

Level of Responsibility among Young Adults in Bangladesh

**Farhana Yasmin
Shuchita Sharmin
Aminul Quayyum**

*Department of Development Studies
University of Dhaka
Dhaka 1000
Bangladesh
e-mail: aminulq2@gmail.com*

Abstract

'Youth' is the most beautiful and dynamic phase of a person's life. A young adult, with his or her feelings, thoughts, and imaginations, develops ideas and forms visions for himself or herself and also for the society they belong to. Conversely, the social context within which young adults interact also plays a vital role in shaping their ways of thinking and thus their day-to-day actions. Change is inevitable. Social changes that take place may bring greater social good or may result in disastrous consequences. As history reveals, such changes lie in the hands of the young segment of society in most cases. To bring about the changes and face the challenges, young adults should be provided with opportunities to prepare themselves and act responsibly. In Bangladesh, roughly 49 million people are between the ages of 18 and 35. They constitute the vast majority of the total population and are categorised as 'youth' by the Government of Bangladesh (GoB). In Bangladesh, there is a growing concern regarding a lack of vision and thoughtful action among the youth. Research on youth is a relatively recent phenomenon. Very few academic studies have been undertaken in only a few disciplines. Findings from research conducted in Bangladesh reveal that family values are diminishing while the media is creating higher expectations in life. The desire for expensive outward, technologically advanced electronic devices, fashion statements, and entertainment is found to be liable for leading to a higher degree of frustration among the young adults of Bangladesh. However, high degrees of expectation and optimism about them are also frequently asserted. Hence, concerns for frustration among young adults, society's high expectations of them, various relevant factors, and an insufficient academic study on youth set the groundwork for this study. This study was conducted to reveal the extent to which young adults are aware of their roles and responsibilities. Hence, the burning questions were, 'What is happening in reality?' and 'What factors are leading to the existing extent of responsibility among young adults?'. In the context of Bangladesh, this paper attempted to find answers to these questions.

The specific objectives of this study were: 1) to identify the existing extent of responsibility among young adults in higher education in Bangladesh towards themselves, their families, others, and their romantic partner; 2) to identify the factors responsible for their existing level of responsibility; and 3) to

propose recommendations. A theoretical foundation of two major models, the transtheoretical Model' and the Social-Ecological model, had been considered to define the

current position of young adults and to identify the solutions to the causes of lack of vision and responsibility in this study. The field-level realities had been identified through case studies and interviews, along with questionnaire surveys, as tools used in this study. The major findings regarding factors responsible for low levels of responsibility among most of the respondents included familial and cultural factors. The proposed recommendations for promoting their existing extent of responsibility include:

- *Enhancing the sense of patriotism*
- *Encouraging a joint family system to promote moral values*
- *Persuading family members to render counselling and support*
- *Incorporating moral education into the national curriculum*
- *Creating the environment to facilitate community-level activities and political participation*
- *Improving economic, political, social, and cultural stances that favour a heightened sense of responsibility*

These findings provoke further in-depth study necessary for a better understanding of the issue. The theoretical importance of the study lies in its contribution to identifying vital factors necessary for raising the level of responsibility among young adults. Additionally, it shows the path for further research on a larger sample that would have good implications for policymaking at a practical level.

Key words: *Family values, responsibility, social development, young adults.*

Citation: Farhana Yasmin, Shuchita Sharmin, Aminul Quayyum. Level of Responsibility among Young Adults in Bangladesh *Ganpat University Journal of Applied Research In Social Science & Humanities*, 10 (1), 19-38.

Introduction

As stated by Pearl S. Buck, a Nobel laureate, 'Youth do not know enough to be prudent, and therefore they attempt the impossible, and achieve it, generation after generation' (Pearl S. Buck Quotes, 2020). For obvious reasons; if youth's energy, intelligences, talents and resources are properly developed and utilized by a nation, they become the efficient leaders (Choudhury, n.d.).

Youth, representing an important generation, is thought of as the next leaders. McRobbie (cited in Valentine et al., 1998) stated 'Youth remains a major point of symbolic investment for society as a whole' (Ansell, 2005).

'Youth' is the most beautiful and dynamic phase of life of a person. A young person with his/her feelings, thoughts and imaginations, develop ideas and form vision for himself/herself and also for the society they belong to. Young adults are thus expected to enrich the self and the society as a whole. Hence, participating actively with full responsibility and awareness of right and wrong for a better society is expected of them (Choudhury, n.d.).

However, Valentine (1998) pointed out very correctly that the study of youth is a relatively recent phenomenon. Ansell (2005) further asserted that anthropologists and geographers are becoming interested in the lives of 'ordinary' (i.e. non-troublesome) youth in recent years.

Identifying youth as an important phase of life, Ansell (2005), asserted the significance of social contexts within which young adults pass different phases of their lives. Boyden and Ennew (cited in Ansell, 2005) agreed that it is necessary to justify how young adults experience their relationships with others and how adults conceptualize and influence the lives of children and youth as they belong to families, communities, and nations.

Technology has changed the face of activities of the young generation. Now, even with all the new gadgets, games, and cell phones sometimes they are identified as a bored generation. This is not unlikely as they are becoming a generation with the ability to create their bubble and different social world of hanging with their clicks of all these electronic things (Purifoy, 2009). Youth behavior, in this era of technological advancement, has changed and is generally considered to be a crucial problem of the time. To explain the present reality, Ansell (2005), identified the path in which the concept of youth has been socially constructed. For him, social constructions of youth are both products of historical circumstances and have real effects on young adults.

Family values are diminishing which is vividly affecting not only the young generation but also the society at large. Further, media is creating higher expectations in life. The desire for more clothing, electronic devices, the need for making fashion statements,

need for entertainment are leading to higher degrees of frustration among the Bangladeshi young generation, as asserted by Choudhury (n.d.).

However, people do consider young adults as the hopes and aspirations of a nation.

"I don't think you are the future, you are the present. Your views matter now. As young people you have different insights and skills than those who are older; views that are no less valid, just different. Your views may change as you gain experience but presently they are an asset and should be utilized and acted upon." (Justin Lee, Australian High Commissioner to Bangladesh, 2011)

This statement asserted hopes and aspirations about young adults in Bangladesh. It emphasized the endless potential of young adults that should be utilized for their own, for society, and national development.

There is no universal definition of 'youth', not even agreement about what it means to be a youth. The National Youth Policy of Bangladesh, which was adopted in 2003, considers people who fall between the age of 18 and 35 years are youth.

According to the United Nations (2010), one-fifth of South Asia's demography is composed of the youth. According to the Department of Youth Development (DYD), some 49 million people in Bangladesh are youth who are aged between 18 to 35 (The Daily Star, 2010). In the ecological approach, symbolic anthropologists focus on people's mental construction through which their lives are guided. In the theory of 'Social Order' Durkheim emphasized collective conscience and common social bonds as the forces which hold the desires and self-interests of human beings in check (Smith K., 2014).

Department of Youth Development, Bangladesh (2009) has identified the following responsibilities of young people:

1. Having respect for national unity, social solidarity, consensus, tolerance, and law and order.
2. Strengthening themselves for self-dependence and creativity by having regular education, training, and other fruitful exercises.
3. Enriching and preserving all historical and cultural heritages.
4. Creating a good mentality to pay respect and good services to women, children, elders, handicapped, and neglected people.
5. Playing a pivotal role in creating a wealthy society free of terrorism, social injustice, exploitation, corruption, and crime.
6. Having an active role in accelerating sustainable development through different development-oriented activities undertaken by the government.
7. Having positive participation in industrialization, afforestation & tree plantation for the conservation of the environment.
8. Being confident in working initiatives through the expansion of job-oriented education and making contributions towards the expansion of creative education.

9. Working as an ambassador of national, regional, and international development.
10. Ascertaining the rights and interests of future generations by dint of present performance.
11. Building up mentality in playing a pivotal role in facing natural calamities, epidemics, and national problems.

(Department of Youth Development, Government of the People's Republic of Bangladesh, 2020)

Reflecting on these youth responsibilities identified by the Department of Youth Development and the realities revealed through different studies; the importance of responsibilities towards family, society, and oneself is considered for the present study.

In the societal context thus; frustration among young adults, society's high expectations from them, various contextual factors, and lack of academic study leading to this study to reveal the extent to which young adults are aware of their roles and responsibilities. Hence, the burning questions are 'What is happening in reality?' and 'What factors are leading to the existing extent of responsibility among young adults?'. In the context of Bangladesh, this study attempted to find answers to these questions. The specific objectives of this study were:

- To identify the existing extent of responsibility among young adults in higher education in Bangladesh toward their self, family, others, and romantic partner;
- To identify the factors responsible for their existing extent of responsibility;
- To propose recommendations.

Theoretical Framework

Among many relevant sociological perspectives, two major models; the 'Transtheoretical Model' and the 'Social-Ecological Model' were found to be the most appropriate. Hence, was considered to define the current position of young adults and to identify the solutions to the causes of lack of vision and responsibility.

Transtheoretical Model

This model incorporates the key constructs of other theories and involves emotions, cognitions, and behavior. This depends on self-report. Prochaska and Velicer (Crime and Justice Institute, 2006) argued that The Transtheoretical Model or "Stages of Change" recognizes that behavior change is not one event, but a series of decisions and actions over time. The 'Stages of Change' are as follows (HABITS lab, n.d.):

- Precontemplation
- Contemplation

- Preparation
- Action
- Maintenance

Precontemplation: Persons belonging to the 'pre-contemplation' stage are neither concerned nor attempt to alter a problem behavior by starting a healthy behavior over a near-future period usually consisting of six months. Also, they are not aware of the risk factors of their behavior. Also, unsuccessful alteration attempts are taken by many people resulting in being discouraged and pushed back to the 'pre-contemplation' stage.

Contemplation: A person belongs to the 'Contemplation' stage as soon as s/he intends to alter any particular behavior usually within the next six months. At this stage, people measure the merits and demerits of altering their behavior.

Preparation: When persons enter into the 'Preparation' stage, the benefits of changing a problem behavior outweigh the demerits, and such changing activities are planned shortly, which usually is measured by the next thirty days.

Action: At this stage, where many theories of behavior change begin, a person is expected to complete half way through the process of behavior change according to the Transtheoretical Model.

Maintenance: People are counted to be in the Maintenance stage if they have successfully done and maintained behavior change for at least six months.

(About the TTM - HABITS Lab - UMBC, n.d.)

The salient feature of the Transtheoretical Model is that it has wide implications for all aspects of intervention development and implementation. It may impact on five areas: recruitment, retention, progress, process, and outcome.

Social-Ecological Model

Glanz, Rimer, and McLeroy with Bibeau and Steckler (Crime and Justice Institute, 2006) argued that this model is a guide for developing interventions that recognize many factors that influence individual behavior.

Besides an individual's knowledge, ideas, and beliefs, each person is influenced to some extent by other people, institutions, and society around him or her. Individuals can make the personal decision to change a behavior. But this change will be able to sustain if interventions take place at all of these levels, Intrapersonal¹; Interpersonal²; Institutional³; Community⁴ and Societal⁵, which were given by Glanz, Rimer, and McLeroy with Bibeau and Steckler (Crime and Justice Institute, 2006).

¹ An individual's own knowledge, attitudes, and skills that influence personal behavior

² The influence of other individuals' knowledge, attitudes, skills, and behaviors on an individual

³ The influence of an organization's culture, policies, and practice on individual behavior

The ultimate goal achievable using this model is stopping unwanted behaviour. Such prevention is possible through an understanding of the factors that influence such behaviour. Dahlberg & Krug (2002) reported on a four-level social-ecological model used by the CDC to better understand 'violence' and the effect of potential prevention strategies. This model considers the complex interplay between individual, relationship, community, and societal factors (CDC, n.d.).



Figure 1: The Social-Ecological Model: A Framework for Prevention

Method

Sample: A total of 40 young respondents were taken as a sample who were students of the University of Dhaka. The respondents included both male and female, younger (undergraduate) and older (masters), hosteller, and day scholar students. The distribution of the sample was as given in the table below:

Table 1: Sample Distribution

Group	Female		Male		Total
	Hostlers	Day scholars	Hostlers	Day scholars	
Younger (1 st & 2 nd year undergraduate students)	5	5	5	5	20
Older (masters students)	5	5	5	5	20
Total	10	10	10	10	40

Measuring instruments and procedure: Using case studies and interviewing along with a questionnaire survey as tools, the field-level realities had been identified.

Limitation

⁴ Social norms in a community influence behavior

⁵ Societal expectations, including public policy, have a strong effect on youths' behavior. Funding for and support of youth development agencies have an impact on the agency's which can be defined as societal intervention

For this study, the major limitations included a lack of time, money, and other resources. The other limitations were as below.

- The representativeness of the youth possessing other sectors may be questioned because this study has been done in some selected areas.
- This research may miss the perception and critical thinking of the uneducated youth because it has targeted educated young adults only.
- Though youth are representing the age range 18 to 35 this paper has chosen the age range 18 to 30. So, there is a possibility to lose more valid data from the probable strong respondent (s).

Results

First, the aim was to know the respondents' perception of 'responsibility'. Their perceptions are portrayed below in table 2:

Table 2: Perception of responsibility

Perception of 'Responsibility'	Female (%)				Male (%)			
	Hostlers		Day scholars		Hostlers		Day scholars	
	Younger	Older	Younger	Older	Younger	Older	Younger	Older
Duties toward family and society	0	0	20	40	0	20	20	0
Duties toward family and self	0	20	0	20	0	0	40	0
Acting as I should (morality)	80	40	40	20	40	0	20	60
Acting as I am expected	0	20	20	0	20	0	0	40
Others	20	20	20	20	20	80	20	0

Responsibility was identified mainly as 'duties toward family and society' by 40% day scholar female students in masters level, 20% of female students in 1st/2nd year, 20% of male masters students living in the hall, and 20% day scholar male masters students in 1st/2nd year. 40% day scholar 1st/2nd year male students, 20% day scholar female masters students, and 20% female living in hall defined responsibility as 'taking care of family and oneself'. 80% 1st/2nd year female hall students and 40% day scholar students, 40% masters female hall students and 20% day scholar students, 60% day scholar masters male students, 40% 1st/2nd year hall male students and 20% day scholar students emphasized responsibility as 'acting as I should (morality)'. 40% day scholar masters male students, 20% 1st/2nd year hall male students, 20% day scholar 1st/2nd year female students and 20% masters female hall students differentiated

responsibility as 'acting as I am expected'. 20% 1st/2nd year female hall students and 20% day scholar students, 20% masters female hall students and 20% day scholar students, 80% masters male hall students, 40% 1st/2nd year male hall students and 20% day scholar students characterized responsibility as 'others'.

Here most of the respondents perceive responsibility as 'acting as I should' or morality.

Responsibility level can be understood through doing the activity and non-activity, intentionally or unintentionally, for the people who are surrounding with and influencing life directly or indirectly. So this study had chosen some indicators like- Level of Responsibility ('highly responsible'⁶, 'not responsible as they ought to be'⁷ and 'less responsible'⁸) towards Family, towards Ownself, and Others' to identify the responsible factors of being responsible or not. Decision Taking Power is also another important indicator here. "The World Programme of Action for Youth to the Year 2000 and Beyond recognizes that the active engagement of young adults themselves is central to its successful implementation and, accordingly, affirms the full and effective participation of youth in society and decision-making as one of its 10 priority areas for action" (World YOUTH Report 2003). Responding to all of these situations some case studies will also be brought here to clear the logic behind their action.

Respondents' Perception of 'Level of Responsibility towards Their Family'

It defines- how much responsibility is being carried on by the respondents toward their family

Table 3: Respondents' Perception of 'Level of Responsibility towards Their Family'

Level of Responsibility towards family	Female (%)				Male (%)			
	Hostlers		Day scholars		Hostlers		Day scholars	
	Y	O	Y	O	Y	O	Y	O
Highly responsible	20	20	20	50	20	0	40	20
Not Responsible as I Ought to be	60	40	60	50	60	100	40	0
Less Responsible	20	40	20	0	20	0	20	80

According to this table, without some exceptional, here most of the cases are indicating 'Not Responsible as I Ought to be' towards their family. Less responsibility, which is

⁶ It means they are carrying out their respective responsibility according to their highest level. They are giving their maximum effort to carry out it.

⁷ They think they are responsible but aren't as they ought to be. They mentioned a lot of factors behind it.

⁸ It means they are not carrying out their respective duties. Some think that – this is not right time to be being responsible and vice versa. In that perspective they also mentioned some factors which are responsible to make them less responsible.

about 80%, is being seen in master's male students living with family. High responsibility, 50%, is being seen in masters' female students living with family.

Respondents' Perception of 'Level of Responsibility towards Their Self'

It defines- how much responsibility is being taken by them towards their ownself.

Table 4: Respondents' Perception of 'Levels of responsibility towards Their Self'

Level of Responsibility towards family	Female (%)				Male (%)			
	Hostlers		Day Scholars		Hostlers		Day Scholars	
	Y	O	Y	O	Y	O	Y	O
Highly responsible	80	40	60	80	20	0	0	60
Not Responsible as I Ought to be	20	40	40	20	40	80	100	20
Less Responsible	0	20	0	0	40	20	0	20

Here this table is showing that most of the responses have gone in favour of either 'Highly Responsible' or 'Not Responsible as I Ought to be'. The tendency towards 'Less Responsibility' leveled at 40% as maximum. That means fewer respondents are claiming themselves as 'Less Responsible'.

From that perspective, two case studies can be presented to characterize the reasons behind possessing different kinds of levels.

A 2nd year male student living in a hall named 'X' was asked "what factors contribute much to guide him to be responsible or not be responsible towards yourself". He defined himself as less responsible and showed the following answer as a inherit reason behind it:

Case Study1

This boy accused his family members and relatives. He also blamed his economic condition as another obstacle in the path of being responsible. According to the response of this boy, it can be said that the economic crisis and improper guidance and direction from family have a great influence to turn anyone less responsible.

There is no idol or learned or expert within my family and relatives. There was nobody whom I should follow. I am not accustomed with the other members of the family still this educational level. I can't take lesson, about whom I should follow, from any of the member in my whole family. There remained also an economic factor which forbade me to do many things. If I had an idol my life might have been guided another way.

A female student, in masters', living with the family was asked about "how much responsibility she is towards herself". She proceeded like that which is represented in Case Study 2:

Case Study 2

I try my best to be responsible in my personal issue, friendship, study, future career, higher study and almost of all matters. My parents helped me to increase my confidence level from my childhood. But many a time I face family restriction like "don't do it, don't go there etc." So I can't do that what I want to do. Again sometimes business, idleness and indifference makes me irresponsible.

This response is saying about family restriction, family motivation, and personal willingness where these are playing unavoidable roles to control one's level of responsibility. Sometimes these are increasing confidence levels and sometimes these are negatively controlling the responsibility level at an intensive rate.

Level of Responsibility towards Others⁹

This indicator has been used to see the responsibility level beyond family and ownself. It is thought that at that age, normally, students spend more time with others than with family.

Female (%)												
Level of Responsibility	Hall						Resident					
	1 st /2 nd year			Masters			1 st /2 nd year			Masters		
	Highly	Ought to be	Less	Highly	Ought to be	Less	Highly	Ought to be	Less	Highly	Ought to be	Less
Towards Friends	50	50	0	80	20	0	80	20	0	40	40	20
Towards Relatives	50	0	50	80	20	0	50	50	0	40	40	20
towards Neighbors	60	20	20	40	40	20	20	60	20	60	20	20
Towards Romantic Relations(if	No	No	20	40	20	No	No	No	No	20	20	No

⁹ Here others mean Friends, Relatives, Neighbors and Romantic Relations

remains)												
Towards others ¹⁰	20	No	No	20	20	No	40	No	No	20	20	No

Table 5: Females' Level of Responsibility towards Others'

Here row-wise or column-wise the percentage of 'less responsibility level' is lower comparatively than others or the lowest. And in comparison in every sector students are highly responsible.

Level of Responsibility	Male (%)											
	Hall						Resident					
	1 st /2 nd year			Masters			1 st /2 nd year			Masters		
	Highly	Ought to be	Less	Highly	Ought to be	Less	Highly	Ought to be	Less	Highly	Ought to be	Less
Towards Friends	80	20	0	0	80	20	20	60	20	60	20	20
Towards Relatives	20	60	20	0	80	20	40	20	40	50	50	0
towards Neighbors	20	20	40	20	60	20	20	40	40	20	0	80
Towards Romantic Relations	No	20	No	No	No	No	No	No	No	20	0	No
Towards Others	20	20	20	20	20	No	No	20	No	20	No	20

Table 6: Males' Level of Responsibility towards Others'

Comparing female's perspective this table is showing scenery where in some cases the percentage of 'less responsibility level' is higher or the highest. Except for Masters Students, living with family, all students have emphasized the level of 'not responsible as ought to be'.

At last, one case study can be presented here which has a great impact on every indicator. When a 1st year male student living in the hall named 'Y' was asked the question what should be his perception of his level of responsibility he defined himself as 'not responsible as he ought to be' and proceeded like that:

Case Study 3

My father had died before I came to a maturity level. I have to carry on many duties which are so difficult to me. I am not matured enough to do every work properly. I have less mental strength so many a time I become tired and give some duties to my mother. I can't be mentally fit to finish all works. But I know that if I did, it would be better.

¹⁰ Except friends, relatives, neighbors and romantic relations

Here this incident helps to realize that sometimes carrying out too much responsibility can turn a man unintentionally unable to be as much responsible as he ought to be towards their family, others, and themselves.

Who Takes the Decision?

Sometimes decision taking power helps to define responsibility level. Because when someone is given this power, he/she starts to take responsibility on their shoulder and to think of themselves as responsible and starts showing their responsibility towards respective groups or entities.¹¹ So a survey was done to characterize the decision-making position of young adults which has been represented in the following table.

Table 7: Who Takes the Decision?

Taking decision	Male (%)				Female (%)			
	Hall		Resident		Hall		Resident	
	1 st /2 nd year	Masters	1 st /2 nd year	Masters	1 st /2 nd year	Masters	1 st /2 nd year	Masters
By Own self	100	60	80	80	60	100	100	80
By Family	0	40	20	20	40	0	0	20

Here it is seen that decisions being taken ranged from 60% to 100% 'by oneself' in every educational level. Where the family's dominating role is comparatively very poor.

On the other hand, keeping this issue in mind, when a 2nd year male student was asked about the power of taking only his own decision, he proceeded like that which is given in Case Study 4:

Case Study 4

I can't take decision in almost all the time by myself. I have given less responsibility all the time. My decision never gets importance. Family doesn't give me any responsibility. I know I am sufficient enough to carry on any responsibility. I am unconscious towards myself. Since I don't get any importance in any sector I am not eager to take any responsibility.

Though all the incidents are not the same, this factor works to influence the character inherently as the obstacle or as the encouraging factor of being responsible.

Findings, Identifying the Responsible Factors Theoretically for Having Different Levels of Responsibility

¹¹ internet

Boyden and Ennew (cited in Ansell, 2005) agreed that it is necessary to justify the way by which young adults experience their relationships with others and the way by which adults conceptualize and influence the lives of children and youth because they belong to families, communities, and nations. Now in this stage, this paper has reached that level which is the main reason on account of doing this journey.

Identified Factors

1. Factors of Being Highly Responsible

I. Family Background and The Communal Atmosphere

Guidance of the family, the mutual value of brother and sister, and the surroundings have made most respondents highly responsible. Getting support from everyone is claimed as another issue for having high responsibility.

II. Socialization Process and The Educating System

Respect and love for the belief, customs, traditions, cultures, values, and religions of society have also a great influence there. Educational institutions also helped to make the respondents highly responsible through their moral teaching.

These perceptions also match up with the Structural-functionalists' view which accepts society as an integration of institutions like family and government. They define culture as a system of normative beliefs by which social institutions are reinforced (Theories of Culture 2007).

III. Own Consciousness

To someone, a responsible mentality is automatically built up because of having no people in the family to take responsibility. Morality reinforced some people to be highly responsible. The will of doing something better, individual choice and the ability to judge own self are other core issues that are also related to the own consciousness as being highly responsible.

This concept matches Symbolic Anthropology. All concepts, mentioned above, can be developed by adapting to the environment and through mental construction. The guidance of people's lives through their mental construction - is looked at by symbolic anthropology (Theories of Culture 2007).

In this process, the factor, which is much more responsible here, is the cultural issue. It matches with 'Structural-functionalism theory'. In our country family values are given priority. Structural-functionalists define culture as a system of normative beliefs by which social institutions are reinforced (Theories of Culture 2007).

IV. Family crisis (mental and financial problems)

Financial problems, family crises and absence of a family head are of great impact on the perspective of responsible behavior.

2. Factors of being 'Less Responsible' and 'Not as Responsible as They Ought to be'

I. Understanding of family and own self

Sometimes the youngest members of the family are not given responsible work by the family and all the work is done by other elder members. Some respondents have too much dependency on family and have great misunderstandings with other members. Some respondents think that they had not reached in perfect age to be responsible.

II. Reasons behind Inability to Doing the Respectable Job

Living in a hall, studying, Lack of time, idleness, insufficient work environment, personal business, hesitation, an urban machined life, lack of access, personal will, health, and different social problem have been identified as core or hidden reasons to reach that responsibility level.

III. Turning to Avoidance Mentality

Some respondents don't like many aspects of socialization. They are always ready to avoid some aspects of the socialization process: the traditional way of life style, some rigid values, and ideas of society, etc. Some respondents are thinking responsibility as a disturbing issue. So usually, they try to avoid it.

These concepts match with 'Problem Behavior Theory'. Here in their perceptions, they were feeling stress and dissatisfaction for which they claimed themselves as less responsible and this theory was also expanded to measure the stresses and satisfactions they are perceived to generate. Legal norms of conventional society and its institutions of authority consider this kind of behavior as undesirable or as a source of concern. This type of behavior draws out a statement of disapproval or, in extreme cases, confinement (Costa, n.d.).

The last concept disagrees with Symbolic Anthropology Theory. It is giving emphasize on distinct adaptations to the variety of environments in which they live, on the contrary here respondents are ready to avoid the regular life style.

IV. Unconsciousness

Some respondents are very much fond of entertainment. They like to be entertained in any way at any time. They are a little bit conscious about their life and future. Some said that they had no control over their mind.

Again, the Symbolic Anthropology Theory matches this concept. The guidance of people's lives through their mental construction - is looked at by symbolic anthropology (Theories of Culture 2007). Here respondents are giving importance to their minds and are doing the work according to their mind set up.

4. In Decision-Making Process

It was found that almost all the respondents decided on their self. But in some cases, the youngest members of the family are not thought of as responsible for taking decisions by themselves. Social Ecological Model says about some levels of interventions which make influence their decision-making process on the way of behavioral change.

Way to reach on Satisfaction Point of 'Level of Responsibility' and Conclusion

"When you go back home, tell them that we have sacrificed our present for their future."

LT. COL. JAFAR IMAM (RETD.), Bir Bikram

This statement was indicating the young people in a conference on "Youth Leadership, Summit 2011, The Role of Courage in Leadership" organized by Bangladesh Youth Leadership Center (BYLC) and held on March 3-5 in 2011. It asserts that young adults should do that kind of activity which will bring a bright future. So they have to carry out their respectable duties and to carry out these duties they should be responsible.

Now this this part of the study is going to draw the concluding part after the assessment of the whole setting and recommendations.

To Improve the Level of Responsibility

After knowing the factors respondents were asked for some recommendations to improve the level of responsibility or to get rid of this situation. They were asked the question- (to you) What is needed to improve the existing level of responsibility? They have given several suggestions regarding this issue. Somehow many a suggestion matched. The whole manifestation is going to be presented below in figure 1:

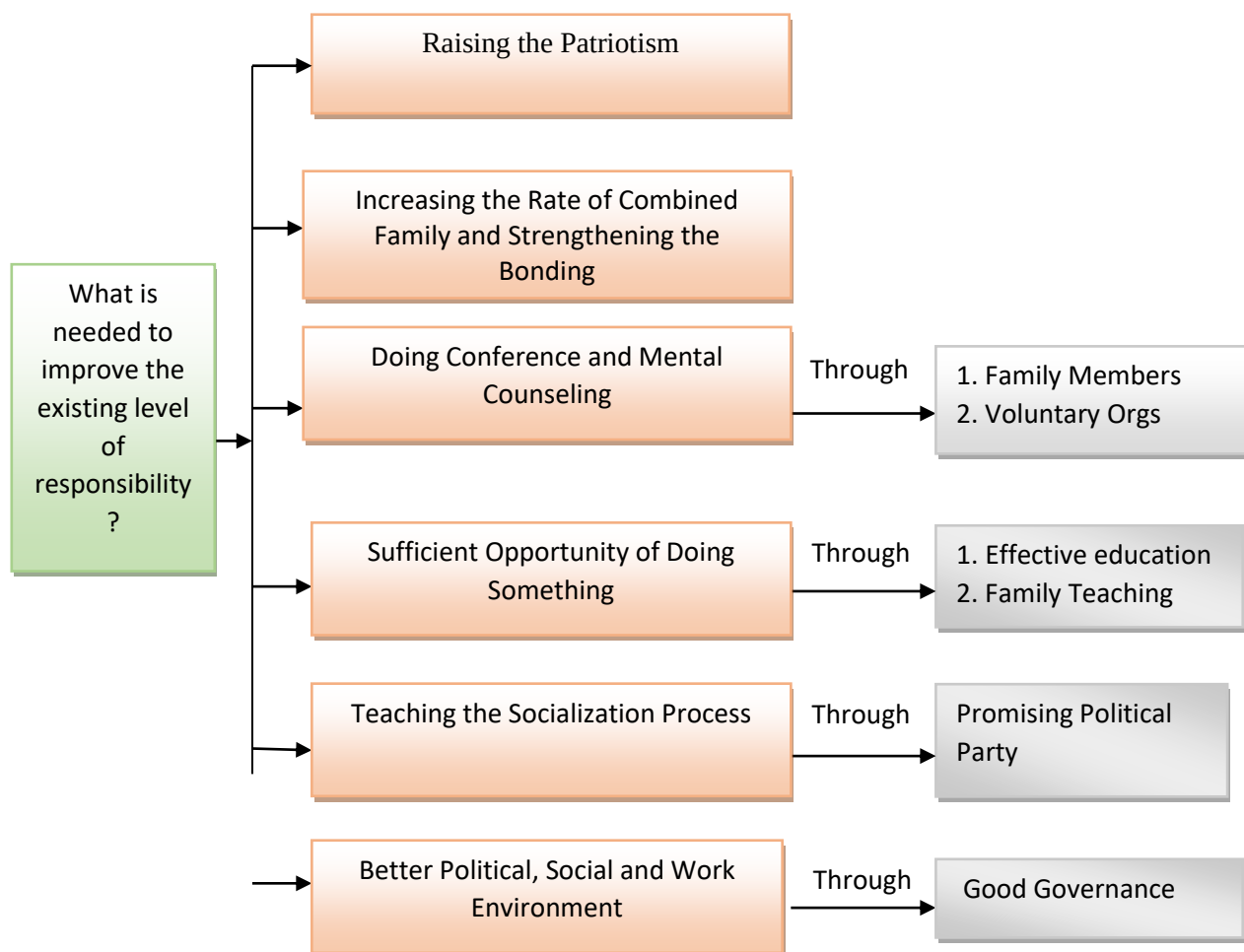


Figure 2: Recommendations to Improve the Existing Level of Responsibility among Young Adults

So, what is needed to improve the existing level of responsibility among young adults?

- Enhancing a sense of patriotism
- Encouraging a joint family system to promote moral values
- Persuading family members to render counselling and support
- Incorporating moral education into the national curriculum
- Creating an environment to facilitate community-level activities and political participation
- Improving economic, political, social, and cultural stance that favours a heightened sense of responsibility

In this situation 'Transtheoretical Model' is easily applicable. If an individual can be moved successfully through the stage of this model sand with the help of recommended interventions, he or she may be able to permanently stop doing negative behavior after being habituated with new behavior.

To improve the existing level of responsibility Social Learning Theory can work successfully. This theory informs many social learning activities like classroom education, mentoring programs even television commercials. This theory attempts to create pro-social relationships and disengage youth from negative ones by demonstrating and reinforcing pro-social life skills.

After observing the overall presentation some very crucial points have come out from the respondent's view. The following recommendations can be derived according to their suggestion which also can be contributed to improving the existing level of responsibility among young adults.

1. Fulfilling the basic rights of citizens by any means
2. Making the political situation reliable by including own self in it
3. Creating a more effective education system
4. Protesting the foreign cultural aggression
5. Encouraging young adults to be more attentive by awarding the responsible people

From that perspective, the Social-Ecological model can be applied. It may be an effective intervention if all of the five levels of this model are effectively incorporated so that positive behaviors can be systematically reinforced in multiple contexts.

Conclusion

It is essential to recognize that the present and next Bangladesh can be changed through the contribution of its young generation. Whether this change is going to be positive or is going to negative should be the main concern. This concern is wholly encompassed to the contribution of young adults considering their activities. These activities are the outcome of their level of responsibility. Young adults play a significant role in the whole society through their activities having a different level of responsibility. On this concern, the whole research paper has articulated the issue –identifying the responsible factors for different levels of responsibility. For the practical implication, the reality has been seen, in the field, on this issue. At the finishing point, some proposal has been recommended, regarding which further research would be done. This would help effectively in further policy making. Since this is a new issue and no research has been done yet about it, there would be an opportunity for theoretical contribution on it to the depth of understanding

Reference

- Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12(1), 38–48.
- Ansell, N. (2005). *Children, Youth and Development*. USA and Canada: Routledge.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Bolima, D., Commentary on Contexts for Understanding: Educational Learning Theories. Available from: <http://www.depts.washington.edu/college/mce/Article.html>. [not dated]
- BrainyQuote. 2020. Pearl S. Buck Quotes. [online] Available at: <https://www.brainyquote.com/quotes/pearl_s_buck_161681>.
- Cherry, k., Commentary on Prosocial Behavior. Available from: <http://www.psychology.about.com> > ... > Psychology Dictionary > P Index. [not dated]
- Choudhury, S., Commentary on Role and responsibilities of youth. Available from: http://www.newstoday.com.bd/index.php?option=details&news_id... . [not dated]
- Dyd.gov.bd. 2020. Department Of Youth Development, Government Of The People's Republic Of Bangladesh. [online] Available at: <<http://dyd.gov.bd/>>.
- Frances Costa (2008), Institute of Behavioral Science, viewed 28 September, 2012, http://www.colorado.edu/ibs/jessor/pb_theory.html
- Glanz, K and Rimer, B. (1997). *Theory at a Glance: A guide for health promotion practice*. National Institutes of Health. Available online at: <http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>.
- Habitslab.umbc.edu. n.d. About The TTM - HABITS Lab - UMBC. [online] Available at: <<https://habitslab.umbc.edu/the-model/>>.
- Henderson, N and Milstein, M (1996). *Resiliency in Schools: Making it Happen for Students and Educators*. Thousand Oaks, CA: Corvin Press.
- Henderson, N. The Resiliency Quiz. Available online at <http://www.resiliency.com/htm/resiliencyquiz.htm>.
- http://www.erb.umich.edu/Research/.../SRB_EMR_0610%20full%20title.p... (Last browsed on 13.12.2012)
- <http://www.faculty.rsu.edu/~felwell/Theorists/Durkheim/index.html> (Last browsed on 12. 12. 12)
- <http://www.srmo.sagepub.com/view/encyclopedia...research-methods/n119.xml> (last browsed on 12.12.12)

Jaims, Commentary on Youth Deviance: The Labeling Theory Approach. Available from: <http://www.jaims.hubpages.com> > ... > Police and Law Enforcement [not dated]

McLeroy KR, Bibeau D, Steckler A, Glanz K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly* 15:351–377.

National Youth Policy (2009): http://www.dyd.gov.bd/nyp_objectives.php (Last browsed on 7. 12. 12)

Ormrod, J.E. (1999). *Human learning* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall

Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51, 390-395.

Purifoy, R. (2009), viewed 12 December 2012, <http://www.helium.com> > ... > Lifestyles & Subcultures > Lifestyles

Smith, K. (2014). *Émile Durkheim and the Collective Consciousness of Society: A Study in Criminology*. LONDON; NEW YORK; DELHI: Anthem Press. Retrieved June 16, 2020, from www.jstor.org/stable/j.ctt1gxp6jw

The Daily Star, 2010. Call to review national youth policy. [online] p.1. Available at: <<https://www.thedailystar.net/news-detail-143966>>.

Valentine G., Skelton T. and Chambers D. (1998) 'Cool places: an introduction to youth and youth cultures'

World Youth Report, 2003. Policy-makers, practitioners and readers of youths' lives should recognize that all young people exercise some control over their own situations.

www.faculty.rsu.edu/~felwell/Theorists/Durkheim/index2.htm (Last browsed on 13.12.12)

Youthpolicy.org. 2007. [online] Available at: <https://www.youthpolicy.org/library/wp-content/uploads/library/Bangladesh_2003_National_Youth_Policy_eng.pdf>.