

TO INVESTIGATE THE DEVELOPMENT OF
SOCIAL BEHAVIOR, RESPONSIBILITY AND
SUPPORT AMONG THE STUDENTS OF BANGLA,
ENGLISH AND MADRASHA EDUCATION SYSTEM



A Thesis Submitted to
THE UNIVERSITY OF DHAKA
For the degree of
Master of Philosophy
(Psychology)

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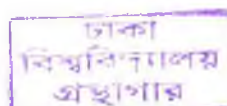


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DECLARATION

I do hereby declare that the work presented in this research thesis entitled **“To investigate the development of Social Behavior, Responsibility and Support among the students of Bangla, English and Madrasha Education System”** is the result of my own investigation. I further declare that this research paper has not been submitted anywhere in any form for my academic degree.

Dated:

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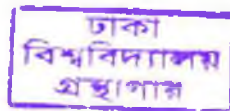
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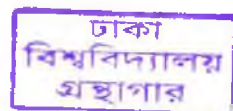


CERTIFICATE

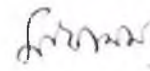
I do hereby certify that this thesis entitled “To investigate the development of Social Behavior, Responsibility and Support among the students of Bangla, English and Madrasha education system” presented by **Farzana Ahmed** for the degree of Master’s of Philosophy (M.Phil.) in the Department of Psychology of Dhaka University, Dhaka, Bangladesh.

I further certify that work embodied in this thesis has not already been submitted in substance for any degree and has not been concurrently submitted in candidature for any degree.

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ABSTRACT

The present study investigates the development of Social Behavior, Responsibility and Support among the students of three education system. The study also investigated the effect of gender and types of school on these three variables. A total number of 300 respondents were randomly selected. Among them 150 were boys and 150 were girls from three education system. Three questionnaires were used to measure the psychological variables. They were: (a) Social Behavior questionnaire, (b) An adapted Bangla version of social responsibility scale (Huq M , Banu sultana and Mahmud S.H-1984) and (c) The Bangla version of the Social Support scale (Shimul and Islam 2006). Information about school name, name, age, sex, socio-economic class, and other personal information were also collected. The data were analyzed by 2×3 way analysis of variance (ANOVA). The following results were found: (1) Social behavior, social responsibility have well developed among the students of three education system. But the students of three education system have less developed in social support. (2) The main effect of the education system of school has significant effect on social behavior. It had been found that, the student of Madrasha education have better social behavior score than Bangla education system students. (3) The main effect of gender has significant effect on social behavior. It had been found that the boys developed better social behavior than the girls. (4) Significant interaction effect was obtained for three education system and gender in social behavior. Result indicated that the girls of Madrasha education system have better social behavior and the girls of Bangla education system have less social behavior. (5) The main effect of the education system of school has significant effect on social responsibility. It had been found that the student of English education system have better

social responsibility and the students of Bangla education system have low social responsibility. (6) Main effect of gender has no significant on social responsibility. Boys and girls are equally social responsible. (7) No significant interaction was found between three education system and genders. (8) The main effect of education system have significant effect on social support with level of importance. It had been found that the students of English education system shown more social support than Madrasha education system. (9) Main effect of gender was not to be found significant on social support with level of importance. It had been found that the boys and girls have equally developed social support. (10) The interaction effect between three education system and gender was not been found to be significant in social support with level of importance. (11) The main effect of three education system was also found not to be significant in social support with level of satisfaction. The students of three education system were found to be equally satisfy. (12) The main effect of gender was found to significant in social support with level of satisfaction. It has bee found that boys are more satisfied than girls. (13) The interaction effect between gender and education system in social support with level of satisfaction not found to be significant.

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CHAPTER –1

INTRODUCTION

Introduction

1.1. Social behavior:

Social psychology is the field that studies behaviors in its interpersonal context- that is, how people affect one another's thoughts, feelings, and behaviors. Social psychology become interested in the formal study of social behavior. In physics, physiology and sociology, social behavior is behavior directed towards society, or taking place between, members of the same species. Behavior such as predation which involves members of different species is not social. While many social behaviors are communication (provoke a response, or change in behavior, without acting directly on the receiver) communication between members of different species is not social behavior. The umbrella term behavioral science is used to refer to sciences that study behaviorally disturbance in general.

In sociology, "behavior" itself means an animal-like activity devoid of social meaning or social context, in contrast to "social behavior" which has both. In a sociological hierarchy, social behavior is followed by social action, which is directed at other people and is designed to induce a response. Further along this ascending scale are social interaction and social relation. In conclusion, social behavior is a process of communicating.

It is now time to define social interaction. As previously discussed, behavior comes in many forms--blinking, eating, reading, dancing, shooting, rioting, and warring. Behavior that is peculiarly social is oriented towards other selves. Such behavior apprehends another as a perceiving, thinking, Moral, intentional, and behaving person; considers

the intentional or rational meaning of the other's field of expression; involves expectations about the other's acts and actions; and manifests an intention to invoke in another self certain experiences and intentions.

A behavior is always to be taken transitionally: i.e., never as of the organism alone, any more than of the environment alone, but always as of the organic-environmental situation, with organisms and environmental objects taken as equally its aspect. (Dewey and Bentley, 1949).

According to the discussion social behavior depends upon the following factors:

- Communication
- Language
- Emotion
- Culture
- Thinking
- Social Learning
- Socialization
- Attitude
- Social motivation
- Social perception
- Group behavior
- Conformity
- Aggression
- Leadership
- Public opinions
- Propaganda
- Rumor
- Co-operation and competition
- Moral development

Social psychology is concerned with the behavioral processes, causal factors, and result of interaction among persons and groups. Interaction may be investigated either as an ongoing event or in terms of antecedent or subsequent events. Any or all of these types of events may be studied on three different levels or dimensions. These levels or dimensions are as follows:

Dimensions of social behavior

Individual behavior: The behavior of individuals may be studied in terms of the attitudes, values, beliefs, and habits characteristic of certain individuals or of individuals in general. Social psychologists are likely to be more interested in individuals-in-general, because they are interested in human behavior in general.

A similar generalization holds true with respect to "the self." The "self as a psychological construct" certainly refers to the individuals, but it refers again to "everyman." What we know about "everyman" is nevertheless useful in developing self understanding. Each of us is like all others, like some others, and like no others (Kluckhohn, Murray Schneider, 1953). It is to the extent that a given individual resembles all others and some others that theory and research in social psychology can aid in understanding his behavior.

Interpersonal behavior: It is within the interaction between ourselves and other individuals that the most significant events of our lives are likely to occur. These are the events that bring us joy or sorrow, that shape our behavior and help make us the persons we are today, and that give to life most of whatever meaning it has for us. As we shall show, social aggregates (societies, cultures, nations, organizations) also have a significant effect on our lives, but this influence is usually expressed in

the form of an interpersonal event. The beliefs and values that determine individual behavior are to a large degree derived from the culture, but they must all be learned. The process of learning them from agents of the culture (parents, friends, authority figures) takes place in every instance in the form of interpersonal events.

Group behavior: The smallest type of social aggregate is a dyad or two person group. At this level of analysis, behavior is rather obviously at the inter-personal levels. The dyad may nevertheless be studied in terms of its rather special characteristics as a group. Two people acting together are likely to behave in different ways than the same two people separately. If we study their behavior in terms of each individual's relationship to the other, we are likely to consider it from the standpoint of interpersonal behavior; but if we are concerned with the particular characteristics of dyads, we have moved to another level of social interaction and are considering their actions as form of group behavior.

Types of social behavior:

Social facilitation: Social facilitation is the tendency for people to do better on simple tasks when in the presence of other people. This implies that whenever people are being watched by others, they will do well on things that they are already good at doing.

On another studied (1) original meaning- the tendency of people to perform simple or well-learned task better when others are presents. (2) Current meaning- strengthening of dominant (prevalent, likely) responses owing to the presence of others. (Myers, D.G, 1999).

Social loafing: Social loafing describes the tendency of individuals to put forth less effort when they are part of a group. Because all members of the group are pooling their effort to achieve a common goal, each member of the group contributes less than they would if they were individually responsible. According to the Myers, D.G, 1999 that was, social loafing occurs when people work in groups but without individual accountability- except if the task is challenging, appealing, or involving and the group members are friends.

Co-operative behavior: The interaction of two or more persons or organizations directed toward a common goal which is mutually beneficial. An act or instance of working or acting together for a common purpose or benefit is called co-operative behavior.

Working together for mutually acceptable goals. The goals of the cooperators need not be identical, but achieving them must result in satisfaction for all parties concerned. Cooperation may be involving merely our participation in a set of mutually understood role behaviors. (Lindgren, Henry Clay, 1973).

Competitive behavior: Cooperation, as we have said, involves mutual goals, but competition is concerned with personal goals. In competition, individuals try to secure a greater than- equal share of the rewards available to members of the group. (Lindgren, Henry Clay, 1973).

Leadership behavior: Leadership behavior can help motivate team members for the better or worse. Subordinates look to leadership for guidance, support and direction. If leadership's behavior does not match their words of encouragement, morale and motivation can be lost.

Leadership's behavior is just as important as the words used to inspire subordinates. Motivation is the force behind what drives people to work more efficiently and go the extra mile.

According to Marvin E. Shaw (1971), has been studied more extensively and defined in more different ways than almost any other concept related to group structure. Shaw's own definition of leader is both neat and economical: he defines it as the group member who exerts more positive influence over others than they exert over him. The term "positive" in this context indicates that the direction of the influence is that chosen by the leader.

Aggressive behavior: A forceful behavior, action, or attitude that is expressed physically, verbally, or symbolically. It may arise from innate drives or occur as a defense mechanism, often resulting from a threatened ego. It is manifested by either constructive or destructive acts directed toward oneself or against others is aggression.

By aggression, psychologist mean behavior intended to hurt. Throughout the world, hunting, fighting and warring primarily male activities. In surveys, men admit to more aggression than do women. In laboratory experiments, this might mean delivering electric shocks or saying something likely to hurt another's feelings. By this social psychological definition, one can be socially assertive with being aggressive. (Knight & others, 1996)

Helping behavior: It refers to voluntary actions intended to help the others, with reward regarded or disregarded. It is a type of prosocial behavior (voluntary action intended to help or benefit another individual

or group of individuals, such as sharing, comforting, rescuing and helping).

Helping can be conceptualized as an interaction between helper and client that has the specific aim of resolving the client's presenting problem. (Thomas, Ashby Wills, 1998) The helper provides benefit to others but it is not beneficial for the person who carries them out. This is called Altruism which is action intended solely to benefit another and not to gain external or internal reward for self.

Deindividuation: It is a concept in social psychology regarding the loosening of social norms in groups. Sociologists also study the phenomenon of deindividuation, but the level of analysis is somewhat different. For the social psychologist, the level of analysis is the individual in the context of a social situation. As such, social psychologists emphasize the role of internal psychological processes. Other social sciences, such as sociology, are more concerned with broad social, economic, political, and historical factors that influence events in a given society. (Aronson, Wilson, and Akert, 2010.)

Myers, D.G, 1999 had been showed that deindividuation loss of self awareness and evaluation apprehension; occurs in group situation that foster anonymity and draw attention away from the individual.

Groupthink: Groupthink is a psychological phenomenon that occurs within groups of people. Group members try to minimize conflict and reach a consensus decision without critical evaluation of alternative ideas or viewpoints.

The mode of thinking that persons engage in when concurrence-seeking becomes so dominant in a cohesive in-group that it tends to override realistic appraisal of alternative courses of action. (Janis, I. L., 1971)

According to the discussion behavior is too broad a concept, covering physical reflexes, habits, custom, actions, and so on.

1.2. Social Responsibility :

Now a day the concept of social responsibility is the remarkable agenda in social psychology and it is arise from social needs. Social responsibility is an ethical ideology or theory that an entity, be it an organization or individual, has an obligation to act to benefit society at large. This responsibility can be passive, by avoiding engaging in socially harmful acts, or active, by performing activities that directly advance social goals.

Social responsibility is an ethical or ideological theory that an entity whether it is a government, corporation, organization or individual has a big responsibility to society at large. This responsibility can be “negative”, meaning there is exemption from blame or liability, or it can be “positive,” meaning there is a responsibility to act beneficently (proactive stance). A search of the internet provides many additional perspectives, for instance, [www. Business dictionary, com/definition/social – responsibility, htm](http://www.Businessdictionary.com/definition/social-responsibility.htm) defines social responsibility as the “Obligation of an organization’s management toward the welfare and interests of the society which provides it the environment and resources to survive and flourish, and which is affected by the organization’s

actions and policies.” Social responsibility mainly concerned with the question of ethics and morality (Kelly and Byrne, 1976). As well as many situational variables it is associated with the individual character.

Social responsibility is about improving the quality of relations with key stakeholders. Novo Nordisk defines it as putting values into action in the perspective of human resources, human rights, health and safety, and our relations with society at large. Involves considering the impact and being accountable for the effects that actions might have on society, Can be defined as accepting responsibility for others and taking action against social injustice. It includes meeting the needs of others through charitable giving.

Social responsibility refers to a tendency to help others without expecting any immediate personal rewards (Berkowitz and Daniel 1963). There are human variations in helping behavior. It has been found that responsible students are actively involved in community affairs (Berkowitz and Letterman, 1968). It was observed that group members are less responsible than persons acting alone (Kogan and Wallach, 1967).

Businesses can use ethical decision making to secure their businesses by making decisions that allow for government agencies to minimize their involvement with the corporation. (Kaliski, 2001) For instance if a company is proactive and follows the United States Environmental Protection Agency (EPA) guidelines for emissions on dangerous pollutants and even goes an extra step to get involved in the community and address those concerns that the public might have; they would be less likely to have the EPA investigate them for environmental concerns. “A significant element of current thinking about privacy,

however, stresses "self-regulation" rather than market or government mechanisms for protecting personal information" (Swire , 1997) Most rules and regulations are formed due to public outcry, if there is not outcry there often will be limited regulation.

"Sustainable business for organizations means not only providing products and services that satisfy the customer, and doing so without jeopardizing the environment, but also operating in a socially responsible manner, "states the online document, "ISO and social Responsibility" found at www.iso.org/sr. The intent is that "ISO 26000 will add value to existing social responsibility work by developing an international consensus on what social responsibility means and the social responsibility issues the organizations need to address, providing guidance on translating principles into effective actions, and refining best practices that have already evolved and disseminating the information worldwide for the good of the international community."

Critics argue that Corporate social responsibility (CSR) distracts from the fundamental economic role of businesses; others argue that it is nothing more than superficial window-dressing; others argue that it is an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations (Carpenter, Bauer, & Erdogan, 2009).

Social responsibility as a non-binding principal has received some normative status in relation to private and public corporations in the United Nations Educational, Social and Cultural Organization (UNESCO) *Universal Declaration on Bioethics and Human Rights* developed by the UNESCO International Bioethics Committee particularly in relation to child and maternal welfare.(Faunce and Nasu 2009) The International Organization for Standardization (ISO) is developing an international standard to provide guidelines for adopting

and disseminating social responsibility: ISO 26000 - Social Responsibility. Due for publication in 2010, this standard will "encourage voluntary commitment to social responsibility and will lead to common guidance on concepts, definitions and methods of evaluation." (ISO, 2009) The standard describes itself as a guide for dialogue and language, not a constraining or certifiable management standard.

Types of social responsibility

There are two kinds of social responsibility: the organization's Social Responsibility and society's Social Responsibility.

Organization's social Responsibility: When we start to talk about organizations and enterprises in a very generic way, the first thing that we think is that the only system used by them to invest in social responsibility is by putting money in environmentalism. That is wrong. Being objective; organizations can invest in social responsibility in a different method. Organizing and contracting them employees is where the true social investments are made. By contracting people of many places and with different skin colors, young, old, black, white and also Indians, men or women. This initiative is the real line of attack of social responsibility of enterprises. Of course that they can also invest in social programs, but if we considered a parameter of equality between social classes, the job contract is, from very far, the best way to build a nation of happiness people, where everyone can work and study, whatever its nationality or skin color, that is social responsibility.

Society's social Responsibility: About society, social responsibility is by private initiative. Now we are talking about building projects and programs for poor people. The creation of this kind of

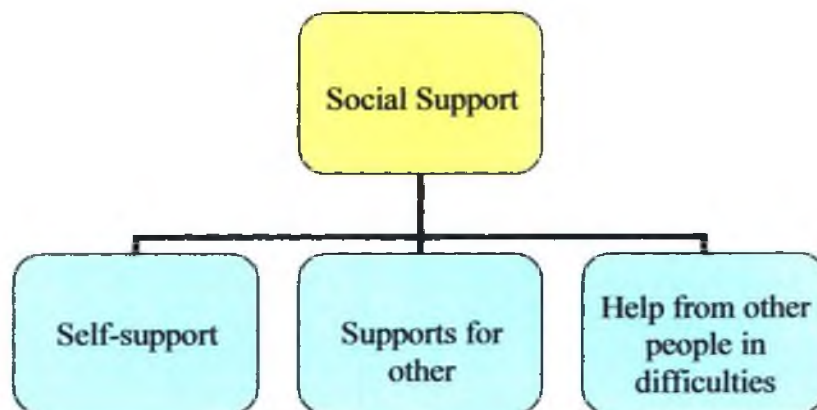
projects depends on many factors. The first one is the initiative, as said, then the money to make the machine works is the second one, but also a problem to handle. After we have the money, everything becomes easier. The purpose of raising money is for buying stuff to work with the kids and to buy some administrative insures. There is the time when we need enterprises help. As said, enterprises and organizations can invest in social programs of projects after they invest in their own. So social responsibility is: "The private initiative and organizations initiative to build social programs and to invest in projects made by people interested in helping the social classes which are the most affected part of society by economics and political idealism".

1.3. Social Support:

Social support is a concept that is generally understood in an intuitive sense, as the help from other people in a difficult life situation. One of the first definitions was put forward by Cobb (1976). He defined social support as 'the individual belief that one is cared for and loved, esteemed and valued, and belongs to a network of communication and mutual obligations'. In the MINDFUL project social support is defined as 'the perceived availability of people whom the individual trusts and who make one feel cared for and valued as a person' (Mindful, 2008).

In spite of these widely accepted definitions of social support, there is no consensus in the literature about the definition and consequently the operationalisation of the concept. There is a need for further research, especially about what kind of support is most important for health.

The term “social support” is often used in a broad sense, and closely related to the concept of the ties to family, friends, neighbors, colleagues, and others of significance to the person. It is generally understood in an intuitive sense, as the help from other people in a difficult life situation we defined social support as the individual belief that one is cared for and loved, esteemed and valued, and belongs to a network of communication. Social support always indicates the following:



Social support is usually denned as the existence or availability of people on whom we can rely, people who let us know that they care about, value, and love us. Bowlby's theory of attachment (1969, 1973, 1980) relies heavily on this interpretation of social support. When social support, in the form of an attachment figure, is available early in life, Bowlby believes children become self-reliant, learn to function as supports for others, and have a decreased likelihood of psychopathology

in later life. Bowlby has also concluded that the availability of social support bolsters the capacity to withstand and overcome frustrations and problem-solving challenges. A variety of types of evidence seems to support this concept of social support. For example, Miller and Lefcourt have recently obtained results consistent with this interpretation (Miller & Lefcourt, 1980), as did Hirsch (1980). Bronfenbrenner (1961) found that the rated leadership and responsibility of 16-year-old boys and girls was related to family interaction patterns. Those adolescents showing the greatest leadership and responsibility described their parents as being more affectionate and supportive than did adolescents low on these characteristics. Murphy and Moriarty (1976) found that the availability of family supports increased children's resilience in the face of stress. Sandler (1980) found significant relations between stress and social support, on the one hand, and children's maladjustments, on the other. In a 30-year longitudinal study of Harvard University male undergraduates, Vaillant (1974) found that a supportive early family environment was correlated with positive adult adjustment and lack of psychiatric disorder.

This is the evidence that the availability of childhood social support is related to personality development and adult behavior patterns, there is also evidence of the detrimental effects of lack of support in adults.

Barnes (1954) was the first to describe patterns of social relationships that were not explained by families or work groups. Cassel (1976) found a relationship with health. Social support served as a "protective" factor to people's vulnerability on the effects of stress on health. Social networks are closely related to social support. Social support and social networks are concepts that describe the structure,

processes and functions of social relationships. Social networks can be seen as the web of social relationships that surround individuals.

Social relationships have a great impact on health education and health behavior. There is no theory adequately explaining the link between social relationships and health. Closely related to health components of social relationships are social integration, social network and social support (Berkman et al, 2000). Social integration has been used to refer to the existence of social ties. Social network refers to the web of social relationships social networks are linkages between people that may provide social support and that may serve functions other than providing support (Glanz et al, 2002).

Various types of social support

Types and sources of social support may vary. House (1981) described four main categories of social support: emotional, appraisal, informational and instrumental.

Emotional support: Emotional support is associated with sharing life experiences. Emotional support generally comes from family and close friends and is the most commonly recognized form of social support. It includes empathy, concern, caring, love, and trust.

Appraisal support: Appraisal support involves transmission of information in the form of affirmation, feedback and social comparison. This information is often evaluative and can come from family, friends, co-workers, or community sources.

Informational support: Informational support includes advice, suggestions, or directives that assist the person to respond to personal or situational demands.

Instrumental support: Instrumental support is the most concrete direct form of social support, encompassing help in the form of money,

time, in-kind assistance, and other explicit interventions on the person's behalf. It involves the provision of tangible aid and services that directly assist a person in need. It is provided by close friends, colleagues and neighbors.

Social support and psychological distress:

The relationship between social support and both health and behavioral health (e.g. immune function, depression) is well established (Adler & Matthews, 1994) with evidence that the benefits associated with social support and social interactions are particularly important for the elderly (Krause et al., 1989). There is a particularly strong link between social support and depressive symptoms (Newsom & Schulz, 1996). Moreover, perceived social support in particular may reduce older adults depression or anxiety over time because believing that emotional or tangible support is available if needed may cause people to spend less time worrying about life's problems and daily hassles (Peirce, Frone, Russell, Cooper & Mudar, 2000). In fact, prior research suggests that subjective evaluations of supportive encounters may be more strongly related to mental health than are objective markers of social support (e.g. frequency of contact with others; Jang, Haley, small & Mortimer and Mortimer (2002). In addition, perceived support may enhance emotional functioning by promoting less threatening interpretations of adverse event and more effective coping strategies (Cohen & Wills, 1985). Further, satisfaction with one's social support has been shown to be inversely related to future depression in older adults (Krause et al., 1989).

In spite of these largely accepted definitions of social support, there is no consensus in the literature about the definition and the concept. There is a need for further research, especially about what kind of support is most important for human being.

1.4. Education System in Bangladesh:

Bangladesh is one of the most densely populated countries in the world with about 140 million people within an area of 147,570 thousand square kilometers. Its vast population is one of the major resources. But the problem lies in transforming the potential people into a productive force and ensuring a dynamic environment for social, economic and political development. Though the literacy rate is officially said to be 66%, but according to private survey the rate is only 42%. Education therefore has been recognized as a priority sector by all governments since her independence.

Education builds mind a nation. It is very important for every nation, society and state. National development highly depends on education. It is the principal component to execute the dream of a country or a region. But it is the matter of thinking that, in our country the practical aspect of education is so weak, non-advanced, unscientific and sometime related to colonial system. However there are three main education systems in Bangladesh.

- (a) Bangla Education System
- (b) English Education System and
- (c) Madrasha Education System

Other systems include technical and professional education system. Students are free to choose anyone of them provided that they have the means.

Each of these three main systems is divided into four levels:

- **Primary Level (years 1 to 5)**
- **Secondary Level (years 6 to 10)**
- **Higher Secondary Level (years 11 and 12)**
- **Tertiary Level (Graduation and above)**

1.4.1. The Bangla Education System:

This is the principal education system in Bangladesh. Primary to higher secondary level are encouraged of this system. Everybody has the right to attend these system minimum criteria. The tuition fee is minimal compared to English schools. In the Bengali system, all the courses are offered in Bengali with the exception of English courses and the Religious course.

There are four levels in the Bangla education system:

■ **Primary Education:** The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English education system schools are also imparting it.

■ **Secondary Education:** The second level of education is comprised of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is referred to as junior secondary (J.S.C); the next 2 years (grades IX -X) is secondary (S.S.C) while the last 2 years (grades XI - XII) is called Higher secondary (H.S.C).

■ **Tertiary Education:**

i) **College:** The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher

education is the higher secondary certificate (H.S.C). HSC holders are qualified to enroll in 3-year degree pass courses while for honours, they may enroll in 4-year bachelors' degree honours courses in degree level colleges or in the universities. After successful completion of a pass /honours bachelors' degree course, one can enroll in the master's degree course. Master degree courses are of one year for honours bachelor degree holders and 2 years for pass bachelor degree holders. For those aspiring to take up M.Phil. Peirce, Frone, Russell, Cooper & mudar, 2000 and PhD courses in selected disciplines or areas of specialization, the duration is of 2 years for M.Phil. and 3-4 years for PhD's after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education.

ii) **University:** There are 73 universities in Bangladesh. Out of these, 21 universities are in the public sector, while the other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmed especially in the field of teacher education and offers Bachelor of Education (B. Ed.) and Master of Education (M.Ed.) degrees. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies

1.4.2. The English Education System:

English is the second official languages in Bangladesh. Students in Bangladesh have the right to attend schools in the English Education System where courses are all taught in English using English books with the exception of the Bengali courses and the Religious course which are offered in Bengali and Arabic. However, English Education System schools/ college are mainly private and thus reserved for the wealthy class in society. After the higher-secondary education, students are free to choose their subjects in the University level in either English or Bengali Education System.

There are four levels in the English education system

- Pre-school
- School
- O (Ordinary) Level
- A (Advanced) Level

1.4.3. The Madrasa Education System:

Madrasa education is slightly spiritual in nature. In this system, the aim of life is believed to be comprehension of the divine by the individual. The old scheme of madrasa education was introduced in 1780 with the establishment of Calcutta Madrasa. In madrasa education, one can learn Islamic religious education along with the

general education as complementary to each other in the system of education. The madrasa education system has been continuing with some modifications according to the demand of the time, and many madrasa grew up in this sub-continent. The government has been providing government grants to the teachers and employees of the non-government madrasa like other non-government education institutions (schools and colleges).

The Madrasa Education System focuses on religious education, teaching all the basics of education in a religious environment. Islamic teachings are compulsory. Religious studies are taught in Arabic. Students also study some or all of the courses from the General Education System. Some Madrasas take in many homeless children and provide them with food, shelter and education. The madrasa education system has been continuing with some modifications according to the demand of the time, and many madrasa grew up in this sub-continent.

There are four levels in the Madrasa education system:

Ebtedayee Madrasa: After 1915, the primary level maktabas operated as feeders to the New-Scheme Madrasahs. Later, following the recommendations of an Education Commission, the maktabas were transformed into Ebtedayee Madrasahs as feeder institutions. The Bangladesh Madrasah Education Board provided approval to these Ebtedayee Madrasahs.

Dakhil and Alim Madrasa: The Dakhil and Alim levels are equivalent to secondary and higher secondary school respectively. Dakhil is for 5 years and Alim for 2 years duration. Currently there are four

sections in the Dakhil level: Dakhil General Section, Dakhil Science Section, Dakhil Mujabbid Section and Dakhil Hifzul Quran Section. Under the New Scheme policy, both the Dakhil and Alim levels place emphasis on science.

Fazil and Kamil Madrasa: Fazil and Kamil are the last two levels of the government approved Madrasah system. The Fazil level includes both Honors and Pass Courses. The duration of Honors Course is 3 years and Pass Course duration is 2 years. The Kamil level is 2 years for the Fazil Pass Course completers and 1 year for the Fazil Honors Course completers.

The Bangladesh Madrasah Education Board undertakes the final exams at Fazil and Kamil level as well as presenting the certificates. Both Fazil and Kamil place high emphasis on the learning of Arabic. Completers of these degrees have almost no knowledge of the social sciences or of the fundamentals of science. Hence, it has not been possible to combine these levels with mainstream general education.

Khariji or Qawmi Madrasa: The word ‘Khariji’ means rejected or external. These are called Khariji as these are operated beyond state control. These institutions are generally run on foreign funding or local donations and voluntary services. They do not accept government funding. Accepting government funding will entail a certain amount of government control, which the authorities of these Madrasahs do not want. One hundred years after the establishment of the British supported Aaliyah Nisaab Madrasah in Kolkata, the Khariji Nisaab Madrasah was initiated in Deoband, India. As the word Khariji carries a connotation of something discarded, some identify these Madrasahs as Qawmi (Abdul Haq Faridi, 2003).

According to Muzib Mehdy's literature (2003), Failing direct confrontations with the British, these Madrasahs were initially established by conservative Alims as indirect strategy in the spheres of education and culture. The key founder of the Deoband ideology was Shah Aliullah Muhaddis Dehlovi (RA). The Deoband Madrasah was established by his followers to promote the Dehlovi ideology. They are followers of Sunnat and Jamaat. According to these conservative beliefs, where there is no Sunnat, there is Bid'at, and where there is no Jamat, there lies "Khondrayi" and there roams unrestrained thought and ideas. And both of these are "Gomrahi".

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Akin to the Aaliyah Nisaab Madrasah, this type also has five levels. Ibtidayyah, Mutawassitah, Sanabia Uloiya, Fazilat and Taqmil. According to the claims made by the authorities of the Qawmi Madrasah, education equivalent to the primary, secondary, higher secondary, graduate and post graduate levels is provided at these Madrasah levels. In addition to these levels, each Qawmi Madrasah has Ilmul Quran Wat Tazbid and Hifzul Quran sections. As the government has no control over these Madrasahs, the government does not possess any qualitative or quantitative information on these. It is estimated that there are around 5,000 of these types of Madrasahs across the country (The Daily Janakantha, 1999). According to some sources there are about 500 of these Madrasahs in Dhaka. About 400 Madrasahs are operated under the Faridabade Befaqul Madrasah located at Gendaria in Dhaka city. Around 70 Madrasahs are under the Lalbagh Madrasah, there are several more located at Jatrabari and Madaninagar. These controlling Madrasahs each operate like separate boards. Similarly, there are 300 Madrasahs under the Ittehadul Madrasah located at Potia in the Chittagong district, at least 90

Madrasahs are run under the Dwini Education Board and the Azad Dwini Education Board in Sylhet. There are 50 Madrasahs under the Sawtul Hera Madrasah in the greater Mymensingh district, more are controlled by the Tanjimul Madrasah of Kishjoregamj and the Pathalia Madrasah of Jamalpur. However, the largest concentration of Qawmi Madrasahs exist in Brahmanbaria. According to the chairperson of the Madrasah Education Board, Qawmi Madrasahs number around 2,000 in Bangladesh (The Daily Prothom Alo, 2001).

For a long time, the Qawmi Madrasahs took exams and gave certificates from their respective organizations. Recently the Bangladesh Qawmi Madrasah Education Board was established to ensure an equivalent exam for these institutions. According to reports published in the Daily Inquilaab on January 4, 2001, in the 23rd central exams held in 2000 under the Bangladesh Qawmi Madrasah Education Board, 11,084 examinees (2,588 of them female) sat for them and 7,138 (1,882 female) passed. Rate of success was 64.39 percent.

The Qawmi Madrasahs follow the methods and the syllabus of Darse Nizami. Hence, they are highly conservative and abhor any kind of modernity. Apart from Arabic, they may encourage Urdu or Farsi, but they show no interest in providing instruction on the mother tongue. It is considered that as the Quran, the Hadiths, the Tafsirs, Aqaid and Fikh volumes are written mainly in Arabic, Farsi or Urdu, it is enough to study these languages. However, there exists a massive dearth of truly qualified tutors in these disciplines in Bangladesh. As a result, Qawmi students are faced with severe problems in obtaining proper and higher learning in these disciplines (Abul Momen, 2001). The Qawmi syllabus aggressively promotes Sunnat, circumcision, milaads, waaz nasihat, fatwa etc.

In the majority of Qawmi Madrasahs, young boys are trained with arms to become “Jihadis”. In some Madrasahs, arms instructors are hired from Pakistan and other Islamic countries. It is compulsory for the students to participate in the arms training and to take part in various fundamentalist terrorist activities. According to newspapers, students undergo horrific abuse in the Qawmi Madrasahs. According to a report published in the Daily Sangbad (February 8, 2001), in the Al Jamiyatul Islamia Darul Ulum Qawmi Madrasah of Old Babupara in the Syedpur municipality, students who were uninterested in arms training were chained, hung from chains, caned, starved, locked up and were not allowed to see their parents. Although the management of the school does not believe this abuse to be abuse. According to them, students are merely punished according to the Shariah for various infractions.

There are a number of famous Khariji Madrasahs in Bangladesh. The Madrasahs in Hathajari and Potia of Chittagong, Lalbagh and Malibagh of Dhaka, the Balia Madrasah of Mymensingh and Jamiya Imdadia of Kishoreganj are well known (Abdul Haq Faridi, 2003). Ancient Madrasahs of this type include the famous Madrasahs of Deoband and Lucknow in India. Khariji educated students from Bangladesh are often interested to go to Deoband and Lucknow for higher study.

1.5. Literature Review

During the previous time, so many researches had been done on social psychology in different problem and angle. But for understanding development of social behavior, responsibility and support, these works are very limited. No remarkable works have been done particularly in the field of educational system on the basis of spatial approach. The number of work and surveys has been conducted so far both in Bangladesh and abroad. But such studies are seldom available. However, an attempt has been made here to review relevant work of the recent time. There are as follows:

1.5.1. Social Behavior:

In the school years, children's increasing sensitivity to the wider social world brings with it new possibilities for pro-social behavior, for cooperation and generosity, for helping and sharing and caring actions that benefit others and are carried out without expectation of benefit to the self. But the values of the society, at least the values of people in the United States, give children a number of expectations about how they should behave; some of these values may conflict with children's pro-social inclinations. On the one hand, children get the message that they should cooperate and share with others and try to help them. But society also stresses the values of competition, acquisition of property, the pitting of one individual against another, the importance of winning. These often militate against pro-social behavior.

Lorna Smith Benjamin (1974) focused her "Structural analysis of social behavior"-A brief review of the literature on structural analysis of interpersonal behavior is followed by a proposal which draws heavily

from prior models, especially those of Schaefer (1971) and of Leary (1957). The proposed model goes beyond previous ones in that it has a highly explicit structure which defines behavioral opposites, complements, and antidotes. Built on two axes named affiliation and interdependence, the model describes dyadic social interactions in terms of complementary proportions of those underlying dimensions. Opposite behaviors appear at 180° angles whereas complementary behaviors appear at topologically similar positions on two separate planes. Antidotes are defined as opposites of complements. Using the questionnaire method, the proposed structure has been tested by the responses of normal as well as psychiatric subjects. Analysis of these data by the techniques of autocorrelation, circumflex analysis, and factor analysis supports the model.

B.F. Skinner (1957) was one of the first psychologists to take the role of imitation in verbal behavior as a serious mechanism for acquisition. He identified the echoic as one of his basic verbal operates and postulated that verbal behavior was learned by an infant from a verbal community. Skinner's account takes verbal behavior beyond an intra-individual process to an inter-individual process. Of particular interest is that he even defined verbal behavior as "behavior reinforced through the mediation of others". Skinner's book was replied to by Noam Chomsky (1959). Initial behavioral replies were late but included: (1) comments on Chomsky's lack of understanding of behaviorism and the concept of the response class; (2) comprehensive reviews of the science and what still needs to be demonstrated; (3) historical and linguistic looks at the debate to place it in context; and (4) philosophy of science discussions for clarifying the differences. Myths have developed around behaviorism, for example suggesting behaviorism rejects biology, and

even a cursory read of Skinner (1981) showed that not to be the case. Four typical linguistic arguments all seem not to be valid: (1) the poverty of the stimulus; (2) negative feedback is negligible; and (3) input does not predict later output. Much of the research exposing these myths was reviewed in Moerk (1996) and readers are referred to that paper.

Research has presented a compelling case that environmental factors are important in the acquisition of verbal behavior. Observational learning and imitation play particularly important roles in language learning. Research seems to support the notion that imitation is progressive. In general, research supports the three-term contingency patterns suggested by behavior analysts. In addition, reinforcement appears to have a role. Meta-analysis has shown that there even seems to be a large role for corrections. Meork (1994) conducted a meta-analysis of 40 studies and found substantial evidence that corrections played a role. From this work, corrections are not only abundant but contingent on the mistakes of the child.

Recent efforts by Pelaez-Nogueras & Gewirtz (1995) are of interest in the generation of a comprehensive behavioral development model of moral and social behavior. Their behavior-analytical approach to a comprehensive model highlights how the basic behavioral processes are thought to be involved in the acquisition and maintenance of early moral behavior patterns. Their analysis emphasizes that what has been termed "moral" behavior of an individual is ultimately the result of a history of socio-environmental contingencies affected by the consequences of that individual's behavior. They illustrated how the operant-learning paradigm with its emphasis on action and extrinsic stimuli, can account for much moral behavior as an outcome of conditioning processes. In this analysis, various processes are proposed for pre- and post-language acquisition

individuals, taking into account behaviors that are public or private, non-verbal or verbal, and that may denote altruism, empathy, self-sacrifice, sharing, caring, conscience, justice, loyalty, or virtue. In this conceptual work, they noted the distinction between direct contingency-shaped behavior and rule-governed behavior in which moral behavior is seen initially as under the control of nonverbal direct contingencies in pre-linguistic children. Later, with advances in the child's language skills, much of that behavior is seen as coming under the control of verbal explicit rules (including both those that are self-formulated and those provided by others). This behavior analytic approach details the features of the operant-learning paradigm efficiently to explain the very same phenomena in the moral realm; that behavioral, cognitive, and mental theories have targeted at the same time that it attempts to fill in details that cognitive-developmental postulates seem to require. Moreover, this work offered a basic behavior analytic explanation of moral phenomena not previously analyzed. They emphasized behavioral outcomes as well as antecedent and concurrent verbalizations of those behaviors (including verbal reasoning and moral judgment that have been the study matter of cognitive-developmental theories); the model may provide some leads on how to deal with overt actions in the moral realm.

As the research reviewed by Robert B. Zajonc (1965) showed, stress can be a factor of the task as well as of the social situation. The more complex and potentially stressful the task, the less helpful the presence of others is likely to be; the simpler and less stressful the task, the more the presence of others is likely to aid performance.

An attempt to resolve some of the contradiction in the results of various studies of cooperations and competition was made by L. Keith Miller and Robert L. Hamblin (1963), who reviewed the literature on this

subject and conducted a study of their own. They examined twenty-four different studies and noted that system of differential rewards (which lead to competition) generally had a detrimental effect on performance in studies where interdependence among group members was essential to the completion of the task. This was true for example, of the Mintz (1951) study.

In 1973, Chapman ran an experiment and found that levels of laughter among 7-8 year old children were highest when two children listened to funny material together (coaction condition). Furthermore, levels of laughter were higher when one child listened to funny material in the presence of another child (audience condition) than when one child listened to the funny material alone (alone condition). These results indicate that laughter is also socially facilitated.

In June 1980, Forgas et al conducted a field study of audience effects, looking at the performance of expert and novice squash players when observed by no audience, a male audience, and a female audience. Contrary to Zajonc's drive-arousal theory, it was found that novice players performed significantly better when there were audiences than when they were playing without audiences. In contrast, expert players performed significantly worse when there were audiences than when they were playing without audiences. This indicates that the other factors, such as cognitive variables and players' interpretation of the audience's presence, also influence players' reactions to the presence of an audience in a natural setting.

In a classic Study on valuation process in helping, Latane and Darley (1968) demonstrated the generally of social psychological

processes affecting behavior in helping situation. They conducted various studies on different social contexts and proposed that people progress through five stages when deciding on the particular responses on emergency situatio calling for help. These are cognition, interpretation, decision taking, deciding specific course of action and actual intervention.

They demonstrated that the greater the number of potential helpers, the less likely any one of them was to act. A considerable number of empirical evidennces (Duval, Duval & Neely, 1979) supported the position that responsibility and visibility mediate people's behavior in helping context.

1.5.2. Social Responsibility:

A review of the literature in this area indicates that particular acts of helping others observed in field and laboratory studies are highly varied.

Berkowitz and Lutterman (1968) observed that high responsibilities tend to be conservative and embrace the traditional ideals of their society.

The belief that people should help those who need help without regard for future exchanges has been labeled as the norm of social responsibilities (Schwartz, 1975)

It has been found that responsible students are actively involved in community affairs (Berkowitz and Lutterman, 1968).

Studies of helping behavior also revealed that responsible students had a deep concerned over broader socio-ethical problem. (Gough et al, 1952).

In a number of studies, striking differences were observed in the nature of interpersonal contact in city and rural environment (Alexander, 1967; Milgram, 1970; Simmel, 1950; Wirth, 1938).

Armand & Pepiton (1975) observed in a cross culture study taking Indian and American sample, it was found that the Americans reward another peer more than the reward themselves.

Kelley and Byrne (1976) stated that social responsibilities are mainly concerned with the questions of ethics and morality rather than dwelling place or sex.

Wallach et al 1962, Kogan, N (1967) also showed that group members are less responsible than person acting alone. So person while involvement in community affairs may be a mark of responsible person.

Generation is a human variation according to Orgeta (1962). To him, every generation manifests certain characteristics. Social responsibility varies according to the subjects of two generation.

Khanam (2000) found that among older generation fathers were more socially responsible than mothers. She also found that daughters were more socially responsible in younger generation than sons.

In another study Khanam and Begum (1997) found that middle class women had greater social responsibility than higher class women.

Afrose and Chowdhury (1990) found that older group was more conforming, more benevolent and less independence seeking than the younger group. As parents and children belong to two different generations, there may be differences in their social responsibility.

Huq, Banu and Mahmud (1984) observed that joint family was found to be more socially helpful and responsible than those from nuclear families.

Khanam (1994) observed that male students look higher risk in their decision than the female students. But the society has changed a lot. Female are actively taking parts in daily life activities along with the males. Such participation may increase their responsibility.

Jahan, R, Sarker and Bela Rani (1995) investigated socially responsible behavior of urban and rural distressed people in Bangladesh. The results revealed that the urban poor were significantly more socially responsible than their counter parts in the rural community. There is no significant difference was observed between urban men and rural men. But urban women were found to be more socially responsible than rural women and rural men.

Bangladesh Institute of Development studies (1990), (World Bank-1987)- observed that the people of lower socio-economic class of Bangladesh were less responsible. But social responsibility increase gradually upper and middle socio-economic class Accordingly World development report 1991

1.5.3. Social Support:

Bowlby, J. in his "Attachment and loss:Vol.3. Loss. New York: Basic Books,1980", has concluded that the availability of social support bolsters the capacity to withstand and overcome frustrations and problem-solving challenges.

According to Caplan's theory (1974), social support implies an enduring pattern of continuous or intermittent ties that play a significant part in maintaining the psychological and physical integrity of the individual over time. For Caplan, a social network provides a person with "psychosocial supplies" for the maintenance of mental and emotional health.

Thus far, the research findings in this area have been provocative. Epidemiological research has suggested that the prevalence of psychological disorder in communities may be influenced by the availability of social support (Henderson, Byrne, Duncan-Jones, Adcock, Scott, & Steele, 1978). The role of social supports as a buffer of the effects of stress has been discussed (Cobb, 1976; Dean & Lin, 1977; Rabkin & Struening, 1976) and has received some empirical support (Eaton, 1978; Sandler, 1980; Wilcox, 1979).

The social support and physical health are two very important factors help the overall well-being of the individual. A general theory that has been drawn from many researchers over the past few decades postulation that social support essentially predicts the outcome of physical and mental health for everyone. There are six criteria of social support that researchers use to measure the level of overall social support available for the specific person or situation (Cutrona, Russell, & Rose, 1986).

Corey M. Clark's paper (2005), "Relations Between Social Support and Physical Health," discussed the implication of social support and people's physical health. He discussed the three age groups, adolescences, middle-aged adults, and older adults.

Clark's paper was the description of the six criteria for social support and the application of those six criteria to the three age groups discussed in the paper. He stated that the six criteria were:

1. Support from a lover/spouse
2. Support from a group of people/friends
3. Assurance of worth from others
4. Reliable support

5. Guidance and support from a higher figure
6. Opportunity of nurturance

Although previous research suggests that social support is a promising area of research, a careful review of the literature also indicates that there is a critical need for the development of reliable and valid instruments to measure support (Barrera, Kochanowicz and Gonzalaz, 1979).

1.6. Research Aim and objectives:

The principal aim and objects of the present research was to investigate the development of social behavior, responsibility and support among the students of Bangla, English and Madrasha education system. The specific objectives of the research work were as follows:

- To investigate the level development of social behavior, responsibility and support of three educational system.
- To find out the effects of gender on social behavior, responsibility and support.
- To find out the effects of three educational system on social behavior, responsibility and support.

1.7. Rationale:

There are many reasons why this research is relevant and important: In Bangladesh there are many problem in education system. The government operates many privates, non-privates and governmental school in Bangla, English and Madrasha education system. But to know the real effects of those systems on social behavior, responsibility and support scientific investigation is necessary. Besides this, as:

There are some specific reasons for conducting the present study. Firstly, it is a scientific study empirically carried out in real situation. Secondly, the study will give some new knowledge to existing literature. Thirdly, it is a purely scientific curiosity for exploring the relationship between social behavior, social responsibility, social support and the three different system of education. Finally, this knowledge will also help the concerned authorities to take appropriates steps if necessary.

CHAPTER – 2

METHOD

METHOD

The present study investigates the development of social behavior, social responsibility and social support among the student of Bangla, English and Madrasha education system. The study also investigated the effects of gender and education system of school on these variables.

2.1. Sample:

The sample of this study consisted of 300 hundred students. Each student was distributed by three education system like Bangla, English and Madrasha. Accordingly they were categories equally into three groups on the basis of Bangla (N=100), English (N=100) and Madrasha (N=100) education system. Each group was again equally subdivided into boys (N=50) and girl (N=50). All this schools were situated in Narayanganj and Dhaka district. They were the students of class ix and x. Sample distribution is shown in the following table.

Table-1: Sample distribution according to the three education system and gender.

Three education system	Girls	Boys	Total
Bangla education system	50	50	100
English education system	50	50	100
Madrasha education system	50	50	100
Total	150	150	300

2.2. Design of the study:

The study involved 2×3 factorial designs, where two levels of gender (boys & girls) and three levels of educational system (Bangla, English & Madrasha) have been used.

2.3 Materials Used:

Three scales were used in the present study. They are:

- 1) Social behavior scale
- 2) Social responsibility scale and
- 3) Social support scale

Along with these scales personal information form was also used to collect demographic information like age, sex, education level, occupation, socio-economic condition etc.

2.3.1. Social Behavior Scale:

This social behavior scale is an informant rating system for assessing social behavior of at school students. This scale was prepared by the present author. At first 50 items were gathered from different journals, news-paper, unpublished thesis and books. These 50 items of the questionnaire were checked by 7 judges. The judges were university teacher from the Department of Psychology of Dhaka University. Finally 17 items were selected by the judges for the scale. Each items had 5 point scale-it measured the strongly agree to strongly disagree. 9 items of the scale to measured positive social behavior and 8 items to measured negative social behavior.

Reliability: The reliability of the Bangla version of the scale was tested by administering on a group of High School students (N=50) with an interval of two weeks. Spearman Product Moment Correlation coefficient was ($r=.58$) which was highly significant.

Validity: The questionnaire was judge by different teachers of the department of Psychology of Dhaka University. Thus the content validity of the questionnaire was determined.

Scoring: Measure of social behavior questionnaire was 5 point scale. Its scrutiny and coding was done. A strong agreement with positive item was assigned a score of 5, while strong disagreement with these items was given a score of 1. Scoring was reversed for negative items. Strong agreement with these items was scored 1 and strong disagreement with these items was given score of 5. Thus for 17 (seventeen) statements the total scores ranged from $(17 \times 1) = 17$ to $(17 \times 5) = 85$. The highest score indicated greater social Behavior.

2.3.2. Social Responsibility Scale:

An adapted Bangla version of social responsibility scale (Huq M , Banu sultana and Mahmud S.H-1984) originally developed by Berkowitz and Lutterman (1968) was used for measuring social responsibility.

The scale contained only eight highly representative sample items measuring responsibl and irresponsible ways of behavior. These item were purported to measure traditional conventional responsibility covering such dimension's as helping tendency without immediate social exchange, seriousness of purpose, willingness to fulfill assignments deep concern over broader ethical and moral problems, maintaining high standard in performing assigned jobs. Predisposition to work for the good of the team rather than for own good, involvement in community and

extra academic activities, tendency to not letting friends down etc. for each of the eight items the respondent was to give one of the five answers ranging from strongly agree to strongly disagree. The statements were so constructed that for some responsibility was indicated by agreement and for others it was indicated by disagreement. For those items where agreement was the index of responsibility the scale value increased in the direction of agreement. While for the items where disagreement was the indicator of responsibility the scale value increased in the reverse direction. The sum of the value of all the scale points marked by a respondent constituted the social responsibility score (SRS) of his/her. In this scale the highest score was 40 and the lowest score was 8. Higher score indicates greater social responsibility.

Reliability: The reliability of the Bangla version of the scale was tested by administering both the English and Bangla version of the scale on a group of Dhaka University students (N=50) with an interval of three weeks. Spearman product moment correlation coefficient between the two versions was $r = .54$. This was highly significant.

Validity: The questionnaire was judged by different judges and thus the content validity of the questionnaire was determined.

Scoring: After collecting the answer sheet from the respondents, each sheet was properly scrutinized and coding was done accurately. A strong agreement with positive item was assigned a score of 5, while strong disagreement with these items was given a score of 1. Scoring was reversed for negative items. Strong agreement with these items was scored 1 and strong disagreement with these items was given a score of 5. Thus for 8 (eight) statements the total scores ranged from $(8 \times 1) = 8$ to $(8 \times 5) = 40$. The highest score indicated greater social responsibility.

2.3.3 Social Support Scale:

The Bangla version of the Social Support scale (Shimul and Islam 2006), originally developed by Rechard Pearson,(1979) was used to measure the extent of social support . The scale consisted of 12 items. Each item had two 5-poit scales – one measured the level of importance and the other level of satisfaction. The importance scale raged from “very importance” to “to no importance”. The satisfaction scale ranged from completely satisfied to completely unsatisfied. Lower score in this scale indicates greater importance or greater satisfaction. The scale also measured of social support by counting the total number of supporters of each participant.

Reliability: Test –retest reliability of the scale has been found to be $r = 0.77$ (satisfaction) and $r = 0.87$ (importance) which was significant at 0.05 level (Shimul and Islam, 2006).

Validity: The questionnaire was judge by different judges and thus the contained validity of the questionnaire was determined.

Scoring: After collecting the answer sheet from the respondents, each sheet was properly scrutinized and coding was done accurately. The scale consisted 12 items, each item had two 5 point scales – one measured the level of importance another level of satisfaction. Importance scale “very importance = 1, importance or same = 2, uncertain =3, less importance = 4, no importance = 5.” The satisfaction scale “Full satisfaction= 1, Satisfaction=2, Uncertain=3, Less satisfaction= 4, No satisfaction= 5”. Thus for 12 statements the total scores ranged from $(12 \times 1) = 12$ to $(12 \times 5) = 60$. The highest score indicated greater social support.

2.4. Demographic Information:

The questionnaire was constructed to collect some personal information of the respondents. The personal information of the respondents were name of the respondents, class, gender, age, socio-economic status, name of the social supporters and relation with respondents of the social supporters.

2.5. Procedure:

The scale was administered to each subject individually. Each subject was given Bangle version of S.B, S.R and S.S scale along with a bio-data from which inquired about age, sex, education level, occupation, socio-economic condition and such other relevant information. The scales were administered on the respondents one after another.

2.6. Administration of Social Behavior scale:

Subject were asked to respond to each item in terms of 5 point scale ranging from strongly agree to strongly disagree. Thus the following instruction was given to the respondents.

“Hello here is a booklet it contains 17 numbers of statements relating to socially behavior issues. I am interested to know your opinion about these issues. There knows right or wrong responses. The best answer is your own personal opinion. Please read each-statement carefully and show your agreement or disagreement on a 5 point scale such as Strong Agreement (S.A), Agreement (A), Uncertain (U), Disagreement (D.A), Strong Disagreement (S.D.A). Thus, you will find “S.A”, “A”, “U”, “D.A” and “S.D.A” against each statement. Please (√) mark any one of them as you think right.”

2.7. Administration of Social Responsibility scale:

Subject were asked to respond to each item in terms of 5 point scale ranging from strongly agree to strongly disagree. Thus the following instruction was given to the respondents.

“Hello here is a booklet it contains 8 numbers of statements relating to socially responsible issues. I am interested to know your opinion about these issues. There is know right or wrong responses. The best answer is your own personal opinion. Please read each-statement carefully and show your agreement or disagreement on a 5 point scale such as Strong Agreement (S.A), Agreement (A), Uncertain (U), Disagreement (D.A), Strong Disagreement (S.D.A). Thus, you will find “S.A”, “A”, “U”, “D.A” and “S.D.A” against each statement. Please (✓) mark any one of them as you think right.”

2.8. Administration of Social Support scale:

“Hello dear students here are a booklet. In our social life some person are very important for us. Because they always supported us many issues to create an easy and satisfactory life. This person is help turn to in times of crisis and emotional distress. This is called social support. Research questionnaire is prepared for this social support. It contains 13 numbers of statements relating to social support issues. Each items had into two 5 point scales- one measured the level of importance and others level of satisfaction. Importance scale shows very importance, importance, uncertain, less importance, no importance and satisfaction scale shows- full satisfaction, satisfaction, uncertain, less satisfaction, no satisfaction. I am interested to know your opinion about these issues. There know right or wrong responses. The best answer is your own personal opinion. Please read each statement carefully and show your

importance and satisfaction. Thus you will mark (✓) any one of them as you think right in importance and satisfaction.

Finally they were assured that all information given by them will be treated as confidential and will be used only for research purpose.

There was no time limit but the respondent did not take too long time to complete all the items.

After collected the questionnaire it was checked whether all the items were attended, "if not" the respondent was requested to attend the missed one.

Having administered of the three questionnaires the respondents were thanked for their co-operation and time given for the research purpose and they were assured again that the information given by them would be kept secret.

CHAPTER – 3

RESULT

Results

To find out whether social behavior, social responsibilities and social support varies according to educational system of school (Bangla, English & Madrasha) and gender 2×3 Analysis of Variance was computed. The results are presented in the following table.

To determine the development of social behavior, responsibility and social support of the student, the mean scores were calculated which is presented in table-2.

Table-2: Mean scores of Social Behavior, Social Responsibility and Social Support.

Independent Variable	Range of the Scores	Obtained $\bar{x}$
Social Behavior	17 - 85	66.92
Social Responsibility	8 - 40	32.37
Social Support	12 - 60	18.98

Table-2 shows that mean of social behavior score is $\bar{x} = 66.92$ and mean of social responsibility $\bar{x} = 32.37$. It can be mentioned here that the range of social behavior score is 17-85 and the respondents of the present study scored in average. So, it can say that their social behavior has developed properly. Similarly, the range of social responsibility score is 8-40

and the obtained mean score in the present study is 32.37. So it can also be said that their social responsibility is well developed also. But the social support mean score is $\bar{x} = 18.98$. This is below from the average mean scores. It indicates that the respondents do not need much social support.

3.1. Social Behavior:

To see whether social behavior varies according to the education system of the school and gender, obtained scores were analyzed by 2×3 way Analysis of variance. The results are presented in the table-3.

Table-3: 2×3 way ANOVA involving three education system and gender of the respondents in social behavior.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
EDUCATION SYSTEM	753.860	2	376.930	10.360	.001
GENDER	149.813	1	149.813	4.118	.043
EDUCATION SYSTEM × GENDER	284.247	2	142.123	3.906	.021
Error	10696.160	294	36.381		
Total	1355370.000	300			
Corrected Total	11884.080	299			

The analysis of variance showed that main effects of education system ($F=10.360$, $df=2$ and 294 , $p<0.01$), gender ($F=4.118$, $df=1$, 294 , $p<0.05$) and interaction between education system and gender ($F=3.906$, $df=294$, 1 , $p<0.05$) had significant effect on social behavior. This indicates that social behavior varies as a function of education system of school (Bangla, English

and Madrasha), gender (boys & girl) and interaction between gender and education system .

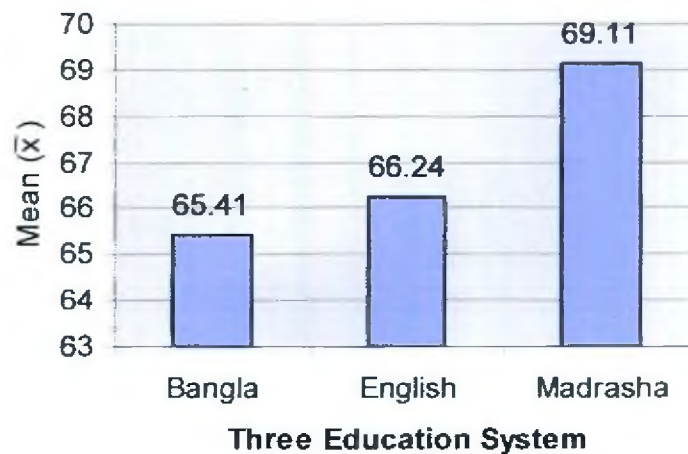
3.1.1. Social Behavior according to the three education system:

Table-4: Mean and standard deviation of social behavior according to the three education system.

Bangla education system	English education system	Madrasha education system
$\bar{x} = 65.41$	$\bar{x} = 66.24$	$\bar{x} = 69.11$
SD = 6.020	SD = 6.588	SD = 5.726

Table-4 shows that there are significant differences in social behavior among the students of three education system. Madrasha education system respondents have the highest and Bangla education system respondents have the lowest level of the social behavior. The table shows that the Madrasha education system students have the high score ($\bar{x} = 69.11$; SD = 5.726) and Bangla education system students have the low score ($\bar{x} = 65.41$; SD = 6.020).

Fig-1: Mean values of social behavior according to three education System.

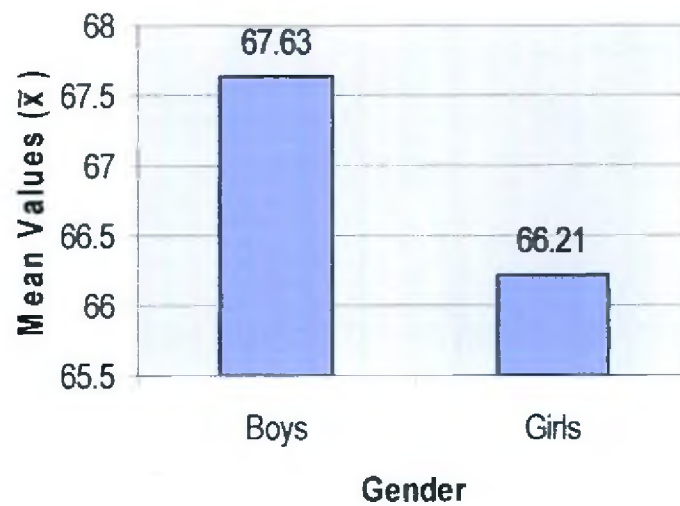


3.1.2. Social behavior and gender:

Table-5: Mean social behavior according to the gender.

Boys	Girls
$\bar{x}=67.63$	$\bar{x}=66.21$
SD=6.372	SD=6.177

Table-3 showed that there are significant mean differences in social behavior according to gender. Table-5 indicates that boys have more social behavior ($\bar{x}=67.63$) than their girls counter part ($\bar{x}=66.21$).

Fig-2: Mean values of social behavior according to the gender.

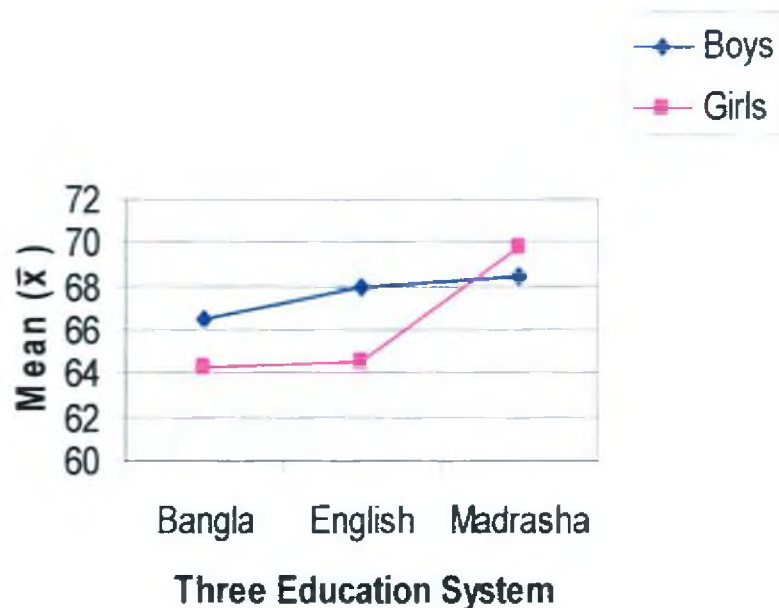
3.1.3. Interaction effect between three education system and gender in Social behavior:

Table-6: The mean interaction value of social behavior according to the gender and education system of the school of the respondents.

Name of Education System	Boys	Girls
Bangla	$\bar{x} = 66.50$	$\bar{x} = 64.32$
English	$\bar{x} = 67.90$	$\bar{x} = 64.58$
Madrasha	$\bar{x} = 68.48$	$\bar{x} = 69.74$

Table-6 indicates that the girls respondents of Madrasha education system scored highest ($\bar{x} = 69.74$) and Bangla education system girls respondents scored lowest ($\bar{x} = 64.32$) in social behavior.

Fig-3: Interaction effect between three education system and gender in social Behavior.



3.2. Social Responsibility:

To see whether social responsibility varies according to gender and the education system of the school 2×3 Analysis of Variance was done. The findings are presented in table-7.

Table-7: 2×3 way ANOVA involving three education system and gender of the respondents in social responsibility.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Education system	480.287	2	240.143	16.976	.001
GENDER	24.083	1	24.083	1.702	.193
Education system × GENDER	27.127	2	13.563	.959	.385
Error	4158.940	294	14.146		
Total	319165.000	300			
Corrected Total	4690.437	299			

The table-7 shows that the effect of gender ($F=1.702$, $df=1$, 294) and the interaction between education system of school and gender ($F= .959$, $df=2$, 294) have no significant effect on social responsibility. This indicates that, social responsibility does not vary as a function of gender. But the main effect of education system of school was found to be significant ($F= 16.976$, $df= 2$, 294. $p<0.01$).

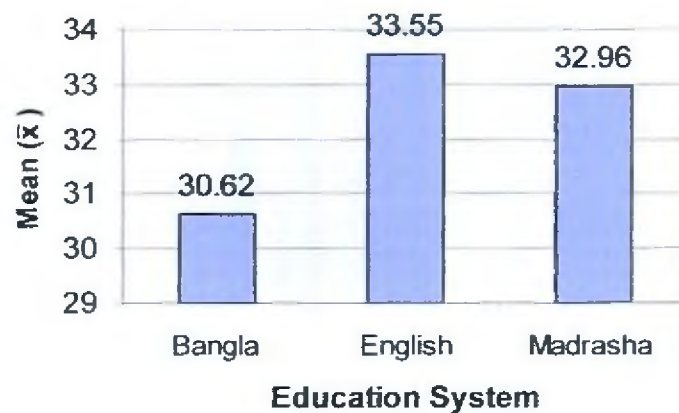
3.2.1 Social responsibility according to the three education system:

Table-8: Mean and standard deviation of social responsibility according to the three education system.

Bangla Education system	English Education system	Madrasha Education system
$\bar{x} = 30.62$	$\bar{x} = 33.55$	$\bar{x} = 32.96$
SD = 3.449	SD = 3.783	SD = 4.040

Table-8 shows that the students of English education system have the highest ($\bar{x}=33.55$) and the students of Bangla education system have the lowest ($\bar{x}=30.62$) social responsibility.

Fig-4: Mean values of social responsibility in three education system.



3.3. Social Support:

3.3.1. Social support with level of importance:

To see whether social support varies according to gender and the education system of the school 2×3 Analysis of Variance was done. The findings are presented in table-9.

Table-9: 2×3 way ANOVA involving three education system and gender of the respondents in social support with level of importance.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
EDUCATION SYSTEM	1051.207	2	525.603	30.817	.001
GENDER	.213	1	.213	.013	.911
EDUCATION SYSTEM × GENDER	88.127	2	44.063	2.583	.077
Error	5014.400	294	17.056		
Total	114302.000	300			
Corrected Total	6153.947	299			

The analysis of variance of table-9 showed that the effect viz.- gender ($F=.013$, $df=1$, 294) and interaction between education system of school and gender ($F= 2.583$, $df=2$, 294) had no significant effect on social support. This indicates that social support does not vary as a function of gender (boys and girls) and interaction between education system and gender. But the main effect of education system of school was found to be significant ($F= 30.817$, $df= 2$, 294 $p<0.01$).

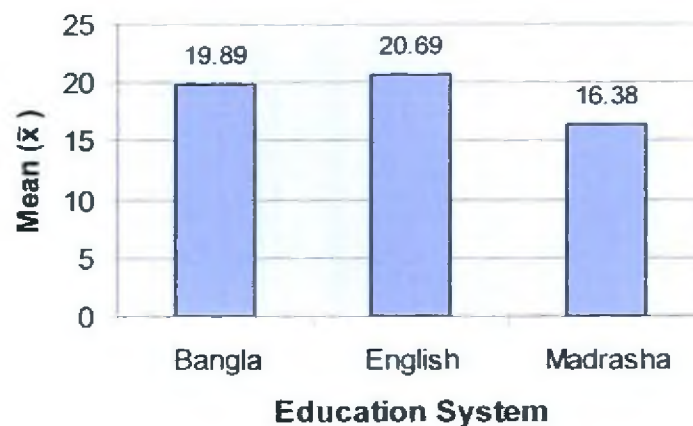
3.3.1.a. Social support according to the three education system with level of importance:

Table-10: Mean and standard deviation of social support according to the three education system with level of importance.

Bangla Education system	English Education system	Madrasha Education system
$\bar{x} = 19.89$	$\bar{x} = 20.69$	$\bar{x} = 16.38$
SD = 4.112	SD = 3.992	SD = 4.325

Table-10 indicates that the respondents of English education system need highest and Madrasha education system respondents need lowest social support.

Fig-5: Mean values of social support in three education system.



3.3.2. Social support with level of satisfaction:

To see whether social support varies according to gender and the education system of the school 2×3 way Analysis of Variance was done. The findings are presented in table-11.

Table-11 : 2×3 way ANOVA involving three education system and gender of the respondents in social support with level of satisfaction.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
EDUCATION SYSTEM	13.740	2	6.870	.437	.647
GENDER	71.053	1	71.053	4.515	.034
EDUCATION SYSTEM ×GENDER	31.287	2	15.643	.994	.371
Error	4626.800	294	15.737		
Total	107640.000	300			
Corrected Total	4742.880	299			

The analysis of variance of table-11 showed that gender has significant effect on social support with level of satisfaction ($F = 4.515$, $df = 1, 294$ $p < 0.05$). But education system ($F = .437$, $df = 2, 294$) and interaction of education system and gender ($F = .994$, $df = 2, 294$) had no significant effect on social support.

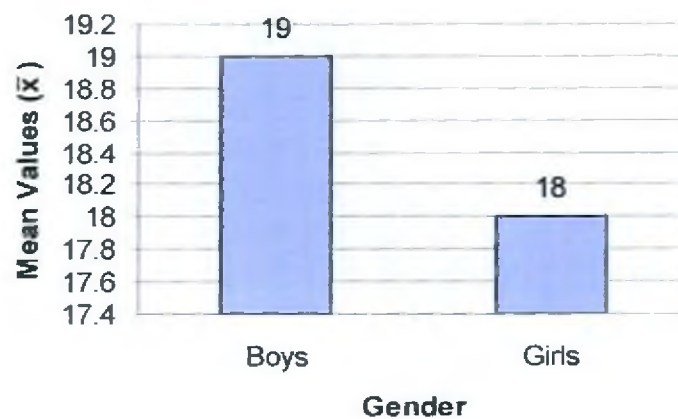
3.3.2. a. Social support and gender with level of satisfaction:

Table-12: Mean of the social support scores according to the gender with level of satisfaction.

Boys	Girls
$\bar{x}=19$	$\bar{x}=18$
SD=4.05	SD=3.864

Table-11 shows that there are significant mean differences in level of satisfaction according to gender. Table-12 indicates that boys are more satisfied ($\bar{x}=19$) than their girls counter part ($\bar{x}=18$).

Fig-6: Mean values of social support according to the gender.



CHAPTER – 4

DISCUSSION AND CONCLUSION

Discussion and Conclusion

4. 1. Discussion

The present study was undertaken to investigate the development of social behavior, responsibility, support among the student of Bangla, English and madrasa education system. The chapter discusses the probable findings of this research work is as follows:

Table-2 shows that means scores of social behavior and social responsibility are more than average. It indicates that social behavior and social responsibility have well developed among the students of three education system. This result indicates that, the positive school environment helps developing the social behavior and social responsibility. The institutional involvement includes civic engagement, cultural awareness, ethics and responsibilities in society. It provides students with an opportunity to both learn from and give back to their communities.

Eccles & Barber (1999) explained that positive developmental outcomes are also reported in the literature in terms of types of activities; for example, studies often report on specific activities such as religious participation, school-sponsored activities, sports, drama or performing arts, or volunteer work. Since productive use of time plays a role in successful adolescent development, by examining each activity separately, we can begin to understand the specific qualities that lead to positive developmental outcomes in youth. May be, due to this type of involvement they have developed these characteristics.

But social supports mean score is below average and the student of three education system have less developed of social support. They may not need much social support. One of the probable cause may be that they

get so much supports from their families, friends and schools, they do not need further social support or they are not conscious about these supports.

Table-3 shows that the education system of school have significant effect on social behavior. Table-4 shows that, the students of Madrasha education system have high score ($\bar{x}$ =69.11) and Bangla education system students have low score ($\bar{x}$ =65.41) in social behavior.

Hobson and Spangler (1999) reported that the religious or spiritual activities available in a community may be resources for positive youth development as they enhance associations among community members, create community unity and provide sustained sources of activities for youth. May be due to these causes Madrasha students have high social behavior score. Additionally, resilient children have been reported as having more access to supportive teachers, clergy, neighbors, and other caring adults outside the family (Benso, Leffert, Scales, & Blyth, 1998).

Table-3 indicates that the gender has significant effect on social behavior. Table-5 shows that, boys have high social behavior score ($\bar{x}$ = 67.63) than the girls ($\bar{x}$ = 66.21). This difference can be explained in the following way. As females and males experience many physical and social changes during early adolescence, they have to come to terms with new definitions of their gender roles (Belansky & Clements, 1992; Huston & Alvarez, 1990). During early adolescence, individuals develop the adult, physical aspects of their sex. The gender intensification hypothesis states that psychological and behavioral differences between boys and girls become greater during early adolescence because of increased socialization pressures to conform to traditional masculine and feminine gender roles (Hill & Lynch, 1983; Lynch, 1991). Boy achieved

status within their schools in a variety of ways. Boys have had greater opportunity to participate in interscholastic athletics than girls have; they have been more likely to attain high status positions in schools.

Consider the following research study (Sadker & Sadker, 1986). Observers were trained to collect data in more than 100 fourth, sixth and eighth-grade classroom. At all three grade levels, male students were involved in more interactions with teachers than female students were, and male students were given more attention than their female counterparts were.

Eagly and Wendy Wood (1985) believe that gender differences in conformity may instead be a product of men's and women's typical social roles. Male-female differences are not just a gender difference but also status differences. In everyday life, men tend to occupy positions of greater status and power, so we often see men exerting and women accepting influence. This explains why people perceive a much greater gender difference in everyday conformity than has been found in experiments that assign men and women identical roles.

Table-3 indicates the significant interaction effect between three education system and gender in social behavior. Table-6 shows that girls of Madrasha education system have high social behavior score ($\bar{x}= 69.74$) and girls of Bangla education system have low social behavior ($\bar{x}= 64.32$) score. Girls of Madrasha education system students are obeyed religious rules in their education system. May be religion related educational culture is the main factor of well developed social behavior development among the girl students of Madrasha. In the present decades we observed that, cultural diffusion depends upon institutional teaching methods and culture expanded through by the institution.

Ashkaazy & Jackson (2001) described organizational culture and climate as “comprise cognate sets of attitudes, values and practices that characterise the members of a particular organisation”. Although it can not be argued that national culture determines organizational culture, yet in certain dimensions of organizational culture, the roots of national culture, and interdependency or reciprocity can be observed.

Table-7 indicates that, education system of school have significant effect on social responsibility. Table-8 shows that the English education system students scored high ($\bar{x} = 33.55$) in social responsibility and Bangla education system students scored low ($\bar{x}=30.62$). The concepts of social responsibilities vary from culture to culture and education system in our country. English education system school are generating awareness and motivating their students to develop the social responsibilities. English education system school participates more in the communities' activities, debates, sincererity in work and ethic and moralistic attitude shows. That is creating social responsibility.

Table-7 revealed that there is no significant different in social responsibility between boy and girl respondents. In the present time parents do not treat boys and girl differently and school teacher also take care boys and girls equally.

Khanam (1994) also observed that there is no significant difference between male and female in case of social responsibility. At present female are actively taking parts in daily life activities along with the males. Such participation may increase their responsibility.

Table-9 indicated that education system of school have significant effect on social support. Table-10 indicates that the students of English education system scored high ($\bar{x}=20.69$) and Madrasha education system

students scored low ($\bar{x}=16.38$). Most of the parents of English education system are well-off persons. So, they can give more economic and other supports to their children. Teachers of these schools also provide more care. May be, due to these reasons, the students of English education system scored high in social support.

Table-9 shows that social support does not vary according to gender. Boys and girls get emotional support from family and friends. They also get informational support from institution.

Many researcher of Bangladesh had also found no difference between male and female in various aspects of life.(Khanam ,2000) . Such as Begum (1985) found no difference between boys and girls in respect of achievement motivations; Haque & Begum (1984) observed that sex played o significant role in the self concept of children etc. Similarly it may be that male and female respondents of this study were brought up by parents and who attach importance to social responsibility. However, more research is necessary in this area with more extensive samples to make any conclusive comments.

Table-11 shows that the education system of school has no significant effect on social support with level of satisfaction.

Table-11 shows that the gender has significant effect on social support with level of satisfaction. Table-12 shows that, boys are more satisfied than that of girls. The social support of male is better than female. At present, parents are treating their boys and girls more or less equally. Instead of this, in some cases, boys get more preferences, which may be makes them more satisfied.

4.2. Limitation:

The study has its some limitations. This study included 300 samples. The sample did not represent the whole country and it seems that some respondents may not have expressed their true feelings. Due to personal limitations it was not possible to observe enough school or madrasa information which could have further strengthened the study.

Some extraneous variable like parent's education, occupation etc. were not controlled, which could affect the result.

Despite these limitations, the study is probably the first attempt in the perspective of Bangladesh. It is not possible in a single research to include all the variables. The findings of the study give a general picture as well as rise too many research questions which may invite further investigation.

4. 3. Conclusion:

Bangladesh is one of the world's most densely populated countries with a population of 137.4 million. Education is a human right and an essential tool for achieving equality, development and peace. Education has proved to be the most important instruments for develop the social behavior, social responsibility and social support.

The finding of the study has shown that the social behavior and responsibility are well developing, but the social support has less developed of three educational systems. The study also revealed that the boys have better social behavior and social support than girls, but boys and girls are equally social responsible. In three education system, the students of Madrasa education have better social behavior than other education systems and the students of English education system have

better social responsibility and social support than others education systems. This is an important finding of study.

Based on the findings of the study the following recommendations are made:

(a) Provision for additional curriculum activities should be improve. These activities would be designed and run by the schools or Educational Board.

(b) Students of three education system have shown well developed social behavior and social responsibility. So they should be encourage to keep that up.

(c) The study shows that boys are more satisfied than girls. Special attention should be given for the uplift-ment of girl's satisfaction.

CHAPTER – 5

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APPENDICES

জীবন-বৃত্তান্ত

নাম :

বয়স :

লিঙ্গ :

শিক্ষা প্রতিষ্ঠানের নাম:

শিক্ষাগত যোগ্যতা :

আর্থসামাজিক অবস্থা :

সামাজিক আচরন মানক (স্কেল)

নির্দেশনা

এটি একটি সামাজিক আচরন পরিমাপক স্কেল, এখানে কতকগুলি বাক্য রয়েছে। সামাজিক পরিস্থিতিতে একজন ব্যক্তি কিরূপ আচরন করে তাহার উপর ভিত্তি করে বাক্যগুলি নিম্নে দেওয়া হলো। প্রতিটি বাক্যের পাশেই একটি পাঁচ বিন্দু বিশিষ্ট মানক রয়েছে। যথা: সম্পূর্ণ একমত, একমত, অনিশ্চিত, দ্বিমত, সম্পূর্ণ ভিন্নমত। বাক্যটি সম্বন্ধে উত্তর মানকে আপনার মতামত প্রকাশ করতে হবে। সর্বকতার সাথে আপনার ব্যক্তিগত মতামত প্রদান করুন। যদি কোন একটি বাক্যের সাথে আপনি সম্পূর্ণ একমত পোষন করেন তাহলে “সম্পূর্ণ একমত” এর জন্য নির্দিষ্ট স্থানে টিক (√) চিহ্ন দিন। অনুরূপভাবে যদি কোন একটি বাক্যের সাথে সম্পূর্ণ ভিন্নমত পোষন করেন তাহলে দৃঢ়ভাবে “সম্পূর্ণ ভিন্নমত” এর জন্য নির্দিষ্ট স্থানে টিক (√) চিহ্ন দিন। তদ্রূপ অন্যসব বাক্যের জন্য একইভাবে আপনার মতামত প্রদান করুন। যদি বাক্য সম্বন্ধে সিদ্ধান্ত গ্রহন করতে না পারেন, তাহলে “অনিশ্চিত” এর জন্য নির্দিষ্ট স্থানে টিক (√) চিহ্ন দিন।

আপনার সহযোগিতার জন্য ধন্যবাদ।

১. ক্লাস চলাকালীন সময়ে বন্ধুর সাথে গল্প করতে ভাল লাগে।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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২. অন্যের দ্বারা আঘাত পেলে তার প্রতি আক্রমণাত্মক হই।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৩. আমার সামনে কোন কলহ হলে সেখানে যোগদান করতে পছন্দ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৪. বন্ধুর দলে থাকতে ভালবাসি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৫. বন্ধুদের কাছে নিজেকে প্রকাশ করতে পছন্দ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৬. নতুন কোন কাজ বন্ধুদের কাছে উপস্থাপন করতে পছন্দ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৭. সকলে মিলে এক সাথে কাজ করতে পছন্দ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৮. খেলার মাঠীদের সফলতায় আনন্দ পাই।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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৯. নিজের একক কাজের সফলতা বেশী আনন্দ দেয়।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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১০. অন্যের কৃতিত্বে দীর্ঘা বোধ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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১১. সমবয়সীদের বিবাদে অংশ গ্রহণ পছন্দ করি।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	বিমত	সম্পূর্ণ ভিন্নমত
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১২. নিজের মতামত প্রাধান্য দিতে ভালবাসি।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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১৩. আমার বন্ধু সুন্দর একটি কাপড় পড়লে ভাল লাগে।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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১৪. রাস্তা দিয়ে যাওয়ার সময় অপরিচিত অন্ধ ব্যক্তিকে রাস্তা পার করে দিই।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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১৫. ক্লাসে আমার নিজের মতকে প্রতিষ্ঠা করতে ভালবাসি।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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১৬. কোন বিষয়ে সমস্যা সমাধানে সহপাঠীদের সাহায্য নিয়ে থাকি।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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১৭. প্রতিবেশীর মৃত্যুর খবরে কষ্ট পাই।

সম্পূর্ণ একমত		একমত		অনিশ্চিত		বিমত		সম্পূর্ণ ভিন্নমত
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সামাজিক দায়িত্ব মানক (স্কেল)

নির্দেশনা

এটি একটি সামাজিক দায়িত্ব পরিমাপক স্কেল, এখানে ৮ টি প্রশ্ন রয়েছে। প্রত্যেকটি প্রশ্ন পড়ুন এবং যে উত্তরটির সঙ্গে আপনার অনুভূতি, চিন্তা মিলে যায় সেটিতে (✓) টিক চিহ্ন দিন। কোন প্রশ্নের জন্য অতিরিক্ত সময় ব্যয় করবেন না, কোন প্রশ্ন বাদ দেবেন না। এখানে কোন শুদ্ধ বা অশুদ্ধ উত্তর নেই, আপনি সামাজিকভাবে কতটা দায়িত্বশীল ইহা পরিমাপ করা হচ্ছে।

আপনার সহযোগিতার জন্য ধন্যবাদ।

বারকোইচ ও **লটম্যান** এর সামাজিক দায়িত্ব পালন

- ১। সাম্প্রতিক ঘটনাবলী অথবা জনগণের সমস্যা নিয়ে উদ্বেগ হয়ে পাও নেই, যেহেতু এ সব ব্যাপারে আমার কিছুই করার নেই।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ২। নিজের অথবা দেশের কল্যাণের জন্য প্রত্যেককেই কিছু সময় দেওয়া উচিত।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৩। যদি এত অধিক নির্বাচন না হতো এবং জনগনকে পুনঃ ভোট দিতে না হতো তাহলে আমাদের দেশের অবস্থা আরো ভাল থাকত।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৪। বন্ধুদের হতাশ করা খুব খারাপ করা কিছু নয় কেননা সব সময়ই সবাই ভাল করা যায় না।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৫। নিজ দায়িত্ব যথাসম্ভব সুষ্ঠুভাবে সম্পাদন করা প্রত্যেকেরই কর্তব্য।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৬। অন্য লোকের থেকে বহু দূরে থাকতে পারলে এবং তাদের জন্য কিছু করতে না হলে বেশ ভালই থাকা যেতো।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৭। স্কুলে ছাত্রাবস্থায় আমি সাধারণতঃ পাঠ্যক্রম বর্ধিত কাজে স্বতঃ প্ররোচিত হয়ে অংশ গ্রহন করতাম।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

- ৮। কোন কাজ করার ওয়াদা করে তা সমাধা করতে না পারলে আমার ভীষন খারাপ লাগে।

সম্পূর্ণ একমত	একমত	অনিশ্চিত	দ্বিমত	সম্পূর্ণ ভিন্নমত

সামাজিক সমর্থন মানক (স্কেল)

নির্দেশনা

আমাদের অনেকের কাছে কিছু ব্যক্তি খুবই গুরুত্বপূর্ণ, কারণ তারা আমাদের বিভিন্নভাবে সমর্থন করে থাকে। তাদের এই সমর্থন আমাদের জীবনকে সহজ এবং সন্তোষজনক করে তোলে। এই সমর্থন শারীরিকভাবে হতে পারে, যেমন - যখন কেউ আপনার জন্য কোন বার্তা নিয়ে আসে। আবার এ সমর্থন আবেগীয় হতে পারে। যেমন - আপনার দুঃসময়ে যখন কেউ আপনাকে স্বান্তনা দেয়।

এ সকল ব্যক্তি আমাদের সুপরিচিত (যেমন - মা, বাবা, বন্ধু, প্রতিবেশী) হতে পারে, আবার এমনও হতে পারে যাদের সাথে আপনার সাক্ষাত হয়নি (যেমন-ধর্মীয় ব্যক্তিবর্গ)। এ সকল ব্যক্তি আমাদের ব্যক্তিগত সমর্থন পরিমন্ডলের অন্তর্ভুক্ত। ব্যক্তির সামাজিক সমর্থন সম্পর্কে তথ্য অর্জনের জন্য এই প্রশ্নমালাটি তৈরী করা হয়েছে।

এ সকল ব্যক্তির কাছে থেকে সামাজিক সমর্থন আপনার কাছে কতটা গুরুত্বপূর্ণ এবং তা পাবার ক্ষেত্রে আপনি কতটা সন্তুষ্ট তা নিম্নে প্রদত্ত মাত্রায় প্রকাশ করুন।

আপনার সহযোগিতার জন্য ধন্যবাদ।

১. সমর্থনকারীর নাম	২. সম্পর্ক ব্যক্তিটি আপনার কে হয় ? যেমন- স্বামী, স্ত্রী, বন্ধু, মা, বাবা, বা সুপরিচিত কেউ যাকে আপনি পছন্দ করেন

১. সম্পর্ক :

অন্যদের সাথে একত্রে কাজ করে, অন্যদের সংস্পর্শে থেকে বা তাদের সাথে যুক্ত থেকে বা একত্রে থাকার যে মানসিকতা বা উপলব্ধি আপনি লাভ করেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

সম্পূর্ণ সম্ভূত	সম্ভূত	অনিশ্চিত	কম সম্ভূত	মোটের ও সম্ভূত নয়

২. সন্তুষ্টি :

আপনি কাউকে সাহায্য করে বা কোন কিছুতে অবদান রাখতে গেলে যে আনন্দ লাভ করেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

সম্পূর্ণ সম্ভূত	সম্ভূত	অনিশ্চিত	কম সম্ভূত	মোটের ও সম্ভূত নয়

৩। ভালোবাসা :

অন্যদের কাছ থেকে যে মনোযোগ বা যত্ন এবং যে আবেগীয় সহানুভূতি আপনি পেয়ে থাকেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের সন্তুষ্ট নয়

৪। সান্নিধ্য :

আপনি যে সান্নিধ্য অন্যদের কাছ থেকে লাভ করেন, যা আপনাকে আবেগীয় বা শারীরিকভাবে সন্তুষ্ট করে।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের সন্তুষ্ট নয়

৫। উৎসাহ :

অন্যদের থেকে যে উৎসাহ, মনোবল বর্ধনকারক, আস্থা প্রদর্শন ও নিশ্চয়তামূলক ব্যবহার আপনি পেয়ে থাকেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের সন্তুষ্ট নয়

৬। গ্রহণসুলভ মনোভাব :

অন্যদের থেকে যে সম্মান, সহমর্মিতা, সহ উপলব্ধি, বিশ্বাস, নিশ্চয়তা ও সমর্থন লাভ করেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের সন্তুষ্ট নয়

৭। স্বাচ্ছন্দ্য বা আরামবোধ :

আপনি যাদের উপর নির্ভর করতে পারেন তাদের কাছ থেকে যে আশ্রয় ও স্বাচ্ছন্দ্য আপনি পেয়ে থাকেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

সন্তুষ্ট

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের ও সন্তুষ্ট নয়

৮। উদাহরণ :

অন্যরা আপনার সামনে যে উদাহরণ বা নমুনা তুলে ধরেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

পেয়ে

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের ও সন্তুষ্ট নয়

৯। নির্দেশনা বা তত্ত্বাবধান :

যে উপদেশ, দিক নির্দেশনা বা আত্মিক সাহায্য আপনি অন্যদের কাছ থেকে পেয়ে থাকেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের ও সন্তুষ্ট নয়

১০। সাহায্য :

অন্যরা যখন আপনার জন্য কোন কাজ করে বা প্রয়োজনীয় বস্তুর যোগান দেয়, তার দ্বারা আপনি প্রকৃতভাবে যে সাহায্য লাভ করেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের ও গুরুত্বপূর্ণ নয়

সম্পূর্ণ সন্তুষ্ট	সন্তুষ্ট	অনিশ্চিত	কম সন্তুষ্ট	মোটের ও সন্তুষ্ট নয়

১১। জ্ঞান :

যে বুদ্ধিবৃত্তীয় তথ্য, বিশেষজ্ঞ সহযোগিতা ও জ্ঞান যা আপনি অন্যদের কাছ থেকে পেয়ে থাকেন।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সম্ভূত	সম্ভূত	অনিশ্চিত	কম সম্ভূত	মোটের সম্ভূত নয়

১২। সততা :

যখন অন্যদের সততা থেকে আপনি উপলব্ধি করেন যে তারা আপনার সম্পর্কে কি ধারণা করে অথবা কেমন চোখে দেখে।

খুবই গুরুত্বপূর্ণ	গুরুত্বপূর্ণ	অনিশ্চিত	কমগুরুত্বপূর্ণ	মোটের গুরুত্বপূর্ণ নয়

সম্পূর্ণ সম্ভূত	সম্ভূত	অনিশ্চিত	কম সম্ভূত	মোটের সম্ভূত নয়

১৩। অন্যান্য :

এছাড়াও অন্যকিছু থাকলে বর্ণনা করুন।