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Violent and Aggressive Attitudes of Activists as Related to Personality and Socio - Demographic Factors

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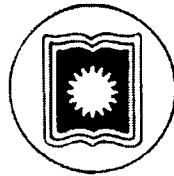
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**VIOLENT AND AGGRESSIVE ATTITUDES OF
ACTIVISTS AS RELATED TO PERSONALITY
AND SOCIO - DEMOGRAPHIC FACTORS
(Abstract)**

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



Under the Supervision of

Dr. Shawkat Ara
Professor of Psychology

BY

Md. Abul Kashem Mir

Department of Psychology
University of Rajshahi
Rajshahi- 6205, Bangladesh
January, 2008

ABSTRACT

The present study attempts at investigating the similarities and differences of violence-aggressive attitudes for student activists, nonstudent activists and student nonactivists of different educational institutions of northern part of Bangladesh in relation to manifest hostility attitudes, personality variables and socio-demographic factors within the framework of socio-cultural background of Bangladesh. The study has been developed under the theoretical interpretation of (i) Biological theory of aggression and violence, (ii) Social learning theory of aggression and violence, (iii) Drive theory and manifest hostility, (iv) Rotter's expectancy reinforcement model, (v) Authoritarian personality approach and (vi) Socio-demographic approach. All these approaches have been utilized and integrated in order to show similarities and differences of violent-aggressive attitudes of student activists, non-student activists and student non-activists.

The present study uses a multidimensional correlational approach with a criterion group design. The study was conducted into two phases. In the first phase criterion groups of student activists, nonstudent activists and student nonactivists were selected on the basis of an activism criteria questionnaire. All these three criterion groups were further sub-divided into two categories of upper middle and lower middle SES background. In the second phase, the criterion groups were given measures of (i) violent-aggressive attitudes, (ii) Segal's manifest hostility attitudes, (iii) Rotter's I-E control of personality, (iv) Kool's authoritarian personality and (v) socio-economic status differences.

The study utilized three samples drawn from different educational institutions of northern part of Bangladesh. The study was composed of 360 respondents equally divided into student activists, nonstudent activists and student nonactivists. Each sample was sub-divided into upper middle and lower middle SES background. Respondents of two samples were randomly selected from male and female undergraduate and postgraduate students of the academic year 2003-2004. They were named as student activists and student nonactivists. Respondents of sample three were selected from the political individuals of all political parties. They were named as nonstudent activists.

The main objective of the present investigation were to make a comparative study of the patterns of the attitudes and personality of student activists, nonstudent activists and student nonactivists of northern part of Bangladesh as related to

- i) Violence and aggressive attitudes like political violence, social violence, institutional violence, administrative violence and sex violence in the violence - nonviolence continuum.
- ii) Manifest hostility attitudes.
- iii) Personality variables of I-E control and authoritarianism.
- iv) SES background of upper middle and lower middle.
- v) Three differential violence-aggressive attitudinal pattern of student activists, nonstudent activists and student nonactivists.

Five Specific hypotheses were formulated. These were as follows:

- 1) It is hypothesized that Student Activists would score higher on the attitudinal variables of violent and aggressive attitudes as compared to nonstudent activists and student nonactivists respectively.
- 2) It is hypothesized that Student Activists would score higher on the attitudinal variables of manifest hostility attitudes as compared to nonstudent activists and student nonactivists respectively.
- 3) It is hypothesized that student activists would be found more internally controlled on I-E control of personality variable as compared to non-student activists and student non-activists respectively.
- 4) It is hypothesized that student activists would score higher on the personality variable of authoritarianism as compared to nonstudent activists and student nonactivists respectively.
- 5) It is also hypothesized that student activists, non student activists and student non activists having upper middle SES would score higher on the attitudinal variables (i.e. violent and aggressive attitudes; manifest hostility attitudes) as well as personality variables (i.e. internal-external control and authoritarianism) as compared to lower middle SES background respectively.

Analysis of data has been divided into three parts. In the first part inter group differences on violence-aggressive attitudinal variables, manifest hostility attitudes, personality variables i.e. internal-external control and authoritarianism and SES variables have been computed by univariate method using t-test. Further intragroup differences between homogenous groups were computed on each variable separately.

In the second part, of analyses bi-serial correlations using product moment method were computed to find out the similarities of violent-aggressive attitudes between intergroup and intragroups. The strength of relationship of violent-aggressive attitudes with manifest hostility attitudes and personality variable i.e. internal-external control and authoritarianism has been shown through intervariable correlations using product moment method for each group of student activists, non student activists and student non activists separately.

In the third part, factor analyses of 45 items of violent-aggressive attitudes was computed using Kaiser's principal method of oblique rotation for three groups of student activists, nonstudent activists and student nonactivists separately. These multivariate correlational matrices intended to generate structural properties of violence-aggressive attitudes leading to the identification of similarities and dissimilarities among three groups of student activists, nonstudent activists and student nonactivists violence-aggressive attitudinal patterns.

Results obtained strongly supported the hypotheses. It showed that violent-aggressive attitude was considerably moderated by manifest hostility attitudes, personality variables and SES variables. The important findings reflected through the factor analyses of violent aggressive

attitudes were the three differential pattern of distinct attitudinal patterns for student activists, non student activists and student non activists which might be assumed to be caused by socio-politico-economic variation. Cultural homogeneity did appear to be important variable in determining violence-aggressive attitudinal preferences conditioned by socio-economic differences.

The findings of the present study are explainable by Freud's instinctive theory, Bandura's social learning theory, Siegel's drive theory, Adorno et. al. theory of authoritarian personality and Rotter's expectancy reinforcement model.

An attempt has been made to integrate all these approaches into a new theoretical perspective in which violence-aggressive attitudinal preferences along with manifest hostility attitudes, personality characteristics, socio-economic status context jointly share the violent-aggressive attitudes. The study has emphasized socio-economic, political and cultural factors instead of genetic factors, which are the determinants of violent-aggressive attitudes.

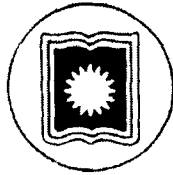
Dedicated

To

The Memory of My Late Parents

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ACTIVISTS AS RELATED TO PERSONALITY
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**A Thesis Submitted for the Degree of
Doctor of Philosophy (In Psychology)**



Under the Supervision of

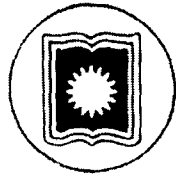
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BY
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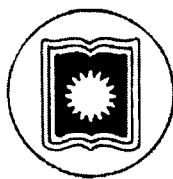
DECLARATION

I hereby declare that the entire thesis is made on the basis of my own insight and investigation and this thesis has not been submitted or placed in any where for any award or degree or any profitable purpose.



University of Rajshahi
January, 2008

Md. Abul Kashem Mir
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CERTIFICATE

This is to certify that the dissertation entitled "VIOLENT AND AGGRESSIVE ATTITUDES OF ACTIVISTS AS RELATED TO PERSONALITY AND SOCIO-DEMOGRAPHIC FACTORS" submitted by Md. Abul Kashem Mir was done under my supervision and constitutes his own work.

Dated: Rajshahi
January, 2008

SUPERVISOR


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I lovingly dedicated this thesis to the memory of my late parents.

Md. Abul Kashem Mir
13.01.08

Rajshahi University
January, 2008

Md. Abul Kashem Mir

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Chapter One

Introduction

Chapter One

INTRODUCTION

The study of aggressive and violent attitudes has become a significant area of research in several social science disciplines in Western (Berkowitz, 1962; Baird, 1968; Eron et al., 1971; Bandura, 1973; Craing, 1976; Baron, 1999; Miller and Challas, 1981; Allen & Santrock, 1993) as well as in Eastern countries like India (Altbach, 1968; Dibona, 1968; Sinha, 1972; Bhatt, 1972) and Bangladesh (Begum and Parveen, 1984; Begum and Rahman, 1986; Hussain, 1987; Begum and Begum, 1993; Ara, 1983, 2007). These studies were done to find out the differential pattern of student activists as related to different areas of socio-political attitudes, personality variables and demographic factors. But very few systematic research attempts are available in the literature, which has taken into account the combination of violent and aggressive attitudes, manifest hostility attitudes, personality variables like internal-external control, authoritarianism and demographic factors like socio-economic status differences for a comparative study among student activists, nonstudent activists and student nonactivists in the present socio-political and economic context of Bangladesh.

Aggression and violence are a constant pre-occupation of our societies all over the world. An over view of the statistics of aggressive and violent acts in the West as well as in the East including Bangladesh indicate that the figures are rising very high. Activism is universally

attached to the search for self-identity. It emerges out of conflicts existing in societal framework due to ideological, personality, attitudinal and socio-demographic differences. Thus in the present study an attempt would be done to make a comparative study of violent and aggressive attitudes among student activists, non students activists and students non activists as related to certain psychological variables of attitudes (i. e violent-aggressive attitudes and manifest-hostility attitudes), personality variables (i.e. I-E control and authoritarian) as well as certain socio-demographic factors (i. e socio economic status) differences in the present sociopolitical and cultural context of Bangladesh. The broad objective is to focus on differences and similarities of student activists, nonstudent activists and student nonactivists in relation to certain selected attitudinal, personality and demographic variables. Before outlining the review of literatures, background, genesis and development of the study, it is necessary to present some related theoretical approaches to the study of violent and aggressive attitudes, manifest hostility attitudes, the role of personality, and differential demographic factors in determining student and non-student activism.

Concepts of Violence and Aggression

Aggression has been defined by Dollard et. al, (1939) as any sequence of behaviour, the goal response of which is the injury of the person toward whom it is directed. Similarly, Berkowitz (1981) defined aggression as a behaviour directed toward the injury of some target. This definition of aggression as behavior with the goal of injuring another person excludes accidental injury and includes situations in which injury was intended but-does not occur. Along this line of thinking Berkowitz

(1965) and Feshbach (1970) divided aggression into two categories, hostile and instrumental. In hostile aggression the injury of the other person is the primary goal. In instrumental aggression the person is attacked as a means-of achieving some other goal.

Bandura (1973) argues that aggression is a complex event and must take into consideration not only injurious intent but social judgments that determine which injurious acts are labeled as aggressive. Geen (1976) has defined aggression as the delivery of a noxious stimulus by one organism to another with intent thereby to harm and with some expectation that the stimulus will reach its target and have its intended effect. Three elements emerge from this definition (1) the delivery of unpleasant excitations, (2) with the intention to harm (3) independently of the success or failure of the undertaking. Baron (1977) conceived aggression as any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. This definition is more of interpersonal or social nature and emphasized upon three aspects viz., (1) aggression is a goal directed behaviour, (2) intention of injuring another persons and (3) it involves a victim motivated to avoid such treatment by an aggressor.

An analysis of these definitions reveals certain essential properties of aggression. *First*, aggression is behaviour, which is more of interpersonal or social nature accompanied by certain emotions and attitudes towards a target person or group. *Secondly*, aggression involves intent to cause harm or injury either directly or indirectly to the target person or group, which may be inferred from the alleged acts. *Thirdly*, aggression is a threat to the violation of social norm of safeguarding the basic rights of the weaker persons/ groups or victims from stronger ones.

Violence is usually differentiated from other forms of aggression in terms of the severity of the injury. It is characterized by a deliberate attempt to do serious physical harm to the victim (Berkowitz, 1962). In other words, violence is defined as an unlawful exercise of physical forces (Buss, 1971). Kempe (1986) maintains that violence is physically striking an individual and causing injury.

Thus, while aggression is a more general term implying intent of inflicting injury to others. Violence refers to the severe overt application of force resulting in the injury or destruction of persons or property or reputation as well as overt severe threat of injury that may result in trauma. In other words, violence conveys the heated, the achievement expression of aggressions' feelings to victims.

In fact, it is necessary to make a difference between aggression and violence. They differ not in kind but in degree. Violence is aggression that has extreme harm as its goal. For example, the ultimate goals of violence may be the death of the victim. But aggression is a normal process of expressing feelings. Thus all violence is aggression, but many instances of aggression may not be regarded as violent behaviour. Thus violence in the form of riot may kill a large number of people. However, one child pushing another off a tricycle is an act of aggression but is not an act of violence. Thus aggressive attitudes consisted of two components of attitudes i.e. cognitions and feelings but violence consisted of three components of attitudes i.e. cognitions, feelings and action tendency (Ara, 2006, 2007).

Characteristics of Violence and Aggression

i) Aggression as an Innate Tendency

The oldest and probably best-known explanation for human aggression centers on the view that human beings are somehow programmed for violence by their basic nature. According to this view, which was initially known as the instinct theory of aggression, people aggress because, quite simply, it is part of their essential human nature to do so. The most famous supporter of this perspective was Sigmund Freud, who held that aggression stems mainly from a powerful death wish or instinct possessed by all persons. According to Freud, this instinct is initially aimed at self-destruction but is soon redirected outward, toward others. Freud believed that the hostile impulse generates increase over time and, if not released, soon reach high levels capable of generating dangerous acts of violence. A related view by Lorenz (1974) was proposed that aggression springs mainly from an inherited fighting instinct that human beings share with many other species. Presumably, this instinct developed during the course of evolution because it yielded important benefits for example, dispersing populations over a wide area. In addition, Lorenz contended, it is often closely related to mating: fighting helps assure that only the strongest and most vigorous individuals will pass their genes on to the next generation.

The fact that aggression seems to be a universal behaviour has prompted some philosophers and scholars to postulate that the drive to perform violent acts is innate in humans. A common theme running these positions is that there is something inside people that predisposes them to act aggressively. In a sense, this position suggests that people are born as fighting machines. Instinct theories and biological theories take the position that people are aggressive by nature.

ii) Aggression as an Elicited Drive

The idea that aggression stems mainly from an externally elicited drive to harm or injure others was introduced first in a group of psychologist's viz. Dollard et. al. (1939) at Yale University. It is known as frustration hypothesis. This suggested that any aggression could be traced back to some form of frustration. In other words, every frustration produces instigation to aggression. The basic assumption of this hypothesis was that interference with goal directed behaviour evokes an aggressive drive, which in turn, motivates individual to aggress. Although Miller (1941) and Sears (1941) amended the proposition later to allow for the possibility that there were other responses to frustration than aggression, the basic idea still maintained that frustration caused instigation to aggression.

Concept, Characteristics, Varieties and Causes of Activism

Concept of Activism:

The distinctive feature of activists is the unexpected emergence of a vocal minority of politically and socially active individuals. An activist may be defined as an individual who (a) acts together with others in a group, (b) is concerned with some ethical, social, ideological or political issue and (c) holds liberal or radical views; the sources of student activism and non student activism protest are complex and inter-related. At least four kinds of factors seem involved in any given protest. *First*, the individuals involved must be suitably predisposed by their personal backgrounds, values and motivations. *Second*, the likelihood of protest is far greater in certain kinds of educational and social settings. *Third*,

socially directed protests require a special cultural climate, that is, certain distinctive values and views about the effectiveness and meaning of demonstrations, and about the wider society. And finally, some historical situations are especially conducive to protests.

Characteristics of Activism:

Developed Countries

1. The Protest-Prone Personality: Protest-prone individual might be student activists and nonstudent activists (Aiken et. al, 1966; Paulus, 1967). For one, student and nonstudent protesters are generally outstanding students; the higher the student's grade average, the more outstanding his academic achievements, the more likely it is that he will become involved in any given political demonstration. Similarly, non student activists come from families with liberal political values; a disproportionate number report that their parents hold views essentially similar to their own, and accept or support their activities. Thus, among the parents of protesters were a large numbers of liberal Democrats, plus an unusually large scattering of pacifists, socialists, etc.

2. Basic Value Commitments: The basic value commitments of the activists tend to be academic and non-vocational. Such students are rarely found among engineers, future teachers at teachers colleges, or students of business administration. Their over-all educational goals are those of a liberal education for its own sake, rather than specifically technical, vocational or professional preparation. Rejecting careerist and feminist goals, activists espouse humanitarian, expressive and self-actualizing values. Perhaps because of these values, they delay career choice longer than their classmates (Flacks, 1967).

3. Non Rebellion: In speculating about such factors, only a few studies have explored the personality dynamics and family constellation of these activists, and most of these studies are impressionistic and clinical. Activists are not, on the whole, repudiating or rebelling against explicit parental values and ideologies. On the contrary, there is some evidence that such students are living out their parents' values in practice; and one study suggests that activists may be somewhat closer to their parents' values than nonactivists (Flacks, 1967). Thus, any simple concept of generational conflict or rebellion against parental authority is clearly oversimplified as applied to the motivations of most protesters.

4. Parental Values: It does seem probably, however, that many activists are concerned with living out expressed but unimplemented parental values. Solomon and Fishman (1963), studying civil rights activists and peace marchers, argue that many demonstrators are acting out in their demonstrations the values which their parents explicitly believed, but did not have the courage or opportunity to practice or fight for.

5. Family Structure: Given what we know about the general characteristics of the families of protest-prone activists, it also seems probable that the dominant ethos of their families is unusually equalitarian, permissive, democratic, and highly individuated. Such families would place a high premium on self-expression and intellectual independence, encouraging their children to make up their own minds and to stand firm against group pressures.

Developing Countries

It has been observed by several writers (Altbach, 1968; Omar, 1973; Talukder, 1977; Sinha, 1980) that in developing countries student activists guided by ideals of socialism, Marxism and modern secular political

thinking have influenced profoundly the freedom movements of these countries. Sinha (1980) asserts, 'Such student movements in connection with the struggle for independence were the precursors of the phenomena of modern student unrest. Probably for the first time in the course of human history students have come to realize the course of human history, students have come to realize the importance of student power and organized mass action in wresting power from the elders.' The participation of students in national movements and political activity is not entirely a novel phenomenon. Students have played a major role in stimulation unrest fostering change in many countries.

Altbach (1968) has also pointed out the importance of student activism in developing countries. He states that for more than a century student and youth movements have had an important place among the agents of social change. In some nation's, students have succeeded in toppling governments or changing policies. In others, they have been instrumental in various kinds of cultural revivals. In the new nations of Asia, Africa, and Latin America, students and youth are often instrumental in political, social and cultural development. Students have provided inspired leadership to national liberation movements, political parties, and on the more mundane levels, labour organizations and cultural groups. Not only have the leaders of the new states frequently come from student ranks, but the ideological base of many of the new societies has been influenced by student and youth movements.

1. The Nature of Activists: In the West the leadership has been generally in the hands of intellectually superior and academically bright students. Sinha (1980) asserts that such leaderships in developing countries were found among those students who are less intellectual and academically poor. These student leaders have professional students or

perpetual students. They have no interests in academic life of the Universities. As a result student agitation in the developing countries of the world has taken an anti-elitist turn and has been characterized by anti-academic goals.

2. Involvement of Political Parties: Another aspect of student activism is the involvement of political parties. Participation of national political parties in student politics is minimal in western Countries. But in Indian, Latin American, Pakistan and Bangladeshi involvement of political parties is high. Almost every political party has a student wing. Students get guidance and finance from their adult parties. In the west there is usually minimum dislocation of academic life due to student protest or strikes, but academic life is totally dislocated by the student agitation in Bangladeshi Universities.

3. Protest and Unrest: Some analysts (Swarup, 1970, Sinha, 1975) have made a distinction between 'protest' and 'unrest' which is local and specific and 'protest and movement' which is purposive and ideological. In Western countries student unrests are more like a movement but in developing countries they constitute largely a series of unconnected, sectional, regional and local movements. They do not constitute a nation-wide protest movement. Student agitation in western countries has a direct reference to some kind of social movement. Social movement is stemmed from frustration, threat or deprivation. But in Eastern countries student unrest cannot be referred to as a social movement. It is participated by a small group of students with some vested interest.

4. Kind of Political Ideology: Another vital aspect of social movement in Bangladesh that it is associated with some kind of ideology like Islamic nationalism, Bengali nationalism, Bangladeshi nationalism and

communism (Ara, 2007). In this respect also student agitations in different part of the world differ. For example, the student unrest of New Left either in England or other countries had a distinct ideological colour, but in India the true ideological aspect is sadly missing even in the unrest fanned by the left or right oriented group (Sinha, 1980). Thus it is apparent that the phenomenons of student unrest in most of the developing countries fail to give a newer social or political value of lasting nature.

Therefore, the phenomenon of student unrest has to be viewed in its world perspective. It is to be noted that student unrest in an organized form has come to stay. Politically and socially student power can no longer be ignored. They have such an important political force that social scientists of different counties have begun to take keen interest in the dynamics of student activism. The pattern of student activism, however, is not the same in every country. It manifests itself in different forms and intensity in different counties depending on socio-political factors. Viewed historically it can be said that student agitation in Asian and African countries are closely associated with political movements.

Expressing aggression and violence is one of the main characteristic features of student activism in Bangladesh. Most of the time aggression or violent behaviour is expressed towards educational authorities, administrator, Vice Chancellor, Pro-vice Chancellor, Dean, Chairman, Provosts, Proctors etc. Sometimes student activists expressed their violent behaviour through picketing like procession, strikes, hartal and at times they used to break the cars, furniture's, glasses of the buildings and also they used to do physical torture to their target persons.

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Varieties of Activism:

1. Two Varieties of Dissent: During Sixties the apparent upsurge of dissent among American college and Universities students was one of the more puzzling phenomena in American history. Before sixties commencement orators were describing the silence of college students in the face of urgent national and international issues. But in the past two or three years, the same speakers have warned graduating classes across the country against the dangers of unreflective protest, irresponsible action and unselective dissent. There now exists a considerable body of research that deals with the characteristics and settings of student dissent (Lipset and Altbach, 1966; Block et., al. 1967; Peterson, 1967).

2. The Stereotyped Dissenter: The stereotypical dissenter is popularly portrayed as political activist. They looked longhaired, dirty unkempt and profoundly disaffected from his society. They are influenced by radical (Marxist, Communist, Maoist, or Castroite) ideas and an experimenter in sex and drugs. He is unconventional in his daily behavior. They are frustrated, unhappy and deeply mal-adjusted as a person and he is also a failure in his life.

3. Activism and Alienation: Keniston (1967) suggested that student dissenters generally fall somewhere along a continuum that runs between two ideal types-first, the political activist or protester, and second, the withdrawn, culturally alienated student.

a) The Political Activist or Protestor: The defining characteristic of the new activist is his participation in a student demonstration or group activity that concerns itself with some matter of

general political, social or ethical principle. Characteristically, the activist feels that some injustice has been done, and attempts to take a stand, demonstrate or in some fashion express his convictions. The initial concern of the protester is almost always immediate, adhoc and local and anti-ideological (Heist, 1966).

b) *The culturally alienate:* The culturally alienated student is pessimistic and firmly opposed to the system to demonstrate his disapproval in any organized public way. His demonstrations of dissent are private: through nonconformity of behavior, ideology and dress and through personal experimentation. The activist attempts to change the world around him, but the alienated student is convinced that meaningful change of the social and political world is impossible; instead, he considers dropping out the only real option. Thus, Draper (1965) holds that on the rare occasions when they become involved in demonstrations, they usually prefer peripheral roles, avoid responsibilities and are considered a nuisance by serious activists.

4. The Movement: Toch, (1965) suggests several key elements about the movements have: (a) electively long lasting large groups, (b) arise spontaneously (c) a clear program or purpose, (d) aimed at correcting, supplementing, overthrowing or in some manner influencing the social order, (e) a collective effort to solve a problem that many people feel they in common. One senses from Toch's analysis that organization is one of the significant ingredients in any social movement.

Causes of Activism

1. Activist-Inducing Contexts: Any systematic analysis of activism must come to grips with several different situations, which set the stage for the activistic pattern. Each of these situations may be seen as providing the force which acts on the person or group and which motivates their behaviour. It also sets the conditions, which maintains, enhances or undermines the activistic pattern. In his article, Flacks (1967) focuses upon the context of the family and examines its role in laying the groundwork for the development of the activist pattern. Flacks provide a focus upon the context in which the socialization of personality and attitudes has occurred. As Keniston (1967) suggests, the protest-prone personality is an essential ingredient in the mix that produces the activist in this same connection. Bay (1967) presents an argument based upon several findings obtained across time and across samples which leads him to conclude that the protest-prone type is healthier and more in touch with reality than the conformities-socialized individual. The picture which emerges from these several articles suggests that the activist student come from a personal more curious and impulsive, more non-authoritarian, and have broad social and human commitments.

2. Conflicting Perspectives and Resolution: Block et. al. (1967) description of the multiversity documented this present state of affairs. Through its contractual arrangements with government and business, the university itself has often taken on roles and functions, which depart from the usual values of the classic academic tradition. In this picture of a large heterogeneous academic community, however, one can still find the 'real' scholar of old who wishes to examine enduring truths by methods of inquiry that have changed little from the time of antiquity.

3. Rationalization of Education: The rationalization of education in the multiversity contributes significantly to contemporary student unrest and activism. Rationalization is used here and elsewhere. Flacks (1967) points to the conflict, which exists when the more democratically socialized student faces the realities of such a rationalized education. One is trained at home to play an active role in making the decisions, which affect one's behavior.

4. The Role of the Institution: The University as a Vehicle for Activism: This protest-prone personality however, is not sufficient to account for the development of contemporary activism without the context and triggering mechanism provided by the institution. The role of the institution in this regard is rather varied and complex. The university as a major vehicle of organized is surprising for several reasons.

5. The Subversive Function of the University: The subversive function of the university-subversive in that it seeks to bring into its view all manner of thought, questioning the foundations upon which the society is based had been minimized by comparison to its technical, applied social service functions.

6. Responses to Contemporary Social and Political Life: It may be more reasonable to consider the activist response as one of a variety of ways of coping with a rapidly changing political, social and economic environment. The development of a typology of these various responses would lend much clarity to the entire matter of student activism. As a move in this direction, Keniston (1967) distinguishes between patterns of behaviour which is activist and one, which is alienated. The activist youth moves outwards into the arena of social and political life, seeking to introduce and produce change. The alienated youth, by contrast, moves inward seeking to find and his own develop inner world of

aesthetically oriented, personal experience. Block et. al. (1967) differentiates between five patterns of adjustment of youth to the contemporary social and political scene. They develop this typology by distinguishing between two dimensions: (a) the degree of involvement with contemporary political and social issues: (b) the degree to which the individual accepts or rejects the traditions values and the institutionalized authority of the society. Politically apathetic youth are characterized by their low level of involvement of the status quo.

7. The Activists and the Administration: As implied throughout the preceding discussion, the role of the university administration, especially at the top levels, has changed from one of leadership with new and visionary ideas about education to one of leadership emphasizing political and organizational skills. There are few dreamer and innovators on top; there are few exciting new ideas in education which they see; to impart through their skillful leadership. Rather, the goals of the administrators appear to maintain multiversity system as a smoothly running machine.

8. The Activists and the Faculty: Whereas the administration has taken on a set of managerial functions, the faculty is almost as heterogeneous as the students. Their role in the institutional dynamics of student unrest and activism is potent, but complex. If the activist students view the administration as the enemy in residence, they view the faculty as their colleagues in the process of education. The more entrepreneurially oriented faculty view the administration as the saviors of a peaceful working environment and see many of the students at best as being mildly annoying when they are around and disturbing when they make their presences vigorously known. Their condescending paternalism rankles the early maturing activist and adds fuel to a fire that needs little to make it burn brightly.

9. Participation in Decision Making: According to Peterson's recent national survey (1966), less than 20% of student activism occurs over this matter of student participation in decision-making. On some campuses, however, this is one of the key themes that appear to hold together the various student action groups with their diverse causes.

10. The Protest-Promoting Institution: An organized protest or related activities to occur there must obviously be sufficient numbers of protest-prone students to form a group, these students must have an opportunity for interaction with each other, and there must be leaders to initiate and mount the protest. Once protest-prone students are on campus, they must have an opportunity to interact, to support one another, to develop common outlooks and shared policies-in short, to form an activist subculture with sufficient mass and potency to generate a demonstration or action program.

11. The Issues of Protest: In many cases, the issues of protest are provided by historical developments on the national or international scene. But in some instances, campus issues are the focus of protest. And in other cases, off-campus and on-campus issues are fused, as in the recent protests at institutional cooperation with draft board policies considered unjust by demonstrating student. According to Lipset and Altbach (1966), the impact of academic pressure on activism seems negative rather than positive. Protest-prone students, with their superior academic attainments and strong intellectual commitments, seem especially vulnerable to a kind of academic professionalism that, because of the enormous demands it makes upon the students energies, serves to cancel or preclude activism.

Theoretical Approaches of Violence and Aggression:

Biological Theory of Aggression and Violence

Biological theories also locate the seat of aggression inside the individual. These theories however differ from the earlier instinct theories because they attempt to identify specific biological mechanism that excites people to aggression. However three different approaches are the following:

a. Freudian Instinct Theory: Among the oldest and most controversial theories of aggression are those that state that aggression is an instinct. The concept implies that behaviour is inherited rather than learned, and that the behaviour pattern is common to all members of the species. Freud (1930) the oldest and the best known exponent of the viewpoint maintained that all human possess an ethnistic and aggressive urge, that must sometimes be expressed. According to Freud, societies' function is to control the expression of death instinct, channeling the aggression into socially acceptable behaviour whenever possible.

Freud believed that aggression is an inborn drive. According to him, hostile impulses generated by death instinct build up over time. If they are not released periodically in relatively safe and non-harmful ways, they soon reach dangerous level capable of producing strong act of violence. Hartman et. al. (1949) and Anna Freud (1949) held same viewpoint as Freud's. They maintained that aggression constantly is generated within the body. Unless the energy is neutralized or discharged in some socially acceptable action, the pent up urge could inevitably lead to destructive attack upon other people or the self (Baron, 1983).

b. Ethological Approach: Another theory of instinct has been proposed by some ethologists (Lorenz, 1974; Lagerspetz, 1981). They suggested that aggressions mainly form an innate fighting instinct that human beings share with many other species. This instinct developed during the course of evolution because it yielded many benefits. Thus, like Freudian the ethological position presents that aggression may be the same in human and other mammals, but in humans these processes interact with higher mental processes, especially with people's last learning and appraisal of situation. The ethological theory of aggression seems to have ignored the effect of cultural and social learning upon humans.

c. Socio-biological Theory of Instinct: The view holding that aggression is innate or genetically programmed is known as socio-biological theory of aggression (Wilson, 1975; Barash, 1977). According to this approach, social behavior like physical structure is the product of social evolution. Social biologist hold that the fact that human beings are often aggressive suggests that such behavior was once adaptive for them. That is, it helped human beings to survive and to pass their genes on later generations. Thus this theoretical position too emphasized upon the innateness of aggression. These theories however reveal that they are pessimistic with respect to the possibility of preventing or controlling human aggression and such behavior is stemming mainly from innate drives or urges.

Social Learning Theory of Aggression and Violence

Bandura, Ross, and Ross (1961) did some pioneering research on aggression in children. They compared the behavior of children that witnessed aggressive acts to the behaviour of children than witnessed non-

aggressive acts. They found that subjects that were exposed to aggressive behavior reacted more aggressively when instigated by an aggression arousal, than subjects that were not exposed to aggressive behaviour. If aggression can be learned through imitation, parents who wish to disuse their children's aggressive behavior need to censor the child's environment so that he or she has no aggressive models from which to learn aggressive behaviour.

Bandura et al (1963) and other social learning theorists believed in the value of observational learning or modeling as an introduction to aggression and violence. Bandura (1973) in social learning theory states that children exposed to aggressive parental models will demonstrate aggressive characteristics outside the home. Bandura (1977) believed that aggression is learned through a process called behavior modeling. He believed that individuals do not actually inherit violent tendencies, but they modeled them after three principles. Bandura (1977) argued that individuals, especially children learn aggressive responses from observing others, either personally or through the media and environment. There are four component processes influenced by the observer's behavior following exposure to models. These components include: attention; retention; motor reproduction; and motivation.

This view regards aggression as a specific form of social behaviour a form that is both acquired and maintained in much the same manner as many other forms of behaviour. According to this theory either they engage in aggressive actions because (1) they have learned such responses through past experiences, (2) either they receive or expect various forms of reward for performing such behaviour and (3) they are directly encouraged to aggress against others by specific social conditions.

Bandura argues that aversive experiences can lead to emotional arousal and individual considers another external cue, the consequences of the action, before determining which course of action to be followed. Liss and Reinhardt (1980) showed that children are influenced by both pro-social and antisocial messages within pro-social programs. They suggest that while watching a pro-social television program, a child learns both the pro-social behavior of the hero and the antisocial behavior of the villain. Bandura believed that aggression must explain three aspects: *First*, how aggressive patterns of behavior are developed; *second*, what provokes people to behave aggressively, and *third*, what determines whether they are going to continue to resort to an aggressive behavior pattern on future occasions (Evans, 1989).

Through direct and vicarious experience, individuals also learn (1) which persons or groups are appropriate targets for aggression, (2) what actions by others either justify or actually require aggressive retaliation, and (3) what situations or contexts are ones in which aggression is appropriate or inappropriate. In short, the social learning perspective suggests that whether a specific person will aggress in a given situation depends on a vast array of factors, including that person's past experience, the current reinforcements associated with aggression, and many variables that shape the person's thoughts and perceptions concerning the appropriateness and potential effects of such behaviour.

Drive Theory and Manifest Hostility Attitudes

Some support for this theory comes from ethologist Lorenz, who believes that aggression and violence result from the spontaneous accumulation of some excitation or substance in nerve centers. Civilized

man suffers from an inadequate discharge of his aggressive drive, and society often does not offer him a safe means of venting his rage. Most philosophers and psychologist's place human aggression into two categories: (1) it is an expression of instincts inherited through evolution from lower animals; (2) it is learned culturally by conditioned response. Both categories ignore evidence that suggests that aggression has both physiological and learning components.

In studying the effects of socialization on violent tendencies, psychologist Siegel (1956) found that aggressive behavior is learned largely through observation and through reward. Boys, for example may be rewarded by the approval of their peer group for being aggressive. Siegel also reported that aggressiveness runs in families, not because of heredity, but because of socialization: punitive parents tend to have aggressive children. Aggressive families also tend to be from the lower class where aggression can be interpreted as an attempt to cope with a difficult environment. In general Siegel sees young males as being primed to learn aggressive behavior more readily than other kinds of behavior. But although humans may be primed to learn aggression they may or may not actually learn it. It depends on whether their culture teaches them to translate it into violent behavior.

Dollard, et. al. (1939) suggested that aggression was a drive to harm another person that was caused by frustration. Their view is known as the frustration-aggression hypothesis and suggests that aggression occurs as a result of frustration, which can have a number of other reactions. Drive theories propose that external conditions such as frustration with goal-directed behavior arouse a strong motive to harm others. This aggression drive, in turn, leads to overt acts of aggression. By far the most famous of these theories is the well-known frustration-aggression hypothesis.

Hull (1943) created a theory that explains behavior in terms of needs and drives. Hull defined a need as a lack of something that is essential for survival. Needs create drives, which motivate behavior to reduce or eliminate needs. Aggression, according to this theory, is a drive, created by some innate human need. While Hull's theory defined drives as solutions to needs, other theorists described other drives. Another and better-known drive theory of aggression is the famous frustration-aggression hypothesis. Frustration the blocking of ongoing, goal directed behavior-leads to the arousal of a drive whose primary goal is that of harming some person or object. Such aggressive drive, leads to the performance of overt aggression actions. The drive theories hold that aggression stems from particular environmental conditions that serve to arouse a strong motive to engage in harm producing behaviours.

Because drive theories suggest that external conditions rather than innate tendencies are crucial in the occurrence of aggression, they seem to offer somewhat more hope about the possibility of preventing such behavior. Since frustration is a common experience of everyday life, however, drive theories, too, seem to leave human beings facing continuous-and often unavoidable-sources of aggressive impulses. As a result, they are less optimistic with respect to the control of aggression. This approach is reflected in several different drive theories of aggression.

Berkowitz's theory of frustration aggression hypothesis differs markedly from instinctual theory of aggression. Berkowitz (1974) argues that goal directed behavior that is blocked may combine with, other emotional arousal to determine the aggression focused on the individual. Thus it appears that it is necessary for there to be some frustrating event impulsive. Emotional arousal to determine the level of aggression.

Psychoanalytic Approach

Lewin (1935) exponents of psycho-dynamic theories of personality, have assumed that there are elaborate stage and specific modes of behavior which are typically, displayed by individuals of specifiable chronological ages. And, that regression involves a reversion to patterns of responding that are characteristic of a level of development through which an individual should have passed. Regressive reactions, in most cases, are likely to be relatively specific and to reflect changes in only a few response hierarchies. Anna Freud, (1949) was one of the first to consider the concept of aggression as a personality characteristic. He believed that human behavior is motivated by sexual and aggressive drives or instincts. While Freud's theory of aggression was written in 1920, today, there are still many followers of his psychoanalytic theory who believe aggression is innate.

Psychoanalytic theories are based on experiences and opinions of therapists and are not backed by scientific research. A researcher can neither confirm nor nullify psychoanalytic theory. Pervin and John (1997) state that many psychoanalysts support psychoanalytic theory with observations that are influenced by the theory, which bias the behaviors of their subjects and the researcher's perception of the data. Due to the limitations of psychoanalytic theory and the drive to have psychology recognized as a science, many new theories arose to explain aggression.

Modern Psychoanalysts (Harris, 1998; Mitchell, 1998) believe that aggression should be treated through psychoanalysis. These therapists may encourage mild forms of aggression, since they believe that aggression is a natural drive in humans. At the same time, these therapists would dissuade dangerous and disruptive forms of aggression. They believe that

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aggression is always both justified and unjustified; aggression is an innate reaction, but one that should be controlled by adulthood. Therefore, a psychoanalyst could not recommend a strategy to prevent aggression in children since it is innate it will always exist. Harris' (1998) theory of aggression is based on a combination of Freud's psychoanalytic theory and British object relations theory. Mitchell (1998) has abandoned the notion that aggression is an instinctual drive and has developed a position that aggression is an instinctual response to external stimuli. All of the theories mentioned have strengths and weaknesses. The psychoanalytic theory strength is that it is able to explain all cases of aggression. Aggression is an innate drive that an individual must learn to control. When an individual is acting out his aggression, it is because he has not learned to control this drive. When an individual does not act aggressively, he has controlled his drive.

Rotter's Expectancy-Reinforcement Model

Researches (Rotter, 1966; Ryckman & Malikiosi, 1975) have also indicated that children tend to acquire a progressive sense of personal efficacy, as they grow older; that is they become more internal with age. Much research with college students shows that they are genitally quite internal in their orientations. The study has shown that there is an increasing sense of personal efficacy from college age to adulthood, a stabilized sense of internal control through middle age, and no decrease in terminality among the elderly. These findings run contrary to popular stereotypes of the elderly as helpless and dependent.

Various studies (Rotter, 1966; Ara, 1983) have shown that internals not only believe they have the power to affect their outcomes, but that they

actually perform more effectively in both laboratory and academic situations. In academic settings, for example, it was found very strong evidence that internalize is associated positively with superior performance on a variety of standard achievement tests which are the following:

i) Basic Concepts and Principles

Rotter, Chance & Phares (1972) have constructed a theory of personality based on learning concepts and principles. It is an approach that focuses on learned behavior. The assumption is that it is acquired through our experiences with other people. Such a social learning view also makes use of a historical approach to the study of personality. It is thought necessary to investigate the antecedent event in persons' lives to understand their behaviour adequately. To understand personality, these investigators also think that the unity or interdependence to be considered. One aspect of this belief is that a person's experiences or interactions influence one another. Past experiences influence current experiences and current experiences change the things the person has learned in the past. The other aspect of the belief is that personality has unity and different behaviours are functionally related.

Rotter et. al. (1972) holds the assumption that behaviour is goal directed. This directional aspect is inferred from the effect of reinforcing conditions. In short they consider human behaviour to be motivated. People strive to maximize rewards and to minimize or avoid punishment and endorse the principle of the empirical law of effect. They maintained that any stimulus complex has reinforcing properties to the extent that it influences movement toward or away from a goal.

ii) Social Learning Concept

There are four major concepts in the social –learning approach according to Rotter (1975) i.e. behaviour potential, expectancy, reinforcement value and the psychological situation. In its simplest form, the formula for behavior is that “the potential for behaviour to occur in any specific situation is a function of the expectancy that the behavior will lead to a particular reinforcement in that situation and the value of that reinforcement”.

Behavior Potential. For Rotter, behavior potential refers to “the potentiality of any behavior’s occurring in any situation or situations or situations as calculated in relation to any single reinforcement or set of reinforcements” (Rotter, Chance, & Phares, 1972). Thus a complex set of internal or cognitive factors is typically involved in the prediction of behavior. Finally, it should be noted that Rotter’s definition of behavior is quite broad. Behavior may be that which is directly observed but also that which is indirect or implicit.

Expectancy. Rotter defines expectancy as a cognition or belief about the property of some objects (s) or event (s) (Rotter, 1984) Expectancies can vary in magnitude between zero and 100 (from 0% to 100%) and are subject to modification by experience.

Reinforcement Value. Rotter et. al. (1972) defined reinforcement value as “the degree of preference for any one of a group of reinforcements to occur, if the probabilities of tall occurring were equal”. In simplest terms, reinforcement value refers to the importance we attach to different activities.

Psychological Situation. The fourth major concept (Rotter, 1981) utilized in the prediction of behavior is the psychological situation that is the situation as it is defined from the perspective of the person. This concept plays an extremely important part in the determination of behaviour.

Freedom of Movement and Minimal Goal. Rotter et. al. (1972) defined freedom of movement as the “main expectancy of obtaining positive satisfactions as a result of a set of related behaviors directed toward obtaining a group of functionally related reinforcements”. In other words, a minimal goal is conceptualized as the dividing point between those reinforcements that are positively reinforcing and those that are punishing on some dimension.

iii) Internal-External Control of Reinforcement

One of the key constructs in social- learning theory is called internal-external control of reinforcement. According to Rotter (1966), people acquire generalized expectancies to perceive reinforcing events either as dependent on their own behavior or as being beyond their control. Internally oriented people tend to believe that reinforces are subject to their own control and occur as a result of displaying their skills. Externals, in contrast, see little or no connection between their behavior and various reinforcers. Instead, they perceive the occurrence of the reinforces as being determined by fate, luck or powerful others.

Authoritarian Personality Approach

Concept of Authoritarianism

Adorno et. al. (1950); Kool, (1980) defined authoritarianism as an ideology which emphasizes that authority should be recognized and exercised through constraints and compulsions. It is, however, a

multidimensional phenomenon and accordingly, its development and sustenance is contingent upon factors peculiar to its frame. These factors may be conveniently classified as situational and dynamic. Behaviour is regarded as the resultant of interaction of both person and environment. This viewpoint calls for the analysis of many situational factors characterizing authoritarian-non-authoritarian types of behaviour.

In short, each person behaves according to his position in hierarchy. And the more opportunity he gets through his position to show dominance, the greater would be the authoritarian tendency of the member of a group. Generally speaking, the word 'authoritarian' is used for those people who express behaviour and attitudes concomitance in characteristic ways. Authoritarian attitudes show inequality in viewing human relationships, submissiveness toward individuals possessing higher status and domineering toward lower status individuals (Kool, 1980).

The fact that no person is fully authoritarian is as true as no person is fully non-authoritarian. They differ in degree if we recognize that there is a scale of behaviour that ranges from "extremely authoritarian" to "extremely non-authoritarian" on a suitable measure. Individuals can be rated to the extent they express themselves as authoritarian. Before mentioning anything about these measures, it would be important to probe in some more details the dynamic, situational and social factors which contribute to the development of authoritarian character.

Anti-democratic Personality Approach

The initial attempt to study prejudiced behaviour, which later came to be known, as the authoritarian personality did not start with any specific hypothesis. A study on anti-Semitism was under taken by two psychologists in U.S.A., Sanford and Levinson. The California research

was guided by the conception of an individual whose thoughts about man and society form a pattern which is properly described as anti-democratic and which springs from his deepest emotional tendencies. The authors' analysis of anti-democratic personality contained two aspects: (a) the ideological factor and (b) the personality needs. The ideological factor was analyzed in terms of values and attitudes with respect to various issues of social significance. The authors argued that different ideologies mean differently to different people and as such the anti-democratic personality was thought of as falling in a distinct category. It was also proposed that the acceptance of such characteristic ideology by an anti-democratic individual depends upon the major influences upon personality development. It arises during the course of child training and the conditions, which contribute to his readiness for accepting anti-democratic thought and action.

The former category included three paper pencil scales. The second category consisted of a measure of the Implicit Anti-democratic Trends, popularly called as the fascist (F) scale. In all, this scale had nine cluster variables, with items sub-classified under each category. The nine variables of this scale, as described by the authors are: (1) *Conventionalism* – A rigid adherence to conventional, middle-class values; (2) *Authoritarian Submission* – Inability or unwillingness to criticize or rebel; (3) *Authoritarian Aggression* – A tendency to condemn, reject or punish those who violate norms; (4) *Anti-Interception* – A tendency to oppose subjective, liberal or imaginative approaches; (5) *Superstition and Stereotypy* – A belief in supernatural power and a tendency to think in rigid categories; (6) *Power and Toughness* – A preoccupation with strong weak, leader-follower, dominance-submission,

etc. categories and exaggerated assertion of strength and toughness; (7) *Destructiveness and Cynicism* – Extreme hostility and degradation of human beings in general; (8) *Protectively* – A tendency to generalize that most of the activities going on are wild and dangerous; and (9) *Sex* – Exaggerated concern with sexual matters.

Socio-Demographic Approach

Education and social class are usually highly inter-correlated and they often represent similar experiences. Much of the literature regarding the attitudinal effects of these variables deals with the concept of modernity. The fact that some strong empirical relations have been found between such experiences and modern attitudes may be due in part to the theoretical base from which the studies were designed. Inkeles (1973) examines in some detail the particular experience associated with formal education and/ or factory, the logic of machinery and mechanical process may be absorbed as a result of factory work and transferred to an individual's system of beliefs. Similarly, Schuman, Inkeles, and Smith (1967) suggest that literacy opens one's mind to new ideas, so that when any change occurs, the more literate man will be quicker to perceive the change and will find it easier to redefine his beliefs in ways that fit his new needs and interests. Naturally the individual coming with better educational level and high socio-economic backgrounds would be less aggressive and would possess less violent attitudes. It has been firmly established that the strongest predictor of adjustive attitudes is education or literacy (Miller & Inkeles, 1974; Inkeles, 1977). Dawson (1973) reports, however, that at the university level, selective return to more aggressive and violent beliefs occurs when students critically evaluate both violent and non-violent beliefs.

The major focus of cross-cultural research (Inkeles, 1960; Kahl, 1968; Simonetti & Weitz, 1972; Bass, 1974) on attitudinal outcomes like aggression and violent experience involves attitudes toward the administrative and authority. Again, at the theoretical level, one would expect an individual with different adjustive with high socio-economic experience involves attitudes toward the target object and also involves attitudes about that particular set of experiences. These investigators report that individuals at higher educational and belonging to high socio-economic status levels are generally more satisfied with their education and career. There also appear to be differences in the determinants of satisfaction and in work goals according to the satisfaction level.

A final set of attitudinal variables that have been related to social class are beliefs regarding the rearing of and instilling of values in children. Although the measures differ, the evidence appears consistent that working or lower middle class parents are more likely to emphasize obedience while middle and upper class parents are more permissive and encouraging of individual self-control in their children (Inkeles, 1960; Rapp, 1961). The consistency of these findings is strengthened by a theoretical framework provided by the evidence cited above appears to support the general assumption that experience even as grossly represented by such personal characteristics such as political/nonpolitical background and socio-economic status is related to attitudes for aggression and violent behaviour. A good number of investigators (Davis, 1944; Green, 1946) have pointed out that better adjustment for the activist student and non-student who is seen as free of the excessive guilt, repressed hostility, and driving anxiety of his middleclass counterpart. Miller and Swanson (1960) have-presented some evidence that child-rearing practices in different socioeconomic classes give rise to differences in selection of defense mechanisms.

Usually, some combination of psychogenic and sociogenic explanations has been advanced to account for the relationships discovered between social-class status and overt aggression. A popular psychogenic explanation is that class differences in child rearing give rise to the differences in aggression. Sociogenic explanations have referred to the differing, degree to which aggression threatens social relations as structured in various class groups. Still other authorities believe that the high prevalence of crime in the United States is due to demographic factors. Demographic changes have swelled the numbers of youth in the 14-to-24 age group. In 1950 there were only 24 million people in the United States in this age group, by 1980 there were over 40 million. Seventy-three percent of all people who are arrested for property crime, which includes burglary, larceny, and auto theft, are under 25 years of age and under 25 group accounts for almost 70 percent of all arrests (FBI, 1981).

All official statistics have shown a high incidence of crime among members of the lower socio-economic classes, particularly among Black and Native American members of those classes. While black's represent only 12 percent of US population, they account for over 40 percent arrest for violent crimes and almost 30 percent of arrests for property crimes (FBI, 1981). This statistics have fueled a socio-logical debate over the relationship between social class and criminality. Earlier in this century many sociologists believed that people in lower socio-economic classes were more likely to commit crimes than those in higher economics brackets. In criminologists Miller and Swanson (1960) analyzed existing studies of crime and class status to determine whether the inverse relationship between class status and the commission of crime was true. When they examine data from arrest records, they found evidence to

support the prevailing views. But when they reviewed data from self-report studies, they discovered no link between class and crime on the basis of this result. The authors concluded it is time to shift away from class-based theories to this emphasizing more generic processes.

More recent sociological research suggests that while Miller and Swanson (1960) basic finding is correct; crime and property are indeed interrelated. In a review of the literature, Braithwaite (1981) states that because Miller and Swanson (1960) failed to clearly define criminal behaviour, they have lumped mild nuisance crimes with serious offenses-a flaw that invalidates their conclusion. One of the studies included in the Miller and Swanson survey-Stinchcombe (1960) measures school misbehaviours that result in the offenders being sent out of the classroom by the teacher. The hypothesis says Braithwaite that middle class children no less likely to miss behave in school than lower class children is quite different from the hypothesis that middle class people are no less likely to violate the criminal law than lower class people.

Chapter Two

Review of Literature

Chapter Two

REVIEW OF LITERATURE

In order to substantiate the theoretical orientation of Violent and Aggressive Attitude through empirical findings, a review of the available literature corresponding to the approaches describe in chapter I has been put forward in this section.

Biological Approach of Aggression and Violence

Megargee (1971) has reached the conclusion that many persons who perform extreme acts of violence are individuals of this type over controlled aggression. That is, they are persons possessing powerful restraints against the performance of aggressive acts. He has proposed that because of these rigid internal controls such men and women usually show little reaction to provocation. Finally, even their excessive inhibitions are overcome. And then, these seemingly docile persons erupt into sudden violence--violence that often catches their victims totally by surprise. Following the completion of this aggressive outburst, they quickly revert to their former passive state, appearing once more to be persons without a temper. This finding suggests that in some cases the most likely candidates for the performance of extreme acts of violence are not hotheaded persons who go about looking for trouble. Rather, they are the quiet, docile, retiring men and women who at first glance appear totally incapable of such acts.

Some biologists (Bylinsky, 1982; Siann, 1985) believe that the brain shapes aggression. Example of biological studies of the origins of aggression is those involving genetic factors, endocrine influences and examination of brain structures. The fact that neurotransmitters, brain messengers noradrenalin, dopamine and serotonin, have all been found in increased concentration in the limbic system in the brain, and have been associated with fighting behaviour in animals. Serotonin levels and the relationship to emotional and aggressive behaviour were also noted. But while some studies implicate serotonin with aggression, this is not supported in other studies. Siann (1985) evaluated the range of investigations into specific biological processes and functions that control aggression and violence. She concluded that there was a lack of firm evidence to support a clear link between any one of these substrates and aggression. She proposed that a number of studies designed to look at this relationship should be carefully and rigorously carried out.

Marazzitti, et al., (1993) conducted careful analyses of the blood chemistry of three groups of persons; ones who had attempted suicide, ones who had been institutionalized since childhood because of extremely high levels of aggression, and a group of healthy volunteers. Results indicated that both of the clinical groups differed from the control group with respect to measures reflecting reduced levels of serotonin an important neurotransmitter in the nervous system. These findings suggesting that both suicide attempters and highly aggressive persons suffer from reduced ability to control their aggressive impulses.

The findings of Marazzitti, et al., (1993) plus other evidence suggested that extreme aggression may be linked to disorders in neural mechanisms that regulate our emotions, which conducted that biological

factors may indeed play a role in aggressive behavior. It is important to note, however, that none of this evidence indicates aggressive tendencies, which are inherited in a simple or direct manner, or that biological factors are overwhelmingly important as determinants of human aggression. On the contrary, existing evidence suggests that biological processes exert their effect against a rich backdrop of social and cognitive factors. So, just as human beings are not pushed to harm others by irresistible aggressive instincts, they are not driven to engage in such behavior by all-powerful biological forces, where human aggression is concerned, biology may be important.

i) Instinct Approach: Freud (1930) believed that aggression is an inborn drive. According to him, hostile impulses generated by death instinct build up over time. If they are not released periodically in relatively safe and non-harmful ways, they soon reach dangerous level capable of producing strong act of violence. Hartman et. al. (1949) and Anna Freud (1949) held same viewpoint as Freud's. They maintained that aggression constantly is generated within the body. Unless the energy is neutralized or discharged in some socially acceptable action the pent up urge could inevitably lead to destructive attack upon other people or the self. In other words, a positive effect of catharsis was implicit in animate theory of aggression. However, evidence (Baron, 1983; Watson et. al., 1984) supporting the idea of catharsis was out weighted by considerably more evidence showing that it either has no effect or actually lead to more aggression.

ii) Physiological Approach: Davitz (1952) demonstrated the inadequacy of the frustration-aggression hypothesis and also the importance of direct training in the development of aggressive modes of response. Davitz (1952) noted that the human actor is quite

dominance-seeking and too aggressive. As we noted above, moreover, men are constrained internally, having evolved in small societies, to feel strongly about small groups. Since it is emotions that move men to action, the basis for social emotions that proved adequate among small bands of hunter-gatherers is completely inadequate for the complex interpersonal societies of today. Hartup and Himeno (1959) found an increase in aggressive behavior is a brief period of social isolation. There also appears to be a cognitive factor determining whether frustration is followed by aggression. Frustration is more likely to be followed by aggression if the frustration is seen as arbitrary rather than reasonability.

Wolfe and Baron (1971) found that the behaviour is compared of college students and a group of violent prisoners. The results indicated that, as expected, the prisoners tended to push significantly higher buttons on the apparatus than the students. Thus, persons with a previous history of violent acts outside the laboratory behaved more aggressively in the Buss procedure than persons without such a history.

iii) Sex-related Approach: Bandura and Walters (1959) found that, on occasion, fathers of aggressive boys instigated and positively reinforced their son's heterosexual advances. This group of boys showed less anxiety and engaged in intercourse more frequently than did others. However, we again see the difficulty in assuming a simple cause-effect relation in Bandura and Walters' note that the higher frequency of sexual intercourse among the aggressive boys was probably due to the influence of child-training variables that fostered general deviant behavior. Bandura and Walters (1963) recently explained how particular sexual behaviour of parents influences the sexual behavior of their children. These investigators found, for example, that parents who were anxious about sex had sons who were anxious about sex.

iv) Ethological Approach: Morris (1967) and Lorenz (1974) found that specific training in fighting and isolation early in life had a much stronger determining effect on fighting for many species than did hormonal variables. They studied aggressive behaviour in primates and concluded that animals fight among themselves for two reasons: to establish their dominance in social hierarchy or to express their territorial rights over a particular piece of ground. Humans have hierarchies on their territories and have to contend with both forms of aggression. They also proposed that aggression springs mainly from an inherited fighting instinct that human beings share with many other species.

v) Socio-biological Approach: Uyeno (1960) has demonstrated the importance of both genetic and environment as factors that mated dominant male rats with dominant females and submissive males with submissive females. Dominant and half by submissive mothers reared half of the offspring of each group. Although a clear genetic effect was found that rats from dominant parents reared by dominant mothers were less aggressive than those from dominant parents reared by submissive mothers. It would appear that dominant mothers inhibit and submissive mothers facilitate aggression in their offspring. Similarly, Baron (1977) suggested that the arousal of aggressive feelings often serves to heighten sexual pleasure for both men and women. These and related comments seem to imply that sexual arousal may indeed have an important effect upon aggression.

Barash, (1977) suggested that social behavior, like physical structure, is the product of evolution. The fact that human beings are often aggressive, then suggested, that such behavior was once adaptive for us. That is, it helped human beings to survive and to pass their genes on to later generations. In another study Fox (1982) described aggression as being as natural as copulation or eating.

In many developed countries Osterman et al. (1994) found that rates of violent crimes are much lower than those we reported earlier for the United States; while in many developing nations, rates are even higher. These huge differences in the incidence of aggression suggest that such behavior is strongly influenced by social and cultural factors.

Christy et al. (1971) found that heightened arousal stemming from sources such as competitive activities, vigorous exercise and even certain forms of music can facilitate aggression under some conditions. Jaffe et al. (1974) reported that exposure to erotic materials enhanced overt aggression. Fortunately, further research Bandura, (1973) soon provided a clear-cut answer. Thus, under these conditions, it may actually reduce rather than enhance the frequency or intensity of aggressive behavior. When aggression is a dominant tendency, however, heightened arousal may well facilitate its occurrence.

Maccoby and Jacklin, (1980) have argued that there are definite sex differences in aggressive behaviour. They also mentioned that males are more aggressive than females because of hormonal difference. According to this position the difference is innate. This argument has been vigorously attacked by other researchers (Eron, 1980; Tieger, 1980) who state that the sex differences in aggressiveness are due to learning and, socialization rather than differences in hormones.

It appears that in order to understand aggression one must investigate the ways in which the external conditions affect when and how people aggress (Worchel and Cooper, 1983). Kegley (1996) viewed that genetic or material essentialism claim that not only are the physical characteristics of an individual determined by genetic information, but one's social roles, behaviors, and relationships also have a biological-

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genetic base. Some researchers (Maxon, 1998; Lucki, 1998) believed that aggression is an innate behavior but, however, do not subscribe to psychoanalytic theory. They proposed a theory that one's genes affect one or more types of aggression in mice, which may be applied to humans as a genetic explanation of aggression. They claims that the neurotransmitter, serotonin, may effect social behaviors involving aggression and anxiety.

Malamuth, Hein, & Feshbach, (1980) found that men believe that women are attracted to rape used sexual arousal as a dependent variable. In this study male and female subjects read depictions of either mutually consenting sex or rape. In some depictions, although the woman in the story experienced pain in being raped, she also eventually reached orgasm; in others she did not. The male subjects exposed to the pain plus orgasm story reported being more aroused than did the subjects exposed to the other stories. Female subjects, on the other hand, were more aroused by the consenting sex. These two studies taken together suggest that men, but not women, are particularly aroused by depictions of sex mixed with aggression, and that seeing depictions of such sex leads men to become more tolerant of rape, while it has just the reverse effect on women. Together they lend little support to the belief that women secretly desire being raped, but they do suggest that men are easily convinced that this is true.

Paul et al., (1993) studied that gender difference appeared to be a real one. Contrasting biological forces may underlie male and female sexual jealousy. For females, such jealousy may focus primarily on the potential loss of resources needed for child rearing. Throughout, most of human history, females were dependent on males for the resources needed to raise children. In this context, a wandering mate might ultimately decide

to wander these precious resources with him. The result indicated that females react very strongly to male sexual infidelity. For males, in contrast, sexual jealousy may rest primarily on concern over paternity. If their mate has sexual relations with other they may find themselves in the situation of raising other men's children. In the past, this was a strong basis for male sexual jealousy.

Social Learning Approach of Aggression and Violence

Patterson et. al. (1961) found that the incidence of aggressive acts in children was modified by the positive and negative reinforcers contained in peer responses. They also found that positive reinforces appear to produce more sustained increases in dependency behaviour in children whose past social-learning experiences have made them highly dependent than in children in whom dependency habits are weakly established. Thus, the occurrence of a dependent response to frustration is more likely if dependent responses are dominant in children's response hierarchies.

Bandura et. al. (1963) found that witnessing aggression in a real adult, in a filmed adult, and in a filmed cartoon all increased the incidence of aggression in children. Disinhibition of sexually significant responses has been experimentally demonstrated by them. Male undergraduates were shown, on a movie film, a series of pictures of nude or almost nude males and females, photographed in poses that were evidently designed to elicit erotic responses. This study not only provides an objective demonstration of the modeling of sexual behavior but also suggested that perceptual responses can be readily influenced by the behavior of others. They also provided that the observer is supplied with cues indicate the direction of the model's attention.

Walters (1966) stated most simply, the modeling view asserts that observation of aggressive social models, either in real life or in fantasy productions, increases the probability that the observers will behave in an aggressive manner if the model is rewarded or does not receive punishment for aggressive behavior. Brown (1974) found that the incidence of aggression in nursery-school boys was modified when aggression was ignored and responses incompatible with aggression were rewarded and one of the most ambitious investigations ever undertaken of peer reinforcement of aggression.

Bandura (1977) reported that children use the same aggressive tactics that their parents illustrate when dealing with others. However, he argues that aversive experiences can lead to emotional arousal and individual considers another external cue, the consequences of the action, before determining which course of action to be followed. Some individuals will react to an insult by submission, others still may show somatic effects or resort to drugs, the choice depends upon past experiences upon direct or various social learning. This view regards aggression as a specific form of social behaviour- a form that is both acquired and maintained in much the same manner as many other forms of behaviour. Bandura (1973); Baron (1977); Zillman (1979) reported that human beings do not aggress either because of built in urges towards such behaviour or because of aggressive drives' arousal through frustration.

Liss and Reinhardt (1980) showed that children are influenced by both pro-social and antisocial messages within pro-social programs. They suggest that while watching a pro-social television program, a child learns both the pro-social behavior of the hero and the antisocial behavior of the villain. Perry et. al. (1986) also found that aggressive children, when compared to non-aggressive children, reported that it is easier to act aggressively and more difficult to control aggressive impulses.

Allen & Santrock, (1993) investigated that children must attend to what the aggressor is doing and saying in order to reproduce the model's behavior. Retention is the next component. In order to reproduce the modeled behavior, the individuals must code the information into long-term memory. Therefore, the information will be retrieval. They also found that a simple verbal description of what the model performed would be known as retention. Memory is an important cognitive process that helps the observer code and retrieves information.

Sanson, et, al. (1993) found that, as a group, females were significantly more rationally aggressive than boys. Snyder et, al (1994) studied the effect of conflicts between mother and son on the child's aggression. They found that aggressive sons had more conflict and engaged in conflict longer and more intensely with their mothers than non-aggressive sons. Crick and Grotpeter (1995) also studied gender differences in aggression. They found the more aggression in boys. Aggression is consistent in both genders, as groups, it simply takes different forms in young boys and young girls.

O'Brien and Chin (1998) examined the relationship between amount of intra familial conflict witnessed by a child and his memory for aggressive words. This finding suggests that the social learning of aggression has an effect on the cognition of the child. They investigated the amount of time children spent playing video games, aggressive and pro-social behavior. They also considered the child's preference for aggressive video games and their behavior. They found that video game did not effect the child's aggression, but was significantly negatively related to pro-social behaviour.

Drive theory and Manifest Hostility Approach

Feshbach (1956) used both high-aggressive and low aggressive children in a study of the extent to which play with aggressive toys modified aggression in school situations. Children under the aggressive-toy condition listened to stories and records with aggressive themes and played with objects, such as guns, selected to stimulate the expression of aggression. Another group of children participated in play sessions in which non-aggressive themes and objects were introduced, while a third group followed their regular classroom schedule. Pretest to posttest changes in aggression, based on ratings made by observers, failed to reveal any significant decrease in aggression in the group that had been encouraged to exhibit aggressive behavior in play. This study, like Kenny's, therefore fails to supply evidence for cathartic drive reduction.

Baron (1977) found that two main areas were considered, where the sole intention was to cause suffering to the victim and the other area is occasions when any suffering to the victim was caused not primarily out of a desire to cause pain but in a bid to obtain another goal. A man who attacks another after an argument over political views could be described as showing hostile aggression. But a woman who pushes her husband over the edge of a cliff to obtain access to his fortune could be described as displaying instrumental aggression. Again this explanation seeks to provide an analysis of aggression by observing the effect rather than its cause. Attempts to classify aggression into various categories have not necessarily clarified this hugely disparate and complex collection of philosophical, biological, sociological and psychological interpretations of our behaviour.

Dodge et, al. (1987) measured boys' tendencies to attribute hostile intentions to others then observed the boys behavior while playing with other children. They found that the greater the boys' tendency to demonstrate hostile attributional bias, the greater their tendency to engage in aggression. Similar results have also been obtained with adolescents and adults. Another study Dodge et, al (1987) examined the relationship between hostile attributional bias and aggression among a group of male adolescents confined to a maximum security prison for juvenile offenders. These young men had been convicted of a wide range of violent crimes, including murder, sexual assault, kidnapping, and armed robbery. The researchers hypothesized that hostile attributional bias among these youths would be related to the number of violent crimes they had committed, as well as to trained observers ratings of the prisoners tendencies to engage in aggression in response to provocation from others. Results offered support for both predictions. Thus, it appears that the tendency to perceive malice in the actions of others, even when it doesn't really exist, is one personal characteristic closely related to high levels of aggression against others.

Internal-External Control of Personality Approach

Gore and Rotter (1963) conducted an empirical study, which focused on the locus of I-E control as personality correlates of social action. The sample, in this study was collected from southern Negro college students who prominently participated in social protest movements. Sixty-two males and fifty-four females constituted subjects. I-E control of reinforcement scale and the Maslow-Crowney social Desirability Scale were administered. Data concerning socio-economic status and religious preferences of the subjects were also collected. Subjects were divided into groups according to their category of social action-taking behaviour in the

order of a, b, c and d- from the highest commitment to the lowest. The results showed a significant F relationship between the scores on I-E scale and social action taking behaviour. It was found that the individuals who were more inclined to see themselves as the determiners of their own fate tended to commit themselves to more personal and decisive social action. An analysis of the data obtained by female subjects indicated that the same trend was present for both males and females. On the basis of these findings Gore and Rotter (1963) concluded that individuals are conceived to vary along a locus of control dimension with two end points of internals and external.

Strickland (1965) investigated the phenomenon of I.E. control by using two personality inventories such as Internal-External Scale (I.E.) and Maslow Crown Social Desirability scale. The sample was a group of 53 Negroes who actively engaged in civil rights movements in the South and a control group of 105 Negroes who were not active. In this study a significant relationship was found between I-E scores and social action. Results comparison of the active and non active groups in internal external control scores was found significant. Active group members were more internally controlled than the non-active group members.

Hsich, Shybut, and Lotsof (1969) investigated the relationship between internal-external control and ethnic membership. They administered the I-E scale of American born Chinese and Hong Kong born Chinese high-School students. They results showed that American born Chinese subjects were significantly more internally oriented than the Hong Kong born Chinese subjects. The investigators concluded that individuals raised in a culture that values self-reliance and individualism are a likely to be more internally oriented than those brought up in a different set of values.

Sanger and Alker (1972) tried to show the relationship of I-E control and attitude towards women's liberation movement. 50 female subjects participating in the women's liberation, movement were included in the sample of this study. Another 50 women would not participate in this movement were used as a control group. Rotter's I-E scale and a series of questions concerning their background and attitudes about the women's movement were administered on both the groups. Three dimensions emerged from a factor analysis of the test item. These were personal control, protestant ethic ideology and demonist ideology. The result exhibited those participants of the women's liberation movements were more internally controlled in the sense of personal control and more external in protestant ethic ideology and feminist ideology. Rejection of the protestant ethic ideology was accompanied by an increased sense of personal internality for the feminist.

Seshadhary and Jain (1972) reflected on external and internal control in voting. He found that voters are influenced by election campaigns and the propaganda of the competing political parties. He reported that 35% of the rural respondents and 58% of the urban respondents in India use to advice from some body else in order to make their choice for voting. In such cases persons with external control personality are more vulnerable to political pressures for taking decisions in the act of voting.

Abramowitz (1973) also conducted useful investigation into the internal-external locus of control in the context of social-political activism. The subjects were 166 college students. More than one third of them were the members of campus social action group. Personality inventories including Rotter's I-E measure and Kerpepman's political activity scale were administered on the subjects. The findings of this study showed that

political and non-political items of the I-E scale were uncorrelated. Political items were the predictor of political commitment but non-political commitment. On the basis of this finding investigator concluded that socio-political action are externally controlled.

Another study using the concept of internal-external control was conducted by Parsons and Schneider (1974). In this study a cross-cultural comparison was made with the samples drawn from some Western and Eastern countries. Samples of Western countries were drawn from United States Canada, West Germany, Italy and France. The sample of Eastern countries was taken from Japan, India and Israel. This study showed that Japanese subjects had significantly higher external control on the Rotter I-E scale than the subjects from other countries.

Ara (1983, 2007) did a cross-national study of student activists and non-activists of India (N = 90) and Bangladesh (N = 90) on I-E control of personality. It was revealed from the findings that leftists of both the countries were found more internally controlled as compared to rightists and non-activists.

Authoritarian Personality Approach

Personality centered earlier studies of socio-political attitudes were initiated by Moore (1929). Moore conducted his experiment on conservatives and radicals using 20 yes/no type of questions. These questions were relating to domestic politics, industrial problems and international relations. The result showed that conservative subjects were more susceptible to the influence of the majority under group pressure as compared to the radicals. The radicals, on the other hand, were found to be superior in her breaking long established habits.

The study of personality and political attitudes gained momentum and was provided a solid foundation by Adorno's work on Authoritarian personality (1950). The research on authoritarian personality began with anti-democratic prejudices prevailing in Germany under Hitler's dictatorship. Its purpose was to identify psychological disposition of individuals that makes them fascist. It focused on the patterns of socio-political ideology as related to ethnocentric and anti-ethnocentric group relations. Adorno et al (1950) constructed a politico-economic conservatism scale for measuring underlying stable ideological trends, which characterize conservatism and liberalism as contrasting approaches to politico-economic problems in American Society. The scale of ethnocentrism (E scale) was also developed to measure the problems of prejudice. This scale contained three sub-scales such as Negro sub scale, Minority sub-scale and Patriotism sub scale. The main purpose of this investigation was to provide empirical verification regarding the relationship between patterns of politics economic ideology on the one hand and ethnocentric and anti-ethnocentric group relations ideology on the other hand. It was found from the analysis of the results that left right dimension of politico economic ideology had much to do with ethnocentrism.

Weima (1965) carried out an investigation to exhibit the relationship of authoritarian aggression with religiosity, anti-semitism, anti-communism, religious-violence, anti-Protestantism and anti-ethnocentrism. A group of tests such as Dutch-version of the F-scale, the anti-Semitism scale, anti-Protestantism scales, and the religious aggressive scale were administered on five groups of student samples. Group- I consisted of male members of Ecclesia circles who were interested in the field of religion. Group II, III, IV and V consisted of catholic students. The results of this investigation showed significant positive correlation between authoritarian

aggression and personality syndromes indicating socio centric attitudes such as Protestantism, anti-Semitism and anti-communism. Authoritarianism was also found to be positively correlated with religious aggression.

A cross-cultural study on the authoritarian personality dimension was investigated by Meade and Whittaker (1967). The study was conducted on six culturally divergent groups of college students. They were Americans, Arabs, Rhodesian, Chinese, Indians, and Brazilians. California F-scale was administered on all the subjects. The results revealed that the Americans were significantly lowest in authoritarianism in comparison to other groups. Rhodesians and Indians exhibited no difference and they were highest in authoritarianism. These findings showed that cultural diversity relating to personality as causative factors have enormous impact in the development of authoritarian attitude and aggression.

Kerpelman's (1968) investigated with a sample of 258 college students has direct relevance to the study of personality leading to political activism. In this study a questionnaire containing three personality subscales and one political orientation sub-scale were used as instruments. The subscales were (1) Modification of Fascism scale (2) religious conventionalism scale (3) Traditional family ideology scale and (4) Politico – Economic conservatism scale. The results of this study indicated a relationship between conservative voting and authoritarian aggression in several areas of personality and attitude functioning.

Ray (1980) conducted a cross-cultural study to find out differences in authoritarian attitudes and authoritarian personality. Authoritarian personality was measured by behaviour inventory. A balanced version of the original F-scale was administrated to measure authoritarian attitudes.

Random doorstep samples of people in Los Angeles, Sydney, Glasgow, and Johannesburg received scales to measure authoritarian personality. In addition to this scale the Los Angeles, Johannesburg and Sydney samples received racial attitude scale. Sample sizes were around 100 in each city. The purpose of this study was to establish the hypothesis that California F-scale as developed by Adorno et al (1950) was not seriously affected by the passage of time. The result revealed that there were no significant cross-cultural differences in either authoritarian attitudes or authoritarian personality.

A cross-national study was done by Ara (1983 and 2007) with student activists and non-activists of India (N = 90) and Bangladesh (N = 90) on authoritarian personality. Student activists were sub-divided into rightists (N = 30) and leftists (N = 30) in both the countries. The findings revealed that rightists of India and Bangladesh were found more authoritarian as compared to leftists and non-activists.

Socio-demographic Approach

Davis (1944), Davis & Havighurst (1946) found that aggression to be more apparent among the lower socio-economic group. Working class mothers have been found to see their role as emphasizing direct responsibility for immediately eliciting specific behavioral conformities from their children, whereas middle-class mothers focus rather on the child's growth, development affection, and satisfaction. They have given rise to a view which attributes better adjustment to the working-class child, who is seen as free of the excessive guilt, repressed hostility, and driving anxiety of his middle class counterpart. On the contrary, to this view several studies measuring aspects of personality, which seem relevant,

finding better adjustment in middle-class individuals. They viewed that middle-class as compared to lower-class individuals are subjected to earlier and more consistent influences, which cause to be orderly, conscientious and responsible. Ericsons (1947) supported this findings and conclude that middle-class individuals are more anxious and a result of these pressures.

Mass (1951) investigated that middle-class parents have been found to have more acceptant, egalitarian relationships with their sons and daughters to be more accessible to them than parents in the working class. Findings of this sort are not confined to children's relations with their parents. Alper, Blanc and Abrams (1955) hypothesized that middle-class as compared to lower-class individuals would be more fearful of getting dirty while engaged in a finger-painting test. Among children, found lower class as compared to middle-class individuals to be both more competitive and aggressive. They found more aggressive behavior in a middle-class than in a lower-class nursery school. Social-class differences have also been found in research on achievement. Ehrmann (1959) found that such variables as socio-economic status and religious affiliation influenced behavior at all stages of the dating and mating process.

Miller and Swanson (1960) have-presented some evidence that child-rearing practices in different socio-economic classes give rise to differences in selection of defense mechanisms. For instance, middle-class individual were found to employ repression more readily as a defense, whereas denial was more characteristic of the lower-class individual. They found their students have also demonstrated class differences in broad expressive styles independent of type of defense. The most noteworthy of these is the tendency, toward conceptual expression in the middle class and motor expression in the lower class.

Begum et. al. (1981) conducted a study in Bangladesh and she examined the relationship between birth order and personality variables. Along with other variables they found that aggression varies significantly as a function of birth order. The findings of socio-economic background education, occupation income and area of residence, it may be said that they are associated with occurrence of violence in, different ways in different social and cultural set ups. These backgrounds influence the readiness of people with which they may behave violently and aggressively. According Adams et. al. (1972) the demographic characteristics again are interrelated in a complex way. Many developmental psychologists have found that birth order is significantly related to the development of personality traits.

Anderson ~~et~~-al. (1983) observed that socio-economic hardship related to social failure and life crises is at base of violence in the family and increases the chances of it. The occurrences of aggressive and violent acts may differ according to rural urban distribution of the persons. Carrying out a comparative research of rural and urban violence against women in Bangladesh Akanda and Shamim (1984) reported that aggression and violence against women were less in urban area. Similar findings have been reported by Jahan et. al. (1988) in her survey of newspaper reports on violence against women she found more incidents of violence in rural area than in urban area.

A pioneering study was done by Ara (1990) of rightists, leftists and non-activists of India and Bangladesh on parental income and education. It was revealed from the study that parental income rightists of both the countries were to found higher in comparison to leftists and non-activists.

But parental educations of leftists were found significantly higher in comparison to rightists and non-activists in both the countries. Thus, income and educational background of the parents of activists have played a significant role.

Activism in Developed and Developing Countries

Developed Countries: A large number of researches have been conducted on student activism in developed as well as in developing countries. Particularly in American Society special attention has been drawn on the forms, nature and characteristics of student activism.

Heist and Somers (1965) conducted a survey on the student activists in Berkely's Free Speech Movements at the University of California. The composition of Free Speech movement was such that it was probably similar in nature and dynamics to student movements elsewhere. In this study certain comparisons were made on the basis of data obtained by Omnibus personality Inventory. There were three comparison groups. There were (1) arrested members (N=130) from free speech Movements, (2) Berkeley seniors (N=92) who participated in the demonstrations, and (3) those typical college students (N=1385) who persisted in college for four years. The result showed that few college students in general can match the positive development of those personality characteristics that distinguished student activists from their college contemporaries. The highly reliable scales on which these groups were compared measured the students' sensitivity and openness to ideas, duty and their general environment, together with their freedom from constriction of thought and overt anxiety. The scores of the free speech members on all traits except anxiety scale were clearly distinguishable from the scores of their own Berkeley classmates and those of the national sample of college persisters.

Watts and Whittaker's (1966) findings showed that former religion was not relevant to the lines of most of the activists. Thus the research showed that the activists in Berkeley's free speech Movements at the University of California were exceptionally high in intellectual disposition on autonomy, flexibility and liberalism as well as in level of ability. They possessed marked qualities of individuality, intellectuality and social commitments, which were not observed among the students.

The results of several findings indicated that majority of students are not directly involved in activism. Baird (1968) analyzed American college survey data obtained from sophomores in 1965 in thirty one institutions. On the analysis of these data, Baird concluded that less than 3 percent of the students are activists.

Peterson (1966) also conducted a survey of the state of activism as viewed by deans of students and equivalent officers and found that only 9 percent of any student body was reported as involved in protest movements. 28 percent of the deans reported student activism over living group regulations, 21 percent over United States involvement in the War of Vietnam, 18 percent over student participation in campus policy making, 9 percent over rules regarding controversial visitors to campus, 7 percent over curriculum flexibility and 4 percent over academic freedom for faculty. This survey showed that students had shifted much of their protest over civil rights to the war, educational relevancy and governance.

Austin et al. (1967) collected data from a random sample of entering college freshmen in the beginning of 1966. The sample was representative of entering American College students. It was found from the analysis of this data that 15 % of the women and 16 percent of the men had participated in many sort of demonstration either these were activistic or

not. Gurin and Zavalloni (1974) made a comparative study of ideological structures of student activists on the samples of three countries such as France, Great Britain and United states. The result showed conservatism as a minor attitude and leftist position to be relatively popular in all the three countries. The French sample exhibited most extremist attitude (17%) as compared to Great Britain (11%) and USA (4%). The students who could not define themselves politically and who were against politics were in greater number in Great Britain (25%) followed by France (22%) and USA (14%).

Ellerman (1975) conducted a study under the Flinders programme into the different value priority of student activists. A sample of 255 student activists was used; of these 48 were those who were arrested by police during the moratorium demonstration in September 1970. 177 students were members of the Victorian Draft Register's Union who had publicly refused to register for national service selection and 30 students were members of various clubs, committees and students organizations who were involved in various student protests. This study conclusively proved that student activists had different value priorities when compared with those students not involved in political protests.

Developing Countries: In India students had actively participated in the Independence movement through arranging strike in the campuses and boycotting classes. After independence particularly from the 60s onwards campus disturbances become disruptive and lost the character of a movement. Several attempts by Indian social scientists have been made to gain interest into student activism and its underlying causes. One pioneering investigation on student activism was done by Sinha and Kumar (1966) who made an empirical study to investigate into certain personality variables in student leadership. The sample consisted of 100

students equally divided into student leaders and non-leaders. The results showed that anxiety differentiated the leaders from the non-leaders. The higher mean value for the leader group indicated that they were more anxious than the non-leaders.

Ross (1969) study was based on three student strikes. He collected his sample from 14 colleges in Bangalore. The sample consisted of those student activists who were closely connected with strikes, processions and demonstrations. They tended to come from upper strata of society. In this study Ross tried to give an insight into the nature of student activists, in general.

Anderson and Plant (1970) made a study on student activism at Allahabad University. The purpose of this study was to identify the student activism with parental status and political linkage. They conducted a survey upon various student unions that contested in the election. The student activists tended to take maximum help from local political leaders. The student activists were found to thrive on anti-administration slogans and promises.

The finding of Anderson and Plant has been supported by Arora (1971) and Oommen (1974). In his study Arora (1971) found that student activists tended to come from better of educational homes of urban area. Oommen (1974) also conducted a study on the Delhi University student leaders. He concluded from his study that majority of the Union leaders came from business families in high-income groups. Misra (1975) conducted a study on student activism. He found a striking result about the nature and origin of student activists. The findings of his study showed that most of the student activists engaged in non political, social and cultural activities came from upper middle class homes but those activists who were in direct action tended to come from lower and lower middle class homes.

Roy (1971) made a survey on politically oriented students in 1969 mid-term elections in four states. He found that younger voters below the age group of 40 years were more politically informed. Sheth (1975) conducted a study on younger voters. He found that the younger voters tended to align more than older voters with the anti-congress parties. The results suggested that the younger generation was alienated from the main stream of the policy and their protests were indicated by their alignment with anti-govt opposition parties.

The phenomenon of student indulgence in agitations and disruptions in Indian Universities has been investigated at length by Singhal (1977). The investigator attempted in her study to identify measure and examine the inter-relationships on characteristics of students, teachers and authorities in relation to relevant organizing factors of outer society. The analysis of the data in terms of the determinants of social movements revealed that the structural and ecological constraints strengthen by the structural conduciveness led to the developments of a generalized belief in hostility towards the system. The mobilization of support was partial and as such student agitations could not assume the form of an organized social movement.

Parker, Power and Ross (1977) made a comparative study on student protests occurring in India in 1971-72 and in the United States in 1968-69. This study manifested some common and differential factors that might vary with time, place, and culture. Thus it was observed that students in the United States would form the majority of their actions against educational administrators, when the majority of their concerns needed to be dealt with by decisions on a national level. The Indian students whose concerns were of a local and campus nature would not relate those concerns more directly to educational administrators.

Sharma (1981) studied the phenomenon of the power maintenance in student union leadership. The aim of this study was to find out how a student leader acquires, maintains and enhances power. The sample of the present study consisted of male students of Patna University divided into three groups of effective leaders, potential leaders and non-leaders. The findings also indicated that manipulation, deception and exploitation, were the main tools of a student leader. He maintains political affiliation as a power mechanism. He is rarely motivated by idealistic objectives. Thus the study found striking similarity between student leadership and political leadership.

Ara (1983) did an extensive pioneering study to find out the similarities and differences of socio-political attitudes of activists and non-activist in India and Bangladesh in relation to certain ideological preferences like right and left, personality variables like authoritarianism, dogmatism, internal-external control, demographic factors and value attitudinal differences within the frame work of socio-cultural background. On cross national comparison Indian leftist was found significantly less authoritarian as compared to Bangladesh left activist. No significant difference was found between Indian right activist and Bangladesh right activist and between Indian nonactivist and Bangladesh nonactivist. On internal-external control score Indian right activist and Indian left activist were found significantly more internally controlled as compared to Indian nonactivist. In Bangladesh both right activist and left activist were more internally controlled as compared to Bangladesh nonactivist. On cross national comparison Indian right activist and left activist were found significantly, more internally control, as compared to Bangladeshi right and left activist respectively.

Ara (1983) administered C-R scale over right activist, left activist and nonactivist to measure the violent attitudes in India and Bangladesh. The result showed that right activist were found significantly more conservative on violent scores as compared to left activist and non activist. On the contrary left activist were significantly more radical as compared to right activist and non-activist. Both Indian and Bangladesh left activists were found to possess more violent attitudes as compared to right activist and non-activist. But in both the countries right activists possessed nonviolent attitudes as compared to left activists and non-activists. On cross-cultural comparison Indian right activist exhibited more non-violent attitudes in comparison to Bangladesh right activist. Though Indian left activists and non-activists exhibited more violent attitudes as compared to Bangladesh left activists and non-activists respectively.

Ara (1985) conducted a cross-cultural study in Bangladesh and India to explore the phenomena of right-left ideology as related to values in the context of cultural differentiation. The result of the study showed that in general rightist activists and leftist activists in India exhibited less differentiation on value preference in comparison to rightist and leftists in Bangladesh.

Jahan (1985) conducted an empirical investigation on right and Left activists of male and female as related to certain psychological factors and personality variables. The study utilized 200 student samples, collected from the University of Rajshahi. The sample was divided into Male (N=100) & Female (N=100) between the age range of 18-25 years. Both the groups of Male or Female were again divided into right activists (N=50), and left activists (N=50) according to their ideological orientations. Measures of C-R scale and internal-external control scale were used for this study. In this study right activists were found significantly more

conservative as compared to left activists. Both the right and left male activists were found more internally controlled as compared to female right and left activists in their personality pattern. Male rightist differed significantly from female rightist for internal-external control of personality. But higher similarities were observed between male and female left activists on personality, through bi-serial correlation.

The effects of birth order have been found to be greater in larger families. In a recent study conducted in Bangladesh, Khanam (1986) investigated the relationship of aggression with birth-order and family-size. Her findings confirmed that ordinal position of children is a significant correlate of aggressive behavior.

Islam (1989) made an investigation on the impact of certain psychological factors such as internal-external control and socio demographic variables on student activists within the socio cultural framework of Bangladesh. The main objectives of this study was to find out a pattern of differences between activists and non-activists as related to personality variables and socio demographic factors in the sociopolitical context of Bangladesh. The findings of this study revealed that both male and female activists subject belonging to high and low socio-economic background differed significantly from non-activist counterpart on all groups in their attitudes of activism.

A major approaches to the study of political behaviour and attitudes concentrate on the socio-demographic variables. The basic rationale underlying research for socio-demographic variables do form personalities, beliefs, and attitudes, which, brings greater prosperity, more leisure, less anxiety and wider opportunities naturally makes people more active in political activism. Another major demographic variable focuses on the relevance of education to political participation. Education gives greater information and expands the horizon of one's interest. The higher is the

education the greater is one sense of civic duty, political competence, interest, responsibility and self-confidence. Regular of participation in the corporate life of educational institutions further enables one to develop a skill for political participation.

Ferdous (1989) attempted to investigate the pattern of difference and similarities of student unrest attitudes as related to personality variable between upper middle class male and female subjects and lower middle class male and female subjects. The study utilized student sample collected from the University of Rajshahi. The main objective of the present study were to find out the pattern of differences and similarities of student unrest attitudes between Upper Middle Class and Lower Middle Class male and female student as related to personality variables in the socio-cultural context of Bangladesh. The results provided empirical supports and conformation to this hypothesis. It was found from the findings that both male female Ss belonging to Upper Middle Class families expressed more pro-student unrest attitude as compared to the male and female Ss having Lower Middle Class family background. All the comparison groups were found internally controlled.

Ara (1990) explored the phenomenon of student political activism in Bangladesh as related to sex and socioeconomic status (SES) differences. The result of the present study was considered keeping in mind the fact that participation of student community in politics is a common event in developing countries of the world including Bangladesh. The findings of the study showed that both male and female subjects with high socio-economic background obtained higher scores of political activism in comparison to low socio-economic background. It was found that male Ss scored significantly higher on political activism as compared are female subject. So in Bangladesh politics gender variation and status differentiation had been playing a major role.

In another study Sultana (1993) made to investigate the value preference of activist and non-activists as related to their ideological and gender differences. In this study it was observed that political values like 'Equality' and 'Freedom' were highly preferred by the left activists in comparison to right activists and non-activists. Moreover, political socialization and situational factors may also be responsible for causing differential value patterns in activists as well as non-activists.

Ara (1998) conducted a study to investigate the factors of political behaviour relating to student unrest of different ideological group in the Universities of Bangladesh. This study was initiated to find out the structural properties of sociopolitical attitudes in the continuum of traditionalism and progressivism. The sample of the study were composed of five hundred students of both the graduate and post graduate classes of Rajshahi University, Medical College, Institute of Engineering & Technology and Rajshahi Govt. College. The results supported the conviction that certain progressive and traditional socio-political attitudes stemmed from the present political, economic cultural situation and religious conditions which might be exerted enormous influence on the different ideological stance causing student unrest in the field of political behaviour.

Khanam (2000) conducted a study on two generations and showed that this study was designed to investigate the difference in social responsibility between parents and their children and also to see whether social responsibility differs as a function of gender. The results revealed that the two main effects viz. of gender and generation have no significant effect on social responsibility while the interaction between the two main effects has been found to be significant.

Parvin (2002) attempts at investigating the similarities and differences of authoritarian attitude of Muslim and Hindu students of Rajshahi University as related to gender and socio-economic status differences. The main findings of this study are as follows: *Firstly* the main findings showed that Hindu Ss exhibited higher authoritarianism as compared to Muslim Ss in general. *Secondly* female Ss were found more authoritarian as compared to male Ss. *Thirdly* when SES is concerned Ss having higher Socio-economic background showed more authoritarian attitudes as compared to Ss having low SES background.

Haque (2002) attempted at investigating political behaviour relating to intergeneration gap in Bangladesh. For this purpose, the similarities and differences of socio-political attitudes towards social change of older and younger political generation in relation to certain ideological groups different significantly on conservatism-radicalism attitudes, personality variables and socio-demographic factors. Results showed that socio-political attitudes towards social change were considerably moderated by conservatism-radicalism and personality factors. One of the important findings reflected through the factor analysis was the distinct socio-political pattern of older and younger generation, which might be assumed to be caused by cultural variation of this two generation. Ideological difference did appear to be important variable in determining differential socio-political preference conditioned by political and cultural influence.

Another study Haque (2003) attempted an empirical investigation into the phenomenon of intergeneration gap as related to authoritarian personality in the socio-economic and cultural context of Bangladesh. A total of 360 Ss equally divided into older and younger generations were utilized as the sample of the study. Each group was from three political groups. The measure of authoritarianism scale was used for collection of data. The results revealed that the older political generation exhibited more authoritarian attitudes as compared to younger political generations. On the

contrary, the younger political generation expressed more democratic attitudes as compared to the older political generations.

Ara et. al. (2005) conducted to investigate the differences of authoritarian attitudes of Muslim and Hindu undergraduate and postgraduate students of Rajshahi University within the framework of socio-cultural background in Bangladesh. It was predicted that personality pattern of a religious group differ from other religious group in moulding authoritarian attitudes of the individuals. The sample was composed of 240 student subjects equally divided in to Muslims and Hindus. Each group was again subdivided into Male and Female. The data were analyzed to obtain Mean, SD and t-test. Muslims differed significantly from Hindu subjects on authoritarianism. The result supported our conviction that certain religious group significantly differed from others on authoritarian attitudes depending on religious dogma of caste systems expressing more authoritarian attitudes.

Kabir (2006) attempted an investigation the authoritarian as well as internal-external control to find out the intergeneration gap in Bangladesh. For the purpose of the study the similarities and differences authoritarian and internal-external control personality factors among the three highly educational and politically aware generations of older teachers and younger teachers, and students of different educational institutions in Rajshahi in relation to socio-political attitudes of conservatism-radicalism dimensions. The main objective of the study was to find out the generational gap among the three groups of teachers and students. For this purpose socio-political attitudes and personality variables were used. The specific hypothesis were the older political politically oriented would differ significantly younger and youngest educational generations on socio-political attitudes, personality variables, authoritarianism and internal-external control. Results obtained strongly supported the hypothesis showed that socio-political attitudes were moderated by personality

variables of authoritarian and internal-external factors. This attitudes as well as personality characteristics and socio-demographic factors instead of genetic factors as the determinants, which have enormous effects of intergenerational gap.

Ara (2007) conducted a study the impact of certain personality factor such as internal-external control on student political participation within the socio-cultural framework of Bangladesh. The sample was divided into student activists (N=50) and student non-activists (N=50) between the age ranges of 20-25. Again student activists and students nonactivists Ss were subdivided into male (N=25) and female (N=25). The main objectives of the present study were to find out a pattern of differences between student activists and student non-activists as related to personality and gender in the socio-political context of Bangladesh. Results showed that the student activists were more internally controlled as compared to the student nonactivists. Moreover, male Ss were found more internally controlled in comparison to their counterpart female Ss.

All these different approaches cited above have attempted to explore the uncultivated region of violent-aggressive attitudes of student activists, nonstudent activists and student nonactivists having differential socio-economic background causing violent and aggressive attitudes in different levels in developed as well as developing countries.

Chapter Three

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

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The present study was designed for investigating violent-aggressive attitudes as related to personality and socio-demographic factors of three groups' of student activists, nonstudent activists and student nonactivists in Bangladesh. The review of the approaches to the study of violent and aggressive attitudes of activists as related to manifest-hostility attitudes, personality and socio-demographic variables (chapter-I), and empirical studies in the area (chapter-II) indicate the presence of several computing explorations for the trend in the attitudinal clustering of violent and aggressive attitudes of activists. The review of the literature suggests that any attempt at understanding attitudes, personality and socio-demographic factors of activists can not be separated from socioeconomic, political and cultural context within which the study is to be carried out. It is therefore, necessary to give a brief introduction to the political culture in transitional societies and political culture in Bangladesh, characteristics of activism in developed and developing countries and socio-demographical concepts prior to spelling out the approach, objectives and design of the study.

Political Culture in Transitional Societies

Almond and Verba (1963) serves to focus our attention on the concept of political culture as an aspect of political life, and such a focus of attention is useful. The concept makes it easier for us to separate the cultural aspect of politics from other aspects as well as the political culture from other forms of cultures.

Political culture forms an important link between the events of politics and the behavior of individuals. Although the political behaviour of individuals and groups is of course affected by acts of government officials, environment of educational institution like administration, characteristic pattern of students, personality and attitudinal clustering, socio-economic background, it is even more affected by the meanings that are assigned those events by observers.

Political culture refers to all politically relevant orientations whether of a cognitive, evaluative, or expressive sort. It refers to the orientation of all the members of a political system; and it refers to orientations to all aspects of politics. Thus the empirical beliefs we are interested in this approach to political culture are the fundamental beliefs about the nature of political systems and about the nature of other political factors. Fundamental political beliefs are particularly relevant to the study of change. They play a major role in guiding the ways in which institutions develop and change. To a large extent these beliefs may represent stabilizing elements in a system; they may motivate the factors in a political system to resist change in the name of traditional beliefs or they may lead to fundamental modifications of innovative institutions so that they fit the traditional culture in which traditional belief systems have served to control and modify patterns of change.

The changeability of basic political beliefs is indeed a crucial question to the elites of the developing nations. It is customary to think that cultural dimensions are unchanging factors that form the setting within which politics is carried on; that culture conditions politics, but not vice versa. The focus on the relationship between basic belief structure and political beliefs is of great use in determining what political attitudes are important to consider in describing a political culture which Lane (1962) has pointed out forcefully. Though political cultures are closely connected with other aspects of the cultural system, the analytical separation from

general culture of those values, cognition, and expressive state with political objects is useful. It is useful because it allows concentrate on those areas of attitudes that are most relevant for politics. It is useful also because the connection between general culture and political culture is not one of complete identity. The relationship among the various beliefs that individuals are both political and non-political represents one of the most important topics of discussion for the students of political culture. Furthermore, when a relationship is found between political beliefs and general social beliefs, one cannot assume that general social beliefs affect political beliefs with no reciprocal effects.

Political beliefs play a major role in determining the operation of the political process. Since they set the culturally defined goals for that process; but though the over-all goals of the system are set by the third distinction involved in the ideological-pragmatic polarity is that between the stress on the expressive side of politics and the stress on the instrumental side. On the one hand, beliefs that stress political activity carried on for its own sake or political institutions that are valued for their own sake and, on the other beliefs that focus on political activity or political institutions in terms of their usefulness for producing other satisfactions. On the other hand one's commitment to and identification with one's nation might be much more in terms of the instrumental performance of the system and in terms of the specific benefits that are perceived as deriving from being a member of that nation (Almond and Verba, 1960).

Political Culture of Bangladesh

Political culture in Bangladesh is an extension of Bengali culture as developed during British period and culminated in the creation of Pakistan. It has been observed that political culture is not sharply differentiated from socio-cultural spheres in newly independent nations (Pye, 1962). Hence it

is argued that Bangladesh political culture is closely associated with social and political development of history. Thus Bangladesh as a part of Pakistan experienced two political cultures. These were mass political culture and elite political culture. The mass political culture is permeated with traditional elements. It includes national planners, political leaders, administrative cadres and military personnel. The culture is expressed in modern language and is mixed with elements of modern thoughts.

The political culture of Bangladesh is the product of political culture of India and Pakistan. So Bangladesh, Pakistan and India share some distinctive features of political culture in common. This distinctiveness may be summarized as follows: (1) Society is organized more around its culture than around its politics, (2) Politics is marginal to the self-image of people and traditional culture which provides national identity, (3) The concept of religion gives rise to the concept of ethics in society, (4) Traditional culture takes an authoritative center in society. As a result of these characterizations of social framework in politics in this country seems to underwrite the tradition bound culture and social division. This has promoted different types of a functional relationship between politics and certain special groups.

The political culture of Bangladesh may be conceived in similar fashion. Hence, the fusion of cultural forces and politics is very much conspicuous in Bangladesh. It is, therefore, arguable that political development in Bangladesh is determined by the dominant Muslim culture. Consciously or unconsciously Bangladeshi political culture is reorganizing the deferent facets of a people's culture. The nation brings a particular part in its consciousness depending on the needs of its ages. In this aspect Bangladeshi cultural history is a projection in which present day needs are reflected. It incorporates within its fold adequate modalities of reaching, changing or rejecting some of the self defined political values. Each of them has ensured the flexibility of nation's political culture (Rosenberg,

1960; Almond and Verba, 1963; Ara. 1988). Thus ultimately the concept of Bengali political culture incorporated within its fold language, culture and tradition over-powering the sentiments of religion (Murshed, 1978). As a result there was increasing demand for social identity as a separate nation based on language and culture. These attitudes were culminated in Bengali language movement in 1952.

In conclusion it can be said that Bangladesh is predominantly a cultural society as well as a political society. The social values and religious dogmas are more important to the masses than political values. In fact political culture is highly concerned with rights and privileges between different classes of people. It is characterized by co-operative interdependence the inter-class level. In the absence of democratization of power, political culture cannot flourish. In Bangladesh there is clearly a vacuum, of political teaching in absence of democratic system of government. In a word, it can be said that Bengali history and tradition, Bengali life and customs and Islamic religion have tremendous impact on the development of political culture in Bangladesh. Moreover, culture is a dynamic process on political culture of Bangladesh, as it were in formative stage, contingent upon social change and development.

In the seventies after independence of Bangladesh ideas of elite accommodation and democratic consolidation in the formation of democracy were introduced. It was recognized that as elite groups learn to compromise and negotiate, pragmatic as well as cultural considerations of the institutionalizing of behavioural norms of the elite, political trusts, and other values conducive to the maintenance of democracy, are developed. It was recognized that this learning allows the formation of an elite political culture, or way of doing politics, which then diffuses out to the masses. Thus the political culture of elites and that of the masses can be seen as reinforcing each other in a continuing reciprocal relationship.

Compared to most little developed countries Bangladesh is religiously, ethnically, linguistically, and socially extremely homogeneous. However, religion, ethnicity and language have been at the fore in the formation of a national identity, and the ideology of national identity has been a source of political division. The contested nature of national identity provides fuel for the fire of partisan politics. There is a history of using linguistic, ethnic, and religious identity to mobilize support against repressive regimes. From the late nineteenth century until the creation of Pakistan in 1947, religion played a dominant role in shaping identity. An Islamic identity played a critical role in the creation of Pakistan in the face of the perceived threat of the majority Hindu community. Later, during the 1947-71 Pakistan periods, religious nationalism was superseded by a heightened awareness of linguistic, ethnic and cultural identity, as West Pakistani co-religionists came to be perceived as exploiters and competitors. Ethnicity and language became the dominant sources of identity.

Ideas of Bengali nationalism, seen as a composite of Bengali culture, language, folklore, mores, and the general Bengali environment were emphasized to inspire and motivate socioeconomic development. Emphasis on secular ethnicity attracted support of Hindu minority and the leftist political parties, but tended to alienate non-Bengali, Bangladeshis.

After 1975, a concept of Bangladeshi nationalism developed, that is distinct from Bengali nationalism with roots in both Bengali culture and Islam. There was a concern to differentiate between Bangladeshis and people from West Bengal. This Bangladeshi nationalism became a core element of one political group. These different emphases continue to contribute to division in society. Another political group continues to stress the secular, Bengali nationalism, whereas the other emphasizes Islam and

Bangladeshi nationalism. These ideologies influence attitudes towards issues such bilateral relations with neighboring India and Pakistan and the treatment of religious and ethnic minorities. Polarization over such fundamental and emotive issues between the two major political parties tends to lead to an oversimplification of policy issues and a reduced ability to negotiate and compromise. These two types of ideology Bengali nationalism and Bangladeshi nationalism look serious shape among the different ideological group. These groups were involved to express aggression and violence against each other and created chaos in the educational institution.

Objectives and Design of the Present Study

The literature related to study of activism and the study of violence-aggressive attitudes out line in (Chapter-I) offers a wide area of competing theoretical approaches. These approaches combined - biological theory of aggression and violence, social learning theory of aggression and violence, drive theory and manifest hostility, personality approach – authoritarianism and internal-external control and socio-demographic approach determining the different types of activists functioning violent-aggressive attitudes. The present study represents an effort to utilize existing social psychological theoretical approaches in the context of student and nonstudent activism in Bangladesh. Hence, it was decided to use a multi dimensional approach in the theoretical perspectives for the present research. Three major theoretical viewpoints utilized in the design of the present study. These are: 1) Attitudinal Approach, 2) Personality Approach and 3) Socio-demographic Approach.

This choice of utilizing these above stated theoretical approaches was guided mainly by the consideration of their relevance and applicability to the student and nonstudent population selected for the study.

Objective of the Study:

The broad objective of the present study was to investigate patterns of similarities and differences in aggressive and violent attitudes of student activists, nonstudent activists and student nonactivists as related to attitudinal variables, personality variables and socio-demographic variables.

The specific objectives may be stated as follows:

Firstly, the broad objective of the study would be to conduct an empirical investigation to find out the differences and similarities of the different dimensions of violent and aggressive attitudes of student activist, nonstudent activists and student nonactivists.

Secondly, the objective is to correlate differential violent and aggressive attitudes with personality and demographic factors.

Thirdly, the objective is to identify the differential pattern of student activist, nonstudent activists and student nonactivists.

Fourthly, the present study would be a scientific pursuit, which unfolds the causes of violent behavior of student activists, nonstudent activists and student nonactivists.

Finally, thus the different machineries of government who are able to take right decision for the solution of the problem in the present socio-political development of Bangladesh.

In order to observe the psychological as well as socio-demographic variables of violent and aggressive attitudes of student and non-student activists as compared to student nonactivists, the design and some specific following hypotheses were formulated to explore the results.

Design of the Present Study

In this investigation the criterion group design has been utilized. The study was conducted on three phases. In the first phase criterion group of student activists, nonstudent activists and student nonactivists were selected on the basis of activism criteria questionnaire (ACQ). The criterion groups of student activists, non student activists and student non activists were further subdivided into two levels of SES (upper middle/lower middle) samples on the basis of their activistic and non activistic affiliation and responses to a questionnaire. The details of the criterion group selection are given in Chapter – IV.

It should be pointed out that the use of criterion group has considerable advantage highlighting the differences between student activists, non student activists, and student non activists, upper middle SES and lower middle SES in relation to the violent-aggressive attitudes manifest hostility attitudes, personality variable of authoritarianism and I-E control selected for the study. The use of such criterion group design affords the opportunity for studying the differences in violent-aggressive attitudes and personality with different political orientations more effectively in a natural study of field survey setting. Thus, it offers greater generalization of findings as compared to causal experimental design in laboratory setting using restricted ranges of variables. In the second phase the criterion groups were given of three measures on selected variables for analyzing different dimensions of violent-aggressive attitude towards political violence, social violence, institutional violence, administrative violence and sex violence, and personality factors and demographic characteristics. The measures used were as follows:

1) Attitudinal Measures:

- i) Violent and Aggressive Attitude Scale (VAAS).
- ii) Siegal's Manifest Hostility Scale (Ara's Bengali Version).

2) Personality Measures:

- i) Kool's Authoritarianism Scale (Ara's Bengali Version).
- ii) Rotter's Internal-External Control inventory (Ara's Bengali Version).

3) Demographic measures:

- i) Activism Criteria Questionnaire (ACQ).
- ii) Socio-demographic Questionnaire.

In summary, then the study uses a multidimensional approach with a criterion group design highlighting the similarities and differences of violent and aggressive attitude and personality variables of student activists, nonstudent activists and student nonactivists in Bangladesh. The specific objectives and hypotheses formulated for the study are given in the following section. The detail of the sample selection and methodology employed are reported in chapter-IV.

Formulation and Justification of Hypotheses

The present investigation has been designed as descriptive study to explore the patterns of differences and similarities in violent and aggressive attitudes of activists as related to personality and socio-demographic factors. Chapter II contains relevant reviews of the available literatures, which provide substantial guideline for formulating specific predictions for the study. Consequently the following broad hypotheses have been formulated on the basis of Chapters I and II substantiated by the result of pilot study.

H₁: It is hypothesized that Student Activists would score higher on the attitudinal variables of violent and aggressive attitudes as compared to nonstudent activists and student nonactivists respectively.

The study of aggressive and violent attitudes has become a significant area of research in several social science disciplines in Western (Berkowitz, 1962; Baird, 1968; Eron et al., 1971; Geen, 1976; Patterson, 1976; Baron et al., 1983; Allen & Santrock, 1993; Bandura, 1998) as well as in Eastern countries like India (Altbach, 1968; Sinha, 1972) and Bangladesh (Ara, 1983, 1988, 2007; Begum and Parveen, 1984; Begum and Rahman, 1986; Hussain, 1987; Begum and Begum, 1993). These studies were done to find out the relationship of violent and aggressive attitudes of student activists as related to different areas of socio-political attitudes, personality variables and demographic factors.

Freud believed that the hostile impulse generates increase over time and, if not released, soon reach high levels capable of generating dangerous acts of violence. Lorenz (1974) proposed that aggression springs mainly from an inherited fighting instinct that human beings share with many other species. Biological theories also locate the seat of aggression inside the individual. Work in this area often involves either stimulating or severing various parts of animals' brain and observing the effect of these procedures on aggression. This research has made some headway in identifying certain neural centers that give rise to violent behaviour when stimulated (Moyer, 1971). Bandura (1973) argues that aggression is a complex event and must take into consideration not only injurious intent but social judgments that determine which injurious acts are labeled as aggressive. Baron (1977) conceived aggression as any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. Thus, in the present study activists were found more aggressive and violent in comparison to nonstudent activists and student nonactivists.

H₂: It is hypothesized that Student Activists would score higher on the attitudinal variables of manifest hostility attitudes as compared to nonstudent activists and student nonactivists respectively.

Hull created a theory that explains behavior in terms of needs and drives. Hull (1943) defined a need as a lack of something that is essential for survival. Needs create drives, which motivate behavior to reduce or eliminate needs. Aggression, according to this theory, is a drive, created by some innate human need. While Hull's theory defined drives as solutions to needs, other theorists described other drives. Another and better-known drive theory of aggression is the famous frustration-aggression hypothesis. Frustration the blocking of ongoing, goal directed behavior-leads to the arousal of a drive whose primary goal is that of harming some person or object. Such aggressive drive, leads to the performance of overt aggression actions. The drive theories hold that aggression stems from particular environmental conditions that serve to arouse a strong motive to engage in harm producing behaviours.

Because drive theories suggest that external conditions rather than innate tendencies are crucial in the occurrence of aggression, they seem to offer somewhat more hope about the possibility of preventing such behavior. Since frustration is a common experience of everyday life, however, drive theories, too, seem to leave human beings facing continuous-and often unavoidable-sources of aggressive impulses. Berkowitz (1974) also argues that goal directed behavior that is blocked may combine with, other emotional arousal to determine the aggression focused on the individual. Thus it appears that it is necessary for there to be some frustrating event impulsive, emotional arousal to- determine the level of aggression. Berkowitz (1977) have demonstrated that the mere presence of source occurrences associated: with aggression strengthen that aggression. Thus from these findings it is hypothesized that student activists would score higher on manifest hostility attitudes as compared to both nonstudent activists and student nonactivists.

H₃: It is hypothesized that student activists would be found more internally controlled on I-E control of personality variable as compared to nonstudent activists and student nonactivists respectively.

Embedded firmly in a social learning theory (Rotter, 1954) which stresses the role of both expectancy and reinforcement value in behaviour, beliefs about internal versus external control of reinforcement have been found to be predictive of, and related to, a wide range of behaviours across numerous situations with diverse groups of people. Different researchers (Gore and Rotter, 1963; Strickland, 1965; Sanger and Alker 1972; Abramowitz, 1973; Ara, 1983, 2007) suggest that internals attempt to take responsibility for their lives and to change uncomfortable and aversive situations. They appear to support political structures that emphasize individual responsibility. Thus human learning or performance or activities is not only a function of reinforcement but also dependent on individual's perception of locus of control. The relationship between I-E and social activism have been found through empirical students by several investigations (Rotter, 1966; Gurin et. al., 1969; Ara, 1983, 2007, Kabir, 2006). These studies showed that I-E expectancies may predict political beliefs and affiliation. On the basis of these theoretical orientations it is argued that locus of control is an important variable in the study of socio-political attitude. Student activists are organized within a different framework of ideology leading to specific political structure. The activists are imbedded to maintain the political structures within which their ideology finds ideal expression. Hence, it is desirable that the activists would try to the environment in their own favour, through personal effort with special emphasis on individual responsibility instead of being controlled who are trying to control the environment are likely to be more internally controlled than the non-activists individuals. It was therefore, hypothesized that student activists would be found more internally controlled on I-E control of personality variable as compared to nonstudent activists and student nonactivists respectively.

H₄: It is hypothesized that student activists would score higher on the personality variable of authoritarianism as compared to nonstudent activists and student nonactivists respectively.

A large number of studies (Adorno et. al., 1950; Weima, 1965; Kerpelman, 1968; Standford, 1973, Ray, 1980; Ara, 1983; Haque, 2002) found that the student activists' socio-political attitudes were found far more closely related with authoritarianism as compared to non-student activists or student non-activists. Adorno et. al. (1950) provided empirical evidence regarding the relationship between patterns of politico-economic ideology and ethnocentric and anti-ethnocentric group ideology which showed that left- right dimension of politico-ideology had much to do with ethnocentrism.

Authoritarian scale was composed of nine sub-scale or dimensions like conventionalism, authoritarian submission, authoritarian aggression, anti-interception, superstition and stereotypy, power and toughness, destructiveness and cynicism, productivity and sex. It is also assumed that most of the student activists belonged to right ideology. As a general trend in the development of ideology right activists were are found to support status quo and resist social change. They were in favour of more social power to the business class than to the labour class and government. Left activists, on the other hand, were found to oppose status quo and are in favour of social change and to invest more social power to the labour class. Authoritarianism by its nature favour rightist ideology and opposes leftists' stance. It is thus hypothesized that student activists would score higher on the personality variable of authoritarianism as compared to nonstudent activists and student nonactivists respectively.

H₅: It is also hypothesized that student activists, nonstudent activists and student nonactivists having upper middle SES would score higher on the attitudinal variables (i.e. violent and aggressive attitudes; manifest hostility attitudes) as well as personality variables (i.e. internal-external control and authoritarianism) as compared to lower middle SES background respectively.

Income is an important correlate for political participation (Adorno, et.al, 1950; Campbell, Gurin and Miller, 1954; Connelly and Field, 1944; Ara, 1983, 2007). Higher income brings greater prosperity, more leisure, and less anxiety and makes people more active in politics. This background variable divides people into 'haves' and have-nots' and creates two distinguishable social classes. The children brought up into these two social classes are likely to develop different attitudes regarding ideological orientation. Children of the higher income group family have a tendency to preserve wealth and they naturally do prefer conservative politics, which facilitates them to get benefit out of private business and private property. Consequently they tend to maintain status quo and resist all sorts of changes. The children of the 'have-nots' are socialized in a less privileged atmosphere which is congenial for the development of radical communism from leftist ideology. They demand for the share of property, equal rights and class-less society. It was thus found that similar level of educational attainment might lead to different degrees of political activism due to the differences in parental income (Turner, 1971).

In the present study it was observed that student and non-student activists and student non-activists having higher income background can take any decision for achievement of their rights and demand and thus expressed more violence and hostility attitudes in comparison to the

individuals having lower income background. the higher income background activists and non-activists were also found more internally controlled in personality factor. Because they think that they have ability to change the society. These individuals were found to favour status quo for preserving their property and wealth (Ara, 1983, 2007).

In the developing countries like Bangladesh, India economic disparity has paralyzed the societal control; it is likely that parental income would play a decisive role in the political orientation of the generation. It was thus hypothesized that student activists, nonstudent activists and student nonactivists having upper middle SES would score higher on the attitudinal variables (i.e. violent and aggressive attitudes; manifest hostility attitudes) as well as personality variables (i.e. internal-external control and authoritarianism) as compared to lower middle SES background respectively.

Chapter Four

Method and Procedure

Chapter Four

METHOD AND PROCEDURE

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

Sample

Background of the sample settings

The investigation was conducted on two-student sample and the third one was non-student sample. These three categories of Ss were named as student activists, student non-activists and non-student activists. Student and non-student sample were collected from different educational as well as non-educational institutions of Rajshahi, Bogra and Rangpur Cities. The third category of non-student activists were service holders, business class or farmers. Before giving the details of the sample and procedure it is essential to get acquainted with the background of the sample settings, Rajshahi Bogra and Rangpur Cities of Bangladesh are comparable for their reputation of having educational centers since late 19th century. The educational institutions of these three cities are equally loaded with heavy pressures of students hailing from remote rural areas.

Rajshahi is a traditional old city on the northern part of Bangladesh. It is situated on the confluence of the river Padma. This City bears the testimony of high reputation for its production of intelligentsia. This city was the center for politics during pre-1947. Since then the student

community of this city is well known for their participation in national and local politics. Almost all the educational institutions have active students union. Since British period the city is well known for educational centre and political activities. Almost all educational institutions of the city have active students' organizations. These organizations are related with various students' movements of campus, local and national issues. Most of the students of this town hailed from lower middle and upper middle classes of the population. One third of the total student sample was collected from the students of Rajshahi University, Rajshahi Govt. College and Rajshahi New Degree Govt. College. But non-student sample was collected from different occupational categories, like service, business and farmers background.

The Bogra city has traditional as well as modern, historical and educational background. This city bears the testimony of high reputation for its production of intelligentsia as well as big political individuals. This city was the centre for politics during pre-1947 and post independent of Bangladesh. Since then the student community of this city is well known for their participation in national and local politics. This city was famous for its historical places where so many foreign travelers used to visit.

The river Tista has been flowing by the besides the district of Rangpur. The district Rangpur has been achieved the name and fame for Begum Rokeya the pioneering women in the history of female education. Rokeya complex has been built to bear the testimony of Begum Rokeya. The famous folk singer Abbas Uddin and his daughter Ferdousi Begum a prominent singer was also born at Rangpur. Rangpur district is also well known for educational institutions of Karmichael College, Medical College and Cadet College. This district also gained fame for different politicians including president Ershad. Recently Rangpur has become famous for foreign tourist place named Vinna Jagat, which has been attracted by the people home and abroad.

Personal Information Sheet (PIS)

A questionnaire was set for collecting the personal information of the subjects, such as his name, age, religion, educational level, educational institutions, parental income, education and occupational background information questions were set.

Development of Activism Criteria Questionnaire (ACQ)

Student activists were selected from the student political organizations and nonstudent activists were selected from their respective party affiliations. These individuals are well known to all to have their contributions in the respective group of different political parties. But student nonactivists were selected from the non-political students of the different educational centers.

The investigator developed an Activism Criteria Questionnaire (ACQ) following existing literature on student activism (Baird, 1968; Sinha and Kumar, 1966; Keniston, 1967; Samson, 1967; Block et al., 1969; Ara, 1983; Sultana, 1993; Haque, 2002). Ara (1983) identified leader as a person who gets a preferential position in an office in the group because of certain personality qualities, which are perceived as instrumental in the satisfaction of group goals. Baird (1968) viewed those individuals as activists who 1) have organized a political group. 2) have worked in an off campus political organization, 3) have worked actively in any movement to change institutional policy and practice, and 4) have participated in one or more demonstrations over political and social issues. Non-activists, on the other hand, were identified as persons who do not take active participation in politics. On the basis of these definitions of activism and non-activism, the Activism Criteria Questionnaire (ACQ), was developed for the present study. This questionnaire contained 10 items

relating to activism and non-activism. Those items were presented in questionnaire form, which could be answered, by 'Yes' or 'No' response. The items were randomly arranged in order to avoid the response set of the subjects.

Final Sample Selection

Before administration of Activism Criteria Questionnaire (ACQ) Ss were interviewed in order to identify their activism level. Several principles were adopted for this purpose. In the first place students who worked, as activists were preferred. Second preference was given to those political students who contested the election. These categories of students were very limited in number and as such were found insufficient for the sample of the present study. Hence third consideration was given to include in the sample those students who took active part in student agitations, processions, and demonstrations and who use to attend party meetings regularly and are attached with particular party organizations. In the light of these principles, each student was interviewed separately and some information was collected about his preference for activism. In this way preliminary the investigator selected student activists 120, non-student activists 120 and student non-activists 120 of upper middle and lower middle SES background on the basis of their information and self-assertion. Later on the Activism Criteria Questionnaire (ACQ) was administered on all of them to verify the validity of their self-assertions. The lower scorers were considered as non-activists and higher scorers were selected as activists.

At times it became very difficult to approach them and to collect data. Thus on the basis of their responses on ACQ 60 Ss for each group were selected finally.

Table-1: Sample Distribution in the Present Study Group-Wise

	Student Activists	Nonstudent Activists	Student Nonactivists	Total
Upper Middle SES	60	60	60	180
Lower Middle SES	60	60	60	180
Total	120	120	120	360

The student activists, non-student activists and student non-activists of upper middle SES and lower middle SES were selected from the different educational institutions of urban and rural areas of Rajshahi, Bogra and Rangpur Cities. As well as non-student activists were collected from these three Cities.

Demographic Characteristics of the Sample

Parental occupation was collected as information in the study. The upper middle SES showed that the fathers of 14 student activists, 8 non student activists and 13 student non activists belong to govt. service group but 2 student activists, 6 non student activists and 8 student non activists reported of their mother belong to govt. service group. Again, the fathers of 03 non student activists and 2 student non activists belong to private service group but only 01 student non activists reported of their mother belong to private service group. Again, the fathers of 14 student activists, 6 non student activists and 4 student non activists belong to teacher group but 3 student activists, 7 non student activists and 7 student non activists reported of their mother belong to teacher group. Again, the fathers of 13 student activists, 22 nonstudent activists and 26 student nonactivists were businessmen. Moreover, 19 student activists, 21 nonstudent activists, 15 student nonactivists samples reported that their fathers were farmers. On the contrary, 55 student activists, 47 non student activists, 44 student non activists samples of upper middle SES background reported that their mothers were housewives.

The lower middle SES showed that the fathers of 02 student activists, 01 nonstudent activists and 03 student nonactivists belong to govt. service group. Again, the fathers of 08 student activists, 05 non student activists and 05 student nonactivists belong to private service group but 01 student activists, 03 nonstudent activists and 02 student nonactivists Ss reported of their mother belong to private service group. Again, the fathers of 06 student activists, 01 nonstudent activists and 01 student nonactivists belong to teacher group but 01 nonstudent activists and 01 student nonactivists Ss reported of their mother belong to teacher group. Again, the fathers of 14 student activists, 29 nonstudent activists and 26 student nonactivists were businessmen. Moreover, 30 student activists, 24 nonstudent activists, 25 student nonactivists samples reported that their fathers were farmers. On the contrary, 59 student activists, 56 nonstudent activists and 57 student nonactivists Ss of lower middle SES background reported that their mothers were housewives (table-2).

Table - 2: Showing Parental Occupation-Wise Distribution of Sample
(N= 60 for each group separately)

		Student Activists		Nonstudent Activists		Student Nonactivists	
		F	M	F	M	F	M
Upper Middle SES	Govt. Service	14	2	8	6	13	8
	Private Service	0	0	3	0	2	1
	Teacher	14	3	6	7	4	7
	Business	13	0	22	0	26	0
	Farmers / Housewife	19	55	21	47	15	44
	Lower Middle SES	Govt. Service	2	0	1	0	3
	Private Service	8	1	5	3	5	2
	Teacher	6	0	1	1	1	1
	Business	14	0	29	0	26	0
	Farmers / Housewife	30	59	24	56	25	57

An assessment of parental education of respondent was made by analyzing the personal information sheets received through the questionnaire. The personal information sheets reports of upper middle SES background Ss showed that the father of 02 student activists, 05

nonstudent activists, 05 student nonactivists and 04 student activists, 09 nonstudent activists, 11 student non activists mothers were illiterate. Again, 04 student activists, 13 nonstudent activists, 03 student nonactivists father and the mother of 14 student activists, 17 nonstudent activists, 19 student non activists mother had received education of primary level. Again, 19 student activists, 18 non student activists, 27 student nonactivists had father and 33 student activists, 26 nonstudent activists, 22 student non activists had mothers with education arranging to secondary level. Again, 13 student activists, 10 nonstudent activists, 09 student nonactivists had father and 05 student activists, 02 nonstudent activists, 05 student nonactivists had mother received education of under graduate level. Again, 22 student activists, 14 nonstudent activists, 16 student nonactivists father and 04 student activists, 06 nonstudent activists, 03 student nonactivists mother had received graduate and post graduate education.

On the other hand, lower middle SES background Ss showed that the father of 05 student activists, 12 nonstudent activists, 14 student nonactivists and 11 student activists, 16 nonstudent activists, 35 student nonactivists mothers were illiterate. Again, 09 student activists, 07 nonstudent activists, 09 student non activists father and the mother of 14 student activists, 19 nonstudent activists, 14 student nonactivists mother had received education of primary level. Again, 27 student activists, 35 nonstudent activists, 34 student nonactivists had father and 29 student activists, 14 nonstudent activists, 10 student nonactivists had mothers with education arranging to secondary level. Again, 07 student activists, 05 nonstudent activists, 05 student nonactivists had father and 06 student activists, 01 nonstudent activists, 01 student nonactivists had mother received education of under graduate level. Again, 12 student activists, 01 nonstudent activists, 01 student nonactivists father and only 01 student

nonactivists mother had received graduate and post graduate education (Table - 3).

Table-3: Showing Parent's Education-Wise Distribution of Sample (N= 60 for each group separately)

		Student Activists		Nonstudent Activists		Student Nonactivists	
		F	M	F	M	F	M
Upper Middle SES	Illiterate	2	4	5	9	5	11
	Primary	4	14	13	17	3	19
	Secondary	19	33	18	26	27	22
	Under-graduate	13	5	10	2	9	5
	Graduate/ Post graduate	22	4	14	6	16	3
Lower Middle SES	Illiterate	5	11	12	26	14	35
	Primary	9	14	7	19	9	14
	Secondary	27	29	35	14	34	10
	Under-graduate	7	6	5	1	5	1
	Graduate/ Post graduate	12	1	1	0	1	0

Parental income was also collected from the student activists, nonstudent activists, and student nonactivists in the samples of upper middle and lower middle SES background was reported by each respondent through personal information sheet showed that parental income of 37 student activists and 07 non student activists of Upper Middle SES background within the range of TK. 40001 to 50000. It was found within the range of TK. 50001 to TK. 60000 there were 14 student activists, 18 nonstudent activists and 25 student nonactivists. Again, it was found within the range of TK. 60001 to TK. 70000 there were 03 student activists, 17 nonstudent activists and 16 student nonactivists. Again, it was found within the range of TK. 70001 to TK. 80000 there were 01 student activists, 06 nonstudent activists and 03 student nonactivists. Again, it was found within the range of TK. 80001 to TK. 90000 there were 01 student activists, 06 nonstudent activists and 03 student nonactivists. Again, 64 student activists, 66 nonstudent activists and 73 student nonactivists reported to have the parental income above TK. 90001.

On the other hand, lower middle SES background of 55 student activists, 49 nonstudent activists and 51 student nonactivists reported to have the parental income below 5000. It was found within the range of TK. 5001 to TK. 10000 there were 18 student activists, 13 non student activists and 23 student non activists. Again, it was found within the range of TK. 10001 to TK. 20000 there were 09 student activists, 30 nonstudent activists and 17 student nonactivists. Again, it was found within the range of TK. 20001 to TK. 30000 there were 14 student activists, 18 nonstudent activists and 19 student nonactivists. Again, it was found within the range of TK. 30001 to TK. 40000 there were 24 student activists, 10 nonstudent activists and 10 student nonactivists (table - 4).

Table-4: Showing Parent's Income-Wise Distribution of Sample (N= 30 for each group separately)

	Monthly Income	Student Activists	Nonstudent Activists	Student Nonactivists
Upper Middle SES	40001-50000	37	07	0
	50001-60000	14	18	25
	60001-70000	03	17	16
	70001-80000	01	06	03
	80001-90000	01	06	03
	90001-Above	64	66	73
Lower Middle SES	1-5000	55	49	51
	5001-10000	18	13	23
	10001-20000	09	30	17
	20001-30000	14	18	19
	30001-40000	24	10	10
	40001-Above	00	00	00

Method and Procedure

As stated in chapter III the present study uses a multidimensional approach with a criterion group design to highlight the similarities and differences on violent-aggressive attitudes, manifest hostility attitudes and personality variables of student activists, non-student activists and student non-activists in Bangladesh. In addition SES was also used for studying differences on violent and aggressive attitudes.

Selection of Instruments

Considering the kind of data of interest, the task is to choose suitable tools for measuring violent-aggressive attitudes, manifest hostility attitudes, personality characteristics and SES factors. The selection of tools for a particular study depends on various considerations, such as objectives of the study, the amount of time at the investigator's disposal, availability of suitable tests, personal competence of the investigator to administer, score and interpret the test results. So, after carefully reviewing the various attitudes, personality tests and SES variables for measuring violent and aggressive attitudes of student activists, non-student activists and student non-activists, the five instruments were chosen for the present study. Among the factors taken into consideration in the selection of the scales were: (1) the efficiency of the measuring: (2) easy in administration and scoring: (3) the educational level for which the measures were suited: (4) the content of the scales: (5) the suitability of the measures to the objectives of the research. On the basis of these rationale the investigator selected the following measures of which violent-aggressive attitude scale was modified by the investigator for the present study.

1. Activism Criteria Questionnaire (ACQ)
2. SES Questionnaire
3. Violent and Aggressive Attitude Scale
4. Siegal's Manifest Hostility Scale (Ara's Bengali Version)
5. Kool's Authoritarianism Scale (Ara's Bengali Version)
6. Rotter's Internal-External Control of Personality Inventory (Ara's Bengali Version)

Construction of the Violent and Aggressive Attitude Scale

For the measurement of violent-aggressive attitudes of student activists, non-student activists and student non-activists in the context of Bangladesh need for the modified form of violent and aggressive attitude

scale arose. Numerous issues related to social, political, institutional, administrative and sex areas have a studied for modification of violent-aggressive attitudes. In these study an attempt have been made to cover these issues in five major dimensions like political violence, social violence, institutional violence, administrative violence and sex violence. Violent-aggressive attitudes with its five dimensions has been described below with some modification.

Conceptualization of Violent-Aggressive Attitudes

The concept of violence-aggression is associated with the arena of socio-political attitudes. It divides the vast array of these socio-political attitudes into two opposite poles. As, in the continuum of violence-nonviolence viewed from standpoint.

On the basis of the review of literature available in Bangladeshi studies and observation it was decided to utilize five dimensions related to violent-aggressive attitudes. The five dimensions selected were political violence, social violence, institutional violence, administrative violence and sex violence. These dimensions have been defined and operationalized for the construction of violent-aggressive attitude (VAA) scale. The following dimensions were included in the scale.

(1) *Political violence* has been operationalized as supportive of student politics, movement for co-education, and expressing aggression towards Government as against non-violent attitudes.

(2) *Social violence* has been operationalized expressing aggression and violence towards parents, and terrorism as against non-violent attitudes towards parents' social violence, social norm and terrorism.

(3) *Institutional violence* has been operationalized as violence and pressure against authority as against non-violent attitudes towards all types of institutional authorities.

(4) *Administrative violence* has been operationalized expressing aggression towards beurocratic administration, traditional law, personal benefit, exploitation of policy, unlawful activities; as against democratic administration social benefit, lawful activities.

(5) *Sex violence* may be operationalized as expressing violence for anti-social norm, sexual activities unsocial activities as against establishing social norm and social activities.

Thus the violent-aggressive attitude has been operationalized as supportive of political violence, social violence, institutional violence, administrative violence and sex violence as against non-supportive of non-violence towards political violence, social violence, institutional violence, administrative violence and sexual abused activities.

Technique and Method Used

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

Initial Item Selection

A large number of statements were collected relating to the dimensions of violent and aggressive attitude such as Political Violence, Social Violence, Institutional Violence, Administrative Violence, and Sex Violence. A total of 160 statements were collected on these dimensions in the initial stage. This distribution of these statements was as follows: Relating to Political Violence = 38, Social Violence = 29, Institutional Violence = 25, Administrative Violence = 33 and Sex Violence = 35.

These statements were given to three teachers of political science and three teachers of psychology of Rajshahi University for scrutiny. These teachers acted as judges for making scrutiny as to the relevancy of each item. Thus 100 statements were commonly chosen by the judges. These items on each dimension were as follows: Relating to Political Violence = 25, Social Violence = 18, Institutional Violence = 16, Administrative Violence = 19 and Sex Violence = 22.

Pilot Study of Violent and Aggressive Attitude Scale

A pilot study was conducted for the construction of Violent-Aggressive Attitude scales. In this study the selected items were administered to an incidental sample of 30 student activists and 30 nonactivists of Rajshahi University. They were asked to respond to each item in terms of 5-point scale ranging from strongly agree to strongly disagree. Strong agreements with favourable items were given a score of five and strong disagreement was given a score of one. Scoring was reversed for unfavourable items. Thus strong disagreement with unfavourable item was scored as one and strong agreement with them was given a score of five. The scores of each item reported by total 60 Ss were summated for item selection. Thus for 100 items the scores ranged from $(100 \times 1) = 100$ to $(100 \times 5) = 500$

Hence, the Mid-point was, $\frac{\text{Highest score} + \text{Lowest score}}{2} = \frac{500 + 100}{2} = 300$

The highest scores and above this mid-point were indicative of violent and aggressive attitudes, but the lowest scores were considered as non-violent and non-aggressive attitudes.

Item Analysis

The violent and aggressive attitude scale was constructed in Likert form before using various techniques of elimination. According to the criteria used in test construction, highest score was indicative of high violent and aggressive attitudes and lowest score as the non-violent and non-aggressive attitudes. Accordingly 100 items were selected from highest scores on the basis of the results of the pilot study. In the second stage Likert's orientation of internal consistency was adopted. The internal consistency can be computed in two ways. Firstly, internal item consistency can be computed by finding correlation between each item and the total score and secondly by comparing item scores of highest 25% and lowest 25% Ss. Computation of the correlation between each item with the total score for finding out internal consistency of items were used.

The score of each subject was obtained by summing up all his item scores. Accordingly the Bi-serial correlation between each item score and total score was computed. Elimination of items was done on the strength of the correlation. The highest possible score could be $(100 \times 5) = 500$ and the lowest possible score for the same would be $(100 \times 1) = 100$. A given item meets the criteria of internal consistency if the item score correlates significantly with the total attitude score. The items with negative correlation were excluded. Again items, which failed to attain level of significance at 0.01, were also excluded. Following this principle of elimination 56 items in the retained scale.

Reliability and Validity of Violent and Aggressive Attitude Scale

The split-half method was used to find out the reliability of the scale. The split-half reliability was computed with odd and even numbers of those 56 items (N=60) scores in the pilot study and the correlation was found 0.76. Split-half reliability was again computed of the scores in the final study (N=360) with odd even number of 56 items and correlation was found 0.71. After applying Spearman Brown prophecy formula (Garretts and Woodwarth, 1965), the co-efficient was found to rise from 0.63 to 0.82, which was very high. Thus, it can be said that the reliability of the measure of Violent and Aggressive Attitude scale is statistically sound. Now out of 56 items 45 items were selected. Those 45 items were chosen which achieved statistically significant highest correlations.

To find out the validity of the scale, correlation of each dimension with the total scores of final study were computed which ranged from 0.39 to 0.57 (Table No.-5). Correlation of each dimension with the total scores of the pilot study was also computed and it ranged from 0.29 to 0.43.

Table -5: Showing Correlation of the Scores of Each Dimension with the Total Scores of Violence and Aggressive Attitude Scale (Both Pilot and Final Study).

Dimensions	Pearson's r for pilot study of original form (N=60)	Pearson's r for present final study (N=360)
Political Violence	0.43	0.51
Social Violence	0.38	0.57
Institutional Violence	0.35	0.41
Administrative Violence	0.31	0.39
Sex Violence	0.29	0.49

The correlation coefficient of dimension-total of the pilot study ranged from 0.29 to 0.43. The correlation coefficient of each dimension with the total scores was found higher than that of pilot study. Inter-dimensional correlations with the total Ss (N = 360) were also computed in the final study which ranged from 0.31 to 0.73 (Table No.-6). All the coefficients of correlations were in the positive direction and achieved the level of significance either at 0.01 or 0.05.

Table -6: Showing Inter-dimensional Correlation with the Scores of Violent and Aggressive Attitude Scale in the Pilot Study (N = 60).

	PV	SV	IV	AV	SV
PV		0.51**	0.61**	0.73**	0.49**
SV			0.36*	0.64**	0.53**
IV				0.69**	0.34*
AV					0.31*
SV					

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

PV = Political Violence; SV = Social Violence; IV = Institutional Violence; AV = Administrative Violence; SV = Sex Violence

The high positive correlation between inter-dimensions indicated the validity of Violent-Aggressive Attitude scale. Thus homogeneity of the scale was established. It is also an indication of content validity of the scale. The co-efficient of correlation between two equivalent forms of the test in the pilot study (N=60) was 0.76 and that of final study (N = 360) was 0.71. This high correlation in the final study is an indication of the predictive validity of the Violent-Aggressive Attitude scale. The Violent-Aggressive Attitude scale contains both positive and negative statements. The number of statements having positive and negative directions on each dimension is reported in Table-7.

Table-7: Showing the Number of Statements Having Positive and Negative Direction on Each Dimension.

Dimensions	Positive Direction	Negative Direction	Total
Political Violence	2	7	9
Social Violence	4	5	9
Institutional Violence	5	4	9
Administrative Violence	3	6	9
Sex Violence	1	8	9
Total items	15	30	45

Thus in the final shape, the Violence and Aggressive Attitude Scale included 45 items. The specific areas covered by each of the 45 items have been given in Appendix-B. Item characteristics are given in the following ways.

Political Violence	Item No.
Supportive – Non Supportive Movement for Co-education	1
Negative – Positive attitude towards Student Politics	6
Favouring – Disfavouring Student Movement	11
Straggle for keep interest of Student organization	16
Violence against general students	21
Supportive – Non Supportive student organization movement	26
Revengeful Aggression	31
To express aggression against student	36
Expressing Aggression against Government	41
<hr/>	
Social Violence	
Expression of violence act	2
Violence against smoker	7
Aggression for breaking low	12
Establishing social norm	17
Punishment for teaching norm	22
Expressing aggression in fever of student	27
Aggression towards parents	32
Aggression against obstacle creator	37
Expressing aggression against terrorism	42
<hr/>	
Institutional Violence	
Favouring opportunity for the student	3
Aggression against authority	8, 13, 23, 38, 28
Aggression against conventional system	18
Authoritarian aggression	33
Pressure to Authority	43
<hr/>	
Administrative Violence	
Aggression for high expectation	4
To express aggression against government	9
Aggression against bureaucratic administration	14
Violence against Administration	19
Aggression against traditional lows	24
Expressing Aggression for Personal Benefit	29
Aggression against government exploitation policy	34
Protest against unlawful activities	39
Aggression against government industrialization policy	44

Freud believed that aggression is an inborn drive. Hostile impulses generated by death instinct build up over time. If they are not released periodically in relatively safe and non-harmful ways, they soon reach dangerous level capable of producing strong act of violence. Siegal (1992) found aggressive behaviour is learned largely through observation and through reward. He also reported that aggressiveness runs in families, not because of heredity, but because of socialization. Social learning theory states that children exposed to aggressive parental models will demonstrate aggressive characteristics outside the home; children can learn aggression from their aggressive parents, who may wish to prevent antisocial behaviour in their children. Aggression explains three aspects: first, how aggressive patterns of behaviour are develop; second, what provokes people to behave aggressively and third, what determines whether they are going to continuum to resort to as aggressive behaviour pattern on future occasion (Bandura, 1973; Evans, 1989, Ara, 2007).

The result also showed that the student activists, non student activists and student non activists having upper middle SES background were found to express significantly more externally controlled of personality in comparison to lower middle SES background respectively. Rotter (1966) considers human behaviour to be motivated. People strive to maximize rewards and to minimize or avoid punishment. According to Rotter's expectancy reinforcement model have focuses almost exclusively on inner core of personality in which certain motives or traits are considered to control behavior, irrespective of the operation of situational demands (Rotter, Chance, & Phares, 1972).

Again the result showed that the student activists, non student activists and student non activists having upper middle SES background were found to score significantly higher on authoritarian personality in comparison to lower middle SES background respectively. Kool's Authoritarian personality Approach stated that each person behaves according to his position in hierarchy and the more opportunity he gets through his position to show dominance, the greater would be the authoritarian tendency of the member of a group. Thus, the hypothesis that student activists, non student activists and student non activists having upper middle SES would score higher on the attitudinal variables (i.e. violent and aggressive attitudes; manifest hostility attitudes) as well as personality variables (i.e. internal-external control and authoritarianism) as compared to lower middle SES background respectively is confirmed (H₅).

Violent and Aggressive Attitudinal Patters: Student Activists, Nonstudent Activists and student Nonactivists

There are theoretical grounds for anticipating that certain violent and aggressive attitudes will be related predictably to activism and non-activism (Keniston, 1967; Sinha, 1980) in the educational institutions as well as in non-educational sectors of Bangladesh (Ara, 1983, 2007; Haque, 2002). Empirical findings (Keniston, 1967; Sinha, 1980; Ara, 1983, 2007; Haque, 2002) support such expectation that violent and aggressive attitudes are significantly related to student activism and non-student activism in the differential situations. In the context of this theoretical orientations and empirical findings it has been predicted that violent and aggressive attitudes would be significantly associated with the manifest hostility attitudes of the activists and non-activists in educational and non-

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educational sector of Bangladesh. The present investigation showed that aggressive and violent attitudes were definitely related with the hostile attitudes and terrorism of the activities. A striking finding revealed by the factor analytic result was that both student activist and nonstudent activists of Bangladesh exhibited certain commonality as well as diversity in their violent and aggressive attitudinal preferences reflex that both student and nonstudent activists expressed violence acts against educational administrations and different kinds of authority. Supportive of love and sex oriented activities and desire for students political rights, the diversity of attitudes were found among these two types of activists was that student activists were supportive of aggressive student movements and social norm but non-supportive of unlawful activities and terrorism. On the contrary, nonstudent activists expressed negative attitudes towards prevailing of terrorism for different social issues.

Among the three groups student non-activists were found supportive of educational atmosphere possessed favourable attitudes towards student political democracy, supportive of social norm and expressed support for constructive student movement on reformative issues. These student nonactivists were found supportive of romantic love and sex education as well as expressed support for cultural activities and also showed aggression for personal interest.

These findings of student and nonstudent activists and student nonactivists violent and aggressive attitudes against administration and authority were supported by some characteristic features of activists in developed countries. The activists of developed countries expressed some distinctive characteristic features like the protest prove personality

(Atkinson et al., 1966; Paulhus, 1967), some basic value commitments (Flacks, 1967), parental values (Solomon & Fishman, 1963). In developing countries student activists were found guided by ideal or socialism, Marxism, modern secular, political thinking, involvement of political thinking, involvement of political parties and political ideology (Altbach, 1968; Lipset & Altbach, 1966) Keinston, 1967), Omar, 1973; Talukder, 1977; Ara, 1983). The causes of activism in the developing countries are also narrated by some investigators (Such as activists inducing context, conflicting perspective and regulation, rationalization of education, the subversive function of the university, the role of the institution, responses to contemporary social and political life, participation in decision making, the issue of protest etc.)

On the contrary, non-student activists were also found supportive of violent acts against different kinds of authority (Factor: 1). This attitude may be explained by the facts that once the non-student activists were the leader activists of different student organizations. Thus, when they joined in a different job, business in different organizations or industry where they were dissatisfied with their demands used to behave like student activists. These non-student activists were found to express negative attitudes towards prevailing social norm, SES, oriented violence and supportive of terrorism for different social issues and student political rights but they did not support destructive student politics. These attitudes can be explained by biological theory of aggression and violence, ethological approach, socio-biological theory of instinct. According to Freud (1930), all human possess an ethnicity and aggressive urge that must sometimes be expressed. Anna Freud (1949) held some viewpoint such as

aggression constantly is generated within the body. Unless the energy is neutralized or discharged in some socially acceptable actions, the pent up urge could inevitably lead to destructive attack upon other people or the self. However, evidence supporting the idea of catharsis showing that it has no effect or actually lead to more aggression (Baron, 1983). Lorenz (1974) suggested that aggression mainly form and innate fighting instinct that human beings share with many other species. According to Sociobiological theory of aggression (Wilson, 1975), Social behaviour like physical structure is the product of social evolution. This theory holds the fact that human beings are often aggressive which was once adaptive for them.

According to social learning theory of aggression and violence (Bandura, Ross & Ross, 1961) subjects that where exposed to aggressive behaviour reacted more aggressively when instigated by an aggression arousal than subjects that were not exposed to aggressive behaviour.

According to these investigators, both aggression and non-aggression can be socially learned. Bandura (1977) believed that aggression is learned through a process called behaviour modeling. Behaviour modeling includes attention, retention, motor, reproduction and motivation. According to human aggression social learning view, either individual engage in aggressive actions because (i) they have learned such responses through part experiences (2) either they receiver or expect various form of reward for performing such behaviour and (3) they are directly encouraged to aggress against other by specific social conditions (Evans, 1989).

Another common feature in the patterns of violent and aggressive attitudes between SA and SNA is that they laid emphasis upon supportive of social norm and student movement on some reformative issues and romantic love with sex oriented activities. This attitudinal commonality in violent and aggressive attitudes between SA and SNA may be explained in terms of that both the groups were from student community and belong to same educational institutions. This behaviour may be explained by the social learning theory of aggression and violence. The investigators of this theory suggests that social imitation may be responsible for acquisition of some of the behaviours through reinforcement both the groups were socialized to abide by the values of social norm and romantic love. Both the groups were also found supportive of student movement. Bandura (1977) argues that aversive experiences of the individuals can lead to emotional arousal, which caused some times to play some anti social and pro-social activities. This investigation believed that three aspects might explain violent and aggressive activities, which laid student reverent, first how aggressive patterns of behaviours are developed. Second what provokes individuals to behave aggressively. Third what determines with there the individuals are going to continue to resort to an aggressive behaviour pattern and future actions (Evans, 1989).

Through direct and various experience, individuals also learn (i) Which persons or groups are appropriate targets for aggression, (ii) What actions by others either justify or actually require aggressive retaliations, and (iii) What situations or contexts are ones in which aggression is appropriate or inappropriate. In short, the social learning perspective suggests that whether a specific person will aggress in a given situations depends of a vast array of factors, including that person's past experience, the current reinforcements associated with aggression, and many variables that shape the person's thoughts and perceptions concerning the appropriateness and potential effects of such behaviour.

The distinctive features of SA in violent and aggressive attitudinal assignment is reflected in emphasis on expressing violent acts against educational administration (Factor-1). This differentiates features in structural property of aggressive attitudes by the SA are closely associated with the characteristics features of SA. Some investigators found that belongingness to atavistic culture can make differential impact on the preferences on violent acts against educational administration on the contrary SNA are the general students who have associated them with the educational institutions and they desire for perfect educational atmosphere. Thus, a direct inspection of the structural properties of violent and aggressive attitudes of SNA furnishes this information as to their unique and distinctive attitudinal references.

In conclusion, it may be said that substantive findings about the violent and aggressive attitudes of SA, NSA and SNA of Bangladesh are of considerable interest in their own right. This analysis relevant that violent and aggressive attitudes which the SA, NSA and SNA displayed on various measures seemed to be influenced by different variables pertaining to personality factors manifest hostility attitudes and demographic background. This was particularly the case with regard to manifest hostility attitudes, authoritarianism, and internal external control personal identity and status differences. All these variables displayed some significant role in two types of activist characteristic but did not appear to be such significant factor in case of SNA. The most influential and dominant factors rating in activities behaviour seemed to be generated from the violent aggressive attitudes, which the SA and NSA hold in their own cultures.

Implication of the Present Study

The study has made an empirical investigation on violent-aggressive attitudes, manifest hostility attitudes, personality and demographic factors of the student activists, non student activists and student non activists in the sociopolitical and cultural context of Bangladesh. Both in developed and developing countries student activists as well as non student activists has been recognized as a political culture which has become instrumental in bringing about some changes of various social, cultural, economic and political issues. Viewed in this perspective the present study may be regarded as a valuable addition in understanding of socio-economic situation of student activists as well as student nonactivists and general student's problems in developing countries. Review of literature on the activism process of students as well as of non student activists in developed and developing countries has provided various comprehensive explanation which are not sufficient to draw conclusive generalizations applicable in explaining the causes and aggressive behaviour of both student activists and non student activist individuals. The study has been conducted with the specific aim of having empirical findings about students and nonstudent aggressive and hostile behaviour in the educational and political context of Bangladesh. Furthermore, it should be pointed out more the study has provided an intergroup and intragroup comparison among student activists, non student activists and student non activists which is unique in the sense that not even a single event has been made in the macro level perspective previously. Bangladesh is a country of monolingual Bengali culture holding heterogeneous political culture within its fold. It is therefore, suggested that a comparative study of violent-aggressive attitudes of student community as well as non student

community within Bengali and Bangladeshi nations would bear scientific value in understanding student as well as non student force in the context of political cultural variations.

The present study has also attempted to find out the differences and similarities of three groups' students and non students violent-aggressive attitudes as well as different socio-economic status differences in the present socio demographic perspective. Thus the present study is a novel approaches for understanding and explaining student activism as well as nonstudent activism scientifically, methodologically and in a broader socio demographic setting.

The most important feature of the study is useful in the evaluation and guidance of the phenomena in terms of violent-aggressive attitudes, manifest hostility attitudes, personality factors and demographic variables. This feature is important for understanding the current student unrest as well as nonstudent agitations in Bangladesh. In recent years Bangladesh have been experiencing student disturbances as well as adult nonstudent individual's agitations in the different issues of political as well as in educational fields. It is now the general consensus of the administrations that these short of activism either in the educational sector or in the different sectors of general masses should be dealt with seriously for future progress of the nations. In the present situation the administrator of Bangladesh has taken drastic attempt to discover the unruly functioning of the activists and also has been trying to maintain discipline in every sector of the society. The study is concerning with the investigation of several factors that might have both predisposing and precipitating effects on activism of students as well as nonstudents. Thus, the study makes an effort to an empirical study in the natural social settings of the students in particular and nonstudents in general.

Considered in its social context of Bangladesh, the study helps to deal with controversial aspects about the role of student activists as well as nonstudents activists supports empirically. The strong conviction is that student and nonstudent activism in developing countries is stemming from frustration, threat or deprivation. The study also focuses some light about the relevance of attitudinal as well as personality preferences that appears to moderate and integrate the effect of activism on the development of violent–aggressive attitudes. All these explanations cited above may be pointed out as the theoretical and applied relevance of the present study.

Suggestions for Future Research

The study utilized multidimensional criterion group design method, which proved to be effective for investigating violent–aggressive attitudes of student activists, nonstudent activists and student nonactivists in the context of Bangladesh culture as it appears from the findings. It has also direct reference with the political cultural orientation and socio demographic differences of different group concerned. The interpretation of the important findings, however, reflected the violent–aggressive attitudes of a very small population, which may not be sufficient for making inference and assumption leading to conclusive theoretical orientations about the political activism. There are a large number of controversial literatures relating to the area of activism that have reported conflicting findings which can not be covered by the findings of the present study. Hence the significant findings of the investigation could not be emphatically generalized without substantial empirical researches in the future in order to get specific and conclusive picture confirming the present

findings. It is, therefore, suggested that well designed and sophisticated longitudinal researches for studying the assumptions at the empirical level in the context of Bangladesh are the basic necessity for the future research.

It is, however, admitted that the study was conducted to find out the intergroup differences in which samples were selected only from the northern part of Bangladesh. The findings so far obtained from the result have been explained largely in the form of activism. No control has been maintained in gender and residential background of the respondents, which to a large extent may have enduring influence for activism. The main purpose of the study is being to investigate differences and similarities in violent-aggressive attitudes of student activists, nonstudent activists and student nonactivists. The gender, religion and urban-rural considerations had been by passed for pragmatic reasons of making the investigation less complicated and statistically powerful. Future empirical studies covering these areas may be conducted with specific objectives for obtaining conclusive results.

In spite of all these limitations of the study the investigator hopes that in the absence of any specific study in the area of violent-aggressive attitudes in varied cultural context of Bangladesh, the investigation might provide valuable insights to the future researchers for making conclusive and valid generalizations.

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Appendices

Personal Information Sheet (PIS)

- ১। নাম : ----- ২। বয়স : -----
- ৩। শিক্ষাগত যোগ্যতা : ----- ৪। ধর্ম : -----
- ৫। পিতার নাম : ----- ৬। পিতার শিক্ষাগত যোগ্যতা : -----
- ৭। পিতার পেশা : ----- ৮। পিতার বার্ষিক আয় : -----
- ৯। মাতার নাম : ----- ১০। মাতার শিক্ষাগত যোগ্যতা : -----
- ১১। মাতার পেশা : ----- ১২। মাতার বার্ষিক আয় : -----
- ১৩। বসবাসের স্থান : গ্রাম / শহর
- ১৪। স্থায়ী ঠিকানা : -----

- ১৫। আপনি কোন অনুষদে অধ্যয়ন করেন তাতে টিক (✓) চিহ্ন দিন :
(ক) বিজ্ঞান (খ) কলা (গ) বাণিজ্য (ঘ) সামাজিক বিজ্ঞান (ঙ) আইন
- ১৬। আপনি কোন রাজনৈতিক দলে সংশ্লিষ্ট, তাতে টিক (✓) চিহ্ন দিন :
(ক) বাংলাদেশ আওয়ামীলীগ/ বাংলাদেশ ছাত্র লীগ (খ) বি, এন, পি/ বাংলাদেশ ছাত্র দল
(গ) জামাতে-ইসলামী বাংলাদেশ/বাংলাদেশ ইসলামী ছাত্র শিবির

Appendix - A

Activism Criteria Questionnaire (ACQ)

- ১। আমি আমার পছন্দনীয় একটি রাজনৈতিক ছাত্র সংগঠনের সদস্য হওয়া পছন্দ করি। হ্যাঁ / না
- ২। ছাত্র-ছাত্রীদের বিভিন্ন সুযোগ সুবিধা আদায়ের জন্য আমি মিছিলের আয়োজন করতে পছন্দ করি না। হ্যাঁ / না
- ৩। আমার পছন্দনীয় একটি রাজনৈতিক সংগঠনের একটি পদের নির্বাচনে আমি প্রতিদ্বন্দ্বিতা করতে চাই। হ্যাঁ / না
- ৪। আমি বিশ্বাস করি যে রাজনৈতিক ছাত্র সংগঠনই শিক্ষা প্রতিষ্ঠানের কর্তৃপক্ষের চেয়ে ছাত্র-ছাত্রীদের সমস্যা সমাধানে বেশী সহায়ক। হ্যাঁ / না
- ৫। গণতন্ত্র প্রতিষ্ঠার জন্য একটি বিশেষ রাজনৈতিক সংগঠনের স্বার্থে আমি কাজ করি। হ্যাঁ / না
- ৬। আমার দলীয় সংগঠনের নীতি প্রনয়ণে আমি মোটেই আগ্রহী নই। হ্যাঁ / না
- ৭। আমি রাজনৈতিক সংবাদ পঠন ও শ্রবণ অন্যান্য সংবাদে চেয়ে বেশী পছন্দ করি। হ্যাঁ / না
- ৮। ছাত্র-ছাত্রীদের দাবী আদায়ের লক্ষ্যে আমি শিক্ষা প্রতিষ্ঠানের কর্তৃপক্ষের বিরুদ্ধে কোন কঠোর কর্মসূচী নেওয়াকে পছন্দ করি না। হ্যাঁ / না
- ৯। আমি অন্যান্য বিষয়ের চেয়ে রাজনৈতিক সমস্যার উপর বক্তৃতা দিতে বেশী পছন্দ করি। হ্যাঁ / না
- ১০। আমার শিক্ষা প্রতিষ্ঠানের প্রধান কোন রাজনৈতিক মতাদর্শের সমর্থক না হলে আমি তাকে উৎখাত করার জন্য আন্দোলন করি না। হ্যাঁ / না

Appendix - B

Violent and Aggressive Attitude Scale

নির্দেশাবলী

নিম্নে কতকগুলো উক্তি দেয়া হলো। এগুলোর প্রত্যেকটির প্রতি আপনার সমর্থন বা অসমর্থন সূচক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ = নি, একমত নই = এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন। অনুগ্রহ করে কোন উক্তিতে মতামত প্রদান হতে বিরত থাকবেন না। যতদূর সম্ভব নিরপেক্ষ স্থানটিতে টিক (✓) চিহ্ন দিবেন না। মনে রাখবেন, এখানে কোন ভুল বা গুণ্ড উত্তর নেই। আপনি সম্পূর্ণ খোলা মনে আপনার মতামত প্রকাশ করুন। আপনার উত্তরের গোপনীয়তা রক্ষা করা হবে। আপনার আন্তরিক সহযোগিতার উপর এই গবেষণার সাফল্য নির্ভর করছে।

১। প্রতিটি শিক্ষাগণে সহশিক্ষার জন্য ছাত্রদের আন্দোলনে অংশ গ্রহন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২। পরীক্ষার হলে বন্ধুরা সাহায্য না করলে তাদের খাতা ছিঁড়ে ফেলা দরকার।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩। ছাত্র-ছাত্রীদের বিভিন্ন সুযোগ সুবিধা না দিলে কর্তৃপক্ষের বিরুদ্ধে আন্দোলন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪। চাকুরীর কোটার বিরুদ্ধে ছাত্র আন্দোলন করা উচিত বলে আমি মনে করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৫। আমি মনে করি যৌন বিষয়ক শিক্ষা অবশ্যই পাঠ্যসূচীর অন্তর্ভুক্ত করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৬। ছাত্র রাজনীতির ক্ষেত্রে অন্যায় কার্যকলাপ তাত্ক্ষণিকভাবে বন্ধ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৭। ধূমপানকারীদের শ্রেণী কক্ষে ঢুকতে দেয়া হবেনা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৮। কর্তৃপক্ষ দ্বায়িত্বহীন প্রতিক্রিয়ার কারণে ছাত্র আন্দোলন ঘটে থাকে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৯। ছাত্র রাজনীতি বন্ধ করলে প্রশাসনের বিরুদ্ধে সংগ্রাম করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮০	১৮১	১৮২	১৮৩	১৮৪	১৮৫
১৮৬	১৮৭	১৮৮	১৮৯	১৯০	১৯১
১৯২	১৯৩	১৯৪	১৯৫	১৯৬	১৯৭
১৯৮	১৯৯	২০০	২০১	২০২	২০৩
২০৪	২০৫	২০৬	২০৭	২০৮	২০৯
২১০	২১১	২১২	২১৩	২১৪	২১৫
২১৬	২১৭	২১৮	২১৯	২২০	২২১
২২২	২২৩	২২৪	২২৫	২২৬	২২৭
২২৮	২২৯	২৩০	২৩১	২৩২	২৩৩
২৩৪	২৩৫	২৩৬	২৩৭	২৩৮	২৩৯
২৪০	২৪১	২৪২	২৪৩	২৪৪	২৪৫
২৪৬	২৪৭	২৪৮	২৪৯	২৫০	২৫১
২৫২	২৫৩	২৫৪	২৫৫	২৫৬	২৫৭
২৫৮	২৫৯	২৬০	২৬১	২৬২	২৬৩
২৬৪	২৬৫	২৬৬	২৬৭	২৬৮	২৬৯
২৭০	২৭১	২৭২	২৭৩	২৭৪	২৭৫
২৭৬	২৭৭	২৭৮	২৭৯	২৮০	২৮১
২৮২	২৮৩	২৮৪	২৮৫	২৮৬	২৮৭
২৮৮	২৮৯	২৯০	২৯১	২৯২	২৯৩
২৯৪	২৯৫	২৯৬	২৯৭	২৯৮	২৯৯
৩০০	৩০১	৩০২	৩০৩	৩০৪	৩০৫

৩৮। শিক্ষাঙ্গণে কৃষ্টিমূলক অনুষ্ঠানের অনুমতি না দিলে কর্তৃপক্ষের বিরুদ্ধে ছাত্র মিছিল করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩৯। অফিসের কর্মকর্তা-কর্মচারীদের নীতি বহির্ভূত কার্যকলাপে বিরুদ্ধে সকল ছাত্র-ছাত্রীরা প্রতিবাদ করবে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪০। অসামাজিক পোষাক পরিধানকারীদের শাস্তি দেয়া উচিত নয়।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪১। বাংলাদেশে নির্বাচিত সরকারের চেয়ে তত্ত্বাবধায়ক সরকারের গ্রহণযোগ্যতা বেশী বলে আমি মনে করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪২। শিক্ষাঙ্গণ থেকে সম্রাসীদের তাড়াবার জন্য সকল ছাত্র-ছাত্রীরা প্রতিরোধ গড়ে তুলতে হবে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৩। শিক্ষা সফরের জন্য আর্থিক অনুদানের লক্ষ্যে কর্তৃপক্ষের উপর চাপ প্রয়োগ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৪। সরকারের শিল্প সংকোচন নীতির বিরুদ্ধে ছাত্র আন্দোলন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৫। আমার প্রেমিকার সঙ্গে মতপার্থক্য হলে তার উপর অত্যাচার করবো।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

Appendix - C

Siegel's Manifest Hostility Attitude Scale (Ara's Bengali Version)

নির্দেশাবলী :

নিম্ন কতকগুলো উক্তি দেয়া আছে। এগুলোর প্রতিটি উক্তি আপনাদের মতামত বা অনুভবন সঠিক পছন্দ
 নিম্নের পঁচাত্তরটি মতামত = স, একমত = এ, নিরপেক্ষ = নি, একমত নই = এন, একেবারে একমত
 নয় = এন (সম্পূর্ণ একমত = স, একমত = এ, নিরপেক্ষ = নি, একমত নই = এন, একেবারে একমত
 নয় = এন) নির্ধারণ করা হয়েছে। এটি উক্তি মনোমোহন সর্বকালে পূর্ণ এবং উক্তি আপনাকে কতটুকু
 অনুভবন করেন তা নির্দেশ করে। (১) উক্তি দিয়ে লক্ষ্য করা হয়।

১. আমি সন্তোষিত পাইনি যে আমার ভাল ধারণাগুলোর প্রতিটিই সঠিক।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

২. যে আমার বিরোধিতা করে তার উপর অন্যের বিরোধিতা করে থাকলে আমিও বিরোধিতা করে
 দিয়ে যাব।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩. অন্যের বিরোধিতা করার কারণে যদি কেউ ক্ষুব্ধ করে আমি তার বিরোধিতা করে উত্তর প্রদানের চেষ্টা করি।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪. আমি বিষয়গত নীতিবোধের কারণে কখনও কখনও এ সব মানুষকে সম্মান করি যারা কিছু করার চেষ্টা করে।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৫. পরিবারের কোনো ব্যক্তির বিরুদ্ধে উদ্বেগ করে।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৬. যে সব মানুষ মূর্খ আমি তাই তাদের প্রতি কখনও অসম্মানিত হই না।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৭. যারা বলে নিম্নের বেলায় কান্দতে শুরু করছে তাই এটি সঠিক, আমি তাই তাদের সঙ্গে একমত হই তাই পাই না।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৮. আমি মানব মজার উদ্ভিদিক মজার মতো পছন্দ করি।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

৯. কেউ আমার জন্য কিছু করতে তা পছন্দ করি না।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

১০. সুবিধা নেয়ার জন্য ব্যক্তি বিশেষকে আমি অসম্মানিত হই।
 (স.এ) (এ) (নি) (এন) (এ.এ.ন)

১১. প্রধানতঃ ধরা পড়ে যাবার ভয়ে নয় বরং সততার কারণে অনেক মানুষ সং।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১২. আমি মাঝে মধ্যে নির্বোধ মানুষদের পরিহাস করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৩. একরাশ মানুষের মধ্য থেকে কেউ যখন আমার সামনে যাবার চেষ্টা করে আমি প্রায়ই খুব বিরক্ত হই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৪. কিছু নষ্ট করার জন্য আমি কখনও অধ্যক্ষের নিকট প্রেরিত হই না।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৫. আমি প্রায়ই দুঃখিত কারণ আমি অতিতির্যক এবং বদমেজাজী।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৬. আমি মাঝে মাঝে বস্তুলোকে ভেঙ্গে চুরমার করার অনুভূতিকে পছন্দ করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৭. আমি মনে করি বেশীর ভাগ মানুষ উপরে উঠার জন্য মিথ্যা চর্চা করে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮. আমার জন্য যদি মানুষ এসব কিছু ভিতরে পুশে না রাখতো আমি আরও বেশী সফলকাম হতে পারতাম।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৯. আমি কখনও বদমেজামী নই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২০. যে সব ঘোড়া টানতে পারে না তাদের প্রহার অথবা লাথি মারাই উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১১. প্রধানতঃ ধরা পড়ে যাবার ভয়ে নয় বরং সততার কারণে অনেক মানুষ সঃ।
১২. আমি যাকে মধ্যে নিয়েছি মানুষদের পরিচালনা করি।
১৩. একজন মানুষের মধ্য থেকে কেউ যখন আমার সামনে যাবার চেষ্টা করে আমি ঝামড়াই বঁক বিবাক হই।
১৪. কিছু নষ্ট করার জন্য আমি কখনও অধিকার নিকট প্রেরিত হই না।
১৫. আমি ঝামড়া দৃষ্টিতে কারণ আমি অতিথিক এক বন্দোজাজী।
১৬. আমি যাকে মধ্যে বহুভাষীকে ভেদে প্রথমার করার অনুভূতিকে পছন্দ করি।
১৭. আমি যখন কবি বেশীর ভাগ মানুষ উপরে উঠার জন্য বিখ্যাত চর্চা করে।
১৮. আমি যাকে মধ্যে বহুভাষীকে ভেদে প্রথমার করার অনুভূতিকে পছন্দ করি।
১৯. আমি যখন কবি বেশীর ভাগ মানুষ উপরে উঠার জন্য বিখ্যাত চর্চা করে।
২০. আমার জন্য যদি মানুষ এসব কিছু ভিতরে পুঁশ না রাখতো আমি আরও বেশী সফলকাম হতে পারতাম।
২১. আমি কখনও বন্দোজাজী নই।
২২. যে সব খোড়া টানতে পারে না তাদের প্রহার অথবা গাখি মাঝাই উঠি।

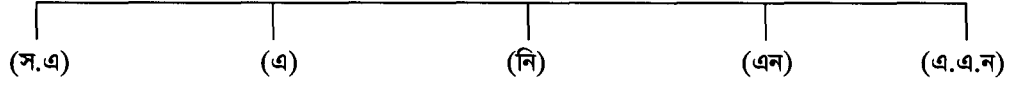
Appendix - D

Rotter's Internal-External Control Inventory (Ara's Bengali Version)

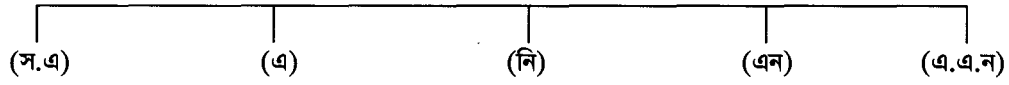
নির্দেশাবলী :

নিম্নে কতকগুলো উক্তি দেয়া আছে। এগুলোর প্রত্যেকটির প্রতি আপনার সমর্থন বা অসমর্থন সূচক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ = নি, একমত নই = এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন।

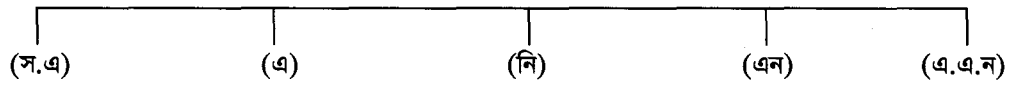
১। ছাত্র-ছাত্রীদের পরীক্ষায় অকৃতকার্যের জন্য তাদের ভাগ্যকেই দায়ী করা চলে।



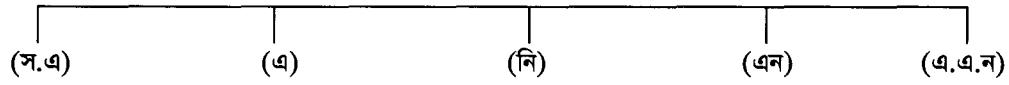
২। পরীক্ষায় অকৃতকার্যের জন্য ছাত্র-ছাত্রীদের অমনোযোগিতাই দায়ী।



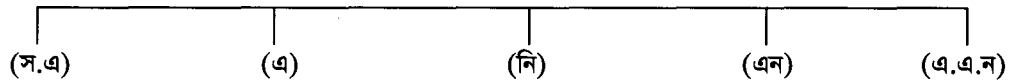
৩। ছাত্রী-ছাত্রীরা বিদ্যালয়ে কৃতিত্ব প্রদর্শন করতে না পারার প্রধান কারণ হলো তারা বাড়িতে লেখা-পড়ার প্রতি উদাসীন থাকে।



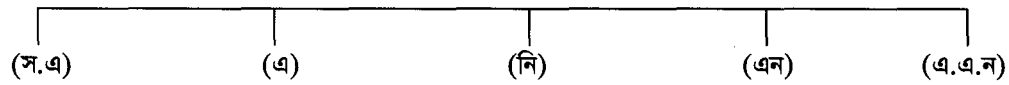
৪। ছাত্র-ছাত্রীরা প্রাণপণ চেষ্টা করেও অকৃতকার্যতা প্রতিহত করতে পারে না।



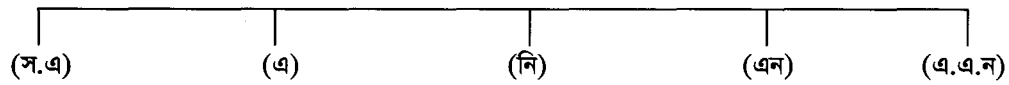
৫। যে কোন ছাত্র-ছাত্রী তার পরিশ্রমের পুরস্কার অবশ্যই পাবে।



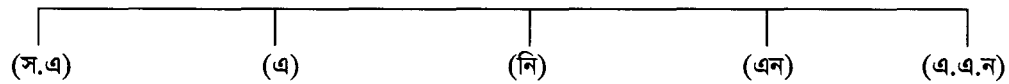
৬। কঠোর পরিশ্রম করা সত্ত্বেও কিছু সংখ্যক ছাত্র-ছাত্রী শিক্ষকদেও পক্ষপাতিত্বের জন্য পরিশ্রমের মূল্য পায় না।



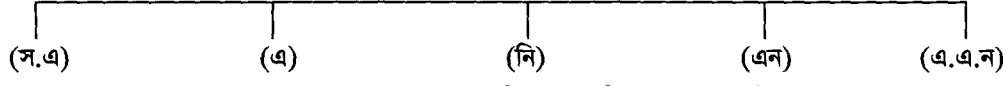
৭। শিক্ষক ছাত্র-ছাত্রীদের প্রতি অবিচার করবে এমন ধারণা অবাস্তব কেননা ছাত্র-ছাত্রীরা লেখা-পড়া করে না।



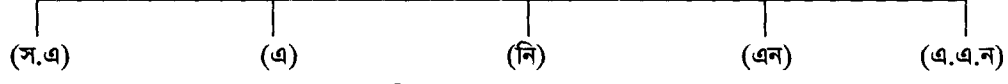
৮। অধিকাংশ ছাত্রের অকৃতকার্যতার পেছনে কিছু অলৌকিক শক্তি কাজ করে।



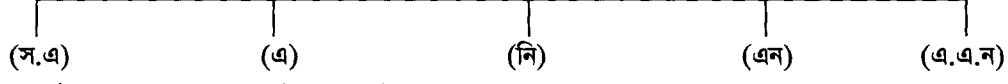
৯। পরীক্ষায় অসৎ উপায় অবলম্বন না করে কোন ছাত্রই আশানুরূপ ফল পেতে পারে না।



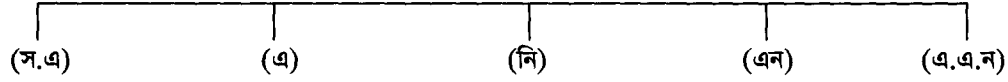
১০। সুযোগের সৎ ব্যবহার করতে না পারায় অনেক মেধাবী ছাত্রই পরীক্ষায় অকৃতকার্য হয়।



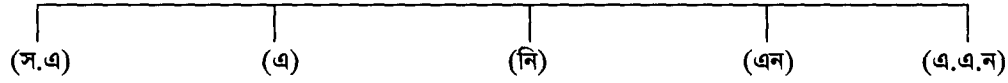
১১। যা ঘটায় তা অবশ্যই ঘটবে মানুষের করণীয় কিছুই নেই।



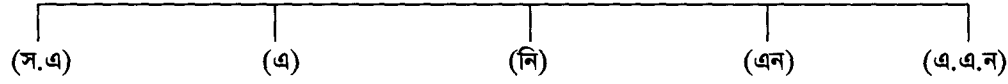
১২। সঠিক সিদ্ধান্ত গ্রহণই সুনির্দিষ্ট লক্ষ্যে পৌঁছানোর একমাত্র উপায়।



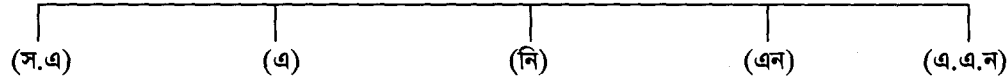
১৩। যদি ছাদেও পরীক্ষার জন্য প্রস্তুতি ভাল থাকে তবে পরীক্ষায় পক্ষপাতিত্বের কথা উঠতেই পারে না।



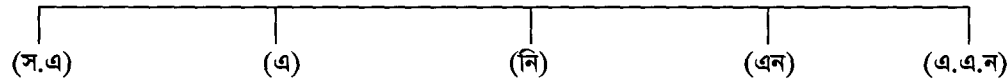
১৪। অনেক সময় পরীক্ষায় প্রশ্নপত্র গঠিত বিষয়ের সঙ্গে এতই সামঞ্জস্যহীন থাকে যে ছাত্রদের পক্ষে লেখা-পড়া করাটা অর্থহীন হয়ে পড়ে।



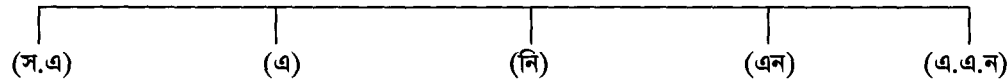
১৫। কৃতকার্যের চাবিকাঠি হচ্ছে কঠোর পরিশ্রম এতে ভাগ্যের কোন ভূমিকা নেই।



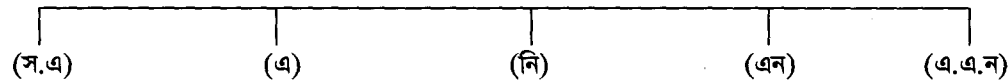
১৬। স্থান, কাল ও পাত্র এ তিন সমন্বয়ের উপরেই জীবনের প্রতিষ্ঠালাভ নির্ভরশীল।



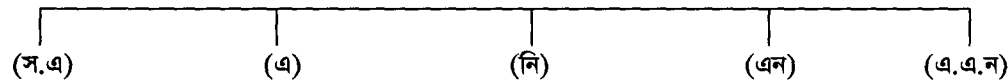
১৭। আমি যখন পরিকল্পনা করি তখন সম্পূর্ণরূপে নিশ্চিত জেনেই করি যে সেটি বাস্তবায়িত হবেই।



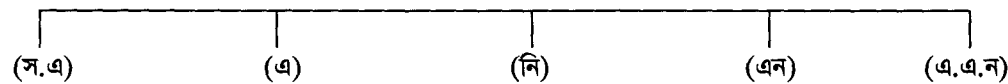
১৮। পূর্ব থেকেই কোন পরিকল্পনা করা উচিত নয়, কেননা অনেক কিছুই ভাগ্যের উপর নির্ভরশীল।



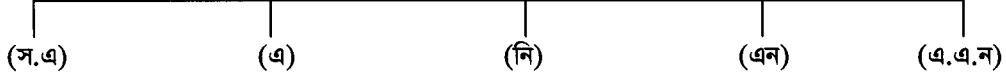
১৯। আমাদের বোধগম্য নয় এবং নিয়ন্ত্রণের বাইরে এমন এক মহাশক্তির দ্বারা জগতের ঘটনা সমূহ নিয়ন্ত্রিত।



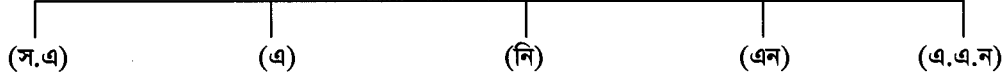
২০। রাজনৈতিক ও সামাজিক কার্যকলাপে সক্রিয় অংশ গ্রহণের মাধ্যমে আমরা জগতের ঘটনা সমূহ নিয়ন্ত্রণ করতে পারে।



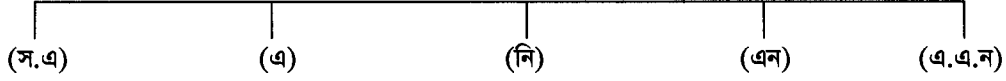
২১। কোন ব্যক্তি আপনাকে পছন্দ করে কি না তা জানা সম্ভব নয়।



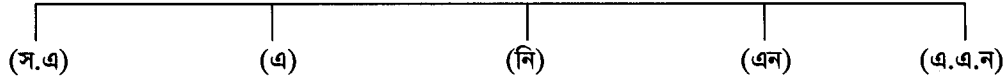
২২। আমি পছন্দনীয় ব্যক্তি কি না তা অবশ্যই জানা সম্ভব।



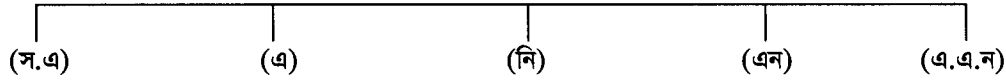
২৩। মাঝে মাঝে আমি বলতে পারি না যে কোন মাপকাঠিতে শিক্ষকগণ আমাকে মূল্যায়ন করেন।



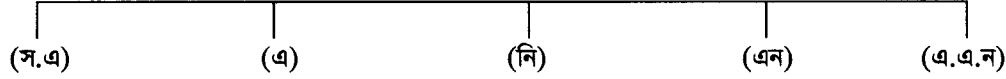
২৪। কঠোর পরিশ্রমের সঙ্গে ফলাফল সম্পর্কযুক্ত।



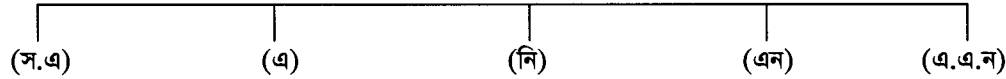
২৫। আমি মনে করি যে দেশের কলেজ ও বিশ্ববিদ্যালয় সমূহ অধিক সময় বন্ধ থাকার কারণে ছাত্ররা পরীক্ষায় আশানুরূপ ফল করতে পারে না।



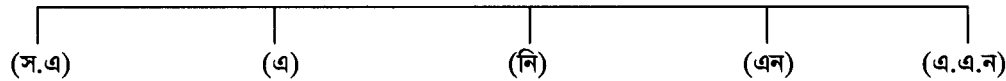
২৬। আমি মনে করি কলেজ ও বিশ্ববিদ্যালয় সমূহ বন্ধ থাকলেও একজন অধ্যাবসায়ী ছাত্র পরীক্ষায় তার আশানুরূপ ফল পারে।



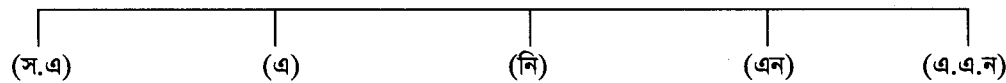
২৭। কোন ছাত্র-ছাত্রীকে সন্তোষ করতে আমি যতই চেষ্টা করি না কেন এমন কতকগুলো ছাত্র-ছাত্রী আছে যারা বিনা কারনেই আমাকে পছন্দ করে না।



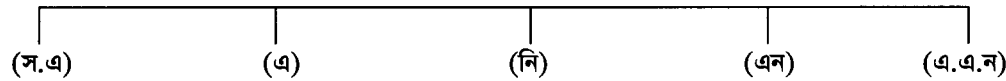
২৮। অন্য ছাত্র-ছাত্রীদের সঙ্গে কিভাবে চলাফেরা করতে হয় তা আমি বুঝি না বলেই তারা আমাকে পছন্দ করে না।



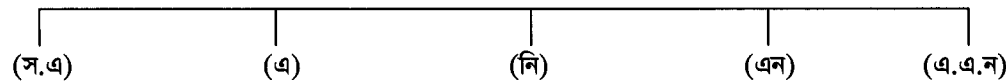
২৯। সাধারণ ছাত্র-ছাত্রীরা কর্তৃপক্ষের সিদ্ধান্তকে প্রভাবিত করতে পারে।



৩০। মাত্র কয়েকজন ক্ষমতাসালী ব্যক্তিরাই বিশ্ববিদ্যালয় চালাচ্ছেন, হতভাগ্য সাধারণ ছাত্র-ছাত্রীদের এতে কিছুই করার নেই।



৩১। ছাত্র-ছাত্রীদের প্রত্যাশা তাদের পরিশ্রম দ্বারা নিয়ন্ত্রিত।



৩২। অনেক সময় ছাত্র-ছাত্রীদের প্রত্যক্ষ তত্ত্বাবধানে নিশ্চিত হয়।

৩৩। যে সকল ছাত্র-ছাত্রীরা ভাষাবান ভাষাই পড়ি কৃতকর্মে হয়।

৩৪। অন্যান্যভাবে যথেষ্ট ছাত্র-ছাত্রীরা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৩৫। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৩৬। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৩৭। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৩৮। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৩৯। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৪০। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

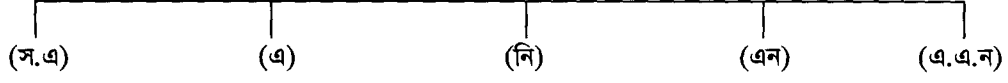
৪১। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৪২। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

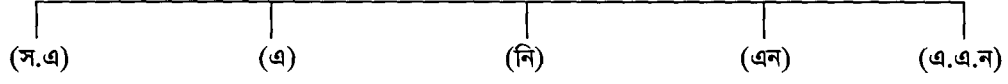
৪৩। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

৪৪। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যারা তত্ত্বাবধানে পড়ি কৃতকর্মে হয়।

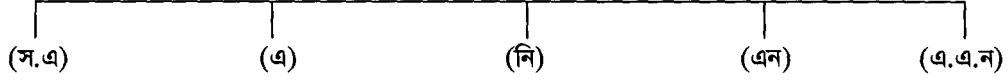
৪৩। ছাত্র-ছাত্রীরা আশ্রয় চেষ্টা করলে কর্তৃপক্ষেও দুর্নীতি নির্মূল করতে পারে।



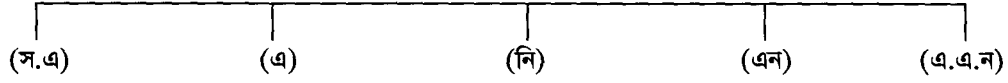
৪৪। কর্মকর্তারা অফিসে বসে কাগজে কলমে যা করেন তা নিয়ন্ত্রণ করা সাধারণ ছাত্র-ছাত্রীদের পক্ষে দুরূহ ব্যাপার।



৪৫। অনেক সময় আমি অনুভব করি যে আমার ছাত্র জীবনে ঘটিত অনেক কিছুর উপরে আমার নিজের কোন প্রভাব নেই।



৪৬। দৈব শক্তি অথবা ভাগ্য ছাত্র-ছাত্রীদের কর্মকে উল্লেখযোগ্যভাবে প্রভাবান্বিত করে না।



Appendix - E

Kool's Authoritarianism Scale (Ara's Bengali Version)

নির্দেশাবলী :

নিম্নে কতকগুলো উক্তি দেয়া আছে। এগুলোর প্রতিটি উক্তি আপনার সম্মত বা অসম্মত মনে হবে। প্রতিটি উক্তি সঠিক বা ভুল মনে হবে কিনা তা নির্ধারণ করে নিচের স্কেলে (১) থেকে (৫) পর্যন্ত স্কেল নির্ধারণ করুন। উক্তিটি সঠিক মনে হবে কিনা তা নির্ধারণ করে নিচের স্কেলে (১) থেকে (৫) পর্যন্ত স্কেল নির্ধারণ করুন।

১০। কিছুই ব্যক্তি উচ্চাঙ্গের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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২০। এমনিভাবে একজন সত্যিকারের কবি বা লেখক তার মনের কথা সবাইকে জানিয়ে দেবে।

(স.৫)	(৩)	(১)	(২)	(৪)
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করবে না।

৩০। এমনিভাবে একজন উচ্চাঙ্গের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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৪০। রাজনীতিতে সর্বোচ্চ মর্যাদা অর্জন করা মানেই হলো দেশের উন্নয়ন।

(স.৫)	(৩)	(১)	(২)	(৪)
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ব্যক্তিগত উন্নয়ন।

৫০। আমি মনে করি যে সত্যিকারের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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৬০। কলেজ, বিশ্ববিদ্যালয়, সরকারি, বেসরকারি, সর্বোচ্চ মর্যাদা অর্জন করা মানেই হলো দেশের উন্নয়ন।

(স.৫)	(৩)	(১)	(২)	(৪)
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করবে না।

৭০। একজন উচ্চাঙ্গের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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৮০। একজন উচ্চাঙ্গের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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ব্যক্তিগত উন্নয়ন।

৯০। যে ব্যক্তি আত্মীয়স্বজনদের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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১০০। অন্যদের প্রতিটি উক্তি নিয়ে ভাববে না।

(স.৫)	(৩)	(১)	(২)	(৪)
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১১। মৃত্যুদণ্ডকে নিষিদ্ধ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১২। বর্তমান যুগে বিভিন্ন ধরনের ব্যক্তির সঙ্গে মেলামেশা করলেও সংক্রামক রোগ থেকে বাঁচার জন্য বিশেষ সতর্কতা অবলম্বনের প্রয়োজন নেই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৩। যদিও বাক স্বাধীনতা সকল দলের উল্লেখযোগ্য তথাপি কিছু রাজনৈতিক দলের স্বাধীনতার উপর প্রতিবন্ধকতা আরোপ করা প্রয়োজন।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৪। সমস্যা জর্জরিত ব্যক্তিকে সমস্যাগুলো ভুলে আনন্দদায়ক কাজে রত থাকার পরামর্শ দেয়া বৃথা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৫। গুরুজনদের প্রতি শ্রদ্ধাবোধ এবং আনুগত্য প্রদর্শনে শিশুদের শিক্ষা দেয়া উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৬। আইন প্রণয়ন এবং রাজনৈতিক কর্মসূচীর চেয়ে সাহসী বিশ্বাস ভাজন নির্ভীক এবং নিবেদিত নেতার আয়োজন অপেক্ষাকৃত বেশী।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৭। প্রলয়ঙ্করী ভূমিকম্প বা বন্যার দ্বারাই পৃথিবী ধ্বংস প্রাপ্ত হলেই কেবল মাত্র যুদ্ধ এবং সামাজিক সমস্যাগুলোর সমাপ্তি ঘটতে পারে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮। স্বভাবতঃ কারণে তরুণদেও মনে বিদ্রোহের ভাব জন্ম নেয় কিন্তু বয়স বৃদ্ধির সঙ্গে সঙ্গে এগুলোকে নিয়ন্ত্রণ করে সুস্থ জীবন যাপনে ব্রতী হওয়া উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৯। কোন অলৌকিক ক্ষমতা সম্পন্ন ব্যক্তির উপর পূর্ণ বিশ্বাস রেখে তার নির্দেশ সমূহকে পালন করার প্রয়োজন নেই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২০। আমাদের বসবাসকারী জগতটি অত্যন্ত নির্জন।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২১। সমলিঙ্গীয় যৌন স্থাপন কারী ব্যক্তিদের আইনতঃ অপরাধী হিসাবে শ্রেণীভুক্ত করা ঠিক নয়।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২২। ভোগান্তি ছাড়াই অনেক গুরুত্বপূর্ণ বিষয় শেখা সম্ভব।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৩। নিজের জন্য মঙ্গলময় কি তা অধিকাংশ লোকই জানেনা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

Table –17: Within Group Comparison of Student Activists (Upper Middle Vs Lower Middle SES) on each Variable Separately (N = 60).

Groups		Attitudinal Variables							Personality Variables	
		Violent - Aggressive	Political Violence	Social Violence	Institutional Violence	Administrative Violence	Sex Violence	Manifest Hostility	Internal External	Authoritarianism
High SES	Mean	171.40	36.14	35.27	35.48	33.45	31.06	79.34	158.35	86.73
	SD	19.81	6.45	6.85	7.61	7.19	5.75	13.65	19.38	12.66
Low SES	Mean	155.10	33.15	31.18	32.23	30.41	28.13	71.12	150.95	82.15
	SD	18.95	6.37	6.79	6.88	6.82	5.45	12.62	17.76	10.35
	t - value	4.61**	2.56*	3.29**	2.45*	2.38*	2.87**	3.43**	2.18*	2.03*

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

SES = Socio Economic Status

The result (Table No.17) showed that Upper Middle SES ($M = 171.40$) expressed significantly more violent and aggressive attitudes ($t = 4.61$, $df = 118$, $p < 0.01$) as compared to Lower Middle SES ($M = 155.10$). The result also showed that Upper Middle SES ($M = 36.14$) expressed significantly more violent and aggressive attitudes on the dimension of political violence ($t = 2.56$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 33.15$). Again the result indicate that Upper Middle SES ($M = 35.27$) were significantly express more violent and aggressive attitudes on the dimension of social violence ($t = 3.29$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 31.18$). It was also found that Upper Middle SES ($M = 35.48$) were significantly express more violent and aggressive attitudes on the dimension of institutional violence ($t = 2.45$, $d = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 32.23$). Again the result showed that Upper Middle SES ($M = 33.45$) expressed significantly more violent and aggressive attitudes on the dimension of administrative violence ($t = 2.38$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 30.41$). The result also showed that Upper Middle SES ($M = 31.06$) expressed significantly more violent and aggressive attitudes on the dimension of sex violence ($t = 2.87$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 28.13$). Again the result showed that Upper Middle SES ($M = 79.34$) expressed significantly more manifest hostile attitudes ($t = 3.43$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 71.12$). The result also found that Upper Middle SES ($M = 158.35$) were significantly more externally controlled ($t = 2.18$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 150.95$). Again the result showed that Upper Middle SES ($M = 86.73$) were significantly more authoritarian ($t = 2.03$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 82.15$).

Table –18: Within Group Comparison of Non Student Activists (Upper Middle Vs Lower Middle SES) on each Variable Separately (N = 60).

Groups		Attitudinal Variables							Personality Variables	
		Violent - Aggressive	Political Violence	Social Violence	Institutional Violence	Administrative Violence	Sex Violence	Manifest Hostility	Internal External	Authoritarianism
High SES	Mean	154.62	32.28	30.36	27.21	29.65	35.12	69.85	150.33	81.64
	SD	19.69	5.21	5.51	5.18	6.74	6.84	12.50	17.94	11.09
Low SES	Mean	136.88	28.09	27.17	23.62	26.22	31.78	62.51	144.31	73.26
	SD	18.32	5.69	5.83	5.72	5.91	6.41	11.39	15.42	10.21
	t - value	5.11**	4.21**	3.08**	3.60**	2.96**	2.76**	3.36**	2.04*	4.31**

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

SES = Socio Economic Status

The result (Table No.18) showed that Upper Middle SES (M = 154.62) expressed significantly more violent and aggressive attitudes ($t = 5.11$, $df = 118$, $p < 0.01$) as compared to Lower Middle SES (M = 136.88). The result also showed that Upper Middle SES (M = 32.28) expressed significantly more violent and aggressive attitudes on the dimension of political violence ($t = 4.21$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 28.09). Again the result indicate that Upper Middle SES (M = 30.36) were significantly express more violent and aggressive attitudes on the dimension of social violence ($t = 3.08$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 27.17). It was also found that Upper Middle SES (M = 27.21) were significantly express more violent and aggressive attitudes on the dimension of institutional violence ($t = 3.60$, $d = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 23.62). Again the result showed that Upper Middle SES (M = 29.65) expressed significantly more violent and aggressive attitudes on the dimension of administrative violence ($t = 2.96$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 26.22). The result also showed that Upper Middle SES (M = 35.12) expressed significantly more violent and aggressive attitudes on the dimension of sex violence ($t = 2.76$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 31.78). Again the result showed that Upper Middle SES (M = 69.85) expressed significantly more manifest hostile attitudes ($t = 3.36$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 62.51). The result also found that Upper Middle SES (M = 150.33) were significantly more externally controlled ($t = 2.04$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES (M = 144.31). Again the result showed that Upper Middle SES (M = 81.64) were significantly more authoritarian ($t = 4.31$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES (M = 73.26).

Table –19: Within Group Comparison of Student Non Activists (Upper Middle Vs Lower Middle SES) on each Variable Separately (N = 60).

Groups		Attitudinal Variables							Personality Variables	
		Violent - Aggressive	Political Violence	Social Violence	Institutional Violence	Administrative Violence	Sex Violence	Manifest Hostility	Internal External	Authoritarianism
High SES	Mean	135.73	28.56	26.34	31.16	24.04	25.63	60.13	139.98	67.96
	SD	19.46	5.16	5.33	6.52	6.23	5.21	11.31	16.63	10.93
Low SES	Mean	119.27	25.71	23.19	28.08	20.38	21.19	51.59	131.72	63.60
	SD	17.65	5.31	4.96	5.92	5.59	5.08	10.95	14.85	9.73
	t - value	4.85**	2.98**	3.35**	2.71**	3.39**	3.96**	4.20**	2.87**	2.31*

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

SES = Socio Economic Status

The result (Table No.19) showed that Upper Middle SES ($M = 135.73$) expressed significantly more violent and aggressive attitudes ($t = 4.85$, $df = 118$, $p < 0.01$) as compared to Lower Middle SES ($M = 119.27$). The result also showed that Upper Middle SES ($M = 28.56$) expressed significantly more violent and aggressive attitudes on the dimension of political violence ($t = 2.98$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 25.71$). Again the result indicate that Upper Middle SES ($M = 26.34$) were significantly express more violent and aggressive attitudes on the dimension of social violence ($t = 3.35$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 23.19$). It was also found that Upper Middle SES ($M = 31.16$) were significantly express more violent and aggressive attitudes on the dimension of institutional violence ($t = 2.71$, $d = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 28.08$). Again the result showed that Upper Middle SES ($M = 24.04$) expressed significantly more violent and aggressive attitudes on the dimension of administrative violence ($t = 3.39$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 20.38$). The result also showed that Upper Middle SES ($M = 25.63$) expressed significantly more violent and aggressive attitudes on the dimension of sex violence ($t = 3.96$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 21.19$). Again the result showed that Upper Middle SES ($M = 60.13$) expressed significantly more manifest hostile attitudes ($t = 4.20$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 51.59$). The result also found that Upper Middle SES ($M = 139.98$) were significantly more externally controlled ($t = 2.87$, $df = 118$, $p < 0.01$) as compare to Lower Middle SES ($M = 131.72$). Again the result showed that Upper Middle SES ($M = 67.96$) were significantly more authoritarian ($t = 2.31$, $df = 118$, $p < 0.05$) as compare to Lower Middle SES ($M = 63.60$).

Part – II

Correlational Analyses

i) Bi-serial Correlation

Table – 20: Showing Similarities on Violent and Aggressive Attitudes between SA- NSA, SA- SNA and NSA-SNA (N = 120 for each group).

SA - NSA	SA – SNA	NSA - SNA
0.35*	0.43**	0.29*

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

SA = Student Activists

NSA = Non Student Activists

SNA = Student Non Activists

The result (Table -20) showed that there was significant correlation between Student Activists and Non Student Activists ($r=0.35$, $P < 0.05$); Student Activists and Student Non Activists ($r=0.43$, $P < 0.01$); Non Student Activists and Student Non Activists ($r=0.29$, $P < 0.05$) on violent and aggressive attitude scores. This results indicates the highest positive 'r' between Student Activists and Student Non Activists and the lowest 'r' between Non Student Activists and Student Non Activists on violent and aggressive attitude score.

Table – 21: Showing Similarities on Violent and Aggressive Attitudes between Upper Middle SES SA – Upper Middle SES NSA, Upper Middle SES SA – Upper Middle SES SNA and Upper Middle SES NSA – Upper Middle SES SNA (N = 60 for each group).

Upper Middle SES SA Vs Upper Middle SES NSA	Upper Middle SES SA Vs Upper Middle SES SNA	Upper Middle SES NSA Vs Upper Middle SES SNA
0.47**	0.51**	0.45**

(** = $p < 0.01$)

SA = Student Activists

NSA = Non Student Activists

SNA = Student Non Activists

The result (Table -21) showed that there was significant correlation between Upper Middle SES Student Activists and Upper Middle SES Non Student Activists ($r=0.47$, $P < 0.01$); Upper Middle SES Student Activists and Upper Middle SES Student Non Activists ($r=0.51$, $P < 0.01$); Upper Middle SES Non Student Activists and Upper Middle SES Student Non Activists ($r=0.45$, $P < 0.01$) on violent and aggressive attitude scores. This result indicates the highest positive 'r' between Upper Middle SES Student Activists and Upper Middle SES Student Non Activists and the lowest 'r' between Upper Middle SES Non Student Activists and Upper Middle SES Student Non Activists on violent and aggressive attitude score.

Table – 22: Showing Similarities on Violent and Aggressive Attitudes between Lower Middle SES SA – Lower Middle SES NSA, Lower Middle SES SA – Lower Middle SES SNA and Lower Middle SES NSA – Lower Middle SES SNA (N = 60 for each group).

Lower Middle SES SA Vs Lower Middle SES NSA	Lower Middle SES SA Vs Lower Middle SES SNA	Lower Middle SES NSA Vs Lower Middle SES SNA
0.52**	0.59**	0.49**

(** = $p < 0.01$)

SA = Student Activists

NSA = Non Student Activists

SNA = Student Non Activists

The result (Table -22) showed that there was significant correlation between Lower Middle SES Student Activists and Lower Middle SES Non Student Activists ($r=0.52$, $P < 0.01$); Lower Middle SES Student Activists and Lower Middle SES Student Non Activists ($r=0.59$, $P < 0.01$); Lower Middle SES Non Student Activists and Lower Middle SES Student Non Activists ($r=0.49$, $P < 0.01$) on violent and aggressive attitude scores. This result indicates the highest positive 'r' between Lower Middle SES Student Activists and Lower Middle SES Student Non Activists and the lowest 'r' between Lower Middle SES Non Student Activists and Lower Middle SES Student Non Activists on violent and aggressive attitude score.

Table – 23: Showing Similarities on Violent and Aggressive Attitudes of Upper Middle SES SA – Lower Middle SES SA, Upper middle SES NSA –Lower Middle SES NSA and Upper Middle SES SNA –Lower Middle SES SNA (N = 60 for each group).

Upper Middle SES SA Vs Lower Middle SES SA	Upper Middle SES NSA Vs Lower Middle SES NSA	Upper Middle SES SNA Vs Lower Middle SES SNA
0.48**	0.45**	0.41**

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

SA = Student Activists

NSA = Non Student Activists

SNA = Student Non Activists

The result (Table -23) showed that there was significant correlation between Upper Middle SES Student Activists and Lower Middle SES Student Activists ($r=0.48$, $P < 0.01$); Upper Middle SES Non Student Activists and Lower Middle SES Non Student Activists ($r=0.45$, $P < 0.01$); Upper Middle SES Student Non Activists and Lower Middle SES Student Non Activists ($r=0.41$, $P < 0.01$) on violent and aggressive attitude scores. This result indicates the highest positive 'r' between Upper Middle SES Student Activists and Lower Middle SES Student Activists and the lowest 'r' between Upper Middle SES Student Non Activists and Lower Middle SES Student Non Activists on violent and aggressive attitude score.

ii) Intervariable Correlation

Table –24: Intervariable Correlation for Student Activists (N = 120).

	Attitudinal Variable		Personality Variable	
	Violent and Aggressive	Manifest Hostility	Internal External	Authoritarianism
Violent and Aggressive		0.81**	0.75**	0.69**
Manifest Hostility			0.59**	0.51**
Internal External				0.71**
Authoritarianism				

(** = $p < 0.01$)

Table-24 contains intervariable correlations of Student Activists sample. The result indicated high positive and significant correlations of Violent and Aggressive with Manifest Hostility ($r=0.81^{**}$, $P<0.01$). Other significant relationships obtained by Student Activists sample were between Violent and Aggressive and Internal-External Control ($r=0.75^{**}$, $P<0.01$); Violent and Aggressive and Authoritarianism ($r=0.69^{**}$, $P<0.01$); Manifest Hostility and Internal-External Control ($r=0.59^{**}$, $P<0.01$); Manifest Hostility and Authoritarianism ($r=0.51^{**}$, $P<0.01$), Internal-External Control and Authoritarianism ($r=0.71^{**}$, $P<0.01$).

Table – 25: Intervariable Correlation for Non Student Activists (N = 120).

	Attitudinal Variable		Personality Variable	
	Violent and Aggressive	Manifest Hostility	Internal External	Authoritarianism
Violent and Aggressive		0.78**	0.73**	0.63**
Manifest Hostility			0.53**	0.48**
Internal External				0.69**
Authoritarianism				

(** = $p < 0.01$)

Table-25 contains intervariable correlations of Non Student Activists sample. The result indicated high positive and significant correlations of Violent and Aggressive with Manifest Hostility ($r=0.78^{**}$, $P<0.01$). Other significant relationships obtained by Non Student Activists sample were between Violent and Aggressive and Internal-External Control ($r=0.73^{**}$, $P<0.01$); Violent and Aggressive and Authoritarianism ($r=0.63^{**}$, $P<0.01$); Manifest Hostility and Internal-External Control ($r=0.53^{**}$, $P<0.01$); Manifest Hostility and Authoritarianism ($r=0.48^{**}$, $P<0.01$), Internal-External Control and Authoritarianism ($r=0.69^{**}$, $P<0.01$).

Table -26: Intervariable Correlation for Student Non Activists (N = 120).

	Attitudinal Variable		Personality Variable	
	Violent and Aggressive	Manifest Hostility	Internal External	Authoritarianism
Violent and Aggressive		0.76**	0.69**	0.59**
Manifest Hostility			0.55**	0.51**
Internal External				0.73**
Authoritarianism				

(** = $p < 0.01$)

Table-26 contains intervariable correlations of Student Non Activists sample. The result indicated high positive and significant correlations of Violent and Aggressive with Manifest Hostility ($r=0.76^{**}$, $P<0.01$). Other significant relationships obtained by Student Non Activists sample were between Violent and Aggressive and Internal-External Control ($r=0.69^{**}$, $P<0.01$); Violent and Aggressive and Authoritarianism ($r=0.59^{**}$, $P<0.01$); Manifest Hostility and Internal-External Control ($r=0.55^{**}$, $P<0.01$); Manifest Hostility and Authoritarianism ($r=0.51^{**}$, $P<0.01$), Internal-External Control and Authoritarianism ($r=0.73^{**}$, $P<0.01$).

Part-III

Factor Analyses of the Violent and Aggressive Attitudes

In this part factor analyses were computed to generate certain meaningful broad dimensions of 45 items for student activists, non student activists and student non activists.

i) Student Activists

Factor extraction was done for student activists sample (N=120) by the principal axis method. Factors having Eigen values of 1.00 or higher were retained on the basis of Kaiser's criterion. To get orthogonal factors, the factors were rotated by using the oblique rotation method. The correlational matrices suggested that 45 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices for each group. These six factors accounted for 69.13% of the total variance. This factorial structure of the attitudinal pattern is informative that a majority of the variance is accounted for by these meaningful factors. The six factors extracted seem to display some general themes in the some particular meaningful dimensions of clustering of attitudinal preferences jointly by the upper middle SES and lower middle SES of student activists. These factors and the respective loading for each factor are shown below. The extracted six factors are described and presented in order to their variances i.e. those showing larger variance appear first.

Factor-1
Expressing Violent acts against Educational Administration

Variance = 21.03%

Item No.	Characteristic of Item	Item	Loading
18	Violence against authority.	Obstruction will be necessary against the authority if there is no change in present examination system.	0.88
41	Student movement	I think that caretaker government is more applicable to the public in comparison to political government in Bangladesh.	0.79
28	Expressed aggression towards authority	Provost should resign from his assignment if he fails to solve of the problem of the hall.	0.77
19	Violence against administration	I think that if the leaders do hunger strike for general students they should not face obstacle by the authority.	0.75
8	Violence against authority.	Student movement used to happen because of irresponsible response by the authority.	0.71
23	Violence against authority	In educational institution if the library fails to supply relevant books than all the activities of should be stopped.	0.68
34	Violence against administration	The student can call hartal against the governments exploitation policy.	0.63
33	Violence against authority	Movement should be shown against the administration if the instruments of games and sports are not supplied.	0.61
39	Violence against officer	All the students should protest against the unlawful activities of the officers and the assistants.	0.58
43	Pressure to authority	Pressure would be created to the authority for sanctioning money for study tour.	0.55
38	Aggression against authority	Procession should take place if the authority does not give permission of the cultural function.	0.53
14	Aggression against authority	Bureaucratic system should be destroyed by the active student movement.	0.51

Factor one has positive loadings on twelve attitude items. This factor accounts for 21.03% of the variance. The underlying theme of this factor indicates that the individuals are expressing violent acts against educational administration.

Factor-2
Supportive of Social Love and Sex Oriented Activities

Variance = 16.23 %

Item No.	Characteristic of Item.	Item	Loading
37	Supporting cultural activities	The person who creates hindrance at the cultural activities should be threatened properly.	0.85
13	Expressive of aggression against authority	Authority should be given priority to the recommendation given by the student union for the student admission.	0.82
25	Sex violence	If anybody oppressed my girl friend for sexual relationship then he should be strongly punished.	0.76
20	Sex violence	Sex workers should be given license.	0.72
35	Sex violence	I think that the opposite sex who usually cheats their lover should be teased.	0.68
15	Social violence	Those who are involved in unsocial activities should be put into jail.	0.63
45	Sex violence	I will oppress my girl friend if she used to differ from my opinion.	0.61
5	Sex violence	I think sex education should be included in the curriculum.	0.58

Factor two has positive loadings on eight attitude items. This factor accounts for 16.23% of the variance. The central theme of this factor indicates that the individuals have supportive of social love and sex oriented activities.

Factor-3**Supportive of Aggressive Student Movement**

Variance = 11.29%

Item No.	Characteristic of Item	Item	Loading
26	Student movement	I think that political democracy is useless to the poor and illiterate individuals.	0.83
4	Student movement	I think student movement should be raised against quota system in service.	0.81
1	Supporting movement for co-education	Student should take part in movement almost in every educational institution for co-education.	0.74
11	Student movement	There will be student movement against those who pollute the environment in the name of student politics.	0.65
44	Student movement	Movement should be raised against the government defects policy of industrialization.	0.62
21	Student movement.	Pressure should be given on the students for taking part in student politics.	0.56
24	Student movement	If the Government takes drastic measure against the students we shall raise movement against it.	0.75
3	Student movement	Movement should be raised against the authority if there be no facility for the students.	0.53

Factor three has positive loadings on eight attitude items. This factor accounts for 11.29% of the variance. The central theme of this factor is that the individuals have supportive of aggressive student movement.

Factor-4**Supportive of Social Norm**

Variance = 7.06 %

Item No.	Characteristic of Item	Item	Loading
30	Establishing social norm	Student who does negative works should be punished.	0.82
22	Social norm	Those students who used to break the social norms should be punished by the police.	0.76
10	Pro-social norm	Restriction should be imposed strictly to those pairs of lover who used to break the social norms.	0.69
40	Non supportive of odd looking dress	Those students who were wearing odd-looking dress should not be punished.	-0.63
29	Expressing aggression for personal benefit	Students' movement will be continued against administration if there is any restriction in the examination.	-0.59
17	Establishing social norm	If anybody, being revengeful to see others' success commits wrong, it is necessary to punish him.	0.53

Factor four has positive loadings on six attitude items. This factor accounts for 7.06% of the variance. This factor contains the theme that the individuals have supportive of social norm.

Factor-5**Non Supportive of Unlawful Activities and Terrorism**

Variance = 9.43 %

Item No.	Characteristic of Item.	Item	Loading
12	Social violence.	If a snatcher is caught in an educational institution he will be beaten indiscriminately.	0.75
31	Revengeful aggression	Revenge should be taken if the any member of student union is oppressed.	0.67
32	Aggression towards parents	Children should quarrel with the parents if they fail to fulfill their demands.	0.61
42	Expressing aggression against terrorism	The student will be organized to drive away the terrorists from the educational institutions.	0.54
7	Violence against smoker	Smoker should not be allowed in the class room.	0.53
27	Supporting social violence.	If any one misbehaves with the male and females he should be punished.	0.51

Factor five has positive loadings on six attitude items. This factor accounts for 9.43% of the variance. This factor contains the theme that the individuals have non supportive of unlawful activities and terrorism.

Factor-6
Supportive of Aggressive Student Politics

Variance = 5.09%

Item No.	Characteristic of Item	Item	Loading
16	Struggle for student politics	One should struggle for the interest of the students' politics.	0.75
9	Violence for student politics	We shall revolt against the administration if student-politics is stopped.	0.66
2	Expression of violence act	If the friends do not help in the examination hall, their answer scripts will be torn up.	0.63
6	Student politics	Mal-practice in student politics should be stopped immediately.	0.61
36	Student politics	I think that those students who are involved in politics, they used to face panicky.	0.54

Factor six has positive loadings on five attitude items. This factor accounts for 5.09% of the variance. The central theme of this factor indicates that the individuals have supportive of aggressive student politics.

ii) Nonstudent Activists

Factor extraction was done for nonstudent activists sample (N=120) by the principal axis method. Factors having Eigen values of 1.00 or higher were retained on the basis of Kaiser's criterion. To get orthogonal factors, using the oblique rotation method rotated the factors. The correlational matrices suggested that 45 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices. These six factors accounted for 63.61% of the total variance. This factorial structure of the attitudinal pattern is informative that a majority of the variance is accounted for by these meaningful factors. The six factors extracted seem to display some general themes in some particular meaningful dimensions of clustering of attitudinal preferences jointly by the upper middle SES and lower middle SES of nonstudent activists. These factors and the respective loading for each factor are shown below. The extracted six factors are described and presented in order to their variances i.e. those showing larger variance appear first.

Factor-1
Expressed Violent acts against Different Kinds of Authorities

Variance = 18.29%

Item No.	Characteristic of Item	Item	Loading
3	Violence against authority	Movement should be raised against the authority if there be no facility for the students.	0.83
14	Non supportive of authoritarian system	Bureaucratic system should be destroyed by the active student movement.	0.81
38	Supportive of Cultural activities	Procession should take place if the authority does not give permission of the cultural function.	0.78
44	Non supportive of govt. defect policy	Movement should be raised against the government defects policy of industrialization.	0.76
28	Non supportive of failure administration	Provost should resign from his assignment if he fails to solve of the problem of the hall.	0.75
8	Non supportive of irresponsible authority.	Student movement used to happen because of irresponsible response by the authority.	0.71
23	Non supportive of worthless educational administration	In educational institution if the library fails to supply relevant books than all the activities of should be stopped.	0.69
43	Pressure to authority for student rights	Pressure would be created to the authority for sanctioning money for study tour.	0.68
18	Demanding change in present educational system	Obstruction will be necessary against the authority if there is no change in present examination system.	0.65
19	Supporting proper students demands	I think that if the leaders do hunger strike for general students they should not face obstacle by the authority.	0.63
39	Non supportive of unlawful activities	All the students should protest against the unlawful activities of the officers and the assistants.	0.58
33	Violence against authority	Movement should be shown against the administration if the instruments of games and sports are not supplied.	0.56
13	Express aggression against authority	Authority should be given priority to the recommendation given by the student union for the student admission.	0.52
34	Non supportive of govt. exploitation policy	The student can call hartal against the governments exploitation policy.	0.51

Factor one has positive loadings on fourteen attitude items. This factor accounts for 18.29% of the variance. The central theme of this factor is that the individuals have expressed violence acts against different kinds of authorities.

Factor-2**Negative Attitudes towards Prevailing Social Norm**

Variance = 14.03%

Item No.	Characteristic of Item	Item	Loading
32	Aggression towards parents	Children should quarrel with the parents if they fail to fulfill their demands.	0.82
40	Negative attitude toward odd looking dress	Those students who were wearing odd-looking dress should not be punished.	0.75
10	Pro-social norm	Restriction should be imposed strictly to those pairs of lover who used to break the social norms.	0.72
30	Establishing social norm	Student who does negative works should be punished.	0.68
12	Supportive to punishment	If a snatcher is caught in an educational institution he will be beated indiscriminately.	0.65
29	Expressing aggression for personal benefit	Students' movement will be continued against administration if there is any restriction in the examination.	0.61
17	Establishing social norm	If anybody, being revengeful to see others success commits wrong, it is necessary to punish him.	0.59
22	Social norm	Those students who used to break the social norms should be punished by the police.	0.57

Factor two has positive loadings on eight attitude items. This factor accounts for 14.03% of the variance. The underlying theme of this factor indicates that the individuals have negative attitudes towards prevailing social norm.

Factor-3**Possessed Negative Attitudes Towards Destructive Student Politics**

Variance = 11.44 %

Item No.	Characteristic of Item	Item	Loading
11	Student movement	There will be student movement against those who pollute the environment in the name of student politics.	0.85
9	Student movement	We shall revolt against the administration if student-politics is stopped.	0.78
6	Student politics	Mal-practice in student politics should be stopped immediately.	0.75
1	Supporting movement for co-education	Student should take part in movement almost in every educational institution for co-education.	0.69
36	Student politics	I think that those students who are involved in politics, they used to face panicky.	0.63
21	Student movement.	Pressure should be given on the students for taking part in student politics.	0.59
24	Student movement	If the Government takes drastic measure against the students we shall raise movement against it.	0.57
26	Student movement	I think that political democracy is useless to the poor and illiterate individuals.	0.52

Factor three has positive loadings on eight attitude items. This factor accounts for 11.44% of the variance. This factor contains the theme that the individuals have possessed negative attitudes towards destructive student politics.

Factor-4**Supportive of Terrorism for Different Social Issues**

Variance = 8.23 %

Item No.	Characteristic of Item.	Item	Loading
37	Supportive of social violence	The person who creates hindrance at the cultural activities should be threatened properly.	0.84
42	Supportive of terrorism	The student will be organized to drive away the terrorists from the educational institutions.	0.79
2	Expression of violent act	If the friends do not help in the examination hall, their answer scripts will be torn up.	0.75
27	Supporting social violence.	If any one misbehaves with the male and females he should be punished.	0.71
31	Revengeful aggression	Revenge should be taken if the any member of student union is oppressed.	0.67
15	Social violence	Those who are involved in unsocial activities should be put into jail.	0.63
7	Expressed violence against smokers	Smoker should not be allowed in the classroom.	0.58

Factor four has positive loadings on seven attitude items. This factor accounts for 8.23% of the variance. The central theme of this factor indicates that the individuals are supportive of terrorism for different social issues.

Factor-5
Supportive of Sex Violence

Variance = 6.43 %

Item No.	Characteristic of Item.	Item	Loading
25	Supportive of punishment	If anybody oppressed my girl friend for sexual relationship then he should be strongly punished.	0.76
20	Supportive of sexual activities	Sex workers should be given license.	0.72
35	Supportive of tease attitudes	I think that the opposite sex who usually cheats their lover should be teased.	0.68
5	Supporting sex education	I think sex education should be included in the curriculum.	0.61
45	Expressed sex activities	I will oppress my girl friend who used to differ from my opinion.	0.57

Factor five has positive loadings on five attitude items. This factor accounts for 6.43% of the variance. This factor contains the theme that the individuals are supportive of sex violence.

Factor-6
Supportive of Student Political Rights

Variance = 5.19%

Item No.	Characteristic of Item	Item	Loading
16	Struggle for student politics	One should struggle for the interest of the students' politics.	0.81
41	Student movement	I think that caretaker government is more applicable to the public in comparison to political government in Bangladesh.	0.79
4	Student movement for quota service	I think student movement should be raised against quota system in service.	0.71

Factor six has positive loadings on three attitude items. This factor accounts for 5.19% of the variance. The central theme of this factor indicates that the individuals have supportive of student political rights.

iii) Student Nonactivists

Factor extraction was done for student nonactivists sample (N=120) by the principal axis method. Factors having Eigen values of 1.00 or higher were retained on the basis of Kaiser's criterion. To get orthogonal factors, using the oblique rotation method rotated the factors. The correlational matrices suggested that 45 items were not altogether independent of one another but tended to do cluster together to form some meaningful factors. Six factors were extracted from the correlation matrices. These six factors accounted for 55.14% of the total variance. This factorial structure of the attitudinal pattern is informative that a majority of the variance is accounted for by these meaningful factors. The six factors extracted seem to display some general themes in some particular meaningful dimensions of clustering of attitudinal preferences jointly by the upper middle SES and lower middle SES of student nonactivists. These factors and the respective loading for each factor are shown below. The extracted six factors are described and presented in order to their variances i.e. those showing larger variance appear first.

Factor-1**Desiring for Educational Atmosphere**

Variance = 14.37%

Item No.	Characteristic of Item	Item	Loading
29	Expressing aggression for personal benefit	Students' movement will be continued against administration if there is any restriction in the examination.	0.83
42	Negative attitudes towards terrorist	The student will be organized to drive away the terrorists from the educational institutions.	0.74
3	Violence against authority	Movement should be raised against the authority if there be no facility for the students.	0.69
1	Supporting movement for co-education	Student should take part in movement almost in every educational institution for co-education.	0.66
36	Student politics	I think that those students who are involved in politics, they used to face panicky.	0.62
9	Student movement	We shall revolt against the administration if student-politics is stopped.	0.61
39	Violence against officer	All the students should protest against the unlawful activities of the officers and the assistants.	0.58
24	Student movement	If the Government takes drastic measure against the students we shall raise movement against it.	0.57
19	Aggression against administration	I think that if the leaders do hunger strike for general students they should not face obstacle by the authority.	0.55
44	Expressing aggression against govt.	Movement should be raised against the government defects policy of industrialization.	0.54
12	Supportive to punishment	If a snatcher is caught in an educational institution he will be beaten indiscriminately.	0.52

Factor one has positive loadings on eleven attitude items. This factor accounts for 14.37% of the variance. The central theme of this factor indicates that the individuals are desiring for educational atmosphere.

Factor-2**Favourable Attitudes towards Students Political Democracy**

Variance = 11.25 %

Item No.	Characteristic of Item	Item	Loading
34	Violence against administration	The student can call hartal against the governments exploitation policy.	0.81
4	Student movement for quota service	I think student movement should be raised against quota system in service.	0.79
41	Student movement	I think that caretaker government is more applicable to the public in comparison to political government in Bangladesh.	0.77
6	Student politics	Mal-practice in student politics should be stopped immediately.	0.69
14	Aggression against authority	Bureaucratic system should be destroyed by the active student movement.	0.65
8	Student movement against authority.	Student movement used to happen because of irresponsible response by the authority.	0.63
26	Student movement	I think that political democracy is useless to the poor and illiterate individuals.	0.61
11	Student movement	There will be student movement against those who pollute the environment in the name of student politics.	0.58
21	Student movement.	Pressure should be given on the students for taking part in student politics.	0.55
13	Express aggression against authority	Authority should be given priority to the recommendation given by the student union for the student admission.	0.53
16	Struggle for student politics	One should struggle for the interest of the students' politics.	0.51

Factor two has positive loadings on eleven attitude items. This factor accounts for 11.25% of the variance. This factor contains the theme that the individuals have favourable attitudes towards student political democracy.

Factor-3
Supportive of Social Norm

Variance = 9.84%

Item No.	Characteristic of Item	Item	Loading
22	Supporting social norm	Those students who used to break the social norms should be punished by the police.	0.85
30	Establishing social norm	Student who does negative works should be punished.	0.79
7	Supporting social norm	Smoker should not be allowed in the class room.	0.72
31	Revengeful aggression	Revenge should be taken if the any member of student union is oppressed.	0.67
10	Supporting social norm	Restriction should be imposed strictly to those pairs of lover who used to break the social norms.	0.65
27	Supporting social norm	If any one misbehaves with the male and females he should be punished.	0.61
17	Supporting punishment for social norm	If anybody, being revengeful to see others success commits wrong, it is necessary to punish him.	0.59
15	Supporting social norm	Those who are involved in unsocial activities should be put into jail.	0.58

Factor two has positive loadings on eight attitude items. This factor accounts for 9.84% of the variance. The underlying theme of this factor indicates that the individuals are supportive of social norm.

Factor-4**Supportive of Constructive Student Movement on Reformative Issues**

Variance = 8.27%

Item No.	Characteristic of Item	Item	Loading
23	Violence against authority	In educational institution if the library fails to supply relevant books than all the activities of should be stopped.	0.73
43	Pressure to authority	Pressure would be created to the authority for sanctioning money for study tour.	0.69
18	Violence against authority.	Obstruction will be necessary against the authority if there is no change in present examination system.	0.65
33	Violence against authority	Movement should be shown against the administration if the instruments of games and sports are not supplied.	0.61
38	Aggression against authority	Procession should take place if the authority does not give permission of the cultural function.	0.58
28	To Express aggression against authority	Provost should resign from his assignment if he fails to solve of the problem of the hall.	0.55

Factor four has positive loadings on six attitude items. This factor accounts for 8.27% of the variance. The central theme of this factor is that the individuals are supportive of constructive student movement on reformative issues.

Factor-5**Supportive of Romantic Love and Sex Education**

Variance = 6.23 %

Item No.	Characteristic of Item.	Item	Loading
35	Expressed true love	I think that the opposite sex who usually cheats their lover should be teased.	0.75
45	Expressed authoritarian attitudes for love	I will oppress my girl friend who used to differ from my opinion.	0.68
25	Expressed love for partner	If anybody oppressed my girl friend for sexual relationship then he should be strongly punished.	0.66
5	Supporting sex education	I think sex education should be included in the curriculum.	0.59
20	Supportive of sexual activities	Sex workers should be given license.	0.57

Factor five has positive loadings on five attitude items. This factor accounts for 6.23% of the variance. The central theme of this factor indicates that the individuals are **supportive of romantic love and sex education.**

Factor-6**Supportive of Cultural Activities and Aggression for Personal Interest**

Variance = 5.18 %

Item No.	Characteristic of Item.	Item	Loading
37	Supporting cultural activities	The person who creates hindrance at the cultural activities should be threatened properly.	0.74
32	Aggression towards parents	Children should quarrel with the parents if they fail to fulfill their demands.	0.62
2	Expression of violent act	If the friends do not help in the examination hall, their answer scripts will be torn up.	0.59
40	Negative attitude toward odd looking dress	Those students who were wearing odd-looking dress should not be punished.	0.55

Factor six has positive loadings on four attitude items. This factor accounts for 5.18% of the variance. This factor contains the theme that the individuals are **Supportive of Cultural Activities and Aggression for Personal Interest**.

Factor analyses of 45 items showed three distinct patterns of attitudes preference among Student Activists, Student Non Activists and Non Student Activists. Six factors were extracted from the correlational matrices for each group. Attitudinal factors among student activists, nonstudent activists and student nonactivists were the following:-

Student activists	Nonstudent activists	Nonstudent activists
Factor-1: Expressing Violent acts against Educational Administration	Factor-1: Expressed Violent acts against Different Kinds of Authorities	Factor-1: Desiring for Educational Atmosphere
Factor-2: Supportive of Social Love and Sex Oriented Activities	Factor-2: Negative Attitudes towards Prevailing Social Norm	Factor-2: Favourable Attitudes towards Students Political Democracy
Factor-3: Supportive of Aggressive Student Movement	Factor-3: Possessed Negative Attitudes Towards Destructive Student Politics	Factor-3: Supportive of Social Norm
Factor-4: Supportive of Social Norm	Factor-4: Supportive of Terrorism for Different Social Issues	Factor-4: Supportive of Constructive Student Movement on Reformative Issues
Factor-5: Non Supportive of Unlawful Activities and Terrorism	Factor-5: Supportive of Sex Violence	Factor-5: Supportive of Romantic Love and Sex Education
Factor-6: Supportive of Aggressive Student Politics	Factor-6: Supportive of Student Political Rights	Factor-6: Supportive of Cultural Activities and Aggression for Personal Interest

SUMMARY OF THE RESULTS

Part - I

Violent and Aggressive Attitudes: On between group comparison student activists as compared to nonstudent activists were found significantly more violent and aggressive. On the other hand, student nonactivists as compared to nonstudent activists and student activists were found to express non-violent and less aggressive attitudes. On SES comparison, student activists having upper middle SES background were found more violent and aggressive as compared to upper middle SES, nonstudent activists and student nonactivists, on the other hand. On lower middle SES, student activists were also found more violent and aggressive as compared to other two groups. On within group comparison student activists, non student activists and student non activists having upper middle SES background were found to possess significantly more violent and aggressive attitudes as compared to lower middle SES student activists, non student activists and student non activists respectively.

Political Violence: On between group comparison student activists were found to express significantly more political violence as compared to nonstudent activists and student nonactivists. On upper middle SES comparison, upper middle SES student activists significantly more political violence as compared to upper middle SES non student activists and student non activists. On lower middle SES student activists were also found to express significantly more political violence as compared to nonstudent activists and student nonactivists. On within group comparison student activists, non student activists and student non activists having upper middle SES background significantly more political violence as compared to lower middle SES student activists, non student activists and student non activists respectively.

Social Violence: On between groups comparison student activists significantly more social violence as compared to nonstudent activists and student nonactivists. On upper middle SES comparison, student activists were found to express significantly more social violence as compared to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student activists were also found to express significantly more social violence as compared to nonstudent activists and student nonactivists. On within group comparison student activists, non student activists and student non activists having upper middle SES background were found to express significantly more social violence as compared to lower middle SES student activists, non student activists and student non activists respectively.

Institutional Violence: On between groups comparison student activists were found to express significantly more institutional violence as compared to nonstudent activists and student nonactivists. On upper middle SES comparison, student activists were found to score significantly higher on institutional violence as compared to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student activists were also found to express significantly more institutional violence as compared to nonstudent activists and student nonactivists. On within group comparison student activists, non student activists and student non activists having upper middle SES background were found to express significantly more institutional violence as compared to lower middle SES student activists, non student activists and student non activists respectively.

Administrative Violence: On between group comparison student activists were found to express significantly more violence towards administrative as compared to nonstudent activists and student

nonactivists. On upper middle SES comparison, student activists significantly more violence towards administrative as compared to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student activists were also found to score higher on administrative violence as compared to nonstudent activists and student nonactivists. On within groups comparison student activists, nonstudent activists and student nonactivists having upper middle SES background were found to express significantly more on administrative violence as compared to lower middle SES student activists, nonstudent activists and student nonactivists respectively.

Sex Violence: On between groups comparison non-student activists were found to express significantly more sex violence as compared to student activists and student nonactivists. On upper middle SES comparison, nonstudent activists significantly more sex violence as compared to upper middle SES student activists and student nonactivists. On lower middle SES nonstudent activists were also found to score significantly higher on sex violence as compared to student activists and student nonactivists. On within group comparison student activists, nonstudent activists and student nonactivists having upper middle SES background were found to express significantly more sex violence as compared to lower middle SES student activists, nonstudent activists and student nonactivists respectively.

Manifest Hostile Attitude: On between groups comparison student activists were found to express significantly more manifest hostile attitudes as compared to nonstudent activists and student nonactivists. On upper middle SES comparison, student activists were found to score significantly higher on manifest hostile attitudes as compared to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student

activists were also found to express significantly more manifest hostile attitudes as compared to nonstudent activists and student nonactivists. On within groups comparison student activists, non student activists and student nonactivists having upper middle SES background significantly more manifest hostile attitudes as compared to lower middle SES student activists, nonstudent activists and student nonactivists respectively.

Internal-External Control: Student activists were found significantly more externally controlled to their personality as compared to nonstudent activists and student nonactivists on between group comparisons. On the other hand, student nonactivists were found to score significantly higher on internally controlled as compared to nonstudent activists and student activists on the internal-external personality variable. On upper middle SES student activists were found to express significantly more externally controlled of personality as compared to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student activists were also found to obtain score significantly higher on externally controlled of personality as compared to nonstudent activists and student nonactivists. On within group comparison student activists, non student activists and student non activists having upper middle SES background were found significantly more externally controlled of personality in comparison to lower middle SES student activists, non student activists and student non activists respectively.

Authoritarianism: On between groups comparisons student activists were found to possess more authoritarian personality as compared to nonstudent activists and student nonactivists. On the contrary, student nonactivists were found to express significantly less authoritarian personality as compared to nonstudent activists and student activists. On upper middle SES student activists were found to score significantly higher

on authoritarian personality in comparison to upper middle SES nonstudent activists and student nonactivists. On lower middle SES student activists were also found to express significantly more authoritarian personality as compared to nonstudent activists and student nonactivists. On within group comparison student activists, nonstudent activists and student nonactivists having upper middle SES background were found to score significantly higher on authoritarian personality in comparison to lower middle SES student activists, nonstudent activists and student nonactivists respectively.

Part – II

The significantly highest positive correlation on violent-aggressive attitudes was found between student activists - student nonactivists ($r= 0.43$) followed by student activists - nonstudent activists ($r= 0.35$) and between nonstudent activists - student nonactivists ($r= 0.29$). On upper middle SES the significantly highest positive correlation was found between student activists - student nonactivists ($r= 0.47$) followed student activists - nonstudent activists ($r= 0.51$) and nonstudent activists - student non activists ($r= 0.45$). Again, on lower middle SES background the significantly highest positive correlation was found between student activists - student nonactivists ($r= 0.52$) followed by student activists - nonstudent activists ($r= 0.59$) and nonstudent activists - student nonactivists ($r= 0.49$). Moreover, the significantly highest positive correlation was found between upper middle SES student activists – lower middle SES student activists ($r= 0.48$) followed by upper middle SES nonstudent activists – lower middle SES nonstudent activists ($r= 0.45$) and upper middle SES student nonactivists – lower middle SES student nonactivists ($r= 0.41$).

The intervariable correlation for student activists showed (table. 37) significantly highest positive correlation between violent-aggressive attitudes and manifest hostility attitudes followed by violent-aggressive attitudes and internal-external control, internal-external control and authoritarianism, violent-aggressive attitudes and authoritarianism, manifest hostility attitudes and internal-external control, manifest hostility attitudes and authoritarianism.

Again, the intervariable correlation for non student activists showed (table. 38) significantly highest positive correlation between violent-aggressive attitudes and manifest hostility attitudes followed by violent-aggressive attitudes and internal-external control, internal-external control and authoritarianism, violent-aggressive attitudes and authoritarianism, manifest hostility attitudes and internal-external control, manifest hostility attitudes and authoritarianism.

Moreover, the intervariable correlation for student non activists showed (table. 39) significantly highest positive correlation between violent-aggressive attitudes and manifest hostility attitudes followed by internal-external control and authoritarianism, violent-aggressive attitudes and internal-external control, violent-aggressive attitudes and authoritarianism, manifest hostility attitudes and internal-external control, manifest hostility attitudes and authoritarianism.

Part – III

Factor analyses of 45 items showed three distinct patterns of attitudes preference among student activists, student nonactivists and nonstudent activists. Six factors were extracted from the correlational matrices for each group. Attitudinal factors among student activists, nonstudent activists and student nonactivists were the following: -

Student Activists	Nonstudent Activists	Student Nonactivists
Factor-1: Expressing Violent acts against Educational Administration	Factor-1: Expressed Violent acts against Different Kinds of Authorities	Factor-1: Desiring for Educational Atmosphere
Factor-2: Supportive of Social Love and Sex Oriented Activities	Factor-2: Negative Attitudes towards Prevailing Social Norm	Factor-2: Favourable Attitudes towards Students Political Democracy
Factor-3: Supportive of Aggressive Student Movement	Factor-3: Possessed Negative Attitudes Towards Destructive Student Politics	Factor-3: Supportive of Social Norm
Factor-4: Supportive of Social Norm	Factor-4: Supportive of Terrorism for Different Social Issues	Factor-4: Supportive of Constructive Student Movement on Reformative Issues
Factor-5: Non Supportive of Unlawful Activities and Terrorism	Factor-5: Supportive of Sex Violence	Factor-5: Supportive of Romantic Love and Sex Education
Factor-6: Supportive of Aggressive Student Politics	Factor-6: Supportive of Student Political Rights	Factor-6: Supportive of Cultural Activities and Aggression for Personal Interest

Chapter Six

Discussion

Chapter Six

DISCUSSION

The present study had been designed for investigating violent and aggressive attitudes of activists and non activists as related to manifest hostility attitudes, personality variables of internal-external control, authoritarianism and socio-demographic factors of upper middle and lower middle SES Ss in Bangladesh. In the present study, the student activists, nonstudent activists and student nonactivists were included as a sample of the study. The theoretical interpretation and review of the literature suggest that any attempt at understanding violent and aggressive attitudes along with manifest hostility, personality factors can not be separated from socio-demographic factors in the political and cultural context of Bangladesh in which this study has been carried out to understand the process of political activism by the students or non-student activists. It is necessary to make a brief analysis of political culture in transitional societies, which is already mentioned in chapter-three. After independence of Bangladesh in 1971 the democratic process of politics though started but different times it has been interacted and disturbed by the authoritarian and half democratic process through various types of political cultures (Almond and Verba, 1963; Sinha, 1972; Ara, 1983). In Bangladesh general mass of people always participated and expressed activistic role for achieving their rights for Bengali Language, independence and socio-economic and political democracy. In the present study it is also proved that not only the students

played activist role but also the nonstudent activists who came from differential political orientations and belong to different sector of service, business, agriculture and other backgrounds participated in the activist role. It means that a political culture of the individual is an integral aspect of more general culture mixed with religious dogma and socio-economic awareness.

In conclusion it can be said that Bangladesh is predominantly a cultural society along with political society. The social values and religious dogmas though are more important to the masses than political values, but it cannot be neglected. In fact, political culture is highly concerned with rights and privileges between different classes of people. In the absence of democratization of power, political culture can not flourish. In Bangladesh there is clearly a vacuum of political teaching in absence of democratic system of government. In a word, it can be said that Bengali history and tradition, Bengali life and customs and Islamic religion have tremendous impact on the development of political culture in Bangladesh. Moreover, culture is a dynamic process and political culture of Bangladesh, is at a formative stage, contingent upon resistant to social change and development of the country.

In the seventies after independence of Bangladesh ideas of elite accommodation and democratic consolidation in the formation of democracy were introduced. It was recognized that as elite groups learn to compromise and negotiate, pragmatic as well as cultural considerations of the institutionalizing of behavioural norms of the elite, political trusts, and other values conducive to the maintenance of democracy has been developed. It was recognized that this learning allows the formation of an

elite political culture, or way of doing politics, which then diffuses out to the masses. Thus the political culture of elites and that of the masses can be seen as reinforcing each other in a continuing reciprocal relationship.

Compared to most little developed countries Bangladesh is religiously, ethnically, linguistically, and socially extremely homogeneous. However, religion, ethnicity and language have been at the core in the formation of a national identity, and the ideology of national identity has been a source of political division. The contested nature of national identity provides fuel for the fire of partisan politics. There is a history of using linguistic, ethnic, and religious identity to mobilize support against repressive regimes. From the late nineteenth century until the creation of Pakistan in 1947, religion played a dominant role in shaping identity. An Islamic identity played a critical role in the creation of Pakistan. Later, during the 1947-71 Pakistan periods, religious nationalism was superseded by a heightened awareness of linguistic, ethnic and cultural identity, as West Pakistani came to be perceived as exploiters and competitors. Ethnicity and language became the dominant sources of identity. Thus ultimately the concept of Bengali political culture incorporated within its fold language, culture and tradition over-powering the sentiments of religion (Murshed, 1978).

Intergroup Differences on Attitudinal Variables: Violent-Aggressive Attitudes and Manifest Hostility Attitudes

The analyses on data on violent-aggressive attitudes scale showed that student activists Ss differed significantly from the non student activists Ss and student non activists Ss on violent-aggressive attitudes. Student activists were found to possess more violent and aggressive attitudes on the

five dimensions such as political, social, institutional, and administrative violence as compared to nonstudent activists and student nonactivists. Student nonactivists, on the other hand, were found less violent-aggressive attitudes towards the five dimensions of political, social, institutional, administrative violence in comparison to student activists, nonstudent activists. Moreover, non student activists were found to possess less violent and aggressive attitudes towards the five dimensions of political, social, institutional, administrative and sex violence in comparison to student activists but possessed more violent and aggressive attitudes towards these five dimensions in comparison to student nonactivists. Thus nonstudent activists were found to belong in the middle position in comparison to student activists and student nonactivists.

The characteristics difference between student activists and student nonactivists fall within the theoretical explanation given by different Western and Eastern investigators (Keniston, 1967; Bay, 1967; Altbach, 1968; Sinha, 1972; Ara, 1988; Begum, 2002). They explained that the student activists as though they were a totally undifferentiated group, it may be more reasonable to consider the activist response as one of a variety of ways of coping with a rapidly changing political, social and economic environment. The development of a typology of these various responses would lead much clarity to the entire matter of student activism. Keniston (1967) distinguishes between a pattern of behaviour, which is activist as well as alienated. The activist youth moves outwards into the arena of social and political life, seeking to introduce and produce change; the alienated youth by, contrast, moves inward seeking to find and develop his own inner world of aesthetically oriented, personal experience.

Several years ago, Merton (1957) distinguished between different modes of involved acceptance or rejection of cultural goals and the institutionalized means to their attainment. Conformity involved a pattern in which the individual accepted both the goals and the means. Retreatism described the individual who had rejected both the goals and the means to their attainment. Both innovation and rebellion can produce activist efforts to change either the entire society or some significant part of the society.

Block, Haan and Smith (1969) differentiate between five patterns of adjustment of youth to the contemporary social and political scene. They develop this typology by distinguishing between two dimensions: (a) the degree of involvement with contemporary political and social issues: (b) the degree to which the individual accepts or rejects the traditional values and the institutionalized authority of the society. Their low level of involvement of the status quo characterizes politically apathetic youth. In Merton's scheme, these are the conformers. Alienated youth, a second type refers to youth who have rejected traditional societal values, are rebelling against the institutionalized structure of authority and are uninvolved in political or social issues. This pattern outlined by Block et al is similar to Keniston's description of the pattern of alienation. A third type is referred to as Individualist youth. These persons are involved in political matters while generally accepting the status quo. They have been described as obedient rebels. Constructivist youth are described as overlapping somewhat with the activists but differing primarily in their degree of rejection of traditional values and authority. The constructivists like the activists, are highly involved in social and political matters unlike the activists, however, they seek to work within the existing framework of society to produce change.

The nonstudent activists though they participate in all activities associated with the student activists, but they did not show extreme activist task. They thought that they have admitted in the college or University for building their career. After some years they have to achieve the degree for getting job. Moreover, though they have political attitudes in cognitive and feeling component, but they do not show it in action tendencies. Thus, they expressed less violent and aggressive attitudes. The characteristics of student activists might be explained through conservative and radical attitudes given by Ara, 1983. She had divided activists in broad perspective into two categories - rightist and leftists. Most of the rightist possess conservative attitudes and try to preserve status quo. On the other hand, leftists usually possess radical attitudes and they support extreme social change. In the present study the activists sample constituted with both conservative and radical subjects. Generally in the educational institution these student activists used to take the leadership role in the student community. To maintain their leadership role, they usually used to play extreme activist role and thereby they expressed violent and aggressive attitudes in comparison to nonstudent activists group.

On the contrary, nonstudent activists are the general public of the country. These general activists though they involve in some kind of activist role like hartal, strike, etc. but they do not play unusual extreme activist role. Besides the nonstudent activists are also have to perform so many duties in their job, business or agriculture. They have to lead their family life also. But the activist work performed by the students has become a normal routine work in present educational system in Bangladesh. Hence in the present study student activists were found to express more violent and aggressive attitudes as compared to nonstudent

activists and student nonactivists. Thus, the hypotheses student activists would score higher on attitudinal variable of violent and aggressive attitudes as well as on manifest hostility attitudes as compared to non-student activists, student non activists respectively is confirmed (H_1 and H_2).

Intergroup Differences on Personality Variable: Internal-External Control and Authoritarianism

In the present study the strength of relationship between attitudinal variable and certain personality variable had been observed. Personality measures of authoritarianism and Internal-external control were administered to the groups of student activists, non-student activists and student non-activists to find out their associative effects on activistic differences. The result showed that the student activists were found to express significantly more externally controlled on I-E scores of personality as compared to non-student activists and student non-activists. On the other hand, student non-activists were found to express significantly more internally controlled in comparisons to non-student activists and student activists on the internal-external control of personality variable. The theoretical support of these findings has its origin in the works of Rotter (1966). According to Rotter, people acquire generalized expectancies to perceive reinforcing events either as dependent on their own behaviour or as being beyond their control. Internally oriented people tend to believe that reinforces are subject to their own control and occur as a result of displaying their skills. Externals, in contrast, see little or no concretion between their behavior and various reinforcers. Thus, the general students of the educational institutions think that they have to do hard work for getting good results. So, they used to utilize their ability and

skill for education and thereby become internally controlled. But the student activists used to believe on powerful others. They thought that the political leaders would change their fate. Thus, they have become externally controlled.

Analyses of data on authoritarianism revealed that student activists were highly authoritarian and they significantly differed from non-student activists and student non-activists. This high authoritarian pattern of the student activists has its support in psycho-analytic theory as explained by Horkheimer (1949). According to the theory, the authoritarian character is the effect of social repression. It is concomitant with the internal repression of impulses. In order to achieve internalization of social control, the super ego assumes an irrational aspect regarding the individual's attitude towards authority. This brings into play the sadomasochistic impulse structure both as a condition and as a result of social adjustment. Thus the individual achieves his own social adjustment by taking pleasure in obedience and subordination. The childhood hatred against father is never completely transformed into love. Some part of this aggressiveness is absorbed into masochism and some part into sadism, which is directed ultimately towards the out-group (Adorno, et. al. 1950). This authoritarian character is shared by the student activism in general. Traditionally, student activists are in favour of status quo and hierarchical society. Psychoanalytic explanation reveals that the authoritarianism represents a social class characterized by obedience and subordination. It is therefore, likely that the student activists would score higher on the items favouring authoritarian attitudes. As such the hypothesis student activists would have higher scores on authoritarianism dimension as compared to nonstudent activists and student nonactivists have been confirmed.

Analysis of results showed that nonstudent activists were the lowest authoritarian as compared to student activists and student nonactivists. This low scoring by the nonstudent activists has been termed by Brown (1947) as a protest against the high scorers of student activists who represent authoritarianism. Hence the determinant of low authoritarianism is psychological rather than rational. They are forced by rigid superego demands to protest against social repression. The nonstudent activists become lowest authoritarian in their way of thinking, they are psychologically constricted and not able to act as energetically as their conscience demands. Thus, the hypotheses that student activists would score higher on the personality variables of internal-external control and authoritarianism as compared to nonstudent activists and student nonactivists respectively is confirmed (H_3 and H_4).

Intragroup Differences Between Upper Middle SES and Lower Middle SES Background of SA, NSA and SNA on Attitudinal and Personality Variables

In the present study the upper middle SES and lower middle SES of parental background were taken into consideration as to observe their effects on the attitudinal differences of the respondents. It was hypothesized that student activists, non student activists and student non activists of upper middle SES background would score higher on the attitudinal variable of violent and aggressive attitudes and manifest hostility attitudes as compared to student activists, non student activists and student non activists respectively of lower middle SES background. The result showed that student and non-student activists as well as student non-activists of upper middle SES background scored higher on the attitudinal variables of violent and aggressive

attitudes and manifest hostility attitudes as compared to student activists, non-student activists and student non-activists having lower middle SES background. Because the former expressed more violent and aggressive attitudes as they want to maintain status quo. Upper middle class people have the opportunity to enjoy the facilities of the society having their higher income, occupational and educational background of their parents. On the contrary, all the three groups like student activists, non-student activists and student non-activists having their lower income, occupation and educational backgrounds of their parents used to enjoy least opportunity and facilities of the society. Thus, these groups expressed less aggressive attitudes and hostility. They support social change.

The theoretical support of these findings has its origin in the works of Adorno et al (1950). The children socialized in higher income group family develop a tendency to preserve wealth and prefer conservative attitudes. The children who are socialized in a less economic privileged atmosphere prefer liberal attitudes. Thus, economic and psychological insecurity affect the individual's attitudes and politics and lead the direction of attitudinal preferences (Lipset, 1968). According to the theoretical perspective regarding the nature of human aggression-social learning regards aggression as a specific form of social behaviour - a form that is both acquired and maintained in much the same manner as many other forms of behaviour. Human beings do not aggress either because of guilt in urges towards such behaviour or because of aggressive drives' arousal through frustration. Either they engage in aggressive actions because (1) they have learned such responses through past experiences, (2) either they receive or expect various forms of reward for performing such behaviour and (3) they are directly encouraged to aggress against others by specific social conditions (Bandura, 1973).

Freud believed that aggression is an inborn drive. Hostile impulses generated by death instinct build up over time. If they are not released periodically in relatively safe and non-harmful ways, they soon reach dangerous level capable of producing strong act of violence. Siegal (1992) found aggressive behaviour is learned largely through observation and through reward. He also reported that aggressiveness runs in families, not because of heredity, but because of socialization. Social learning theory states that children exposed to aggressive parental models will demonstrate aggressive characteristics outside the home; children can learn aggression from their aggressive parents, who may wish to prevent antisocial behaviour in their children. Aggression explains three aspects: first, how aggressive patterns of behaviour are develop; second, what provokes people to behave aggressively and third, what determines whether they are going to continuum to resort to as aggressive behaviour pattern on future occasion (Bandura, 1973; Evans, 1989, Ara, 2007).

The result also showed that the student activists, non student activists and student non activists having upper middle SES background were found to express significantly more externally controlled of personality in comparison to lower middle SES background respectively. Rotter (1966) considers human behaviour to be motivated. People strive to maximize rewards and to minimize or avoid punishment. According to Rotter's expectancy reinforcement model have focuses almost exclusively on inner core of personality in which certain motives or traits are considered to control behavior, irrespective of the operation of situational demands (Rotter, Chance, & Phares, 1972).

Again the result showed that the student activists, non student activists and student non activists having upper middle SES background were found to score significantly higher on authoritarian personality in comparison to lower middle SES background respectively. Kool's Authoritarian personality Approach stated that each person behaves according to his position in hierarchy and the more opportunity he gets through his position to show dominance, the greater would be the authoritarian tendency of the member of a group. Thus, the hypothesis that student activists, non student activists and student non activists having upper middle SES would score higher on the attitudinal variables (i.e. violent and aggressive attitudes; manifest hostility attitudes) as well as personality variables (i.e. internal-external control and authoritarianism) as compared to lower middle SES background respectively is confirmed (H₅).

Violent and Aggressive Attitudinal Patters: Student Activists, Nonstudent Activists and student Nonactivists

There are theoretical grounds for anticipating that certain violent and aggressive attitudes will be related predictably to activism and non-activism (Keniston, 1967; Sinha, 1980) in the educational institutions as well as in non-educational sectors of Bangladesh (Ara, 1983, 2007; Haque, 2002). Empirical findings (Keniston, 1967; Sinha, 1980; Ara, 1983, 2007; Haque, 2002) support such expectation that violent and aggressive attitudes are significantly related to student activism and non-student activism in the differential situations. In the context of this theoretical orientations and empirical findings it has been predicted that violent and aggressive attitudes would be significantly associated with the manifest hostility attitudes of the activists and non-activists in educational and non-

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educational sector of Bangladesh. The present investigation showed that aggressive and violent attitudes were definitely related with the hostile attitudes and terrorism of the activities. A striking finding revealed by the factor analytic result was that both student activist and nonstudent activists of Bangladesh exhibited certain commonality as well as diversity in their violent and aggressive attitudinal preferences reflex that both student and nonstudent activists expressed violence acts against educational administrations and different kinds of authority. Supportive of love and sex oriented activities and desire for students political rights, the diversity of attitudes were found among these two types of activists was that student activists were supportive of aggressive student movements and social norm but non-supportive of unlawful activities and terrorism. On the contrary, nonstudent activists expressed negative attitudes towards prevailing of terrorism for different social issues.

Among the three groups student non-activists were found supportive of educational atmosphere possessed favourable attitudes towards student political democracy, supportive of social norm and expressed support for constructive student movement on reformative issues. These student nonactivists were found supportive of romantic love and sex education as well as expressed support for cultural activities and also showed aggression for personal interest.

These findings of student and nonstudent activists and student nonactivists violent and aggressive attitudes against administration and authority were supported by some characteristic features of activists in developed countries. The activists of developed countries expressed some distinctive characteristic features like the protest prove personality

(Atkinson et al., 1966; Paulhus, 1967), some basic value commitments (Flacks, 1967), parental values (Solomon & Fishman, 1963). In developing countries student activists were found guided by ideal or socialism, Marxism, modern secular, political thinking, involvement of political thinking, involvement of political parties and political ideology (Altbach, 1968; Lipset & Altbach, 1966) Keinston, 1967), Omar, 1973; Talukder, 1977; Ara, 1983). The causes of activism in the developing countries are also narrated by some investigators (Such as activists inducing context, conflicting perspective and regulation, rationalization of education, the subversive function of the university, the role of the institution, responses to contemporary social and political life, participation in decision making, the issue of protest etc.)

On the contrary, non-student activists were also found supportive of violent acts against different kinds of authority (Factor: 1). This attitude may be explained by the facts that once the non-student activists were the leader activists of different student organizations. Thus, when they joined in a different job, business in different organizations or industry where they were dissatisfied with their demands used to behave like student activists. These non-student activists were found to express negative attitudes towards prevailing social norm, SES, oriented violence and supportive of terrorism for different social issues and student political rights but they did not support destructive student politics. These attitudes can be explained by biological theory of aggression and violence, ethological approach, socio-biological theory of instinct. According to Freud (1930), all human possess an ethnicity and aggressive urge that must sometimes be expressed. Anna Freud (1949) held some viewpoint such as

aggression constantly is generated within the body. Unless the energy is neutralized or discharged in some socially acceptable actions, the pent up urge could inevitably lead to destructive attack upon other people or the self. However, evidence supporting the idea of catharsis showing that it has no effect or actually lead to more aggression (Baron, 1983). Lorenz (1974) suggested that aggression mainly form and innate fighting instinct that human beings share with many other species. According to Sociobiological theory of aggression (Wilson, 1975), Social behaviour like physical structure is the product of social evolution. This theory holds the fact that human beings are often aggressive which was once adaptive for them.

According to social learning theory of aggression and violence (Bandura, Ross & Ross, 1961) subjects that where exposed to aggressive behaviour reacted more aggressively when instigated by an aggression arousal than subjects that were not exposed to aggressive behaviour.

According to these investigators, both aggression and non-aggression can be socially learned. Bandura (1977) believed that aggression is learned through a process called behaviour modeling. Behaviour modeling includes attention, retention, motor, reproduction and motivation. According to human aggression social learning view, either individual engage in aggressive actions because (i) they have learned such responses through part experiences (2) either they receiver or expect various form of reward for performing such behaviour and (3) they are directly encouraged to aggress against other by specific social conditions (Evans, 1989).

Another common feature in the patterns of violent and aggressive attitudes between SA and SNA is that they laid emphasis upon supportive of social norm and student movement on some reformative issues and romantic love with sex oriented activities. This attitudinal commonality in violent and aggressive attitudes between SA and SNA may be explained in terms of that both the groups were from student community and belong to same educational institutions. This behaviour may be explained by the social learning theory of aggression and violence. The investigators of this theory suggests that social imitation may be responsible for acquisition of some of the behaviours through reinforcement both the groups were socialized to abide by the values of social norm and romantic love. Both the groups were also found supportive of student movement. Bandura (1977) argues that aversive experiences of the individuals can lead to emotional arousal, which caused some times to play some anti social and pro-social activities. This investigation believed that three aspects might explain violent and aggressive activities, which laid student reverent, first how aggressive patterns of behaviours are developed. Second what provokes individuals to behave aggressively. Third what determines with there the individuals are going to continue to resort to an aggressive behaviour pattern and future actions (Evans, 1989).

Through direct and various experience, individuals also learn (i) Which persons or groups are appropriate targets for aggression, (ii) What actions by others either justify or actually require aggressive retaliations, and (iii) What situations or contexts are ones in which aggression is appropriate or inappropriate. In short, the social learning perspective suggests that whether a specific person will aggress in a given situations depends of a vast array of factors, including that person's past experience, the current reinforcements associated with aggression, and many variables that shape the person's thoughts and perceptions concerning the appropriateness and potential effects of such behaviour.

The distinctive features of SA in violent and aggressive attitudinal assignment is reflected in emphasis on expressing violent acts against educational administration (Factor-1). This differentiates features in structural property of aggressive attitudes by the SA are closely associated with the characteristics features of SA. Some investigators found that belongingness to atavistic culture can make differential impact on the preferences on violent acts against educational administration on the contrary SNA are the general students who have associated them with the educational institutions and they desire for perfect educational atmosphere. Thus, a direct inspection of the structural properties of violent and aggressive attitudes of SNA furnishes this information as to their unique and distinctive attitudinal references.

In conclusion, it may be said that substantive findings about the violent and aggressive attitudes of SA, NSA and SNA of Bangladesh are of considerable interest in their own right. This analysis relevant that violent and aggressive attitudes which the SA, NSA and SNA displayed on various measures seemed to be influenced by different variables pertaining to personality factors manifest hostility attitudes and demographic background. This was particularly the case with regard to manifest hostility attitudes, authoritarianism, and internal external control personal identity and status differences. All these variables displayed some significant role in two types of activist characteristic but did not appear to be such significant factor in case of SNA. The most influential and dominant factors rating in activities behaviour seemed to be generated from the violent aggressive attitudes, which the SA and NSA hold in their own cultures.

Implication of the Present Study

The study has made an empirical investigation on violent-aggressive attitudes, manifest hostility attitudes, personality and demographic factors of the student activists, non student activists and student non activists in the sociopolitical and cultural context of Bangladesh. Both in developed and developing countries student activists as well as non student activists has been recognized as a political culture which has become instrumental in bringing about some changes of various social, cultural, economic and political issues. Viewed in this perspective the present study may be regarded as a valuable addition in understanding of socio-economic situation of student activists as well as student nonactivists and general student's problems in developing countries. Review of literature on the activism process of students as well as of non student activists in developed and developing countries has provided various comprehensive explanation which are not sufficient to draw conclusive generalizations applicable in explaining the causes and aggressive behaviour of both student activists and non student activist individuals. The study has been conducted with the specific aim of having empirical findings about students and nonstudent aggressive and hostile behaviour in the educational and political context of Bangladesh. Furthermore, it should be pointed out more the study has provided an intergroup and intragroup comparison among student activists, non student activists and student non activists which is unique in the sense that not even a single event has been made in the macro level perspective previously. Bangladesh is a country of monolingual Bengali culture holding heterogeneous political culture within its fold. It is therefore, suggested that a comparative study of violent-aggressive attitudes of student community as well as non student

community within Bengali and Bangladeshi nations would bear scientific value in understanding student as well as non student force in the context of political cultural variations.

The present study has also attempted to find out the differences and similarities of three groups' students and non students violent-aggressive attitudes as well as different socio-economic status differences in the present socio demographic perspective. Thus the present study is a novel approaches for understanding and explaining student activism as well as nonstudent activism scientifically, methodologically and in a broader socio demographic setting.

The most important feature of the study is useful in the evaluation and guidance of the phenomena in terms of violent-aggressive attitudes, manifest hostility attitudes, personality factors and demographic variables. This feature is important for understanding the current student unrest as well as nonstudent agitations in Bangladesh. In recent years Bangladesh have been experiencing student disturbances as well as adult nonstudent individual's agitations in the different issues of political as well as in educational fields. It is now the general consensus of the administrations that these short of activism either in the educational sector or in the different sectors of general masses should be dealt with seriously for future progress of the nations. In the present situation the administrator of Bangladesh has taken drastic attempt to discover the unruly functioning of the activists and also has been trying to maintain discipline in every sector of the society. The study is concerning with the investigation of several factors that might have both predisposing and precipitating effects on activism of students as well as nonstudents. Thus, the study makes an effort to an empirical study in the natural social settings of the students in particular and nonstudents in general.

Considered in its social context of Bangladesh, the study helps to deal with controversial aspects about the role of student activists as well as nonstudents activists supports empirically. The strong conviction is that student and nonstudent activism in developing countries is stemming from frustration, threat or deprivation. The study also focuses some light about the relevance of attitudinal as well as personality preferences that appears to moderate and integrate the effect of activism on the development of violent–aggressive attitudes. All these explanations cited above may be pointed out as the theoretical and applied relevance of the present study.

Suggestions for Future Research

The study utilized multidimensional criterion group design method, which proved to be effective for investigating violent–aggressive attitudes of student activists, nonstudent activists and student nonactivists in the context of Bangladesh culture as it appears from the findings. It has also direct reference with the political cultural orientation and socio demographic differences of different group concerned. The interpretation of the important findings, however, reflected the violent–aggressive attitudes of a very small population, which may not be sufficient for making inference and assumption leading to conclusive theoretical orientations about the political activism. There are a large number of controversial literatures relating to the area of activism that have reported conflicting findings which can not be covered by the findings of the present study. Hence the significant findings of the investigation could not be emphatically generalized without substantial empirical researches in the future in order to get specific and conclusive picture confirming the present

findings. It is, therefore, suggested that well designed and sophisticated longitudinal researches for studying the assumptions at the empirical level in the context of Bangladesh are the basic necessity for the future research.

It is, however, admitted that the study was conducted to find out the intergroup differences in which samples were selected only from the northern part of Bangladesh. The findings so far obtained from the result have been explained largely in the form of activism. No control has been maintained in gender and residential background of the respondents, which to a large extent may have enduring influence for activism. The main purpose of the study is being to investigate differences and similarities in violent-aggressive attitudes of student activists, nonstudent activists and student nonactivists. The gender, religion and urban-rural considerations had been by passed for pragmatic reasons of making the investigation less complicated and statistically powerful. Future empirical studies covering these areas may be conducted with specific objectives for obtaining conclusive results.

In spite of all these limitations of the study the investigator hopes that in the absence of any specific study in the area of violent-aggressive attitudes in varied cultural context of Bangladesh, the investigation might provide valuable insights to the future researchers for making conclusive and valid generalizations.

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Appendices

Personal Information Sheet (PIS)

- ১। নাম : ----- ২। বয়স : -----
- ৩। শিক্ষাগত যোগ্যতা : ----- ৪। ধর্ম : -----
- ৫। পিতার নাম : ----- ৬। পিতার শিক্ষাগত যোগ্যতা : -----
- ৭। পিতার পেশা : ----- ৮। পিতার বার্ষিক আয় : -----
- ৯। মাতার নাম : ----- ১০। মাতার শিক্ষাগত যোগ্যতা : -----
- ১১। মাতার পেশা : ----- ১২। মাতার বার্ষিক আয় : -----
- ১৩। বসবাসের স্থান : গ্রাম / শহর
- ১৪। স্থায়ী ঠিকানা : -----

- ১৫। আপনি কোন অনুষদে অধ্যয়ন করেন তাতে টিক (✓) চিহ্ন দিন :
(ক) বিজ্ঞান (খ) কলা (গ) বাণিজ্য (ঘ) সামাজিক বিজ্ঞান (ঙ) আইন
- ১৬। আপনি কোন রাজনৈতিক দলে সংশ্লিষ্ট, তাতে টিক (✓) চিহ্ন দিন :
(ক) বাংলাদেশ আওয়ামীলীগ/ বাংলাদেশ ছাত্র লীগ (খ) বি, এন, পি/ বাংলাদেশ ছাত্র দল
(গ) জামাতে-ইসলামী বাংলাদেশ/বাংলাদেশ ইসলামী ছাত্র শিবির

Appendix - A

Activism Criteria Questionnaire (ACQ)

- ১। আমি আমার পছন্দনীয় একটি রাজনৈতিক ছাত্র সংগঠনের সদস্য হওয়া পছন্দ করি। হ্যাঁ / না
- ২। ছাত্র-ছাত্রীদের বিভিন্ন সুযোগ সুবিধা আদায়ের জন্য আমি মিছিলের আয়োজন করতে পছন্দ করি না। হ্যাঁ / না
- ৩। আমার পছন্দনীয় একটি রাজনৈতিক সংগঠনের একটি পদের নির্বাচনে আমি প্রতিদ্বন্দ্বিতা করতে চাই। হ্যাঁ / না
- ৪। আমি বিশ্বাস করি যে রাজনৈতিক ছাত্র সংগঠনই শিক্ষা প্রতিষ্ঠানের কর্তৃপক্ষের চেয়ে ছাত্র-ছাত্রীদের সমস্যা সমাধানে বেশী সহায়ক। হ্যাঁ / না
- ৫। গণতন্ত্র প্রতিষ্ঠার জন্য একটি বিশেষ রাজনৈতিক সংগঠনের স্বার্থে আমি কাজ করি। হ্যাঁ / না
- ৬। আমার দলীয় সংগঠনের নীতি প্রনয়ণে আমি মোটেই আগ্রহী নই। হ্যাঁ / না
- ৭। আমি রাজনৈতিক সংবাদ পঠন ও শ্রবণ অন্যান্য সংবাদে চেয়ে বেশী পছন্দ করি। হ্যাঁ / না
- ৮। ছাত্র-ছাত্রীদের দাবী আদায়ের লক্ষ্যে আমি শিক্ষা প্রতিষ্ঠানের কর্তৃপক্ষের বিরুদ্ধে কোন কঠোর কর্মসূচী নেওয়াকে পছন্দ করি না। হ্যাঁ / না
- ৯। আমি অন্যান্য বিষয়ের চেয়ে রাজনৈতিক সমস্যার উপর বক্তৃতা দিতে বেশী পছন্দ করি। হ্যাঁ / না
- ১০। আমার শিক্ষা প্রতিষ্ঠানের প্রধান কোন রাজনৈতিক মতাদর্শের সমর্থক না হলে আমি তাকে উৎখাত করার জন্য আন্দোলন করি না। হ্যাঁ / না

Appendix - B

Violent and Aggressive Attitude Scale

নির্দেশাবলী

নিম্নে কতকগুলো উক্তি দেয়া হলো। এগুলোর প্রত্যেকটির প্রতি আপনার সমর্থন বা অসমর্থন সূচক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ = নি, একমত নই = এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন। অনুগ্রহ করে কোন উক্তিতে মতামত প্রদান হতে বিরত থাকবেন না। যতদূর সম্ভব নিরপেক্ষ স্থানটিতে টিক (✓) চিহ্ন দিবেন না। মনে রাখবেন, এখানে কোন ভুল বা শুদ্ধ উত্তর নেই। আপনি সম্পূর্ণ খোলা মনে আপনার মতামত প্রকাশ করুন। আপনার উত্তরের গোপনীয়তা রক্ষা করা হবে। আপনার আন্তরিক সহযোগিতার উপর এই গবেষণার সাফল্য নির্ভর করছে।

১। প্রতিটি শিক্ষাগণে সহশিক্ষার জন্য ছাত্রদের আন্দোলনে অংশ গ্রহন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২। পরীক্ষার হলে বন্ধুরা সাহায্য না করলে তাদের খাতা ছিঁড়ে ফেলা দরকার।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩। ছাত্র-ছাত্রীদের বিভিন্ন সুযোগ সুবিধা না দিলে কর্তৃপক্ষের বিরুদ্ধে আন্দোলন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪। চাকুরীর কোটার বিরুদ্ধে ছাত্র আন্দোলন করা উচিত বলে আমি মনে করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৫। আমি মনে করি যৌন বিষয়ক শিক্ষা অবশ্যই পাঠ্যসূচীর অন্তর্ভুক্ত করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৬। ছাত্র রাজনীতির ক্ষেত্রে অন্যায় কার্যকলাপ তাত্ক্ষণিকভাবে বন্ধ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৭। ধূমপানকারীদের শ্রেণী কক্ষে ঢুকতে দেয়া হবেনা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৮। কর্তৃপক্ষ দ্বায়িত্বহীন প্রতিক্রিয়ার কারণে ছাত্র আন্দোলন ঘটে থাকে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৯। ছাত্র রাজনীতি বন্ধ করলে প্রশাসনের বিরুদ্ধে সংগ্রাম করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮০	১৮১	১৮২	১৮৩	১৮৪	১৮৫
১৮৬	১৮৭	১৮৮	১৮৯	১৯০	১৯১
১৯২	১৯৩	১৯৪	১৯৫	১৯৬	১৯৭
১৯৮	১৯৯	২০০	২০১	২০২	২০৩
২০৪	২০৫	২০৬	২০৭	২০৮	২০৯
২১০	২১১	২১২	২১৩	২১৪	২১৫
২১৬	২১৭	২১৮	২১৯	২২০	২২১
২২২	২২৩	২২৪	২২৫	২২৬	২২৭
২২৮	২২৯	২৩০	২৩১	২৩২	২৩৩
২৩৪	২৩৫	২৩৬	২৩৭	২৩৮	২৩৯
২৪০	২৪১	২৪২	২৪৩	২৪৪	২৪৫
২৪৬	২৪৭	২৪৮	২৪৯	২৫০	২৫১
২৫২	২৫৩	২৫৪	২৫৫	২৫৬	২৫৭
২৫৮	২৫৯	২৬০	২৬১	২৬২	২৬৩
২৬৪	২৬৫	২৬৬	২৬৭	২৬৮	২৬৯
২৭০	২৭১	২৭২	২৭৩	২৭৪	২৭৫
২৭৬	২৭৭	২৭৮	২৭৯	২৮০	২৮১
২৮২	২৮৩	২৮৪	২৮৫	২৮৬	২৮৭
২৮৮	২৮৯	২৯০	২৯১	২৯২	২৯৩
২৯৪	২৯৫	২৯৬	২৯৭	২৯৮	২৯৯
৩০০	৩০১	৩০২	৩০৩	৩০৪	৩০৫

৩৮। শিক্ষাঙ্গণে কৃষ্টিমূলক অনুষ্ঠানের অনুমতি না দিলে কর্তৃপক্ষের বিরুদ্ধে ছাত্র মিছিল করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৩৯। অফিসের কর্মকর্তা-কর্মচারীদের নীতি বহির্ভূত কার্যকলাপে বিরুদ্ধে সকল ছাত্র-ছাত্রীরা প্রতিবাদ করবে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪০। অসামাজিক পোষাক পরিধানকারীদের শাস্তি দেয়া উচিত নয়।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪১। বাংলাদেশে নির্বাচিত সরকারের চেয়ে তত্ত্বাবধায়ক সরকারের গ্রহণযোগ্যতা বেশী বলে আমি মনে করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪২। শিক্ষাঙ্গণ থেকে সম্রাসীদের তাড়াবার জন্য সকল ছাত্র-ছাত্রীরা প্রতিরোধ গড়ে তুলতে হবে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৩। শিক্ষা সফরের জন্য আর্থিক অনুদানের লক্ষ্যে কর্তৃপক্ষের উপর চাপ প্রয়োগ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৪। সরকারের শিল্প সংকোচন নীতির বিরুদ্ধে ছাত্র আন্দোলন করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

৪৫। আমার প্রেমিকার সঙ্গে মতপার্থক্য হলে তার উপর অত্যাচার করবো।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১১. প্রধানতঃ ধরা পড়ে যাবার ভয়ে নয় বরং সততার কারণে অনেক মানুষ সং।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১২. আমি মাঝে মধ্যে নির্বোধ মানুষদের পরিহাস করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৩. একরাশ মানুষের মধ্য থেকে কেউ যখন আমার সামনে যাবার চেষ্টা করে আমি প্রায়ই খুব বিরক্ত হই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৪. কিছু নষ্ট করার জন্য আমি কখনও অধ্যক্ষের নিকট প্রেরিত হই না।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৫. আমি প্রায়ই দুঃখিত কারণ আমি অতিতির্যক এবং বদমেজাজী।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৬. আমি মাঝে মাঝে বস্তুলোকে ভেঙ্গে চুরমার করার অনুভূতিকে পছন্দ করি।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৭. আমি মনে করি বেশীর ভাগ মানুষ উপরে উঠার জন্য মিথ্যা চর্চা করে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮. আমার জন্য যদি মানুষ এসব কিছু ভিতরে পুশে না রাখতো আমি আরও বেশী সফলকাম হতে পারতাম।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৯. আমি কখনও বদমেজামী নই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২০. যে সব ঘোড়া টানতে পারে না তাদের প্রহার অথবা লাথি মারাই উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১১. ঔষধনতঃ ধরা পড়ে যাবার ভয়ে নয় বরং সততার কারণে অনেক মানুষ সঃ।
১২. আমি যাকে মাঝে মাঝে নিবোধ মানুসদের পিছান করি।
১৩. একমাল মানুসের মধ্য থেকে কেউ যখন আমায় জানেন যাবার চেষ্টা করে আমি ঔষধই বঁচি বিবক্ত হই।
১৪. কিছু নষ্ট করার জন্য আমি কখনও অধিকার নিকট গৌত হই না।
১৫. আমি ঔষধই দৃষ্টিত কারণ আমি অতিথিক এবং বদমেজাজী।
১৬. আমি যাকে মাঝে মাঝে বহুভোগকে ভেজ প্ৰমাণ করার অন্তর্ভুক্তিকে পছন্দ করি।
১৭. আমি যখন কনি বেলীর ভাণ মানুস উপরে উঠার জন্য বিখ্যা চটা করে।
১৮. আমি যখন অন্য যদি মানুস এসব কিছু ভিতরে পুনে না রাখতো আমি আরও বেশী সফলকাম হতে পারতাম।
১৯. আমি কখনও বদমেজাজী নই।
২০. যে সব খোড়া টানতে পারে না তাদের গ্হাহর অথবা গাখি মাথাই উঠি।

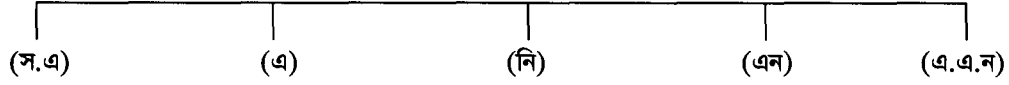
Appendix - D

Rotter's Internal-External Control Inventory (Ara's Bengali Version)

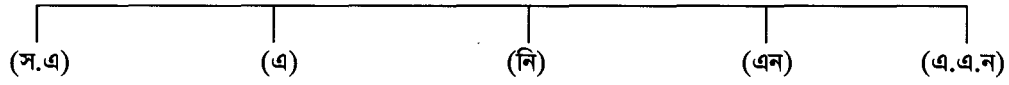
নির্দেশাবলী :

নিম্নে কতকগুলো উক্তি দেয়া আছে। এগুলোর প্রত্যেকটির প্রতি আপনার সমর্থন বা অসমর্থন সূচক পছন্দ ক্রমের পাঁচটি মাত্রা (সম্পূর্ণ একমত = স এ, একমত = এ, নিরপেক্ষ = নি, একমত নই = এ ন, একেবারে একমত নই = এ এ ন) নির্ধারণ করা হয়েছে। প্রতিটি উক্তি মনোযোগ সহকারে পড়ুন এবং উক্তিটি আপনি কতটুকু সমর্থন বা অসমর্থন করেন তা নির্দিষ্ট স্থানে টিক (✓) চিহ্ন দিয়ে প্রকাশ করুন।

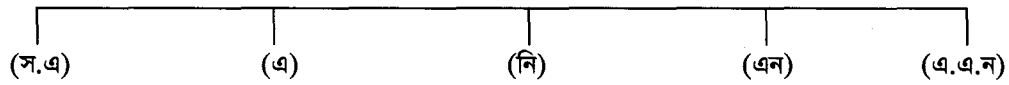
১। ছাত্র-ছাত্রীদের পরীক্ষায় অকৃতকার্যের জন্য তাদের ভাগ্যকেই দায়ী করা চলে।



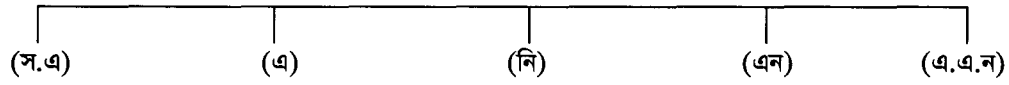
২। পরীক্ষায় অকৃতকার্যের জন্য ছাত্র-ছাত্রীদের অমনোযোগিতাই দায়ী।



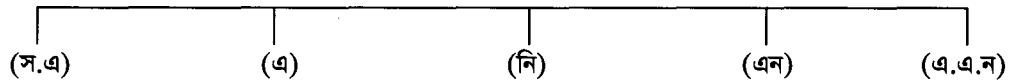
৩। ছাত্রী-ছাত্রীরা বিদ্যালয়ে কৃতিত্ব প্রদর্শন করতে না পারার প্রধান কারণ হলো তারা বাড়িতে লেখা-পড়ার প্রতি উদাসীন থাকে।



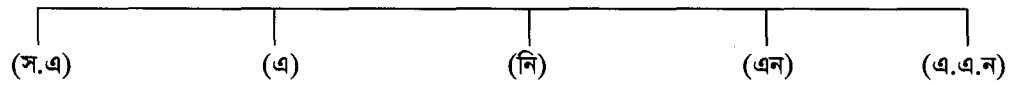
৪। ছাত্র-ছাত্রীরা প্রাণপণ চেষ্টা করেও অকৃতকার্যতা প্রতিহত করতে পারে না।



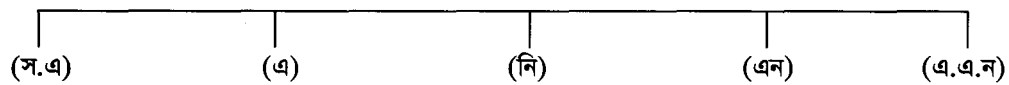
৫। যে কোন ছাত্র-ছাত্রী তার পরিশ্রমের পুরস্কার অবশ্যই পাবে।



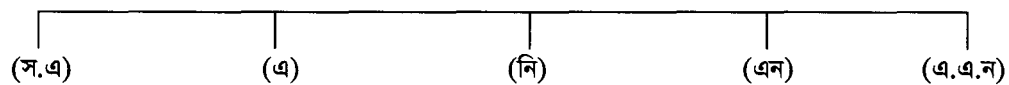
৬। কঠোর পরিশ্রম করা সত্ত্বেও কিছু সংখ্যক ছাত্র-ছাত্রী শিক্ষকদেও পক্ষপাতিত্বের জন্য পরিশ্রমের মূল্য পায় না।



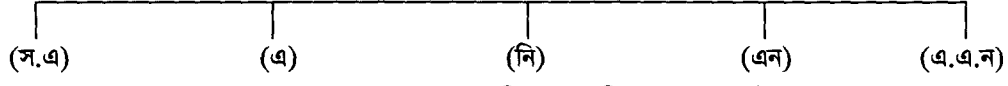
৭। শিক্ষক ছাত্র-ছাত্রীদের প্রতি অবিচার করবে এমন ধারণা অবাস্তব কেননা ছাত্র-ছাত্রীরা লেখা-পড়া করে না।



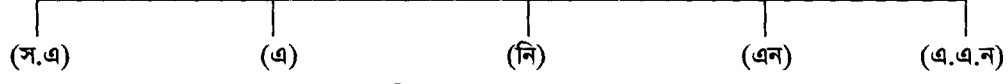
৮। অধিকাংশ ছাত্রের অকৃতকার্যতার পেছনে কিছু অলৌকিক শক্তি কাজ করে।



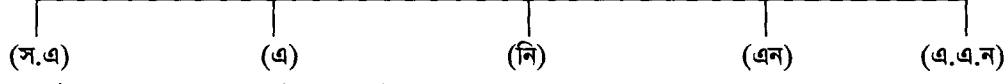
৯। পরীক্ষায় অসৎ উপায় অবলম্বন না করে কোন ছাত্রই আশানুরূপ ফল পেতে পারে না।



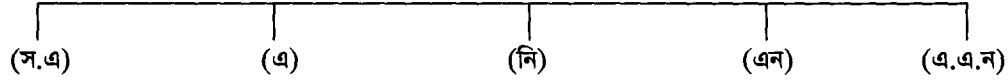
১০। সুযোগের সৎ ব্যবহার করতে না পারায় অনেক মেধাবী ছাত্রই পরীক্ষায় অকৃতকার্য হয়।



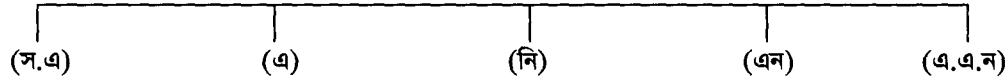
১১। যা ঘটটার তা অবশ্যই ঘটবে মানুষের করণীয় কিছুই নেই।



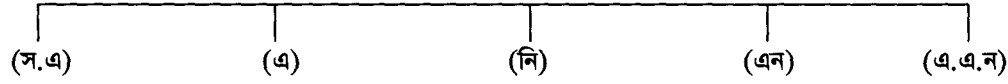
১২। সঠিক সিদ্ধান্ত গ্রহণই সুনির্দিষ্ট লক্ষ্যে পৌঁছানোর একমাত্র উপায়।



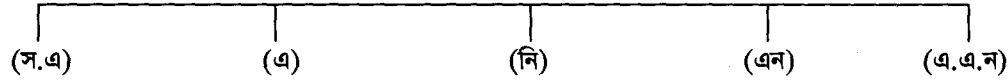
১৩। যদি ছাদেও পরীক্ষার জন্য প্রস্তুতি ভাল থাকে তবে পরীক্ষায় পক্ষপাতিত্বের কথা উঠতেই পারে না।



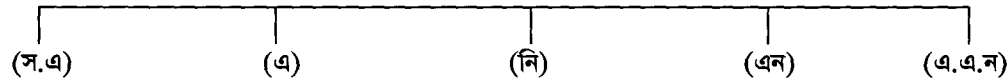
১৪। অনেক সময় পরীক্ষায় প্রশ্নপত্র গঠিত বিষয়ের সঙ্গে এতই সামঞ্জস্যহীন থাকে যে ছাত্রদের পক্ষে লেখা-পড়া করাটা অর্থহীন হয়ে পড়ে।



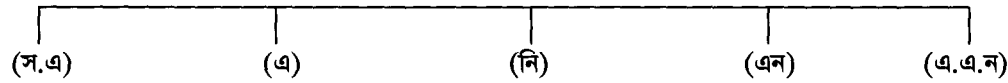
১৫। কৃতকার্যের চাবিকাঠি হচ্ছে কঠোর পরিশ্রম এতে ভাগ্যের কোন ভূমিকা নেই।



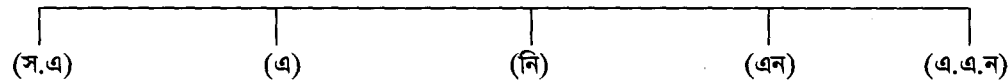
১৬। স্থান, কাল ও পাত্র এ তিন সমন্বয়ের উপরেই জীবনের প্রতিষ্ঠালাভ নির্ভরশীল।



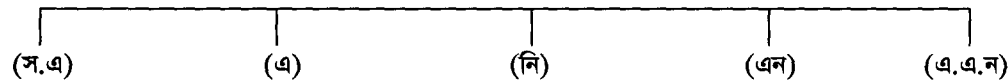
১৭। আমি যখন পরিকল্পনা করি তখন সম্পূর্ণরূপে নিশ্চিত জেনেই করি যে সেটি বাস্তবায়িত হবেই।



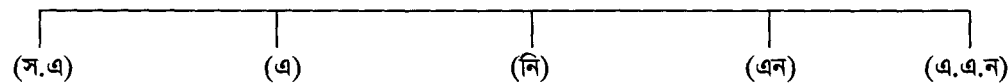
১৮। পূর্ব থেকেই কোন পরিকল্পনা করা উচিত নয়, কেননা অনেক কিছুই ভাগ্যের উপর নির্ভরশীল।



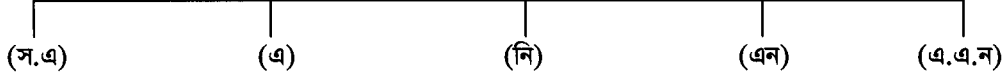
১৯। আমাদের বোধগম্য নয় এবং নিয়ন্ত্রণের বাইরে এমন এক মহাশক্তির দ্বারা জগতের ঘটনা সমূহ নিয়ন্ত্রিত।



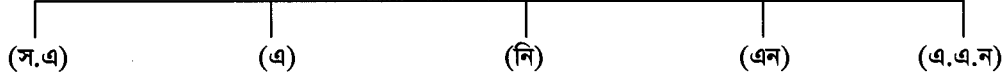
২০। রাজনৈতিক ও সামাজিক কার্যকলাপে সক্রিয় অংশ গ্রহণের মাধ্যমে আমরা জগতের ঘটনা সমূহ নিয়ন্ত্রণ করতে পারে।



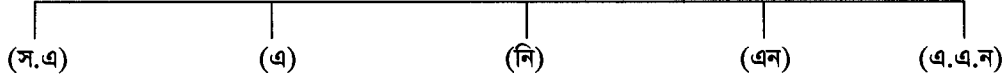
২১। কোন ব্যক্তি আপনাকে পছন্দ করে কি না তা জানা সম্ভব নয়।



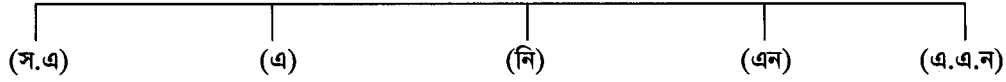
২২। আমি পছন্দনীয় ব্যক্তি কি না তা অবশ্যই জানা সম্ভব।



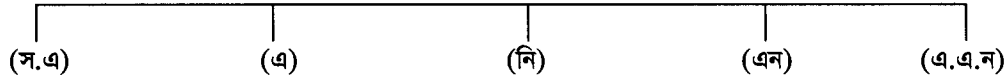
২৩। মাঝে মাঝে আমি বলতে পারি না যে কোন মাপকাঠিতে শিক্ষকগণ আমাকে মূল্যায়ন করেন।



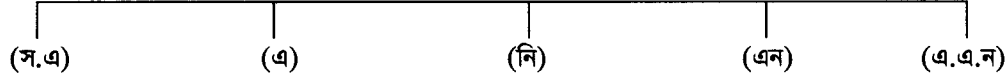
২৪। কঠোর পরিশ্রমের সঙ্গে ফলাফল সম্পর্কযুক্ত।



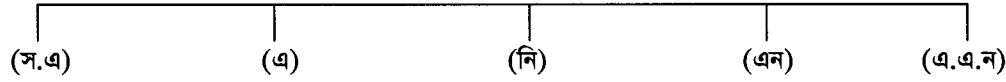
২৫। আমি মনে করি যে দেশের কলেজ ও বিশ্ববিদ্যালয় সমূহ অধিক সময় বন্ধ থাকার কারণে ছাত্ররা পরীক্ষায় আশানুরূপ ফল করতে পারে না।



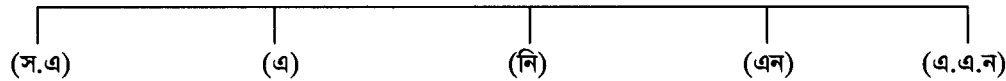
২৬। আমি মনে করি কলেজ ও বিশ্ববিদ্যালয় সমূহ বন্ধ থাকলেও একজন অধ্যাবসায়ী ছাত্র পরীক্ষায় তার আশানুরূপ ফল পারে।



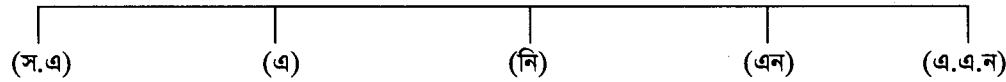
২৭। কোন ছাত্র-ছাত্রীকে সন্তোষ করতে আমি যতই চেষ্টা করি না কেন এমন কতকগুলো ছাত্র-ছাত্রী আছে যারা বিনা কারনেই আমাকে পছন্দ করে না।



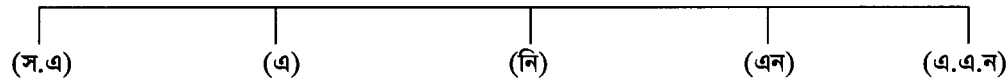
২৮। অন্য ছাত্র-ছাত্রীদের সঙ্গে কিভাবে চলাফেরা করতে হয় তা আমি বুঝি না বলেই তারা আমাকে পছন্দ করে না।



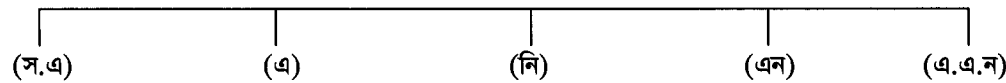
২৯। সাধারণ ছাত্র-ছাত্রীরা কর্তৃপক্ষের সিদ্ধান্তকে প্রভাবিত করতে পারে।



৩০। মাত্র কয়েকজন ক্ষমতাসালী ব্যক্তিরাই বিশ্ববিদ্যালয় চালাচ্ছেন, হতভাগ্য সাধারণ ছাত্র-ছাত্রীদের এতে কিছুই করার নেই।



৩১। ছাত্র-ছাত্রীদের প্রত্যাশা তাদের পরিশ্রম দ্বারা নিয়ন্ত্রিত।



৩২। অনেক সময় ছাত্র-ছাত্রীদের প্রত্যক্ষ তত্ত্বাবধানে নিশ্চিত হয়।

৩৩। যে সকল ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম হয়।

৩৪। অন্তর্ভুক্তির মাধ্যমে ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম করে এবং তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৩৫। পূর্ণাঙ্গ ছাত্র-ছাত্রীরা যে ছাত্র-ছাত্রীদের পটীক্ষায় কৃতকর্ম নেই তা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৩৬। প্রকৃতপক্ষে তাগতীয় পটীক্ষায় কৃতকর্ম নেই যে কোন জিনিস নেই তা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৩৭। প্রকৃতকৃতকর্ম বিষয় চর্চা করলে ছাত্র-ছাত্রীদের জে-এ-পার্স ফ্রি হয় তাহলে কৃতকর্ম হয় এমন ধারণা করা ঠিক নয়, কেননা যারা তাগতীয় পটীক্ষায় কৃতকর্ম করে তারা কৃতকর্ম দেয়।

৩৮। অক্ষমতা, অসুস্থতা, গাফিলতি ইত্যাদি কারণে ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৩৯। এমনিভাবে ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

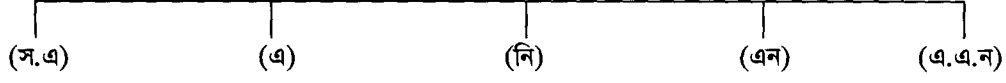
৪০। ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৪১। ছাত্র-ছাত্রীরা তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

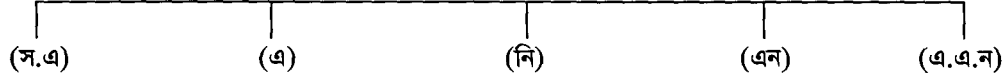
৪২। সকল ছাত্র-ছাত্রীদের অন্তর্ভুক্ত করা পরকর যে, অর্থাৎ অর্থাৎ তাগতীয় পটীক্ষায় কৃতকর্ম করে তাগতীয় পটীক্ষায় কৃতকর্ম নেই।

৪৩। উপর্যুক্ত সবই নিশ্চিত নেই।

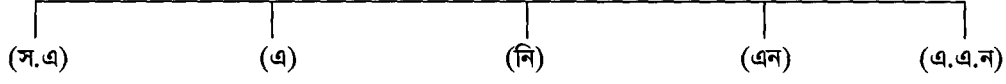
৪৩। ছাত্র-ছাত্রীরা আশ্রয় চেষ্টা করলে কর্তৃপক্ষেও দুর্নীতি নির্মূল করতে পারে।



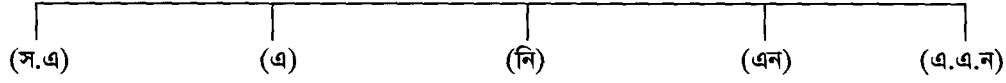
৪৪। কর্মকর্তারা অফিসে বসে কাগজে কলমে যা করেন তা নিয়ন্ত্রণ করা সাধারণ ছাত্র-ছাত্রীদের পক্ষে দুরূহ ব্যাপার।



৪৫। অনেক সময় আমি অনুভব করি যে আমার ছাত্র জীবনে ঘটিত অনেক কিছুর উপরে আমার নিজের কোন প্রভাব নেই।



৪৬। দৈব শক্তি অথবা ভাগ্য ছাত্র-ছাত্রীদের কর্মকে উল্লেখযোগ্যভাবে প্রভাবান্বিত করে না।



১১। মৃত্যুদণ্ডকে নিষিদ্ধ করা উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১২। বর্তমান যুগে বিভিন্ন ধরনের ব্যক্তির সঙ্গে মেলামেশা করলেও সংক্রামক রোগ থেকে বাঁচার জন্য বিশেষ সতর্কতা অবলম্বনের প্রয়োজন নেই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৩। যদিও বাক স্বাধীনতা সকল দলের উল্লেখযোগ্য তথাপি কিছু রাজনৈতিক দলের স্বাধীনতার উপর প্রতিবন্ধকতা আরোপ করা প্রয়োজন।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৪। সমস্যা জর্জরিত ব্যক্তিকে সমস্যাগুলো ভুলে আনন্দদায়ক কাজে রত থাকার পরামর্শ দেয়া বৃথা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৫। গুরুজনদের প্রতি শ্রদ্ধাবোধ এবং আনুগত্য প্রদর্শনে শিশুদের শিক্ষা দেয়া উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৬। আইন প্রণয়ন এবং রাজনৈতিক কর্মসূচীর চেয়ে সাহসী বিশ্বাস ভাজন নির্ভীক এবং নিবেদিত নেতার আয়োজন অপেক্ষাকৃত বেশী।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৭। প্রলয়ঙ্করী ভূমিকম্প বা বন্যার দ্বারাই পৃথিবী ধ্বংস প্রাপ্ত হলেই কেবল মাত্র যুদ্ধ এবং সামাজিক সমস্যাগুলোর সমাপ্তি ঘটতে পারে।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৮। স্বভাবতঃ কারণে তরুণদেও মনে বিদ্রোহের ভাব জন্ম নেয় কিন্তু বয়স বৃদ্ধির সঙ্গে সঙ্গে এগুলোকে নিয়ন্ত্রণ করে সুস্থ জীবন যাপনে ব্রতী হওয়া উচিত।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

১৯। কোন অলৌকিক ক্ষমতা সম্পন্ন ব্যক্তির উপর পূর্ণ বিশ্বাস রেখে তার নির্দেশ সমূহকে পালন করার প্রয়োজন নেই।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২০। আমাদের বসবাসকারী জগতটি অত্যন্ত নির্জন।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২১। সমলিঙ্গীয় যৌন স্থাপন কারী ব্যক্তিদের আইনতঃ অপরাধী হিসাবে শ্রেণীভুক্ত করা ঠিক নয়।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২২। ভোগান্তি ছাড়াই অনেক গুরুত্বপূর্ণ বিষয় শেখা সম্ভব।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)

২৩। নিজের জন্য মঙ্গলময় কি তা অধিকাংশ লোকই জানেনা।

(স.এ) (এ) (নি) (এন) (এ.এ.ন)