898-1906.
- Witkin, H. A., & Berry. J. W.** (1975). Psychological differentiation in cross-cultural perspective. *Journal of Cross-Cultural Psychology*, 6, 4-87.
- Wolk, S.** (1976). Situational constraint as a moderator of the locus of control adjustment relationship. *Journal of Consulting and Clinical Psychology*, 44, (3), 420-427.
- Wright, R.** (2009). Will Globalization make you happy, *Foreign Policy*.
- Wright, R.** (2012). "Will Globalization make You Happy?" *Foreign Policy*
- Yergin, D., & Joseph, S.** (2000). *The Commanding Heights: The Battle Between Government and the Marketplace That Is Remaking the Modern World*. New York: Touchstone.
- Zachary, G. P.** (2000). "Get Over It," *Foreign Policy*.

- Zailkind, S. S.** (1975). Civil liberties attitudes and personality measures: Relationship for measures of tolerance and complexity, *The Journal of Social Issues*, 31(2).
- Zaman, S. S., & Rahman, W.** (1978). Psychological and socio-cultural factors as related to attitudes towards family planning among women in Bangladesh. *The Bangladesh Development Studies*, 6, 339-350.
- Ziauddin, S. M.** (1989). "A study of some psychological dimensions of voting behaviour with special reference to Bangladesh", *Unpublished Doctoral Dissertation*, Department of Psychology, University of Rajshahi.
- Zimmerman, J. C.** (1995). "Leadership across the gaps between generations", *In Crux. Vol. 31, No. 2*, 42-54.
- Zingel, W. P.** (2012). "The Golden Bangladesh: More than a Dream? Aspects of Globalization, Regional isation and Localisation," in A.K.M. (ed.), *Development Cooperation At the Dawn of the Twenty First Century: Bangladesh-German Partnership in Perspective*. Dhaka: Bangladesh Institute of International and strategic Studies.

PIS

Personal Information Sheet (PIS)

অনুগ্রহ পূর্বক গবেষণামূলক কাজে সহযোগিতা করুন।

নাম:-----

বয়স:-----

লিঙ্গ:-----

শিক্ষাগত যোগ্যতা:-----

ধর্ম:-----

পেশা:-----

পেশায় --- স্থায়ী / অস্থায়ী

কত দিন যাবত এ পেশায় আছেন----- বছর

মাসিক আয়:-----

বসবাসের স্থান: শহর/গ্রাম-----

বাড়িনিজ / ভাড়া

টেলিভিশন.....হ্যাঁ / না

Please help in the research work.

Name-----

Age-----

Sex-----

Educational level -----

Religion-----

Occupation-----

Part time / Permanent in occupation

How long you stay in this occupation? ----- year

Monthly Income-----

Place of birth-----

Place of Residence- Urban / Rural Area

Home – Own / Rent

Television – yes/no

Appendix-A

Appendix – A

Generational Differences Criteria Questionnaire (GDCQ)

নির্দেশাবলী

নিম্নে প্রদত্ত বাক্যগুলির মাধ্যমে বিশেষ কতকগুলো সামাজিক ও ব্যক্তিগত ধারণাকে প্রকাশ করা হয়েছে। অনুগ্রহপূর্বক মনোযোগ সহকারে এই ধারণাগুলো পাঠ করুন এবং অস্বীকৃত সমস্যাগুলো সম্পর্কে আপনার মতামত নির্দেশিত মাপনীর যে কোন একটিতে টিক (✓) চিহ্ন দিয়ে ব্যক্ত করুন।

Instruction

There are some important social and personal concepts expressed by the following statements. Please read these statements attentively and express your opinion by putting (✓) marks in any of the options in the scales.

১. আমাদের দেশের শিক্ষা ব্যবস্থা অত্যন্ত উন্নতমানের - অতীতে ছিল/ বর্তমানে আছে / ভবিষ্যতে হবে
(The education system of our country **was/ is/ will be** very much developed)।
২. অফিস গুলোতে রাজনৈতিক পরিস্থিতি অত্যন্ত ভাল - অতীতে ছিল/ বর্তমানে আছে / ভবিষ্যতে হবে
(The political condition in the offices **was/ is/ will be** very good)।
৩. ধর্মীয় অন্ধ বিশ্বাসের কারণে দেশের অগ্রগতি বাধাপ্রাপ্ত হওয়ার জন্য - তরুণ / মধ্যবয়সী / বয়স্ক ব্যক্তির দায়ী (The **young/ the middle aged/ the older persons** are responsible to impede the development of the country because of their blind religious beliefs.)।
৪. আমি পার্শ্ব উল্লেখিত মূল্যবোধটিকে অধিক মূল্যায়ণ করি - সৌন্দর্যবোধক / ধর্মীয় / সামাজিক
(I evaluate this value more than the others – **Aesthetic / Religious/ Social**.)।
৫. জীবন যাত্রার মান উন্নত করা যায় - নিজ কর্মে আস্থা বান হলে / ভাগ্যকে বিশ্বাস করলে / ক্ষমতাবান ব্যক্তির প্রভাব থাকলে (The status of our life can be improved – **by being sincere in our work/ by believing in fate / by having influence of a powerful person**)।

৬. ধর্মীয় প্রভাব ব্যক্তির জীবন যাত্রাকে সুন্দর করে-গুরুজনদের মান্য করলে / বিশ্বায়নের সাথে সম্পর্ক থাকলে / পরিস্থিতি মোকাবেলা করে (The influence of religion makes life successful – **by obeying older/ by keeping relation with globalization/ by facing situations**) ।
৭. আমাদের দেশে কর্মক্ষেত্রে প্রদত্ত সুবিধাবলী উন্নত ধরনের - অতীতে ছিল/ বর্তমানে আছে / ভবিষ্যতে হবে (The facilities given in the workplaces in our country **were/ are/ will be** very good)) ।
৮. চাকুরি থেকে অবসর গ্রহণের সময়সীমা - ৫৫বছর/ ৬০বছর/ ৬৫বছর হওয়া উচিত (The age of retirement from jobs should be **55 / 60 / 65** years) ।
৯. আমি মনে করি দেশের বর্তমান সন্ত্রাসের জন্য - তরুণ / মধ্যবয়সী / বয়স্ক ব্যক্তির দায়ী (I think **the young/ the middle aged/the older persons** are responsible for the present terrorism in the country) ।
১০. বাংলাদেশে চাকুরির ক্ষেত্রগুলোতে স্থিতিশীল অবস্থা - অতীতে ছিল/ বর্তমানে আছে / ভবিষ্যতে হবে (Peaceful situations in the workplaces of Bangladesh – **existed in the past / exists now/ will exist in future.**) ।

Appendix-B

Appendix – B

Attitude towards Globalization (ATG) Scale

নির্দেশাবলী

নিম্নে কতকগুলো উক্তি দেয়া হলো। এগুলোর প্রতিটি উক্তির প্রতি আপনার সমর্থন বা অসমর্থনসূচক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ=নি, একমত নই= এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন। অনুগ্রহ করে কোন উক্তিতে মতামত প্রদান হতে বিরত থাকবেন না। যতদূর সম্ভব নিরপেক্ষ স্থানটিতে টিক (✓) চিহ্ন দিবেন না। মনে রাখবেন, এখানে কোন ভুল বা শুদ্ধ উত্তর নেই। আপনি সম্পূর্ণ খোলা মনে আপনার মতামত প্রকাশ করুন। আপনার উত্তরের গোপনীয়তা রক্ষা করা হবে। আপনার আনুষ্ঠানিক সহযোগিতার উপর এই গবেষণার সাফল্য নির্ভর করছে।

১	উন্নত দেশের সাথে তাল মিলিয়ে চলতে গেলে প্রযুক্তিগত উন্নয়ন সর্বত্র প্রয়োজন।	সত্র	এ	নি	এন	এএন
২	প্রযুক্তিগত বিশ্বায়ন সমাজে ধ্বংস ডেকে আনে।	সত্র	এ	নি	এন	এএন
৩	দেশের কৃষিষেত্রের উন্নয়নে বিদেশের মত উন্নত প্রযুক্তি প্রয়োজন।	সত্র	এ	নি	এন	এএন
৪	প্রযুক্তিগত বিশ্বায়ন বৃদ্ধির ফলে সমাজে বিশৃঙ্খলার সৃষ্টি হচ্ছে।	সত্র	এ	নি	এন	এএন
৫	আমি মনে করি সনাতন পদ্ধতির পরিবর্তে নতুন প্রযুক্তি ব্যবহার করলে দেশের শিল্পক্ষেত্রে উন্নয়ন সম্ভব হবে।	সত্র	এ	নি	এন	এএন
৬	বর্তমানে তথ্য প্রযুক্তিগত নেটওয়ার্ক থাকার কারণে উন্নত দেশ গুলোর সাথে উন্নয়নশীল দেশগুলো তাল মিলিয়ে চলতে পারবে।	সত্র	এ	নি	এন	এএন
৭	অর্থনৈতিক ক্ষেত্রে রক্ষণশীল মনোভাব পরিবর্তন করে প্রগতিশীল মনোভাব আনয়নে নতুন তথ্যগত বিশ্বায়ন অর্থনৈতিক উন্নয়নে অগ্রণী ভূমিকা রাখবে	সত্র	এ	নি	এন	এএন
৮	আমি মনে করি সমাজের সকল ক্ষেত্রে আধুনিকায়নের জন্য তথ্যমূলক বিশ্বায়নই একমাত্র পথ।	সত্র	এ	নি	এন	এএন
৯	তথ্যগত বিশ্বায়নের ফলে উন্নয়নশীল দেশগুলো বিভিন্ন ধরনের ধ্বংসাত্মক, যন্ত্রনামূলক কাজ করছে বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১০	তথ্যমূলক বিশ্বায়নের ফলে বর্তমানে উন্নত দেশের অধিকাংশ তথ্য অনুন্নত দেশগুলোকে প্রভাবিত করে।	সত্র	এ	নি	এন	এএন
১১	অর্থনৈতিক বিশ্বায়নের ফলে প্রতিবেশী দেশগুলোর মধ্যে সুসম্পর্ক স্থাপিত হতে পারে।	সত্র	এ	নি	এন	এএন
১২	অর্থনৈতিক বিশ্বায়নই বাংলাদেশকে উন্নতির চরম শিখরে নিয়ে যাবে বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন

১৩	বাংলাদেশের কৃষি খাতে উৎপাদন বৃদ্ধিতে অর্থনৈতিক বিশ্বায়ন ভূমিকা রাখবে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
১৪	অর্থনৈতিক বিশ্বায়নের প্রভাব গণমাধ্যমে প্রচারিত হবার ফলে বাংলাদেশের জনগণের মধ্যে সামাজিক ও রাজনৈতিক তৎপরতা বৃদ্ধি পাবে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
১৫	অর্থনৈতিক বিশ্বায়নের ফলে দেশীয় অর্থনীতিতে বৈদেশিক শক্তির হস্তক্ষেপ অর্থনৈতিক স্থিতিশীলগতা নষ্ট করছে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
১৬	একমাত্র সামরিক বিশ্বায়নই এক দেশের সাথে অন্য দেশের দ্বন্দ্ব তৈরি করতে পারে।	সত্য	এ	নি	এন	এএন
১৭	সামরিক বিশ্বায়ন আমাদের দেশের উন্নয়নে বাধা সৃষ্টি করে।	সত্য	এ	নি	এন	এএন
১৮	সামরিক বিশ্বায়ন আমাদের দেশের উন্নয়নে গুরুত্বপূর্ণ ভূমিকা রাখে।	সত্য	এ	নি	এন	এএন
১৯	অন্য দেশের সৈন্যসামরকে আমাদের জাতীয় ইস্যুতে আন্দোলিত করা হলে দেশীয় রাজনৈতিক সংস্কৃতি ক্ষতিগ্রস্ত হবে বলে মনে করি।	সত্য	এ	নি	এন	এএন
২০	সামরিক বিশ্বায়ন একটি দেশের আধুনিকায়নের সহায়ক শক্তি।	সত্য	এ	নি	এন	এএন
২১	পরিবেশগত বিশ্বায়ন বর্তমান সভ্যতার জন্য সবচেয়ে বেশী প্রয়োজন।	সত্য	এ	নি	এন	এএন
২২	পরিবেশগত বিশ্বায়ন পরিবেশের মারাত্মক দূষণ সৃষ্টি করে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
২৩	পরিবেশগত বিশ্বায়নের ফলে উন্নত দেশগুলোর পরিবেশ দূষণ অল্পনত দেশগুলোর পরিবেশে বিক্ষিপ্ত প্রভাব রাখবে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
২৪	ওজন স্ফরের তাপমাত্রার পরিবর্তনের ফলে উন্নয়নশীল দেশগুলো সার্বিক হুমকীর সম্মুখীন হচ্ছে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
২৫	ঔষুদ্র পরিবেশগত বিশ্বায়নের ফলেই আমাদের জাতীয় ঐতিহ্য হুমকীর সম্মুখীন বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
২৬	কৃষ্টিগত বিশ্বায়ন সনাতন সমাজের জন্য ক্ষতিকারক।	সত্য	এ	নি	এন	এএন
২৭	বৈদেশী সংস্কৃতির অপচর্চার ফলে আমাদের নিজস্ব সংস্কৃতি বিলুপ্ত হচ্ছে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
২৮	কৃষ্টিগত বিশ্বায়নের ফলে গৌড়ামি মনোভাব কমে যাচ্ছে বলে সমাজ বিনষ্ট হচ্ছে।	সত্য	এ	নি	এন	এএন
২৯	বৈদেশী দলের প্রতি উচ্চনীমূলক আচরণ দেশীয় রাজনৈতিক সংস্কৃতিতে নেতিবাচক প্রভাব ফেলে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন
৩০	বৈদেশিক রাজনৈতিক কৃষ্টি চর্চা করার ফলে দেশীয় রাজনৈতিক কৃষ্টির মান উন্নত হচ্ছে বলে আমি মনে করি।	সত্য	এ	নি	এন	এএন

Instructions

There are some important social and personal concepts expressed by the following statements. Please read these statements attentively and express your opinion by putting (✓) marks in any of the stated 5 options in the scales. See below:

Strongly Agree	= S.A.
Agree	= A
Uncertain	= U
Disagree	= D
Strongly Disagree	= S.D.

1. Technological advancement is first of all needed if we want to keep pace with the developed countries.
2. Technological globalization causes destruction to the society.
3. Developed technologies like foreign countries are needed for the agricultural development of the country.
4. Advancement of technological globalization creates instability in the society.
5. I think, the development in industrial sector would be possible if new technologies are used instead of traditional ones.
6. Availability of information technological network would be beneficial for the developing countries to keep pace with the developed countries.
7. Priority of conventional attitude rather than traditional attitude in new information- technology will play an important role in the economic development, I think.
8. I think, informational globalization is the only way for modernization in all sectors of the society.
9. I think, as a result of informational globalization, developing countries are committing different types of destructive and terrorist activities.
10. At present most of the information of developed countries are influencing the lifestyles of developing countries as a result of informational globalization.

11. A good relationship can be established among the neighbouring countries for the advancement of economic globalization.
12. I think, only economic globalization can lead Bangladesh to its ultimate goal of development.
13. I think, economic globalization can play contributing role to increase the production in the agricultural sector of Bangladesh.
14. I think, socio-political activities would be increased among people of Bangladesh if the impact of economic globalization is telecasted in the media.
15. I think, interference of foreign countries in our national economy is disturbing for our economic stability.
16. Only Military globalization can create conflict among the neighbouring countries.
17. Military globalization creates obstacles on the development of our country.
18. Military globalization plays an important role on the development of our country.
19. If militaries of other countries are allowed to penetrate in our national affairs, it would be harmful for our own political culture.
20. Military globalization is an important determinant for modernization of a country.
21. Environmental globalization is mostly needed for the modern civilization.
22. I think, environmental globalization creates extreme pollution of the environment.
23. I think, the environmental pollution of developed countries creating a bad impact on the environment of developing countries as a result of environmental globalization.
24. I think, the environments of developing countries are now in a threatened situation for a gradual change in the temperature of ozone layer.
25. I think, our national heritages are now in a crucial situation only for environmental globalization.
26. Cultural globalization is harmful for the traditional society.

27. I think, our indigenous cultures are now in an extinctive condition for the abuses of foreign culture.
28. A gradual decrease of close mindedness is creating an unstable situation in the society as a result of cultural globalization.
29. I think, political instigation to opposition parties plays a negative role in our own political culture.
30. The practice of foreign political culture is reducing the standard of our own political culture, I think.

Appendix-C

Appendix – C

National Development Attitude Scale

নির্দেশাবলী

নিম্নে কতকগুলো উক্তি দেয়া হলো। এগুলোর প্রতিটি উক্তির প্রতি আপনার সমর্থন বা অসমর্থন সচূক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ=নি, একমত নই= এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন। অনুগ্রহ করে কোন উক্তিতে মতামত প্রদান হতে বিরত থাকবেন না। যতদূর সম্ভব নিরপেক্ষ স্থানটিতে টিক (✓) চিহ্ন দিবেন না। মনে রাখবেন, এখানে কোন ভুল বা শুদ্ধ উত্তর নেই। আপনি সম্পূর্ণ খোলা মনে আপনার মতামত প্রকাশ করুন। আপনার উত্তরের গোপনীয়তা রক্ষা করা হবে। আপনার আন্তরিক সহযোগিতার উপর এই গবেষণার সাফল্য নির্ভর করছে।

১	বিভিন্ন বৃত্তিমূলক ও পেশাভিত্তিক প্রশিক্ষণে পুরুষদের সাথে মেয়েদের ও সমান সুযোগ দেয়া উচিত।	সত্র	এ	নি	এন	এএন
২	আমি বিশ্বাস করি যে, নৈতিকতা বিবর্জিত জাতির উন্নয়ন সম্ভবপর নয়।	সত্র	এ	নি	এন	এএন
৩	পুরুষদের চেয়ে নারীর অধিক কর্মতৎপরতার ফলে জাতীয় উন্নয়ন সাধন সম্ভব বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
৪	স্বার্থান্বেষী মহলের কারণে উন্নয়ন সম্ভবপর নয় বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
৫	আমাদের দেশে মহিলাদের চাকুরীর সর্বক্ষেত্রে নিয়োজিত না করার কারণে দেশের উন্নয়ন ব্যহত হচ্ছে।	সত্র	এ	নি	এন	এএন
৬	যোগাযোগের অভাবে আমাদের দেশের জনগণ জাতীয় উন্নয়নে অংশ গ্রহন করতে ব্যর্থ হয়।	সত্র	এ	নি	এন	এএন
৭	সঠিক পরিকল্পনা ও বাস্তবায়ন না থাকার কারণে আমাদের দেশের উন্নয়ন পিছিয়ে আছে।	সত্র	এ	নি	এন	এএন
৮	জাতীয় উন্নয়নের জন্য কারিগরী ও বৃত্তিমূলক শিক্ষার চেয়ে সাধারণ শিক্ষার অধিক প্রয়োজন বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
৯	মহিলাদের জন্য শুধুমাত্র গৃহই উত্তম জায়গা বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১০	পরিকল্পনা ও বাস্তবায়নের মধ্যে বৈষম্য থাকার কারণে আমাদের দেশের উন্নয়ন ব্যহত হচ্ছে।	সত্র	এ	নি	এন	এএন
১১	আমাদের শিক্ষানীতি মুক্ত চিন্তা সমর্থন করে না তাই জাতীয় উন্নয়ন সম্ভবপর নয়।	সত্র	এ	নি	এন	এএন
১২	জাতীয় উন্নয়নের জন্য নতুন প্রযুক্তির চেয়ে পুরাতন পদ্ধতি কার্যকরী বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১৩	প্রচার মাধ্যম গুলোকে সন্ত্রাস নিমূলের লক্ষ্যে প্রয়োজন করার কারণে জাতীয় উন্নয়ন কার্যকরী হচ্ছে।	সত্র	এ	নি	এন	এএন
১৪	বাংলাদেশের প্রেক্ষাপটে অন্যান্য ক্ষেত্রের চেয়ে কৃষি উন্নয়নকে সর্বোচ্চ প্রাধান্য দেয়া হলে জাতীয় উন্নয়ন সম্ভব।	সত্র	এ	নি	এন	এএন
১৫	পুরুষদের ন্যায় মহিলাদের উচ্চ শিক্ষার প্রয়োজন নেই বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১৬	জাতীয় উন্নয়নের জন্য সাধারণ শিক্ষার চেয়ে স্বাস্থ্য শিক্ষার আবশ্যিকতা অধিক আছে বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১৭	আমাদের জাতীয় উন্নয়ন ব্যহত হচ্ছে কেননা অযোগ্য ব্যক্তিকে গুরুত্বপূর্ণ স্থানে নিয়োগ দেওয়া হয়।	সত্র	এ	নি	এন	এএন

১৮	রিরোধী দলগুলো সরকারকে সহযোগিতা না করার কারণে জাতীয় উন্নয়ন সম্ভবপর নয় বলে আমি মনে করি।	সত্র	এ	নি	এন	এএন
১৯	মহিলাদের কর্মজীবনের উন্নয়ন সাধনের উপর আমাদের জাতীয় উন্নয়ন নির্ভর করে।	সত্র	এ	নি	এন	এএন
২০	শিক্ষার হার এবং চাকুরীর সুযোগ সুবিধার মধ্যে তারতম্য থাকার কারণে জাতীয় উন্নয়ন ব্যহত হচ্ছে।	সত্র	এ	নি	এন	এএন

National Development Attitude Scale (English Version)

1. Women should get equal opportunity along with men in different vocational and professional training programmes.
2. I believe that the immoral nation cannot be developed.
3. I think that if the female is more active than male then national development is possible.
4. I think that national development is not possible for some selfish group of the country.
5. National development is disturbed, as the women are not employed in every sector of the job.
6. People of our country become failure due to proper lack of communication.
7. The national development has been lacking behind due to want of proper planning and implementation.
8. I think that general education is more necessary in comparison to vocational education for the national development.
9. I think that home is the only best place for women.
10. National development of our country is obstacle for the gap between planning and implementation.
11. National development is not possible, as our educational policy does not support open thinking.
12. I think that the traditional system is more effective in comparison to new technology for the national development.
13. National development has become effective as the mass media is trying to reduce violence.
14. National development is possible if the agricultural sector is given priority in the context of Bangladesh.
15. I think that female's higher education is not necessary like male.

16. I think that health education is more necessary than the general education in the field of national development.
17. Our national development is disturbed as the incompetent person has been employed in the important position.
18. I think that national development has become impossible as the opposition parties are not cooperating.
19. National development used to depend on the working women's progress.
20. National development is obstructed for the gap lies between the rate of education and job opportunity.

Appendix-D

Appendix - D

Open minded – Close minded Attitude (OCA) Scale

নির্দেশাবলী

নিম্নে প্রদত্ত বাক্যগুলির মাধ্যমে বিশেষ কতকগুলো সামাজিক ও ব্যক্তিগত ধারণাকে প্রকাশ করা হয়েছে। অনুগ্রহপূর্বক মনোযোগ সহকারে এই ধারণাগুলো পাঠ করুন এবং অন্বর্ণিত সমস্যাগুলো সম্পর্কে আপনার মতামত নির্দেশিত মাপনীর যে কোন একটিতে টিক (✓) চিহ্ন দিয়ে ব্যক্ত করুন। মান মাপনী নিম্নরূপ।

সম্পূর্ণ একমত	= স. এ.
একমত	= এ
মতামত জানাতে অনিচ্ছুক	= নি
একমত নই	= এ. ন.
একেবারেই একমত নই	= এ. এ. ন

Instruction

There are some important social and personal concepts expressed by the following statements. Please read these statements attentively and express your opinion by putting (✓) marks in any of the stated 5 options in the scales. See below:

Strongly Agree	= S.A.
Agree	= A
Uncertain	= U
Disagree	= D
Strongly Disagree	= S.D.

Statements:

১. পেশা সম্বন্ধে আমি যে নীতিতে বিশ্বাস করি সেগুলি অন্য ব্যক্তিদের নীতি অপেক্ষা সম্পূর্ণ ভিন্নতর (The principles about profession I have come to believe in are quite different from those believed in by most people) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২. (মূলত: যে পৃথিবীতে আমরা বাস করি সেটা প্রকৃতপক্ষে এমন জায়গা যে মানুষ নিজেকে একা এবং নিরন্নপায় বোধ করে) Fundamentally, the world we live in is a pretty lonesome place) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩. নিজ পেশায় মানুষ স্বভাবতই: নিজের ভবিষ্যতের জন্য শংকিত থাকে (It is natural for a person to be rather fearful of the future in his own occupation) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪. অফিসের কোন আলোচনা সভায় আমি প্রায়ই আমার কথাগুলোকে পুনরাবৃত্তি করি (In a discussion I often repeat my word several times in the office) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৫. আমাদের কর্মক্ষেত্র বিশাল কিন্তু কর্মসম্পাদনের সময় অনেক কম (There is so much to be done and so little time to do it on) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৬. কোন গুরুত্বপূর্ণ আলোচনায় আমি অন্যেরা কি বলছে তা শুনতে একেবারেই ভুলে যাই (In an important discussion I generally forget to listen what others are saying) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৭. কর্ম ক্ষেত্রের নীতি সম্পর্কিত কোন তর্কবিতর্কে প্রচণ্ডভাবে জড়িয়ে পড়লে তর্কের অবসান ঘটানো আমার জন্য কঠিন হয়ে পড়ে (Once I get bound up about the principles of office in a heated discussion I just can't stop) ।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৮. আমাদের ঐতিহ্যবাহী বিস্মৃত প্রায় অতীতকে পুনঃপ্রবর্তনের মাধ্যমে আমরা যথার্থ সামাজিক সমৃদ্ধি অর্জন করতে পারি (It is by returning to our glorious and forgotten past that real social progress can be achieved)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৯. সমাজ ব্যবস্থাই অধিকাংশ ব্যক্তির ব্যর্থতার জন্য দায়ী (Social system is responsible for most people's failure)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১০. কর্মক্ষেত্রে আমি প্রায়ই অনুভব করি যে অচেনা ব্যক্তিরা আমাকে সমালোচনার দৃষ্টিতে দেখছে (I have often felt in working area that strangers are looking at me critically)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১১. কোন বিষয়ে আলোচনার সময় আমার নিজস্ব মতামত যাতে গৃহিত হয় তাই তা বেশী করে ব্যাখ্যা করি (In a discussion I interpret my own point of view much as it is to be accepted)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১২. এই পৃথিবীতে প্রচলিত সকল প্রকার দার্শনিক তত্ত্বের মধ্যে সম্ভবত একটি দর্শন তত্ত্ব সঠিক (Of all the different philosophies which exist in this world there is probably only one which is correct)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৩. আমি পেশাগত যে আদর্শ দৃঢ়ভাবে বিশ্বাস করি তার প্রসারের জন্য মাঝে মাঝে বল প্রয়োগের প্রয়োজন হয় (It is sometimes necessary to resort to force to advance an occupational ideal one strongly believes in)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৪. ধর্মীয় প্রশ্নে যারা ভিন্নমত পোষণ করে তাদের সাথে সমঝোতায় না আসার ব্যাপারে আমাদের সতর্ক থাকা উচিত (When it comes to differences of opinion in religious matters we must be careful not to compromise with those who believe differently from the way we do)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৫. মহান লক্ষ্যে বিশ্বাস করেনা এমন ব্যক্তির সত্যিকার অর্থে বেঁচে থাকা বৃথা (A man who does not believe in some great cause has not really lived)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৬. আমি মনে করি বিজ্ঞান মানুষকে যা দিতে পারেনা একমাত্র ধর্মই তা পারে (Religion alone can give men what science can never give)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৭. আমি বিশ্বাস করি আমাদের মঙ্গলের জন্যই পিতা মাতারা আমাদের বন্ধুদের সাথে মেলামেশা পছন্দ করেননা (I believe that parents disapprove to meet with our friends for our happiness)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮. বর্তমান দুঃখময়, তাই ভবিষ্যত এত মূল্যবান (The present is often full of worries, that is why future is of greater importance)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৯. পেশাগত প্রতিদ্বন্দ্বীদের সঙ্গে সমঝোতা তোষামোদের অপরাধে দুষ্ট (To compromise with our occupational opponents is to be guilty of appeasement)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২০. মাঝে মাঝে অপরের তীব্র সমালোচনা করার প্রবণতা আমার মধ্যে আছে (I sometimes have a tendency to be too critical of others)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২১. আমার পেশাগত জীবনে ভবিষ্যতে অসুবিধার সম্মুখীন হতে হবে ভেবে আমি কখনও কখনও অত্যন্ত চিন্তিত হয়ে পড়ি (I feel very much worried at times whether I have to face difficulties in my future occupational life)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২২. সংবাদপত্রগুলো শুধুই প্রচারনা ইহা পূর্বাঙ্কে জানা সত্ত্বেও সংবাদপত্র ক্রয় করে অর্থের অপব্যয় করার প্রয়োজন নেই (There is no use in wasting your money on newspapers which you know in advance are just plain propaganda)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৩. আমি মনে করি শিক্ষকগণ ছাত্রদের নিকট হতে অতিরিক্ত পড়াশোনা আদায় করতে চান (I think the teachers have the tendency to teach the student excessively)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৪. কর্মজীবনের লক্ষ্য অর্জনের জন্য মানুষের মাঝে মাঝে জুয়া খেলার মত ঝুঁকি নেবার প্রয়োজন হয় (If a man is to accomplish his mission in working life, it is sometimes necessary to gamble all or nothing at all)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৫. প্রতিদ্বন্দ্বীদের মতামত সত্য বিবর্জিত বলে কোন চিন্তা ভাবনা ছাড়াই সেগুলো আমি প্রত্যাখান করি। (I reject the viewpoint of my opponents without giving any thought to it because they say nothing, which has any truth)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৬. প্রতিটি চাকুরীজীবিরই তাদের জীবনে উন্নতির জন্য সর্বোত্তম শৃঙ্খলা মেনে চলার বিকল্প আর কিছু নেই (There is no alternative for every professional to obey strict discipline to succeed in life.)।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

Appendix-E

Internality, Powerful others and Chance Scale

Appendix – E

নিম্নোক্ত

নিম্নে কতকগুলো উক্তি দেয়া আছে। এগুলোর প্রতিটি উক্তি আপনাকে পছন্দ
কমের স্কেলে (সম্পূর্ণ একমত = ১, একমত = ৩, তীব্র একমত = ৫) নির্ধারণ করুন। এটি একটি আপনাকে
একমত = ১, তীব্র একমত = ৫) নির্ধারণ করুন। এটি একটি আপনাকে পছন্দ
কমের স্কেলে (সম্পূর্ণ একমত = ১, একমত = ৩, তীব্র একমত = ৫) নির্ধারণ করুন।

Internality

১	আমি কোন কাজে লেগে পড়তে পারবো কিনা তা নির্ভর করে আমার নিজস্ব	১	নি	এ	৫
২	জীবনের আনন্দ পূর্ণতা আমার আনন্দের উপস্থিতিতে	১	নি	এ	৫
৩	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
৪	আমি কত ভাল ব্যক্তি তা নির্ভর করে আমার নিজস্ব	১	নি	এ	৫
৫	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
৬	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
৭	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
৮	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
৯	আমি যদি কিছু করতে চাই তাহলে আমি নিজে নিজেই	১	নি	এ	৫
১০	জীবনের কোন ক্ষেত্রেই আমি নিজে নিজেই	১	নি	এ	৫

Powerful Others

১১	আমি যদি কখনো আমার জীবনের ঘটনাবলী ক্ষমতাবান ব্যক্তি দ্বারা	১	নি	এ	৫
১২	আমি যদি কখনো আমার জীবনের ঘটনাবলী ক্ষমতাবান ব্যক্তি দ্বারা	১	নি	এ	৫
১৩	আমি যদি কখনো আমার জীবনের ঘটনাবলী ক্ষমতাবান ব্যক্তি দ্বারা	১	নি	এ	৫
১৪	আমি যদি কখনো আমার জীবনের ঘটনাবলী ক্ষমতাবান ব্যক্তি দ্বারা	১	নি	এ	৫
১৫	আমি যদি কখনো আমার জীবনের ঘটনাবলী ক্ষমতাবান ব্যক্তি দ্বারা	১	নি	এ	৫

১৬	আমি অধিক ব্যক্তির সাথে বন্ধুত্ব করবো কিনা তা নির্ভর করে গুরুত্বপূর্ণ ব্যক্তির আমাকে পছন্দ করে কিনা তার উপর।	স	এ	নি	এন	এএন
১৭	আমি দুর্ঘটনার সম্মুখীন হব কিনা তা নির্ভর করে অন্য কেউ সে দুর্ঘটনাটি ঘটাচ্ছে কিনা তার উপর।	স	এ	নি	এন	এএন
১৮	আমি যা পরিকল্পনা করি তা কার্যকরী হবে কিনা তা নির্ভর করে আমার চেয়ে ক্ষমতা সম্পন্ন ব্যক্তির ইচ্ছার উপর।	স	এ	নি	এন	এএন
১৯	কর্মক্ষেত্রে উপর মহলের চাপিয়ে দেয়া অন্যায় সিদ্ধান্তও কখনও কখনও মানতে বাধ্য হই।	স	এ	নি	এন	এএন
২০	জীবনের পীড়নমূলক পরিস্থিতিতে আমি অন্যের দ্বারা প্রভাবিত হয়ে সিদ্ধান্ত গ্রহণ করি।	স	এ	নি	এন	এএন

Chance Scale

২১	আমার জীবনের বেশীর ভাগ কৃতকার্যতা আকস্মিক ঘটনাবলীর দ্বারা নিয়ন্ত্রিত হয়।	স	এ	নি	এন	এএন
২২	আমার দুর্ভাগ্যের কারণে আমার ব্যক্তিগত স্বার্থ রক্ষা করার কোনই সুযোগ নাই।	স	এ	নি	এন	এএন
২৩	আমি যা কিছু চাই তা সাধারণত আমার সৌভাগ্যের কারণে ঘটে থাকে।	স	এ	নি	এন	এএন
২৪	আমি প্রায়ই দেখি যে যা ঘটার তা ঘটেই থাকে।	স	এ	নি	এন	এএন
২৫	যে কোন দুর্ঘটনায় পতিত হওয়া নির্ভর করে ভাগ্যের পরিনতির উপর।	স	এ	নি	এন	এএন
২৬	পূর্বেই কোন কিছু পরিকল্পনা করা সর্বদা জ্ঞানের পরিচায়ক কেননা অনেক কিছু নির্ভর করে ভাল মন্দ ভাগ্যের উপর।	স	এ	নি	এন	এএন
২৭	আমার সফলতা নির্ভর করছে আমি সঠিক জায়গায় সঠিক কাজ করতে পেরেছি কিনা তার উপর।	স	এ	নি	এন	এএন
২৮	আমার অল্প সংখ্যক না বেশী সংখ্যক বন্ধু থাকবে তা নির্ভর করে আমার ভাগ্যের উপর।	স	এ	নি	এন	এএন
২৯	জীবনে যা কিছু ভাল অর্জন তা আমার ভাগ্যেরই ফল।	স	এ	নি	এন	এএন
৩০	শত চেষ্টায়ও সবার সাথে সুসম্পর্ক বজায় রাখতে না পারা আমার ভাগ্যের পরিনতি।	স	এ	নি	এন	এএন

Internality, Powerful Others and Chance Scale (English Version)

Internality

1. Whether or not I get to be a leader depends mostly on my ability.
2. Whether or not I get into a car accident depends mostly on how good a driver I is.
3. When I make plans I am almost certain to make them work.
4. How many friends I have depends on how nice a person I am.
5. I can pretty much determine what will happen in my life.
6. I am usually able to protect my personal interests.
7. When I get what I want, it's usually because I worked hard for it.
8. My life is determined by my own actions.
9. Extreme failure in any important task is the result of my less effort in that task.
10. While taking any important decision in my life I am motivated from my own thoughts.

Powerful Others

11. I feel like what happens in my life is mostly determined by powerful people.
12. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.
13. My life is chiefly controlled by powerful others.
14. People like me have very little chance of protecting our personal interests when they conflict with those of strong pressure groups.
15. Getting what I want requires pleasing those people above me.
16. If important people were to decide they didn't like me, I probably wouldn't make many friends.

17. Whether or not I get into an accident depends *mostly on the* others.
18. In order to have my plans work, I make sure that they fit in with the desires or people who have power over me.
19. Sometimes I have to be compelled to obey any illegal decision *imposed by the higher* authority.
20. I take decision being influenced *by others at any* stressful moment of life.

Chance

21. To a great extent my life is controlled by accidental happenings.
22. Often there is no chance of protecting my personal interests from bad luck happenings.
23. When I get what I want, it's usually because I'm lucky.
24. I have often found that what is going to happen will happen.
25. Whether or not I get into a car accident is mostly a matter of luck.
26. It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.
27. whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time
28. It's chiefly a matter of fate whether or not I have a few friends or many friends.
29. Good achievement of my life is the result of my luck.
30. Failure in maintaining good relations with all inspired of a lot of efforts is the result of my fate.