Social psychological variables related to the role performance of the Gram Sevaks

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SOCIAL PSYCHOLOGICAL VARIABLES RELATED TO THE
ROLE PERFORMANCE OF THE GRAM SEVAKS

by

Melathathil Johanan John

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INTRODUCTION

Many new nations have come into existence since the Second World War. India was one of the first of these nations. Newborn nations have many problems and India is no exception. Every sixth person in a world context is an Indian. The newborn democracy of India was essentially rural and agricultural, both of which had long been ignored by previous rulers. Hence one of the main tasks of the new government was a program to involve the rural people for their own betterment and for the total progress of the nation.

The creation of the Community Development Organization was the answer proposed. It was initiated on the second of October, 1952 as an integral part of a total program of national development.

India has a population of 475 million people. Over 70 percent of this population live in some 450,000 villages in the countryside. It is the village that has been and continues to be the basic unit for action. The values and norms of the village decides what a person should and what a person should not do. The individual is subordinate to the group. The panchyat which covers a large village or a group of small villages became the official unit for purposes of government action in
the new pattern of the Community Development Program. The process of involving the villager in the new program was planned by the appointment of a village level worker as the employee of the government to stay and work in the villages. The role of this individual as a change agent is that of a friend, philosopher, and guide to the village people. The village level workers are of very great importance to the rural development programs. The manner in which this individual fulfills the role expectations of the Community Development Organization is gauged by his actual performance in the villages in the various programs in which he is involved. Specific targets are to be attained in time and space. He is to implement the target-oriented programs of the Community Development Organization year after year in the framework of the funds provided and the work items outlined. The villagers require his assistance in their goal attainment activities as they participate in the government programs of development.

The Gran Sevak, which means "servant of the people", is the

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1Panchyat is the oldest form of village administration in India. It was a council of elected members (sometimes selected by the Headman) which settled all disputes in the village; decided the festivals to be conducted in the village and how to conduct them and to raise funds for the same; and collected land tax for the common good and to be shared with the rulers or the landlords. They effected the social control. During the British rule this organization fell into disrepute. They found this organization to be a potential danger to their highly centralized form of government. So they undermined this organization by the appointment of the Village Munsiff (Maniakar) to settle affairs in the village as their official representative and the appointment of an accountant (Karanam) to keep accounts and collect tax under the leadership of the Village Munsiff. By the Panchyat Act of 1959 the government of India has provided for the reorganization and revitalization of the panchyat to involve the village in the Community Development Program.
equivalent of the village level worker. Very little attention has been given to the study of the role performance of the Gram Sevak as it relates to his predispositions, perceptions, and personality. It appears logical that these variables would be of considerable importance in influencing his actions as he endeavors to fulfill his position requirements. The goal-oriented program results are taken as a measure of the Gram Sevak's role performance, and the target-oriented program is taken as the role definer.

The primary purpose of this dissertation is to determine the actual behavior or the role performance of Gram Sevaks and to determine the relation of selected predispositional, perceptual, personality, and situational variables of the Gram Sevak to his role performance. The chapters which follow discuss the background of the situation of the study, the conceptual framework for the analysis, the methodology, the data collection and analysis, the findings, and the implications of the study.
BACKGROUND OF THE STUDY

India's Development Effort

India became an independent nation on the fifteenth of August, 1947. This was the dawn of her political freedom, but she continued in bondage. She continued in bondage because of the very poor standards of living, the high rate of illiteracy, primitive methods of agriculture, the high rate of mortality, and the lack of an industrial base to develop the economy. To plan national programs of development, the National Development Council was organized in 1949 under the leadership of the late Prime Minister Jawaharlal Nehru. As a result of the work of the National Development Council, several nation building activities under the broad heading of "Five Year Plans" were initiated in 1951. One of these activities was the Community Development Program.

Community Development Program

From its inception, the Community Development Program has had as its primary goal the mobilization of men and material resources in India's 450,000 villages for a program of total development. It is through the Community Development Program that the activities of the government are coordinated at the village level. It is through this program that 70 percent of India's population who reside in the villages have their most frequent and most direct contact with the government.

The philosophy concerning the proper working relationship between villager and government embodied in the Community Development Program
differs considerably from that found in pre-independent India. In pre-independent India even when a program was to benefit the villager, it was a matter of ordering the villager to carry out the directions of the government officials. No effort was made to solicit his willing cooperation. Most of the programs did not yield the desired results. In the Community Development Program a major aim is to solicit the willing cooperation of the villager. To express this concern, the village level worker, who is the official change agent of the Community Development Program, was called "Gram Sevak" (servant of the village). His role is similar to that of the county agent in the agricultural extension program of the USDA. As defined by the Program Evaluation Organization, the role of the Gram Sevak is one of a friend, philosopher, and guide to the villager (13, p. 22).

The Gram Sevak has the lowest rank in the Community Development Program. Young men who have passed the secondary school examination are selected by the state governments for a two-year training program given at special centers run by the government. On the completion of training, these men are appointed as Gram Sevaks and sent to the villages. A group of villages are assigned to him as his area of operation. The following are some of his main activities.

1. He is to solicit the people's willing participation in programs of the government at the village level. He is to explain these programs to them to clear doubts and suspicion.

2. He is to interpret the government and its viewpoint to the village people.

3. He is the official to present the problems of the villagers to the Community Development Organization and to take back to them decisions of the organization.
4. He is to coordinate and supervise the programs of the various departments of the government by obtaining the needed help and assistance from the subject matter specialists in agriculture, livestock, education, cooperation, public health, cottage industries, etc. attached to the administrative headquarters.

5. In brief he is the connecting link between the government and the village people.

Community Development is a national program started in October, 1952. The organizational structure is presented in Figure 1. The organization has workers at the village level in the personnel of the Gram Sevak. Several villages are put together as a "group". The group is formed on the basis of a five mile radius or a population of 10,000 people. The groups that come within the revenue unit with a population of 60 to 100 thousand is termed a block which is under the administration of the Block Development Officer. The Block Development Officer has a team of extension officers who are subject matter specialists in the various fields of activities in which the block is engaged. The number of Gram Sevaks will depend upon the area or population covered by the block. The Block Development Officers are under the administrative control of the Collector of the District who has a personal assistant with specific responsibility for planning and development in the district. The District Development Council is presided over by the Collector and is composed of 1) the heads of departments of the government at the district level, 2) the members of the Legislative Council and the members of the Legislative Assembly from the district, 3) Panchyat Council presidents, 4) Revenue officials and Block Development Officers are required by the Collector.

The Block Development Committee is presided over by the Deputy Collector. The membership of this body is made up of 1) Panchyat
National level
Ministry of food and agriculture
Minister for community development

State level
Chief minister
Development commissioner

District level
District collector
Personal assistant

District Development Council
Chairman: Collector
Membership: Government heads of departments
- Members of the legislative assembly of the area
- Members of the legislative council of the area
- Panchayat council presidents
- Block development officers
- Revenue officers

Block Development Committee
Chairman: Deputy collector
Membership: Block development officer
- Panchayat presidents
- District officials
- Members of legislative assembly of area
- Revenue officials

Block level
Block development officer

Subject matter specialists

Village level

Group Gram Sevak

Group Gram Sevak

Group Gram Sevak

VILLAGES

Figure 1
Pattern of Community Development Organization
presidents, 2) Block Development Officers, 3) district officials or their subordinates, 4) members of the Legislative Assembly from the area of operation, and 5) Revenue officials of the area.

At the state level there is a Development Commissioner who comes directly under the administrative control of the Chief Minister of State with a special department for development and planning. At the national level there is a Minister of State for Community Development and Cooperation with a department of administration. Of late this ministry has come under the administration of the Ministry of Food and Agriculture.

In 1959 when the panchyats were reorganized and revitalized for village development programs as an overall pattern in the nation, a voting population of 800 people was set as the minimum for the formation of a panchyat. Where the villages were too small, a group of them had to be brought together to form a panchyat. The presidents of the panchyat were made members of the Block Development Committee. A group of panchyats formed the Panchyat Council and the presidents of these councils were made members of the District Development Councils. The step in this direction was taken by the government to involve more of the village people and to get their participation in programs of development.

The Community Development Program

The objective of the Community Development Program was to mobilize the men and material resources of the rural areas to join hands with the government in the gigantic task of nation building. The various departments of the government such as agriculture, education, public health, cooperation, cottage industries, etc. that worked for the good of the
village people at the village level worked with very little or no understanding among themselves. These were all to be brought into a unity through programs of Community Development. The village people were to be awakened and involved in the objective of the government in building a democracy. The Gram Sevak became the vital link between the programs of the government and the participation of the people in these development programs.
THEORETICAL ORIENTATION

The object of this chapter is to develop a theoretical orientation within which concepts can be defined and related and logical and testable hypotheses can be developed. By theoretical orientation is meant the specification of concepts or variables that will constitute the focus of data gathering and analysis. The choice of concepts with their definitions specifies what is to be observed and analyzed states Beal, et al. (2, p. 38). Theory developed for this study will not be a closed system with propositions in the symmetrical causal form that derives propositions in all possible relationships and levels. The concepts used in this study as defined and explained by other authors will be presented, discussed, and a suitable definition for the concept as it relates to this study will be presented. The hypotheses will be derived in the logical form from more general propositions; these will be stated in a rational framework of dependent variables in its relation to independent variables.

The Community Development organizational structure (bureaucracy) is conceptualized as a social system interacting with another social system—the village. The Gram Sevak, the change agent functionary of the bureaucracy, is conceptualized as the link to effect the interaction of the two social systems. Schematically the relationship of these two social systems with the interaction link of Gram Sevak is shown in Figure 2.
Gram Sevak as the link between two social systems

He lives and works in the village

Figure 2
The problem is one of trying to understand and predict human behavior in a given social context. The unit of analysis is the individual. In this study the individual is the Gram Sevak and his behavior is the focus of study. The social context is specified in terms of the linking of the two social systems as illustrated in Figure 2. At a very general level, it appears that an understanding of human behavior is necessary for this explanation.

Two basic assumptions are made for this purpose: 1) Man is telic and deals in abstractions; man is symbolic and uses significant symbols 2) Man is an organizing being and creates his world of reality within which he thinks and acts.

The early man asked two basic questions, namely the ontogenetic question of, "Who am I and where have I come from?" and the teleological question of, "Where am I going, what is my purpose?" It is the teleological goal-oriented question that has put man on the path to progress. His high brain capacity developed through the process of socialization has facilitated his dealings in abstractions. He perceives desired future outcomes. The goals sought motivate the individual's behavior toward employing means for attaining the ends. In a means-ends schema of short-range, intermediate, and long-range goals, he patterns his behavior. Man is an organizing being. He takes data he has and constructs his own world of reality. Thus, he relates himself to his environment of the physical world and the social world.

Man is a social animal. In association with his kind he develops
signs and symbols to give substance and content to his day-to-day living and activity. Man interacts in the symbolic world while he lives in the physical world. The concept symbol found a new and differentiating meaning through Mead (35, Chap. 1). He called his new concept "significant symbols" to differentiate it from natural symbols that animals use.

Natural symbols are used to denote the symbols that directly control the behavior of the attender. Reciprocity is not a necessity in natural symbols. But significant symbols are possible only in the context of reciprocity. Here the communicator and the reciver share the meaning and value of the symbols. Through the employment of significant symbols and involvement in social experience man acquires self-conception. In this way he is able to perceive himself both as a subject as well as an object.

In the framework of the social action theorists, behavior of an individual is a composite of the means-ends schema activity. Weber's (56) action theory takes into account the subjective meaning that individuals attach to their conduct and the way they orient themselves to the conduct of others in the process. Parsons and Shills (46) present the motivational orientation and value orientation of an individual as the two major elements of human action.

The smallest unit act theory of Beal and Bohlen (2, pp. 291-302) list three major stages in human behavior, namely: 1) the receipt of a stimulus, 2) the interpretation of this stimulus and the circumstances under which it was received, and 3) a response or action. This smallest unit act theory is well amplified in the stimulus-interpretation-
response model of the same authors. When a man is confronted with a stimulus, he looks into his past experiences to determine if he has previously encountered similar stimuli. If he finds that he has been confronted with the same stimuli before, he attempts to recall how he responded to this stimuli at that time. He recalls his evaluation of that response in terms of his satisfaction with the outcome of his response. He then compares the former response with other alternatives in terms of which alternatives will maximize what he is attempting to accomplish. This phase is called the interpretation phase. He then responds to the stimulus on the basis of his decision reached during the interpretation phase of the action process. Newcomb (39) is of the opinion that human behavior is a function of three variables: experience, current attitudes and values, and the current situation.

The importance of situation was viewed by Thomas (54) in the behavior of individuals. He viewed situation as consisting of three interrelated elements: 1) the objective conditions which include the socially enforced rules of behavior, 2) the pre-existing attitudes and values of the individual and the group, and 3) the definition of the situation by the actors themselves, influenced by the group. He believed that the behavior of an individual could be understood only when studied in the entire context.

To a large extent man's previous experience, his present position, and the situation in which he must act have resulted from and are composed of social systems. The concept social system appeared as a meaningful term in the writings of Vilfredo Pareto (42) in "The Mind and Society".
The wide application of this term in sociology has recently been brought about by the explication of the concept by Parsons and Loomis (44; 31).

For Loomis the social system is constituted of the interaction of a plurality of individual actors whose relations to each other are mutually oriented through the definition and mediation of a pattern of structured and shared symbols and expectations (32, p. 5). He lists nine elements, six master processes, and three conditions for social action (see Figure 3). This conceptualization is being used in the discipline of sociology for analysis of social systems. Klonglan, et al. (22; 23) have used this Processually Articulated Structural Model, as it is called, in the analysis of social systems and role performance of actors in these systems.

For Parsons (44) participation of an actor in a patterned interactive relationship is for many purposes the most significant unit of a social system. He lists four essential functional imperatives of a social system. They are: 1) Pattern maintenance which refers to the imperative of maintaining the stability of the patterns of institutionalized culture defining the structure of the system, 2) Goal attainment which indicates a directional change that tends to reduce the discrepancy between the needs of the system with respect to input-output interchange, and the conditions in the environing systems that bear upon the fulfillment of such needs, 3) Adaptation is the analytical distinction between the function of effective goal-attainment and that of providing disposable facilities independent of their relevance to any particular goal, 4) Integration is concerned with the mutual adjustment of systems from the point of view of their contributions to the effective functioning of the
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Comprehensive or Master Processes
1) Communication
2) Boundary maintenance
3) Systemic linkage
4) Institutionalization
5) Socialization
6) Social control

Conditions of Social Action
1) Territoriality
2) Size
3) Time

Figure 3
"Elements, processes and conditions of action of social systems; the processually articulated structural model (PAS Model)"
system as a whole. Parsons (44) writes of the interpenetration of the systems whereby the personality system is influenced by the society and the culture. On the one hand the cultural system is internalized and becomes a main part of the personality and on the other hand it is institutionalized and becomes a part of the social system (46, p. 115). The crucial situation for determining whether orientations are internalized or not, occurs when the individual changes his allegiance from one group to another, observes Kaplan (20, p. 105).

The concept of a social system allows the analytic observer to move from a given system to a subsystem and back again. The labels may be different for the parts but the structural arrangements and the functional process characterize frameworks for analysis.

The two major social systems that have relevance to this study are the rural social system (village) and the Community Development bureaucratic social system. The gemeinschaft and the gesellschaft concept of Toennies (55), based on the natural and rational will respectively, are relatively typical of the two social systems. In the tradition bound rural social system, it is not the individual that is important but the group; not the individual value based on rational will but the group values, norms, and beliefs.

The Community Development Organization is typical of a bureaucracy. Merton (36, p. 195) describes bureaucracy as a formal, rationally organized social structure. There is integrated a series of offices, of hierarchized statuses, in which inhere a number of obligations and privileges closely defined by limited and specific rules. Authority, the
power of control which derives from an acknowledged status, inheres in the office and not in the particular individual who performs the official role. Bureaucracy involves a clear-cut and well defined division of integrated activities which are regarded as duties inherent in the office. Weber lists the following as some of the main characteristics of a bureaucratic system:

"1. The regular activities required for the purpose of organization are distributed in a fixed way as official duties.

2. The organization of office follows the principle of hierarchy, that is, each lower office is under the control and supervision of a superior one.

3. Operations are governed by a consistent system of abstract rules...and consist of the application of these rules to particular case" (56, p. 196).

This brief discussion of human behavior and social systems gives a minimum background for a statement of the general hypothesis of this study. The general hypothesis is given to provide structure to the remaining part of the theory chapter.

General hypothesis

There will be a relationship between specified predispositional, personality, perceptual, and situational variables and role performance.

Each of the major concepts will now be elaborated and specified with reference to this study.

Role Performance

Role performance is the dependent variable in this study. Therefore, it will be discussed first so that the statement of the general
hypothesis using the independent variables will have meaning to the reader.

Role

The concept role emerged as one of the central focus of Meads' work (35). Role is taken to refer to units of behavior which by their occurrence stand out as regularities and which are oriented to the conduct of others. Newcomb (40, p. 268) states, "We shall refer to behaviors appropriate to specific positions as roles." Every position which is recognized by the members of the group contributes in some way to the purposes of the group; this contribution represents its function. Positions exist, then, because they correspond to the functions that are understood commonly according to the group beliefs and norms. Since every position is a part of an all inclusive system of positions, no one particular position has any meaning apart from other positions to which it is related. Newcomb (40, p. 268) singles out two important points in the consideration of roles. The first is the relation of every position to the purpose of the entire system, and the second is that each position carries with it definite prescriptions for behaving toward other related positions. Ways of behaving toward others, which are defined for different positions, are called roles.

Linton (29) states, "Role refers to the sum total of the culture patterns associated with a particular status." Some theorists endeavor to explain role in the context of position, role, and norms. Bates (1, p. 314), for example, considers role as a part of a social position consisting of a more or less integrated or related sub-set of social norms
which is distinguishable from other sets of norms forming the same position. Position is a location in a social structure which is associated with a set of social norms. Norm is a patterned or commonly held behavioral expectation; it is a learned response held in common by the members of the group. Role, then is the expected behavior of the incumbent of a specific position or status in the group.

**Status-role**

The foregoing discussion of role points out that there is no role without a status and no status without a role. Linton (29, pp. 113-114) in his discussions and consideration of the cultural background of personality distinguishes a status as distinct from the individual who may occupy it. In his scheme of thought a role represents the dynamic aspects of a status. When an individual puts the rights and duties which constitute the status into effect he is performing a role. All cultural anthropologists and social psychologists do not agree with this viewpoint. Some authors treat role as an individual's interpretation of his situation with reference to his and others social positions. A person's role is considered as a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group. In this consideration roles have ingredients of cultural, of personal, and of situational determination. But never is a role wholly cultural, wholly personal, or wholly situational.

Gross (15) used the word position instead of status to mean the location of an actor or a class of actors in a system of social relationships. Newcomb (39) considers status to mean the same as position. To Newcomb
positions are the smallest elements—the construction blocks—of societies and organized groups interrelated and consistent because they are organized to common ends. Since every position is a part of an all-inclusive system of positions, no one position has any meaning apart from the other positions to which it is related.

Status may be ascribed or achieved. In either case, status has its rights and obligations. These rights and obligations as they relate to the structure is called the status and the consequence, namely the function, is called the role.

Role expectation

A role consists of a set of behaviors which are more or less characteristic of all the occupants of a position. A prescribed role includes all the approved ways of carrying out the necessary functions required of the occupants of a position. Any prescribed role includes many alternatives, some but not all of which are required. It is the function, not the specific behavior which is demanded, according to Newcomb (39, p. 330). Hence, roles and prescribed roles are not concepts which refer to the actual behavior of an individual in a position, it is only the expected behavior.

Some social psychologists regard a position in a social structure as a set of expectations or acquired anticipatory reactions. That is to say, the person learns a) to expect or anticipate certain actions from persons and b) that others have expectations of him. A position to Sarbin (49) is a cognitive organization of expectations, a shorthand term for a concept embracing expected actions of persons enacting specified
roles. These expectations, organized as they are around roles, may justifiably be called role expectations according to Sarbin.

Role is considered as the demands and expectations of those in the group. The notion of expectations is central to the formulations of Lin­ton and Parsons (29; 46). Sometimes the expectations referred to are ascribed by the society and in other formulations which are held by the members of the group in which the actor participates. Regardless of their derivation, expectations are presumed by most role theorists to be the essential ingredient in any formula of predicting role behavior. Human behavior is in part a function of expectations.

Role expectations then is not what an individual actually does, but what he is supposed to do or what is expected of him as the incumbent of a particular position in the group.

Role behavior

The manner in which the incumbent of a position carries out the expected behavior is termed by some theorists as role behavior and by others as role performance. An attempt is made to distinguish between the expected and actual behavior. The expected and the actual behavior need not be one and the same. Two individuals may not perform the role of a particular position in an identical manner. Krech, et al. (27, pp. 489-490) state that, "Role behavior, like all social behavior, is the product of the interaction between situational factors, cognitions, wants, attitudes, and interpersonal response traits of the individual." Role behavior is influenced by the individual's knowledge of the role, his motivation to perform the role, and his attitudes toward himself and
other persons in the interpersonal behavior event. Because every individual has acquired a unique set of cognitions, wants, attitudes, and interpersonal response traits, the way in which he performs his various roles will probably be unique. "Role behavior is how an individual actually performs in a given position as distinct from how he is supposed to perform; role can best be understood in this manner, what actors do as position occupants," states Kingsley Davis (9, p. 90). Role is the dynamic aspect of the status or office and as such is always influenced by factors other than the stipulations of the position itself. Parsons (46, p. 25) links role and behavior. A role is what an actor does in his relations with others seen in the context of its functional significance for the social system. This involves the reciprocal character of a role; it requires that the concept represents how individuals behave in addition to how they should behave as incumbents of positions.

Emphasis is placed on the concept of role as the mediator between societal requirements and individual behavior. Parsons (46, p. 115) considers role as the cornerstone for the social system. From the point of view of the functioning of the social system, roles are the primary mechanisms through which the functional prerequisites of the system are met.

Gross considers social locations, expectations, and behavior as the three essential elements in the theoretical formulations concerned with the study of role. These essential elements of Gross are very much similar to the role concept of Sarbin (49, p. 225), "...patterned sequence of learned actions or deeds performed by a person in an
interaction situation".

Expectations are assigned to individuals on the basis of their locations in the social system. The Gram Sevak is the linking position in the two social systems in which he operates--Community Development bureaucracy and the village. Efficient working of the rural social system in attaining its goal is facilitated by the role performance of the Gram Sevak. The bureaucratic social system expects him to be an effective change agent and the rural social system expects him to be instrumental in its goal attainment activities.

This leads to the question of role definers--the person or group who defines the role and role expectations. In most of the previous theoretical discussion it has been implicit that the group in which the individual interacts is the role definer. However, conceptualizing a person as a link between two social systems presents the possibility of two role definers. It also presents the possibility of conflicting role and role expectation definitions.

Gross (15, p. 244) presents three situations that give rise to role conflict. The first situation is where the role expectations of the role definer are incompatible as perceived by the role performer. The second is a situation where an actor occupies two or more social positions simultaneously which are not clearly defined by the role definer. The third is the situation where the role defined will be legitimate.

The definition of role conflict by some authors specify that the incompatible expectations be "legitimate". But many do not consider this delineation a necessity. In the formulations of Parsons (44, p. 280) for
example, he restricts the concept of role conflict to an actors exposure "to conflicting sets of legitimized role expectations." Parsons (44, p. 282) considers "legitimate" expectations as "institutionalized role expectations..... The fact that both sides of the conflicting expecta-
tions are institutionalized means that there is the basis for a claim to legitimacy for both patterns."

The kind of role conflict that confronts the Gram Sevak results from the situation in which he occupies the position of a link between two social systems. There are two groups which act as role definers. The manner in which the Community Development Organization defines his role may not be the same as the role defined by the villagers in whose midst he resides and works. Klonglan, et al. (22, pp. 18-19) describe the situation of the civil defense director who had several role definers. Further, they also point out that the civil defense director as an individual may perceive and define his role differently than other individuals and groups who are in a position to define his role. In this study the two groups that are involved in defining the role of the Gram Sevak are the Community Development Organization and the village people. As a functionary, the change agent may perceive his role expectations still differently.

In the present study the Community Development bureaucracy and its specific target-oriented programs are taken as the role definers. There are several reasons for this. While the Gram Sevak is to serve the village, he is employed by and is directly responsible to the Community De-
velopment Organization. While there is some involvement of local people
in program and target determination, national goals are set and these are operationalized down to more specific targets for villages. Using the bureaucracy as the role definer will allow for uniformity in expectations and facilitate measurement.

Summary

Role, as used here, refers to units of behavior which in their occurrence stand out as regularities and which are oriented to the conduct of others. Role is the dynamic aspect of status. A person's role is a pattern or type of social behavior which seem situationally appropriate to him in terms of the demands and expectations of those in his group. A role is what an actor does in his relations with others, seen in the context of its functional significance for the social system. What is expected of an individual and how well he fulfills what is expected of him are the two inseparable questions to be analyzed and understood in the study of role. The first question deals with the concept of role expectation, and the second question deals with role performance—the manner in which the individual fulfills the requirements of his position. Role behavior is the same as the concept role performance.

For the purpose of this study, role performance is defined as the manner in which an individual carries out or actually performs the requirements of his position.

The Gram Sevak has specific requirements of his position. The Community Development Organization has target-oriented programs that he is required to implement. The villagers require his assistance in their goal attainment activities. The degree to which the Gram Sevak actually
Figure 4
Conceptual Framework for Analysis of Independent Variables
performs or carries out the requirements of his position as defined by
the Community Development bureaucracy is regarded as his role performance.
Hence, the general hypothesis for this study using role performance as
the dependent variable is stated here.

**General hypothesis**

There will be a relationship between specified predispositional,
personality, perceptual, and situational variables and role performance.

**Predispositional Factors**

**Value orientation**

Sociology as a discipline has emerged only of late and has taken
the shape it has today, mainly in the United States. In the middle ages
and even in the early part of the modern period, sociology was an inte­
gral part of theology, philosophy, and political science. Value in this
context was essentially in the existential frame. Rickert was the first
to abondon the abstract doctrine of 'ought' in the existential thinking
and replaced it with 'value' or the ideal. Many have viewed value as an
inherent quality of an object instead of the product of interaction be­
tween the subject and the object. Some social psychologists take the
view that value is attitude organized into hierarchal structures.

Much of behavior which man learns results from the controlled ex­
periences to which he has been exposed by others. He, thus, survives
as an individual identity in part as a result of the patterns of inter­
action with his kind. The existence of patterns of interaction requires
that certain conditions be met. Interaction depends in part upon the expectations that one man has of another, expectations which are reinforced by the same repeated behavior of the other person under similar circumstances. Interaction also depends upon the perception of a given pattern of interaction as a more desirable one than any alternative form of behavior. Each man builds up his experience world. He evaluates them in terms of the relative satisfactions he has gained. The patterning of these judgments about past experiences forms what is known as an individual's value system.

Some theorists consider values as standards upon which evaluations are made; criteria by which both means and ends are selected. While others consider values as lasting preferences for the way in which one's social world is structured and operated. Jacob and Flink (19, pp. 15-16) have listed seven major properties of values which may be useful in obtaining a more complete perspective of the range that the concept covers.

1. Values possess the property of selectivity, i.e., the quality of ordering the options available in terms which those who have had to make the choices will accept them as decisive.

2. Values do not have the property of universality. All men are not bound by identical norms in making choices. Variability in values is evident from individual to individual, but this variability from a sociological viewpoint is more meaningful from social group to social group or from culture to culture.

3. Values have the property of continuity from generation to generation. This continuity is derived primarily through the socialization
process which generally employs symbols to represent the values communicated.

4. Values can and do change, though they are relatively stable component of the personality and have a strong influence upon most human beings.

5. Values are associated with the roles which human beings fulfill in society, or which they aspire to fulfill. In this connection, values have the property of imposing obligations, or defining what is socially expected of a person in a certain role.

6. Values have the property of self-evaluation—the capacity of a person to judge the propriety of his own conduct in reference to standards he has learned to apply to himself. A value conveys to the particular person holding it a sense of personal imperative which makes him feel personally subject to its direction.

7. Values have the property of self-inhibition, i.e., the restraint of action considered improper by the process of internalized control, rather than by external coercive sanctions.

Elaborate taxonomies of value are available in the literature of social psychology, sociology, and philosophy. Here the discussion will be centered upon only the typologies in the realm of sociology. The dichotomy indicating the polar positions on a continuum presented by several of the social theorists are relevant to this study. Toennies (55) presented a gemienschaf-gesellschaft continuum. Here the natural will and the rational will are the motivating forces of the polar positions. Durkheim (10) presented the mechanical solidarity rooted in the
similarity of individual members of the society. His polar position to
the mechanical solidarity is the organic solidarity which is characterized
by the diversity and division of labor of the city. In the same vein of
typology are the dichotomies of folk-urban of Redfield, primary-secondary
of Cooley, sacred-secular of Becker, and familial-particularistic of
Sorokin. In both types there is a continuum with polar positions and
characteristics in common.

In the context of this study, the rural social system in which the
Gram Sevak lives and functions and the Community Development bureaucracy
of which he is an employee form the polar positions with values similar
to the dichotomies presented above. The gemienschaf, mechanical soli-
darity, folk, primary, sacred, and familial classifications indicate the
close kninness and oneness of thinking and demands for action as found
in a rural village social system. On the other hand the opposite polar
positions of these concepts which are characterized by the individualis-
tic and rational approach are typical of the Community Development bureau-
cracy.

The concept of orientation has appeared in the treatment of various
other concepts and hence a word about it. Orientation means to be acquain-
ted with the environment or situation. It is a slant, bent, or inclina-
tion that an individual develops which becomes a part of his personality.
Parsons holds the view that such an acquaintance could develop to a point
for it to become a "reference" to the norms and values of the individual.

Values do not operate singly. Numerous values and value systems and
their interactions form a system in which the individual finds his
position. For any value there is always a continuum on which the individual locates himself at a suitable point. Kluckhohn, et al. (25) present eight dimensions in an analysis of values: modality, content, intent, generality, intensity, explicitness, extent, and organization. They have elaborately analyzed different values in each of the dimensions. They stated:

"It is convenient to use the term "value orientation" for those value notions which are (a) general, (b) organized, and (c) include definitely existential judgments. A value orientation is a set of linked propositions embracing both value and existential elements" (25, p. 409).

Summary

Values are standards upon which evaluations are made. They provide the criteria by which means and ends are selected. Values are associated with roles which human beings fulfill in society. Values are products of interaction. They are forces that influence and direct human behavior. Value orientations commit the individual to the observance of certain norms, standards, criteria of selection, etc., whenever he is in a contingent situation which allows him to make a choice.

Value orientations refer to the bent, slant, or inclination that an individual develops in the context of his group and environment, which becomes a part of his personality.

Sub-general hypothesis 1: There will be a relationship between value orientations and role performance.

1Sub-general hypothesis hereafter will be referred to as S.G.H.
Rural social system value orientation

The value orientation influences the manner in which the Gram Sevak is likely to respond in the highly diversified situations in which he operates. The behavior of humans presented in the stimulus-interpretation-response model (3) explains the significant part that past experiences and values play in the response of an individual. The values of the bureaucratic gesellschaft system differ from the values of the rural gemeinschaft system. At present the attempt is made to recruit Gram Sevaks with rural backgrounds. In a great number of cases this is not possible. Many Gram Sevaks were recruited before rural background was a criterion for selection of candidates for Gram Sevak training and employment. In many cases the training and formal education away from the village and later being an employee of the bureaucratic system appeared to change the value orientations of the Gram Sevaks toward an urban value orientation. However, they must work with villagers. Therefore, rural value orientation is considered as an important variable in predicting the role performance of the Gram Sevak. It is hypothesized that the greater the rural value orientation the greater will be the role performance.

Sub-hypothesis 1. There will be a positive relationship between a rural value orientation and role performance.

Attitudes

An attitude is an acquired or learned and an established tendency to react toward or against something or somebody. Some authors describe

1Sub-hypotheses will hereafter be referred to as S.H.
attitudes in the realm of orientations of personality. Hall and Lindzey (16, p. 86) describe two types of attitudes. The attitude of extraversion which orients a person toward the external, objective world and the attitude of introversion which orients a person to the inner, subjective world.

The individual's value system provides men with the tendencies to act in relation to the stimuli which he receives. Bohlen and Beal (4) state that these tendencies to act are commonly referred to as attitudes. The various definitions of attitudes include one or more of the three categories of responses: cognitive, affective, and behavioral. Krech, et al. (27, p. 139) take these three categories and more into their treatment of attitudes. To them attitudes are enduring systems of positive or negative evaluations, emotional feelings, and pro and con action tendencies with respect to social objects. Edwards (14, p. 2) quotes the definition of Thurstone and supplements it with his explanation. To Thurstone, an attitude is the degree of positive or negative affect associated with some psychological object. Edwards goes on to explain that psychological object stands for any symbol, phrase, slogan, person, institution, ideal, or idea toward which the people can differ with respect to positive and negative affect. Edwards states the terms affect and feeling are used by social psychologists to indicate one and the same meaning.

Lindesmith and Strauss (28, p. 63) use categorical attitudes to denote attitudes expressed by language. Language symbols do not stand merely for something else. They also indicate the significance of things
for human behavior, and they organize behavior toward the thing symbolized. When a hunter shouts to his colleague "duck" the colleague not only looks into the sky, but has his gun ready to shoot a duck on the wing. Categorical attitudes may be described as the realization (a) that things can be named and talked about, (b) that events and objects may be grouped or classified, and (c) that by naming and classifying features of the environment, new modes of behavior, as well as new possibilities of manipulating that environment, are brought into existence. Klonglan, et al. (22) relate attitudes, opinions and knowledge, and actions of civil defense directors and present a profile of these change agents (23) to predict the role performance of the civil defense directors using Loomis' Processually Articulated Structural Model.

Thomas (54) in the study of the Polish peasant used attitudes as a process which determines real or possible activity of the individual in the social world. In Mead's (35) analysis of mind, self, and society, attitudes are of great significance. To him attitudes have the simultaneous character of representing both introspective state and the starting point of the act. Rosenberg, et al. (48, p. 1) define attitudes as predispositions to respond in a particular way toward a specified class of objects. Some of the other social psychologists view attitudes as a mental set and neural state of readiness to act. Attitudes are conditioned by values and beliefs. Values and value orientations are of a general nature. When these value orientations are directed toward a specific object or context they are conceptualized as attitudes. Attitudes, as differentiated from value orientations, are
defined as orienting behavior toward a more specific class of objects. Human behavior to a great extent is conditioned by these attitudes.

Sub-general hypothesis 2: There will be a relationship between attitudes and role performance.

The Gram Sevak is a target of dual expectations. The Community Development bureaucracy expects a system identification. As a functionary of the system, the Gram Sevak is expected to bring about the desired changes as defined in the Community Development Program. The villagers expect him to be of assistance in their own goal attainment activities. Perfect harmony between the expectations of the Community Development bureaucracy and the expectations of the village people is difficult to achieve. As a link between the two social systems which may have values approaching polar positions, it would be difficult for the Gram Sevak to have an attitude of equal identification with both social systems. A common criticism of many Gram Sevaks is that they have a highly positive attitude toward the Community Development bureaucracy and a negative, even distainful, attitude toward the villagers. Yet, the Gram Sevak must meaningfully relate himself to the villagers to accomplish program goals. Therefore, it is assumed that a person with a highly positive attitude toward the Community Development bureaucracy and a negative attitude toward the villagers will be a low performer. The reverse is also assumed to be true. The expected relationship is expressed in the following hypothesis:

S.H. 2-A: There will be a positive relationship between the Gram Sevak's attitude toward the Community Development bureaucracy
versus villagers and role performance.

Most positions in the Community Development bureaucracy has authority that is appropriate to the position. This is not true of the Gram Sevak. He has no authority over those with whom he must work, the villagers. Legitimate sanctions and social controls that inhere in the position are replaced by a different concept—that of a friend, philosopher, and guide to the village people. Such a definition of his position does not give him any authority. But in reality, the only way one can effectively work with the village people and gain their confidence is by guiding and influencing them. The village people for many years have been subjected to imperialistic bureaucracy and they are resentful of the authority to which they have been subjected. Therefore, the new government conceived the position of the system link agent as one without authority. Many of the Gram Sevaks employed in the early stages of the Community Development Program came from positions in which authority was vested. They were used to affecting behavior by the use of authority. In many cases impatience with the rate of program target accomplishment, including pressure from people higher in the Community Development bureaucracy, creates frustrations in the Gram Sevaks. One alternative they see for faster progress in the short run, is the use of authority to obtain desired behavior. However, the definition of the position assumes that a person who is a friend to the villagers instead of a government official with authority should be able to accomplish more actual work in the villages. Therefore, the attitude of the Gram Sevak toward need for authority is taken as a meaningful variable in predicting his
performance. It is postulated that those Gram Sevaks who do not have a high desire for authority will be able to accomplish more in the villages. This expected relationship between attitude toward need for authority and role performance is expressed in the following hypothesis:

S.H. 2-B: There will be a positive relationship between the Gram Sevak's attitude toward need for authority and role performance.

Personality

The concept of personality is broad and general. Hall and Lindzey (16, p. 7) discuss personality as a two-phased system. The first phase equates the term to social skill or adroitness. According to this, an individual's personality is assessed by the effectiveness with which he is able to elicit positive reactions from a variety of persons under different conditions. The second phase considers the personality of the individual to inhere in the most outstanding or salient impression which he creates in others. They insist repeatedly that personality is a purely hypothetical entity which cannot be observed or studied apart from interpersonal situations. Lindesmith and Strauss (28, p. 493) consider attitudes as elements in the study of human social behavior. Attitudes are called the basic units of personality. The attitude concept stresses the fact that human beings do not respond automatically in stereotyped ways to external situations, but their responses are always relative to ideas, perceptions, and dispositions carried over from past experience. In the consideration of the dynamics of personality, many authors consider stimulus and response as the basis. These
authors state that every stimulus is interpreted by the individual in a frame of reference that he has developed and the emotional mood or state of the individual at a particular time. The frame of reference is conceptualized as being the deposit of the stimuli-responses of the past; and the mood being brought about by the physical and/or social condition at any one particular time. Stagner (52, p. 516) in the discussion of personality and social values points out that the individual human personality is the product of a learning sequence. "While recognizing the importance of accidents in the individual biography, we feel nonetheless compelled to conclude that personality is, in the main, a mirror of the culture" (52, p. 516). It is the interacting individuals that make the culture, but this culture in turn molds the personality of those who follow the culture. Personality is the individual's conception of himself in relation to his environment. It is a process of internalization of the exterior world to which the individual is exposed as he grows and develops. Dalton calls personality a social product (8, p. 3). Park and Burgess (43, p. 70) give the sociological definition of personality as "The sum and organization of those traits which determine the role of the individual in the group." This implies that the traits or the characteristics of the individual will, in some measure, determine his behavior in the group situation. Cattell (6, p. 222) states succinctly, "Personality is that which determines behavior in a defined situation."

Malinowski (34, pp. 171-176) in his consideration of theory of needs describe three system needs, the biological, derived, and
integrative. There are seven biological needs, which Malinowski (34, p. 91) also termed as the basic needs, and there are cultural responses to meet each of these basic needs. These are:

<table>
<thead>
<tr>
<th>Basic Needs</th>
<th>Cultural Responses</th>
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</thead>
<tbody>
<tr>
<td>1. Metabolism</td>
<td>Commissariat</td>
</tr>
<tr>
<td>2. Reproduction</td>
<td>Kinship</td>
</tr>
<tr>
<td>3. Bodily comforts</td>
<td>Shelter</td>
</tr>
<tr>
<td>4. Safety</td>
<td>Protection</td>
</tr>
<tr>
<td>5. Movement</td>
<td>Activities</td>
</tr>
<tr>
<td>6. Growth</td>
<td>Training</td>
</tr>
<tr>
<td>7. Health</td>
<td>Hygiene</td>
</tr>
</tbody>
</table>

The biological needs in this analysis are clear facts of natural science. They can best be understood in the setting of physiological and ecological facts in the context of the community as a whole and its culture. The derived needs are described as "...the cultural imperatives imposed on man by his own tendency to extend his safety and his comforts" (34). Against the background of this definition, four imperatives are described and their cultural responses listed by Malinowski. They are:

"Imperatives

1. The cultural apparatus of implements and consumers' goods must be produced, used, maintained, and replaced by new production.

2. Human behavior, as regards its technical, customary, legal, or moral prescription must be codified, regulated in action and sanction.
3. The human material by which every institution is maintained must be renewed, formed, drilled, and provided with full knowledge of the tribal tradition.

4. Authority within each institution must be defined, equipped with powers, and endowed with means of forceful execution of its orders.

The integrative needs are of major concern. "The central thesis maintained here is that symbolism, in its essential nature, is the modification of the original organism which allows the transformation of a psychological drive into a cultural value" (34, p. 132). It is in the context of culture that integrative needs find expression and has norms to evaluate the same.

Shakian defines needs as:

"Need is a construct (a convenient function or hypothetical concept) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation, and action in such a way as to transform in a certain direction an existing unsatisfying situation" (50, pp. 228-229).

**Personality need**

Personality is a social product. The individual helps develop the culture and the culture molds the individual. In the process of socialization the individual develops his personality.

Malinowski (34, p. 137) in his functional analysis of culture presents the following instrumental sequence of drive for attaining satisfaction.
In his functional analysis of culture, the term drive is replaced by need, Malinowski (34, pp. 89-90) states:

"By need, then, I understand the system of conditions in the human organism, in the cultural setting, and in the relation of both to the natural environment, which are sufficient and necessary for the survival of the group and organism. Need is a limiting set of facts. Habits and their motivations, the learned responses, and the foundations of organization, must be so arranged as to allow the basic needs to be satisfied."

Murray (38) in dealing with the psychogenic sector of personality lists several "needs" which account for the type of personality that an individual develops. Edwards in constructing the Edwards Personal Preference Schedule (EPPS) attempts to specify needs in terms of measurable variables. He developed 15 variables that he says have their origin in a list of manifest needs compiled by Murray (38). Edwards gives a brief statement for each of these variables in terms of intent and content to better define the salient features of the particular personality variable. These are:

1. **ach Achievement**: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.
2. **Deference:** To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. **Order:** To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. **Exhibition:** To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. **Autonomy:** To be able to come and go as desired, to say what one things about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. **Affiliation:** To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. **Intraception:** To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.
8. **suc Succorance**: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. **som Dominance**: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. **aba Abasement**: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. **nur Nurturance**: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. **chg Change**: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. **end Endurance**: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before
before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. Het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Based on the previous discussion of personality and the specific personality variables defined by Edwards, it appears logical that certain personality variables should be related to role performance. This leads to the statement of the third sub-hypothesis.

S.G.H. 3: There will be a relationship between personality variables and role performance.

Of the 15 personality variables listed in Edwards Personal Preference Schedule, seven—achievement, deference, intraception, nurturance, change, and endurance—are considered to be the most relevant to this study. The rationale for the choice of these seven variables is given below.

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1 All fifteen variables were administered to the Gram Sevaks. The seven were selected prior to the field work to be included as independent variables. Relationships of certain of the other personality variables in Edwards Personal Preference Schedule will be discussed in the additional Findings and Discussion Chapter.
In the first place these 15 variables were developed in the context of United States culture and they all do not appear to be relevant to the Indian culture, norms, values, and beliefs. Those chosen did appear to be relevant to this particular study. The variables chosen had also been found to be related to behavior in a similar study in the United States by Beal, et al. (2, Chap. 8).

1. **Achievement** is described as one's desire to be successful and do one's best; a determination to do a difficult job well. This would appear to be essential for high role performance of a Gram Sevak.

   **S.H. 3-A:** There will be a positive relationship between the personality variable achievement and role performance.

2. **Deference** is described as a disposition to take suggestions from others, to accept the leadership of others, to praise others, to follow instructions, and to do what is expected. This personality attribute appears to be especially important to a person who is the link between two social systems.

   **S.H. 3-B:** There will be a positive relationship between the personality variable deference and role performance.

3. **Order** stands for systematic work, to be neat and organized such as bookkeeping and record keeping, which is one of the role expectations of the Gram Sevak. He is expected to keep all records and accounts. This variable is in contrast to the personality variable of change. It seems logical that too great an allocation of time to performing the tasks of order would compete with working with the villagers to carry out programs. Further, community development is a change program.
Therefore, it appears logical that the change agent himself must be oriented to change rather than order.

S.H. 3-C: There will be a negative relationship between the personality variable order and role performance.

4. Intraception denotes the ability of a person to analyze the motives and feelings of others, to observe others, and to put oneself in another's place. This description is closely related to the role definition of the Gram Sevak in his dealings with the village people.

S.H. 3-D: There will be a positive relationship between the personality variable intraception and role performance.

5. Nurturance stands for an expression of one's desire to help friends when they are in trouble, to assist others less fortunate, and to treat others with kindness and sympathy. This is what the Gram Sevak is expected to do as a friend, philosopher, and guide to the village people.

S.H. 3-E: There will be a positive relationship between the personality variable nurturance and role performance.

6. Change denotes the desire of the individual to do new and different things, to meet new people, and to try new and novel things. This description appears to embody the basic philosophy of Community Development. Therefore, it appears logical that the Gram Sevak as a change agent should also have this philosophy and exhibit this personality variable. For example, the Gram Sevak is expected to do these very things through his demonstration projects and dissemination of new agricultural technology. This personality variable is in contrast to
the personality variable order.

S.H. 3-F: There will be a positive relationship between the personality variable change and role performance.

7. Endurance denotes the desire of a person to stick with a job until it is done, to work hard at a job, to stick with a problem even though it may seem as if no progress is being made. The village work in which the Gram Sevak is engaged is typical of a never ending problem and progress is very slow, and sometimes very frustrating. However, the Gram Sevak is expected to stay and work through all the difficulties as a friend of the villagers. Therefore, it appears he must have the personality variable of endurance.

S.H. 3-G: There will be a positive relationship between the personality variable endurance and role performance.

Personal Variables

The general level predispositional concepts of value orientations, attitudes, and personality needs have been discussed, and the hypothesized relationship of sub-concepts to role performance have been presented. There is another set of concepts often used in predicting human behavior. For lack of a better term these are often called personal factors or certain of them, demographic factors. Such concepts as age, education, tenure on job, and marital status are often used. These may all be considered to be attributes of the person. It may be noted that often no logical relationships can be established directly between these
concepts and behavior. These concepts may be assumed to be indicators, indexes, or composites of other concepts that do present the possibility of logical relationship with behavior. For example, age may be an indicator of status, role, experience, traditionalism, etc., all of which could be related to behavior. Several personal variables will be used in this study. Each of them will be discussed and the hypothesized relation with performance will be stated at the end of this section.

S.G.H. 4: There will be a relationship between personal variables and role performance.

Tannenbaum, et al. (53) points out the importance of background in social perception. Bohlen and Beal (4) point out the vital function of past experience in the interpretation phase of their stimulus-interpretation-response model of human behavior. Malinowski (34, p. 94) lists reproduction and bodily comfort among the seven basic needs of humans. Cultural responses of kinship and shelter facilitate the satisfying of these basic needs. It is within the context of a home and family that these needs are met.

Man responds against the background of past experiences. Every additional stimulus and response should build the experience base, both in variety and intensity. The longer an individual has served as a Gram Sevak the greater will be his past experiences. Such experiences should better prepare the Gram Sevak to act in highly diversified situations under which he operates. It may be posited that the greater the experience of the individual in the Gram Sevak role, the better able he will be to fulfill his role as a change agent. It is recognized
that relatively old Gram Sevaks may lack physical energy and also possibly become more conservative in their attitudes and behavior. However, this is not judged to be a factor in the present study since the great majority of the Gram Sevaks are relatively young. Therefore, the number of years that an individual has been a Gram Sevak is hypothesized to be a variable related to role performance.

There will probably be a relation between the variable length of service and the age of the individual. It is with age, that many experiences are gained and accumulated. Age carries with it respect and dignity, a wisdom of its own. The old English saying, "Young people think old people are fools, but old people know that young people are fools," reveals this belief. The concept of wisdom of age is deep in the Indian culture. The old Sanskrit couplet which expresses this deep seated belief when translated reads:

"The wisdom gained by age
Is not attained by education or intelligence."

This belief is identified with age and the respect that goes with it; even if the individual is an illiterate farmer in an interior village. Therefore, the age of the Gram Sevak is considered a variable that could be related to role performance.

As indicated earlier, kinship and shelter are two of the cultural responses to meet two of the basic needs of man. These are met in the context of home and family. The family here is taken to mean the nuclear family, the wife and unmarried children staying with the parents or just the husband and wife. Home is taken to refer to the shelter, according to Malinowski (34). In the Indian culture marriage is a social
obligation and a religious duty. Married people are accorded dignity and respect, next in line to age.

As a rule the Gram Sevaks are not posted for work in their own geographic area of birth and upbringing. When posted to a new place, they have to find a residence in the village. Otherwise the Gram Sevak has to stay in a nearby town, eat in a hotel, go to work in the villages, and return to his room at night. The social interaction is at its best in the evenings in the Indian village setting. The farmers finish their day of hard work on the land and return to the village at dusk. This is the time when they can relax and talk at leisure. By this time the Gram Sevak, who lives in a nearby town, is gone; he does not get the unique opportunity for active interaction with individuals and groups that usually form in the village streets in the evening. The Gram Sevak living in the village with his family has a twofold importance. In the first place, it provides his basic needs, and secondly, it provides greater opportunity for social interaction between him and the villagers. It also provides him with a greater acceptance into the rural social system. The interaction of the wife and children with the women and children of the village is a further asset to the Gram Sevak in his work in the village. Therefore, the variables of being married and living with his family in the village are considered as two variables which may logically be related to the role performance of the Gram Sevak.

Against the background of this brief discussion a positive relationship is expected between the following four variables:

1) the number of years of service as a Gram Sevak
b) age,
c) marital status, and
d) living with his family in the village. These expected relationships are expressed in the following sub-hypotheses:

**S.H. 4-A:** There will be a positive relationship between the number of years of service as a Gram Sevak and role performance.

**S.H. 4-B:** There will be a positive relationship between the age of the Gram Sevak and role performance.

**S.H. 4-C:** There will be a positive relationship between the marital status of the Gram Sevak and role performance.

**S.H. 4-D:** There will be a positive relationship between the Gram Sevak living with his family in the village and role performance.

**Perception**

The concept perception is used to refer to the ways in which the organism receives, interprets, and responds to the stimuli picked up by its sense organs. Perception is influenced by interests, needs, and past experience according to Lindesmith and Strauss (28, p. 86). Response to environmental cues constitutes the reality orientation of the organism. Perception is selective. The manner in which stimuli are interpreted by the individual affects his course of action. For Dalton (8, p. 161), perception is both an individual and universal process. He takes the view that perception is not so closely stimulus-bound as was formerly believed. The personality of the individual adds something to the process under certain conditions which alter his
perception.

Speaking of perception, reference is being made to the manner in which various aspects of the environment become involved in the organization of behavior. Hallowell (17, pp. 285-286) views perception as the process by which we register what is in the field of view in a way that is meaningful. He goes on to explain that available evidence indicates that we learn to see the world as we do, due to this process. This evidence deals with behavior on three levels of complexity: 1) simple visual response to physical stimuli, 2) more complex reactions involving the interpretations of such stimuli and the imputation of meaning on the basis of the patterning of the stimuli, and 3) perceptions of the social situations in terms of previous learnings, expectations, and personal needs.

Krech, Crutchfield, and Ballachey (27, p. 32) state that cognitions of the individual are selectively organized. Only certain things, among all the objects that are around him, enter into his perception. An individual becomes sensitized to those features of his environment which cause discomfort and give satisfaction and also to those which seem to be necessary for its stimulation. This indicates that man perceives what he wants to perceive. Krech, Crutchfield, and Ballachey (27, p. 67) state that "mental sets" may influence which of the many alternative meanings of an object will be salient to an individual. They describe mental set as readiness of the individual to organize his perceptions and cognitions in a particular way. Mental sets are purported to reflect emotions, physiological states, and experiences of the individual. This means that the perceiver's mental set is a determining factor
in the interpretation of an experience. Mental sets through selective sensitization may cause the same objects to have different meanings for different perceivers. This suggests that man not only perceives what he wants to perceive, but that he selects his perception to fit his needs.

Differential perception

Krech, Crutchfield, and Ballachey state that:

"Man acts upon his ideas. His irrational acts no less than his rational acts are guided by what he thinks, what he believes, and what he anticipates.

The response of the individual to persons and things are shaped by the way they look to him—his cognitive world. And the image or 'map' of the world of every person is an individual one. No two persons live in the same cognitive world" (27, p. 17).

The differential perception that these authors point out account for the fact that although two people may see the same phenomenon, they may give quite different account of what they observed. Differential perception can be called the individualized image of the world that each person has based on certain determinants. Shibutani (51) presents four categories of determinants that would form differential perception. These are: 1) physical and social environments, 2) physiological structure, 3) wants and goals, and 4) past experiences. The physiological structure that Shibutani (51) lists as a determinant refers to sensory capacity and intellectual abilities which reflect physiological differences between individuals. Each person develops a set of wants and goals which are peculiar to him and different from wants and goals of others. These wants and goals impinge upon his perception of the world
and make it different from others. Shibutani (51) points out that the individual's perception is based upon the nature of the physical and social environments in which he is submerged. The stimulus-interpreta-
tion-response model of human behavior of Bohlen and Beal (4) has much in common with the stand of Shibutani as it relates to the interpreta-
tion phase against the background of experiences and possible alterna-
tives.

Krech, Crutchfield, and Ballachey state that:

"Man's attitudes and world images develop as he develops, but no man's life develops apart from the lives of his fel-
lows. And just as each man's life intersects the lives of others—but only at certain points—and just as each man's life story is similar to—but not identical with—the life stories of his neighbors, so are the attitudes and perceptions of the world which each man develops similar to—yet different from the attitudes and perceptions of his family, friends, neigh-
bors, and compatriots" (27, p. 180).

Social perception

Most people take pride in their ability to look at people in a dispassionate, objective manner. Yet, the psychological realities are that every time one has a personal contact, he forms favorable or un-
favorable impressions that influence his social behavior. Every one has some positive or negative feeling in interpersonal experiences. Tannenbaum, et al. (53, p. 725) define social perception as the means by which people form impressions of and, hopefully, understand one another.

Empathy

Empathy or social sensitivity is the extent to which one succeeds in developing accurate impressions, or actual understanding, of others.
Social perception is not always rational or conscious; thus it follows that empathy is not necessarily the result of conscious, rational effort. As explained by Tannenbaum (53), for some it may just seem to "happen" while others may develop it only after much training and living experience. Social perception develops in the give and take process among the personalities in action. The perceiver, the perceived, and the situation are considered as the three important factors in social perception. According to Tannenbaum (53), the general background—demographic characteristics, and unique self-personality characteristics, are the two sets of important interrelated characteristics that the individual brings to the task of understanding others to the other.

People differ considerably in their ability to appreciate the effective orientations of others. According to Shibutani (51, p. 165):

"The capacity to enter vicarously into the mind of another person, sympathize with him, and to take his feelings into account in dealing with him has been designated as empathy."

Empathy is not the same as role-taking. Empathy can be considered as the ability to recognize and respond sympathetically to the unique reactions of each person in an interpersonal situation. Dymond (11) found in her study that individuals who scored high in her empathy scale were outgoing, optimistic, warm, emotional, had a strong interest in other people, and were highly flexible.

According to Shibutani (51, p. 334):

"When empathy is absent, even human beings are treated as if they were physical objects."

Affective neutrality becomes the characteristic of the people who
do not have empathy. When such individuals come into contact with strangers, members of a different social class or ethnic group, they interact with them more as things than as people. Lack of a level of identity creates the most callous disregard for others even when an individual means well towards another.

**Summary**

Through perception, individuals attempt to cope with their environment. Perception is selective, cumulative and constructed. Perceiving is never just receiving; there is always discrimination and selection. Man perceives what he wants to perceive. What is perceived depends to a great extent on interpersonal relations. Empathy is sympathetic understanding of another person. Other people are recognized as specific personalities and are not perceived as physical objects.

Based on this discussion it is expected that there will be a relationship between certain perceptions and role performance.

**S.G.H. 5:** There will be a relationship between differential perceptions and role performance.

The concept perception is broad and general. Under this concept more specific perceptions are chosen for this study. The first is the Gram Sevak's perception of his job. Christian missionaries, philanthropic Indians, and private individuals have initiated programs in rural development in India over the past century or more. These were few and far apart. The first organized form of village work with a national link was that of Mahathma Gandi in pre-independent India. In his frame of reference village work was to be a selfless and sacrificial
service. It was a duty of the educated and the rich, to help their lesser privileged brothers. The attitude of the then rulers toward the village people was one of apathy and gross indifference. Hence, Mahatma Gandhi conceived his program as one of empathy and service to one's fellowmen. In the Community Development Program, the role of the Gram Sevak as a friend, philosopher, and guide to the villagers was conceived in the context of the work of Mahatma Gandhi. The assumption is that the more he perceives his job in this context, the greater will be his willingness to identify with the villagers, and thus the higher the level of role performance. Thus, the Gram Sevak's perception of his job is considered a variable related to role performance.

**S.H. 5-A:** There will be a positive relationship between the Gram Sevak's positive perception of his job and the role performance.

The Gram Sevak's perception of the village as a physical entity or as a social system can affect his role performance. The Gram Sevak may perceive the villager with great empathy or with great social distance. It is believed that if the Gram Sevak perceives a village in terms of its social systems, organization, leadership structure, kinship patterns rather than in terms of size, roads, houses, acres, and crops his perceptual frame will be more likely to lead to higher role performance. Similarly, if he perceives a villager in terms of his needs, desires, a person to whom he can relate and wants to help rather than as lazy, uninterested, conservative, dirty, or in terms of size of farm, number of plots owned, caste etc., he will be more likely to have
high role performance. These differential perceptions could influence his interaction and the actual work that he is able to accomplish with the village people. The more he perceives the village as a social entity rather than a physical entity, the greater will be his role performance in the village. The more he perceives the villager as a social being instead of a physical object, the greater will be his chances of working more closely with the villagers and of accomplishing more. The more he perceives the villager with empathy as opposed to great social distance, the more he will be able to relate to the village people, and work with them, and accomplish program goals.

The discussion so far on the perceptual level indicates a relationship between: (a) Gram Sevak's perception of the village in social rather than physical terms and role performance, (b) Gram Sevak's perception of the villager in social rather than physical terms and role performance, and (c) Gram Sevak's social distance and empathy perception of the villager and role performance. The expected relationships are expressed in the following hypotheses:

**S.H. 5-B:** There will be a positive relationship between the Gram Sevak's perception of the village in social rather than physical terms and the role performance.

**S.H. 5-C:** There will be a positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms and the role performance.

**S.H. 5-D:** There will be a positive relationship between the Gram Sevak's perception of the villager with high degree of empathy
rather than great social distance and the role performance.

Situational Variables

Heredity and environment are two of the fundamental considerations in the study of any living organism as a scientist endeavors to understand the life, growth, and functioning of the organism. The environment can help unfold and develop or inhibit the inherent qualities of a species. The stories of feral children cited by Young and Mack (58, pp. 123-124) show what the environment can do to an individual even when they are children. Situation, condition, controlling factors, other things remaining the same referring to an overall environment, are some of the concepts that are used in various disciplines to express this concept of environment. Tannenbaum (53), Thomas (54), Shibutani (51), and Krech et al. (27) point out that conforming or the progressively adjusting tendency on the part of individuals to the situations is a quality which human beings possess. The situation is an influencing factor in human behavior. Thus it appears logical that situational variables should be taken into account along with value orientation, attitudes, personality variables, personal factors and perceptions, if one is to attempt to predict role performance.

S.G.H. 6: There will be a relationship between situational variables and role performance.

The specific variables used in this study are discussed below.

The Community Development Program was initiated in India in October
1952. It began as a pilot project. It spread to cover the entire countryside of India during the second and third Five Year Plans during the decade from 1956 to 1966. It appears logical that the longer an area has been under the Community Development Program the greater would be the orientation of the people to the program and greater the opportunity for the Gram Sevak to fulfill the expectations of him. Therefore, the length of time that the Community Development Program has been in operation in a village is considered an important situational variable in the role performance of the Gram Sevak.

The Gram Sevaks are stationed in the villages. The group (group means the number of villages that form the area of operation for a Gram Sevak) is formed on the basis of a twofold criteria; either a population of not less than 10,000 people or an area of five miles radius, or a combination of both. There are groups that have over 100,000 people. As the number of people increase in the group, the potential frequency and intensity of interaction of the Gram Sevak with the population is decreased and as the population size decreases, the potential frequency and intensity of interaction increases. Hence the size of the population in the village group may have a relationship to the performance of the Gram Sevak.

Closely related to total population in the group is the farmer population of the group. The greater the number of farmers that the Gram Sevak has to contact and work with, the less will be the time that he can spend with each farmer. Further, the number of people visited will also probably be less. Intensity of interaction usually increases
with the frequency of visits. This will be possible as the number of farmers that he has to contact decreases. Thus a logic can be constructed that the greater the number of farmers that the Gram Sevak has to work with, the lower will be his performance with the total group of farmers.

Many social theorists consider facilities as an important element in system functioning and analysis. The use of the term facilities is varied. In the context of this study, the facilities of the cultivators with whom the Gram Sevak must work are the main focus. The specific facilities chosen are: size of the land holding, percent of land under irrigation and average level of income of the people.

In the context of an agricultural program, an important factor in the adoption of new technology is the area of land the cultivator has. The average size of the land holding in India is only about 2.5 acres. As the size of the holdings increases, there appears to be a greater willingness of the farmers to try and experiment with new seeds and new methods that the Gram Sevak advocates. Thus, it appears there would be greater opportunity for the Gram Sevak to fulfill his role expectations.

Another situational variable is the irrigation facilities for land. Even if the land area is small, the security of a farmer is enhanced by irrigation. Instead of depending on the vagaries of nature, the farmer is more assured of his harvest. Further, he can get two or even three

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1 It may be pointed out that of the Gram Sevaks interviewed each was responsible for a group of villages and that the groups of villages were spread over a large territory and differed over a wide range on these facilities.
crops from the same land with assured irrigation. Hence a farmer who has irrigation facility can afford to experiment and take the risk. He need not wait for another year to experiment or correct mistakes. On the other hand, if the results are good, the new ideas can be tried over again within a given year. Hence, it is believed that irrigation may influence the opportunity of the Gram Sevak to fulfill role expectations.

The basic policy of the Community Development organization is to solicit people's participation. All the programs are designed in that manner and targets are set accordingly. Whether cattle, poultry, rams, fruit trees, or iron plow; if a farmer is to get the benefit from these and many more items provided in the program, he has to remit first to the Block Office half the cost of the item. Then only, the other half of the funds are provided by the Clock and the item is made available to the farmer. This means that the farmer should have ready cash. Thus the general income level of the community may have a relationship to what the Gram Sevak can make available to them. Even though they are all planned for and provided in the Community Development Program, the individual's share has to be paid first. Hence the greater the income level of the villagers, the greater will be the opportunity for them to avail themselves of the items included in the program. This in turn provides greater opportunity for the Gram Sevak to fulfill what is expected of him as a change agent.

These six situational variables are postulated to have a relationship to the Gram Sevak's role performance: total population of the village group, farmer population of the village group, average size of
the land holdings, percent of land irrigated and general income level of
the village group. These expected relationships are expressed in the
following hypotheses:

**S.H. 6-A:** There will be a positive relationship between
the number of years the Community Development Program has been in opera-
tion and the role performance.

**S.H. 6-B:** There will be a negative relationship between
the total population of the village group and the role performance.

**S.H. 6-C:** There will be a negative relationship between
the farmer population of the village group and the role performance.

**S.H. 6-D:** There will be a positive relationship between
the average size of land holdings of the farmers and the role perform-
ance.

**S.H. 6-E:** There will be a positive relationship between
the percentage of land under irrigation and the role performance.

**S.H. 6-F:** There will be a positive relationship between
the average income level of the farmers in the village group and the
role performance.

The general theoretical orientation, general hypothesis, sub-general
hypotheses and sub-hypotheses have been stated. The task now is to de-
velop operational measures for the concepts used in the hypotheses.
This will be presented in the next chapter.
METHODOLOGY

The hypotheses for the study have been developed in the previous chapter on theoretical orientation. But the concepts in their present form are not specified in measurable terms so that the hypotheses can be tested. This necessitates the development of measures to test the theoretical hypotheses. Carnap (5) calls this the process of explication. The twofold criteria needed for this process are: (a) for the measure to be adequate and (b) for the measure to be operational. The concept definitions and their theoretical implications are given at lower levels to relate them to the phenomena in the real world. Northrop (41) calls the derivation of the empirical from the theoretical the epistemic correlation. It is by means of epistemic correlations that unobservable entities and relations designated by concepts, by postulation take on an operational meaning and thereby become capable of being put to an experimental test. Thus, it is the epistemic correlation which gives operational meaning to a theoretical concept of science. Operational definitions make verification possible. The procedure for developing measures, actual measures, and empirical hypotheses will now be presented.

The common concept to all hypotheses in this study is the dependent variable role performance of the Gram Sevak. The measure of role performance, the dependent variable in this study, is the achievement of the Gram Sevak. Here achievement refers to the accomplishments in specific projects in the agricultural sector of the Community Development Program.
General hypothesis

There will be a relationship between specified predispositional, personality, perceptual, and situational variables and role performance.

Operational Measures

Role performance

The common concept to all hypotheses in this study is the dependent variable role performance. Role performance is defined as the actual behavior of an incumbent in a position. In this study the role performance is measured by the actual behavior of the Gram Sevak which is relevant to the persuasion of his role as a change agent. The results of the Community Development Program at the local level depend to a large extent on how well the Gram Sevak performs his role. Two main questions are: What is expected of the Gram Sevak? And, how well is the Gram Sevak performing what is expected of him? The first question focuses on the concept of role and the second on the concept of role performance. A role is a set of expectations applied to the Gram Sevak and role performance is how well he has fulfilled these expectations.

What is expected of the Gram Sevak is well laid out in the Community Development Program. For every field of activity there are specific programs with well defined targets to be achieved and the funds are provided for necessary expenditures for the attainment of the targets so specified. The Gram Sevak, the change agent, is to make use of the facilities provided and attain these set targets.
The Gram Sevak works in many, highly diversified areas. However, the greatest importance is given to the agricultural program. The rationale for choosing specific target-oriented agricultural projects for achievements to measure the role performance is as follows: In the first place, the Gram Sevak works mainly in the rural area and the main occupation of the rural people is agriculture. Second, for the past decade the government of India has been spending from 40 to 60 percent of the total budget directly or indirectly for the development of agriculture. Third, the results of target-oriented agricultural program are amenable to better quantification; they do not present a value judgment which is relative and subjective. There is a variety of measurable activities in the use of improved seed, improved methods of cultivation, use of fertilizers and compost pits, use of insecticides and pesticides, introduction of improved livestock, etc. Fourth, the author is particularly interested in the agricultural sector of the Community Development Program. Even within the agricultural program there are differences from district to district. Thus, four major areas that are of universal application to the field of agriculture in south India were chosen. These were: 1) improved cultivation--this involved the use of improved seed, improved agricultural practice, and improved agricultural implements; 2) use of manures and fertilizers which involved the use of compost and fertilizers; 3) livestock which included poultry and sheep; and 4) use of insecticides and pesticides. There are specific targets for each of these activities in each and every block and necessary funds are also provided for programs to reach these targets.
Further, these activities are repeated year after year.

In order to operationalize this criterion variable, an index of 14 quantifiable items from these four major areas was developed. Certain problems which were obvious in the development of the measure in this manner, will be considered here. In the first place, there is a total improvement in agriculture in relation to the long range target-oriented Community Development Program. This is the result of the work on the position incumbents from the very inception of the program. But the part that a particular Gram Sevak has done in these improvements need not be the same as the total improvement. His share in the total improvement will only be that which he has done after he occupied the position of the Gram Sevak in those villages. As a rule the Gram Sevaks are transferred on the completion of a three year period of service in one area. If the Block was started only three years ago, it is quite possible that there has been no change of Gram Sevaks. In this case the total improvement and the part of the Gram Sevak in the total improvement will be one and the same. On the other hand, if a Block has been in existence for ten years, it is quite possible that some three or four or even more Gram Sevaks might have worked in the area and the total improvement is the result of the work of all these position incumbents. Recognizing the problem, it was considered necessary to take into account both the total improvement and the part that the individual Gram Sevak has performed to form one scale. In order to distinguish between these two, the total improvement was treated as an A category index and the part of the Gram Sevak as a B category index. The response
pattern for the A category index was computed as a percentage; and the response pattern for the B category index was computed as part of the A category index. The correlation between the total score (aggregate score of A and B) and the Gram Sevak's share score is .74. It is recognized that a part of this correlation is due to the fact that the Gram Sevak's share score is a part of the total score. However, based on the relatively high correlation the decision was made to use the total score in the basic finding section. An analysis was also made of the relationship of the independent variables to category A and category B indexes. Results that differ from those using the total score will be presented in the additional findings and discussion chapter.

Another problem in this particular study arises from the fact that Gram Sevaks were asked to assess their own performance. Their statements were accepted as a measure of their performance. There is a possible danger of the Gram Sevaks over-estimating their performance to show themselves as being successful. This procedure had to be adopted for several reasons. The data on role performance were not available from any records. One hundred interviews were considered a minimum for this study. Each Gram Sevak came from a different cluster of villages. Sampling farmers in over 600 villages would have taken a great length of time and the costs would have been prohibitive. To overcome this difficulty, the Gram Sevaks were given the assurance that they would not be identified with the data; they were told the data gathered would be used only for research purposes and not for an evaluation of any particular individual. To test the data for validity, it was decided that the
author should interview in several of the Gram Sevaks group of villages. The author visited six groups of villages and attempted to determine the most accurate data possible on the items in the role performance scale. The data gathered by the author were in general agreement with that provided by the Gram Sevaks. While some differences were found on individual items of as much as 10 to 15 percent, the total scores were found to vary not more than 2 or 3 percent.

With these factors in mind, the criterion variable measure was developed in the following manner:

**Dependent Variable Index**

The Gram Sevak was asked to record the major crops in his villages and then to indicate the percentage of farmers using improved seed for the most important crop. The response was obtained by administering the following question: What percentage of the villagers in the villages for which you are responsible raise each of the following crops? Place the percentage in column 1. In column 2 indicate the percentage that use improved seed for the most important crop.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of villagers raising the crop:</td>
<td>Percentage of villagers using improved seed for the most important crop:</td>
</tr>
<tr>
<td>Paddy</td>
<td>___ %</td>
</tr>
<tr>
<td>Millets (ragi, cumbu etc.)</td>
<td>___ %</td>
</tr>
<tr>
<td>Groundnuts</td>
<td>___ %</td>
</tr>
<tr>
<td>Sugarcane</td>
<td>___ %</td>
</tr>
<tr>
<td>Cotton</td>
<td>___ %</td>
</tr>
<tr>
<td>Any other</td>
<td>___ %</td>
</tr>
</tbody>
</table>
The percentage using improved seed was given the following score:

<table>
<thead>
<tr>
<th>Percentage using improved seed:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 19%</td>
<td>= 1 point</td>
</tr>
<tr>
<td>20 - 39%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>40 - 59%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>60 - 79%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>80%+</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

Rice is the staple food of the south Indians and rice paddy is the major crop especially in Madras state. The most advocated method is the Japanese method or the modified Japanese method of paddy cultivation. These improved agricultural practices increase production. The response was obtained by asking the following question: What percentage of your paddy cultivating farmers have adopted the Japanese method of paddy cultivation or the modified method of Japanese cultivation? The coding for this followed the same pattern of percentage breakdown as in the item above.

For paddy and for many other major crops compost is one of the recommended manures to supply organic matter to the soil. A special drive to dig and use compost pits to "convert waste into wealth" with special incentives to the farmers to adopt the practice has been in vogue for over a decade. Some farmers started the compost pits to get the benefit of the incentives, but soon dropped the practice. The Gram Sevak is expected to keep up the interest of the farmers to continue converting the waste into compost. Thus, the third part of the index was structured for compost, and it was broken into three items. The first and second part were a part of the first category—index A—of
total improvement. The third part belonged to the second category—index B—which required the specific indication of the part the specific Gram Sevak played in the compost program. The responses were obtained by administering the following questions:

(3.a.) What percentage(%) of your farmers are maintaining and using compost pits? The percentage maintaining and using compost pits were given the following score:

<table>
<thead>
<tr>
<th>Percentage maintaining and using compost pits:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 9%</td>
<td>= 1 point</td>
</tr>
<tr>
<td>10 - 19%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>20 - 29%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>30 - 39%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>40% plus</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

(3.b.) What percentage started but stopped using the pits? The percentage that started but stopped using was given the following score:

<table>
<thead>
<tr>
<th>Percentage that started but stopped using pits:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 9%</td>
<td>= 5 points</td>
</tr>
<tr>
<td>10 - 19%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>20 - 29%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>30 - 39%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>40% plus</td>
<td>= 1 point</td>
</tr>
</tbody>
</table>

(3.c.) Of the compost pits in use, what part did you get started during your period of work in these villages? Check only one item: None, one-fourth, one-half, three-fourths, all. The part that the Gram Sevak was responsible for getting started in the program was given the following score:
India has one of the lowest agricultural productivity in the world. Land is very badly depleted. Little natural fertility exists. Judicious application of fertilizers is one of the best ways to increase agricultural production. The Gram Sevaks can issue permits for small quantities of fertilizer and they can ask higher authorities for larger quantities. The extent to which the farmers use fertilizers on their land is highly dependent upon the trust the farmer has in the Gram Sevak and the Gram Sevak's ability to make it available to the farmer. The response to this with category A and B were obtained by administering the following items:

(4.a.) What percentage of your farmers use commercial fertilizers? The percentage using commercial fertilizer was given the following score:

<table>
<thead>
<tr>
<th>Percentage using fertilizers:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 19%</td>
<td>= 1 point</td>
</tr>
<tr>
<td>20 to 39%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>40 to 59%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>60 to 79%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>80% plus</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

(4.b.) Of the above percentage of fertilizers used, what part was influenced by your work? Check only one item: None, one-fourth, one-half, three-fourths, all. The part that the specific Gram Sevak
influenced was given the following score:

<table>
<thead>
<tr>
<th>Part influenced by Gram Sevak:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>= 1 point</td>
</tr>
<tr>
<td>One-fourth</td>
<td>= 2 points</td>
</tr>
<tr>
<td>One-half</td>
<td>= 3 points</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>= 4 points</td>
</tr>
<tr>
<td>All</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

Indian agriculture is classified as primitive mainly due to the fact that the agricultural implements, especially the plow, are still the primitive, inefficient, wooden type. The trampler, puddler, leveler, seed-drill are all new additions to the technology of Indian agriculture. There has been a special drive in the Community Development Program for the development and use of improved agricultural implements. This was measured by a two part item having both A and B category indexes. The responses were obtained by administering the following questions:

(5.a.) What percentage of your farmers use improved agricultural implements? ____ %. The percentage using improved agricultural implements was given the following score:

<table>
<thead>
<tr>
<th>Percentage using improved agricultural implements:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 9%</td>
<td>= 1 point</td>
</tr>
<tr>
<td>10 to 19%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>20 to 29%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>30 to 39%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>40% plus</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

(5.b.) Of the above percentage what is the part that you supplied after you started work in these villages? Check only one item: none,
one-fourth, one-half, three-fourths, all. The part that the respondent supplied was given the following score:

<table>
<thead>
<tr>
<th>Part supplied by Gram Sevak:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>= 1 point</td>
</tr>
<tr>
<td>One-fourth</td>
<td>= 2 points</td>
</tr>
<tr>
<td>One-half</td>
<td>= 3 points</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>= 4 points</td>
</tr>
<tr>
<td>All</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

In the livestock program, poultry has a special place due to the quick turnover and small capital outlay. Two generations of poultry can be raised in a year and a mother hen has the potential to give rise to 250 chicks in a year. Poultry is a highly versatile industry. It can be run on a mass scale production involving large capital and it can also be run on a very small scale even by the poorer farmers; the capital needed in the latter case is very small. Sheep have similar characteristics. Both these programs are provided for in the Community Development targets. The poultry program was indexed for both A and B categories. In the case of sheep it was indexed only for the B category, namely the number of rams supplied by the Gram Sevak responding. The responses were obtained by administering the following questions:

(6.a.) What percentage of your village poultry is improved stock? ____% The percentage of improved poultry stock was given the following score:

<table>
<thead>
<tr>
<th>Improved poultry:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 19%</td>
<td>= 1 point</td>
</tr>
<tr>
<td>20 to 39%</td>
<td>= 2 points</td>
</tr>
<tr>
<td>40 to 59%</td>
<td>= 3 points</td>
</tr>
<tr>
<td>60 to 79%</td>
<td>= 4 points</td>
</tr>
<tr>
<td>80% plus</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>
(6.b.) What part of the improved poultry stock was supplied by you? Check only one item: None, one-fourth, one-half, three-fourths, all. The part that the Gram Sevak supplied was given the following score:

<table>
<thead>
<tr>
<th>Part supplied by Gram Sevak:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>= 1 point</td>
</tr>
<tr>
<td>One-fourth</td>
<td>= 2 points</td>
</tr>
<tr>
<td>One-half</td>
<td>= 3 points</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>= 4 points</td>
</tr>
<tr>
<td>All</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

(6.c.) What part of the rams were supplied by you? Check only one item: None, one-fourth, one-half, three-fourths, all. The part that the Gram Sevak supplied was given the following score:

<table>
<thead>
<tr>
<th>Part supplied by Gram Sevak:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>= 1 point</td>
</tr>
<tr>
<td>One-fourth</td>
<td>= 2 points</td>
</tr>
<tr>
<td>One-half</td>
<td>= 3 points</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>= 4 points</td>
</tr>
<tr>
<td>All</td>
<td>= 5 points</td>
</tr>
</tbody>
</table>

Losses in Indian agriculture due to pests and diseases are estimated to be 10 to 12 percent of the total crop. The Community Development Program places emphasis on the promotion and use of insecticides and pesticides. The responses for these measures were obtained by administering the following questions: Are insecticides and pesticides commonly used in your area? This was used as a leading question with a Yes or No response. No points were assigned to this item.

(7.a.) What percentage of your farmers use insecticides and
pesticides as a result of your work with them? Check only one item: None, one-fourth, one-half, three-fourths, all. The part that started using insecticides and pesticides as a result of the Gram Sevak's work with them was given the following score:

<table>
<thead>
<tr>
<th>Part influenced by the Gram Sevak:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1 point</td>
</tr>
<tr>
<td>One-fourth</td>
<td>2 points</td>
</tr>
<tr>
<td>One-half</td>
<td>3 points</td>
</tr>
<tr>
<td>Three-fourths</td>
<td>4 points</td>
</tr>
<tr>
<td>All</td>
<td>5 points</td>
</tr>
</tbody>
</table>

The 14 item index developed above for the criterion variable to measure role performance has a possible maximum score of 70 points and a possible minimum of 14 points. Eight of the items come under the category of total improvement--index A-- and 6 of them come under the category of part of the Gram Sevak in the total improvement--index B.

Independent Variables

Earlier in this section measurement of the dependent variable role performance was described. In this section measures for the independent variables will be developed. A pretest was run for four of the multi-item scales. Sixty-four Gram Sevaks were interviewed at the same center where the final data were to be collected. The result of this pretest for the respective scales will be cited in the appropriate place as it relates to the particular scale concerned. The statements were either positive or negative in their value structure. The Gram Sevaks were asked to respond to a five-point scale of strongly agree, agree,
uncertain, disagree, or strongly disagree. These responses were assigned numerical values of seven, five, four, three, two, and one points respectively when the statements were positive and the reverse when the statement carried a negative value.

Multi-item scales are considered more reliable measures in value responses than single item measures.

Predispositional Factors

Attitudes and values are not measured directly. They are inferred from an individual's behavior. The assumption is that an individual's response of agree or disagree with a statement involving a value judgment is a type of behavior and provides a measure of the attitude the individual has in regard to the dimension of which the statement is a measure.

Rural value orientation

The rural value orientation scale was constructed as a measure of the individual's value orientation toward the village. These were sought through response to value statement items such as: the village people are superstitious and noncooperative; it is impossible to make real good friends from among the village people; a village is not the best place to live; villagers can be trusted, etc. Sixteen statements made up the original measurement device. The pretest analysis showed

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1 It may be recalled that value orientation and attitudes are differentiated here in terms of level of generality. The methodology of measurement used is the same.
that three items did not exhibit the quality of additivity with the rest in forming a cluster. These three items were dropped from the final scale. The items in the final scale are listed below.

**Rural Value Orientation Scale**

1. Farming is the noblest profession.
2. Man must work hard with his own hands and earn his bread.
3. Village people are noncooperative and superstitious.
4. It is impossible to make real good friends from among the village people.
5. The village officers (Village Munsiff and Karanam) and Headman are all corrupt. There is no use in the Gram Sevak trying to work with such people.
6. The village is not the best place to live.
7. Village people are very slow to understand and very hard to change.
8. Villagers are indifferent to progress. They are satisfied with what they have.
9. It is very difficult to lower oneself to the level of the villager.
10. Villagers can be trusted. If they say that they will do something, they will do it.
11. The unsanitary conditions in which the villager lives prove that he does not want to improve his lot.
12. I can honestly say that I like the village people.
13. I can honestly say that I respect the village people.

The operational measures for both role performance and rural value orientation have been derived. These will be incorporated into the empirical hypothesis. First the sub-hypothesis will be stated, then
the empirical hypothesis.

S.H. 1: There will be a positive relationship between a rural value orientation and the role performance.

E.H. 1: There will be a positive relationship between the Gram Sevak's rural value orientation score and the role performance score.

The attitude toward the Community Development bureaucracy versus villagers

The Gram Sevak's attitude toward the Community Development bureaucracy versus villagers was constructed as a measure of the Gram Sevak's attitude toward the Community Development bureaucracy and his attitude toward village people. Twenty-one items made up the original scale. As a result of the pretest analysis two sub-scales were apparent. Further, four items were found not to correlate with either of the two clusters. Thus, these four were dropped. Items in one scale indicated high orientation toward the Community Development bureaucracy and the other showed high orientation toward village people. Therefore, these were treated as two separate scales. Items in scales one and two are listed below.

Attitude Toward Bureaucracy

Scale 1

1. Since Block authorities are most interested in having records and accounts up-to-date, these things should be taken care of first.

2. The villagers do not understand their problems. So they should gladly accept the plans and programs that the Block has for them.
3. Being thought of as a government man actually helps the Gram Sevak in his work with the villagers.

4. The first responsibility of the Gram Sevak is to the Community Development Organization of the Government. He is an employee of the government.

5. The only way to be really successful as a Gram Sevak is to do exactly what you are told by the Block officials.

6. The Gram Sevak's loyalty must rest more with the Community Development Organization than with villagers.

7. Keeping accurate records at the Block office is very important to the success of the Community Development Program.

8. Being accepted and rewarded by the Block officers is more important to me than being accepted by the villagers.

9. A successful Gram Sevak will always try to understand the mind of his superiors and will try to satisfy them in his work.

10. It does not do any good to get things accomplished in the village if the records at the Block office does not show it.

11. It is easier to get a promotion if the Gram Sevak makes sure his work satisfies the Block officials.

**Attitude Toward Villagers**

**Scale 2**

1. It is a highly rewarding experience to serve the village people.

2. It is the job of the Gram Sevak to insure that villagers accept and cooperate with Block plans and programs.

3. A Gram Sevak's first responsibility is to the villagers. His work is out there in the village and not in the Block office.

4. To get satisfaction from his job the Gram Sevak must work on problems the villagers think are important, even though these problems may not be recognized by the Block officials.

5. The best Block officers are those that give you a lot of freedom to work on the things that villagers think are important.
6. Less time spent on records and meetings at the Block level and more time spent in the village would make Community Development more successful.

The operational measures for both role performance and the Gram Sevak's attitude toward the Community Development bureaucracy versus villagers have been derived. These will be incorporated into two empirical hypotheses. First the sub-hypothesis will be stated, then the empirical hypotheses.

**S.H. 2-A:** There will be a positive relationship between the Gram Sevak's attitude toward Community Development bureaucracy versus villagers and the role performance.

**E.H. 2-A:** There will be a negative relationship between the Gram Sevak's attitude toward Community Development bureaucracy score and the role performance score.

**E.H. 2-A:** There will be a positive relationship between the Gram Sevak's attitude toward villagers score and the role performance score.

**Attitude toward need for authority**

The attitude toward need for authority scale was constructed as a measure of the individual's attitude toward need for authority in his work. These were sought through responses to value statement items. It is believed that the Gram Sevak has the desire to have authority. But the definition of his position does not allow such authority. Further, the Indian villager is tired of authority. The newborn freedom has given him a feeling of self respect. He does not want to be ordered around.
around. The assumption here is that Gram Sevaks who do not show a
desire for authority will be able to accomplish more. For this reason
the value statements presented in the scale that appear as positive,
carry negative value. This leads to the hypotheses that the scale will
be a positive correlation with the criterion variable when the Gram
Sevak do not desire authority. Seventeen items made up the original
measure. The pretest analysis showed that five items did not exhibit
the quality of additivity with the rest in forming a cluster. These
five items were dropped from the final scale. The items remaining in
the final scale are listed below:

**Attitude Toward Need for Authority Scale**

1. Good will, love, and persuasion are the best methods to get
work done under village conditions.

2. The Gram Sevak is the right person to settle the village quar­
rels and disputes. Since he is an outside person he can make
decisions that are just and fair to both the parties.

3. More work can be done in the villages if the Gram Sevaks have
the authority to decide what is to be done and what is not to
be done in the villages.

4. A government job without any power over the people is that of
a Gram Sevak. This is not good for effective work.

5. Better training as to how to work with the village people and
more subject matter training is more important than all the
authority that the government can give to the Gram Sevaks in
his work.

6. The villager is used to authority, therefore, the best way to
carry out Community Development is within this accepted pattern
of authority from government officials.

7. At this stage of development the villager needs to be told
what to do by someone with authority.
8. It does not make sense for the government to set targets and then expect the Community Development workers to reach those targets without any authority over the people.

9. The village people expect government workers to have authority; not giving Community Development workers such authority just confuses the villagers.

10. Almost all other government officials have a great deal of authority. I think the Gram Sevak should also have more authority.

11. Even if the Gram Sevak had authority to order people to adopt new agricultural practices, I do not think he would get a much more rapid adoption practice.

12. Even if the Gram Sevak could order people to adopt new agricultural practices, it would not contribute to the development of the village people as responsible citizens.

The operational measures for both role performance and the Gram Sevak's attitude toward need for authority have been derived. These will be incorporated into the empirical hypothesis. First the sub-hypothesis will be stated, then the empirical hypothesis.

S.H. 2-B: There will be a positive relationship between the Gram Sevak's attitude toward need for authority and the role performance.

E.H. 2-B: There will be a positive relationship between the Gram Sevak's attitude toward need for authority score and the role performance score.

Personality

In the discussion of personality in the theory section and its relevance to this study, sub-hypotheses were derived using seven of the
five personality variables from the Edwards Personality Preference Schedule. This schedule has been used widely in the United States to study the personality profile of various samples. These are judged against a norm profile established for the schedule. Edwards (12) lists some 82 research studies done in the United States using the Edwards Personality Preference Schedule. In addition the EPPS has been used widely for counseling purposes.

The EPPS has had very limited use in cross-cultural studies. The main reasons are: (a) the scale is constructed in the context of American culture—values, norms, beliefs, attitudes, etc., and (b) no norms have been established for the EPPS schedule nor for any one of the personality variables cross-culturally.

Some of the personality variables of Edwards appeared appropriate for the study of the role performance of the Gram Sevak. Instead of selecting just these seven variables from the schedule, it was decided to administer the entire schedule. There were three major reasons for this: 1) The schedule could be used as printed without reproducing a revised version which would have also necessitated the development of a new scoring key; 2) Since this was exploratory research it was believed desirable to determine if other personality variables were related to role performance; and 3) It was believed desirable to gather data that might be of value for cross-cultural comparisons.

The usual use of this scale is to develop a personality profile, not for use in relating individual personality variables to behavior. However, the individual variables have been used as independent variables
in some studies (2) and were used in this manner in this study. Since the EPPS is a copyrighted schedule and can be used only with written permission, the schedule is not reproduced here. Basically it is an item paired comparison schedule.

The operational measures for both role performance and the personality variables have now been derived. These will be incorporated into the empirical hypotheses. First the sub-hypothesis will be stated, then the empirical hypothesis:

S.H. 3-A: There will be a positive relationship between personality variable achievement and the role performance.

E.H. 3-A: There will be a positive relationship between the personality variable achievement score and the role performance score.

S.H. 3-B: There will be a positive relationship between personality variable deference and the role performance.

E.H. 3-B: There will be a positive relationship between the personality variable deference score and the role performance score.

S.H. 3-C: There will be a negative relationship between the personality variable order and the role performance.

E.H. 3-C: There will be a negative relationship between personality variable order score and the role performance score.

S.H. 3-D: There will be a positive relationship between personality variable intraception and the role performance.

1The EPPS can be obtained from The Psychological Corporation, New York, New York.
E.H. 3-D: There will be a positive relationship between personality variable intraception score and the role performance score.

S.H. 3-E: There will be a positive relationship between personality variable nurturance and the role performance.

E.H. 3-E: There will be a positive relationship between personality variable nurturance score and the role performance score.

S.H. 3-F: There will be a positive relationship between personality variable change and the role performance.

E.H. 3-F: There will be a positive relationship between personality variable change score and the role performance score.

S.H. 3-G: There will be a positive relationship between personality variable endurance and the role performance.

E.H. 3-G: There will be a positive relationship between personality variable endurance score and the role performance score.

Personal Variables

The importance of four personal variables to this study was discussed in the theory section. These are: 1) the number of years of service as Gram Sevak, 2) age, 3) marital status, and 4) the Gram Sevak living with his family in the village. The rationale for the choice of these variables was also given in that section.

The number of years of service as a Gram Sevak was measured by
asking when the respondent began working as a Gram Sevak for the government. The actual year was recorded. Thus, data were available to compute the actual number of years of service. The actual number of years of service was coded and used as the measure.

The operational measures for both role performance and personal variable of number of years of service as Gram Sevak have been derived. These will be incorporated into empirical hypotheses. First, the sub-hypothesis will be stated, then the empirical hypothesis:

S.H. 4-A: There will be a positive relationship between the number of years of service as a Gram Sevak and the role performance.

E.H. 4-A: There will be a positive relationship between the actual number of years of service as a Gram Sevak and the role performance score.

The age of the Gram Sevak was measured by asking the respondent to record his actual age. Thus, data were available for actual age. The actual age was coded and used as a measure.

The operational measures for both role performance and age have been derived. These will be incorporated into empirical hypotheses. First the sub-hypothesis will be stated, then the empirical hypothesis.

S.H. 4-B: There will be a positive relationship between the age of the Gram Sevak and the role performance.

E.H. 4-B: There will be a positive relationship between actual age of the Gram Sevak and the role performance score.

The measure for marital status of the Gram Sevak was developed by asking the respondent to answer a "Yes" or "No" question: Are you
married? A "Yes" answer was assigned 2 points and a "No" answer was assigned 1 point.

The operational measures for both role performance and marital status have been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will be restated, then the empirical hypothesis:

**S.H. 4-C:** There will be a positive relationship between the marital status of the Gram Sevak and the role performance.

**E.H. 4-C:** There will be a positive relationship between the marital status score of the Gram Sevak and the role performance score.

The measure for the family staying with the Gram Sevak was developed by asking the respondent to answer a "Yes" or "No" question: Are your wife and children with you where you work? A "Yes" answer was assigned 2 points and a "No" answer was assigned 1 point.

The operational measures for both role performance and the Gram Sevak living with his family in the village have been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will be restated, then the empirical hypothesis:

**S.H. 4-D:** There will be a positive relationship between the Gram Sevak living with his family in the village and the role performance.

**E.H. 4-D:** There will be a positive relationship between the Gram Sevak living with his family in the village score and the role performance score.
Three dimensions of perceptions were developed. These were: 1) the Gram Sevak's perception of his job, 2) the Gram Sevak's perception of the village, and 3) the Gram Sevak's perception of the villager.

**Gram Sevak's perception of his job**

The Gram Sevak's perception of his job was developed as a multi-item scale. The original job perception measure contained 15 items. As a result of the pretest analysis four items did not exhibit additivity with the rest in forming a cluster. These items were dropped from the final scale. These items are presented below:

**Gram Sevak's Perception of his Job Scale**

1. If one has a real desire to serve his fellowmen, the best job is to be a Gram Sevak.

2. For every capable young man with the required education the job of the Gram Sevak presents an excellent challenge to serve Rural India and through it, the progress of the nation.

3. If I could get a similar salary, there are many other jobs I would rather have than that of a Gram Sevak.

4. There are many other jobs for which I believe I am trained that would give me greater personal satisfaction than being a Gram Sevak.

5. Though being a Gram Sevak is many times a difficult job, I honestly find it a very rewarding job.

6. If I am honest with myself, I am dissatisfied with my job as a Gram Sevak.

7. I think working directly with the villagers is more rewarding than being in some job where I will have another government job in the government service.
8. Being a Gram Sevak gives one a lot of freedom that he would not have if he were a clerk in the government office.

9. When I look at the alternative jobs for which I think I am trained, I am glad that I am working as a Gram Sevak.

10. If I had it to do over again, I would take the job as a Gram Sevak.

11. Unless a person has a real desire to serve his fellowmen, he should not try to become a Gram Sevak.

The operational measures for both role performance and the job perception have been derived. These will be incorporated into an empirical hypothesis. First the sub-hypothesis will be stated, then the empirical hypothesis:

S.H. 5-A: There will be a positive relationship between the Gram Sevak's positive perception of his job and the role performance.

E.H. 5-A: There will be a positive relationship between the positive perception of his job score of the Gram Sevak and the role performance score.

The Gram Sevak's perception of the village

The construction of the measure of perception of the village and the measure of perception of the villager, was a departure from the multi-item measures developed previously. The measurement approach was pre-tested, as in the case of the first four scales. The respondents were asked to describe in their own words a village. The page carried the following directions: "You have been working as a Gram Sevak for the past few years in several villages. In your own words briefly describe one of the villages in which you work."
It was believed that the Gram Sevak had alternative ways by which he might describe the village. He could describe the village in physical terms such as the size of the village, the size of the population, area of land, irrigation facility if any, types of houses, type of roads, etc. The alternative existed to describe the village as a social system; in social terms such as the leadership patterns of the village, social institutions and organizations, social life of the people, etc. These differential perceptions are considered to be polar positions. The description could also be a mixture of these polar positions.

The content of the description of the village by the Gram Sevak was scored on a 10 point continuum. A score of 1 point was assigned to a description that was highly physical in nature and a score of 10 points was given if the description was highly social in nature. A score of 5 was given if the description was approximately equal in physical and social terms. All points on the 1 to 10 continuum were available for scoring.

The description of the village given by the Gram Sevak was scored independently by two people in addition to the author. All of these men had over a decade of experience in village work. There was relatively high agreement among the three scorings of the descriptions. In cases where there were differences, the author made the final decision on scoring taking into account the scores given by the other two judges.

The operational measures for both role performance and perception of the Gram Sevak of the village have been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will
be stated, then the empirical hypothesis:

**S.H. 5-B:** There will be a positive relationship between the Gram Sevak's perception of the village in social rather than physical terms and the role performance.

**E.H. 5-B:** There will be a positive relationship between the Gram Sevak's perception of the village in social rather than physical terms score and the role performance score.

**Perception of the villager**

The procedure for constructing this measure was the same as that of the perception of the Gram Sevak of the village. He was asked to describe a villager. It is believed that the villager could be described at two levels. Further, each level could have polar positions of value orientation which affect perception. The two levels considered here are:

1) the description of the villager in physical or social terms, and
2) the description of the villager in social distance or empathy terms.

These two levels are considered as two variables.

In the physical or social description of the villager, the Gram Sevak has the alternative of describing the villager in physical terms such as a cultivator, small farm operator, low user of technology, ill-fed, ill-clad, sickly, etc., or in social terms such as a person, a member of a family (extended family), interaction patterns, his attitudes, his traditions, etc. On the social distance-empathy variable, the Gram Sevak could perceive the villager as a noncooperative, superstitious, illiterate individual, or as an outgoingly, cooperative, good natured individual desiring change and wanting to get out of his bondage.
These differential perceptions are considered the polar positions of a value system. The description could also be a mixture of these polar positions.

The content of the description of the villager by the Gram Sevak on the physical-social level and social distance-empathy level was scored on a 10 point continuum similar to that discussed above for the description of the village.

In both cases the three judges scored each respondent's description independently. There was relatively high agreement on scoring. In those cases where there were differences the author made the final decision taking into account the scoring of the other two judges.

The operational measures for both role performance and the Gram Sevak's perception of the villager have been derived. These will be incorporated into the empirical hypotheses. First, the sub-hypothesis will be stated, then the empirical hypothesis.

\textbf{S.H. 5-C:} There will be a positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms and the role performance.

\textbf{E.H. 5-C:} There will be a positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms score and the role performance score.

\textbf{S.H. 5-D:} There will be a positive relationship between the Gram Sevak's perception of the villager with high degree of empathy rather than great social distance and the role performance.
E.H. 5-D: There will be a positive relationship between the Gram Sevak's perception of the villager with high degree of empathy rather than great social distance score and the role performance score.

Situational Variables

The six situational variables chosen for this study are: 1) the number of years the Community Development Program has been in operation, 2) total population of the village group, 3) the farmer population of the village group, 4) average size of land holdings, 5) percentage of land under irrigation, and 6) average income level of the farmers in the village group. The rationale for the choice of these six variables for this study was discussed in the theory section.

The number of years that the Community Development Program has been in operation was measured by asking the date when the government started the Community Development Program in the particular area. The actual year was recorded. Thus, data were available to compute the actual number of years that the Block has been in operation. The actual number of years was coded and used as the measure.

The operational measures for both role performance and situational variable, the number of years since the Block has been in operation have been derived. These will be incorporated into the empirical hypothesis. First, the sub-hypothesis will be stated, then the empirical hypothesis:

S.H. 6-A: There will be a positive relationship between the number of years the Community Development Program has been in
operation and the role performance.

**E.H. 6-A:** There will be a positive relationship between the actual number of years the Community Development Program has been in operation and the role performance score.

The total population of the village group was measured by asking the respondent to record the actual population of his village group. In order to set a frame of reference, he was first asked to record the population of the Block and then to record the population of the village group for which he was responsible. This was done to avoid a possible confusion between these two populations that the Gram Sevak deals with in his records. The figure was coded in thousands and used as a measure.

The operational measures for both role performance and total population of the village group have been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will be stated, then the empirical hypothesis:

**S.H. 6-B:** There will be a negative relationship between the total population of the village group and the role performance.

**E.H. 6-B:** There will be a negative relationship between the coded total population of the village group score and the role performance score.

The farmer population of the village group was measured by asking the respondents to indicate the percentage of farmers in the total population of the village group. Thus, data were available to compute the actual farmer population in thousands. The figure was coded in thousands and used as a measure.
The operational measures for both role performance and farmer population of the village group have been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will be stated, then the empirical hypothesis:

**S.H. 6-C:** There will be a negative relationship between the farmer population of the village group and the role performance.

**E.H. 6-C:** There will be a negative relationship between the coded farmer population of the village group score and the role performance score.

The measure for the size of land holdings was developed by asking the respondents to classify the farmers in the village group into the following categories:

1. Percentage of farmers with less than 2 acres of land.
2. Percentage of farmers with more than 2 acres and less than 5 acres of land.
3. Percentage of farmers with more than 5 acres and less than 10 acres of land.
4. Percentage of farmers having more than 10 acres of land.

These were averaged and used as the actual measure.

The operational measures for both role performance and situational variable average size of land holdings have now been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis will be stated, then the empirical hypothesis:

**S.H. 6-D:** There will be a positive relationship between the size of land holdings of the farmers and the role performance.

**E.H. 6-D:** There will be a positive relationship
between the average size of land holdings of the farmers and the role performance score.

The measure for land under irrigation was developed by asking the respondents to indicate the percentage of the cultivated land in the village group that had irrigation facilities. This percentage was coded as actual and was used as a measure.

The operational measures for both role performance and percentage of land under irrigation have now been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis is stated, then the empirical hypothesis:

S.H. 6-E: There will be a positive relationship between the percentage of land under irrigation and the role performance.

E.H. 6-E: There will be a positive relationship between the percentage of land under irrigation and the role performance score.

The measure for the average income level of the farmers in the village group was developed by asking the respondents to classify the farm families into the following categories of annual income:

1. Annual income less than Rs. 365/- a year
2. Annual income between Rs. 366/- and Rs. 499/-
3. Annual income between Rs. 500/- and Rs. 999/-
4. Annual income between Rs. 1000/- and Rs. 1499/-
5. Annual income Rs. 1500/- and over.

These were averaged, coded in tens (dropping one place) and used as a measure.
The operational measures for both role performance and average income level of the farmers in the village group have now been derived. These will be incorporated into an empirical hypothesis. First, the sub-hypothesis is stated, then the empirical hypothesis:

**S.H. 6-F:** There will be a positive relationship between the average income level of the farmers in the village group and the role performance.

**E.H. 6-F:** There will be a positive relationship between the computed average income level of the farmers in the village group and the role performance score.

Collection and Analysis of Data

**Choice of the sample**

The criteria set for the choice of the sample was men who have completed three years of service in one Block. The state governments run Gram Sevak training centers where the selected youth are given two years of training before they are appointed as Gram Sevaks. Men who have completed three years of field service are brought back to the center for a three month refresher course in groups of 25 at a time. The interviewing was done at one of these centers. The rational for the choice of this type of a center and sample were: (a) These men came for the refresher course after at least three years of field service; (b) These men came from different Blocks of the three districts served by the training center. The fact that there was not more than one Gram Sevak from the same Block in any one refresher training group assured a wide
territoriality was represented in the sample. (c) Instead of having to obtain the permission of each Block Development Officer under whom the Gram Sevak worked to obtain an interview with Gram Sevak, the procedure used required the sanction of only the principal of the training center. And, (d) it was believed that interviewing the Gran Sevaks in a situation away from their village and their Block would probably result in greater anonymity and more valid data.

Pretest of the schedule

Pretesting of the multi-item scales for orientation toward the rural social system; attitude toward need for authority; the attitude toward the Community Development bureaucracy versus village people and the Gram Sevak's perception of the job was considered necessary. The items of these four scales were mixed and administered to 64 Gram Sevaks in three groups in the chosen center in the 1964 August-December period. As indicated earlier certain items were dropped from the final scales as a result of the pretest analysis. Dr. George Beal, who was a member of the six-man Ford Foundation team that visited India at the invitation of the government of India to study the working of the Community Development Program and to make recommendations to the Indian government spent about six months in India. His help was substantial in the construction of the original scales and he supervised the analysis of the pretest measures at Iowa State University. Those items meeting criteria for scales were incorporated into the final schedules explained in the methodology section.
Collection of data

The final schedule was administered to the Gram Sevaks at the chosen center. Four different groups spread over a period of one year were interviewed. A total of 94 schedules were administered in a group interview situation. In the forenoon the respondents were administered the schedule. On an average it took an hour-and-a-half for the respondents to complete the schedule. In the afternoon the same respondents were administered the Edwards Personality Preference Schedule. These carried the same serial number as the schedule administered to the respective individuals. The possibility of different individuals receiving the same schedule number was alleviated by the additional fact that each person had an assigned seat to occupy during the three month period in the classrooms. The respondents were assured that the data provided on the schedule would not be shared with anyone else and would be used only for the study and they were not required to record their names on the schedule.

Missing data

The problem of missing data in the schedule administered in the morning was avoided by asking them to recheck their answers. Further, at the noon break the author went through the schedules and where there was missing data, the person was contacted in the afternoon and the missing data was obtained. There were some missing on the EPPS. These were filled in by the investigator by the coin tossing procedure recommended in the EPPS manual for missing data.
The analysis of the data

The data were coded and the analysis of the data was carried out on the standard IBM equipment at the Statistical Laboratory at Iowa State University.

The statistical test used to test the empirical hypotheses was zero order correlation. The level of probability which will be accepted as indication of statistically significant relationship for the zero order correlation is the .05 level of probability with an n of 100 significance at the .05 level is .164.
FINDINGS

In the two preceding chapters, the general hypothesis, sub-general hypotheses, and sub-hypotheses have been derived and the measures designed to operationalize the concepts were described. Finally, the measures themselves were interrelated in the form of empirical hypotheses which will be tested for statistical significance. The purpose of this chapter is to report the results of the relevant statistical test of the data concerning each empirical hypothesis. For purposes of clarity all level of hypotheses will be stated.

Statements and Tests of Hypotheses

General hypothesis

There will be a relationship between specified predispositional, personality, perceptual, and situational variables and role performance.

S.G.H. 1: There will be a relationship between value orientations and the role performance.

S.H. 1-A: There will be a positive relationship between rural value orientation and the role performance.

E.H. 1: There will be a positive relationship between rural value orientation score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between rural value orientation score and the role performance score. The computed correlation coefficient is .088 which is not significant. The null hypothesis is not refuted. These data do not
support the original proposition.

S.G.H. 1 was tested by the above empirical hypothesis. The empirical hypothesis was not supported by the data at the designated level of significance. Therefore, it is concluded that the sub-hypothesis and sub-general hypothesis are not supported.

**S.G.H. 2:** There will be a relationship between attitudes and the role performance.

**S.H. 2-A:** There will be a negative relationship between the Gram Sevak's positive attitude toward Community Development bureaucracy and the role performance.

**E.H. 2-A₁:** There will be a negative relationship between the Gram Sevak's attitude toward Community Development bureaucracy score and the role performance score. The hypothesis stated in the null form is: There will be no negative relationship between the Gram Sevak's attitude toward Community Development bureaucracy score and the role performance score. The computed correlation coefficient is .103 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

**S.H. 2-A₂:** There will be a positive relationship between Gram Sevak's attitude toward villagers and the role performance.

**E.H. 2-A₂:** There will be a positive relationship between the Gram Sevak's attitude towards villagers score and role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the Gram Sevak's attitude toward villagers score and the role performance score. The computed correlation
coefficient is .243 which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

**S.H. 2-B:** There will be a positive relationship between a positive attitude toward need for authority and the role performance.

**E.H. 2-B:** There will be a positive relationship between a positive attitude toward need for authority score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between a positive attitude toward need for authority score and the role performance score. The computed correlation coefficient is .234 which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

S.G.H. 2 was tested by the above three empirical hypotheses. The data support the hypothesized relationship between the attitude of the Gram Sevak toward the villagers and role performance, and the hypothesized relationship between a positive attitude of the Gram Sevak toward need for authority and role performance. One data did not support the hypothesized relationship between the attitude of the Gram Sevak toward the Community Development bureaucracy and role performance. The latter finding will be discussed further in the next chapter.

**S.G.H. 3:** There will be a relationship between personality variables and the role performance.

**S.H. 3-A:** There will be a positive relationship between the personality variable achievement and the role performance.
E.H. 3-A: There will be a positive relationship between the personality variable achievement score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable achievement score and the role performance score. The computed correlation coefficient is .061 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 3-B: There will be a positive relationship between the personality variable deference and the role performance.

E.H. 3-B: There will be a positive relationship between the personality variable deference score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable deference score and the role performance score. The computed correlation coefficient is .228 which is significant at the .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

S.H. 3-C: There will be a negative relationship between the personality variable order and role performance.

E.H. 3-C: There will be a negative relationship between the personality variable order score and the role performance score. The hypothesis stated in the null form is: There will be no negative relationship between the personality variable order score and the role performance score. The computed correlation coefficient is -.076 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.
S.H. 3-D: There will be a positive relationship between the personality variable intraception and the role performance.

E.H. 3-D: There will be a positive relationship between the personality variable intraception score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable intraception score and the role performance score. The computed correlation coefficient is .099 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 3-E: There will be a positive relationship between the personality variable nurturance and the role performance.

E.H. 3-E: There will be a positive relationship between the personality variable nurturance score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable nurturance score and the role performance score. The computed correlation coefficient is -.035 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 3-F: There will be a positive relationship between the personality variable change and the role performance.

E.H. 3-F: There will be a positive relationship between the personality variable change score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable change score and the role performance score. The computed correlation coefficient is
-.090 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

**S.H. 3-G:** There will be a positive relationship between the personality variable endurance and the role performance.

**E.H. 3-G:** There will be a positive relationship between the personality variable endurance score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the personality variable endurance score and the role performance score. The computed correlation coefficient is -.016 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

Sub-general hypothesis 3 was tested by the above seven empirical hypotheses 3A through G for the seven personality variables chosen for the study. **E.H. 3-B** for variable deference was the only one supported by the data at the designated level of significance in the hypothesized direction. Therefore, it is concluded that the sub-general hypothesis is not supported.

**S.G.H. 4:** There will be a relationship between personal characteristics and the role performance.

**S.H. 4-A:** There will be a positive relationship between the number of years of service as a Gram Sevak and the role performance.

**E.H. 4-A:** There will be a positive relationship between the number of years of service as a Gram Sevak and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the number of years of service
as a Gram Sevak and the role performance score. The computed correlation coefficient is .028 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 4-B: There will be a positive relationship between the age of the Gram Sevak and the role performance.

E.H. 4-B: There will be a positive relationship between the age of the Gram Sevak and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the age of the Gram Sevak and the role performance score. The computed correlation coefficient is .024 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 4-C: There will be a positive relationship between marital status and the role performance.

E.H. 4-C: There will be a positive relationship between marital status score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the marital status score and role performance score. The computed correlation coefficient is .024 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 4-D: There will be a positive relationship between the Gram Sevak living with his family in the village and the role performance.

E.H. 4-D: There will be a positive relationship
between the Gram Sevak living with his family in the village score and the role performance score. The hypothesis stated in the null form is:

There will be no positive relationship between the Gram Sevak living with his family in the village score and the role performance score. The computed correlation coefficient is .141 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

Sub-general hypothesis 5, there will be a relationship between personal characteristics and the role performance, was tested by the above four empirical hypotheses. None of the empirical hypotheses supported the original proposition. Therefore, it is concluded the sub-general hypothesis is not supported.

S.G.H. 5: There will be a relationship between differential perceptions and the role performance.

S.H. 5-A: There will be a positive relationship between the Gram Sevak's positive perception of his job and the role performance.

E.H. 5-A: There will be a positive relationship between the Gram Sevak's positive perception of his job score and the role performance score. The hypothesis stated in the null form is:

There will be no positive relationship between the Gram Sevak's positive perception of his job score and the role performance score. The computed correlation coefficient is .186 which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition.
S.H. 5-B: There will be a positive relationship between the Gram Sevak's perception of the village in social rather than physical terms and the role performance.

E.H. 5-B: There will be a positive relationship between the Gram Sevak's perception of the village in social rather than physical terms score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the Gram Sevak's perception of the village in social rather than physical terms score and the role performance score. The computed correlation coefficient is -.025 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 5-C: There will be a positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms and the role performance.

E.H. 5-C: There will be a positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the Gram Sevak's perception of the villager in social rather than physical terms score and the role performance score. The computed correlation coefficient is .276 which is significant at .05 level of probability. The null hypothesis is refuted. These data support the original proposition.

S.H. 5-D: There will be a positive relationship between the Gram Sevak's perception of the villager with high degree of empathy
rather than great social distance and the role performance.

**E.H. 5-D:** There will be a positive relationship between the Gram Sevak's perception of the villager with high degree of empathy rather than great social distance score and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the Gram Sevak's perception of the villager with high degree of empathy rather than great social distance score and the role performance score. The computed correlation coefficient is .096 which is not significant. The null hypothesis is not refuted. The data do not support the original proposition.

Sub-general hypothesis 5, there will be a relationship between differential perception and role performance, was tested by the above four empirical hypotheses. Two of these hypotheses were supported by the data and two were not supported by the data. Positive relationship between the job perception and the role performance and the physical-social perception of the villager and the role performance were supported by the data. No definite conclusion on the support of these hypotheses can be drawn. This will be discussed further in the next chapter.

**S.G.H. 6:** There will be a relationship between situational variables and the role performance.

**S.H. 6-A:** There will be a positive relationship between the number of years the Community Development Program has been in operation and the role performance.

**E.H. 6-A:** There will be a positive relationship
between the number of years the Community Development Program has been in operation and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the number of years the Community Development Program has been in operation and the role performance score. The computed correlation coefficient is .092 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 6-B: There will be a negative relationship between the total population of the village group and the role performance.

E.H. 6-B: There will be a negative relationship between the total population of village group and the role performance score. The hypothesis stated in the null form is: There will be no negative relationship between the total population of the village group and the role performance score. The computed correlation coefficient is .076 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 6-C: There will be a negative relationship between the farmer population of the village group and the role performance.

E.H. 6-C: There will be a negative relationship between the farmer population of the village group and the role performance score. The hypothesis stated in the null form is: There will be no negative relationship between the farmer population of the village group and the role performance score. The computed correlation coefficient is .083 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.
S.H. 6-D: There will be a positive relationship between the average size of land holdings of the farmers and the role performance.

E.H. 6-D: There will be a positive relationship between the average size of the land holdings of the farmers and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the average size of land holdings of the farmers and the role performance score. The computed correlation coefficient is .008 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 6-E: There will be a positive relationship between the percentage of land under irrigation and the role performance.

E.H. 6-E: There will be a positive relationship between the percentage of land under irrigation and the role performance score. The hypothesis stated in the null form is: There will be no positive relationship between the percentage of land under irrigation and the role performance score. The computed correlation coefficient is .064 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

S.H. 6-E: There will be a positive relationship between the average income level of the farmers in the village group and the role performance.

E.H. 6-F: There will be a positive relationship between the average income level of the farmers in the village group and the role performance score. The hypothesis stated in the null form is:
There will be no positive relationship between the average income level of the farmers in the village group and the role performance score. The computed correlation coefficient is -.072 which is not significant. The null hypothesis is not refuted. These data do not support the original proposition.

Sub-general hypothesis 6 for situational variables was tested by the above six empirical hypotheses, 6A through F. None of them showed any significant relationship in the hypothesized direction. Therefore, it is concluded that these data do not support the original proposition.
ADDITIONAL ANALYSIS AND DISCUSSION

The main objective of this chapter is to present a discussion of the findings of the study. In order to facilitate this objective and to point a direction for further research in this area where studies have been very limited, certain additional analysis against the background of the findings section seems necessary and relevant.

Additional Analysis

The dependent variable measure was a 14 item scale with weighted scoring having a possible total score of 70 points. As discussed in the methodology section, there were two types of measurements included in the total score used in the findings section: 1) the amount of total improvement in the village as such for the selected agricultural items, and 2) the part of the improvement that the Gram Sevak attributed to his efforts. The total score was broken into these sub-components (except for one item which was not specific). These two sub-scores were designated, as pointed out earlier, as the total improvement score and Gram Sevak's share scores. In general the analysis results were very similar. The exceptions will be noted here:

1. A positive relationship between the personality variable achievement and the role performance was hypothesized. In the analysis

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1This total improvement score should not be confused with total score. The total score is made up of total improvement score plus the Gram Sevak's share score (plus one additional item).
in the findings section the r was only .061 which is not significant. In the additional analysis the r was .178 for the Gram Sevak's share which is significant at .05 level of probability. Therefore, on the basis of the additional analysis, it appears that personality variable achievement is positively related to role performance directly attributable to the specified Gram Sevak. These data support the original proposition.

2. No relationship between personality variable affiliation and the role performance was hypothesized. The computed r was .168 for total improvement which is significant at .05 level of probability. Therefore, on the basis of the additional analysis, it appears that affiliation is positively related to the total improvement.

3. No relationship between personality variable succorance and role performance was hypothesized. For the total score analysis r was -.15 which is significant at .10 level of probability. It increased slightly to -.163 for the Gram Sevak's share which closely approaches significance (sig. is .164) at .05 level of probability. Therefore, it appears that succorance is negatively related to role performance directly attributable to the specified Gram Sevak.

4. A positive relationship between the Gram Sevak's perception of the villager with high degree of empathy rather than great social distance and the role performance was hypothesized. In the analysis in the findings section the r was only .096 with the total score which is not significant. In the additional analysis r was .176 for the Gram Sevak's share which is significant at .05 level of probability.
Therefore, on the basis of the second analysis, it appears that the Gram Sevak's perception of the villager with high degree of empathy rather than social distance is positively related to the role performance directly attributable to the specified Gram Sevak. These data support the original proposition.

5. A positive relationship between the percentage of land under irrigation and role performance was hypothesized. In the analysis in the findings section the r was only .064 with the total score which is not significant. In the additional analysis the r was .347 for the total improvement score which is positively significant at .05 level of probability. The r was -.212 for Gram Sevak's share score which is negatively significant at .05 level of probability. These findings will be further considered in the discussion section.

Discussion

This dissertation has examined the relationship between certain predispositional factors, personality variables, perceptual factors and situational variables and role performance.

Predispositional Variables

**Rural value orientation**

The measure for this variable was not significantly related to role performance, having an r value of only .088. However this variable showed relatively high correlations with attitude toward need for
authority .403; job perception .426; high degree of empathy rather than social distance perception of the villager .171; attitude toward the villager .305 and attitude toward Community Development organization .251. Even though a significant relationship between the independent variable and the criterion variable did not exist, the fact that it has shown significant relationship with other independent variables point to the relevance of the scale.

Since most other measures dealing with rural social system orientation were significantly related to role performance in the posited direction, it is surprising that this variable was not. A possible explanation is that this concept is at a more general level, value orientation, rather than more specific value level; therefore general level values can be exposed without being related to behavior, but when these are brought to a lower level and made more limited and specific they more nearly tap salient values and are predictive of behavior.

Attitude toward Community Development bureaucracy versus villagers

The function of the Gram Sevak is as a link between the two systems of the Community Development bureaucracy and the village, which are typical of the Gesellschaft and the Gemeinschaft polar positions of value systems. Though an employee of the bureaucracy, he lives and operates in the villages. It was conceptualized that the Gram Sevaks have the alternative of a positive attitude and high value orientation toward the villager or the Community Development bureaucracy. The possibility of both existing as positive attitude high value orientations is a possibility. A positive attitude with high value orientation toward
the villager was assumed to be related to high role performance and vice versa.

The pretest results showed that the scale was not unidimensional. It showed two attitude clusters negatively correlated with each other. It was found that all the items that showed positive attitude toward the villager formed one group and the ones with a positive attitude toward the bureaucracy fell into the other category. Some items that contained comparisons of the two did not fall into either category nor form a cluster of their own and hence were dropped in the final schedule. The computed correlation coefficient for the relationship between the villager orientation and role performance was statistically significant, but the orientation toward the bureaucracy was not significantly related to role performance.

Since the pretest analysis indicated a negative correlation between the two clusters of scales, and as the correlation between villager orientation and role performance was significant, while the correlation between the bureaucracy and role performance was not significant, it can be inferred that the original proposition was a conceptualization in the right direction. In future research, it may be desirable to treat each as an independent variable and construct separate scales. However, it may be possible to construct a scale in which the respondent is forced to choose between the two systems in a given item.

**Attitude toward need for authority**

There was only one scale used to measure the attitude toward need for authority of the Gram Sevak in his work relationship with the village
people. The measure was significantly related to role performance. The Gram Sevak was not given authority in program implementation as a position incumbent in the bureaucracy. The fact that the measure was significantly related to role performance indicates that the Gram Sevaks who works with the villagers through education and persuasion instead of craving for authority accomplishes more in the villages.

The need for authority measure showed significant relationship with all the other measures except the social rather than physical perception of the village. The reader is reminded that this item was scored so a high score indicated he did not desire more authority. The reason why this measure is not significant is explained later in this section. The computed correlation coefficient of this measure was .403 with rural value orientation, .483 with the Gram Sevak's job perception, .168 with perception of the villager in social rather than physical terms, .179 with the villager orientation and .236 with Community Development orientation.

A positive attitude toward need for authority, i.e., not desiring authority in one's work in the villages, have a positive relationship with role performance.

**Personality**

As already pointed out in the theory section, the rationale for the use of the EPPS in this study were: 1) to test the extent to which personality needs measured by the EPPS were related to the role performance, and 2) to find the cross cultural application and validity of the scale.
(see Appendix for relevant statistic on this scale).

Of the seven personality needs tested in hypothesis form only the personality variable deference showed significance at the designated level of probability in relation to the criterion variable. The additional analysis showed that the personality variable achievement was significantly and positively related to the Gram Sevak's share of the role performance.

There may be several explanations for these findings: 1) Personality variables, to the extent they can be measured, have not been found to be very highly related to performance variables in most United States studies. 2) Personality variables within the range measured and exhibited by these workers may not be significantly related to performance. 3) the measures used are not amenable to cross cultural use. In relation to the last point illustrative data are presented. For example, order and change are conceptually near opposites. The United States norm data show they are significantly negatively related. However, in this study there is almost no relation, \( r = 0.03 \). A second example shows that achievement and deference are significantly negatively related in the United States norm group. However, they are significantly positively related in the Indian sample. Additional comparisons can be made from the data presented in the Appendix.

**Personal variables**

Four personal variables, namely the length of service as Gram Sevak, the age of the Gram Sevak, marital status and the family of the Gram Sevak staying with him in the village, were used in this study. None of
them showed any significant relationship with role performance except the Gram Sevak staying with his family in the village, significant at the .10 level of probability. Though not at a designated level of .05, this points out relationship in the hypothesized direction."

The reason for lack of significant relationship of the variables of age, number of years of service and marriage can better be understood by an observation of the original data. As for the age of the 100 respondents the spread was from 24 years to 49 years, but a great majority of them clustered around 30 years of age. As for the length of service as a Gram Sevak, three years was taken as the minimum for being included in the sample. The service period ranged from three to eight years, but a great majority of them were near the minimum of three years. Thus, it is possible that the distribution of these data may have accounted for the hypotheses not being supported. It is also possible that these variables are not as important as the rationale developed would lead one to believe.

Perceptual Variables

There were four measures for this variable. The Gram Sevak’s job perception measure and the Gram Sevak’s perception of the villager in social rather than physical terms showed significant correlation with the criterion variable of role performance. Based on the additional analysis it can be concluded that the Gram Sevak’s perception of the villager with a high degree of empathy rather than great social distance
is also significantly related to the Gram Sevak's share role performance. These three variables showed significant relationship with most of the other variables.

The only variable under perception that did not show significant relationship with the criterion variable or any of the other variables was the perception of the Gram Sevak of the village in physical rather than social terms. There are at least two possibilities for the lack of a positive relationship. In the first place there was a clustering at one end of the value continuum (40 percent of the respondents were scored 1 or 2). Secondly 32 percent were at the midpoint, essentially a mixture of physical and social which leaves only 28 percent for the remaining distribution.

In the Gram Sevak's perception of the villagers two variables were constructed out of one measure. The use of two separate measures would probably be a better approach to get a more accurate evaluation, especially when the respondent as well as the investigator are both operating at a subjective level.

On the basis of this study, it can be concluded that the Gram Sevak's perception of his job as a service to the fellowmen and to the nation, the perception of the villager in social rather than physical, and the perception of the villager with a high degree of empathy rather than great social distance are significantly related to the role performance of the Gram Sevak.
Situational Variables

Six situational variables were hypothesized as being related to role performance. None of these were significant in the basic analysis. The additional analysis showed a positive significant relationship between total improvement and percent of land under irrigation and a negative significant relationship with the Gram Sevak's share score. It may be that the farmers with irrigation facilities were the first to avail themselves of the services of the Community Development program and the Gram Sevaks; the previous position incumbents did the job before the present incumbents took charge. Since the people had adopted the improvements there was not much for the present incumbent to do, or once being on the job, the farmers carried on their work independently of the Gram Sevak.

As for the other situational variables: The length of the Community Development program in the area did not show any significant relationship with role performance. The earliest project in the sample was 1952 and the latest was 1962, the spread being two to twelve years. But 59 percent of the village groups had the Community Development program started during 1960 and 1961, while the rest was more less spread out evenly. This clustering may have affected the possible relationship of this variable to the criterion variable.

The average size of the land holdings was hypothesized to have a positive relationship with the criterion variable. The analysis did not show any significant relationship. The data indicate the average size of land holdings in the village groups range from 2.5 acres to 6.3 acres,
but 47 percent of them have three acres and the rest is spread out more or less evenly on the range. This is a relatively small range. The use of averages covered up a wider range. There is probably much greater range within village groups than among village groups.

The average income level was another of the situational variable that was hypothesized for a positive relationship. The average income ranged from Rs. 380 a year to Rs. 990 per year. But the majority clustered around Rs. 500 with the rest spreading evenly over the range. This should have provided a range and distribution for adequately testing of the hypothesis. The author can not think of a plausible reason for this lack of relation.
This dissertation has examined the relationship between specified predispositional, personality, perceptual, and situational variables and role performance.

Community Development is a national program initiated by the government of India in 1952. It was designed to involve the masses of rural India in a national development program. The Gram Sevak is the official change agent who operates as the link between the government agency and the village people. The target-oriented programs of the Community Development organization are to be implemented by the Gram Sevak by soliciting the active participation of the village people. The dependent variable, role performance, was developed from the specified targets of the Community Development Program.

The theoretical orientation for both the dependent and independent variables in general is drawn from the theories and conceptualizations of Linton (29), Malinowski (34), Bohlen and Beal (4), Parsons (44), Loomis (31), Edwards (12), and Shibutani (51). The theoretical discussion of the independent variables considered human behavior at a general and more specific predispositional variable, (value orientation, values, personality, and personal characteristics), perceptual variables, and situational variables.

A general hypothesis was derived concerning the relationship between the selected independent variables and the criterion variable of role performance.
General hypothesis: There will be a relationship between specified predispositional, personality, perceptual, and situational variables and role performance.

From the background of relevant theories discussed and specific independent variables chosen, six sub-general hypotheses were developed relating independent variables to role performance. From these six sub-general hypotheses, twenty-five sub-hypotheses were derived indicating the specific direction of relationship. The empirical measures and hypotheses relating the empirical measures were developed.

One hundred Gram Sevaks with at least three years of service were interviewed.

On the basis of a correlation analysis of the data the following findings emerge:

1. The more positive the attitude toward the villager the higher the role performance.

2. The more positive the attitude toward need for authority, (i.e., the Gram Sevak did not desire more authority in his work) the higher the role performance.

3. Personality variables achievement and deference were positively related high role performance.

4. The Gram Sevak's perception of his job as a service to his fellowmen and a service to the nation was positively related to high role performance.

5. The Gram Sevak's perception of the villager in social rather than physical terms, and the Gram Sevak's perception of the villager
with high degree of empathy rather than great social distance were posi-
tively related to high role performance.

The following variables were not significantly related to role per-
formance:

1. Rural value orientation was not significantly related to role per-
formance.

2. A positive attitude toward Community Development bureaucracy
was not significantly related to role performance.

3. Five of the seven personality variables--order, intraception,
nurturance, change, and endurance--were not significantly related to
role performance.

4. The Gram Sevak's perception of the village in social rather
than physical terms was not significantly related to role performance.

5. The personal variables were not significantly related to role
performance.

6. The situational variables were not significantly related to
role performance.

Some of the possible reasons for the lack of significant relation-
ship were considered in the discussion section.
BIBLIOGRAPHY


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APPENDIX

Edward's Personality Preference Schedule

The use of Edward's Personality Preference Schedule to this study was limited in the sense that only seven of the fifteen personality variables were hypothesized in their applicability here. Since this is the first time that this personality inventory has been used cross-culturally full information on the inventory on certain useful statistics in terms of the norm are presented here.

The established norm for the Edward's Personality Preference Schedule is a study of 1509 high school graduates with some college training--760 men and 749 women. These were done at 29 different centers over the United States to provide the normative sample (12, p. 24). An adult sample is also given (12, p. 10). Means and standard deviations, percentiles, and intercorrelations of variables are considered the important statistic related to EPPS. In order to be of use for future researchers in any cross-cultural study of EPPS, these statistics are shown in Table 1 together with the norm for these statistics. In addition, the frequency is also given.

The means and standard deviations of the EPPS variables for the normative samples (men) and the Gram Sevak is shown in Table 1.
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Table 2A. Percentiles for college students on the EPPS

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\*Means and standard deviations for each variable appear in Table 2.
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