

SOME SOCIAL PSYCHOLOGICAL DETERMINANTS OF

VIOLENCE AND AGGRESSION
AMONG YOUNG ADULTS

Ph.D.

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UNIVERSITY OF DHAKA
MAY, 1990

SOME SOCIAL PSYCHOLOGICAL DETERMINANTS OF
VIOLENCE AND AGGRESSION
AMONG YOUNG ADULTS

A THESIS
SUBMITTED TO THE UNIVERSITY OF DHAKA
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

GIFT

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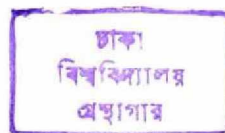
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF DHAKA
May, 1990.



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The undersigned certifies that she has read, and recommends to the University of Dhaka for acceptance, a thesis entitled SOME SOCIAL PSYCHOLOGICAL DETERMINANTS OF VIOLENCE AND AGGRESSION AMONG YOUNG ADULTS, submitted by Feroza Begum in partial fulfilment of the requirements for the Degree of Doctor of Philosophy.

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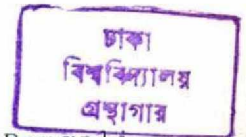
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ABSTRACT

The main objective of this study was to observe some psychological characteristics such as social insight, perceived parental attitudes and parental punitiveness of aggressors as compared to nonaggressors. In addition, some of the socio-demographic and family characteristics along with the personal habits of aggressors and non-aggressors were examined.

The sample of this study consisted of 141 adult males of which 70 were aggressors committing different types of aggressive and violent acts and 71 were non aggressors with no records of violence. These two groups were roughly matched with regard to their age, education, occupation and income.

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In order to observe psychological characteristics, Bengali versions of the Test of Social Insight, a Measure of Perceived Parental Attitude and a Measure of Perceived Parental Punitiveness were used. In addition, a Personal Information Questionnaire was used to collect data on socio-demographic and family characteristics along with the personal habits of the respondents.

The results of t tests, applied to the data on psychological characteristics, showed that the aggressors had an overall poorer social insight compared to the non aggressors. They were also found to be less cooperative, more competitive and more aggressive than their counterparts. Analysis of data on perceived parental attitudes

revealed that the aggressors perceived their parents as more rejecting and dominating than the non-aggressors. They also perceived their fathers as less permissive than non aggressors. Again, the aggressors were found to perceive their fathers as more punitive than non aggressors.

Socio-demographic data revealed that most of the aggressors and their parents were less educated and were from low income group. While a large number of the aggressors were students, most of their fathers were businessmen. Besides, majority of them came from rural areas.

With regard to the family characteristics, it was found that unlike the non aggressors the aggressors came from larger families and most of them were middle borns. Data on personal habits revealed that a large number of aggressors were addicted to various types of intoxicants and almost all of them were habitual smokers. Unlike the non aggressors majority of the aggressors had reported that they spend most of their time with their friends than at home.

In view of the present findings, the importance of the personality characteristics and the role of parents and family environment was highlighted in dealing with the problem of aggression and violence in society.

ACKNOWLEDGEMENT

It is privilege as well as an obligation to express my gratitude to the persons who helped directly and indirectly in accomplishing this thesis.

I would like to extend my deepest respect to Dr.Hamida Akhtar Begum, Professor of Psychology, University of Dhaka for her profound encouragement throughout the research work. In each phase of this study, she was very sympathetic and enthusiastic to help me. I sincerely convey my gratefulness for her valuable suggestions, criticisms and for going through the whole manuscript. It would have been very difficult for me to complete this research without her inspiration, advice and constant help and guidance.

I am also grateful to Dr.Sultana Sarwat Ara Zaman, Chairman and Associate Professor of Psychology, University of Dhaka, for her kind and sincere help in allowing me to do this research. I would also like to acknowledge the help of Dr.Dilruba Afrose, Associate Professor of Psychology, University of Dhaka.

Sincere thanks are extended to Mrs.Naila Rahman, Mrs. Parveen Hug and Mrs.Shaheen Islam, Department of Psychology, for their cooperation in different phases of this research.

I am thankful to the officials of the Ministry of Home Affairs and Dhaka Central Jail for allowing me to conduct this study. Especially I am thankful to the I.G. (Prison), D.I.G. (Prison) and all other Officers of the Prison Section for their kind help.

I would be failing in my duty if I do not express my gratitude to the respondents of my study who had answered the questionnaires and responded to all other queries.

Sincere thanks is also extended to Mr. Mostofa for his excellent typing of the whole manuscript.

I wish to express thanks to a number of authors and publishers whose works have been quoted for this study.

Last but not least, I am highly indebted to my beloved parents, Dr. S. F. Huq (Retired Professor of Radiotherapy) and Mrs. Sazeda Huq, for their untiring encouragement and financial support in completing this thesis.

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INTRODUCTION

CHAPTER - I

INTRODUCTION

Aggression and violence are a constant pre-occupation of our societies all over the world. Sometimes this is spontaneous and at other times it is provoked by special events. Occurrences of war, terrorism, murder, rape, hijacking, child abuse, and the like are all the expressions of human aggression in different forms. An overview of the statistics of aggressive and violent acts in the West as well as in the East, including Bangladesh, indicates that the figures are rising alarmingly. As such, aggression and violence has been one of the major fields of social scientists in general and psychologists in particular. A question asked most frequently is : "What are the factors responsible for aggressive and violent acts?" The question is undoubtedly a big one but needs to be answered to undertake any course of action to control this behaviour so as to ensure a better living. The present research is an humble attempt aimed at this end.

The reason for choosing aggression and violence as an area of research is the noticeable rate of increase in the incidents of aggression and violence in Bangladesh. Statistical reports obtained from the police authorities reveal that while the number of violent acts was 65,600 per year during the period 1966 to 1970 i.e. before the Liberation war, it rose to 1,02,704, per year immediately after liberation i.e. during 1972-1973 (Hussain, H.1987). Although the incidents decreased a little bit in the late seventies, there has been a noticeable increase in the rate of

violent activities in the eighties (Table 1.1 and 1.2 of Appendix-A). Although the actual incidents of aggressive and violent acts are difficult to ascertain because of underreporting due to numerous social factors, it is evident from the available statistics that the problem is undoubtedly a serious one. Everyday people are shocked by the news of bombing, acid throwing, rape, murder, assault, child abuse and clashes between groups in the newspapers, magazines, radio and television. In order to control such a dreadful situation, the Government has promulgated some ordinances of which the Bill of Explosive Items 1987 and the Cruelty to Women (Deterrent Punishment) Ordinance 1983 are recent ones. Apart from the effort of the Government the conscientious people have formed various bodies to resist such acts of violence. However, the situation has not improved much.

It is needless to say that an effective measure to handle this problem requires an understanding of the factors determining aggressive and violent acts. In other words, scientific studies are necessary to identify the root causes. The present research was undertaken for this purpose. Specifically, its aim was to explore some psychological and socio-demographic characteristics of aggressors committing violent acts so as to have a better understanding of this phenomenon at least from the point of view of the aggressors' predisposing characteristics.

The Concept and the Dynamics of Aggression and Violence

Before reviewing the literature on the factors related to aggression and violence in full length, let us see what exactly is meant by these terms. Most psychologists consider intent to harm victim a necessary part of 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, Leonard Berkowitz (1981) defines aggression as "behaviour directed toward the injury of some target". This definition of aggression as behaviour 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 judgements 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, (11) with the intention to harm, (111) 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 emphasizes upon three aspects viz., (1) aggression is a goal directed behaviour, (2) intention of injuring another persons is there, 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 a behaviour which is more of interpersonal or social nature accompanied by certain emotions and attitudes towards a target person or group. Secondly, aggression involves an 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 (1982) maintains that violence is "physically striking an individual and causing injury".

To summarize, 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 vehement expression of aggressors' feeling to victims and onlookers.

It is apparent from various definitions cited above that there is some disagreement as to the nature of source of the phenomenon of aggression and violence. With regard to the source of aggression psychologists have offered various explanations which have taken the form of different theories of aggression and violence. Some theories have taken the view that aggression is universal in humans, an integral part of our nature. These theories have come both from psycho-analysis and biology, while social psychology has suggested that aggression is reaction to the common human predicament of frustration. Broadly speaking these theories may fall in three categories. A. Aggression as an innate behaviour. B. Aggression as an elicited drive. C. Aggression as a learned social behaviour.

A. Aggression as an Innate Behaviour.

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. In the 17th century, philosopher Thomas Hobbes wrote that were it not for the rules and laws enforced by organized societies, humans could wantonly destroy one another. 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 fighting machines. Instinct theories and biological theories take the position that people are aggressive by nature.

1) Instinct theory : Among the oldest and most controversial theories of aggression are those that state that aggression is an instinct. The concept implies that a behaviour is inherited rather than learned, and that the behaviour pattern is common to all members of the species. Sigmund Freud (1930) the oldest and the best known exponent of the view point 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, (Thanatos), channelling the aggression into socially acceptable behaviour whenever possible. In developing his theory Freud was influenced by the overwhelming violence in World War I. To Freud it seemed that death instinct spill out of the normal boundaries, that it was out of control.

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 view point 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 inevitable 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 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 (Quanty 1976, Baron,1983,Watson et.al.1984).

Another theory of instinct has been proposed by ethologists. Lorenz (1952, 1966, 1974), one of ethology's founders held a similar view concerning the nature of human aggression. He suggested that aggression springs mainly from an innate fighting instinct that humans being share with many other species. According to him this instinct developed during the course of evolution because it yielded many benifits. For example, fighting serves to disperse population over a wide area, thus ensuring the maximum use of available resources. Thus, like Freudian the ethological position presents a sweeping theory of aggression. The physiological process of aggression may be the same in human and other mammals, but in humans these processes interact with higher mental processes, especially with people's past learning and appraisal of situation

(Lagerspetz, 1981). In other words, the ethological theory of aggression seems to have ignored the effect of cultural and social learning upon humans.

A third view holding that aggression is innate or genetically programmed is known as socio-biological theory of aggression (Barash, 1977, Wilson, 1975). According to this approach, social behaviour like physical structure is the product of social evolution. Social biologists hold that the fact that human beings are often aggressive suggest that such behaviour 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 emphasizes upon the innateness of aggression.

There have been a number of attacks on instinct theories. One focuses on the issue of natural releasing mechanisms. Many instinct theories argue that certain animals have built in releasing mechanisms. But such mechanisms have not been identified for many animal species and for humans.

A second criticism of instinct theories is mostly directly concerned with human-aggression. If humans are instinctively aggressive, it is expected to find a great deal of similarity in the style and amount of aggression displayed by people.

However, one of the main characteristics of human aggression is its diversity. Some people are often violent while others are seldom violent. Looking at the

kind of aggression some people use weapon while other use words. Again some people aggress directly and openly while others engage in passive aggression.

These theories however reveal that they are some what pessimistic with respect to the possibility of preventing or controlling human aggression. This is because they all view such behaviour as stemming mainly from innate drives or urges. And since these tendencies are assumed "built in" they can not be eliminated. While Freud and Lorenz did hold out some hope of channelling or controlling these aggressive urges they did not feel such motives could ever be totally removed. According to their theories aggression is one form or another must always be with human-beings. It is a part and parcel of human-beings.

2) Biological theory: 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 excite people to aggression. 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). However this approach does not identify the conditions that cause stimulation of these aggression "seats".

A second line of research has focused on the relationship between aggression and hormones. Along this line, numerous investigators (Maccoby and Gacklin, 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. One of the major battle grounds for proponents and opponents of the biological theories centers on whether or not sex-differences in aggression can be found in young children presumably if these sex differences are found only at later age, learning rather than biological predisposition must play a role in aggressive behaviour. However, there were no conclusive answers on this issue.

Another research approach has also examined sex-differences in aggression. However, rather than focusing on hormones this research has concentrated on genetics. According to this approach, there is a relationship between the sex-type gene and behaviour. In early 1960s, a number of researchers (e.g., Jacobs, Brunton and Melville, 1965, Court-Brown, 1967) noticed an unusually high number of abnormalities in sex-type genes among prison inmates. The men who had this abnormality tended to be high and were also prone to violent out-burst. Research indicated that this abnormality in sex-type gene occurred about once in every 550 normal males but that its incidence was 15 to 20 times as high among prison inmates

(Hook, 1973, Jarvik, Koldin and Matsuyama 1973). This figure led Jarvik et.al. (1973) to suggest that abnormality in hormone might be related to aggressive behaviour.

Thus this biological theory suggests that the cause of aggression resides inside the individual. However, a number of criticisms have been labeled at the genetic research. 'Price and whatmore;' (1967) and Bandura (1973) questioned the methodology used to gather the figures. Bandura also pointed out that the conclusion drawn from the research may be incorrect. He suggested that the chromosomal abnormality may only lead to an increase in size and that social factors such as the societal expectation that a large man should be tough and strong may enhance the chances that these individuals will behave aggressively. Further, only from 2 to 3.6 percent of prison ^{inmates are} likely to possess the chromosomal abnormality. This means that nearly all crimes are committed by individuals who have normal sex-type gene.

A critical look at these theories reveals that the biological theories lead us to similar position of the instinct-theories. Even if we accept the view that the biological mechanism plays a role to instigate violence, what triggers these mechanisms still remains unexplained. 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).

B. 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 1939 by a group of psychologists viz. Dollard, Doob, Miller, Mowrer, and Sears at Yale University. It is known as "frustration aggression hypothesis". This suggested that any aggression can be traced back to some form of frustration. In other words, every frustration produces an 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) ammended 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 an instigation to aggression.

In a later review, Leonard Berkowitz (1965) stated that frustration aggression hypothesis should be attended in at least three ways. First, the emotion that results from frustration (anger) does not necessarily result in aggression, but creates only a readiness for aggressive acts. Second, even with this readiness to act aggressively, aggression will not occur unless there are suitable cues available, as for instances, stimuli that are associated with the present or previous instigators of anger. Third, instead of postulating that all aggression "presupposes the existence of frustration", it is known that appropriate cues may lead to aggressive behaviour when previously learned aggressive habits are aroused. These habits can be learned without the learners necessarily being frustrated.

Berkowitz's theory of frustration aggression hypothesis differs markedly from instinctual theory of aggression. Berkowitz argues that goal directed behaviour that is blocked (frustration) may combine with other emotional arousal to determine the aggression focused on the individual. This impulsive emotional arousal component is greatly affected by situation cues and can even be regarded as conditioned responses to external cues (Berkowitz, and Frodi, 1977). Thus it appears that it is necessary for there to be some frustrating event that combines with impulsive emotional arousal to determine the level of aggression displayed. A number of studies by Berkowitz (1971,1973,1974) have demonstrated that the mere presence of objects or occurrences associated with aggression can strengthen that aggression.

To summarize, 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 they suggest that external conditions rather than innate tendencies are crucial, they seem to be somewhat more optimistic with respect to the prevention or control of aggression than instinct theories. Briefly, they imply that the removal of all frustrations, pain, and similar experiences would go a long way eliminating overt acts of aggression. Unfortunately, such events are extremely common in every-day life. Thus their total elimination from the world does not seem feasible. For this reason, drive theories, too, seem to leave human beings facing continuous and largely unfavour-

rable sources of aggressive impulses. As a result, they are less optimistic with respect to the control of aggression that at first meet the eye.

C. Aggression as Learned Social Behaviour

In recent years a third theoretical perspective regarding the nature of human aggression-social learning view¹ has gained increasing support. This view regards aggression mainly 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 the supporters of this general position (e.g. Bandura, 1973; Baron, 1977; Zillman, 1979), human beings do not aggress either because of built in urges towards such behaviour or because of aggressive drives' arousal through frustration. Rather 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.

However, 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. Some individuals will react to an insult by submission, others still may show somatic effects or resort to drugs. The choice depends upon past experience i.e. upon direct or various social learning.

On the otherhand, Kahn (1966) states that when a person is insulted or attacked, his emotional arousal increases, and the indices are sufficiently clear to interpret this arousal as anger. This anger determines, according to Konecni (1975), the level of aggressive behaviour: the more intense the anger, the more aggressive the response. The aggressive response reduces the level of physiological activation (Hokanson, 1970) and in diminishing in this way the feeling of anger, it causes a decrease in the subsequent aggressive behaviour.

Bandura, however, emphasized the cognitive control of aggression, and cognitions are certainly internal states. One of the recent developments in social learning theory has been its emphasis on cognitive variables as most stable of internal states. These variables include but not restricted to expectancy, cognitive complexity, creativity and vicarious reinforcement and punishment. One of the early advocates of such a position was Jullian, B. Rotter (1954) but in the last fifteen years or so there has been a greatly increasing interest in cognitive social learning.

On general level, this view of aggression as an inevitable element in the make-up of man has been challenged by such writers as Fromm, Horney, Allport and Maslow. These observers have put forward the position that aggression is the result of specific types of social millieu rather than being an instinctual drive.

Before concluding, it may be noted here that the social learning view is much more optimistic with respect to the prevention or control of aggression than the other approaches. There is so far two reasons. First, aggression is a learned form of behaviour, it is open to direct modification. Second, if aggression is stimulated by specific social conditions, its occurrence can be prevented through alteration of such conditions. For these reasons, the social learning view seems to be the most optimistic or helpful of all the theories that are considered before.

Review of the Literature

From the foregoing account of the explanations offered for aggressive and violent behaviour it seems that aggression is a function of not only frustration but numerous personal, psychological and situational factors. People's learning history helps determine how they respond to frustration. In fact there are several sets of factors that influence aggression. Some of these are the characteristics of the persons involved and others are the characteristics of provoking situations. This research is concerned primarily with the former one, i.e., the characteristics of the persons manifesting aggression and violence.

A review of the literature shows that adult crime and aggressive acts have their origins in difficulties of adjustment. According to Craig (1976) individuals may become delinquents because they may have repeatedly been unable or unwilling to adjust to society or to develop adequate impulse-controls or outlets for anger or for frustrations. High aggression as a response for personal and social problem is, in fact, one of the areas of the developmental factors that may be reflected on psychological measure of adjustment. Using one such measure of adjustment, known as Test of Social Insight (TSI), Cassel (1959), Van Vorst (1976) found that the delinquents had low social insight as compared to normal people. Social insight, as measured by TSI is an index of adjustment. It is generally regarded as a criterion for judging one's capacity to adjust or to leave a normal social life. It is concerned with the mode of reaction the individual exhibits in resolving interpersonal and social problems. TSI was developed and standardized in the United States. Both of its Youth and Adult versions are found to be highly reliable and valid in measuring social insight. A Bengali version of the Adult Form of Cassel's TSI has been developed by Begum and Parween (1984). Using this measure of social insight it has been shown by these researchers that the social insight score of prisoners were significantly poorer than those of non prisoners. They were psychologically immature and passive and more aggressive than non

prisoners i.e., the normal adults In view of these findings it seems reasonable to believe that people committing aggressive and violent acts have poorer social insight compared to the non aggressors. In other words, social insight may be a significant determinant of aggression and violence.

It has often been observed that poor emotional adjustment related to crime and violence is also associated with poor family relationship. It is emphasized by most psychologists that family is the matrix of fundamental training and its place in the stimulation of misconduct has often been noted. There is no doubt that family is the essential and primary agency for socialization of the child which introduces him to the culture where he is to grow and live. As Worchel and Cooper (1983) point out that through the process of socialization people learn a repertoire of socially important behaviour. Moreover through this process and individual is able to participate in multiple social groupings of society (Papalia and Olds, 1982). The family is, in fact, associated with the development of aggressive and delinquent behaviour as it is the primary socializing agent. Socialization does not only influence the readiness with which aggression is displayed, it also determines the appropriate objects for aggression and means for expressing it.

Sometimes youngsters become prone to violence because they have not been able to get love and affection they needed from the parents. A history of frustrated desire for love and security can be seen in the lives of antisocial hyperaggressive teen agers. Mc. Cord, Mc. Cord and Howard (1961) and Eron et. al (1971) have also found that parents of aggressive but non-delinquent boys are frequently rejecting or indifferent to their youngsters in comparison to the parents of less combative boys. These findings indicate that an important aspect of the socializing process for development of aggressive tendencies is the quality of the process of interaction between parents and children. An indepth study of delinquency and parental pathology carried out by Andry (1971) has shown that delinquent boys received less strong and open love from their parents as compared to the non-delinquents. It was particularly observed that the father's affective role had been less satisfactory than that of the mothers among delinquents. Carelessness and inadequate supervision by mother and mother substitute, erratic and overstrict discipline and lack of cohesiveness of the family units were found to be the factors related to increased likelihood of delinquency in boys (Craig and Glick, 1963). A difference in the quality of the parental relationship between the delinquents and non-delinquents was also observed by Nigel Bruce (1970).

These findings seem to indicate that the families likely to produce aggressive children are those in which there is a perceptible lack of parental care and affection. Observation of families

have shown that behaviours of all the members of the families are responsible for developing aggression (Patterson, 1972).

Violence in the family often comes in the form punishment. It is possible that parental punishment and rejection contribute to occurrences of aggressive behaviours by causing frustration and by providing models of aggression. At the same time aggressiveness on the part of children may encourage parents to be punitive, hostile and rejecting. In this regard, Bandura (1977) mentioned that the most aggressive children are raised by parents who are rejecting, permissive and who tend to use strict discipline. He also mentioned the influence of parents as models.

Patterson (1976,1979) studied aggressive and non-aggressive children in their homes. He suggested that to understand how aggressive behaviour develops, one must view the family as a social system in which members influence each other reciprocally. He also mentioned that in coercive family system, the members have learned to influence each other's behaviours by turning painful stimulation on and off. A self perpetuating cycle is established in which everyone exemplifies, provokes, and reinforces coercive and aggressive behaviour in everyone else.

Several studies consistently reported the effect of discipline technique on children. The results showed that children of parents who frequently use power assertive techniques tend to show high levels of aggression themselves (Andry, 1970; Chawst,1972).

Some hypotheses were raised to explain this relationship(Becker, 1964). First, physical punishment serves to frustrate the child and to create further aggressive impulses. Secondly, parents who discipline a child with physical punishment provides a model for aggressive behaviours. Thirdly, parents who punish aggression towards themselves may at other times encourage or reward aggressiveness toward other.

The results of a longitudinal study (Mc.Cord, Mc.Cord and Howard, 1963) have suggested that extreme neglect and punitiveness with an aggressive parental model produce antisocial aggressiveness. In contrast (though not contradiction) moderate neglect, moderate punitiveness and ineffective control produces socialized aggression.

It was further observed that the parents of extremely aggressive children are apt to be punitive as well as frustrating (Berkowitz, 1962). A study (Potter, cited in Eron et. al. 1963) revealed that juvenile delinquents who were harshly disciplined by their fathers tended to be unruly and troublesome at school. When the social workers who visited the fathers were asked to describe them, they typically characterized the punitive fathers as being fairly obstreperous themselves. The harshly reared delinquent boys are behaviourally somewhat similar to their fathers. This suggests that the youngsters had learned to imitate the older men in at least this respect. Similarly, the aggressive behaviour of the parent as expressed through punitivity has been

found to serve as model for their sons' behaviour. (Bandura and Walters, 1963).

Impotent rage (Storr, 1972) has been identified as a basic reaction to the rejection and punishment. An infant cannot respond to abuse with either fight or flight-in fact there are punishments that tend to increase rather decrease dependency (Mac Cobby and Masters, 1970) but the repressed anger may be carried into adult life.

More recent research has shown that when parents commit violence against their children it is more likely that those children will later commit a violent crime. In other words, people raised by abusive parents are more likely to abuse their own children (Miller and Challas, 1981).

The results of a longitudinal study revealed that men who committed property crimes were more likely to have been unsupervised during their childhood and not given responsibilities such as contributing to the family's finances. Their mothers tended to lack confidence and to have critical and rejecting of their sons, and their fathers were more likely to have been alcoholic or criminal themselves (Mc.Cord, 1979).

From the foregoing review of studies it appears that children exposed to parental punishment in the formative years and who see violence as method of disciplinary technique internalize

such patterns of behaviours and imitate them under similar situation in adult life. That means, the social, emotional and interactional contacts between parents and child along with aggressive model in family plays an important role in the development of aggression and violence.

Crime and violence often are attributed to poor education just as there are poor moral and religious training. The degree of education probably acts as a selective agent in determining behaviour. Studies presented below revealed that education is one of the important determinants for aggressive and violent activities.

The study of Afsaruddin et. al. (1965) on juvenile delinquents in erstwhile East Pakistan based on a survey of hundred inmates at Borstal school at Murapara yielded that 57 percent of the parents of these boys had primary education and 18 percent of the parents were illiterate and only one percent of the parents obtained post graduation degree. With regard to their own educational background, the 40 percent of the delinquents were illiterate and 35 percent studied upto class-III. In another survey James, J. Stephen (1976) reported a nationwide survey of Americans in the custody of state correctional authorities where he found that 99 percent had not completed college, 61 percent had not completed high school and 26 percent had not gone beyond the eighth grade.

Using a large sample of American men, Donell et. al. (1976) investigated the importance of education in various facts of

criminal acts. They found that a high negative correlation exists between educational qualification on the one hand and arrest, juvenile court appearances, conviction for a crime and imprisonment on the other.

Like educational background, the distribution of occupational states of aggressors, delinquents and criminals was found to vary. In a research conducted in Bangladesh Afsaruddin et. al (1965) found that 47 percent of fathers were cultivators, and 15 percent of fathers were businessmen and rest of them were compounders.

Economic condition is almost inseparable from occupational status which is related to standard of living and fulfilling basic needs of human-beings. A positive relation between economic inequality and crime was found in the study of Jacobs (1978). Poverty, social failure and life crises leading to frustration may enhance strong family members to behave aggressively toward weaker family members. Working-class people who experience more frustration in life are more likely to engage in family violence than other middle-class people (Justice and Duncan, 1976). This was also true to Burgess, Anderson, Schelenbach and Conger's study (1981) which 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 areas (Appendix-A; Table 1.3). Similar findings have been reported by Jahan (1988). In her survey of newspaper reports on violence against women, she found more incidents of violence in rural areas than in urban areas (Appendix-A; Table 1.4).

To sum up, the findings of socio-economic background i.e. 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. The demographic characteristics again are interrelated in a complex way. For example, a person living in a healthy social surroundings usually has a better chance for education which is again helpful to obtain a better occupation and consequently he may earn more money for the family. So when a person has a healthy, secure family life it is less likely that he would engage himself in antisocial or criminal activities. In a word, socio-demographic characteristics of a person appear to be important determinants of aggression and violence.

Just as there are different types of psychological and socio-demographic characteristics, there are family characteristics which may lead individuals to become aggressive and violent. Family

influences and the patterns of childrearing are affected by certain aspects of family composition. The most obvious of these are child's birth order and the number of siblings in family. Many developmental psychologists have found that birth order is significantly related to the development of personality traits (Adams, 1972; Kallaghan, and Mc. Namara, 1972). There is an obvious environmental difference for the first born and later born children. First borns tend to assume dominant roles toward their younger siblings (Sutton-Smith and Rosenberg, 1966). Some of the studies noted that first borns are more susceptible to social pressures (Arrowood and Amoroso, 1965; Sampson 1965; Warren, 1966) and are more easily influenced (Carrigan and Julian, 1966) than later borns. Martin M. Chambers (1970) found that later born children are raised in a more complex social environment and hence they have a tendency to become aggressive. A study conducted in Bangladesh (Begum et. al, 1981) 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. In their study middle borns scored highest on aggression.

The effects of birth order have been found to be greater in larger families (Oberlander, Jenkins, Houlihan and Jackson, 1970). Family size determines the number of different interactions each member is involved in. If the number of such interactions is large, conflict may result and the parents tend to resort to authoritarian child-rearing methods frequently than would be the case in smaller

families (Bossard and Boll, 1966). There is a substantial amount of evidence that parents of aggressive children tend to use power assertive techniques (Chawst, 1972). In a more 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 behaviour.

Another family characteristic often held responsible for antisocial acts is broken home. A household broken by divorce after years of wrangling provides a different psychic climates from one disrupted by sudden death; a family that changes early in an infant's life has a different impact from one that is broken during a child's middle years. There are differences in effect dependent upon the sex as well as the age of the child, and upon the sex of the parents with whom the child remains. A more recent replication of this type of research yielded that children from disrupted families were more likely to be charged with delinquency and that this association was closer for the more serious offenses.(Chilton and Markle,1972).

Observations of above studies suggest that large family, differential treatment stemming from ordinal birth position, and broken home are likely to create a less favourable circumstance for persons to behave aggressively and violently to other persons and to damage property of others. Therefore, a study on aggression and violence cannot afford ignoring the family characteristics

i.e. size of family, birth order, and parental make-up as determining factors.

Survey of the literature also shows the association between aggressive or violent behaviour and addiction to intoxicants especially alcohol. An important study on drug involvement in crime by adolescents was reported by Tinklenberg and Co-workers (1974). Fifty male adolescents who were detained in California Youth Authority Facility for assaultive behaviour or rape were compared with eighty non-assaultive offenders of similar background who had committed other crimes. Although multiple drug use was common in both groups, nearly two thirds of the youths in the assaultive groups reported that they were under the influence of a drug when they committed physical assaults or rape. Alcohol was linked with 64 percent of assaults and secobarbital (reds) with 36 percent of the assaults. When asked which drug would likely enhance assaultive feelings, secobarbital was over whelmingly selected first with alcohol(Tinklenberg,1974).

The effects of alcohol and marijuana on aggression was studied in a research carried out by Taylor and his associates (Taylor, Vardaris, Rawitch, Gammon and Cranston, 1970). Subjects in this study were given either alcohol or marijuana in large or small doses. They were then either angered or not angered by a confederate and given the opportunity to attack the confederate. The results indicated that even in rather large doses, alcohol by itself does not instigate aggression. However, large doses of

alcohol do lead to increased aggression if the subject is angered or threatened. In the reviews of the research, Collins (1981), Lagerspetz (1981) reported that alcohol was involved in 64 percent of murders in Philadelphia over a four year period; in 91 percent of the serious assaults in a Finnish city in a one year period, in 52 percent of violence reported to the police in one Canadian Community and 88 percent of violent crimes in Sweden. These studies indicate that persons committing violent and aggressive acts differ from the normal ones in their personal habits such as taking alcohol, all over the world. In a more recent study (Begum and Rahman, 1990) on drug addiction it has been shown that the addicts spend more time with their friends outside home than the non-addicts. All of these findings speak for a different trend of habit formation of the social deviants.

From the foregoing review of the studies it appears that aggression and violence are the consequences of a number of variables working together, such as socio-economic condition, past history of interaction with parents and present personality characteristics. The literature convincingly suggests that the aggressors do have some psycho-social characteristics and distinct personal habits that predispose them to act aggressively and violently. Behind these predispositions, however, there is obviously a history of social learning in a given socio-economic environment with a particular pattern of inter personal relationship, specially between the individuals and their parents. In other words, such predispositions have been learned or acquired through a social

setting. Any attempt to reduce aggression and violence therefore, needs an empirical investigation of the factors related to such acts. Apparently the determinants of aggressive and violent acts are mostly psycho-social in nature. Therefore it has been strongly felt that the psycho-social variables like social insight, parental attitudes and parental punitiveness be studied along with socio-demographic characteristics to have a better understanding of aggression and violence which has recently been an important social problem in Bangladesh.

Purpose of the Present Study:

The present study aims at an empirical investigation of some psychological and socio-demographic characteristics associated with aggression and violence among young adults. In view of the fact that there has been a noticeable increase in the rate of the incidence of aggression and violence in Bangladesh, the present study was undertaken to identify some of these factors underlying such occurrences. Assuming that aggression is a learned predisposition in which parents play a vital role, three variables viz., social insight, parental attitudes and parental punitiveness were considered important to study. The rationale for inclusion of these variables came from the review of the literature which suggested that aggression and violence are basically learned from society through the process of socialization. In other words, the studies reviewed suggest that these variables are likely to predispose a person to act aggressively and violently.

A research exploring the factors associated with aggression and violence would remain incomplete if it has no reference to sample not committing violence. For this, the study proposed to include a sample of young non-aggressors to provide a comparative view and understanding of factors related to aggression and violence. In short the study aimed at revealing the importance of three major variables i.e., social insight, perceived parental attitudes and parental punitiveness in violence and aggression. In addition, the study attempted to focus on some socio demographic and family characteristics along with personal habits of aggressors which may be meaningfully related to the phenomenon of aggression and violence.

Since the present study was an exploratory one the hypotheses formulated with respect to the major variables under investigation were more general rather than specific in nature. These hypotheses were

1. There will be a significant difference between aggressors and non-aggressors in their social insight as measured by TSI.
2. There will be a significant difference between aggressors and non-aggressors in their perceived parental Attitudes (PPA).
3. There will be a significant difference between aggressors and non-aggressors in their Perceived Parental Punitiveness (PPP).

METHOD AND PROCEDURE

CHAPTER-II

METHOD AND PROCEDURE

The Sample

The sample of the present research consisted of 141 adult males (Aged 18-35) of which 70 were aggressors committing different types of violent acts and 71 were non-aggressors with no records of violence. Among the aggressors 57 were solicited from the Dhaka Central Jail and the rest i.e. 13 cases were sought from outside the prison through reliable sources. While seeking the aggressors from outside the prison, the researcher made it a point to check that they had committed aggressive or violent acts. Of the total number of aggressors sought in this manner 45 were found to have committed murder, 6 were convicted of hijacking, 6 were involved in rioting, 8 in assault, 4 were convicted of robbery and one of kidnapping.

The non-aggressors (n=71) were sought from different areas of Dhaka city. The most important criterion for their selection was the absence of any record of violence in their lives. The researcher made sure that there was no allegation of aggressive or violent behaviour against them. Another criterion for selection was their similarity with aggressors in socio-demographic characteristics i.e. age, educational qualification, occupational status, and income of family. In other words, the non-aggressors were roughly matched with aggressors. A comparative account of these Socio-demographic characteristics of aggressors and non-aggressors has been presented in Chapter-III.

Methods of Data Collection

The methods used in this study consisted of

(I) administering measures of psychological characteristics and questionnaire relating to socio-demographic characteristics; and

(II) obtaining case-histories of some aggressors.

Instruments Used For Assessing Psychological Characteristics

In order to observe the psychological characteristics of the aggressors compared to the non-aggressors, the following instruments were used in this investigation:

- (1) A Bengali version of the Test of Social Insight. (TSI)
- (2) A Bengali version of the Measure of Perceived Parental Attitudes.
- (3) A Bengali version of the Measure of Perceived Parental Punitiveness.

1. Test of Social Insight: (TSI)

A Bengali version of the Adult form of Cassel's Test of Social Insight, translated and adapted by Begum and Parween(1984), was used in this study to measure social insight. English version and Bengali version of the Test of Social Insight have been presented in Appendix B and C respectively.

Description of TSI:

The Test of Social Insight consisted of 60 multiple choice items having five alternatives offer one of the following modes of resolution of the problem expressing in items - withdrawal, passivity, cooperation, competition and aggression. The characteristic patterns of the individual are determined from the frequency of solution chosen. Definitions of modes are cited in the following example of a test item.

Question: You approach a person of the opposite sex whom you mistake to be a new friend. After several minutes of conversation, you discover your error. What do you do?

Withdrawal: The individual avoids or escape the social problem area e.g. "Apologize and Walk away".

Passivity: The individual remains in the social area, but is passive, choosing not to participate in the solution of the problem, e.g., "Stop talking and smile in a friendly way".

Cooperation : The individual initiates an active and positive endeavour directed at the solution of the problem e.g. "Apologize and introduces yourself".

Competition: The individual engages in activity that elicits the attention of others; he attempts to excel or out do others as a means of dealing with social problem, e.g., "Insist that you recall the person, and try to remember from where".

Aggressiveness: The individual makes little effort toward the problem and is concerned with expressed hostility or strong emotional feelings in direct response to the problem. e.g. "Scold yourself for mistake".

Scoring of TSI :

The Test of Social Insight has two types of scores i.e., "Part score" and "Total score" both of which require separate scoring procedure. For obtaining Part score, responses to different items of five variables are scored manually by using five scoring keys in the form of stencils. Each of the stencils provides an individual's "Part score". The scoring for the five part scores is identical. However, the part scores for withdrawal, passivity, cooperativeness, competitiveness and aggressiveness are obtained by placing appropriate stencil over the answer sheet. The number of marks showing through the stencil is the raw score. Each raw score is recorded on the upper right hand corner of the answer sheet.

On the other hand. Total score is calculated from the last three part scores i.e., only cooperativeness, competitiveness, and aggressiveness are used in computing the Total score. Withdrawal and passivity scores are not part of the Total score.

Computing the Total score:

The cooperativeness raw score is multiplied by 1/10 roun-

ding result to the nearest whole number. This number is then recorded on the line at the right of cooperativeness raw score on the answer sheet.

The competitiveness raw score is multiplied by 2. This number is recorded on the line at the right of the competitiveness raw score on the answer sheet.

To these weighted scores, the raw score for aggressiveness is then added. The total of these scores is the Total score for Social Insight.

Example :

	Raw Score	Weight	Weighted Score
Cooperativeness ...	32	1/10	3
Competitiveness ...	7	2	14
Aggressiveness ...	5	1	5

Total Score =			22

Reliability of TSI:

Reliability of the Bengali version of TSI was determined by employing both split-half and test retest method. The split-half reliability coefficient for Total score of TSI (.83) was significantly high. The reliability coefficients for part scores were also found to be significant but somewhat lower (ranged from .42 to .71) than that of the over all social insight. Similarly, the test retest reliability coefficient for the Total score (.88) as well as for part scores were positive and signi-

ficant. The only test retest reliability coefficient that was somewhat lower for aggressiveness (.46). Thus both split half and test retest reliability ensure that the Bengali version of TSI for adults is a highly reliable instrument for measuring social insight.

Validity of TSI:

Validity of the Bengali version of TSI was tested on the basis of criterion-oriented validity. Two different studies were undertaken in which TSI scores of normal samples were compared with those of neurotics and prisoners with the assumption that deviant groups would differ markedly from normal samples in the Total and Part scores on TSI. The test was applied to see the significance of the difference. Results of the first study comparing normal adults and neurotics revealed a significant difference between the means of two groups for Total scores and all of the Part scores except in passivity. Results of second study involved a comparison of normal adults and prisoners showed that the difference between the means of two groups for Total scores as well as Part scores were highly significant. All of these significant differences on the measure of social insight ensure that the test is valid and effective for the assessment of social insight.

2. Measure of Perceived Parental Attitudes:

In order to assess perceived parental attitudes, a Bengali version of the Measure of Perceived Parental Attitudes developed by Afrose and Islam (1982), presented in Appendix D (English Version) and Appendix E (Bengali Version), was used. The Measure, consisted of 20 items in Bengali based on the items of PARI, (Earl. Scafer and Richard Q. Bell), Scale for measuring Boy's Conception of Self, his Family and other Inter-Personal Relation by Walter, C.R.; Simon, D; and Elein, M. This was designed to measure five variables : Affection, Permissiveness, Overprotection, Rejection, and Dominance. Each item involved a statement regarding father and mother reflecting one of these variables.

There were 6 items for affection, 4 for overprotection, 4 for permissiveness, 3 for rejection and 3 for dominance.

The response for each item was expressed in a four - point scale - "all the time" or "always", "most of the time" or "sufficiently", "sometimes" and "never". The task of the subject was to choose, separately, the responses that he thought to be most appropriate for his father and for his mother and record the number of the chosen response beside each of the parents.

Description of the Measure of Perceived Parental Attitudes:

The five attitude patterns or variables viz., affection, permissiveness, over-protection, rejection and dominance are defined in the following way:

Affection: The parents are taken as affectionate if they are always warm, friendly, helpful and loving to the child.

Permissiveness: The parents are taken as permissive if they always accede to the child's wishes, encourage straight forward expression of opinion and allow the child to spend money independently; never deny permission when they asks for.

Over-Protection: The over-protective parents are said to be those who are always worried, watchful and careful about the child and take nursing care all of the time when the child is sick.

Rejection : The parents are said to be rejecting if they are always harsh, criticizing, and unreasonably punishing to the child.

Dominance : The parents are said to be dominant if they always stress the discipline of the child, and must have knowledge about the all activities of the child, and from whom they must always seek permission in every matter.

Scoring:

The total score of each respondent for every variable is determined by summing up the individual's scores on all items representing a given variable. Scoring of the responses of each of the five variables (viz. affection, permissiveness, over-

protection, rejection and dominance) is marked by 3,2,1,0 respectively. For every variable, separate scores are obtained for both of the parents.

Reliability of the Measure of Perceived Parental Attitudes:

Reliability of the Bengali version of Perceived Parental Attitudes was determined by the present author and test-retest technique was employed in this regard. For this purpose, a sample of 51 students (31 males and 20 females) from different faculties of the University of Dhaka and a College were administered this test at the interval of twenty one days. The product moment correlation coefficient was computed for the two sets of scores obtained from the respondents on five variables (affection, permissiveness, over-protection, rejection and dominance). The test retest reliability coefficients for five variables of this Measure of Perceived Parental Attitudes for fathers (affection .81, permissiveness .79, overprotection .75, rejection .75, domination .83) and mothers (affection .77, permissiveness .83, overprotection .77, rejection .69, domination .77) were found to be significant at .01 level. Thus, the reliability of this test for measuring perceived parental attitudes was established.

Validity of the Measure of Perceived parental Attitudes

In order to assess the validity of this measure, a sample of college and university students (13 males and 12 females) and 25 adult samples (10 males and 15 females) who knew the parents of these students very closely during child rearing period for not less than five years, were administered the questionnaire. The latter were asked to judge the behaviours

and attitudes of parents shown to his/her son or daughter and respond to each item of the questionnaire accordingly. The scores obtained by the students and adult samples were correlated. The product moment correlation co-efficient for five variables of the Perceived Parental Attitudes for fathers ranged from .60 to .68 (i.e. affection .60, permissiveness .68, overprotection .62, rejection .60, and domination .65). For mothers these correlation co-efficients ranged from .61 to .80 (i.e. affection .61, permissiveness .73, overprotection .70, rejection .80, and domination .73). These statistically significant ($P < .01$) correlation co-efficients indicated the validity of this measure.

3. Measure of Perceived Parental Punitiveness

For measuring parental punitiveness a Bengali version of Perceived Parental Punitiveness developed by Afroze and Islam (1982) was used. It has been presented in Appendix - F (English Version). Bengali version of this measurement has also been presented in Appendix - G. This test consisted of four items representing four concrete situations. In the first situation, a child delayed in complying with parental request to do something, in the second one the child was careless and destroyed a valuable thing, in the third one he talked back to the parents and in the fourth situation he had not done well in school examination. These items were constructed following the technique used by Hoffman and Herbert (1967) to measure parental practice. The items representing situations were presented in free response manner. For each item, subjects were asked to imagine a concrete

situation and report three most frequently used disciplinary practices by the parents separately for fathers and mothers in order of rate occurrence.

Scoring:

The responses given by the respondents are categorized and marked according to the following steps taken by the parents: 1) deprivation of privileges, 2) physical punishment, 3) Withdrawal of love, 4) scolding or threatening, 5) reasoning, 6) appealing and 7) no step taken. These categories of responses are weighted by giving scores 6,5,4,3,2,1,0 respectively. Only the first response of the three responses for each item is taken into consideration. The scores across the four situations are summed to get the total score indicating severity of punishment for both of the parents separately. High score indicates that parents are perceived as more punitive while low score indicates that parents are perceived as less punitive to their children.

Reliability of the Measure of Perceived Parental Punitiveness:

The researcher of the present investigation measured the reliability of the Measure of Perceived Parental Punitiveness by applying test retest method. In this regard, 51 students (31 males and 20 females) from different faculties of the University of Dhaka and a College were administered this questionnaire at the interval of three weeks period. The product moment correlations showed that, in case of father the reliability coefficient was

.79 and for mother it was .71. Both of these correlation co-efficients were found to be significant at .01 level. Thus it was assumed that the Bengali Version of Perceived Parental Punitiveness is a reliable measure for assessing perceived parental punitiveness.

Validity of the Measure of Perceived Parental Punitiveness

Validity of the Perceived Parental Punitiveness was tested on the basis of two sets of scores obtained from 25 students (13 males and 12 females) and 25 adult samples (10 males and 15 females) as used in measuring the validity of the Measure of Perceived Parental Attitudes described earlier. In order to find the validity of the measure, these two sets of scores were correlated. The product-moment correlation co-efficient of Perceived Parental Punitiveness for fathers was .61 and that for mothers was .86. These statistically significant ($p \leq .01$) correlation co-efficients assured the validity of this measure.

4. Personal Information Questionnaire:

In addition to the measures of psychological characteristics (Test of Social Insight, Measure of Perceived Parental Attitudes, Measure of Perceived Parental Punitiveness), a Personal Information Questionnaire presented in Appendix H (English Version) and Appendix I (Bengali Version) was administered to obtain information of some socio-demographic characteristics family characteristics, and personal habits. Socio-demographic information consisted

of educational qualification, occupational status of the respondents and their parents, income of family, place of residence (urban or rural), size of family, birth order of the respondents and presence/absence of any one or both of the parents. The items on personal habits enquired about smoking habits, addiction to any intoxicant, and hours spent outside the home per day.

Procedure:

In order to collect data from aggressors living in the Dhaka Central Jail, a tentative programme schedule was developed by the investigator (author). In this regard, she procured formal permission of the Home Ministry, Government of Bangladesh and Jail Authority by explaining the purpose of the present investigation (i.e. research for Ph.D. dissertation). After having such formal permission from the concerned authority, the researcher first selected the sample of prisoners with records of violent acts and then administered the questionnaires individually in separate sessions. The jailor helped the researcher in obtaining the respondents according to her requirements.

In case of the aggressors from outside the prison, the investigator managed to collect detailed information from reliable sources about some persons who were involved in different kinds of aggressive and violent acts. Then they were contacted and approached to participate in a psychological research. They were told that their task would be to answer some questionnaire measuring their personality and attitude. Being assured that they would

participate the researcher made an appointment with the respondents and administered the questionnaires following standard procedures.

In administering the questionnaires, the investigator (author) first tried to establish rapport through conversation. Following that, the respondents were given instructions regarding the way they should answer the questionnaires. They were told that there was no right and wrong answer to any item. For any difficulty, they were asked to refer the matter to the investigator. They were also assured that their answers to the questions would be used only for research purpose and the answer script would be kept confidential by the researcher. Special instructions were given for not omitting any item in the tests. After providing proper instructions, three sets of measuring instruments were presented to the respondents in following order: Test of Social Insight, Measure of Perceived Parental Attitudes, Measure of Perceived Parental Punitiveness and the Personal Information Questionnaire designed to gather information about their personal habits and socio-demographic characteristics. To avoid fatigue, the respondents were given rest in between the questionnaire.

Case histories of eight aggressors were obtained through prolonged interviews (for about an hour) following completion of the questionnaires.

The procedure for administering the questionnaires remained the same for the non-aggressors. The place of administering the questionnaires to the non-aggressors as well as aggressors obtained from outside the prison was usually the place of work or residence of the respondents.

It may be mentioned here that, as the mother tongue of all respondents was Bengali, and none of them were illiterate, no problem did occur in collecting data by means of questionnaires. Besides, none of the respondents refused to participate or to answer any part of the questionnaire, rather they seemed to be quite cooperative and enthusiastic. The average time for completing the whole sets of questionnaires was 2 hours to 2½ hours. After completing the questionnaires, each respondent was thanked personally by the researcher for their kind cooperation.

RESULTS

The study aimed primarily at revealing some of the psychological characteristics of aggressors which distinguished them from the non-aggressors. It also attempted to focus on some of the socio-demographic characteristics, family characteristics and some personal habits of these groups. These results have been presented in the following chapters-III and IV. In order to have a clearer understanding of the findings on psychological variables, the socio-demographic data have been presented first.

CHAPTER-III

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF AGGRESSORS AS COMPARED TO NON-AGGRESSORS

The socio-demographic characteristics of aggressors and non-aggressors viz., age, education, occupation, income and residence are summarized in Tables 3.1, 3.2, 3.3, 3.4 and 3.5 respectively. It may be mentioned here that the non-aggressors were sought in such a way that they match the aggressors in terms of their age, education, occupation and income.

The age of the aggressors and non-aggressors ranged from 18 to 35 years that is they were young adults. The data presented in Table 3.1 shows that majority of the aggressors i.e. 66 percent (n=46) were below 30 years of which 37 percent (n=26) were in the range of 18 to 23 years. The rest of the aggressors i.e. 34 percent (n=24) were 30-35 years old. On the other side, like aggressors majority of the non-aggressors i.e. 81 percent (n=58) were below 30 years of which 42 percent (n=30) were in the range of 18 to 23 years. The rest of the non-aggressors i.e. only 19 percent (n=13) were 30-35 years old. Chi-square test was applied to observe whether there was significant difference between aggressors and non-aggressors with regard to their age and the obtained value ($\chi^2 = 4.92$; df=2) was non-significant. This indicated that these two groups were homogenous in age.

TABLE - 3.1

Age of Aggressors and Non - Aggressors

Age	Aggressors		Non-Aggressors	
	Number	%	Number	%
18 - 23 Years	26	37	30	42
24 - 29 Years	20	29	28	39
30 - 35 Years	24	34	13	19
TOTAL	70	100	71	100

$$\chi^2 = 4.92$$

$$df = 2$$

Table 3.2 shows that the educational qualification of the aggressors and non-aggressors ranged from Class-II to Post-graduation. Of the total samples of aggressors, 46 percent (n=32) had education below S.S.C, 43 percent (n=30) were in the range of S.S.C. - H.S.C. level and the rest i.e. 11 percent (n=8) had Bachelor's and/or Master's degrees. Similarly, 38 percent (n=27) of the non-aggressors had education below S.S.C., 42 percent (n=30) were in the range of S.S.C. to H.S.C. level, and the rest i.e. 20 percent (n=14) obtained Bachelor's and/or Master's degrees. Chi-square test applied to these data also showed non-significant results ($\chi^2 = 2.08$; $df=2$) which indicated homogeneity of the two groups of respondents in terms of education.

The educational qualification of the fathers of aggressors and non-aggressors ranged from no education to post graduation. About 7 percent (n=5) of the fathers of aggressors were illiterate, 39 percent (n=27) had education below S.S.C. 30 percent (n=21) completed S.S.C. and/or H.S.C. and the rest i.e. 24 percent (n=17) had Bachelor's and/or Master's degrees. In case of fathers of non-aggressors about 5 percent (n=3) were illiterate, 35 percent (n=25) had education below S.S.C. 25 percent (n=18) were in the range of S.S.C. and H.S.C. level and the rest i.e. 35 percent (n=25) had obtained Bachelor's and/or Master's degrees. Chi-square test applied to these data yielded a non-significant value ($\chi^2=2.19$; $df=3$) which indicated that the fathers of the two groups of respondents had similar educational qualification.

With regard to educational status of the mothers of aggressors and non-aggressors, it was found that 27 percent ($n=19$) of mothers of aggressors were illiterate, 48 percent ($n=34$) had education below S.S.C. 16 percent ($n=11$) passed S.S.C. and/or H.S.C. and only 9 percent ($n=6$) were Bachelor and/or Master's degrees holders. Of mothers of non-aggressors, 21 percent ($n=15$) were illiterate, 61 percent ($n=43$) of them had education below S.S.C. level, 7 percent ($n=5$) studied upto S.S.C. or H.S.C. level and only 8 mothers i.e. 11 percent completed graduation and/or post graduation degrees. Chi-square test applied to these data also yielded non-significant result ($\chi^2 = 4.06$; $df=3$) which indicated the similarity of the educational qualification of the mothers of the two groups of respondents.

Occupational status of the aggressors and non-aggressors presented in Table 3.3 shows that majority of the aggressors, i.e. 59 percent ($n=41$) were students. About 24 percent ($n=17$) of the aggressors were businessmen and 12 percent ($n=8$) served as employees in various government and non-government offices. Only one i.e. one percent was a farmer and 4 percent ($n=3$) of the aggressors were unemployed. Similarly, 56 percent ($n=40$) of non-aggressors were students, 19 percent ($n=13$) were businessmen, 15 percent ($n=11$) were serviceholders, 6 percent ($n=4$) were labourers, 3 percent ($n=2$) were unemployed and only one i.e. one percent was farmer. Chi-square test applied to these data yielded non-significant result ($\chi^2=5.27$; $df=5$) which assured the similarity of the two groups in terms of occupation.

TABLE - 3.2

Level of Education of Aggressors, Non-Aggressors and Their parents.

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Level Education	Respondents				Parents							
	Aggressors		Non-Aggressors		Father		Mother					
	Number	%	Number	%	Aggressors Number %	Non-Aggressors Number %	Aggressors Number %	Non-Aggressors Number %				
No Education	0	0	0	0	5	7	3	5	19	27	15	21
Below S.S.C.	32	46	27	38	27	39	25	35	34	48	43	61
S.S.C.-H.S.C.	30	43	30	42	21	30	18	25	11	16	5	7
Bachelor's and Above	8	11	14	20	17	24	25	35	6	9	8	11
TOTAL	70	100	71	100	70	100	71	100	70	100	71	100

$$\chi^2 = 2.08$$

$$df = 2$$

$$\chi^2 = 2.19$$

$$df = 3$$

$$\chi^2 = 4.06$$

$$df = 3$$

With regard to the occupational status of the fathers of aggressors it was observed that a majority of them (46 percent, $n=32$) were businessmen. About 27 percent ($n=19$) of fathers were serving in government and non-government offices, 25 percent ($n=17$) were farmers and only one percent was labourer. The number of unemployed father was one or 1 percent. On the other hand 14 percent ($n=10$) of the fathers of non-aggressors were businessmen, 51 percent ($n=36$) were serviceholders, 20 percent ($n=14$) were farmers and the rest i.e. 15 percent ($n=11$) were unemployed. Chi-square value of these data ($\chi^2=26.73$; $df=4$) was found significant at .01 level. This shows that the fathers of the aggressors and non-aggressors were different in their occupational status. While most of the non-aggressors' fathers were service holders, the majority of the aggressors' fathers were businessmen (Table 3.3).

As regards mothers' occupation, it was observed that most of the mothers of aggressors (96 percent, $n=67$) were housewives and only 4 percent ($n=3$) were found to be engaged in different government and non-government services. Similarly, 92 percent ($n=65$) of mothers of non-aggressors were housewives while only 8 percent ($n=6$) engaged in various types of government and non-government jobs. Chi-square test applied to these data yielded non-significant results ($\chi^2=1.02$; $df=1$) suggesting similarity in the occupational status of the mothers of the two groups of respondents.

TABLE - 3.3

Kinds of Occupation of Aggressors, Non-Aggressors and Their Parents

Kinds of Occupation	Respondents		Parents			
	Aggressors Number	Aggressors %	Father		Mother	
			Aggressors Number	Non-Aggressors Number	Aggressors Number	Non-Aggressors Number
Student	41	59	0	0	0	0
Business	17	24	32	10	0	0
Service Holder	8	12	19	36	3	6
Farmer	1	1	17	14	0	0
Labourer	0	0	1	0	0	0
Un-Employed	3	4	1	11	0	0
House Wife	0	0	0	0	67	65
TOTAL	70	100	70	71	70	71

Dhaka University Institutional Repository

$$\chi^2 = 5.27$$

$$df = 5$$

$$\chi^2 = 26.72$$

$$df = 4$$

$$P = < .01$$

$$\chi^2 = 1.02$$

$$df = 1$$

The monthly family income of aggressors and non-aggressors, presented in Table 3.4, shows a wide range i.e. from Taka 500.00 to above Taka 10,000.00. In case of aggressors most of the families (60 percent; $n=42$) had an income upto Taka 4000.00 of which 37 percent ($n=26$) had a very low income status i.e. from Taka 500.00 to Taka 1999.00. About 24 percent ($n=17$) were in the income group of Taka 4001.00 to Taka 8000.00 and 16 percent ($n=11$) were in the relatively higher income group i.e. 8001.00 and above. In case of non-aggressors, 53 percent ($n=38$) came from families whose monthly income was upto 4000.00. About 33 percent ($n=23$) were in the income group of Taka 4001.00 to Taka 8000.00 and 14 percent ($n=10$) were from relatively higher income group of Taka 8000.00 and above. Chi-square value for these data ($\chi^2=6.38$; $df=5$) was found to be non-significant. This assures the similarity of the economic background of the aggressors and non-aggressors sought for this study.

Looking at these socio-demographic data along with the Chi-square values it may be concluded that the non-aggressors group, forming a comparison group, was indeed a roughly matched one with the aggressors who constituted the major focus of this study.

Area of residence was another variable looked at in this research. It was found that the majority of aggressors (57 percent, $n=40$) came from rural areas as compared to urban areas (43 percent, $n=30$). Though no deliberate attempt was made to match the non-

TABLE - 3.4

Family Income of Aggressors and Non-Aggressors

Level of Income (Per Month)	Aggressors		Non-Aggressors	
	Number	%	Number	%
Below 2000	26	37	15	21
2000-4000	16	23	23	32
4001-6000	15	21	17	24
6001-8000	2	3	6	9
8001-10,000	6	9	5	7
Above 10,000	5	7	5	7
TOTAL	70	100	71	100

$$\chi^2 = 6.38$$

$$df = 5$$

aggressors with the aggressors in this regard, the distribution of the non-aggressors according to the area of residence showed a similar pattern. That is, 61 percent ($n=43$) were from rural areas while 39 percent ($n=28$) were from the urban areas. Chi-square value ($\chi^2=.18$; $df=1$) computed for this variable was found to be non-significant. That means, there was no difference between these two groups in terms of their residence (Table 3.5).

In addition to above characteristics some other family characteristics of the respondents, such as family size, birth order, and presence/absence of their parents, were also observed. Chi-square test was applied to these data to ascertain whether there was any significant difference between these two groups in terms of these family characteristics.

With regard to the size of family, shown in Table 3.6, it was found that majority of the aggressors (59 percent, $n=41$) came from large families, having 6 to 10 members and 24 percent ($n=17$) were from extremely large families having 11 to 20 members. In contrast, only 17 percent ($n=12$) of aggressors came from small families consisting of 1 to 5 members. Of the non-aggressors 54 percent ($n=38$) came from large families having 6 to 10 members, 35 percent ($n=25$) were from small families that consisted of 1 to 5 members and about 11 percent ($n=8$) came from extremely large families having 11 to 20 members. Chi-square test applied to these data shows that the aggressors differed from non-aggressors with regard to size of family ($\chi^2=7.97$; $df=3$, $P < .05$). In other

TABLE -3.5

Residence of Aggressors and Non- Aggressors

Residence	Aggressors		Non-Aggressors	
	Number	%	Number	%
Rural	40	57	43	61
Urban	30	43	28	39
TOTAL	70	100	71	100

$$\chi^2 = .18$$

$$df = 1$$

TABLE - 3.6
Family Size of Aggressors and Non- Aggressors

Size of Family	Aggressors		Non-Aggressors	
	Number	%	Number	%
16 - 20	3	4	1	1
11 - 15	14	20	7	10
06 - 10	41	59	38	54
01 - 05	12	17	25	35
TOTAL	70	100	71	100

$$\chi^2 = 7.97$$

$$df = 3$$

$$P = 0.05$$

words, family size of the aggressors was noticeably larger compared to that of the non-aggressors.

The distribution of respondents according to birth order is presented in Table 3.7. It is interesting to note that, majority of the aggressors (63 percent, $n=44$) were middle borns. The next highest toll of aggressors (24 percent, $n=17$) consisted of the first borns. Last borns constituted 10 percent ($n=7$) and the only child constituted 3 percent ($n=2$) of the total number of aggressors. Similarly, majority of non-aggressors (52 percent, $n=37$) were middle borns, 34 percent ($n=24$) were first borns, and 13 percent ($n=9$) were last borns. Only one, i.e. 1 percent of aggressors was the only child. Chi-square value ($\chi^2=2.37$; $df=3$) reveals that there was no significant difference between aggressors and non-aggressors with regard to birth order.

Table 3.8 presents the presence/absence of the parents in aggressors' and non-aggressors' families. It shows that 31 percent ($n=22$) of the aggressors had lost their fathers and 3 percent ($n=2$) had lost both while 3 percent ($n=2$) of the aggressors had lost mothers only. Interview with them revealed that 58 percent ($n=14$) of them had lost their fathers either in childhood or in adolescence. Only two aggressors were from broken homes due to divorce. In case of non-aggressors it was noticed that 21 percent ($n=15$) had lost their fathers while 7 percent ($n=5$) lost their mothers. None had lost both parents. Chi-square value for these

TABLE - 3.7

Birth Order of Aggressors and Non- Aggressors

Birth-Order	Aggressors		Non-Aggressors	
	Number	%	Number	%
First	17	24	24	34
Middle	44	63	37	52
Last	7	10	9	13
Only	2	3	1	1
TOTAL	70	100	71	100

$$\chi^2 = 2.37$$

$$df = 3$$

data ($\chi^2=4.15$; $df=3$) however, was non significant. That means there was no significant difference between the two groups in terms of presence/absence of parents.

TABLE - 3.8

Presence/Absence of Parents of Aggressors And Non-Aggressors

Presence/Absence of parents.	Aggressors		Non-Aggressors	
	Number	%	Number	%
Both present	44	63	51	72
Both Absent	2	3	0	0
Father Absent	22	31	15	21
Mother Absent	2	3	5	7
TOTAL	70	100	71	100

$$\chi^2 = 4.15$$

$$df = 3$$

CHAPTER-IV

PSYCHOLOGICAL CHARACTERISTICS OF AGGRESSORS AS COMPARED TO NON-AGGRESSORS

With regard to the psychological characteristics, Social Insight, Perceived Parental Attitudes, and Perceived Parental Punitiveness of the aggressors were measured. In order to have a comparative view of these characteristics of the aggressors, a sample of non-aggressors with similar socio-economic back-ground were included in this study and were tested on all of these measures of psychological characteristics.

1. Social Insight of Aggressors and Non-Aggressors

The test of Social Insight (TSI) was the first measure of psychological characteristics applied for distinguishing aggressors from non-aggressors. This test yields total score for each individual which represents his overall social insight. In addition, five part scores (viz; withdrawal, passivity, cooperation, competition and aggression) were also obtained for every individual.

It was hypothesized that there would be a significant difference between aggressors and non-aggressors in their social insight. In order to observe the difference between the aggressors and non-aggressors in over-all social insight as well as in all of the five modes of social insight namely withdrawal, passivity, cooperation, competition and aggression, t test was applied to the total TSI scores and part scores of aggressors and non-aggressors. The results of these

t tests along with the mean scores and standard deviations are presented in Table 4.1. A graphical representation of the means of TSI for total and part scores of aggressors and non-aggressors are presented in figures 1 and 2.

Table 4.1 shows that the obtained t for total TSI scores for aggressors and non-aggressors was highly significant ($t=7.41$; $df = 139$; $P < .01$). The aggressors were found to obtain higher scores ($\bar{X} = 36.07$) than the non-aggressors ($\bar{X} = 30.07$). Since, higher scores indicate poorer social insight it may be concluded that the aggressors had significantly the poorer social insight than the non-aggressors. Thus, the results confirmed the first hypothesis.

The results of the t tests applied to the part scores of five modes of social insight of the aggressors and non-aggressors revealed that the aggressors differed significantly from their counter parts in cooperation, competition, and aggression.

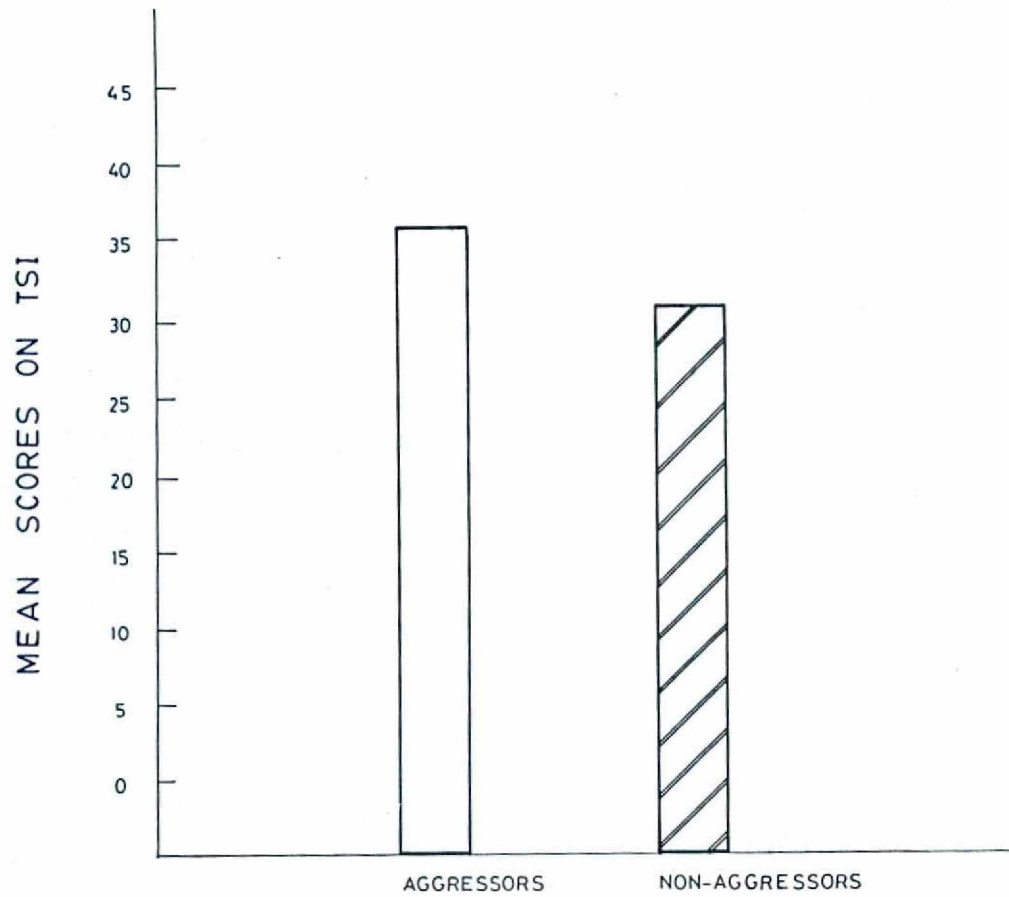
With regard to cooperation, the difference between the mean scores of aggressors ($\bar{X} = 2.20$) and non-aggressors ($\bar{X} = 2.82$) was significant at .01 level ($t = 6.20$; $df = 139$). The mean scores indicate that the aggressors were significantly less cooperative than the non-aggressors.

TABLE 4.1

Mean Scores, Standard Deviations and t - values for
TSI Total and Part scores of Aggressors and Non-
Aggressors

Variables	Aggressors		Non - Aggressors		t
	$\bar{X}$	SD	$\bar{X}$	SD	
Total	36.07	4.87	30.07	6.37	7.41 *
Withdrawal	5.92	2.59	5.87	2.23	.14
Passivity	9.86	2.77	9.62	2.71	.15
Cooperation	2.20	.58	2.82	.50	6.20*
Competition	22.94	4.88	18.51	5.68	5.83 *
Aggression	10.81	2.46	8.60	2.94	5.67 *

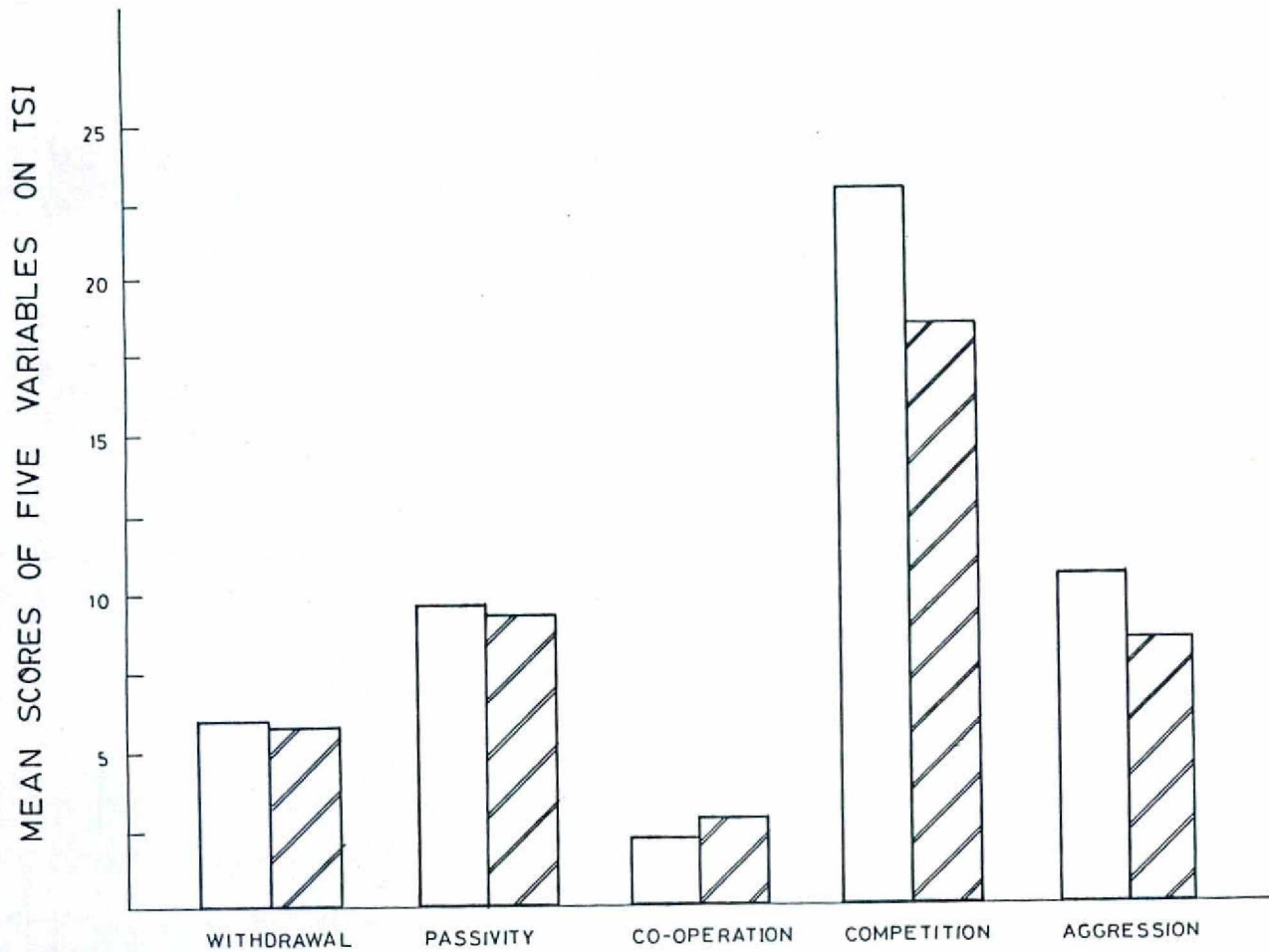
* p $\leq$.01 (two tailed)



TOTAL SCORES OF TSI

Figure: 1. Mean Scores of Aggressors and Non Aggressors of Total Scores on TSI

Aggressors 
Non-Aggressors 



FIVE VARIABLES OF TSI

Figure: 2. Mean Scores of Aggressors and Non Aggressors of Five Variables on TSI

The difference between the mean scores of aggressors and non-aggressors on competition was also highly significant ($t=5.83$; $df=139$; $P < .01$). The aggressors were found to be more competitive ($\bar{X}=22.94$) than the non-aggressors ($\bar{X}=18.51$).

Similarly, the mean scores of aggressors on aggression differed significantly from those of non-aggressors ($t=5.67$; $df=139$; $P < .01$). As expected, the aggressors were found to be more aggressive ($\bar{X}=10.81$) than the non-aggressors ($\bar{X}=8.60$).

However, on withdrawal, the mean scores of aggressors ($\bar{X}=5.92$) and non-aggressors ($\bar{X}=5.87$) did not differ significantly ($t = .14$; $df = 139$). Similarly, no significant difference between aggressors ($\bar{X} = 9.86$) and non-aggressors ($\bar{X} = 9.62$) was observed in passivity ($t=.15$; $df = 139$).

In summary, the aggressors were found to have an over-all poorer social insight compared to the non-aggressors. They were also found to be less cooperative, more competitive, and more aggressive than their counter parts i.e. the non-aggressors. However, these two groups did not differ in withdrawal and passivity.

2. Perceived Parental Attitudes of Aggressors and Non-Aggressors

The measure of perceived parental attitudes yields scores on five aspects namely affection, permissiveness, over-protection, rejection, and dominance of fathers and mothers separately. It was hypothesized that aggressors and non-aggressors would differ significantly in their perceived parental attitudes.

i. Perceived Father's Attitudes of Aggressors and Non-aggressors

In order to observe the difference between the aggressors and non-aggressors in their perceived father's attitudes, t test was applied to each set of scores on five measures viz., affection, permissiveness, over-protection, rejection and dominance. The results of these t tests along with the means and standard deviations of each measure for fathers are presented in Table 4.2. Figure 3 provides a comparative picture of the mean scores for five variables of perceived father's attitudes of aggressors and non-aggressors.

Table 4.2 shows that the difference between the perceived father's affection of aggressors and non-aggressors was not significant at an acceptable level ($t=1.77$; $df = 129$; $P \geq .10$). Though not statistically significant, the mean scores indicate that the fathers of aggressors tended to be less affectionate ($\bar{X}=8.91$) than those of non-aggressors ($\bar{X} = 9.71$).

However, the perceived father's permissiveness of aggressors and non-aggressors was found to differ significantly at .05 level ($t=2.12$; $df = 129$). The mean scores indicate that the fathers of the aggressors were significantly less permissive ($\bar{X} = 4.55$) than those of the non-aggressors ($\bar{X} = 5.46$).

With regard to the perceived over-protection of fathers, no significant difference ($t = .07$; $df = 129$) was observed between the scores of aggressors ($\bar{X}=8.23$) and non-aggressors ($\bar{X}=7.95$). In

TABLE 4.2

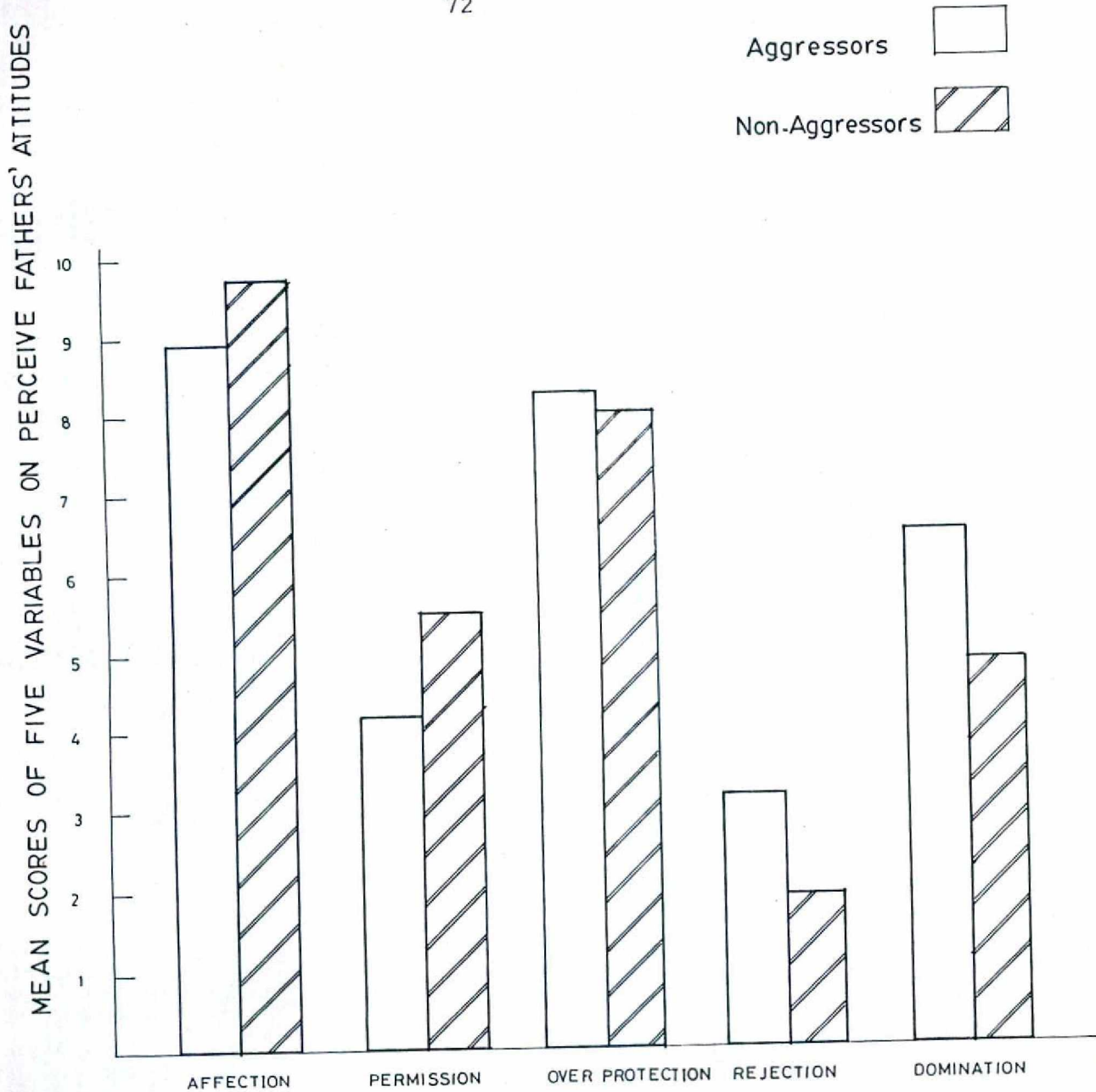
Mean Scores, Standard Deviations and t - values for
Perceived Fathers' Attitudes of Aggressors and Non-
Aggressors

Variables	Aggressors		Non - Aggressors		t
	$\bar{X}$	SD	$\bar{X}$	SD	
Affection	8.81	2.67	9.71	1.89	1.77 *
Permission	4.55	2.12	5.46	1.91	2.12 **
Over - Protection	8.23	2.18	7.95	2.24	.07
Rejection	3.12	1.54	1.98	1.13	4.23 ***
Domination	6.47	1.76	4.85	1.95	4.50 ***

* P $\angle$.10 (two tailed)

** P $\angle$.05 (two tailed)

*** P $\angle$.01 (two tailed)



FIVE VARIABLES OF PERCEIVED FATHERS' ATTITUDES

Figure : 3. Mean Scores of Aggressors and Non Aggressors of Five Variables on PERCEIVED FATHERS' ATTITUDES

other words, over-protection of father was not a significant variable differentiating aggressors from non-aggressors.

The difference between the means of perceived father's rejection for aggressors and non-aggressors was highly significant ($t = 4.23$; $df = 129$; $P \leq .01$). As expected, fathers of the aggressors were perceived to be more rejecting ($\bar{X} = 3.12$) than those of the non-aggressors ($\bar{X} = 1.98$). Similarly, the fathers of the aggressors were found to be significantly more dominating ($\bar{X} = 6.47$) than those of the non-aggressors ($\bar{X} = 4.85$) as the obtained t ($t = 4.50$; $df = 129$) was significant at .01 level.

In short, the aggressors perceived their fathers as more rejecting, more dominating and less permissive than the non-aggressors. The aggressors also tended to perceive their fathers as less affectionate.

ii. Perceived Mother's Attitudes of Aggressors and Non-Aggressors

Table 4.3 presents the means, standard deviations and t -values of the perceived mother's attitude scores of aggressors and non-aggressors on five measures viz., affection, permissiveness, over-protection, rejection, and dominance. A comparative picture of the mean scores for perceived mother's attitudes of aggressors and non-aggressors on five measures are presented in figure 4.

It may be seen from Table 4.3 that the perceived mother's affection scores of aggressors ($\bar{X} = 12.14$) and non-aggressors ($\bar{X}=12.53$) did not differ significantly ($t = 1.03$; $df = 137$). Similarly, the perceived permissiveness of mothers was not found to differ significantly with aggressors and non-aggressors ($t=1.95$; $df = 137$). Overprotection of the mothers for the two groups of subjects was also found to be non-significant ($t=.05$; $df=137$).

However, the difference between the perceived rejection of mothers of the aggressors and non-aggressors was found to be highly significant ($t = 4.00$; $df = 137$; $P \leq .01$). The mean scores indicate that the aggressors perceived their mothers to be more rejecting ($\bar{X}=2.06$) than the non-aggressors ($\bar{X}=1.36$). Similar significant difference was found in mother's dominance ($t=2.22$; $df=137$; $P \leq .05$) as well. That is, the mothers of the aggressors ($\bar{X}=5.24$) were perceived to be more dominating than those of the non-aggressors ($\bar{X}=4.51$).

In a word, rejection and dominance of the mothers were found to be significant variables differentiating aggressors from non-aggressors.

To summarize, the data on the perceived parental attitudes, i.e. the attitudes of fathers and mothers together, it appears that: perceived rejection and dominance of both parents were significantly high with the aggressors compared to the non-aggressors. Permissiveness was a significant variable for fathers only.

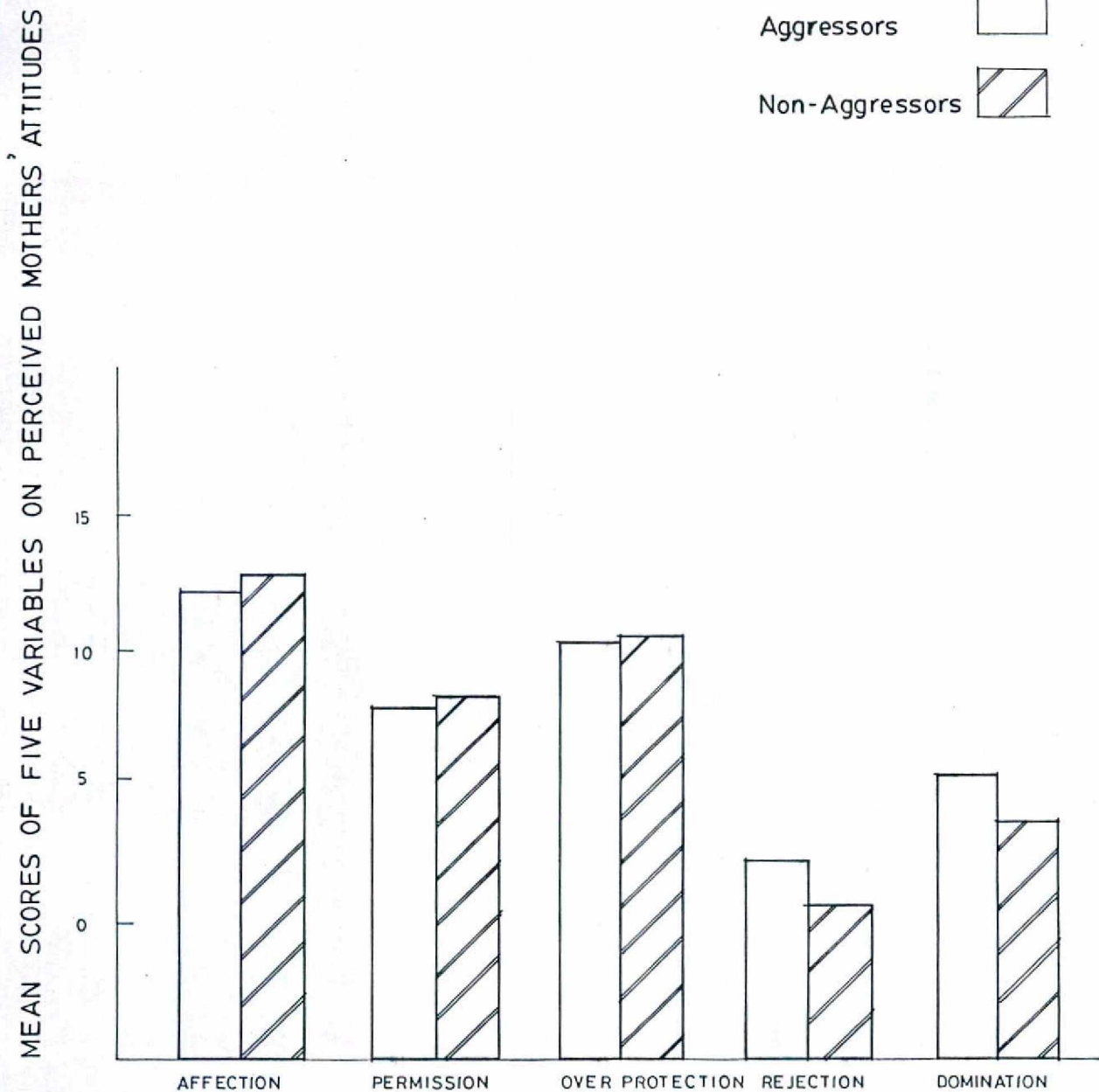
TABLE 4.3.

Mean Scores, Standard Deviations and t - values for
Perceived Mothers' Attitudes of Aggressors and Non-
Aggressors

Variables	Aggressors		Non - Aggressors		t
	$\bar{X}$	SD	$\bar{X}$	SD	
Affection	12.14	2.62	12.53	2.43	1.03
Permission	7.14	2.19	8.17	1.94	1.95
Over - Protection	10.13	1.74	10.17	1.54	.05
Rejection	2.06	1.47	1.36	.94	4.00 ***
Domination	5.24	2.07	4.51	2.44	2.22 **

** $P \leq .05$ (two tailed)

*** $P \leq .01$ (two tailed)



FIVE VARIABLES OF PERCEIVED MOTHERS' ATTITUDES

Figure: 4. Mean Scores of Aggressors and Non Aggressors of
Five Variables on PERCEIVED MOTHERS' ATTITUDES

That is, the aggressors perceived their fathers to be less permissive than the non-aggressors. The aggressors also tended to perceive their fathers as less affectionate than their counterparts. For mothers, neither affection nor permissiveness was a significant variable distinguishing aggressors from non-aggressors. Over-protection of neither father nor mother was found to be a significant variable in this regard.

3. Perceived Parental Punitiveness of Aggressors and Non-aggressors

Parental punitiveness as perceived by the aggressors and non-aggressors was another variable studied in this research. As this measure yields two sets of punitiveness scores, one for the father and one for the mother of the respondents, t test was applied separately to the perceived punitiveness scores for the two parents of the aggressors and non-aggressors. The hypothesis was that there would be a significant difference between aggressors and non-aggressors in their perceived parental punitiveness.

Table 4.4 presents the means, standard deviations and the t values of the parental punitiveness scores. The mean scores for perceived parental punitiveness of aggressors and non-aggressors are graphically represented in Figure 5.

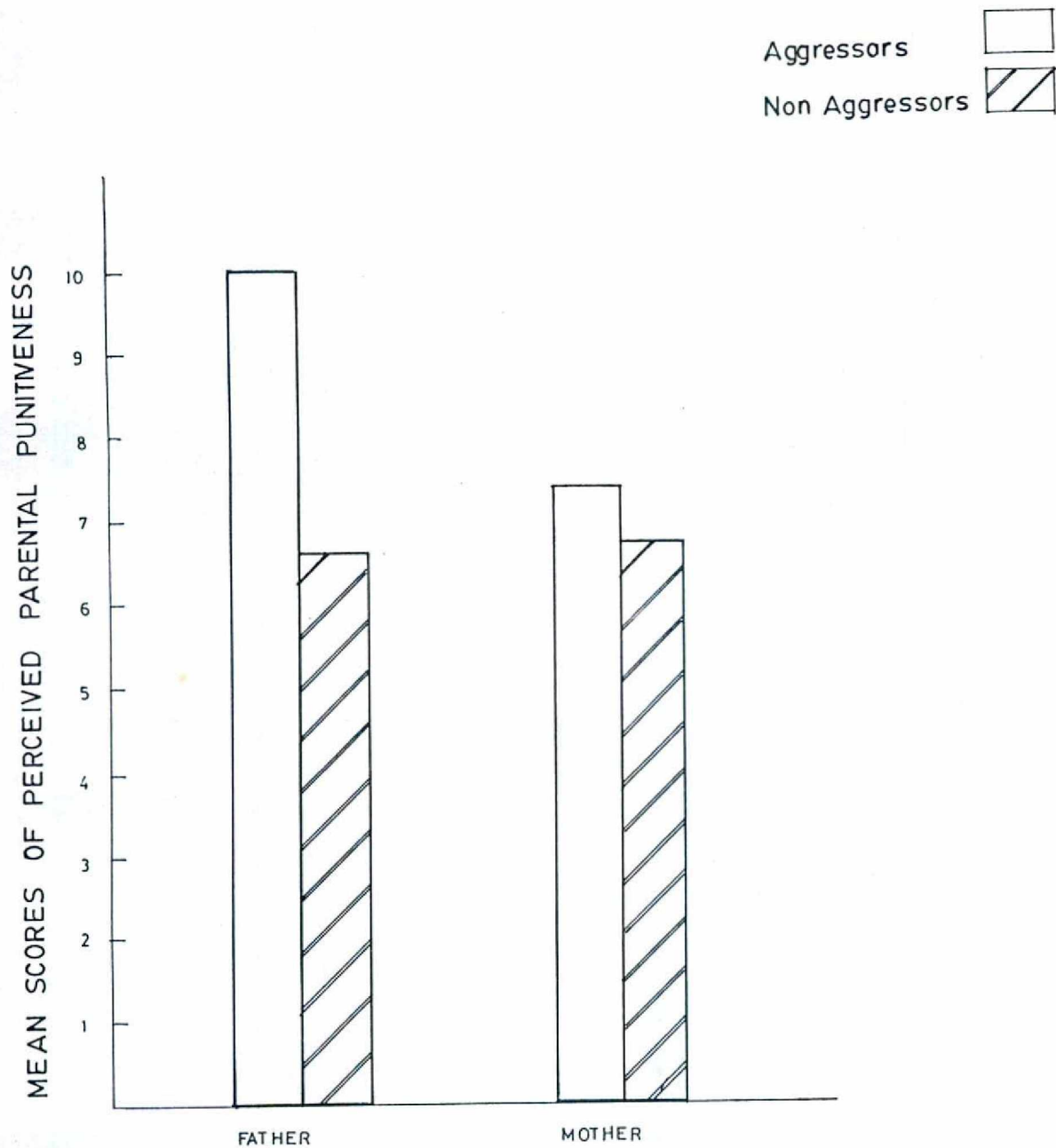
Table 4.4 shows that the difference between father's punitiveness for aggressors and non-aggressors was highly significant ($t=4.32$; $df = 129$; $P<.01$). Aggressors were found to perceive their fathers more punitive ($\bar{X}=10.13$) than the non-aggressors ($\bar{X}=6.61$).

TABLE 4.4

Mean Scores, Standard Deviations and t - values for
Perceived Parental Punitiveness of Aggressors and
Non - Aggressors.

Variables	Aggressors		Non - Aggressors		t
	$\bar{X}$	SD	$\bar{X}$	SD	
Perceived Fathers' Punitiveness	10.13	3.79	6.61	4.17	4.32 *
Perceived Mothers' Punitiveness	7.30	3.27	6.77	3.44	1.02

* $p < .01$ (two tailed)



PERCEIVED PARENTAL PUNITIVE SCORE

Figure: 5 Mean Scores of Aggressors and Non Aggressors on PERCEIVED PARENTAL PUNITIVENESS

Regarding perceived mother's punitiveness, the means for aggressors ($\bar{X}=7.30$) and non-aggressors ($\bar{X}=6.77$) did not differ significantly ($t=1.02$; $df = 137$). That is, both aggressors and non-aggressors perceived their mother similarly in terms of their punitiveness.

In a word, aggressors perceived their fathers as more punitive than non-aggressors but did not perceive their mothers differently in terms of punitiveness. Thus the third and last hypothesis has been partially confirmed.

Other Personal Habits of Aggressors And Non-Aggressors

As violence is often found to be accompanied by addiction to drugs stimulation seeking behaviour, information of respondents' smoking habits and addiction as well as how long they stay at home or away from home were recorded. The data regarding these variables are presented in Tables 4.5 and 4.6.

Table 4.5 shows that almost all aggressors i.e. 87 percent ($n=61$) were habitual smokers and a very few of them (13 percent, $n=9$) were non-smokers. In case of non-aggressors about 45 percent ($n=32$) were smokers and 55 percent ($n=39$) were non-smokers. Chi-square value computed for these data shows that there was a significant difference ($\chi^2=27.78$; $df=1$, $P<.01$) between the aggressors and non-aggressors with regard their smoking habits. It was also observed that 18 percent ($n=12$) of the aggressors admitted their addiction to alcohol, marijuana, cannabis and other medicinal drugs while only 3 percent ($n=2$) of non-aggressors were found to report such addiction. Chi-square value for these data ($\chi^2=8.39$; $df=2$) was found to be

TABLE - 4.5
Tobacco and other Drug Habits of Aggressors and Non- Aggressors .

Respondents	Tobacco		Other Drugs			
	Aggressors Number %	Non-Aggressors Number %	Aggressors Number %	Non-Aggressors Number %	Aggressors Number %	Non-Aggressors Number %
User	61 87	32 45	12 18	2 3	43 61	48 67
Non-User	9 13	39 55	43 61	21 30	15 21	21 30
No Response	0 0	0 0	15 21	21 30	70 100	71 100
TOTAL	70 100	71 100	70 100	71 100	70 100	71 100

$$\chi^2 = 27.78$$

$$df = 1$$

$$P = < .01$$

$$\chi^2 = 8.39$$

$$df = 2$$

$$P = < .05$$

TABLE - 4.6

Place where Aggressors and Non-Aggressors Spent Most of Their Time

Place	Aggressors		Non-Aggressors	
	Number	%	Number	%
At Home	12	17	40	56
With Friends	34	49	16	23
At Working Place	24	34	15	21
TOTAL	70	100	71	100

$$\chi^2 = 24.13$$

$$df = 2$$

$$P = < .01$$

significant at .05 level.

These results clearly indicate that the aggressors were more stimulation seeking than the non-aggressors. It appears from Table 4.6 that majority of the aggressors (49 percent, $n=34$) had reported that they spent most of their time with friends. Few of them (17 percent, $n=12$) said that they spent most of the time with their families i.e. at home. Rest of the aggressors i.e. 34 percent ($n=24$) were found to report that they spent their time at working place. In contrast, most of the non-aggressors (56 percent, $n=40$) were found to report that they spent most of their time at home. About 23 percent ($n=16$) of them said that they spent most of their time with friends and the rest i.e. 21 percent ($n=15$) reported to have been doing so at working place. Chi-square value ($\chi^2=24.13$; $df=1$) for these data was significant at .01 level which suggests that the aggressors differed from the non-aggressors regarding this habit of their daily social life.

Case Studies

In addition to the data collected through questionnaires, eight case studies were obtained through prolonged interview. Brief reports of these cases are presented in the following pages. These reports are found to be supportive of the results obtained through other measures.

Case Study 1

Mr.A, a young adult of 18 years was charged with various types of harmful and aggressive offenses. He attempted to assault and threat the inmates of his own house like grandmother and sister with sharp weapon to take away money from them. He also involved himself in hijacking with a gang. Moreover, at this tender age, he had already developed habits of taking alcohol, cannabis, marijuana along with smoking tobacco.

This youngman was a middle born child of a small family. His father was a businessman and the mother was a housewife. Both of them were highly educated. His family was financially well off and lived in an urban area. It was known through taking account of family history that the man had bitter experience in his early childhood. His parents were legally separated when he was a little boy. His mother had earned a bad name for immorality or having affairs with men before her marriage. In course of events, his mother got married to his father. After getting married there was an apparent change in the character of his mother for sometime. But she again turned back to her original nature. His father could not tolerate such type of vulgar behaviour. Having no other course left open, his father divorced his mother. After few years he got married again. But Mr.A could not accept his new step-mother though he admitted that she was modest, gentle and graceful.

During conversation he complained that he was not happy at all with his family environment as he was deprived of love, affection and guidance from his parents. He felt that he was rejected and dominated by his father. Besides, his father used to scold and beat him at times for petty matters. This made him feel that family is an unhappy place to live. In order to escape from such an unhappy surrounding, he spent most of his time away from home and came in contact with deviant peer group and picked up their habits as mentioned earlier. Subsequently, he had committed above mentioned aggressive and violent acts.

Case Study 2

Mr.B was 18 years old and studied upto secondary school certificate. He came from a village and was convicted for the murder of his own intimate friend. Mr.B was in love with a girl of his neighbourhood. He told about this matter to his friend. But his friend disclosed the secret to others. This made a hue and cry there. At this, the Chief of the village became angry and summoned Mr.B with his father. He warned both Mr.B and his father on this particular issue. At this his father felt so insulted and angry that he beat his son ruthlessly. This made Mr.B feel so disgraced and furious that he had killed his best friend of his own age on the spur of the moment.

Mr.B reported that he came from a large poor family and was the youngest among his siblings. His father was a semi-skilled labourer with a very low level of education. His mother was a housewife with no education at all. However, they were happy and had graceful relationship. Sometimes used to quarrel for transaction of money with their sons who were serviceholders. Recollecting his early childhood experiences he said that his parents and elder brothers had neglected him. They did not care very much about his education even though he had keen interest in studying. From all of his conversation it seemed that he was fade up with his poor economic condition handicapping him to fulfil his desires of being educated and living a descent life.

Case Study 3

Mr.C, a young adult of 20 years could not fulfil his desires, hopes and psychological needs even though he was the only son of his parents. He had been studying at a famous educational institution of Dhaka City. This youngman had failed to complete his school final although he had brilliant and extra-ordinary academic performance. Mr.C was convicted for hijacking with a gang.

While he was describing his personal and family history, he narrated that his father was a businessman having post-gradua-

tion degree and the mother was an architect, that is, both of them were highly educated. He further mentioned that he came from an economically well-off family and resided most of his time in an aristocrate area of Dhaka City. He had also confessed that he had addiction to pathedine.

During conversation, he expressed that he did not get proper love, affection and guidance from his parents at his early childhood. Not even they did spare enough time for his recreation and amusement. Rather they were more concerned and busy with their official, social and voluntary work and spent most of their time outside home. So they had hardly any close contact with their son. It was his grandmother who brought him up.

In his words, lack of their responsibility, towards him attention and awareness about his welfare made him feel rejected and neglected and very lonely at home. To quote him "To escape from the loneliness and to have pleasure and relaxation I used to spend most of my time with my friends away from home. Gradually I started joining the members of deviant peer group and follow their activities. In this way I got involved in hijacking with them. Besides I had developed the habit of taking of pathedine to release my inner tension".

Case Study 4

Mr.D was a businessman of 33 years of age whose educational qualification was upto higher secondary school certificate. He came from a large family of low income group of rural area. Among siblings he was the middle born. Mr.D was a habitual smoker and used to take alcohol occasionally. He was convicted of murdering his own sister who was very dear to him.

While talking Mr.D said his parents used to quarrel for trifling domestic matters. Apart from this their relationship was more or less satisfactory. It may be mentioned here that his father was also addicted to alcohol. For this reason, there was a strife between his parents which he did not like. During his adolescence he had lost his father who was a serviceholder with education of S.S.C. level.

In his own words, "I looked after my younger sister and educated her upto S.S.C. level from a reputed educational institution. As she grew older, I gave her in marriage to a respectable and economically well-off family. It was going fine. Everything was O.K. But when her husband went abroad getting a job, she started indulging in extra-marital affairs. I couldn't imagine that this could happen to my sister whom I brought up like my own child. One day I discovered this filthy matter. This made me furious. I lost my sense and in a fit of violent anger, I killed my beloved sister". Tears were rolling down his cheeks as he described this pathetic story.

At last he sighed with a heavy heart and uttered, "Now, I have lost everything... my dear sister, my family prestige... everything".

Case Study 5

Mr.E, a young adult of 18 years was a victim of a family environment from where he got nothing but bitter and unhealthy childhood experience. This unfortunate youngman was the middle born child of a divorced couple. He was charged with an attempt to assault his mother and siblings with sharp weapon.

With regard to the personal history he reported that his father was a serviceholder and had education upto B.A. His mother was an ordinary housewife who studied upto primary level. He was a member of an economically well-to-do family and lived in a town. He reported that he had no addiction to any intoxicant except the habit of smoking.

When he was asked to tell about his childhood experience he said that he was raised in a miserable family atmosphere. His father used to quarrel with his mother for petty family matters and made his mother's life miserable. Finally his mother got divorce from his father. At that time this youngman was eleven years old. After getting divorce, his mother went to her brother's house with Mr.E, his brother and a sister.

According to his report, his father was so inconsiderate and cruel that he refused to render any monetary help to his children staying with their mother and soon got married elsewhere. "Having no other alternative" Mr.E said, "my mother had to get married to ensure her financial and social security".

Looking at the past, Mr.E recollected, "I was so unhappy that didn't care for anyone to do whatever I liked. My family was disgusting to me. I started stealing money from home. Sometimes I used to disappear for a few days without telling anyone of my family. I was an unhappy person with a heart filled with anger and hatred against every one". As he went on narrating his feelings he said that he often showed his hostile and aggressive behaviour to his mother and siblings when they used to refuse giving money. Once he attempted to assault them with sharp weapon when they regretted to pay money to him.

Case Study 6

An unfortunate youngman, Mr.F, of 18 years had lost both of his parents at an early age. This young adult was convicted of hijacking with a gang. Besides, he used to threaten his family members to set fire and destroy house-hold commodities simply for getting money.

He was the middle born son of his parents, he said and studied upto secondary school certificate level. His father

was a service holder who had completed graduation degree and the mother was an ordinary housewife who studied upto Class-IX. Unfortunately, he had lost both of his parents when he was a young boy. However he remembered that there was a graceful relationship between them. His parents were fully aware and concerned about his welfare. As for instance, he had a habit of smoking and for this habit his parents used to warn and scold him off and on. Besides, they had high hopes for their son. But it was misfortune that, both of them died in his childhood and he was looked after by his maternal uncle.

According to his own statement, he could not accept the sudden demise of his parents. He desperately missed love and affection of his parents and felt frustrated. To give vent to his frustration, he used to spend most of his time with deviant peer group. Subsequently he engaged himself in various aggressive and violent acts that seemed to be awful and frightful for the family as well as for the society.

Case Study 7

A young businessman of 28 years (Mr.G) was accused of smuggling along with aggressive assault. But he said that he was imprisoned because of conspiracy of his friend who was a partner of his business and used to work together. While talking about his friend he showed his hostile attitudes towards him. He uttered in an aggressive tone - " I will take

revenge upon him for this insult in future".

While he was asked about his personal and family history he told that he was the eldest among his siblings and he came from a large family. He had completed higher secondary school certificate examination. His father was a businessman who studied upto higher secondary level. Mr.G described his mother, as a "dominating housewife" who had died a year ago, with no education at all. He said that she was "ambitious", "quarrelsome" and very "short tempered" in nature. He described his father as punitive exerting extremely strict discipline on all of his children. To quote him, "I had a very unpleasant family. No body loved me there, nor did they love each other..... I started building my career all by myself and that cheat, who was once my friend, spoiled everything".

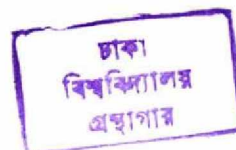
Case Study 8

Mr.H, a young businessman of 20 years was imprisoned for committing a murder. It may be mentioned here that there were two rival parties in his area where he lived most of the time of his life. One day there was a quarrel between these two opponent parties and a murder took place. In course of events he was charged with that murder case.

While narrating his personal and family history he mentioned that he was the middle born son of his parents. His father was a

businessman having post graduation degree and his mother was an ordinary housewife who did not complete Secondary School Certificate Examination. He was a member of a large family and used to live in a densely populated area with a poor socio-economic surroundings. At the time of interview, he further told that he had a habit of taking medicinal drugs and tobacco. He described his family as a happy one on considering his relationship with parents. But his father had the habit of taking alcohol and for this his parents used to quarrel sometimes. Unfortunately his father had died when he was a teen aged boy. This, according to him, was very shocking. He felt helpless and insecure. Financial crisis in the family made him upset. So, he got mixed up with the lives of the indescient people of the neighbourhood and finally ended up in the jail with a charge of murder.

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DISCUSSION

CHAPTER-V
DISCUSSION

The present investigation was primarily designed to observe whether aggressors differ from non-aggressors according to some psychological characteristics, such as social insight, perceived parental attitudes and perceived parental punitiveness. Moreover, some of the demographic variables, family characteristics and personal habits were looked into to trace their relationship with aggression and violence. These were education, occupation of the aggressors and their parents, income of family, area where they reside most of their time, size of family, presence/absence of any one or both of the parents in family, smoking habits and addiction to any intoxicants, and time spent at home or away from home. The purpose behind observing all of these variables together was to establish a meaningful relationship among them concerning aggressive and violent tendencies.

A major finding of this research is that the aggressors had an overall poorer social insight compared to the non-aggressors. In terms of the five variables of social insight viz, withdrawal, passivity, cooperation, competition and aggression they were found to be significantly less cooperative, more competitive and more aggressive than their counterparts, i.e. non-aggressors.

The poorer social insight of the aggressors may be interpreted as being less able to cope with the situation. In other words, the aggressors were relatively poorer in social adjustment.

This finding supports the results obtained by Van Vorst (1954), Cassel (1959), Cassel and Clayton (1960), Begum and Parween (1984) and Begum and Rahman (1986). They observed that deviant groups i.e. prisoners, criminals and delinquents had poorer social insight as compared to normal groups like non-prisoners, non-criminals or non-delinquents. These groups tended to violate cultural behavioural patterns and could not adjust adequately with social problems. It is quite obvious that social insight is directly related to socialization and depends on family relation with its environment. In this regard, Bonnett (1972) discusses the family constellation (i.e. dynamic relationship between siblings and other members of family) is a major factor in the development of individuals' personality characteristics and his insight towards society. The finding of poorer social insight of the aggressors may also be explained in terms of their family experiences.

A closer look at the data of social insight reveals that the tendency of the aggressors was to be less cooperative. This result is consistent with the findings obtained by Begum and Parween (1984) and Begum and Rahman (1986). They also observed that the prisoners convicted for murder, rape etc. were less cooperative than nonprisoners. Less cooperativeness among the young aggressors may be explained in terms of their having few chances in their family to cooperate with other members, friends and neighbours. Lack of such opportunity in the past might have turned them to become less friendly and self centered. Again, if persons are loved at home they feel equal with others in the

tasks they perform in order to win the approval of others which help them to develop a sense of cooperation with others. The aggressors of the present study might have been deprived of such familial environment which might have made them less cooperative and less active to take little initiation to do something for the welfare of others. And they might have learned to prefer to select negative endeavour to solve any aspect of social and familial problem and chose the alternative in the form of aggression. It is quite reasonable to refer to the case studies of Mr.A.B.C.E.G. revealing their deprivation of love and affection from their parents and they had no healthy family atmosphere where they could develop cooperative behaviour.

Secondly, the aggressors were found to be more competitive than the non-aggressors. This finding is similar to that of Begum and Rahman (1986). They observed that the criminals were more competitive compared to non-criminals. The competitive tendencies among the aggressors seem to reveal a compensatory behaviour an endeavour to draw attention of others. Lack of love and affection at home may have induced a competitive attitude among them to overthrow any barrier or obstacle to their goal even through destructive and harmful means to maintain supremacy over others.

Lastly, the aggressors were found to be more aggressive as compared to non-aggressors which is consistent with previous findings (Begum and Parween, 1984; Begum and Rahman 1986). Aggression is a function of numerous factors in the environment in

which an individual is brought up. First, if parents are aggressive and quarrelsome they may act as a model for their children even though non-aggression is taught through sermons. Secondly, if parents are too permissive about the aggressive behaviour of their children it may induce them to learn to violate rules of conduct or social norms. Absence of a parent or parents or any other factor giving vent to overindulgence or improper guidance may make a child learn aggressive means for self gratification. Besides, parental rejection is almost universally regarded as a factor contributing to the development of aggressive tendencies. Data of the present study on parental attitudes and punitiveness show that both the parents were perceived as rejecting, and dominating by the aggressors. Besides, fathers were considered as less permissive, less affectionate and more punitive by the aggressors. These findings indicate that the aggressors felt rejected and neglected in their family. Their need for affection had been thwarted in their family particularly by their fathers. This rejection and lack of affection along with parental domination and punitiveness have presumably made them develop aggressive and violent tendencies. The observations of Walsh and Beyer (1987) lend support to this explanation.

A feeling of parental rejection among aggressors found in the present study shares similar findings of Mc.Cord, Mc.Cord and Howard(1961), Redl and Wineman(1951) who found a strong positive correlation between aggression on the part of the child and parental rejection. The observations further suggest that parental rejection creates a feeling of insensitivity and weakness in bondage with family which may develop

tendencies to care less for parents. The case of Mr.C. a young adult, may be cited as an example in support of this statement. Mr.C was neglected by both of his parents and confronted with extreme rejection. His parents were rather busy with their own social and official work. According to his report his parents did not give sufficient time to their son. As a consequence this young adult used to spend most of his time with his friends to get amusement. Gradually he became addicted to pathedine and engaged himself in hijacking, a form of violent practice. Parental domination and less permissiveness are also likely to disrupt the affectionate relationship between a child and his parents. Fearfulness of parents and lack of gratification of needs from family resulting from such attitudes of parents are likely to make an individual seek gratification from other activities such as violence.

Greater punitiveness of parents perceived by the aggressors indicate how damaging excessive punishment can be on their children. This finding lends support to those of Anthony (1970), Sears, Mc.Cobby and Levine (1957) and Patterson (1976,1977). Punishment provides a model for aggression when the parents discipline their children to remove unwanted, undesirable and unacceptable behaviour. Besides, punishment, especially physical punishment, serves to frustrate the child and to create further aggressive impulse. In this way, punishment rendered by parents influences the respondent to be aggressive towards others.

In short, a history of bitter familial experience along with extreme punishment are likely to create a typical family environment where individuals are prone to develop poorer social insight and aggressive tendencies in their adult life.

The socio-economic characteristics of the aggressors of this study are also consistent with the foregoing analysis of developing aggressive tendencies. Most of the aggressors as well as their parents had low level of education and income that are often claimed to be positively related to crime and violence (Jacobs, 1978; Stephen, 1976; West and Farrington, 1973; Donnell, 1970). It is reasonable to believe that such socio-economic condition created a family environment tinged with parental punitiveness and rejection that have been perceived pronouncedly by the aggressors of this study. Low income and less education compel one to a kind of slum life with accompanying miseries in which the individuals are prone to develop aggressive and violent tendencies. Although the aggressors of this study were found to come from different occupational groups, majority were in the category of petty business. Such occupational status adds uncertainty of income which is likely to create a less stable family environment. The joint effect of all of these variables may be styled as congenial for developing deviant behaviour patterns including aggression and violence.

Another observation of this study is that a large number of aggressors came from rural areas. This finding is similar

to that of Akanda and Shamim (1985) and Jahan (1988). The reason for this phenomenon is that about 80 percent of the people of Bangladesh live in the rural area and farming is their major occupation. As such, instances of aggressive acts over the problem of land ownership and other related issues are quite common. Besides, they have relatively lower level of income and education. Simplicity is another characteristic of these rural people. All of these factors are likely to determine their overt expression of aggression while confronted with provocation or any other problem. Once committing a violent act rural people can hardly manage to cover up their acts as urban people might be able to do in similar situations. As such, rural people committing violence are likely to end up in jails more often than the urban ones. So it is quite natural to have larger number of rural residents committing violent acts in this study.

With regard to the family characteristics of the aggressors three variables were observed viz., size of family, ordinal position of aggressors and absence of any one or both parents. Data showed that most of the aggressors came from large families and were middle borns. About 37 percent of them had lost either one or both their parents in childhood.

Empirically speaking, in a large family it is difficult for parents to give proper attention and fulfil needs of each and every child equally without frustrating them. As such, it is very natural for a child in a large family to feel neglected and rejected. Begum and Rahman (1986) share similar interpretation

while they found similar data in their study.

The probability of being deprived of love and affection of parents in large families is obviously greater for the middle borns because they arrive later in a family where there are already other children to share parental care. Consequently the middle borns differ from the children of other ordinal birth positions in getting attention of parents and perhaps it is for these reasons that they tend to fulfil their psychological needs that are thwarted at home through aggressive means. The findings of Sheldon and Eleanor (1950), Nye(1955), West and Farrington (1973) and Begum and Rahman (1986) lend support to the present observation and its interpretation.

In the family set up parents are the major sources of gratification of children's need. So if any one or both of them are absent in a family children's gratification of need are obviously obstructed. In the present study, it has been mentioned that a large number of aggressors came from families where there was parental absence, particularly absence of fathers. The case studies of Mr.D,F, and H who had lost their fathers reveal that they had an intense feeling of deprivation of love, affection and financial support. Similar finding was observed in a study which revealed that rejection and such other variables resulting from fathers' absence contributed more to the development of delinquency. (Mc.Cord and Thurber,1962). Moreover, it would not be wrong to mention here that they have faced the problem of "identification", a process by which a person adopts attributes,

prohibitions and values of favourite ones, as his or her own. That means the absence of father has created a family situation where they had missed the persons who were nurturant and loving with whom they could identify and conjure up the values, behaviours and so on to guide their thoughts and actions (Worchel and Cooper, 1983).

Personal habits of aggressors viz., habits of smoking, liking for different types of intoxicants and time spent at home or away from home were also observed. It was found that almost all of the aggressors were habitual smokers and some of them were addicted to various types of intoxicants like alcohol, cannabis, marijuana and medicinal drugs. An obvious interpretation of this habit of the aggressors is that they are more arousal seeking than the non-aggressors.

It is needless to say that habits of smoking and addiction to any intoxicant is harmful and dangerous for both personal and interpersonal behaviour and this may affect the society as well. Furthermore, findings of personal habits reveal that unhealthy parent-child interaction along with bitter family experience might influence aggressors to take different types of drugs. Gradually they might engage themselves in various types of aggressive and violent acts. If one looks at the case of Mr. A, it appears that this particular young adult came from a disturbed family. His father divorced his mother for her promiscuous character. Again his father married elsewhere. Though his step mother was gentle and polite in her nature, this young man could not

trust her and felt rejected and neglected because of his past family experience. Consequently, he developed the habit of taking various types of intoxicants at his tender age and engaged himself in hijacking and such other violent crimes.

The case of Mr.C is another relevant example of the effect of extreme parental rejection along with incongenial family environment. According to his report, he did not get love, affection and guidance from his parents; rather he felt being rejected and neglected by them. So he started taking pathedine for getting rid of pains. Gradually he ended up in violent activities, such as hijacking, with his peer group.

An interesting observation of this study is that the aggressors reported to have the habit of spending most of their time outside home. Deprivation of a peaceful, favourable and healthy family atmosphere with lack of affection and warmth from the parents might have pushed the young aggressors to pass most of their time with friends away from home to get amusement and relaxation. Gradually they get involved in aggressive and violent acts. The case studies of Mr.A and Mr.C are supportive of this explanation. Such instances depict the failure of the socialization process. In other words, these are, presumably, the cases of failure of these individuals to internalize control placed by parental authority figures and displacement of dependency from parents on peer groups.

To sum up, the results of the present investigation suggest that deprivation of love, affection and lack of proper guidance along with rejection, domination and unnecessary punishment from the parents might have created an incongenial family environment or an unfavourable social climate for fulfilment of psychological needs and a healthy development of moral and social values. Poor socioeconomic background of the aggressors, observed in this study, is likely to have fostered such a social climate. Consequently, the young aggressors had not been able to develop better social insight or to adjust to live a normal social life and had chosen deviant peers as models. All of these factors, social psychological in nature, had made them to take negative endeavour in fulfilling psychological needs in the form of violent acts.

Aggression and violence observed in the present investigation can be explained in terms of social learning theory which suggests that any form of social behaviour is acquired through past experience, reinforcement and imitation. Mischel (1966) holds that children develop their sex-role behaviour through modeling, reward and punishment. Following this theory, it may very well be said that the acts of violence and aggression too have been learned through past experience of these young adults convicted of violence. And their experience was that of a deprivation of love and affection at home and a deviant peer model as a source of fulfilment of their thwarted needs.

The observations of this present study have also implications for prevention of the act of violence. That is, parental care and affection along with warm, healthy and enthusiastic interpersonal interaction within the family members are required to establish a congenial environment where the individual can develop healthier personality characteristics with better social insight. This in turn may inhibit them to engage in different violent acts. Besides, family, particularly parents, may be used as active agents for preventing violence. If parents, for example, use withdrawal of love or withholding some desired object as punishment, instead of administering physical punishment for an aggressive act, a child will get double benefit of (1) non-reinforcement of aggressive behaviour and (2) not witnessing an aggressive model (e.g. punitive parent) to imitate in a later situation. Besides, a congenial family environment and favourable parent-child interaction patterns are likely to prevent attraction to deviant peers as models.

However, a word of caution needs to be uttered in arriving at conclusions based on the present findings. This study made use of only a small sample of aggressors and explored a very few factors of aggression and violence. The findings within this limited perspective, have suggested that violence is a function of multiple factors affecting individual's personal and social life. In view of the multiplicity of the factors causing violence it is felt that further investigation with larger samples must be made in order to understand the exact nature of interaction

among the variables. Such variables should include the situational ones triggering violence along with predisposing personality characteristics and other environmental conditions. In other words a series of studies needs to be conducted for having thorough understanding of the dynamics of the aggression. Such an endeavour is likely to direct us to adopt appropriate and effective measure to prevent or to help reduce the problem of aggression and violence in any society including Bangladesh.

SUMMARY AND CONCLUSION

CHAPTER-VI

SUMMARY AND CONCLUSION

The present research was primarily designed to identify some of the psychological characteristics (viz., social insight, perceived parental attitudes and punitiveness) of the aggressors as compared to the non aggressors. In addition to the above characteristics some of the demographic variables (viz., education and occupation of the respondents and their parents, income of family, area where they reside most of their time), family characteristics (such as size of family, birth order of the respondents, presence/absence of any one or both the parents of the respondents), and some personal habits like habits of smoking and addiction to any intoxicants, time spent at home or away from home, were observed.

The sample of this study consisted of 141 adult males of which 70 were aggressors who committed different types of violent and aggressive acts. Out of these aggressors, 45 had committed murder, 6 were convicted of hijacking, 6 of rioting, 4 of robbery, 8 of assault and there was only one aggressor who was imprisoned for kidnapping. A group of non aggressors (n=71) with no records of aggressive acts were included. It may be mentioned here that the aggressors and non aggressors were roughly matched with regard to their age, education, occupation and income of family.

In order to observe psychological characteristics of the respondents the Test of Social Insight, the Measure of Perceived

Parental Attitudes and the Measure of Perceived Parental Punitiveness were used.

The Test of Social Insight (TSI) developed by Cassel (1959) and adapted and translated in Bengali by Begum and Parween (1984) was used here. This test consisted of five modes of resolutions of the problem expressed in the 60 items of withdrawal, passivity, cooperation, competition and aggression.

The Measure of Perceived Parental Attitudes used here was developed by Afroze and Islam (1982). Author of the present investigation found out the reliability and validity of this measure. This measure consisted of 20 items on the basis of PARI's scale (Scafer and Bell, 1958) and Scale for Measuring Boy's Conception of Self, His family and Other Inter Personal Relation of Walter, and Ellen (1956). The Measure of Perceived Parental Attitudes was constructed to measure five variables: affection, permissiveness, overprotectiveness, rejection and dominance.

In order to measure parental punitiveness, a Bengali version of Measure of Perceived Parental Punitiveness developed by Afroze and Islam (1982) was used in this research. These items were constructed according to the technique used by Hoffman and Herbert (1967) to assess parental practice. Author of the present research examined the reliability and validity of this measure. In addition to these measures, a Personal Information Questionnaire was administered to get information about their socio-economic background, family characteristics and their personal habits.

The results of the t test of social insight showed that aggressors had an overall poorer social insight than non-aggressors. There was significant difference between these groups in terms of cooperation, competition and aggression. That is, aggressors were found to be less cooperative, more competitive and more aggressive than the non-aggressors. These two groups did not differ in withdrawal and passivity.

t-test applied to perceived parental attitudes revealed that fathers were perceived as more rejecting and dominating and less permissive and less affectionate by the aggressors than the non aggressors. In case of mothers, it was observed that they were perceived as more rejecting and dominating by the aggressors than the non aggressors. Neither affection nor permissiveness were found to be significant for enhancing aggressive and violent acts. Again both aggressors and non aggressors perceived their parents similarly in terms of overprotection. Another observation of perceived parental punitiveness revealed that aggressors saw their fathers as more punitive than non aggressors while both of these groups perceived their mothers similarly.

With regard to the socio demographic characteristics it was observed that most of the respondents had education upto S.S.C. or H.S.C. level and a few of them obtained graduation or post graduation degree. Similar finding was found in terms of their parental education except that there were some parents who had no education at all. The distribution of the respondents according

to occupational status revealed that a majority of them were students, a large number of them were businessmen, some of them were engaged in various types of governmental and non governmental jobs and a few of them were farmers and unemployed. In case of their fathers, there were no students among them and it was also interesting to see that a majority of the fathers of aggressors were businessmen as compared to those of non-aggressors. Of mothers, most of them were housewives and a few of them were engaged in different types of governmental and non governmental offices. Income of family showed that a majority of the aggressors and non aggressors were from low income group and a few of them came from high income group. It was also observed that a majority of them were from rural area and rest of them were from urban area.

The data on the family characteristics of the respondents revealed that a majority of the aggressors came from larger families as compared to the non aggressors. It may be further pointed out that a majority of the aggressors were middle borns. Another finding was that unlike the non aggressors most of the aggressors were habitual smokers and a large number of them were addicted to different types of intoxicants like alcohol, cannabis, marijuana and other medicinal drugs. Besides, a large number of them used to spend most of their time away from home i.e. with their friends while some of them spent their time at working place and a few of them passed their time at home i.e. with family members.

Aggression and violence observed in this study can be interpreted in terms of social learning theory. Following this theory it may be said that, the acts of violence committed by the young adults were also learned through past experience of deprivation of love and affection from their parents at home. This in turn led them to spend most of their time with deviant peer group and engaged themselves in various violent crimes.

In view of the present findings, the importance of personality characteristics and the role of parents and the family environment was highlighted in dealing with the problem of aggression and violence in society. Finally, it was suggested that extensive research should be conducted on larger sample to find more variables and the exact nature of interaction among the variables in determining these activities. Such research is expected to enlighten us with more information about the dynamic of aggression and violence and help us to take proper and suitable attempt to decrease the occurrence of violent and aggressive acts in Bangladesh.

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APPENDECIES

Appendix - A

Tables Showing Previous Data On Violence

TABLE 1.1

Total Number of Crimes Occuring in Bangladesh
During 1966-1973 Prepared by Police Authority

Type of Crimes	Number of Crimes Per Year							
	1966	1967	1968	1969	1970	1971	1972	1973
Dacoity	1180	1285	1215	1339	1330	1226	4906	5174
Hijacking	879	868	815	1025	1046	669	3539	4345
Theft	29415	28009	27212	31660	31710	15292	29484	29041
Murder	1345	13447	1286	1458	1369	2186	6149	2831
Unlawful Mob	5637	6260	6645	7696	7724	4958	11094	7140
Others	22138	23096	23929	23282	23697	10517	34119	67635
Total	60594	72965	61102	66460	66876	34848	89291	116116

Source:- Hussain, H. Aparadh Biggan (Criminology) Mukhtadhara
Dhaka, Bangladesh, 1987, Pp 30

TABLE 1.2

Total Number of Crimes Occurring in Bangladesh
During 1979 - 1984 (Upto November) Prepared by
Police Authority.

Types of Crimes	Number of Crimes Per Year					
	1979	1980	1981	1982	1983	1984
Dacoity	1222	1064	1189	880	885	1124
Robbery	1422	1235	1272	996	921	919
Burgelary	9273	7719	6795	8000	7648	7381
Theft	10197	9431	8370	9398	9164	8773
Murder	1802	1891	1882	1769	1815	1993
Rioting	8422	7910	8450	5454	5553	7105
Others	30648	28905	28913	30122	31823	33028
Total	62986	58155	56871	56619	57809	60323

Source :- The Weekly Chhuti, January 25, 1985

TABLE 1.3

Total Number of Violent Incidents Occurring in Rural and Urban Areas of Bangladesh During 1980 - 1984

Year	Rural	Urban	Total
1980	462	215	677
1981	503	244	747
1982	875	236	1011
1983	582	360	942
1984	408	191	599

Source :- Jahan, R. Jahan, R. Hidden Wounds, visible Scars,
"Structures of patriarchy, Bina Agarwal (ed.) New Delhi,
1988.

TABLE 1.4

Number and Percentages of Female Violence Occurring
in Rural and Urban Areas of Bangladesh during 1983-1985

Type of Female Violence	Rural		Urban		Total
	Number	Percentage	Number	Percentage	
Murder	229	85	41	15	270
Rape	181	71	75	29	256
Acid Throwing	43	69	19	31	62

Source :- Akanda, L.; Shamim, I., Women And Violence:

A comparative study of rural and urban violence
in Bangladesh, Women for Women, A Research and
Study Group, Dhaka, Bangladesh, 1985.

Appendix - B

English Version of
Adapted Test Of Social Insight

Instructions

On the following pages are 60 questions about social situations. Each question is followed by five possible answers. Choose the ONE answer you consider the best. Mark your answers on the separate answer sheet. Record your choices by making a heavy black mark under the letter which corresponds to your answer.

Example :

a	b	c	d	e
		█		

1. You approach a person of the opposite sex whom you mistook to be a new friend. After several minutes of conversation you discover your error. What do you do?
 - a. Apologize, and walk away.
 - b. Stop talking, and smile in a friendly way.
 - c. Apologize, and introduce yourself.
 - d. Insist that you recall the person, and try to remember from where.
 - e. Scold yourself for the mistake.

2. An instructor has given you a much lower grade than you feel you deserve. What do you do?
 - a. Insist that you receive a fair grade.
 - b. Ask the instructor for an explanation.
 - c. Do nothing, and act natural.
 - d. Transfer to another instructor.
 - e. Ask for an examination to show that you really know the materials.

3. Members of your family insist that you join them on a holiday picnic, but you prefer to remain home and rest. As the Head of the family, what do you do?
 - a. Discuss the matter with the family, and give them your reasons.
 - b. Insist that they go without you.
 - c. Suggest that everyone go deep sea fishing with you.
 - d. Go along to the picnic, but sleep in the family car while there.
 - e. Tell them you have an important business matter for the day.

4. The boss has just scolded you severely in public for a mistake for which you indicated you were sorry. What do you do?
 - a. Pretend you hear him, but don't listen.
 - b. Say you are sick, and leave.
 - c. Tell him many other persons have made the same mistake.
 - d. Ask him to scold you in private.
 - e. Tell him you are very sorry, and that you will do better.
5. While visiting at the home of a close friend, a second guest, unknown to you, tries to sell a funeral plan. What do you do?
 - a. Listen to the sales speech.
 - b. Tell him you are not in the market for a funeral plan.
 - c. Tease the salesman about being rude to your friend's guests.
 - d. Talk with other persons during the sales speech.
 - e. Go home immediately, and give an excuse to your friend.
6. You believe, that it was your pet dog that destroyed a neighbor's flower garden, but the dog was not actually observed. What do you do?
 - a. Explain your regrets, and offer to pay for the damages.
 - b. Suggest that the neighbor is at fault for not building a fence.
 - c. Say that there are many other dogs in the neighborhood.
 - d. Get rid of your dog, and say nothing.
 - e. Say nothing unless asked by the neighbor.

7. A bright student received an "A" last term. You observe him cheating in an examination. What action do you take?
- Tell the student that cheating is a violation of self honor.
 - Report the incident to the instructor.
 - Transfer out of the class.
 - Do nothing unless asked by the instructor.
 - Ask the other students to hide their materials from the cheating student.
8. Other members of your family are eager to watch a special television show that comes on the same time as your favorite weekly program. What do you do?
- Go out for the night on business.
 - Go to the local club and watch your favorite program there.
 - Say nothing, and look at the special program.
 - Invite the family to see a big stage show that is currently playing.
 - Insist that you watch your own favorite program.
9. Fellow employees are collecting money for an expensive gift to give a departing boss whom you dislike very much. What do you do?
- Do what others are doing.
 - Refuse to donate, and say nothing.
 - Donate a very small sum, and say nothing.
 - Have a separate going-away party for the boss at your house.
 - Refuse to donate, and explain exactly how you feel.

10. The school principal has called you to say that your "teen" age boy is playing "hookie" for the third day this week. What do you do?
- a. Insist that your boy quit school and get a job if he plays "hookie".
 - b. Ask your son to decide if he wants to go to school or quit.
 - c. Call your son in, and ask for an explanation.
 - d. Call your son in, and punish him severely.
 - e. Ask your son to act as his own policeman, and to report to you the next time he plays "hookie".
11. Several adults in a mixed sex group are telling dirty(sexy) stories. You don't think this is respectable. What do you do?
- a. Walk away, and say nothing.
 - b. Remain, but do not participate.
 - c. Try to tell better stories than they do.
 - d. Tell them you do not approve of telling such stories.
 - e. Tell them that such behavior is very childish, and they ought to be ashamed.
12. You observe two boys from your neighborhood shop-lifting (stealing) in a nearby store. What do you do?
- a. Do nothing, and mind your own business.
 - b. Call the police, and report the incident.
 - c. Leave the store, and forget the incident.
 - d. Ask the boys to return the stolen materials.
 - e. Give the boys a lecture on honesty loud enough for others to hear.

13. You find yourself at the circus sitting next to a friend who is married, but he is obviously dating another woman. What do you do?
- a. Ask him about his wife and family.
 - b. Try to change your seats.
 - c. Make sarcastic remarks about false husbands that he can hear.
 - d. Pretend you do not notice him.
 - e. Act natural, and do not embarrass him.
14. A fellow employee often tries to give you orders. What do you do?
- a. Pretend you don't hear what he says.
 - b. Walk away, and say nothing.
 - c. Tell him to mind his own business.
 - d. Order him around.
 - e. Discuss the matter in a friendly way with the boss.
15. You have forgotten to attend a party given by a close friend. You wanted very much to attend. What do you do?
- a. Call the friend and apologize; and request that you be invited to the next party he gives.
 - b. Say you had an important meeting, and could not make his party.
 - c. Do nothing.
 - d. Insist that your friend was at fault for not calling to remind you.
 - e. Avoid seeing your friend so that you will not have to explain.

16. While studying in a crowded library, you are disturbed by a loud talker. What do you do?

- a. Check out some books, and go home.
- b. Look for a quiet corner to study in.
- c. Ask the loud person to be quiet.
- d. Talk very loudly yourself.
- e. Call the librarian, and insist that the talking be stopped.

17. In a social game, you observe a friend cheating several times. What do you do?

- a. Pretend you do not notice.
- b. Quit playing, say you are sick, and go home.
- c. Say you are tired of playing, and drop out of the game.
- d. Start cheating yourself.
- e. Ask your friend why he is cheating.

18. You have worked many hours in a social welfare organisation but your name did not appear in a news release along with the names of many other members who have worked less than you.

What do you do?

- a. Ask the director for an explanation.
- b. Do or say nothing.
- c. Start going to another organisation.
- d. Try to work harder in the next programme of the organisation.
- e. Call the person in charge, and tell him off in a very angry way.

19. You overhear a conversation among some strangers in which you feel that a close friend of yours is being talked about very unfairly. What do you do?
- a. Say nothing, but listen very carefully.
 - b. Tell the strangers that the person about whom they are speaking is a friend of yours, and that they are "dead" wrong.
 - c. Walk away, and don't listen.
 - d. Tell the strangers some of the other rumors about your friend.
 - e. Get angry at the strangers, and tell them off.
20. Your boss has invited you and your wife to his home for dinner, but your wife can not stand his wife. What do you do?
- a. Tell the boss you have another engagement.
 - b. Take your wife to the dinner, but insist that she not argue with his wife.
 - c. Go to their home for dinner, and act natural.
 - d. Accept the invitation only if they will come to your house the following week for dinner.
 - e. Insist that your wife get along with his wife so as not to jeopardize your job.
21. A friend calls you a liar in the presence of other friends. What do you do?
- a. Get into a fight immediately.
 - b. Tell him you feel sure he has told many lies.
 - c. Ask him to explain what he means by the accusation.
 - d. Pretend you don't hear what he says.
 - e. Walk away, and say nothing.

22. You overhear a "teen" age girl passing a bad remark at the wife of a respected person. As the mother of another "teen" age girl, what do you do?
- a. Ask the girl to stop using such foul language.
 - b. Do nothing.
 - c. Beat her if she insists on continuing such behavior.
 - d. Threaten to tell her parents if she doesn't stop.
 - e. Leave the scene, and pretend you don't hear the swearing.
23. You are strongly against the use of alcoholic drinking of any kind, but two of your friends insist that you have a highball with them to celebrate an important event. What do you do?
- a. Leave, and go home.
 - b. Do not pay any attention to your friends.
 - c. Explain your belief about drinking, and do not take the drink.
 - d. Take the drink
 - e. Get angry with your friends, and insist on your rights.
24. Lately your superior has been scolding you for many small things he doesn't seem to mention to others. What do you do?
- a. Threaten to quit if he doesn't stop.
 - b. Ask for an explanation of his recent criticism.
 - c. Look for another job, and say nothing.
 - d. Discuss the unfairness with your wife.
 - e. Discuss the unfairness with your superior's boss.

25. You learn that a long time friend has a five year prison record. This shocks you. What do you do?
- a. Avoid seeing the friend in the future.
 - b. Gradually break off your friendship.
 - c. Tell him how you feel about it.
 - d. Criticize your friend for not telling you.
 - e. Pass the story on to other friends.
26. You learn that a friend of yours is illegally using narcotics. What do you do?
- a. Suggest that he get medical help.
 - b. Say nothing, and keep the information in confidence.
 - c. Break off your relationship with this friend.
 - d. Turn your friend over to the law.
 - e. Invite your friend to live in your home, and offer to help him break the habit.
27. A friend tells you about a surprise party that is being planned for you. What do you do?
- a. Express your anger, and tell him that it isn't fair for him to spoil the surprise.
 - b. Indicate that you already knew about the surprise.
 - c. Walk away, and avoid seeing him in the future.
 - d. Do nothing.
 - e. Pretend he is joking, and change the conversation immediately.

28. A friend has just bought a completely new outfit which you do not like. He asks your honest opinion. What do you do?
- a. Discuss some part of the outfit you like.
 - b. Tell him you do not like it.
 - c. Tell about a nicer garment you purchased.
 - d. Change the conversation.
 - e. Walk away, and ignore the question.
29. Many close friends at work stop at a tavern each Thursday evening, and arrive home quite late. They insist on your joining them, but you are not interested. What do you do?
- a. Stop with them for a short time, but go home early.
 - b. Say you are sorry, and go straight home.
 - c. Go with them to the tavern, but complain to your wife.
 - d. Go with them, and insist that they remain until the bar closes.
 - e. Agree to go for the one evening, but insist that it not be a regular event.
30. You see a badly crippled "teen" age boy being beaten by a younger uncrippled boy. What do you do?
- a. Do nothing, but remain present.
 - b. Ask the younger uncrippled boy to stop fighting, and pick on someone his match.
 - c. Call the police, and report the fight.
 - d. Beat up the uncrippled boy yourself.
 - e. Walk away, and say nothing.

31. In the middle of an important public lecture you start coughing very loudly. What do you do?
- a. Cough it out, and remain present.
 - b. Leave the audience until your cough is over.
 - c. Try to muffle your cough.
 - d. Get real angry with yourself.
 - e. Go to the doctor.
32. In an airplane flight during a bad storm you are thrown into the lap of a beautiful young lady. What do you do?
- a. Apologize, and return to your seat.
 - b. Try to flirt with the lady.
 - c. Get angry, and blame the weather or the pilot.
 - d. Go to the rest room immediately.
 - e. Become embarrassed, and say nothing.
33. While playing volley ball in a friendly game you miss a very easy ball that loses that game. What do you do?
- a. Apologize to your friends and team for the mistake.
 - b. Try to make it up by playing better.
 - c. Say nothing, and continue playing.
 - d. Pretend you are ill, and quit.
 - e. Get real angry at yourself.

34. You have been stopped for speeding by a policeman in an area where there are no speed limit signs posted. What do you do?
- a. Tell the policeman that you did not know the speed limit.
 - b. Admit your mistake, and pay the fine.
 - c. Insist that nearly everyone speeds in that area.
 - d. Take the case to court, and prove you are innocent.
 - e. Tell the policeman you were in a hurry because of an emergency.
35. The person sitting next to you in a public bus is annoying you very much by chewing and cracking his gum quite loudly. What do you do?
- a. Tell the person to quit chewing so loudly.
 - b. Chew gum just as loudly.
 - c. Say nothing, and remain.
 - d. Get off the bus, and take the next one.
 - e. Change seats immediately.
36. You feel a close friend, whom you are visiting for the weekend, is very rude to you. What do you do?
- a. Go home immediately.
 - b. Remain for the weekend, and say nothing.
 - c. Discuss the rude incidents and how you feel about them with your friend.
 - d. Be rude to your friend.
 - e. Tell your friend off in an angry way.

37. You learn that the man you are about to marry has been divorced. He hasn't told you about it. What do you do?
- a. Break your engagement immediately.
 - b. Keep seeing him, but act very cold until you are sure what you will do.
 - c. Ask him for an explanation of his actions and deceit, and base further actions on his explanations.
 - d. Get real angry with him, and really tell him off.
 - e. Call an old boy friend, and tell him you have decided to date again.
38. You enjoy singing very much, and so do your friends, but your husband almost never takes you at such place. What do you do?
- a. Invite friends to the house who enjoy songs.
 - b. Give up singing and develop other interests that suit him.
 - c. Insist that he take you to musical programme at least twice a month.
 - d. When you will go with your husband at such musical programme, you will sing with friends who sings well.
 - e. Get active in religious and other activities so that you have very little time on your hands.
39. You have been told that a friend has been spreading rumors about you that are not true. These tend to hurt your good name. What do you do?
- a. Spread rumors about this friend.
 - b. Ask your friend for an explanation.
 - c. Call on your friend, and tell him off in an angry way.
 - d. Do nothing.
 - e. Avoid seeing your friend, and break off your friendship.

40. You have a "teen" age son who always plays with boys who are several years younger. You feel that he should have friends his own age. What do you do?
- a. Discuss the matter with him, and ask him to try and find friends his own age.
 - b. Do nothing.
 - c. Insist that he not play with any boys who are younger than he.
 - d. Ask some girls to the house to teach him to dance.
 - e. Have him attend young people groups where he can meet boys his own age.
41. A family friend whom you dislike very much insists on trying to date you. What do you do?
- a. Pretend you do not understand his intentions.
 - b. Pretend he is joking, and try to change the conversation.
 - c. Discuss the matter with him, and say you do not date family friends.
 - d. Tell him you have too many things to do right now for dating.
 - e. Tell him "no," and indicate that he is not your kind of person.
42. You observe a "teen" age neighbor's girl stealing money in your home while she is visiting your daughter. What do you do?
- a. Pretend you did not see the stealing.
 - b. Insist that the girl leave your home, and not return.
 - c. Volunteer to give the girl money to buy what she wants.
 - d. Have your daughter watch her very carefully while she is in your home.
 - e. Call her parents, and discuss it.

43. You invite several house guests to have dinner at a nearby expensive restaurant. You discover that you have forgotten your wallet before the dinner starts. What do you do?
- a. Try to get a check cashed.
 - b. Pretend you are sick, and leave before the meal.
 - c. Tell your friends about your plight, and ask for suggestions.
 - d. Go home, get your wallet, and come late to dinner.
 - e. Express anger with yourself.
44. You have a "teen" age son who is teaching a boy privately after school. You feel he should pay a small portion of his earnings for room and board to help learn the value of money. What do you do?
- a. Ask him to put half of his earnings in trust with you until he is older.
 - b. Hint that he pay some board money, but do no more.
 - c. Discuss your idea with him, and agree on an amount he should pay.
 - d. Ask him to buy any clothes or special things that he wants while he is working.
 - e. Don't mention a word to him, but expect him to offer to pay some money for his room and board.
45. In an important wedding you tear your garment very badly, causing you to be exposed. What do you do?
- a. Try to hold the torn parts together.
 - b. Leave the torn parts as they are.
 - c. Get real angry about your clumsiness.
 - d. Leave the wedding ceremony at once.
 - e. Follow the suggestions of those who are close to you in the line.

46. You are asked to teach a regular class in a school as volunteer but you feel that you don't have the time for preparation. What do you do?

- a. Ask that you be made a substitute teacher only.
- b. Tell the person in charge that you do not have time.
- c. Accept the class, and say nothing.
- d. Start going to another area.
- e. Tell them to get someone who doesn't do his share.

47. You are at home having a loud argument with your wife. You notice a visitor standing at the door. What do you do?

- a. Walk away, and quit the argument.
- b. Stay where you are, but stop the argument.
- c. "Shush" your wife, and ask the visitor in.
- d. Argue louder, hoping the visitor will be embarrassed and leave.
- e. Change the argument to a discussion, and ask the visitor to give an opinion.

48. A forest guard finds an animal forbidden for prey in your possession. What do you do?

- a. Tell him someone else caught the animal.
- b. Tell him you were just going to throw it back into the water.
- c. Pretend that you just got ill, or you would have thrown it back.
- d. Explain that it was just caught, and ask what to do.
- e. Do nothing, and wait for the forest guard to speak.

49. A minority group member is being very friendly with you, but your wife insists that you break off his friendship at once.

What do you do?

- a. Act the same to the minority group member as to other persons.
- b. Avoid seeing the persons.
- c. Invite the person to your home, so your wife can learn to know him.
- d. Discuss the matter with your wife, and indicate how you feel.
- e. Get angry with your wife, and tell her about equality.

50. The boss asks you to go home to remove an "off-shoulder" dress which you wore to work. What do you do?

- a. Tell him your dress is none of his business.
- b. Quit your job, and find another one.
- c. Go home, change your dress, and return immediately.
- d. Pretend you get sick, and stay home the rest of the week.
- e. Tell him that many of the low-cut dresses that other girls in the place wear are worse than yours.

51. You want to play the lead in a community play, but you are asked to take a minor role by the director. What do you do?

- a. Ask the director to try you in a more important role.
- b. Take the minor part, and say nothing.
- c. Get angry, and tell the director off.
- d. Tell the director that the minor role is not important enough for your ability and experience.
- e. Tell the director you will not have time to help out in the play.

52. Your father has just been sent to a long prison term for embezzlement. It is a big shock to you. What do you do?

- a. Brag about your father's record.
- b. Avoid any discussion about your father.
- c. Tell persons who ask questions that it is none of their business.
- d. Act natural, and answer all questions civilly.
- e. Move out of town.

53. You are a young unmarried lady. Your married boss, whom you have refused to date, is showing much attention to you. What do you do?

- a. Look for another job immediately.
- b. Pretend you do not notice.
- c. Ask him politely to treat you as he does all other employees.
- d. Boast to your friends about his special favors.
- e. Threaten to tell his superior if he doesn't quit flirting with you.

54. You observe a stranger leaving a restaurant with your new umbrella. There is a similar umbrella on the rack. What do you do?

- a. Call the police, and report him.
- b. Ask him if he has your new umbrella which he mistook for his own.
- c. Do nothing, and wait to see what he will do.
- d. Tell him that he may have your new umbrella if he can't afford to buy one for himself.
- e. Leave the restaurant, and don't eat there again.

55. After waiting in a very crowded restaurant for 20 minutes for the waitress to bring your order, she arrives with the wrong order. What do you do?
- a. Insist that she make the correction immediately.
 - b. Walk out, leave the wrong order on table, and do not pay for it.
 - c. Say nothing, and accept the order.
 - d. Report the error to the manager.
 - e. See if you can make satisfactory exchanges at your table.
56. You see two fellow employees destroying company property; and you have been told that you are to be promoted in the near future. What do you do?
- a. Tell them to stop destroying the property or you will report them.
 - b. Walk away, and say nothing.
 - c. Pretend you do not see what they are doing.
 - d. Report them to the management immediately.
 - e. Give them a good lecture for being so juvenile.
57. An older sister who lives in the same community, but who dislikes you very much, continually embarrasses you in public. What do you do?
- a. Walk away, and say nothing.
 - b. Pretend you do not hear her.
 - c. Visit her, talk over the matter, and explain your feelings.
 - d. Tell her you will have to take her to court if she continues.
 - e. Try to get the Morol (Head of the Community) to get her to stop embarrassing you.

58. You have been informed that because you are a member of a certain minority group you may not have the job which had been promised you before this minority group membership was known. What do you do?
- a. Say nothing, and look for another job.
 - b. Scold the person who informed you.
 - c. Ask to discuss the matter with the employment manager.
 - d. Discuss the unfair practice with your friends and wife.
 - e. Report it to the newspapers.
59. The people who live in the next apartment are often noisy until far into the morning, and particularly during the weekends. What do you do?
- a. Say nothing, and look for another apartment.
 - b. Say nothing, and remain.
 - c. Discuss the matter with the apartment manager.
 - d. Try to make some noise yourself the next weekend, so that they will understand how distracting it can be.
 - e. Call the neighbor on the phone when they are making the noise; express your annoyance.
60. Shortly after you have criticized a drama for its rather poor performance, and while the audience are still present, one of the actors from the show approaches, and asks for your honest opinion. What do you do?
- a. Select a portion of the drama which you feel was quite good, and discuss it.
 - b. Indicate how you think the drama might be improved.
 - c. Be honest, and say, the act was pretty bad.
 - d. Ask for the opinion of others who are present.
 - e. Change the conversation, and talk about some other subject.

TEST OF SOCIAL INSIGHT

(ANSWER SHEET)

I (W) _____

II (P) _____

III (C) _____ $\times 1/10 =$ _____

IV (Com) _____ $\times 2 =$ _____

V (Ag) _____ $=$ _____

TOTAL _____

NAME _____ DATE _____

GROUP _____

AGE _____ SEX _____ MOR F

1	A	B	C	D	E	21	A	B	C	D	E	41	A	B	C	D	E
2	A	B	C	D	E	22	A	B	C	D	E	42	A	B	C	D	E
3	A	B	C	D	E	23	A	B	C	D	E	43	A	B	C	D	E
4	A	B	C	D	E	24	A	B	C	D	E	44	A	B	C	D	E
5	A	B	C	D	E	25	A	B	C	D	E	45	A	B	C	D	E
6	A	B	C	D	E	26	A	B	C	D	E	46	A	B	C	D	E
7	A	B	C	D	E	27	A	B	C	D	E	47	A	B	C	D	E
8	A	B	C	D	E	28	A	B	C	D	E	48	A	B	C	D	E
9	A	B	C	D	E	29	A	B	C	D	E	49	A	B	C	D	E
10	A	B	C	D	E	30	A	B	C	D	E	50	A	B	C	D	E
11	A	B	C	D	E	31	A	B	C	D	E	51	A	B	C	D	E
12	A	B	C	D	E	32	A	B	C	D	E	52	A	B	C	D	E
13	A	B	C	D	E	33	A	B	C	D	E	53	A	B	C	D	E
14	A	B	C	D	E	34	A	B	C	D	E	54	A	B	C	D	E
15	A	B	C	D	E	35	A	B	C	D	E	55	A	B	C	D	E
16	A	B	C	D	E	36	A	B	C	D	E	56	A	B	C	D	E
17	A	B	C	D	E	37	A	B	C	D	E	57	A	B	C	D	E
18	A	B	C	D	E	38	A	B	C	D	E	58	A	B	C	D	E
19	A	B	C	D	E	39	A	B	C	D	E	59	A	B	C	D	E
20	A	B	C	D	E	40	A	B	C	D	E	60	A	B	C	D	E

APPENDIX C

Bengali Version of

Adapted Test of Social Insight

নির্দেশনা

প্রশ্ন পত্রে সামাজিক পরিস্থিতি সমূলিত ৬০টি প্রশ্ন দেওয়া আছে। প্রতি প্রশ্নের প্রেক্ষিতে ৫টি করে উত্তর দেওয়া আছে। এর মধ্য থেকে আপনার পছন্দ অনুযায়ী সর্বশ্রেষ্ঠ উত্তরটিকে আপনি বেছে নেবেন। আপনার উত্তর ভিন্ন উত্তরপত্রে লিপিবদ্ধ করুন। উত্তরপত্রে বর্ণিত যে অক্ষরটির সাথে আপনি একমত সেটাকে গাঢ় কালো দাগ দিয়ে আপনার উত্তর নির্দিষ্ট করুন।

উদাহরণ স্বরূপ :

ক	খ	গ	ঘ	ঙ

- ১। আপনি বিপরীত লিঙ্গের একজন মানুষকে একজন নতুন বন্ধু ভেবে আহবান করলেন ।
কিছুক্ষণ কথা বলার পর আপনি আপনার ভুল বুঝতে পারলেন । তখন আপনি কি করবেন ?
- ক) ক্ষমা চেয়ে হেটে চলে যাবেন ।
 - খ) কথা বলা বন্ধ করে বন্ধুসুলভ হাসি দেবেন ।
 - গ) ক্ষমা চেয়ে নিজের পরিচয় দেবেন ।
 - ঘ) বার বার চেষ্টা করবেন যে আপনি তাকে চেনেন এবং কোথায় পরিচয় হয়েছে স্মরণ করার চেষ্টা করবেন ।
 - ঙ) নিজেকে ভুলের জন্য তিরস্কার করবেন ।
- ২। একজন শিক্ষক আপনি যে গ্রেডের জন্য নিজেকে যোগ্য মনে করেন তার চেয়ে অনেক নীচের গ্রেড দিয়েছেন । আপনি তখন কি করবেন ?
- ক) নিজের যোগ্যতা মাফিক গ্রেড পাওয়ার জন্য পীড়াপীড়ি করবেন ।
 - খ) শিক্ষকের নিকট ব্যাখ্যা চাইবেন ।
 - গ) কিছুই করবেন না এবং স্তাভাবিক আচরণ করবেন ।
 - ঘ) অন্য শিক্ষকের কাছে বদলী হবেন ।
 - ঙ) একটি পরীক্ষার জন্য দাবী করবেন যাতে আপনি দেখতে পাবেন যে সত্যিই বিষয়গুলো আপনার জানা ।
- ৩। আপনার পরিবারের সদস্যরা তাদের সংগে বনভোজনে যেতে কোন এক ছুটির দিনে তাগিদ দিচ্ছে । কিন্তু আপনি বাড়ীতে থেকে বিশ্রাম নিতে চান । পরিবারের প্রধান হিসাবে আপনি তখন কি করবেন ?
- ক) পরিবারের সদস্যের সাথে আলাপ করে আপনার কারণগুলো দর্শাবেন ।
 - খ) আপনাকে বাদ দিয়ে তাদেরকে যাওয়ার জন্য চাপ দিবেন ।
 - গ) আপনার সাথে সবাইকে সমুদ্রে শাছ ধরতে যাওয়ার জন্য বলবেন ।
 - ঘ) তাদের সাথে বনভোজনে যাবেন কিন্তু পরে বাড়ীতে ঘুমিয়ে থাকবেন ।
 - ঙ) সবাইকে বলবেন যে আপনার ঐ দিন একটি জরুরী কাজ আছে ।
- ৪। আপনার উদ্বর্তন কর্মকর্তা আপনাকে প্রকাশ্যে সবার সামনে আপনার একটি ভুলের জন্য খুব তিরস্কার করলেন যদিও আপনি সে ভুলের জন্য দুঃখ প্রকাশ করেছেন । আপনি তখন কি করবেন ?
- ক) শুন্য ভান করবেন কিন্তু শুনবেন না ।
 - খ) অসুখের কথা বলে কেটে পড়বেন ।
 - গ) তাকে বলবেন অনেকেই একই ভুল করেছে ।
 - ঘ) তাকে নিভৃতে তিরস্কার করার জন্য বলবেন ।
 - ঙ) বলবেন যে আপনি একানু দুঃখিত ও পরে আরও ভাল করে করবেন ।

- ৫। কোন এক ঘনিষ্ঠ বন্ধুর বাড়ীতে বেড়াতে গিয়ে আপনার অপরিচিত একজন দ্বিতীয় অতিথি আপনার নিকট একটি সংস্কারের পরিকল্পনা দিল। আপনি কি করবেন?
- তার বক্তব্য শুনবেন।
 - তাকে বলবেন যে আপনি সংস্কারের পরিকল্পনা কিনতে আসেন নি।
 - আপনার সংগে এ ব্যাপারে আলোচনা করায় আপনি তাকে ব্যাংগ করবেন।
 - তার বক্তব্য দেওয়ার সময় অন্য লোকের সাথে কথা বলবেন।
 - বন্ধুকে কোন অভ্যুহাত দেখিয়ে সাথে সাথে বাড়ী চলে যাবেন।
- ৬। আপনি মনে করেন যে, আপনার গোষা কুকুর একজন প্রতিবেশীর ফুলের বাগান নষ্ট করেছে। কিন্তু কুকুর দেখা যায় নি। আপনি কি করবেন?
- দুঃখ জানিয়ে ক্ষতিপূরণ দিতে চাইবেন।
 - প্রতিবেশী বাগানে বেড়া না দিয়ে দোষ করেছে বলবেন।
 - বলবেন আশে পাশে আরও অনেক কুকুর আছে।
 - কিছু না বলে কুকুরটিকে ত্যাগ করবেন।
 - প্রতিবেশী জিজ্ঞাসা না করলে কিছুই বলবেন না।
- ৭। একজন মেধাবী ছাত্র গত টার্মে "এ" পেয়েছে, আপনি দেখলেন কোন এক পরীক্ষায় ছাত্রটি নকল করেছে, আপনি তখন কি করবেন?
- বলবেন নকল করা আত্ম মর্যাদা হানিকর।
 - শিক্ষকের নিকট ঘটনাটি বলবেন।
 - অন্য ক্লাশে বদলী হবেন।
 - শিক্ষক না বলা পর্যন্ত কিছুই বলবেন না।
 - অন্য ছাত্রদেরকে নকল করা ছাত্রটির কাছ থেকে নিজেদের খাতাপত্র লুকিয়ে রাখতে বলবেন।
- ৮। আপনার পছন্দের একটি টেলিভিশন প্রোগ্রামের সময় পরিবারের অন্য সদস্যরা আর একটি বিশেষ টি ভি প্রোগ্রাম দেখতে আগ্রহী, আপনি তখন কি করবেন?
- কাজের অ্যুহাতে রাত কাটাবার জন্য বাইরে চলে যাবেন।
 - স্থানীয় ক্লাবে গিয়ে আপনার প্রিয় প্রোগ্রামটি দেখবেন।
 - কি না বলে বিশেষ প্রোগ্রামটি দেখবেন।
 - পরিবারের সবাইকে একটি মনুমানুষ্য দেখতে জানাবেন।
 - আপনার প্রিয় প্রোগ্রামটি দেখবার জন্য সবাইকে চাপ দিবেন।

৯। আপনার সহকর্মীরা আপনাদের একজন বিদ্যায়ী কর্মকর্তাকে দামী উপহার দেওয়ার জন্য টাকা তুলেছে যাকে আপনি মোটেই পছন্দ করেন না। আপনি তখন কি করবেন?

- ক) অন্যেরা যা করেছে তাই।
- খ) কিছু না বলে টাকা দিতে অস্বীকার করবেন।
- গ) কিছু না বলে সামান্য টাকা দিবেন।
- ঘ) নিজের বাড়ীতে বিদ্যায়ী কর্মকর্তার জন্য আলাদা অনুষ্ঠানের আয়োজন করবেন।
- ঙ) টাকা দিতে অস্বীকার করবেন এবং এ ব্যাপারে আপনার মনের ভাব ব্যাখ্যা করবেন।

১০। আপনার কিশোর বয়সের ছেলের প্রিন্সিপ্যাল আপনাকে ডেকে বললেন যে, আপনার ছেলে একই সপ্তাহের তৃতীয় দিনের জন্য তাস খেলেছে। আপনি কি করবেন?

- ক) ছেলেকে স্কুল ছেড়ে চাকুরী করতে বলবেন।
- খ) ছেলেকে জিজ্ঞাসা করবেন যে স্কুলে যাবে না স্কুল ছেড়ে দেবে।
- গ) ছেলেকে ডেকে তার কাজের ব্যাখ্যা চাইবেন।
- ঘ) ছেলেকে ডেকে ভীষণ ভাবে শাস্তি দেবেন।
- ঙ) ছেলেকে তার নিজের পুলিশ হিসাবে কাজ করতে নির্দেশ দেবেন এবং আবার খেললে সে কথা আপনাকে জানাতে বলবেন।

১১। কয়েকজন বয়ঃপ্রাপ্ত পুরুষ ও নারী নোংরা (যৌন সংক্রান্ত) গল্প করছে। আপনি এ ধরনের কাজকে সম্মান জনক মনে করেন না। এ অবস্থায় আপনি কি করবেন?

- ক) কিছু না বলে চলে যাবেন।
- খ) থাকবেন তবে অংশ গ্রহণ করবেন না।
- গ) তাদের চাইতে ভাল গল্প বলতে চেষ্টা করবেন।
- ঘ) তাদের বলবেন যে, এ ধরনের গল্প আপনি পছন্দ করেন না।
- ঙ) তাদের বলবেন যে, এ ধরনের ব্যবহার নেহাৎ ছেলেরি এবং তাদের লজ্জিত হওয়া উচিত।

১২। আপনার প্রতিবেশী দুটি ছেলেকে একটি দোকানে চুরি করতে দেখলেন। আপনি তখন কি করবেন?

- ক) কিছু না করে নিজের কাজে ব্যস্ত থাকবেন।
- খ) পুলিশ দেখে ঘটনাটি বলবেন।
- গ) দোকান থেকে চলে যাবেন এবং ঘটনাটি ভুলে যাবেন।
- ঘ) ছেলেদেরকে চুরি করা মাল ফেরৎ দিতে বলবেন।
- ঙ) সততার উপরে ছেলেদেরকে উচ্চসুরে বক্তৃতা দেবেন যাতে অন্যেরাও শুনবে।

- ১৩। সার্কাস দেখতে গিয়ে আপনি আপনার পাশে বিবাহিত এক বন্ধুকে দেখলেন বন্ধুটি অন্য একজন মেয়ে বন্ধু নিয়ে বেড়াচ্ছিলেন। এক্ষেত্রে আপনি কি করবেন?
- বন্ধুকে তার স্ত্রী এবং পরিবারের সমুদয়ে জিজ্ঞাসা করবেন।
 - নিজের বসবার জায়গা বদলাবার চেষ্টা করবেন।
 - ভনড সুামী সমুদয়ে বিদ্বেষাত্মক মনুষ্য করবেন, যাতে সে শুনতে পায়।
 - তাকে না দেখার তান করবেন।
 - স্বাভাবিক ভাবে আচরণ করবেন এবং তাকে বিরক্ত করবেন না।
- ১৪। আপনার কোন সহকর্মী আপনাকে প্রায়ই কোন কিছু করতে আদেশ করে আপনি কি করবেন?
- সে কি বলছে না শুন্য তান করবেন।
 - কিছু না বলে চলে যাবেন।
 - তাকে তার নিজের কাজে মাথা ঘামাক বলবেন।
 - তাকে উক্টো আদেশ করবেন।
 - উদ্বর্তন কর্মকর্তার সাথে বন্ধুত্বপূর্ণ ভাবে ব্যাপারটা আলোচনা করবেন।
- ১৫। আপনি আপনার নিকটতম বন্ধুর নিমন্ত্রণে যোগদান করতে ভুলে গেছেন কিন্তু আপনার যোগ দেওয়ার খুব ইচ্ছা ছিল। সে ক্ষেত্রে আপনি কি করবেন?
- বন্ধুকে ডেকে ক্ষমা চাইবেন এবং পরবর্তী নিমন্ত্রণে আপনাকে ডাকার জন্য অনুরোধ করবেন।
 - তাকে বলবেন যে আপনার গুরুত্বপূর্ণ সভা থাকার জন্য আপনি নিমন্ত্রণে যোগ দিতে পারেন নি।
 - কিছুই করবেন না।
 - বলবেন যে তারই দোষ হয়েছে কারণ সে মনে করিয়ে দেয়নি।
 - যাতে ব্যাখ্যা করতে না হয় সে জন্য তার সাথে দেখা করার ব্যাপারটি এড়িয়ে যাবেন।
- ১৬। বেশী ছাত্র পরিবেষ্টিত পরিবেশে লাইব্রেরীতে পড়ার সময় একজনের উচ্চসুরের কথা বার্তায় আপনি বিরক্তিবোধ করছেন। আপনি কি করবেন?
- তাড়াতাড়ি কিছু বই নিয়ে বাসায় চলে যাবেন।
 - পড়ার জন্য একটি নিগিবিলাি যায়গা বেছে নেবেন।
 - যে গল্পগোল করছে তাকে চুপ করতে বলবেন।
 - নিজেও উচ্চসুরে কথা বলবেন।
 - লাইব্রেরীয়ানকে ডেকে কথা বার্তা বন্ধ করানোর জন্য বলবেন।

১৭। একটি সামাজিক খেলায় আপনার কোন বন্ধুকে বার বার প্রতারণা করতে দেখেছেন। তখন আপনি কি করবেন?

- ক) লক্ষ্য করেননি এমন ভান করবেন।
- খ) খেলবেন না বলবেন আপনি অসুস্থ বোধ করছেন এবং বাড়ী চলে যাবেন।
- গ) বলবেন যে খেলতে খেলতে আপনি ক্লান্ত এবং খেলা ছেড়ে চলে যাবেন।
- ঘ) নিজেও প্রতারণার আশ্রয় নেবেন।
- ঙ) বন্ধুকে জিজ্ঞাসা করবেন যে সে কেন প্রতারণা করছে।

১৮। আপনি কোন জনহিতকর কাজের প্রতিষ্ঠানের বেশ কিছু উল্লেখযোগ্য কাজ করেছেন। এই প্রতিষ্ঠানে নিয়োজিত আপনার সংগী কন্ম কাজ করছে। তা সত্ত্বেও তাদের নাম পত্রিকায় প্রকাশিত হয়েছে কিন্তু আপনার নাম প্রকাশিত হয় নাই। এই অবস্থায় আপনি কি করবেন?

- ক) পরিচালকের কাছে এর ব্যাখ্যা চাইবেন।
- খ) কিছুই বলবেন না করবেন না।
- গ) অন্য প্রতিষ্ঠানে চলে যাবেন।
- ঘ) এই প্রতিষ্ঠানে থেকেই আরও বেশী খাটবেন।
- ঙ) প্রতিষ্ঠানের কর্মকর্তাকে খুব রাগের সাথে বকাবকি করবেন।

১৯। কতিপয় অপরিচিত ব্যক্তির মধ্যে আলাপ আলোচনা থেকে বুঝতে পারলেন যে, তারা আপনার কোন ঘনিষ্ঠ বন্ধুর সম্বন্ধে অত্যন্ত অন্যায় ভাবে আলোচনা করছে। এ প্রেক্ষিতে আপনি কি করবেন?

- ক) কোন কিছু না বলে মনযোগ সহকারে সব কিছু শুনবেন।
- খ) অপরিচিতদের বলবেন যে, তারা যার সম্পর্কে আলাপ করছেন, তিনি আপনার বন্ধু এবং তারা যা বলছেন তা সম্পূর্ণ ভুল।
- গ) কিছু না শুনে সোজা চলে যাবেন।
- ঘ) আপনার সেই বন্ধুটি সম্পর্কে আরও কিছু ঘটনা অপরিচিতদের বলবেন।
- ঙ) অপরিচিতদের সাথে রাগারাগি করে চলে যাবেন।

২০। আপনার অফিসের উর্দ্ধতন কর্মকর্তা আপনার স্ত্রী সহ আপনাকে তার বাড়ীতে খাবার দাওয়াত দিয়েছেন কিন্তু আপনার স্ত্রী আপনার কর্মকর্তার স্ত্রীকে সহ্য করতে পারেন না। এ অবস্থায় আপনি কি করবেন?

- ক) উর্দ্ধতন কর্মকর্তাকে বলবেন যে, আপনার ঐ সময় অন্য জায়গায় কাজ আছে।
- খ) স্ত্রীকে নিয়ে দাওয়াত খেতে যাবেন কিন্তু তাকে বিশেষ করে বলবেন যে, সে যেন কর্মকর্তার স্ত্রীর সংগে কোন রকম তর্ক না করে।
- গ) তাদের বাড়ীতে দাওয়াত খেতে যাবেন এবং দ্ব্যভাবিক ভাবে আচরণ করবেন।
- ঘ) তারা যদি পরবর্তী সপ্তাহে আপনার বাড়ীতে দাওয়াতে আসেন সেই সাপেক্ষে তাদের নিমন্ত্রণ গ্রহণ করবেন।
- ঙ) আপনার স্ত্রীকে কর্মকর্তার স্ত্রীর সংগে সমঝোতা করে চলবার জন্য বিশেষ করে বলবেন যাতে আপনার চাকুরীর ব্যাপারে ক্ষতি না হয়।

২১। অন্যান্য বন্ধু বান্ধবদের সম্মুখে জনৈক বন্ধু আপনাকে মিথ্যাবাদী বলে অভিহিত করলো, এক্ষেত্রে আপনি কি করবেন ?

- ক) তার সঙ্গে তৎক্ষণাৎ সংঘর্ষে লিপ্ত হবেন ।
- খ) তাকে বলবেন যে তিনি যে অনেক মিথ্যে কথা বলেন সে সম্বন্ধে আপনি নিশ্চিত ।
- গ) আপনার উপর আরোপিত দোষ তাকে ব্যাখ্যা করতে বলবেন ।
- ঘ) বন্ধুটি কি বললো তা শুন্যর জন্য তান করবেন ।
- ঙ) কোন কিছু না বলে সোজা চলে যাবেন ।

২২। আপনি একটি কিশোরীকে একজন সম্মানীয় লোকের স্ত্রী সম্পর্কে কটু মনুবা করতে শুনলেন । আর একজন কিশোরীর মা হিসেবে আপনি কি করবেন ?

- ক) মেয়েটিকে ঐ অশোভন ভাষা ব্যবহার করতে বারণ করবেন ।
- খ) কোন কিছুই করবেন না ।
- গ) মেয়েটি যদি ঐ আচরণই করে চলতে চায় তাহলে তাকে গ্রহণ করবেন ।
- ঘ) ঐ ধরনের আচরণ বন্ধ না করলে মেয়েটির মা বাবাকে বলে দেবেন বলে ভয় দেখাবেন ।
- ঙ) ঐ রকম কটুক্তি না শুন্যর তান করে, ঐ জায়গা ছেড়ে চলে যাবেন ।

২৩। যে কোন প্রকারের মাদক দ্রব্য পান করার ব্যাপারে আপনি ভীষণ বিরোধী । কিন্তু আপনার দুজন বন্ধু বিশেষ উৎসব উৎযাপনের জন্য তাদের সাথে পান করার জন্য পীড়াপীড়ি করতে থাকে । এ প্রেক্ষিতে আপনি কি করবেন ?

- ক) ঐ জায়গা ছেড়ে বাড়ী চলে যাবেন ।
- খ) ঐ বন্ধুদের কথায় কোন রকম কান দেবেন না ।
- গ) পান করা সম্বন্ধে আপনার বিশ্বাস ব্যাখ্যা করবেন এবং পান করা থেকে বিরত থাকবেন ।
- ঘ) ঐ পানীয় পান করবেন ।
- ঙ) বন্ধুদের প্রতি রাগ প্রকাশ করবেন এবং আপনার ব্যক্তিগত অধিকারের উপর জোর দেবেন ।

২৪। সম্প্রতি আপনার উদ্ভূতন কর্মকর্তা ছোট খাট বিষয় নিয়ে আপনাকে বকাঝকা করেছেন যা অন্যের কাছে প্রকাশ করেছেন বলে মনে হয় না । এক্ষেত্রে আপনি কি করবেন ?

- ক) এমন করলে চাকুরী ছেড়ে চলে যাবেন বলে তাকে ভয় দেখাবেন ।
- খ) তার কাছে সাম্প্রতিক সমালোচনার জন্য ব্যাখ্যা চাইবেন ।
- গ) কিছু না বলে অন্য কোথাও চাকুরীর চেষ্টা করবেন ।
- ঘ) এই অন্যায্য আচরণ আপনার স্ত্রীর সাথে আলোচনা করবেন ।
- ঙ) আপনার উদ্ভূতন কর্মকর্তার বস এর কাছে এই অন্যায্য সম্পর্কে আলোচনা করবেন ।

২৫। আপনি জানলেন যে, আপনার দীর্ঘদিনের জনৈক বন্ধুর পাঁচ বছরের কারাবরণের ইতিহাস রয়েছে। ব্যাপারটি আপনার কাছে মর্মান্বিত। তখন আপনি কি করবেন?

- ক) ভবিষ্যতে বন্ধুটির সাথে আর দেখা না হওয়ার চেষ্টা করবেন।
- খ) ধীরে ধীরে তার সঙ্গে বন্ধুত্ব তেংগে ফেলবেন।
- গ) এ বিষয়ে আপনার অনুভূতি তার কাছে ব্যক্ত করবেন।
- ঘ) ব্যাপারটি আপনাকে না জানানোর জন্য বন্ধুকে তর্কসনা করবেন।
- ঙ) অন্য বন্ধুদের কাছে কাহিনীটি বলবেন।

২৬। আপনি জানতে পারলেন যে, আপনার জনৈক বন্ধু বে-আইনীভাবে মাদকদ্রব্য ব্যবহার করছে। আপনি কি করবেন?

- ক) তাকে ডাঙারের সাহায্য নেওয়ার জন্য পরামর্শ দিবেন।
- খ) কিছু না বলে উক্ত তথ্যটি গোপন রাখবেন।
- গ) বন্ধুটির সঙ্গে সম্পর্ক ছিন্ন করে দেবেন।
- ঘ) বন্ধুকে আইনের হাতে সমর্পণ করবেন।
- ঙ) আপনার বাসায় বন্ধুটিকে কিছু দিনের জন্য থাকতে বলবেন এবং এই অভ্যাস ত্যাগ করার জন্য সাহায্য করার আশ্বাস দিবেন।

২৭। আপনাকে আপনার এক বন্ধু জানালো যে, আপনার উদ্দেশ্যে গোপণে একটা বিস্ময়কর অনুষ্ঠানের আয়োজন করা হয়েছে। আপনি কি করবেন?

- ক) আপনি খবরটি প্রকাশ করে বিস্ময়কর অনুষ্ঠানের আনন্দ নষ্ট করার জন্য বন্ধুর উপর রাগ করবেন।
- খ) তাকে বলবেন যে, আপনি আগেই এ বিষয়ে জানতেন।
- গ) চলে যাবেন এবং ভবিষ্যতে তার সঙ্গে দেখা না হওয়ার চেষ্টায় থাকবেন।
- ঘ) কিছুই করবেন না।
- ঙ) যে ঠাট্টা করেছে এমন ভান করবেন এবং কথা বার্তার মোড় ঘুরিয়ে দেবেন।

২৮। জনৈক বন্ধু একসেট সম্পূর্ণ নতুন পোষাক কিনেছে যা আপনার পছন্দনীয় নয়। সে আপনার সত্যিকার মতামত চায়। আপনি কি করবেন?

- ক) পোষাকটির যে দিক আপনি পছন্দ করেন, সেদিক সম্পর্কে আলাপ করবেন।
- খ) তাকে বলবেন পোষাকটি আপনি পছন্দ করেন না।
- গ) আপনি আরও সুন্দর যে পোষাকটি কিনেছেন তার সমুখে বলবেন।
- ঘ) এ কথা বার্তার প্রসংগ বদলাবেন।

- ২৯। প্রতি শনিবার সন্ধ্যায় কারখানা ফেরৎ আপনার অনেক বন্ধু এক নিষিদ্ধ আড্ডায় যায় এবং দেরীতে বাড়ী ফেরেন । তারা আপনাকেও তাদের সংগে যোগ দিতে বলে । কিন্তু আপনি আগ্রহী নন । এমতাবস্থায় আপনি কি করবেন ?
- ক) অল্প কিছু সময়ের জন্য সংগে দিবেন কিন্তু তাড়াতাড়ি বাড়ী ফিরে যাবেন ।
 খ) আমি দুঃখিত এই বলে সোজা বাড়ী চলে যাবেন ।
 গ) তাদের সংগে আড্ডাখানায় যাবেন কিন্তু বন্ধুদের বিরুদ্ধে আপনার স্ত্রীর কাছে বলবেন ।
 ঘ) তাদের সংগে যাবেন এবং আড্ডাখানা বন্ধ না হওয়া পর্যন্ত তারা যাতে থাকে তার জন্য পীড়াপীড়ি করবেন ।
 ঙ) মাত্র একটি সন্ধ্যার জন্য সেখানে যেতে রাজী হবেন কিন্তু বলবেন যে নিয়মিত যাবেন না ।
- ৩০। আপনি দেখতে পেলেন যে, একটি পংগু ছেলে একটি সমবয়সী ছেলের হাতে ভীষণভাবে মার খাচ্ছে । আপনি কি করবেন ?
- ক) কিছু করবেন না কিন্তু উপস্থিত থাকবেন ।
 খ) ছেলেটিকে (যে পংগু নয়) মারামারি থামাতে বলবেন এবং অন্য কাউকে খেলার সংগী বানাতে বলবেন ।
 গ) পুলিশ ডেকে মারামারি সম্পর্কে বিবৃতি দেবেন ।
 ঘ) আপনি নিজেই ছেলেটিকে (যে পংগু নয়) মারবেন ।
 ঙ) কিছু না বলে হেটে চলে যাবেন ।
- ৩১। কোন গুরুত্ব বজ্রতার মধ্যে আপনার ভীষণ কাশি পেল এবং জোরে কাশতে শুরু করলেন । এই পরিস্থিতিতে আপনি কি করবেন ?
- ক) প্রয়োজন অনুসারে কেশে আবার সুভাবিক হবেন ।
 খ) কাশি শেষ না হওয়া পর্যন্ত জন সমাবেশ ছেড়ে চলে যাবেন ।
 গ) কাশি চেপে যাইতে চাইবেন ।
 ঘ) নিজের উপর রেগে যাবেন ।
 ঙ) ডাক্তারের কাছে চলে যাবেন ।
- ৩২। দুর্যোগপূর্ণ আবহাওয়া কবলিত বিমান ভ্রমণের সময় বিমানটির বেগতিক অবস্থার জন্য আপনি পাশে বসা সুন্দরীর সহযাত্রীর কোলে পড়ে গেলেন । এই পরিস্থিতিতে আপনি কি করবেন ?
- ক) ক্রমাগত চেয়ে নিয়ে আপনার নিজ আসনে ফিরে আসবেন ।
 খ) মহিলার সংগে ঘনিষ্ঠ হওয়ার চেষ্টা করবেন ।
 গ) রেগে যাবেন এবং আবহাওয়া কিংবা বৈমানিককে দোষারূপ করবেন ।
 ঘ) তখনই বিশ্রাম করে চলে যাবেন ।
 ঙ) অপ্রস্তুত হয়ে পড়বেন এবং কিছুই বলবেন না ।

৩৩। একটি সৌজন্যমূলক ভলিবল প্রতিযোগিতায় আপনি একটা সহজ বল নষ্ট করলেন যার ফলে প্রতিযোগিতায় আপনার দল হেরে গেল। তখন আপনি কি করবেন?

- ক) আপনার ভুলের জন্য বন্ধুদের এবং দলের কাছে ক্ষমা চাইবেন।
- খ) পরবর্তীতে আরও ভালো খেলে ফ্রি পুশিয়ে নেওয়ার চেষ্টা করবেন।
- গ) কিছুই না বলে খেলে যাবেন।
- ঘ) অসুস্থতার তান করে খেলা থেকে অব্যাহতি নেবেন।
- ঙ) নিজের উপর সত্যিকার রেগে যাবেন।

৩৪। গতি সীমিত রাখার কোন সংকেত ছিলনা এমন একটা এলাকায় জোরে গাড়ী চালানোর দায়ে পুলিশ কর্তৃক বাধাপ্রাপ্ত হলেন। তখন আপনি কি করবেন?

- ক) পুলিশকে বলবেন যে, আপনি গতি সীমার কথা জানতেন না।
- খ) দোষ স্বীকার করে নির্দিষ্ট জরিমানা দিয়ে দেবেন।
- গ) বিশেষ করে বলতে থাকবেন যে, প্রায় সব লোকই ঐ এলাকায় জোরে গাড়ী চালায়।
- ঘ) ঘটনাটি কোর্টে তুলবেন এবং আপনি যে নিরপরাধী তা প্রমাণ করবেন।
- ঙ) পুলিশকে বলবেন যে, বিশেষ জরুরী কাজে আপনি তাড়াতাড়ি যাচ্ছিলেন।

৩৫। সাধারণ পরিবহন বাসে আপনার পাশে বসা একজন যাত্রী চুইংগাম খেয়ে আপনার বিরক্তি ঘটানো। এ ক্ষেত্রে আপনি কি করবেন?

- ক) লোকটিকে জোরে চিবাতে নিষেধ করবেন।
- খ) আপনিও সশব্দে চুইংগাম খেতে শুরু করবেন।
- গ) কিছুই না বলে চুপ করে বসে থাকবেন।
- ঘ) বাস থেকে নেমে অন্য বাস ধরবেন।
- ঙ) তৎক্ষণাৎ আসন বদলাবেন।

৩৬। এক ঘনিষ্ঠ বন্ধুর বাড়ীতে আপনি রবিবারের ছুটি কাটাতে গেছেন। কিন্তু আপনি অনুভব করলেন বন্ধু আপনার প্রতি খারাপ ব্যবহার করছে। এ প্রেক্ষিতে আপনি কি করবেন?

- ক) তৎক্ষণাৎ বাড়ী চলে যাবেন।
- খ) ছুটির দিনটি ওখানে থাকবেন এবং কিছুই বলবেন না।
- গ) আপনার প্রতি তার খারাপ ব্যবহারের ঘটনাপুলো এবং সেগুলোর প্রতি আপনার মনোভাবের কথা বন্ধুটির সঙ্গে আলাপ করবেন।
- ঘ) বন্ধুর সাথে খারাপ ব্যবহার করবেন।
- ঙ) বন্ধুর উপর ভীষণ রেগে যাবেন।

৩৭। আপনি জানতে পারলেন যে, যাকে আপনি বিয়ে করতে যাচ্ছেন, সে তালুকপ্রাপ্ত। তখন আপনি কি করবেন ?

- ক) তখনই আপনার বাগদান ভেঙে ফেলবেন।
- খ) যতক্ষণ পর্যন্ত না আপনি কি করবেন ঠিক করতে পারেন নি ততক্ষণ পর্যন্ত তার সাথে সম্পর্ক রাখবেন কিন্তু খুব নিরন্তর ব্যবহার করবেন।
- গ) তাকে ঐ রকম কাজ এবং প্রতারণা করার জন্য জবাবদিহী করবেন এবং তার ভিত্তিতে পরবর্তী কার্যক্রম গ্রহণ করবেন।
- ঘ) তার উপর সত্যি সত্যি রেগে যাবেন এবং তাকে বর্জন করবেন।
- ঙ) আপনার পুরনো বন্ধুর সাথে যোগাযোগ করে তার সাথে প্রনয় সূত্র সম্পর্ক স্থাপন করবেন।

৩৮। আপনি গান গাইতে খুব ভালবাসেন এবং আপনার বন্ধুরাও তাই। কিন্তু আপনার স্বামী আপনাকে কখনও গাইতে দিতে চাননা এবং তিনি (স্বামী) কদাচিৎ এ ধরনের সমাবেশে যান। এ ক্ষেত্রে আপনি কি করবেন ?

- ক) যারা গান ভালবাসে সে সব বন্ধুদের আপনার বাড়ীতে আমন্ত্রণ জানাবেন।
- খ) আপনি গান গাওয়া ছেড়ে দেবেন এবং স্বামীর পছন্দ শ্রাব্যিক অন্য কোন কিছুতে আগ্রহী হবেন।
- গ) স্বামীকে মাসে অনুতঃপক্ষে দু'বার গানের জলসায় নিয়ে যাওয়ার জন্য চাপ দেবেন।
- ঘ) যখন আপনার স্বামীর সাথে জলসায় যাবেন তখন কেবলমাত্র ভাল গায়ক গায়িকাদের সাথেই গাইবেন।
- ঙ) ধর্মীয় বিষয় এবং অন্য কাজ নিয়ে ব্যস্ত থাকবেন যাতে হাতে বিশেষ সময় না থাকে।

৩৯। কেউ এসে বললো যে, আপনার কোন বন্ধু আপনার বিষয়ে সত্য নয় এমন সব গুজব রটানো এবং এতে আপনার সুনাম ক্ষুণ্ণ হচ্ছে। আপনি তখন কি করবেন ?

- ক) ঐ বন্ধু সমুন্নে গুজব রটাবেন।
- খ) বন্ধুকে জিজ্ঞাসাবাদ করবেন।
- গ) বন্ধুটিকে ডেকে অভ্যন্তরীণ রাসের সাথে তাকে বকবেন।
- ঘ) কিছুই করবেন না।
- ঙ) ঐ বন্ধুর সাথে দেখা সাক্ষাৎ এড়িয়ে চলবেন এবং বন্ধুত্ব ভেঙে দেবেন।

৪০। আপনার একটি কিশোর বয়সের ছেলে আছে যে সব সময় তার চেয়ে অনেক কম বয়সী ছেলে-মেয়েদের সঙ্গে খেলাধুলা করে। কিন্তু আপনি চান সে তার সমবয়সীদের সাথেই খেলুক। এ অবস্থায় আপনি কি করবেন ?

- ক) ছেলের সাথে এ বিষয়ে আলোচনা করবেন এবং তার সমবয়সী বন্ধুদের খুঁজতে বলবেন।
- খ) কিছুই করবেন না।
- গ) ছেলেকে বলবেন যে, সে যেন তার চেয়ে কম বয়সী কারো সাথে না খেলে।
- ঘ) তার সাথে খেলার জন্য বাড়ীতে তার সমবয়সী বন্ধুদের ডাকবেন।
- ঙ) তার সমবয়সীদের সংগে পায় এ রকম কোন দলীয় সমাবেশে যেতে দেবেন।

৪১। আপনার রীতিমত অপছন্দ এমন একজন পরিবারের বন্ধু আপনার প্রনয়ী হতে চায় ।
তখন আপনি কি করবেন ?

- ক) তার অভিপ্রায় না বুঝার ভান করবেন ।
- খ) সে ঠাট্টা করছে এ রকম বুঝার ভান করবেন এবং কথাবার্তার মোড় ঘুরানোর চেষ্টা করবেন ।
- গ) তার সাথে ব্যাপারটি আলাপ করবেন এবং বলবেন যে পরিবারের বন্ধুর সংগে ঐ রকম সম্পর্ক স্থাপনের কোন অভিপ্রায় আপনার নেই ।
- ঘ) তাকে বলবেন এ বিষয়ে আপনার অনেক কিছু করার আছে ।
- ঙ) তাকে না বলবেন এবং সে যে আপনার কাঙ্ক্ষিত ব্যক্তি নয় তারও ইংগিত দেবেন ।

৪২। আপনি লক্ষ্য করলেন যে, প্রতিবেশীর এক কিশোরী মেয়ে আপনার মেয়ের সংগে দেখা করতে এসে আপনার বাড়ী থেকে টাকা পয়সা চুরি করে নিয়ে যায় । আপনি কি করবেন ?

- ক) চুরি করার ব্যাপারটি না দেখার ভান করবেন ।
- খ) ঐ মেয়েকে আপনার বাড়ী থেকে বেরিয়ে যেতে এবং আর কখনও না আসতে বলবেন ।
- গ) মেয়েটি যা কিনতে চায় তা কিনবার জন্য স্বেচ্ছায় টাকা দেবেন ।
- ঘ) মেয়েটি আপনার বাড়ীতে আসলে তার উপর নজর রাখবেন এবং নজর রাখার জন্য আপনি মেয়েকে বলবেন ।
- ঙ) তার পিতা মাতাকে ডেকে এ বিষয়ে আলোচনা করবেন ।

৪৩। আপনার কয়েকজন অতিথিকে আপনি কাছের একটি দামী রোস্টোরায় নিমন্ত্রণ করে নিয়ে গেলেন ।
খাওয়া শুরু করার ঠিক পূর্ব মুহূর্তে আপনি দেখতে পেলেন আপনার মানি ব্যাগটি ফেলে এসেছেন ।
এই অবস্থায় আপনি কি করবেন ?

- ক) একটি চেক কেটে টাকা দিতে চেষ্টা করবেন ।
- খ) খাওয়া শুরু করার আগেই অসুস্থতার ভান করে ঐস্থান ত্যাগ করবেন ।
- গ) ব্যাগটি বন্ধুদের বলবেন এবং তাদের পরামর্শ চাইবেন ।
- ঘ) মানি ব্যাগ আনতে বাড়ীতে যাবেন এবং দেয়ালীতে হলেও পুনরায় পার্টিতে যোগ দেবেন ।
- ঙ) নিজের উপর রাগ করবেন ।

৪৪। আপনার একটি ছেলে আছে । সে কলেজ থেকে ফিরে এসে একটা ছাত্র পড়িয়ে কিছু টাকা উপার্জন করে । আপনি মনে করেন টাকা তার মূল্য বুঝার জন্য এ টাকা থেকে কিছু টাকা আপনার সংসারে দেওয়া তার উচিত । এ প্রেক্ষিতে আপনি কি করবেন ?

- ক) আপনার ছেলে আরও বড় না হওয়া পর্যন্ত তার উপার্জনের অর্ধেক টাকা আপনার কাছে গচ্ছিত রাখতে বলবেন ।
- খ) তাকে ইংগিতে বুঝিয়ে দেবেন যে সংসারের জন্য কিছু ব্যয় তার তার বহন করা উচিত ।
- গ) এ নিয়ে ছেলের সাথে আলোচনা করবেন এবং কতটাকা দিবে সে বিষয়ে সমঝোতায় আসবেন ।
- ঘ) সে যখন কিছু উপার্জন করেছে তখন তার ইচ্ছামত প্রয়োজনীয় শোষাক পরিচ্ছদ কিংবা বিশেষ কোন জিনিস কিনতে বলবেন ।
- ঙ) তাকে মুখে কিছু বলবেন না তবে আপনি মনে মনে চাইবেন যে, সে সংসারের জন্য কিছু খরচ করুক ।

৪৫। কোন বিয়ে অনুষ্ঠানে হঠাৎ করে আপনার পোষাকটি বিশ্রীভাবে ছিড়ে নষ্ট হয়ে গেল ।

এ অবস্থায় আপনি কি করবেন ?

- ক) ছেড়া অংশটুকু ধরে থাকার চেষ্টা করবেন ।
- খ) পোষাকের ছেড়া অংশটুকু যেভাবে আছে সেভাবেই রাখবেন ।
- গ) আপনার নিজের অমনোযোগের জন্য নিজের উপর রেগে যাবেন ।
- ঘ) বিয়ে বাড়ী ছেড়ে চলে যাবেন ।
- ঙ) আপনার কাছাকাছি যারা আছেন তাদের পরামর্শ নেবেন ।

৪৬। আপনাকে আপনার এলাকার একটি স্থলে স্বেচ্ছাসেবী হিসেবে নিয়মিত শিক্ষতা করার জন্য বলা হলো । কিন্তু সে জন্য প্রয়োজনীয় প্রস্তুতি গ্রহণের সময় আপনার নেই । এখন আপনি কি করবেন ?

- ক) কর্তৃপক্ষকে বলবেন, আপনাকে সেখানকার কেবলমাত্র একজন পরিবর্তক শিক্ষক হিসেবে নেওয়া হোক ।
- খ) কর্তৃপক্ষকে জানিয়ে দেবেন যে, আপনার সময় নেই ।
- গ) কিছুই না বলে ক্লান্তিতে যাবেন ।
- ঘ) অন্য এলাকায় চলে যাবেন ।
- ঙ) কর্তৃপক্ষকে অন্য এমন লোককে নিতে বলবেন যে তার করণীয় ভূমিকা পালন করছে না ।

৪৭। আপনি বাড়ীতে আপনার স্ত্রীর সাথে উচ্চসুরে তর্ক করছেন । হঠাৎ দেখলেন আপনার অতিথি দাড়িয়ে আছে । আপনি কি করবেন ?

- ক) তর্ক বন্ধ করে বাইরে চলে যাবেন ।
- খ) যেখানে আছেন সেখানেই থাকবেন কিন্তু তর্ক বন্ধ করে দেবেন ।
- গ) আপনার স্ত্রীকে ইংগিতে চুপ করতে বলে অতিথিকে ভিতরে আসতে বলবেন ।
- ঘ) অতিথি বিব্রত বোধ করে চলে যাবেন এই আশা করে আরও জোরে তর্ক করবেন ।
- ঙ) তর্ককে আলোচনায় রূপান্তরিত করে অতিথিকে সন্তোষিত দিতে বলবেন ।

৪৮। একজন শিকারের গ্রহরী আপনার কাছে ঐ মৌসুমের নিষিদ্ধ শিকার করা একটি জন্তু দেখতে পেল । তখন আপনি কি করবেন ।

- ক) তাকে বলবেন যে, অন্য কেউ এ শিকার করেছে ।
- খ) গ্রহরীকে বলবেন আপনি শিকারটিকে ছেড়ে দিতে যাচ্ছিলেন ।
- গ) অসুস্থতার ভান করবেন ।
- ঘ) বলবেন যে প্রাণীটি এই মাত্র ধরা হয়েছে এবং তখন কি করবেন সে বিষয়ে গ্রহরীর পরামর্শ চাইবেন ।
- ঙ) কিছু না করে গ্রহরীর বক্তব্য শুনবার জন্য অপেক্ষা করবেন ।

৪৯। একটি সংখ্যালঘু দলের সদস্যের সাথে আপনার খুবই ভাল কিন্তু আপনার স্ত্রী আপনাকে এই বন্ধুত্ব এখনই ত্যাগ করার জন্য চাপ দিচ্ছেন। আপনি কি করবেন?

- ক) অন্যেরা সংখ্যালঘু সম্প্রদায়ের সদস্যের সাথে যেমন ব্যবহার করে তেমনি ব্যবহার করবেন।
- খ) তাদের সাথে মেলামেশা এড়িয়ে যাবেন।
- গ) তাকে বাড়ীতে নিমন্ত্রণ করবেন যাতে আপনার স্ত্রী চিনতে পারেন।
- ঘ) আপনার স্ত্রীর সাথে বিষয়টি আলোচনা করবেন এবং আপনি কেমন অনুভব করেন জানাবেন।
- ঙ) আপনার স্ত্রীর উপর রাগ করবেন এবং স্ত্রীকে সাম্য সম্পর্ক বলবেন।

৫০। আপনার কর্মকর্তা আপনাকে বাড়ীতে গিয়ে অভদ্র পোষাক পরিবর্তন করে আসার জন্য বলবেন যা পরে আপনি কাজ করছিলেন। এর উত্তরে আপনি কি করবেন?

- ক) তাকে বলবেন আপনার পোষাক নিয়ে তাকে মাথা ঘামাতে হবে না।
- খ) চাকুরী ত্যাগ করবেন এবং অন্য চাকুরী খুঁজবেন।
- গ) বাসায় গিয়ে পোষাক পরিবর্তন করে তৎক্ষণাৎ ফিরবেন।
- ঘ) অসুস্থতার ভান করবেন এবং সপ্তাহের বাকী দিনগুলো বিশ্রাম করবেন।
- ঙ) তাকে বলবেন অন্য অনেক মেয়েই যে পোষাক পরে সেগুলো আপনার পোষাক অপেক্ষা খারাপ।

৫১। আপনি একটি গোষ্ঠীর খেলায় নেতৃত্ব দিতে ইচ্ছুক। কিন্তু পরিচালক আপনাকে ছোট একটি দায়িত্ব নিতে বললেন। তখন আপনি কি করবেন?

- ক) পরিচালককে বলবেন যেন আপনাকে একটি গুরুত্বপূর্ণ ভূমিকা দেন।
- খ) ছোট ভূমিকাটি নেবেন এবং কিছু বলবেন না।
- গ) পরিচালকের উপর রাগ করবেন।
- ঘ) পরিচালককে বলবেন যে, যে ভূমিকাটি আপনাকে দেওয়া হয়েছে তা আপনার দক্ষতা ও অভিজ্ঞতার তুলনায় তত গুরুত্বপূর্ণ নয়।
- ঙ) পরিচালককে বলবেন তার কাজে সাহায্য করার সময় আপনার নেই।

৫২। তহবিল তছরূপের জন্য আপনার পিতাকে দীর্ঘমেয়াদী কারাদন্ড দেওয়া হলো, এটা আপনার কাছে দুঃখ জনক ঘটনা। আপনি কি করবেন?

- ক) পিতার অতীত ইতিহাসের জন্য বড়াই করবেন।
- খ) পিতার ব্যাপারে যে কোন আলোচনা এড়িয়ে যাবেন।
- গ) যারা আপনাকে এ ব্যাপারে জিজ্ঞেস করছে তাদের বলবেন যে, এ নিয়ে তাদের মাথা ঘামানোর দরকার নেই।
- ঘ) স্বাভাবিক আচরণ করবেন এবং তদুভাবে সব প্রশ্নের উত্তর দেবেন।
- ঙ) শহর ছেড়ে চলে যাবেন।

৫৩। আপনি একজন বিবাহিত যুবতী মহিলা। আপনার বিবাহিত উর্ধ্বতন কর্মচারী যার প্রথম প্রস্থাব আপনি প্রত্যাখ্যান করেছিলেন, তিনি আপনার প্রতি অতিরিক্ত মনোযোগ প্রদর্শন করেছেন। আপনি তখন কি করবেন?

- ক) তৎক্ষণাৎ অন্য চাকুরীর খোঁজ করবেন।
- খ) লক্ষ্য না করার ভান করবেন।
- গ) তাকে ভদ্রভাবে বলবেন অন্যান্য কর্মচারীদের সাথে যেমন ব্যবহার করা হয়, আপনার সাথেও তিনি যেন সেই রকম ব্যবহার করেন।
- ঘ) তার পরপাতিত্বের কথা বন্ধুদের সাথে গর্বের সাথে বলবেন।
- ঙ) এ ধরনের ব্যবহার করতে থাকলে তার উর্ধ্বতন কর্মকর্তার কাছে বলে দেবেন বলে ভয় দেখাবেন।

৫৪। আপনি দেখলেন যে, একজন আগনুক আপনার নতুন ছাতাটি নিয়ে রেস্টুরেন্ট ত্যাগ করছে এবং ঐ রকম একটা পুরানো ছাতা এ জায়গায় রয়েছে। তখন আপনি কি করবেন?

- ক) পুলিশ ডেকে তাকে সব কিছু বলবেন।
- খ) তাকে ডেকে বলবেন তিনি আপনার নতুন ছাতাটি ভুল করে তার নিজের ভেবেছেন কিনা।
- গ) কিছুই করবেন না এবং অপেক্ষা করে দেখবেন লোকটি কি করে।
- ঘ) তাকে বলবেন তার যদি একটা নতুন ছাতা কেনার সামর্থ্য না থাকে তাহলে সে ওটা নিতে পারে।
- ঙ) ঐ রেস্টুরেন্ট ত্যাগ করবেন এবং সেখানে আর কখনও খেতে আসবেন না।

৫৫। লোকজনগূর্ণ একটি রেস্টুরেন্টে খাবার অর্ডার দিয়ে বিশ মিনিট অপেক্ষা করার পর দেখলেন পরিচারিকা ভুল অর্ডার নিয়ে উপস্থিত হলো। তখন আপনি কি করবেন?

- ক) তখনই তাকে সঠিক খাবার আনার জন্য বলবেন।
- খ) টেবিলে ঐ খাবার রেখে রেস্টুরেন্ট ত্যাগ করবেন এবং কোন দাম দেবেন না।
- গ) কিছুই বলবেন না এবং অর্ডারটি গ্রহণ করবেন।
- ঘ) ভুল খাবার পরিবেশনের জন্য ম্যানেজারকে জানাবেন।
- ঙ) টেবিলে কোন রকম সন্মোষণক বিনিময় সম্ভব কিনা তা দেখবেন।

৫৬। আপনি দেখছেন আপনার দুজন সহকর্মী কোম্পানীর সম্পত্তি নষ্ট করছে এবং আপনাকে বলা হয়েছে যে আপনার অতি শীঘ্রই পদোন্নতি হচ্ছে। এক্ষেত্রে আপনি কি করবেন?

- ক) তাদের সম্পত্তি নষ্ট করতে বন্ধ করতে বলবেন নতুবা তাদের নামে রিপোর্ট করবেন, বলে হুশিয়ার করবেন।
- খ) চলে যাবেন এবং কিছুই বলবেন না।
- গ) তারা কি করছে তা না দেখার ভান করবেন।
- ঘ) ব্যবস্থাপকের কাছে তৎক্ষণাৎ রিপোর্ট করবেন।
- ঙ) প্রাপ্ত বয়স্কদের মত আচরণ করার জন্য সদুপদেশ দেবেন।

৫৭। আপনার একজন বড় বোন যিনি একই এলাকায় বাস করেন, আপনাকে অত্যন্ত অপছন্দ করেন এবং নোকেসের সামনে আপনাকে বিরক্ত করেন। এক্ষেত্রে আপনি কি করবেন?

- ক) হেঁটে চলে যাবেন এবং কিছুই বলবেন না।
- খ) আপনি না শুনায় তান করে যাবেন।
- গ) তার বাসায় গিয়ে বিষয়টি সম্পর্কে আলোচনা করবেন এবং এ ব্যাপারে আপনার অনুভূতি ব্যাখ্যা করবেন।
- ঘ) তাকে বলবেন এভাবে চালিয়ে যেতে থাকলে আপনি তাকে কোর্টে নিয়ে যাবেন।
- ঙ) পাড়ায় মোড়লকে এসব বন্ধ করার জন্য চেষ্টা করতে বলবেন।

৫৮। আপনাকে জানানো হলো যে আপনি একটি সংখ্যালঘু দলের সদস্য বলে চাকুরী পেতে পারেন না, যা আপনার পরিচয় জানার আগে আপনাকে দেওয়া হবে বলে বলা হয়েছিল। তখন আপনি কি করবেন?

- ক) কিছুই বলবেন না এবং অন্য চাকুরীর খোঁজ করবেন।
- খ) যে ব্যক্তি আপনাকে জানালো তাকে তিরস্কার করবেন।
- গ) কর্মচারীদের ম্যানেজারের সাথে বিষয়টি আলোচনা করতে বলবেন।
- ঘ) এ রকম অবৈধ নীতি সম্পর্কে বন্ধু বান্ধব এবং স্ত্রীর সাথে আলোচনা করবেন।
- ঙ) এ সম্পর্কে খবরের কাগজে রিপোর্ট করবেন।

৫৯। আপনার পাশের ফ্ল্যাটের বাসিন্দারা প্রায়ই অনেক রাত পর্যন্ত গোলমাল করে। বিশেষ করে শনিবারে। আপনি তখন কি করবেন?

- ক) কিছুই বলবেন না এবং অন্য বাসার খোঁজ করবেন।
- খ) কিছুই না বলে সেখানে বসবাস করবেন।
- গ) বাড়ীওয়ালার সাথে ব্যাপারটি নিয়ে আলোচনা করবেন।
- ঘ) পরবর্তী ছুটির দিনে আপনি নিজেই গোলমাল করবেন যাতে তারা বুঝতে পারে যে, তারা কতখানী অসুবিধার সৃষ্টি করেছে।
- ঙ) যখন প্রতিবেশীরা গন্ডগোল করে তখন তাদের ডেকে আপনার বিরক্তি প্রকাশ করবেন।

৬০। আপনি একটি খারাপ অভিনীত নাটকের সমালোচনা করে উঠছেন এবং প্রোডামন্ডলী উপস্থিত থাকা অবস্থায় একজন অভিনেতা আপনার সত্যিকার মতামত চাইলেন। তখন আপনি কি করবেন?

- ক) যে অংশে তিনি ভাল অভিনয় করেছেন, তার উপর আলোচনা করবেন।
- খ) কিতাবে নাটকটি আরও ভাল করা যেত সে সম্পর্কে পরামর্শ দেবেন।
- গ) সত্যি কথা বলবেন, অর্থাৎ অভিনয় বেশ খারাপ হয়েছে বলবেন।
- ঘ) অন্য যারা উপস্থিত ছিল, তাদের মতামত জিজ্ঞেস করবেন।
- ঙ) কথোপকথনের মোড় ঘুরিয়ে অন্য বিষয় নিয়ে আলোচনা করবেন।

APPENDIX - D

English Version of Adapted Measure of Perceived Parental Attitudes

Instruction

On the following pages some questions and answers have been given. These questions indicate the behaviours and attitudes of parents. Please read each item carefully. Try to go back to your childhood memories and point out the one which is most applicable for your parents. Write the appropriate number (1 or 2 or 3 or 4) in the blank spaces to indicate your answer.

1. Do you think that your parents kept an eye on your welfare?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

2. Do you think that your parents behaved strictly with you?

(1) All the time

(2) Most of the time

Father ...

(3) Sometimes

Mother ...

(4) Never

3. Do you think that your parents were affectionate to you?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

4. Do you think that your parents gave company to you?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

5. Do you think that your parents punished you without any reason?

(1) All the time

(2) Most of the time

Father ...

(3) Sometimes

Mother ...

(4) Never

6. Do you think that your parents used to appreciate if you help your parents?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

7. Do you think that your parents used to criticize your work?

(1) All the time

(2) Most of the time

Father ...

(3) Sometimes

Mother ...

(4) Never

8. Do you think that your parents used to take care of you when you feel sick?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

9. Do you think that your parents used to worry for your danger?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

10. Do you think that your parents used to help you when needed it?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother

(4) All the time

11. Do you think that your parents used to honor your wish ?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

12. Do you think that your parents used to show interest when you wanted to learn something new?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

13. Do you think that your parents used to appreciate your direct expression of opinions and ideas?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

14. Do you think that your parents were more affectionate to your siblings than they were to you?

(1) All the time

(2) Most of the time

Father ...

(3) Sometimes

Mother ...

(4) Never

15. Do you think that your parents used to protect you all the time as they were afraid of your welfare?

(1) All the time

(2) Most of the time

Father ...

(3) Sometimes

Mother ...

(4) Never

16. Do you think that your parents used to allow you to spend money independently?

(1) Never

(2) Sometimes

Father ...

(3) Most of the time

Mother ...

(4) All the time

17. Do you think that your parents did not disagree if you seek any permission?

- | | |
|----------------------|--------------|
| (1) All the time | At least ... |
| (2) Most of the time | Father ... |
| (3) Sometimes | Mother ... |
| (4) Never | |

18. Do you think that your parents seek permission in every matter?

- | | |
|----------------------|------------|
| (1) All the time | |
| (2) Most of the time | Father ... |
| (3) Sometimes | Mother ... |
| (4) Never | |

19. Do you think that you should inform all the matters to your parents?

- | | |
|----------------------|------------|
| (1) All the time | |
| (2) Most of the time | Father ... |
| (3) Sometimes | Mother ... |
| (4) Never | |

20. Do you think that your parents direct you obey their orders?

- | | |
|----------------------|------------|
| (1) All the time | |
| (2) Most of the time | Father ... |
| (3) Sometimes | Mother ... |
| (4) Never | |

APPENDIX - E

Bengali Version of
Adapted Measure of Perceived Parental Attitudes

নির্দেশনা

এই প্রশ্নমালায় কতগুলি প্রশ্ন ও নমুনা সহ তার কয়েকটি উত্তর দেওয়া আছে। এই প্রশ্নাবলী বাবা ও মার বিভিন্ন ধরনের আচরণ ও মনোভাব সম্পর্কে ইঙ্গিত দান করে। আপনার যতদূর মনে পড়ে, ছোট বেলায় আপনার বাবা ও মার বেলায় যে উত্তরটি সবচেয়ে বেশী প্রযোজ্য বলে মনে হয়, ঠিক সেই উত্তর এর নির্দিষ্ট সংখ্যাটি তাদের পাশে লিখুন।

১। আপনি কি মনে করেন যে আপনার বাবা মা আপনার ভালো মনের দিকে লক্ষ্য রাখতেন ?

(১) কখনও লক্ষ্য রাখতেন না

(২) মাঝে মাঝে লক্ষ্য রাখতেন

(৩) যথেষ্ট লক্ষ্য রাখতেন

(৪) সব সময় লক্ষ্য রাখতেন

বাবা

মা

২। আপনি কি মনে করেন যে আপনার বাবা মা আপনার সাথে কড়া ব্যবহার করতেন ?

(১) সব সময় কড়া ব্যবহার করতেন

(২) বেশীর ভাগ সময় কড়া ব্যবহার করতেন

(৩) মাঝে মাঝে কড়া ব্যবহার করতেন

(৪) কখনও কড়া ব্যবহার করতেন না

বাবা

মা

৩। আপনি কি মনে করেন যে আপনার বাবা মা আপনাকে স্নেহ করতেন ।

(১) কখনও স্নেহ করতেন না

(২) মাঝে মাঝে স্নেহ করতেন

(৩) যথেষ্ট স্নেহ করতেন

(৪) সব সময় স্নেহ করতেন

বাবা

মা

৪। আপনি কি মনে করেন যে আপনার বাবা মা আপনাকে সঁপ দিতেন ?

(১) কখনও সঁপ দিতেন না

(২) মাঝে মাঝে সঁপ দিতেন

(৩) যথেষ্ট সঁপ দিতেন

(৪) সব সময় সঁপ দিতেন

বাবা

মা

৫। আপনি কি মনে করেন যে, আপনার বাবা মা আপনাকে বিনা কারণে শাস্তি দিতেন ?

- (১) সব সময় বিনা কারণে শাস্তি দিতেন
- (২) বেশীর ভাগ সময় বিনা কারণে শাস্তি দিতেন
- (৩) মাঝে মাঝে বিনা কারণে শাস্তি দিতেন
- (৪) কখনও বিনা কারণে শাস্তি দিতেন না

বাবা
মা

৬। আপনি কি মনে করেন যে, আপনি বাবা মার কাজে সাহায্য করলে তারা প্রশংসা করতেন ?

- (১) কখনও প্রশংসা করতেন না
- (২) মাঝে মাঝে প্রশংসা করতেন
- (৩) যথেষ্ট প্রশংসা করতেন
- (৪) সব সময় প্রশংসা করতেন

বাবা
মা

৭। আপনি কি মনে করেন যে, আপনার বাবা মা আপনার কাজের সমালোচনা করতেন ?

- (১) সব সময় সমালোচনা করতেন
- (২) যথেষ্ট সমালোচনা করতেন
- (৩) মাঝে মাঝে সমালোচনা করতেন
- (৪) কখনও সমালোচনা করতেন না

বাবা
মা

৮। আপনি কি মনে করেন যে, আপনি অসুস্থ থাকলে তারা আপনার সেবা যত্ন করতেন ?

- (১) কখনও সেবা যত্ন করতেন না
- (২) মাঝে মাঝে সেবা যত্ন করতেন
- (৩) যথেষ্ট সেবা যত্ন করতেন
- (৪) সব সময় সেবা যত্ন করতেন

বাবা
মা

৯। আপনি কি মনে করেন যে, আপনার বিপদ আপদে আপনার বাবা মা চিন্তিত হতেন ?

- (১) কখনও চিন্তিত হতেন না
- (২) মাঝে মাঝে চিন্তিত হতেন
- (৩) যথেষ্ট চিন্তিত হতেন
- (৪) সব সময় চিন্তিত হতেন

বাবা
মা

১০। আপনি কি মনে করেন যে, আপনার প্রয়োজনে আপনার বাবা মা সাহায্য করতেন ?

- (১) কখনও সাহায্য করতেন না
- (২) মাঝে মাঝে সাহায্য করতেন
- (৩) যথেষ্ট সাহায্য করতেন
- (৪) সব সময় সাহায্য করতেন

বাবা
মা

১১। আপনি কি মনে করেন যে, আপনার ইচ্ছাকে আপনার বাবা মা দাম দিতেন ?

- (১) কখনও দাম দিতেন না
- (২) মাঝে মাঝে দাম দিতেন
- (৩) যথেষ্ট দাম দিতেন
- (৪) সব সময় দাম দিতেন

বাবা
মা

১২। আপনি কি মনে করেন যে, নতুন কিছু শিখতে বা করতে চাইলে বাবা মা আগুহ দেখাতেন ?

- (১) কখনও আগুহ দেখাতেন না
- (২) মাঝে মাঝে আগুহ দেখাতেন
- (৩) যথেষ্ট আগুহ দেখাতেন
- (৪) সব সময় আগুহ দেখাতেন

বাবা
মা

১৩। আপনি কি মনে করেন যে, আপনার মতামত সরাসরি জানালে বাবা মা পছন্দ করতেন ?

- (১) কখনও পছন্দ করতেন না
- (২) মাঝে মাঝে পছন্দ করতেন
- (৩) যথেষ্ট পছন্দ করতেন
- (৪) সব সময় পছন্দ করতেন

বাবা
মা

১৪। আপনি কি মনে করেন যে, আপনার তুলনায় আপনার ভাই-বোনকে বাবা মা বেশী আদর করতেন ?

- (১) সব সময় বেশী আদর করতেন
- (২) যথেষ্ট বেশী আদর করতেন
- (৩) মাঝে মাঝে বেশী আদর করতেন
- (৪) কখনও বেশী আদর করতেন না

বাবা
মা

১৫। আপনি কি মনে করেন যে, আপনার কোন কৃতি হতে পারে বলে আপনার বাবা মা সব সময় আপনাকে সাবধানে রাখতেন ?

- (১) সব সময় সাবধানে রাখতেন
- (২) যথেষ্ট সাবধানে রাখতেন
- (৩) মাঝে মাঝে সাবধানে রাখতেন
- (৪) কখনও সাবধানে রাখতেন না

বাবা
মা

১৬। আপনি কি মনে করেন যে, আপনার বাবা মা আপনাকে স্বাধীন ভাবে টাকা খরচ করতে দিতেন ?

- (১) কখনও খরচ করতে দিতেন না
- (২) মাঝে মাঝে খরচ করতে দিতেন
- (৩) যথেষ্ট খরচ করতে দিতেন
- (৪) সব সময় খরচ করতে দিতেন

বাবা
মা

১৭। আপনি কি মনে করেন যে, কোন ব্যাপারে অনুমতি চাইলে আপনার বাবা মা না করতেন না ?

(১) সব সময় না করতেন

(২) অনেক সময় না করতেন

(৩) মাঝে মাঝে না করতেন

(৪) কখনও না করতেন না

বাবা

মা

১৮। আপনি কি মনে করেন যে, প্রত্যেক কাজে আপনার বাবা মা-র অনুমতি নিতে হয় ?

(১) সব সময় অনুমতি নিতে হত

(২) অনেক সময় অনুমতি নিতে হত

(৩) মাঝে মাঝে অনুমতি নিতে হত

(৪) কখনও অনুমতি নিতে হত না

বাবা

মা

১৯। আপনি কি মনে করেন যে, আপনার সব কথাই আপনার বাবা মাকে জানাতে হত ?

(১) সব সময় জানাতে হত

(২) অনেক সময় জানাতে হত

(৩) মাঝে মাঝে জানাতে হত

(৪) কখনই জানাতে হত না

বাবা

মা

২০। আপনি কি মনে করেন যে, আপনার বাবা মা তাঁদের আদেশ মেনে চলতে বলতেন ?

(১) সব সময় আদেশ মেনে চলতে বলতেন

(২) বেশীরভাগ সময় আদেশ মেনে চলতে বলতেন

(৩) মাঝে মাঝে আদেশ মেনে চলতে বলতেন

(৪) কখনও আদেশ মেনে চলতে বলতেন না

বাবা

মা

APPENDIX - F

English Version of
Adapted Measure of Perceived Parental Punitiveness

Instruction

Statements on the following page describe four situations.
In each case think about your childhood experiences and state what your parents would do in that situation. First state the one that they would do most frequently, next, the less frequent reaction and last of all the least frequent one.

1. Suppose, your parents had requested you to do an important work but you were late in carrying it. What would your parents do in that case?

Father:

Mother:

1)

1)

2)

2)

3)

3)

2. Suppose, oneday, you had broken a valuable item out of your carelessness. What would your parents do in that case?

Father:

Mother:

1)

1)

2)

2)

3)

3)

3. Suppose, you had an argument with your parents. What would your parents do in that case?

Father:

Mother:

1)

1)

2)

2)

3)

3)

4. Suppose, you had done very bad in examination. What would your parents do in that case?

Father:

Mother:

1)

1)

2)

2)

3)

3)

APPENDIX - G

Bengali Version of

Adapted Measure of Perceived Parental Punitiveness

নির্দেশনা

এই প্রশ্নপত্রে চারটে অবস্থার কথা বলা আছে। প্রত্যেক ক্ষেত্রে ছোট বেনাকার অবস্থার কথা চিন্তা করুন এবং এরকম অবস্থায় আপনার বাবা মা কি করতেন তা লিখুন যা সবচেয়ে বেশী করতেন তা প্রথমে, তার চেয়ে কম যা করতেন তা দ্বিতীয়তে ও সবচেয়ে কম যা করতেন তা তৃতীয়তে এইভাবে সাজিয়ে লিখুন।

- ১। মনে করুন বাবা-মা আপনাকে একটা দরকারী কাজ করতে অনুরোধ করেছিলেন, আপনি তা পালন করতে দেয়ী করেছিলেন । তখন আপনার বাবা মা আপনাকে কি করতেন ?

বাবা :	মা :
(১)	(১)
(২)	(২)
(৩)	(৩)

- ২। মনে করুন আপনি একদিন অসাবধানতার জন্য একটি মূল্যবান জিনিষ নষ্ট করে ফেলেছিলেন । তখন আপনার বাবা মা আপনাকে কি করতেন ?

বাবা :	মা :
(১)	(১)
(২)	(২)
(৩)	(৩)

- ৩। মনে করুন আপনি আপনার বাবা মার মুখের উপর কথা বলেছিলেন । তখন আপনার বাবা মা আপনাকে কি করতেন ?

বাবা :	মা :
(১)	(১)
(২)	(২)
(৩)	(৩)

- ৪। মনে করুন আপনি পরীক্ষায় খুব খারাপ করেছিলেন তখন আপনার বাবা মা আপনাকে কি করতেন ?

বাবা :	মা :
(১)	(১)
(২)	(২)
(৩)	(৩)

APPENDIX - H

Personal Information Questionnaire:

1. Name
2. Age
3. Education
4. Occupation
5. Father's Education
6. Father's Occupation
7. Mother's Education
8. Mother's Occupation
9. Monthly Income of Family
10. Birth order among siblings
11. Size of the Family
12. Are both of your parents alive?

Yes _____

No _____

a) If no, who has died?

Father _____

Mother _____

b) Mention your age when he/she died

12. If both alive, do they live together/separated/divorced?

(Give ☒ mark in appropriate place)

a) If they are separated/divorced, mention your age of that time.

14. Do you have the habit of smoking ?

Yes _____ No _____

15. Do you have any other addiction?

Please mention specifically.

16. At what place do you spend most of your time of a day?

a) At home with family members _____

b) With Friends _____

c) At Office/Working Place _____

17. In which area did you spend most of the time of your life?

Rural _____ Urban _____

APPENDIX I

Bengali Version of
Personal Information Questionnaire

- ১। নাম :
- ২। বয়স :
- ৩। নিজ শিক্ষা :
- ৪। নিজ পেশা :
- ৫। পিতার শিক্ষা :
- ৬। পিতার পেশা :
- ৭। মাতার শিক্ষা :
- ৮। মাতার পেশা :
- ৯। পরিবারের মাসিক আয় :
- ১০। তাই বোনদের মধ্যে আপনার স্থান :
- ১১। পরিবারের মোট লোক সংখ্যা :
- ১২। আপনার পিতা বা মাতা উভয়েই জীবিত আছেন ?

হ্যাঁ ☐ না ☐

(ক) যদি না হয় তা হলে কে মারা গিয়াছেন ?

বাবা ☐ মা ☐

(খ) যখন তিনি মারা যান আপনার বয়স কত ছিল ?

১৩। আপনার পিতা বা মাতা যদি জীবিত থাকেন তবে তাঁরা কি একত্রেই বাস করছেন/
ছাড়াছাড়ি হয়েছে/তালাক হয়েছে।

(নির্দিষ্ট জায়গায় (✓) দিন)

(ক) যদি তাদের মধ্যে ছাড়াছাড়ি বা তালাক হয়ে থাকে তাহলে সে সময় আপনার
বয়স কত ছিল ?

১৪। আপনি কি ধূমপান করেন ? হ্যাঁ _____ না _____

১৫। আপনার কি অন্য কোন বৈশিষ্ট্য আছে ? থাকলে তা উল্লেখ করুন।

১৬। দিনের মধ্যে বেশীর ভাগ সময় বাড়ীর লোকদের সঙ্গে/বন্ধু বান্ধবদের সঙ্গে/
কর্মস্থলে কাটাতেন।

১৭। আপনি কোন ধরনের এলাকায় বেশীর ভাগ সময় কাটিয়েছেন ?

শহর _____ পল্লী _____