

## Differential structure of values among three educational generations in Bangladesh

Shawkat Ara, Balaka Kabir, Syeda Shahria Samad & Rasel Ahmed\*

*Department of Psychology, University of Rajshahi, Rajshahi 6205, Bangladesh.*

\*Corresponding author: *ahmedraselpsy@yahoo.com*

### Abstract

The present study was conducted to investigate the differential structural properties of values among the three educational generations in Bangladesh. Underlying conviction of the present study was that certain specific patterns of values are modelled by the history, culture and socio-economic condition of a particular nation in which it is exposed. It was predicted that certain value pattern have different implication in different educational generation having unique experienced and pattern of its own. The sample of the study was composed of 180 Ss equally divided into older teachers, younger teachers and students in different educational institutions of Rajshahi town in Bangladesh (N = 60) for each group separately. Age of the older teachers ranged from 45 to 60 years, younger teachers ranged from 31 to 40 years and students ranged from 20 to 29 years. The data were obtained through Rokeach's value inventory (Ara's Bengali version). These data were factor analyzed by using Kaiser's criterion of oblique rotation method. Six factors extracted through factor analysis for older teachers, six factors for younger teachers and seven factors for students revealed the differential structural properties of values. These findings supported the conviction that differential value pattern of three generations stemming from the present political, economic, cultural situation may exert enormous influence on the differential educational institutions causing three different pattern of values.

**Keywords:** Values, value system, value pattern, educational generations, factors, factor analysis.

### Introduction

A value system is an enduring organization of beliefs concerning preferable modes of conduct or end- state of existence along a continuum of relative importance. A value is assumed to be enduring, but it is not completely stable, because values may change throughout life, but it is sufficiently stable to provide continuity to personal or social existence. A value, therefore, involves some knowledge about the means or ends considered to be desirable. It involves some degree of affect or feeling, because values are not neutral. But they are held with personal feeling and generate affect when challenged. It involves a behavioural component, because a value that is activated may lead to an action. In fact, values may refer either to modes of conduct (i.e. means) or to end states of existence (i.e. ends). So, the values which refer to modes of conduct or means called instrumental values. These values encompass such concepts as honesty, love, courage and responsibility etc. The values that refer to end-states of existence are called terminal values. They include such concepts that as freedom, a world of peace and inner harmony.

A number of studies have shown that there is an urgent need to map the value systems of different generations to find out similarities and differences lie in the value systems (Rokeach, 1973; Feather, 1975, 1980; Ara, 1988, 2007). The present

findings give some indication as to why the generational differences were found among different educational groups. These studies are limited in the sense that they are addressed as a very different educational level and these samples do not include different political and non-political groups. Furthermore, no attempts had been made to specify the problems at the core of the sociopolitical attitude of the individual that compose different group of a nation.

Structural properties of values underlying conviction is that certain common pattern of values are modeled by the history and culture of a particular nation in which it is exposed. It was predicated that value system and political attitude have different implications in different nations having a unique pattern of its own. Twelve factors extracted through factor analysis revealed the structural properties of values. The result supported out conviction that specific values stemming from culture may exert enormous influence on the formation of socio political attitudes revealing common structural properties with a unique pattern of its own.

The present study has been designed with an aim to focus on value systems to find out differential value pattern of three generations. The sample is composed of equal number of older teachers, younger teachers and students of Rajshahi city in Bangladesh. The objective of the present research was to make a comparative study of the structural similarities and differences of value systems among three educational generations of Rajshahi city in Bangladesh.

### **Materials and methods**

**Sample:** The sample of the study composed of 180 respondents equally divided into older teachers (older educational generation), younger teachers (younger educational generation) and students (youngest educational generation) (N = 60 for each group separately). Again, each generation were also sub-divided into male and female (N = 30 for each group separately). Age of the older teachers ranged from 45 to 60 years, younger teachers ranged from 31 to 40 years and students ranged from 20 to 29 years. All the Ss were collected from different educational institutions of Rajshahi town in Bangladesh.

**Instruments:** The Intergenerational Criteria Questionnaire was developed to identify the older educational generation (i.e. older teachers), younger educational generation (i.e. younger teachers) and students. Rokeach's (1973) value inventory (D form) was translated into Bengali by Ara (1988). The inventory consisted of 18 terminal and 18 instrumental values.

**Procedure:** The subjects were pre-selected and approached individually. They were asked to rank the values in the inventory according to their preference. The most preferred value was given a score of nine while the lowest score was one.

### **Results**

The correlation co-efficient (36×36) factor analysis by the principle axis method yielded six factors with Eigen values greater than one. These factors accounted for 79.52 percent of the total variance for the older teacher's data. The six factors were related using Kaiser's criterion of oblique rotation. The younger teacher's data were analyzed in the same manner. The analysis extracted six factors which

accounted for 71.15 percent of the total variance. In the similar process, students' data were analyzed. However, the analysis yielded seven factors which accounted for 61.13 percent of the total variance.

Table 1. Factor structure of Rokeach's 36 values (N=60) for older teachers.

No. of factor	Name of the factor	Item No.	Items	Loadings	Variance
1.	Aspiring for Conventional Educational Values	36	Responsible	0.84	41.53%
		25	Courageous	0.80	
		22	Capable	0.71	
		31	Intelligent	0.64	
		15	Self respect	0.63	
		30	Independent	0.52	
		16	Social recognition	0.51	
		18	Wisdom	0.45	
2.	Preference for Conservative Socio-Political Values	7	Family security	0.80	9.87%
		12	National security	0.73	
		32	Logical	0.66	
		20	Ambition	0.65	
		8	Freedom	0.60	
3.	Favoring Altruistic Values	27	Helpful	0.80	8.87%
		36	Forgiving	0.73	
		21	Broadminded	0.63	
		23	Cheerful	0.62	
		17	True friendship	0.62	
4.	Favouring Intrinsic Moral Religious Values	6	Equality	0.80	7.35%
		24	Cleanliness	0.78	
		10	Inner harmony	0.65	
		14	Salvation	0.65	
		26	Forgiving	.072	
5.	Favouring for Hedonistic Aesthetic Values	02	An exiting life	0.89	6.99%
		13	Pleasure	0.85	
		05	A world of Beauty	0.84	
		33	Affectionate	0.65	
		11	Matured love	0.61	
6.	Desiring Authoritarian Submissive values	35	Polite	0.73	5.51%
		03	A sense of Accomplishment	0.71	
		34	Obedient	0.70	
		09	Happiness	0.53	

Table 1 shows that the first factor of older teachers referred to the individual's belief "Aspiring for Conventional Educational Values". This factor accounted for 41.53 percent of the variance. Some of the highly loaded items of the factor was 'responsible' (0.84), 'courageous' (0.80) and 'capable' (0.71). The second factor conveyed "Preference for Conservative Socio-Political Values". Two of the highly loaded items of these factors are 'family security' (0.80) and 'national security' (0.73). The variance accounted for by this factor was 9.87 percent. The third factor accounted for 8.87 percent of the variance. Third factor suggested, "Favouring Altruistic Values". Factor four labeled as "Favouring Intrinsic Moral Religious Values" accounted for 7.35 percent. The fifth factor "Favouring for Hedonistic Aesthetic Values" accounted for 6.99 percent of the variance. Finally, the sixth factor was "Desiring Authoritarian Submissive Values" which accounted for 5.51 percent of the variance.

Table 2 shows that the first factor extracted for the younger teachers data had "Aspiring for Progressive Educational Values". The variance for this factor was 37.29 percent. Some of the highly loaded items of this factor are 'ambition' (0.86), 'self respect' (0.84) and 'creativity' (0.81). The second factor conveyed "Preference for Open Minded Radical Socio-Political Values". This factor accounted for 8.01 variance. The highly loaded items are 'social justice' (0.82) and 'national security' (0.66). The third factor accounted for 7.72 percent of the variance and displayed "Possessing International Democratic Values". Factor four emphasized "Aspiring for Altruistic Values" which accounted for 6.97 percent of the variance. Factor five referred to the individual's "Desire for Restricted Hedonistic Values" which accounts for 5.77 percent variance. Factor six showed the individual's "Aspiration for Intrinsic Religious Value" which accounted for 5.39 percent of the variance.

Table 3 shows that the first factor extracted for the students data had "Preference for Progressive Socio-Political Values." The variance for this factor was 29.04 percent. The highly loaded items of this factor are 'equality' (0.83), 'social justice' (0.79), 'freedom' (0.77), 'national security' (0.72), 'independent' (0.72) and 'A world of peace' (0.70). Factor two referred to "Aspiring for Hedonistic Values" which accounted for (6.16) percent of the variance. Factor three conveyed "Preference for Moral Religious Values" which accounted for 6.14 percent for the variance. Factor four showed "Importance to Modern Educational Values" which accounted for 3.89 percent of the variance. Factor five identified "Individual's Favouring Intrinsic Altruistic Values" which accounted for 3.55 percent of the variance and factor six "Desiring Values of Materialistic Gratification" which accounted for 3.46 percent of the variance and lastly factor seven "Desiring for Risk Taking Values" which accounted for 3.45 percent of the variance.

### **Discussion**

A direct inspection for the properties of terminal and instrumental values of three educational generations furnished some additional information as to their unique distinct preference for each generation separately. Each educational group of older teachers, younger teachers and students shows some distinct pattern of their value preferences.

Table 2. Factor structure of Rokeach's 36 values (N=60) for younger teachers.

No. of factor	Name of the factor	Item No.	Items	Loadings	Variance (in percentage)
1.	Aspiring for progressive educational values	20	Ambition	0.86	37.29%
		15	Self respect	0.84	
		29	Creativity	0.81	
		16	Social recognition	0.76	
		32	Logical	0.72	
		8	Freedom	0.71	
		18	Wisdom	0.67	
2.	Preference for open minded radical socio-political values	19	Social justice	0.82	8.01%
		12	National security	0.66	
		36	Responsible	0.64	
		06	Equality	0.61	
		34	Obedient	0.56	
3.	Possessing international democratic values	03	A sense of accomplishment	0.77	7.72%
		04	Award of peace	0.76	
		26	Forgiving	0.68	
		02	An exciting life	0.67	
		05	Award of Beauty	0.52	
4.	Aspiring for altruistic values	23	Cheer fall	0.44	6.97%
		30	Independent	0.86	
		21	Broad minded	0.85	
		15	Self respect	0.84	
		22	Capable	0.77	
5.	Desiring for restricted hedonistic values	27	Helpful	0.66	5.77%
		17	True friendship	0.54	
		01	A comfortable life	0.80	
		13	Pleasure	0.80	
6.	Aspiring for intrinsic religious values	11	Matured love	0.55	5.39%
		07	Family security	0.47	
		35	Polite	0.84	
		14	Salvation	0.83	
		24	Honest	0.70	
		09	Happiness	0.69	
		24	Cleanliness	0.68	
		10	Inner harmony	0.68	

Table 3. Factor structure of Rokeach's 36 values (N=60) for students.

No. of Factor	Name of the factory	Item No.	Items	Loadings	Variance (in percentage)
1.	Preference for Progressive socio-Political Values	06	Equality	0.83	29.04%
		19	Social justice	0.79	
		08	Freedom	0.77	
		12	National security	0.72	
		30	Independent	0.72	
		04	A world of peace	0.70	
2.	Aspiring for Hedonistic Values	17	True friendship	0.62	6.16%
		05	A world of Beauty	0.60	
		21	Broad minded	0.52	
		09	Happiness	0.52	
		13	Pleasure	0.44	
3.	Preference for Moral Religious Values	35	Polite	0.84	6.14%
		28	Honest	0.82	
		14	Salvation	0.80	
		34	Obedient	0.73	
		24	Cleanliness	0.62	
		26	Forgiving	0.58	
4.	Importance to modern educational values	20	Ambition		3.89%
		16	Social recognition	0.73	
		31	Intelligence	0.73	
		29	Creativity	0.58	
		18	Wisdom	0.57	
5.	Favouring Intrinsic Altruistic Values	03	A sense of accomplishment	0.70	3.55%
		32	Logical	0.66	
		33	Affectionate	0.65	
		27	Helpful	0.61	
		08	Forgiving	0.58	
6.	Desiring Values for Materialistic Gratification	07	Family Security	0.75	3.44%
		01	A comfortable life	0.71	
		36	Responsible	0.48	
7.	Desiring for Risk-Taking Values	02	An exciting life	0.82	3.35%
		25	Courageous	0.53	

The following structural properties of value pattern were extracted through factor analysis are the following: Older teachers are "Aspiring for Conventional Educational Values" "Preference for Conservative Socio-Political Values", "Favouring Altruistic Values," "Favouring for Hedonistic Aesthetic Values". On the contrary, younger teachers are "Aspiring for Progressive Educational Values", "Preference for Open-Minded Radical Socio-Political Values", "Aspiring for Altruistic Values", "Desiring for Restricted Hedonistic Values" and "Aspiring for Intrinsic Religious Values". Students, on the other hands, have "Preference for Progressive Socio-Political Values", "Aspiring for Hedonistic Values", "Preference for Moral Religious Values", "Importance to Modern Educational

Values”, “Favouring Intrinsic Altruistic Values”, “Desiring Values for Materialistic Gratification” and also “Desiring for risk taking values”.

These factors clearly indicated that all the three groups have “Preference for educational values”. Though older teachers preferred conventional type of educational values, younger teachers gave importance to “Progressive Educational Values” in their first preference. But students gave importance to “Modern Educational Values” in the fourth preference. Older teachers as well as younger teachers gave second preference on the “Socio-Political Values”, but older teachers had preference for Conservative type of socio-political values. On the contrary, students had preference for progressive socio-political values. The younger teachers had their preference for radical socio-political values, but the older teachers had third preference for “Altruistic Values”, but the younger teachers had fourth preference for “Altruistic Values” and the students had fifth preference for “Altruistic Values”.

These three generations had different ranking in their structural pattern of “Altruistic Value Preference”. Though, older teachers favour “Hedonistic Aesthetic Value” as fifth preference. The younger teachers “Desiring for Restricted Hedonistic Value” in their fifth preference. On the other hand, younger teachers had “Preference for International Democratic Values” in their third preference. Older teachers had their fourth preference on intrinsic moral religious values and the younger teachers had their sixth and last preference for intrinsic religious values. On the contrary, students had their third preference for moral religious values. The exceptional preference for students was found on their sixth preference for ‘materialistic gratification’ and ‘desiring for risk taking values as their last preference. On the contrary, students had “Desiring for Hedonistic Values” in their second preference. Older teachers had also “Desiring Authoritarian Submissive Values” in their sixth and last preference.

These value preferences for older teachers are explainable through the theoretical interpretation by some investigation that these individuals were found most authoritarian and dogmatic (Table 1). Some investigations (Adorno *et al.*, 1950; Dancan *et al.*, 1977) show that individuals possessed authoritarian and dogmatic personality. They had also preference for conventional and conservative systems of values and education (Table 1). On the contrary, the individuals also possess progressive and radical value systems in the educational domain (Table 1). Those individuals, who possess international democratic values’ in their preference, were also found to possess open mindedness in their personality pattern (Table 1). These individual were also found to possess “altruistic value preference”. These value preferences are explainable by some theoretical interpretation and previous findings (Rokeach & Bonier, 1960; Haque, 2002). It is also established fact that students have naturally preference for ‘materialistic gratification and desiring for risk taking values’ and also explainable in the socio-political context of Bangladesh. When Bangladesh got independence in 1971, that time those students who were youngest generation took risk and fought for the independence in comparison to the then older generations (Talukder, 1971; Ara, 2007).

**References**

- Adorno, T.W., Frenkel-Brunswik E., Levison, D.J. & Sanford, R.N. 1950. *The authoritarian personality*. Harper & Row, New York.
- Ara, S., 1988. *Ideology and student activism*. University of Rajshahi.
- Ara, S. 2007. *Socio political attitudes, values and personality: a cross national study in Bangladesh and India*. Gyan Bitarani, Dhaka.
- Dancan, L.E., Peterson, B.E. & Winter, D.G. 1977. Authoritarian and gender roles: toward a psychological analysis of hegemonic relationship. *The Personality and Social Psychology Bulletin*, 23: 41-49.
- Feather, N.T. 1975. *Values in education and society*. Free Press, New York.
- Feather, N.T. 1980. Value systems and social interaction: a field study in a newly independent nation, *Journal of Applied Psychology*, 10(1): 1-10.
- Haque, E. 2002. Political behaviour. A psychological study of intergenerational differences, *Ph.D. thesis*. Department of Psychology, University of Rajshahi.
- Rokeach, M. 1973. *The nature of human values*. Free Press, New York.
- Rokeach, M. & Bonier, R. 1960. Time perspective, dogmatism and anxiety. In: Rokeach, M. (ed): *The open and closed mind*. Basic Books, New York: 366-375.
- Talukder, M. 1971. Political activism of university students in Pakistan. *The Journal of Commonwealth Political Studies*, 3(3): 234-245.