

Reducing racial prejudice in Chittagong Hill Tracts through contact-based intervention

*Thesis submitted in partial fulfillment of the requirements for the Degree of M.Phil. in Clinical
Psychology awarded by the University of Dhaka*

Submitted by

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APPROVAL OF THE THESIS

This is to certify that the thesis “**Reducing racial prejudice in Chittagong Hill Tracts through contact-based intervention**” submitted by **Md. Omar Faruk** to fulfill the requirements for the degree of M. Phil in Clinical Psychology is an original work. The research was carried out by him under my guidance and supervision. I have read the thesis and believe this to be an important work in the field of clinical psychology.

Date:

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Professor

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DECLARATION

I hereby declare that this is an original work containing original materials and data which have not been subjected to any other degree or diploma in any university or other institution. I also declare that, to the best of my knowledge, the thesis contains no material previously published or written by another individual, unless otherwise noted in the thesis text.

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Md. Omar Faruk

ABSTRACT

Racial prejudice impacts people irrespective of age, gender, geographical location, and socioeconomic status. Therefore, the study of racial prejudice including the reduction of racial prejudice has gained considerable attention across the world. However, little research exists on reducing racial prejudice in Bangladesh, especially among the children in the Chittagong Hill Tracts (CHT) context. The present study aimed to test the efficacy of a prejudice reduction strategy named the Jigsaw classroom intervention. The study involved two phases. First, the development and adaptation of the psychometric measures used as outcome indicators. The second is the implementation of the Jigsaw classroom intervention.

Most of the items for the principal measure i.e., the Racial Prejudice Scale for Children were selected from an existing scale. A total of 298 participants were purposefully recruited for testing different psychometric characteristics of the items and the scale. With 17 retained items, the newly developed Racial Prejudice Scale for Children demonstrated acceptable Cronbach's alpha, ($\alpha = .811$), adequate test-retest reliability ($r = .69, p < .01$), and criterion-related validity, ($r = -.43, p < .01$). The scale demonstrates a three-factor structure namely acceptance, egalitarianism, and compatibility which were considered three subscales of the racial prejudice scale. A few additional instruments such as the Friendliness Scale Self-esteem Questionnaire, Liking for School, Perceived Liking by Peers, and Perceived Efficacy for Peer Teaching were either developed afresh or translated from the previous study. The suitability of item selection and translations were evaluated by an expert panel comprised of mental health professionals.

The second phase of the study involved the development and implementation of the Jigsaw classroom intervention. A mixed-race school in the CHT was purposefully chosen to

implement the intervention. A total of 154 students aged 11-15 were randomly assigned to the experimental and control group from two sections of Grade VI. Pre-assessment with the outcome measures was carried out before the intervention took place. A standardized textbook was used as intervention material spreading through 12 sessions. Post-assessment was carried out after two and half months of completing the intervention. The results indicated a reduction of racial prejudice in the experimental (intervention) group while it increased in the control (non-intervention) group. Additionally, acceptance and liking for school were increased in the experimental group. The remaining outcome measures demonstrated counterintuitive findings. The results can be interpreted as counterintuitive for most of the outcome indicators. They are discussed in the light of contextual understanding of race relations in the Chittagong Hill Tracts region. However, a set of recommendations has been generated to aid the future researcher embarking on testing and implementation of intervention.

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DEDICATION

To my father who helped me think and value human beings irrespective of race, religion, and socioeconomic status.

CHAPTER 1

INTRODUCTION

INTRODUCTION

The study of reducing prejudice has gained momentum since 2009 embracing a wide variety of theoretical approaches demonstrating efficacy (Paluck et al., 2021). Therefore, it has now been recognized as a major subfield of its own (Paluck et al., 2021). Psychology in conjunction with social sciences is contributing to the rapid growth of this subfield broadening a new horizon of research for new and geographically diverse contexts (Paluck et al., 2021). Studies on prejudice reduction have led to a number of programs for people of all age such as adults (e.g., social-cognitive perspective-taking, see Castillo et al., 2011), and children (wise schooling, multicultural education, and Jigsaw classroom). These interventions were tested in different countries and a variety of contexts. However, these interventions have never been implemented or tested in Bangladesh to reduce prejudice despite a protracted history of racial prejudice, especially in the Chittagong Hill Tracts (CHT) areas in Bangladesh. Therefore, the present study investigated the efficacy of a Jigsaw classroom, one of the most popular interventions in reducing racial prejudice among children, in the CHT areas in Bangladesh.

The race has historically been viewed as a convenient way for social and political classification (Edwards et al., 2001). The term ‘race’ is viewed as a means of categorization based on innate, acquired, or imposed features (Brunsma&Rockquemore, 2002) in which observable physical features serve the most as the basis for the categorization (Mozumder, 2013). Thus, when it comes to differentiating a population-related by blood, common descent, heredity, or other biological predispositions, the race is the most widely used phenomenon (Edwards et al., 2001). On the other hand, prejudice is a hostile attitude or feeling toward a person belonging to a group with specific quality or lack of it (Allport, 1954). Allport also views the hostile attitude as a hasty judgment and an antipathy resisting

facts, hence paving a way for unwarranted ideas toward a group as a whole. Allport (1954) argues that prejudice provides an individual with a false sense of identity and self-worth, a perceived powerfulness, and elevated self-esteem, often creating a convenient scapegoat for individual or group problems.

Prejudicial judgment often leads to discrimination and can create a major social problem. While the irrational or unjustifiable negative emotions or evaluations are at the heart of prejudice, the inappropriate treatment of people possessing a membership in a particular group is defined as discrimination (Psychologists, 2019). The inappropriate or unequal treatment directed to a person or group based on the race or ethnicity of the individual or group is termed racial discrimination. Besides, many scholars and legal advocates define racial discrimination in light of different treatment and the resultant disparate impacts (Pager & Shepherd, 2008). Discriminatory acts consist of both overt and covert behaviors including microaggressions or indirect or subtle behaviors uncovering negative attitudes or beliefs held toward a non-majority group (Psychologists, 2019). The acts result in psychological disadvantages, low self-esteem, and depressed aspiration with the likelihood of physical and verbal abuse (*The Nature Of Prejudice Psychology Essay*, n.d.). Allport (1954) also illustrates how negative prejudice and discrimination can be expressed in escalating levels of violence ranging from spoken abuse to genocide or extermination (e.g., the Holocaust and the Rohingya genocide). It should be noted that racial prejudice and racial stereotype are often used interchangeably to describe racial prejudice in the context of social psychology (Mozumder, 2013). Nevertheless, there is a subtle yet distinctive difference that exists between the two terms. Unlike racial prejudice that manifests in attitudes, racial stereotypes refer to the beliefs toward a person or a group. However, racial prejudice and stereotype can both be motivating factors for discrimination (Forscher et al., 2015).

Racism is an ideology that combines prejudice or discriminatory acts as well as the stereotypes or beliefs about the perceived superiority of one's group over others. Racism, thus, serves as the basis for social stratification paving the way for the dominant groups as privileged stripping the rights or advantages of the less or non-dominant groups (Psychologists, 2019). Racism can take many forms and can be orchestrated either by an individual or an institution in a variety of contexts. The reinforcement of social inequalities is at the core of racism.

While racism can take the form of explicit expression, it can also be manifested in terms of implicit bias in the guise of unconscious beliefs, stereotypes, and attitudes toward racial groups (Psychologists, 2019). In a nutshell, racism can be conceptualized as a set of basic social-psychological processes underlying the psychologies of individuals merely applied to the context of the race (Salter et al., 2018). Much of the works on racism, prejudice, and discrimination have revolved around the concept of Gordon W. Allport's *The Nature of Prejudice* (Allport, 1979) in the social-psychological perspective. With Allport's insights, the subsequent works on prejudice were tremendously influenced by personality traits, emotions, cognitions, history, and society on discriminatory behavior (Gaines & Reed, 1995). However, the study of the inclusion of racism, prejudice, and discrimination in the socio-historical perspective of personality psychology can be traced back to DuBois's book "The Souls of Black Folk" (DuBois, 1903). DuBois's book shed light on societal aspects in terms of race relations, economic inequalities, disenfranchisement, and Black leadership with respect to politics, the importance of education, and finally the significance of religion and the Black church (Bois & Barnes, 2003). DuBois's reflections on social problems continue to be relevant even today across cultures. Because prejudice and discrimination continue to be major social problems around the world (Stephan & Stephan, 1996). Thus, researchers

regardless of academic orientations are continuing to study racism and prejudices and their deleterious consequences.

Numerous efforts have been made to unearth the causes of prejudice in light of diverse theoretical perspectives including psychoanalytic explanations and personality tests (Stephan & Stephan, 1996). With no widespread acceptance, psychoanalytic explanations embraced brief popularity in the beginning of psychoanalysis (Blechner, 2009). Personality traits, demographic variables, and sociocultural explanations with institutional and historical factors (slavery, segregation, and social stratification, for example) provided no satisfactory explanations for individual expressions of prejudice (Stephan & Stephan, 1996). But there are studies that argued the expression of prejudice can be defined as well as influenced by the social norms in the context (McDonald & Crandall, 2015). In recent times, prejudice has been extensively studied in the genetics, however, such studies found no significant markers that could support the biological basis of racial differentiation (Cosmides et al., 2003). Besides, studies demonstrated that the genetic variance within races has been found to be almost ten times greater than between race-genetic variance (Duster, 2009; Cosmides et al., 2003).

With the advent of the findings generated from the recent studies, it is now established that race is not biologically determined but rather a socio-cultural phenomenon (Banton, 2002). Studies have demonstrated the development of racial prejudice through socialization processes and personal experiences early in life and by adulthood entrenching these attitudes deeply in the cognitive repertoire (Olson & Fazio, 2006). Study further highlighted that encountering a member of a particular group resulted in the automatic activation of well-learned racial prejudice making it the first piece of input for the discriminatory behavior (Olson & Fazio, 2006). The automatic activation of such attitudes helps pay attention to the attitude-consistent information, demonstrate behavior in a relatively spontaneous fashion, and provides a template to interpret ambiguous information (Olson

&Fazio, 2006). The responses based on the immediate evaluation often dictate the behavior in relation to one's environment (Fazio, 1990).

Changes in the rules and legislation across the globe have shaped the expression of racism (Lins et al., 2017). People are now legally barred to express racism while giving emphasis on egalitarian values (Mozumder, 2013). However, with the decline of overt racism since the 1950s (Zemore et al., 2011) more subtle and covert forms of racism seem to still exist. The systematic decline of overt racism gave birth to symbolic racism (Kinder & Sears, 1981), subtle prejudice (Pettigrew & Meertens, 1995), ambivalent racism (Katz & Hass, 1988), aversive racism (Dovidio & Gaertner, 2004), modern racism (McConahay, 1986), everyday racism (Essed, 1991), and extraordinary racism (Blee et al., 2017). Despite distinctive differences, the effects of old and new forms of racism are the same (Mozumder, 2013). Race-based violence are claiming lives across the world in a variety of ways [war, for example. See (Schaich, 1975)]. Hence, UNESCO has termed racism as the social cancer of the modern time (see UNESCO courier, October 1960). Amid the unresolved and heightened racial tensions between Bangalee settlers and people living in the hill tracts regions Bangladesh has also witnessed a number of race-based violence in the Chittagong Hill Tracts (CHT).

1.1. Racial Prejudice: Bangladesh Context

In the southeastern part of Bangladesh, the Chittagong Hill Tracts (CHT) is home to 13 indigenous ethnic groups. These are Chakma, Marma, Tripura, Tanchangya, Mro, Murung, Lushai, Khumi, Chak, Khyang, Bawm, Pankhua, and Reang. However, they collectively identify themselves as Jumma people. Unlike people in the plain land, the ethnic groups have distinct forms of cultures and traditions within the ethnic divisions. The Chittagong Hill Tracts Regulation (1900) served as the safeguard for the indigenous people

prohibiting land ownership and migration of Bangalee Muslims in the CHT (*Genocide in Chittagong Hill Tracts*, n.d.) the then Pakistani Government (from 1947 to 1971) amended the act several times with a view to migrating Bangalee Muslims into the CHT and providing a legal basis for the migration despite the opposition of indigenous people. After the abolishment of the Chittagong Hill Tracts Act 1900 in 1964, people from nearby regions (the majority are from Chittagong, Cumilla, Noakhali, and Sylhet) started to move into the CHT (see the Chittagong Hill Tracts Regulation, 1900). The migration of outsiders into CHT caused tension that intensified into conflict. The conflict further escalated after the building of a hydroelectric dam in the 1960s which resulted in a massive flood. The compensation by the government was deemed disproportionate when compared to the loss of lives and properties. The tension prevailed even after the independence of Bangladesh in 1971 with representatives of the CHT claiming autonomy and recognition of the rights in the region. This resulted in armed conflict between the indigenous people and Bangladesh Army along with the Bangalee settlers. The alleged violence orchestrated by the government included murders, widespread torture, rape, arson, robbery, imprisonment, abduction, and forcible conversion to Islam (*Genocide in Chittagong Hill Tracts*, n.d.). The settlement of Bangalees by the government in parts of CHT regions aggravated the deep-rooted mistrust along with mistrust between settler Bangalees and indigenous people with alleged human rights violations including riots (Mozumder, 2013). After prolonged period of the sanguinary battle for about twenty years, the conflict came to an end when the government of Bangladesh and Parbatya Chattrogram Jana Sanghati Samity (PCJSS) signed a peace accord on December 2, 1997. Violent conflict in the region has ceased, however, the tension over the ownership of land and autonomy in the Chittagong Hill Tracts remains a huge concern to date. From strong prejudicial attitudes to recurrent mistrust between two rival groups are still evident in the region (Mozumder, 2013).

Although the 1997 peace accord was highly appreciated, however, there has been some disagreement among the stakeholders around some clauses and ways of implementing those. The lack of trust, inter-racial prejudice, and hatred prevailing in the region for over decades continue to date. Sporadic incidents of inter-racial conflicts continue to occur all over the CHT and the race relation in the region remains volatile.

Works done in understanding racial conflict in the CHT, mostly focused on the political, legal, economical, and historical perspectives of the region shedding less or very little light on the psychological perspectives (Mozumder, 2013). Study aiming to reduce racial prejudice among children, especially through contact-based intervention has gained little attention to address or reduce racial prejudice in CHT regions. Thus, the present study aimed to reduce the racial prejudice involving children.

1.2.Theoretical Perspectives of Racial Prejudice

In an effort to understand the nature of prejudice and its corresponding effects, researchers have long been focused on studying prejudice through a variety of frameworks. However, no comprehensive understanding in terms of an integrative framework can be found when it comes to unearthing prejudice (Mozumder, 2013). A number of theories have been proposed in different times that can be useful in understanding the nature of prejudice and racial prejudice.

Allport (1954) presented a theoretical understanding of prejudice in six broad classes namely historical, sociocultural, situational, psychodynamic, phenomenological, and earned reputation perspectives. The historical perspective focuses on an attempt when prejudice is used as a means of economic exploitation and rationalization is used to justify the exploitation. Features of urbanization (insecurity, uncertainty, and diminished personal contacts) determine prejudicial attitude toward members of a group from the sociocultural

perspective. The situational perspective focuses on the current happenings, situations, and learning that impact the individual determining the prejudicial attitude in a person. The process of nurture and the interpersonal relationship during childhood is said to determine prejudice from the psychodynamic perspective of prejudice. According to the phenomenological perspective, the influence of immediate experiences (perception, interpretation, and affectivity, for instance) is the determinant of the phenomenological perspective of prejudice. Finally, the earned reputation perspective emphasizes group characteristics on which the prejudicial attitudes are based. Additionally, there are other perspectives that attempted to explain prejudice, these include frustration-aggression theory (Dollard et al., 1939; Hovland & Sears, 1940), authoritarian personality theory (Adorno et al., 1950), relative deprivation theory (Runciman, 1966), and realistic conflict theory (Sherif, 1966), social identity theory (Tajfel, 1978; Tajfel et al., 1979).

Among all the different perspectives, the realistic conflict theory (Sherif, 1966) can be especially useful in understanding racial prejudice in the CHT. According to the theory, group conflict, negative prejudice, and stereotype develop over competition for limited resources. They argued that an intergroup conflict occurs when two groups are in competition for limited desired resources, which is also the case of indigenous and settler conflict in CHT (see section 1.1.).

Different theories proposed ideas around the process of the development of prejudice. Allport's stage theory of prejudice formation (1954) emphasizes middle childhood, early puberty, and late adolescence. In the generalization (middle childhood) stage, children acknowledge the differences but do not adhere to the categorization based on the differences or feelings. While the total rejection of outgroups peaks at the stage of early puberty, the feelings and thinking become more differentiated and less generalized in late adolescence. The brief congruence theory (Rokeach, 1960, 1971), social identity theory (Tajfel & Turner,

1986), and social reflection (Bandura, 1977), consist of examples in the sociological perspectives on the acquisition of prejudice.

1.3. Impacts of Racial Prejudice

Racial prejudice adversely impacts physical and mental health irrespective of age, gender, and socioeconomic contexts across the world. Evidence suggests that racial prejudice is associated with poor health (e.g., cardiovascular disease) and unhealthy coping (e.g., smoking, problem alcohol consumption) (Stanley et al., 2019). The impact of racism is also linked to mental health problems in children and adolescents (Trent, 2019) and adults (Hackett et al., 2020; Stanley et al., 2019). Evidence showed that exposure to racism was associated with increased risk for emotional and behavioral difficulties such as hyperactivity, and peer and conduct problems among others (Macedo, 2019). Racism has also an indirect impact on children with data suggesting that children experiencing indirect racism can be just as significantly affected by witnessing racism as those who experience it firsthand (Trent, 2019). Racial attitudes among children often result in racial slurs and slogans, conflicts, and physical assaults (Spencer, 1998).

Impacts of racial prejudice can also be observed in the school context. For children of minority groups, racism can lead to a lack of affiliation or attachment to the school, loss of cultural identity, lower self-esteem, and self-efficacy, or a decline in aspirations and hope (Spencer, 1998). Academic performances can be disrupted by the impacts of prejudice and stereotypes. Research has shown that students from minority groups (e.g., African Americans) performed poorly and received lower grades than Whites across school levels (Steel, 1997; Steel & Aronson, 1995; Spencer et al., 1993; Spencer et al., 1999). Living with pervasive stereotypes of inferior performance due to race can reduce access and self-confidence which ultimately result in underachievement in academic performances.

Stereotype threat has been shown to undermine academic performance (Steel & Aronson, 1995). The impact of stereotype on performance has been shown by Spencer et al. (1999) where women perform poorly when they are told about gender difference, while equal performance with men is observed when they are told about the absence of gender difference in performance.

1.4. Intervention to Reduce Racial Prejudice

A plethora of interventions was designed to reduce racial prejudice, and many of these are suitable for children. Research has demonstrated the effectiveness of these interventions however, a major portion (almost one-third) of all prejudice reduction research-tested interventions that involved second-hand or imagined contact with outgroups (Paluck et al., 2021).

1.4.1. Wise schooling: Wise schooling strategy was designed to reduce the threat derived from racial stereotyping. Examples of wise schooling practices include a) optimistic teacher-student relationship where teachers aim to make their confidence in students explicit; b) creating an environment that ensures promise and potential instead of failure and remedial expectations and academic work; c) expansion of intelligence and skills through education and experience; d) affirmation of intellectual belongingness; e) focus on the multiple perspectives; f) involvement with role models who have successfully overcome stereotype threats (Taylor & Antony, 2000). An intervention (Treisman, 1985) in light of this theory demonstrated that the theory could stop or reverse a tenacious negative trajectory in the school performance of stereotype-threatened students (Steele, 1997). Another study (Taylor & Antony, 2000) showed some early support for the successful socialization of African American graduate students in education when applied the use of stereotype threat reduction strategies coupled with wise schooling frameworks.

1.4.2. Pursuing common goals: Based on the realistic conflict theory the famous “Robbers Cave” experiment was conducted in 1954 in Oklahoma involving two groups of twelve-years-old boys. Researchers discovered that highly negative and stereotypical views of the opposing groups and their members were triggered by the ordinary group competition for valued resources. Moreover, the hostility was escalated by mere contact (Stephan, 1987). However, intergroup conflict is reduced in pursuit of cooperative action towards achieving common goals. The more the cooperation and sharing among group members were, the lesser the intergroup hostility was evident. Furthermore, friendship across groups began to develop transforming the individual skills into valued resources. A review showed that cooperative learning was found to be the most outstanding laboratory and field research in terms of its efficacy (Grapin et al., 2019).

1.4.3. Multicultural education. Multicultural education refers to the exposure to multiple perspectives aiming to construct and deconstruct knowledge at the same time. Exposure to alternative narratives about out-groups, students begin learning social equality while unlearning hegemonic mainstream narratives (Camicia, 2007).

1.4.4. Cognitive and emotional training. Cognitive or emotional training has also led to a number of studies that involves training to think and regulate emotions to reduce personal prejudice (Paluck et al., 2021). The idea of this training was to provide information to break down negative stereotypes and promote cross-cultural understanding. Other studies involved social categorization interventions with a view to encouraging people to rethink group boundaries, and prioritize common identities shared with specific outgroups (Paluck et al., 2021).

1.4.5. Perspective-taking. Example of an intervention targeted at older adults aimed at reducing prejudice and stereotyping based on the mental imagery that could moderate the

effectiveness of perspective-taking (Castillo et al., 2011). The results showed that the intervention was effective for some participants, particularly for those who scored high in agreeableness. Another experiment using an implicit evaluative conditioning procedure showed promising outcomes in reducing automatically activated racial prejudice (Olson & Fazio, 2006).

1.4.6. Contact-based intervention. Contact-based intervention based on Allport's contact hypothesis (1954) focuses on reducing racial prejudice while increasing contact through cooperation and common goals. Evidence suggested that intergroup contact is the most well-studied intervention in reducing both explicit and implicit prejudice (Lai et al., 2013). Similarly, evidence from meta-analytic reviews showed that interventions involving direct contact and training in empathy or perspective-taking produced the largest effect sizes (Grapin et al., 2019).

The Jigsaw Classroom. The Jigsaw classroom is a derivative of the contact hypothesis that aims to reduce racial prejudice through facilitating cooperation in classroom settings. Jigsaw classroom focuses on inter-racial interactions while pursuing a common goal. Evidence suggests that the Jigsaw classroom promotes inter-racial harmony, ensures optimal performances, and increases self-esteem (Blaney et al., 1977).

In considering the CHT context of racial prejudice in the Jigsaw Classroom, a contact-based intervention seems a suitable choice for intervention to reduce racial prejudice among children. Ample evidence suggested that the Jigsaw classroom is an effective contact-based intervention worldwide. Therefore, the present study aimed to investigate the effectiveness of the Jigsaw classrooms in Bangladesh's CHT context.

1.5. Theoretical Background of Jigsaw Classroom

As mentioned earlier, Jigsaw classroom intervention is designed based on mutual cooperation and pursuing common goals. The way the materials are presented to the children impacts their learning in a school setting. In the conventional learning process, children engage in competition in which segregation occurs based on performance. This in-group and out-group division appears to be a problem for some students that eventually leads them to take their own life. The compartmentalization within the class can be extremely unpleasant and pushes them to go over the edge. Research has shown that one in five has seriously contemplated suicide while one of ten has made an attempt at suicide (Connelly & Goldberg, 1999). Rejection and exclusion from the rest of the group can cause damage to others as well. To reduce segregation and increase compatibility among students, classroom-based intervention is required. The following section presents an approach, the Jigsaw classroom, to reduce the impact of racial prejudice.

1.5.1. Inception of the Jigsaw classroom. Elliot Aronson along with his graduate students invented the Jigsaw classroom in 1971. The strategy was invented against the backdrop of residential desegregation in Austin, Texas leading multiracial students to encounter each other for the first time in the classroom. The desegregation erupted in a violent crackdown in and around the classroom due to an unparallel competition for demonstrating superiority. This resulted in unbalanced academic performance and led to a violent atmosphere in the school. To reduce the impact, Aronson and his colleagues developed a Jigsaw classroom intervention in which competition was addressed through increasing cooperation among mixed-race children.

1.5.2. The effectiveness of the Jigsaw classroom. The effectiveness of the Jigsaw classroom has been demonstrated in several studies. Jigsaw classroom showed that

elementary students learn materials faster and perform significantly better on objective exams than a control condition of students learning the same material in more traditional classrooms (Aronson et al., 1978; Aronson & Patnoe, 1997; Lucker et al., 1976). Besides, the Jigsaw classroom facilitated listening, engagement, and empathy when it came to taking an essential part in being a member of a group (Aronson, 2000; Aronson & Patnoe, 1997). In order to accomplish a common goal, each member of the group must work together. The consequences of interdependent learning can become the antecedents for one another. If a child possesses low self-esteem that prevents the child from performing well in a given task, the increase in self-esteem might yield better performance. Conversely, increases in performance should bring about an increase in self-esteem (Franks & Marolla, 1976). Similarly, being treated with increased attention and respect by one's peers (as almost invariably happens in Jigsaw groups) is another important antecedence of self-esteem (Franks & Marolla, 1976). There is ample evidence for a two-way causal connection between performance and self-esteem (Covington & Beery, 1976; Purkey, 1970).

1.6. Underlying Mechanisms of the Jigsaw Classroom

As indicated before (see section 1.6.) The jigsaw classroom is effective in reducing racial prejudice while increasing inter-racial contact and facilitating cooperation. There are a few mechanisms that contribute to the reduction of racial prejudice. Some mechanisms are discussed in the following sections.

1.6.1. Active participation. It is evident in numerous studies that learning in a small interdependent group leads to interpersonal attraction, self-esteem, liking for school, more positive inter-ethnic and intra-ethnic perceptions, and for ethnic minorities, an improvement in academic performance (Blaney et al., 1977). Reduced anxiety can be one of many reasons the more active involvement in the learning process can be attributed to. In the Jigsaw

classroom, the more active participation, the more the enhanced interest. The interest in turn resulted in an improvement in participation and more liking for school.

1.6.2. Increases in empathic role-taking. People who work together in an interdependent fashion increase their ability to take one another's perspective. In a study Bridgeman (1977) reasoned that taking another's perspective is required and practiced in Jigsaw learning. Accordingly, the more experience the students have with the Jigsaw process, the greater will their role-taking abilities become. The students in the Jigsaw classes were better able to put themselves in the bystanders' place than students in the control classroom after an eight-week experiment. Furthermore, students in the Jigsaw classes were much more successful at taking others' perspectives than those in the traditional classroom (Bridgeman, 1977).

1.6.3. Attributions for success and failure. The observers' attributional patterns change while working together in pursuit of common goals. When an individual succeeds at a task, he tends to attribute his success disproportionately (e.g., skill) but when he fails, he tends to make a situational attribution (e.g., luck) (Stephan et al., 1978). Stephan and colleagues (1978) went on to demonstrate that individuals engaged in an interdependent task make the same kinds of attributions to their partner's performance as they do for their own. This was not the case in competitive interactions.

1.7. Theoretical Framework of the Present Study

The study was conceptualized and designed based on the theoretical framework of the contact hypothesis. In the general sense, the contact theory suggests that contact between the races promotes tolerance and acceptance and thus decreases racial prejudice (DeAngelis, 2001; Dixon et al., 2005). However, a series of research indicated that the nature of contact is a key factor in determining the outcome. It has been demonstrated that, while a contact in a

supportive context reduces prejudice while, negative contact or contact in a competitive environment can contribute to increased prejudice (Bobo & Hutchings, 1996).

The present research used Jigsaw classroom intervention which is a contact-based intervention designed to enhance cooperative engagement on common goals. Cooperation and a common goal are the two major tenants of Allport's contact hypothesis (1954). Cooperation in the Jigsaw classroom facilitates an environment where members of a group work together in a non-competitive context. Pursuing common goals, on the other hand, stresses that members of a group must rely on each other to accomplish the shared desired goal.

1.8. Rationale of the Study

Racial prejudice in the CHT region has been a longstanding problem for decades. Although the peace treaty in 1997 has brought down the widespread tension in the region, sporadic clashes often break out. People are experiencing deleterious consequences of the clashes stemming from the persisting interracial conflicts between Bangalee settlers and indigenous people. The initiatives taken by the government and non-governmental organizations to reduce the interfacial tension seem futile with the sporadic violent incidences between the indigenous and settler population. As mentioned earlier (see section 1.1.) very few studies have been conducted to address the race-related conflicts in light of psychological perspectives. However, in his study Mozumder (2013) explored the cognitive determinants of racial prejudice in the CHT region that emphasized the importance of intervention strategies to reduce racial prejudice.

When children live and grow in the context of race-related conflicts, they are generally more prone to become victims of violence and another spillover of conflicts. Discrimination among young youth based on race has been shown to result in increased

criminality, depression, hostility towards relationships, and detachment from conventional norms (Burt et al., 2012). Additionally, as racial prejudice is learned from an early age, it is important that children are kept in the focus of prejudice reduction efforts and activities. Restructuring cognitions in the early years of life might seem sustainable and can result in a prejudice-free attitude.

The present research was therefore designed to test the effectiveness of the Jigsaw intervention to reduce racial prejudice among children. Due to the design and activities involved in the intervention, it was also predicted that the intervention will have an impact on increasing self-esteem, friendliness, perceived liking by peers, liking for school, and perceived efficacy for peer teaching. The successful implementation of the study might generate insights to redesign the educational curriculum promoting inter-race harmony.

1.9. Objectives of the Study

The general objective of the research was to reduce racial prejudice among children in CHT through Jigsaw intervention. The specific objects of the research are as follows:

1. To see whether the Jigsaw intervention reduces racial prejudice
2. To see whether the intervention has any impact on related psychosocial variables such as,
 - i. Friendliness
 - ii. Liking for school
 - iii. Perceived efficacy for peer teaching
 - iv. Perceived liking by peers
 - v. Self-esteem
 - vi. Feeling toward children of other races

CHAPTER 2
GENERAL METHOD

GENERAL METHOD

2.1. Research Design

This was an intervention study done using quasi-experimental design where effect of Jigsaw classroom was tested on reducing racial prejudice among children. The study was carried out in Rangamati, one of the three hill tracts districts in the South-eastern part in Bangladesh. In order to meet the research objectives a two staged design was employed. The first study involved development of psychometrics tools to measure the outcome indicators. The second study involved the administration of the intervention (the Jigsaw classroom). The sequence of the two studies is depicted in Figure 2.1.

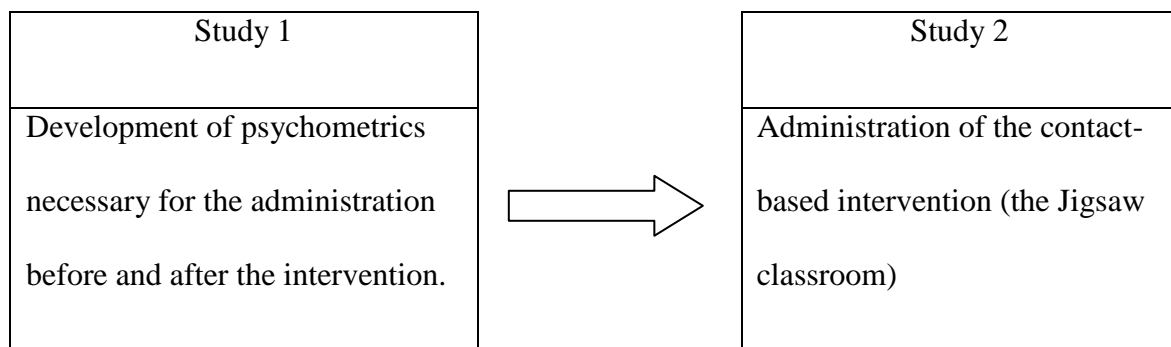


Figure 2.1 Overview of the research design.

2.2. The Intervention

The Jigsaw classroom was applied as a contact-based intervention. The core principle of Jigsaw classroom involves the promotion of cooperative learning in achieving a common goal. Jigsaw classroom also facilitates interpersonal communication. The learning material was split into five to six sections. The whole class was divided into smaller groups of five to six students. Each of these students from the small group were then assigned to temporary separate group where a specific section was given to them to for preparation. This temporary

group was termed as expert group each of which member became expert on the same specific section of the learning material. Thus, the five to six of the original small group became expert on five to six separate sections, which together comprised the whole reading material. After completing preparation in the expert groups, the members return to their original group and shared and taught their portion of material to others member of the group. Finally, the whole group take part in a quiz on the complete reading material.

2.3. Outcome Indicators

The intervention was hypothesized to produce impact on several psychological aspects of the children. Following outcome indicators were used for the study:

- Racial prejudice
- Friendliness
- Self-esteem
- Liking for school
- Perceived liking by peers
- Perceived efficacy for peer teaching

Each outcome indicator was assessed by respective psychometric measure.

2.4. Instruments

The research required a set of psychometric tools which needed to be developed or adapted in the first place. These included the racial prejudice scale for children, the friendliness scale, the feeling thermometer, and a set of composite measures. The perceived liking by peers and for school and the perceived efficacy for peer teaching were among the composite measures. The racial prejudice scale for children consisted of many items of Racial Prejudice Scale (Mozumder, 2013) along with a number of new items generated with specific consideration of the perspectives of the children from the Chittagong Hill Tracts (CHT). The

scale was evaluated by four judges and the recommendations made by them were incorporated into the final measure. The racial prejudice scale for children was later assessed in terms of reliability and validity. The feeling thermometer was used from a previous study (Mozumder, 2013). The friendliness scale was newly constructed for the present study but were not put into rigorous testing for assessment of their psychometric properties. The remaining set of measures was taken from Blaney et al. (1977). Items of each measure were translated and back translated and later judged for comparability of the two versions.

2.5. Study Location and Participants

The nature of the study required a location which is home to people of mixed ethnic races (e.g., Chakma, Marma, and Bangalee). The Chittagong Hill Tracts (CHT) at the southeastern part of Bangladesh, is such a location comprised of three administrative districts: Rangmati, Bandarban, and Khagrachari. About 1.6 million people from different ethnic background lives in the hill tracts. The Bangalees and the 13 small ethnic groups in the CHT have uniquely distinct religious and cultural practices. Prolonged conflicts and numerous escalated violence have created racial prejudice and negative perception among these races especially between the settlers and the indigenous people.

As the intervention was school based, the Barkalupazila of Rangamati was selected as the study site because of accessibility of its schools with mixed races children. A total of 443 children participated in different stage of the research. Details of these participants are presented in the respective sections under Chapter 3 and Chapter 4.

2.6. Ethical Considerations

The study was reviewed and approved by the ethics committee of the Department of Clinical Psychology, University of Dhaka (Project Number: MP190901; see Appendix A).

This research complied with ethical principles involving human participants. The following section demonstrates some of the major principles considered in the study.

2.6.1. Informed consent. The participants were provided with a verbal instruction containing information about the nature, purpose, and future implications of the present study. In addition to that, a written explanatory statement was also given to the participants (See Appendix B1). It should be noted that there was a written explanatory statement for the parents and consent form from the school authority as well (Appendix B2, Appendix B3, Appendix B4 & B5). For different tasks involved in the study, the participants were aged between 11 and 18. All the participants gave signed informed consent before enrolment in the study. However, additional consent was sought from the legal guardian of the minors. Parents provided additional consent for participants from secondary high school (aged 11-15) while for the college students (age 16-18) the principle served as the legal guardian. Moreover, as this study was conducted in school, consent from the headmaster being the legal guardian during schooling period was also sought. For illiterate parents, a thumb mark was used instead of signature to indicate consent.

2.6.2. Voluntary participation. To ensure voluntary participation, no reimbursement was provided to the participants. It was thought that reimbursement could act as a motivator for participation and thus interfere with voluntary choice. Moreover, Participants were not subjected to any amount of undue pressure or subtle persuasion to get involved in this study.

2.6.3. Wellbeing of the participants. Participants' wellbeing was kept in highest consideration. This was especially important as this study involved children and the topic of research (racial prejudice) was very sensitive especially in the CHT context. They were provided with contact details for accessing service in case of any unexpected negative psychological consequence arising from this study.

2.6.4. Right to withdraw. The participants and their parents were informed about their rights to withdraw from the study. Their rights were clearly stated verbally as well as through the written explanatory statements. They were informed that they can withdraw from the study at any time point even in the middle of research and the withdrawal would not affect their relationship with the school or education.

2.6.5. Confidentiality and privacy. Confidentiality and privacy of the participants were maintained throughout the study. None of their personal identification information has been disclosed in any form. Identifiable information was kept separated using code numbers which were maintained by the researcher.

2.6.6. Participants' right to know the findings. The study was carried out in a very remote area of the CHT making it difficult for the participants or their parents to physically access to the findings. Therefore, they were provided with email address and phone number of the researcher so that interested participants or parents or the school authority could contact the researcher to know the findings.

2.6.7. Researchers' Safety. Due to the remoteness of the study location and the sensitivity of the study topic, the safety of the researcher and the research assistant was kept in consideration. Discussion was made in this regard with the official from local government and community leaders to minimize such risks.

2.7. Procedure

The study involved two phases where the preparation of psychometric instruments was done in Phase 1. The key outcome indicator, i.e., the Racial Prejudice Scale for Children was developed in Phase 1 of this study. Thorough process of scale construction was used for developing this scale. A few additional tools (e.g., the Friendliness Scale, the Self-esteem

Questionnaire, and Liking for School) were developed or adapted for measuring the remaining outcome indicators. However, these went through expert evaluation process only.

Phase 2 contained the development and delivery of the intervention (i.e., Jigsaw classroom). The intervention material was prepared from a Grade-VII textbook named Bangladesh and Global Studies. A school in Barkal having mixed races children was selected for testing the intervention. Students from two sections (A & B) of Grade VI were selected for the study. The two sections were randomly assigned to either experimental group or control group. The experimental group which had 76 mixed-race students received the Jigsaw intervention while the control group comprising 78 mixed-race students did not receive the intervention. Detailed procedure of administering the intervention is presented in Chapter 4.

Participation in the study was voluntary, therefore, no monetary compensation was provided. Consent from parents as well as school authorities was obtained prior to the enrollment of the participants in the intervention. Assessment on the outcome indicators was carried out pre and post intervention which had a gap of two and half months in between the two assessments.

Data was collected by two research assistants recruited locally and trained by the researcher. Intervention was delivered by the researcher himself while using assistance from one research assistant. The other research assistant involved in the intervention due to the unavailability of the 1st research assistant.

CHAPTER 3
INSTRUMENT DEVELOPMENT

INSTRUMENT DEVELOPMENT

Sensitive, reliable, and valid instruments are prerequisites for good quality data in any research. A number of scales are internationally available to measure blatant, subtle or implicit prejudice associated with racism. The scales developed for a particular cultural group or people speaking different languages differ greatly for the population the scales are supposed to be used (Van Widenfelt et al., 2005). Besides, the level of comprehension as well as understandability in relation to constructs across cultures can be viewed as completely different.

This research on testing Jigsaw classroom intervention; we needed to measure several outcome indicators as mentioned in Chapter 2. To measure those indicators as part of assessing the impact of intervention, it was needed to develop two new instruments, adapt one instrument for the children, and translate four internationally available instruments. The following sections describe the development and validation process of these instruments.

3.1. The Racial Prejudice Scale - Children

A contextually developed scale for measuring the Racial Prejudice adult population is available (Mozumder, 2013), however, as the present research is considering child participants, a thorough scrutiny of items indicated need for revision and adaption of the items to make these suitable for child population. The detailed process of the development of the instrument has been provided in Figure 3.1.

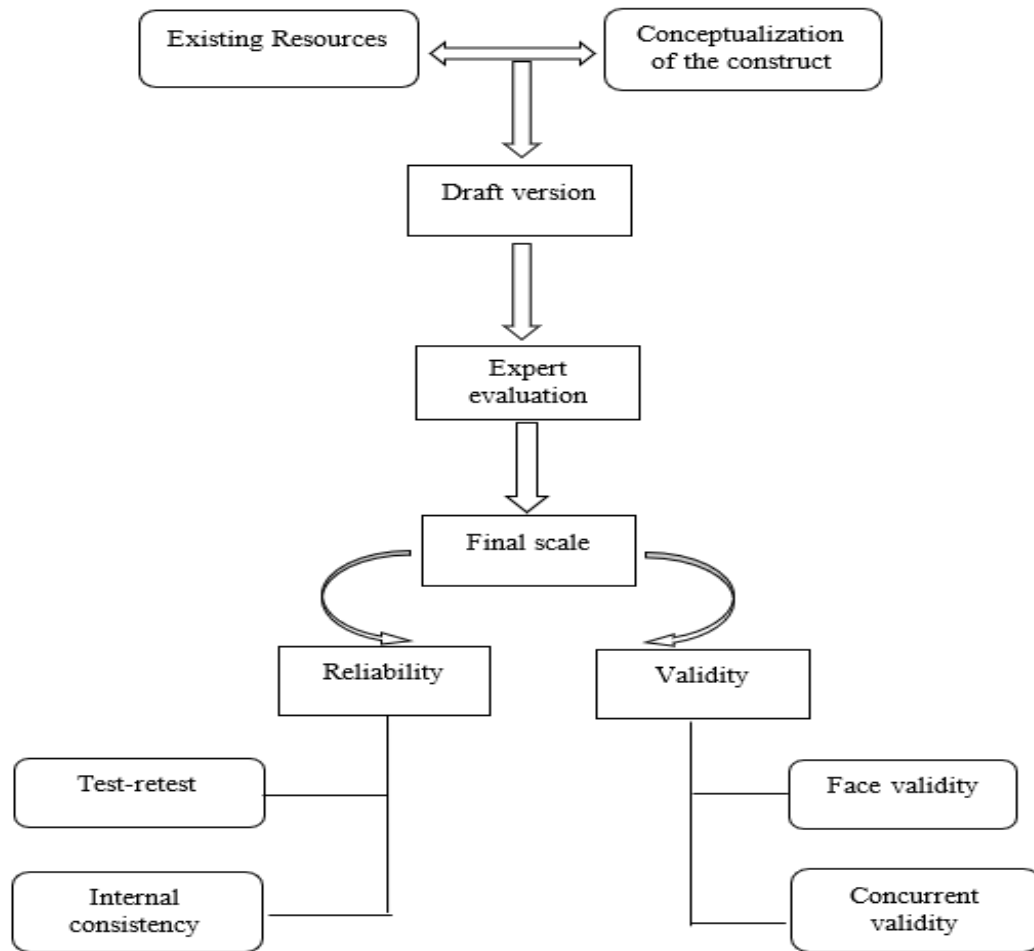


Figure 3.1 Steps followed in developing the Racial Prejudice Scale for Children.

3.1.1. Participants

Two hundred and ninety-eight children participated at different stages of development and testing of the racial prejudice scale for children. Their detailed socio-demographic characteristics are presented in Table 3.1.

Table 3.1

Demographic properties of participants from different activities associated with instrument development and testing.

Variables	Study 1
	N (%)
Ethnicity	
Bangalee	64 (21.5%)
Chakma	131 (44.0%)
Marma	79 (26.5%)
Rakhine	8 (2.7%)
Tripura	16 (5.4%)
Gender	
Male	144 (48.3%)
Female	154 (51.7%)
Religion	
Islam	42 (14.1%)
Hindu	21 (7.0%)
Christian	17 (5.7%)
Buddhism	216 (72.5%)
Other	2 (.7%)
Socio Economic Status (SES)	
Lower SES	107 (35.9%)
Middle SES	102 (34.2%)
Lower-middle SES	85 (28.5%)

Variables	Study 1
	N (%)
Higher SES	4 (1.3%)
Type of family	
Single	172 (57.7%)
Extended	126 (42.3%)

3.1.2. Items preparation

Twenty-three items were initially selected for the draft version for the child version of the scale. A majority of items (eight) were selected from the existing Racial Prejudice Scale (Mozumder, 2013), while a single item was selected from the Adolescent Discrimination Distress Index (ADDI; Fisher et al., 2000) the remaining 14 items were drafted by the present researcher through conceptualization of racial prejudice. However, wording of the items selected from the Racial Prejudice Scale were modified to make it understandable for the children and adolescents (see Appendix C). Addressing “the Chakmas” or “the Bengalees” has been omitted and replaced with “other races” to make the item inclusive of all races. To check the appropriateness of the items, the draft scale was given to six assistant clinical psychologists for checking the clarity of each item. Two words were reworded as suggested in keeping with the meaning of the words. After the modification the draft scale was ready for judge evaluation.

3.1.3. Expert evaluation

Six experts (from psychology and clinical psychology background) were invited for evaluating the suitability of the items in measuring racial prejudice for the children. Four of the experts accepted the invitation and contributed as the judge for the scale items. The

experts were provided with a definition of racial prejudice based on Allport (1954) to evaluate the suitability of items on a four-point Likert type scale, with options ‘completely’, ‘moderately’, ‘slightly’, and ‘not at all’. Each rating had a corresponding score ranged from ‘4’ to ‘1’. A four-point Likert scaling avoiding the neutral option was used to avoid the central tendency bias. A minimum acceptable average score of ‘3’ was set as the selection criteria for items. All the 23 items passed the selected criteria (ranged from 3.26 to 4.00; average 3.74).

3.1.4. Item analysis for Racial Prejudice Scale for Children

The first draft of the instrument was administered on a sample of 30 students. In order to select item for the final scale, corrected item total-correlation and the inter-item correlation were used. Except for three items (item 2, 3, 9 in Table 3.2) the remaining items were reverse scored. The corrected item-total correlation revealed five items with poor correlation (item 2, 3, 6, 9, and 16 in Table 3.2) and hence needing to be removed for superior internal consistency of the instrument.

Table 3.2

Item Analysis for the 23-item Racial Prejudice Scale for Children

Serial No.	Items	Corrected item total correlation
1	I won't mind if anyone from other races gets invited in our house.	0.25
2	I object building any relationship with others not belonging to my race.	0.11

Serial No.	Items	Corrected item total correlation
3	I will be happy if there is a school for each race.	0.09
4	People from other races have many good qualities.	0.38
5	People of other races are trustworthy.	0.41
6	I think people of other races have anger or sorrow as well.	0.17
7	I like friends of other races.	0.48
8	I won't feel bad mixing with friends of other races.	0.33
9	If I am asked to share something I would pick up friends of my own race.	0.09
10	I would do a group activity with friends of other races.	0.29
11	We don't have much difference even if we don't look alike.	0.28
12	I think there's no difference between Bangalee friends and friends of other races.	0.47
13	I think making friends of other races is easy.	0.47
14	I don't have any negative thoughts towards friends of other races.	0.45
15	Friends of other races don't have any negative thoughts towards us.	0.33
16	I think friends of other races are not clever.	-0.18
17	I respect rituals of other races.	0.30
18	I want all races to prosper.	0.30

Serial No.	Items	Corrected item total correlation
19	We might need people of other races as well.	0.46
20	I would go for helping a friend of other races in case of emergency.	0.51
21	I would go to the festivals of other races if I were invited to.	0.50
22	I don't like mocking at names of friends of other races.	0.24
23	I respect the way people of other races talk.	0.37

** $p < .01$

After carrying out the analysis without the five items (2, 3, 6, 9 & 16), the new analysis with the remaining items is presented in Table 3.3. An additional criterion, that is, suggested increase of Cronbach's alpha associated with prospective removal of each item was considered at this stage. None of the items indicated sizable increase of Cronbach's alpha associated with its removal (Table 3.3.).

Table 3.3

Item-analysis of the 18-item Racial Prejudice Scale

Serial no.	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	I won't mind if anyone from other races gets invited in our house.	0.29	0.81

Serial no.	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4	People from other races have many good qualities.	0.42	0.80
5	People of other races are trustworthy.	0.42	0.80
7	I like friends of other races.	0.50	0.80
8	I won't feel bad mixing with friends of other races.	0.37	0.81
10	I would do a group activity with friends of other races.	0.37	0.81
11	We don't have much difference even if we don't look alike.	0.32	0.81
12	I think there's no difference between Bangalee friends and friends of other races.	0.50	0.80
13	I think making friends of other races is easy.	0.50	0.80
14	I don't have any negative thoughts towards friends of other races.	0.47	0.80
15	Friends of other races don't have any negative thoughts towards us.	0.30	0.81
17	I respect rituals of other races.	0.28	0.81
18	I want all races to prosper.	0.33	0.81
19	We might need people of other races as	0.48	0.80

Serial no.	Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
	well.		
20	I would go for helping a friend of other races in case of emergency.	0.53	0.80
21	I would go to the festivals of other races if I were invited to.	0.51	0.80
22	I don't like mocking at names of friends of other races.	0.29	0.81
23	I respect the way people of other races talk.	0.34	0.81

3.1.5. Factor analysis

Exploratory factor analysis was carried out using the principal component method with varimax rotation (due to uncorrelated components). Kaiser-Meyer-Olkin scores (.842) and Bartlett's test of sphericity ($\chi^2 = 972.519$, $p < .001$) indicated suitability of the data for factor analysis. Eigen values revealed a three factor structures for the scale. Loadings of the items in the three factors have been presented in Table 3.4.

Based on the similarity of the items, the factors were consecutively named as, acceptance, egalitarianism, and compatibility. All the items indicated sufficient loading on at least one factors except for one item (serial no. 22) which failed to load on any of the three factors. Most of the items indicated a clear loading on a single factor, however, three items (serial no. 4, 19, and 20, in Table 3.4) demonstrated sizable cross loading (> 0.3) on additional factor. Closer inspection of item similarity suggested retention of the items under

the factors where they had highest loading. However, for the one item (serial no 4), despite having higher loading on factor 2, the item was retained in factor 1 due to its conceptual association.

Table 3.4

Factor loading of the 18-item Racial Prejudice Scale for Children

Serial no.	Items	Acceptance	Egalitarianism	Compatibility
		F1	F2	F3
1	I won't mind if anyone from other races gets invited in our house.	0.05	0.55	0.06
4	People from other races have many good qualities.	0.40*	0.39	0.13
5	People of other races are trustworthy.	0.48	0.24	0.15
7	I like friends of other races.	0.23	0.60	0.22
8	I won't feel bad mixing with friends of other races.	0.04	0.74	0.01
10	I would do a group activity with friends of other races.	0.37	0.22	0.12
11	We don't have much difference even if we don't look alike.	0.12	0.51	0.07
12	I think there's no difference between Bangalee friends	0.26	0.58	0.19

Serial no.	Items	Acceptance F1	Egalitarianism F2	Compatibility F3
	and friends of other races.			
13	I think making friends of other races is easy.	0.56	0.18	0.25
14	I don't have any negative thoughts towards friends of other races.	0.68	0.20	0.04
15	Friends of other races don't have any negative thoughts towards us.	0.74	-0.05	-0.08
17	I respect rituals of other races.	0.06	-0.03	0.63
18	I want all races to prosper.	-0.12	0.14	0.77
19	We might need people of other races as well.	0.30	0.18	0.56
20	I would go for helping a friend of other races in case of emergency.	0.22	0.33	0.59
21	I would go to the festivals of other races if I were invited to.	0.29	0.29	0.51
22	<i>I don't like mocking at names of friends of other races.</i>	<i>0.28</i>	<i>0.08</i>	<i>0.21</i>

Serial no.	Items	Acceptance F1	Egalitarianism F2	Compatibility F3
23	I respect the way people of other races talk.	0.40	-0.06	0.41*

* Despite equivalent loading of the items on an alternative factor. The choice of preferred factor was made based on conceptual understanding.

Note: Loading in bold faces indicated subscription of items under the specific factor.

Three subscales of the 17-item Racial Prejudice Scale demonstrated acceptable correlation (Table 3.5). Please note that item with serial no. 22 was excluded from the scale as well as subscales due to its insufficient loading (ranging from 0.081 to 0.247) on the factors.

Table 3.5.

Interrelationship among three subscales.

Subscales	F2	F3
F1	.491**	.460**
F2	1	.476**

** $p < 0.01$

3.1.6. The Final Racial Prejudice Scale for Children

The final version of the scale consisted of 17 items with all reverse coded items. The response options used were ‘completely agree’, ‘somewhat agree’, ‘slightly agree’, and ‘not at all agree’. The final scale with the response option is presented at Table 3.6.

Table 3.6.

The final Racial Prejudice Scale for children.

Item no.	Items	Completely agree	Somewhat agree	Slightly agree	Not at all agree
1	I won't mind if anyone from other races gets invited in our house.				
2	People from other races have many good qualities.				
3	People of other races are trustworthy.				
4	I like friends of other races.				
5	I won't feel bad mixing with friends of other races.				
6	I would do a group activity with friends of other races.				
7	We don't have much difference even if we don't look alike.				
8	I think there's no difference between Bangalee friends and friends of other races.				
9	I think making friends of other races is easy.				

Item no.	Items	Completely agree	Somewhat agree	Slightly agree	Not at all agree
10	I don't have any negative thoughts towards friends of other races.				
11	Friends of other races don't have any negative thoughts towards us.				
12	I respect rituals of other races.				
13	I want all races to prosper.				
14	We might need people of other races as well.				
15	I would go for helping a friend of other races in case of emergency.				
16	I would go to the festivals of other races if I were invited to.				
17	I respect the way people of other races talk.				

3.1.7. Reliability of the scale

Two forms of reliability namely internal consistency reliability and test-retest reliability were assessed for the present scale.

3.1.7.1. Internal consistency reliability. Cronbach's alpha for the final 17-item scale was .811 which indicated acceptable internal consistency of the instrument (Nunally, 1978)

3.1.7.2. Test-retest reliability. The scale was administered to a sample of 30 respondents with a gap of a week. Prior to the response they were instructed about the

procedures and the anonymity of the response. Test-retest reliability of the scale was found to be .69 ($p < .01$).

3.1.8. Validity of the scale

Evidence of three types of validity is presented for the scale: content validity, face validity and criterion-related validity.

3.1.8.1. Content Validity. Most items for the scale were collected from existing scales with proven content validity of a racial prejudice scale developed for adults. The scale was developed involving diverse ethnic groups in the CHT context. However, as the new scale is intended to be used with children, it was necessary to check expert opinion about the suitability of the content on children for which face validity was assessed.

3.1.8.2. Face validity. The face validity of the scale was assessed by a group of four independent judges. The judges rated the item's ability to represent the core concept of the scale. The items of the scale were found to be highly relevant demonstrating its satisfactory face validity. The rating for the scale ranged from 3.26 to 4 (average rating 3.74).

3.1.8.3. Criterion-related validity. Feeling thermometer is worldwide used as single item attitudinal measure. Numerous studies have used feeling thermometer as a measure of racial prejudice (Mozumder, 2013). A racial prejudice thermometer was used as criterion measure of racial prejudice. The scale was administered in parallel to a feeling thermometer to determine the criterion validity (in concurrent method). Correlation between the feeling thermometer and the scale was found to be $r = -.43$ ($p < .01$).

3.2. The Friendliness Scale

The scale was prepared with five initial items according to a definition that refers to the tendency to relate, accept, and interact with others of similar age, state, and situation or other features. The judges were requested to rate on a scale of four-point response the degree to which each item of the scale represented the central concept of friendliness. The items witnessed a change in terms of wording and the concept of universality regarding one item. For example, the item “I can easily make friendship with others” has been changed from “Do you think you can easily make friendship with others?” Similarly, the item “Do you think it is important to consider a person’s race, religion, and skin color while making friends?” was omitted from the scale because the respondents (the six graders) might not understand the concept of objectification based on the appearance. The questioning pattern of the items were rephrased into positive statements suggested by the judges. Besides a new item was included in the scale, “I think we can share our feelings with friends” based on the comment made by a judge. The draft version of the scale was later evaluated by four judges. All items passed the average rating (3.00). Psychometric properties for this scale were not assessed in this study.

3.3. The Self-esteem Questionnaire

The items in the self-esteem questionnaire were obtained from Blaney et al. (1977). The items were translated forwardly by three independent assistant clinical psychologists and the translation back into English was also carried out by three assistant clinical psychologists. The questionnaire was sent to the four judges in order to rate its items relevance or appropriateness. All items passed the average rating (3.00).

3.4. The Perceived Liking by Peers

The one-item questionnaire (“Do you think your friends in the classroom like you?”) was taken from Blaney et al. (1977). The questionnaire aimed at measuring the perceived

liking by peers was translated and back translated by a group of six independent assistant clinical psychologists. The questionnaire was then sent to be judged on a four-point Likert type response.

3.5. The Perceived Efficacy for Peer Teaching

Taken from Blaney et al. (1977) the one-item questionnaire (“Can you learn something from your friends in the classroom?”) was made final following the steps mentioned above in the perceived liking by peers.

3.6. The Liking for School

This questionnaire was also taken from Blaney et al. (1977). The three-item questionnaire was related to the feelings about the school or while being in the classroom. The items were translated and back translated and then evaluated by the judges. Note that, all the questionnaires taken from Blaney et al. (1977) (The Self-esteem questionnaire, the perceived Liking by Peers, the Perceived Efficacy for Peer Teaching, and the Liking for School) were evaluated by four judges and did not undergo psychometric assessment.

CHAPTER 4
INTERVENTION: JIGSAW CLASSROOM

INTERVENTION: JIGSAW CLASSROOM

The present study used Jigsaw classroom as an intervention to reduce the racial prejudice. The essence of the intervention is to reduce prejudicial attitude through engaging students in cooperative tasks. The tasks are designed in such a way not just to reduce prejudice but to facilitate mutual friendship while increasing the number of friends and empathy for friends. There were two assessment periods: pre-and-post assessment. Outcome indicators were assessed by a set of questionnaires a day before the intervention started. The post-assessment took place two-and half months from the ending period of the Jigsaw intervention.

4.1. Jigsaw Procedure

The steps outlined by the Jigsaw Classroom Website (www.Jigsaw.org) were followed. The steps are dividing students into groups, appointing one as leader, dividing the lessons into segments, assigning each student to learn the segments, giving time to read over the segments, forming an expert group, bringing them back in the original Jigsaw groups, presenting segments to the group, observing the process, and finally taking a quick test (the steps are presented in Figure 4.1). The number of the groups was determined by the segments of the chapter (each chapter has a number of segments). After dividing the students into groups, one student was chosen randomly to be a leader. They were notified that gradually each student would appear as a leader. They were given segments and 30 minutes to read over the segments. Each member of the group irrespective of race and sex had the equal chance of getting a specific segment of the reading material. They were instructed to not try to read the segments others were assigned to. The students were encouraged to read the segment as many times as they could and become familiar with it. They were encouraged to conceptualize the segments instead of memorizing them. After 30 minutes they were asked to

form an expert group with students having the same segment in each group. Having been assigned to an expert group for 30 minutes one student from each group joined other students who were, too, assigned to the same segment. The task in the group was to discuss the basic points of their segment to share with their original Jigsaw group. Once they were done reading and discussing the segment of the reading material in the expert group, they were bringing back into their original Jigsaw groups. Each student from the expert groups now returned and rejoined their Jigsaw members with the necessary preparation to disseminate the knowledge. At this stage, each student was asked to present his or her segment to the group for 30 minutes. He or she could present the added information or idea shared by the other expert members if necessary. Other members in the group were encouraged to ask questions for clarification. They could initiate an open discussion about the segments where all members in the group could discuss it. The role of the researcher and research assistant was to float from group to group to see if the groups were having any trouble. After the consolidation of the learning the students took part in a quiz on the material at the end of the session. The duration of the quiz was determined at 20 minutes.

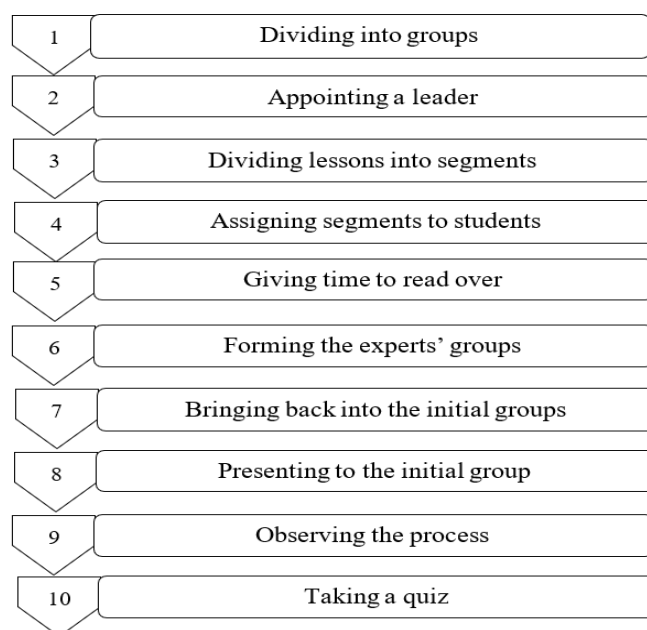


Figure 4.1 The steps of the Jigsaw classroom.

4.1.1. The Jigsaw Intervention Material

The intervention material was prepared from the Bangla version of a Grade-VII textbook named Bangladesh and Global Studies (Bangladesh and Global Studies, 2019). The textbook was used instead of external reading materials to avoid ethical dilemma of deciding what is suitable and what is not for the children. The choice of textbook at the material seemed a better choice as it is already approved by the government and the curriculum board as standard material for the students. The book contained 12 chapters on different topics spanning from liberation movement of the country to international cooperation. The detailed of the chapter contents are presented in the following sections.

4.1.1.1. Session 1: Liberation Movement of Bangladesh. This session was designed based on the 1st chapter of the book. This session contained information about different aspects of the state language movement including the six points demands and liberation war in 1971. This chapter had eight subsections and several image and figures spread through 14 pages.

4.1.1.2. Session 2: Culture and Cultural Diversity of Bangladesh. This session was designed based on content of the chapter of the book. It contained information regarding the diversity of cultures in terms of language, religion, and community in rural and urban areas in Bangladesh. The chapter also includes folk culture and its elements as well as the cultures of various ethnic groups of Bangladesh. The material included five subsections and was presented with text and images (seven images) which spread across 11 pages.

4.1.1.3. Session 3: Growth of Child in a Family. The concept and nature of family, comparison of family in rural and urban contexts, the socialization of a child, and the human as well as social virtues for social relationships were included in this session. This chapter contained 5 pages with four subsections and no image or figures.

4.1.1.4. Session 4: Economy of Bangladesh. The informal economic activities, expansion of informal economic activities in rural and urban areas, the role of informal economic activities in the national economy, and the roles of import and export industries were included in this session. This session had four subsections and several images/ figures spreading across nine pages.

4.1.1.5. Session 5: Bangladesh and Citizen of Bangladesh. This chapter was selected for session 5 that contained the characteristics of a good citizen, the obstacles on the way to become a good citizen and their remedies, the importance of a good citizen in the socio-economic development of Bangladesh, and the rights as well as responsibilities of a good citizen. There were five subsections and one figure spreading though six pages.

4.1.1.6. Session 6: Election System of Bangladesh. This session was based on the 6th chapter of the book. It contained the concept, importance, and systems of election including the local and national level elections. It also contained the code of conduct of election, and qualification of voters in Bangladesh. It spread across seven pages containing four subsections and a figure.

4.1.1.7. Session 7: Climate of Bangladesh. The description of the climate of Bangladesh, the causes of climate change in Bangladesh, examples of some disasters related to climate change, and the roles to mitigate the disasters were included in this session. Spreading through nine pages, it contained five subsections eight images.

4.1.1.8. Session 8: Introduction to Population of Bangladesh. This session covered a comparative discussion of populations in Bangladesh and other regional countries, the concept of changeability of population, the reasons of migration, mortality rates in Bangladesh, the pressure of populations on natural resources, the reasons of population

increase, and the steps to mitigate population problem. It contained 11 pages with six subsections and three tables.

4.1.1.9. Session 9: Rights of Senior Citizens and Women in Bangladesh. This session was designed based on the 9th chapter of the book. The concept of rights of the seniors, the problems senior citizens experience, and the welfare system for senior citizens in Bangladesh were covered in the session. Additionally, this session also covered women's rights, importance of women's rights in Bangladesh, the rights women enjoy and the steps to ensure women rights. Spreading through eight pages, this session contained six subsections with two images.

4.1.1.10. Session 10: Social Problems in Bangladesh. Social problems in Bangladesh included the custom, causes, and effects of dowry. It also discussed the 'Anti-dowry' law, the social movement to resist and resolve dowry related problems, the effects of child marriage, and the steps to resist child marriages in Bangladesh. It contained five pages, five subsections, and three images.

4.1.1.11. Session 11: Some Countries in Asia. This session was designed according to the 11th chapter of the book that included the friendship and cooperation between Bangladesh and some neighboring countries such as India, China, Japan, Korea, and Malaysia. Containing five figures and two subsections, this chapter spread across six pages.

4.1.1.12. Session 12: Bangladesh & International Cooperation. Chapter no. 12 was used to design this session. The concept of international cooperation and its significance, the structure, objectives, principles, and different branches of the United Nations, the role of United Nations as well as Bangladesh in international peace keeping forces. There were six subsections and a figure spreading through eight pages.

4.1.2. Piloting the Intervention

The Jigsaw intervention was applied to 35 students in order to see its suitability before the final administration. The intervention took place in a Buddhist temple in Dhaka. Of them 19 students were female whereas the remaining 16 were male. The students were divided into seven groups with five members in each group. The 2nd chapter of the textbook was segmented into seven small parts and given to the members of each group. The 2nd chapter seemed to be relatively easy for the test administration. The intervention was followed by a quick test at the end of the discussion. The entire intervention took about one and half hours to complete. With the successful implementation of the Jigsaw classroom, the researcher went forward with the factors observed.

4.3. Instruments

The Racial Prejudice Scale for Children, the Feeling Thermometer, the Self-esteem Questionnaire, the Perceived Efficacy for Peer Teaching, the Perceived Liking by Peers, the Friendliness scale, and the Liking for School were used. The set of questionnaires was used prior to and after the Jigsaw intervention. A chapter of the seven grader's textbook named Bangladesh and Global Studies (Bangladesh and Global Studies, 2019) was used as an intervention material in the subsequent interventions. Questions were prepared for each chapter. The chapter of the textbook is presented in the Appendix D.

4.3.1. Socio-demographic information sheet. There were two socio-demographic information sheets. The sheet for the parents included information pertaining to the age, gender, race, language, educational status and monthly income. Besides, there were questions regarding the number of hours spent they spend with friends of other races, the nature of the family (single or joint), socio-economic status, and the activities they liked to pursue when they were not at school. The demographic information along with the consent form for parents were given to the students to be filled up by their parents or local guardians. They

were instructed about how they should approach their parents for the consent. The demographic information sheet designed for the students were given to them.

4.3.2. The Racial Prejudice Scale for Children. The scale was developed for children aged 11-18. The 17-item four-point Likert-type scale was assessed in terms of the psychometric properties. The reliability measures included test-retest reliability ($r = .67$) and internal consistency reliability (the overall Cronbach's alpha $r = .811$). Face validity was assessed by four independent judges while the criterion-related validity of the scale was found $r = -.43$ when correlating with feeling thermometer. The scale yielded three-factor structure such as acceptance, egalitarianism, and compatibility. They also demonstrated acceptable correlation among each other.

4.3.3. The Friendliness Scale. The scale was developed based on an operational definition of friendliness. The draft version of the scale was evaluated by four judges. No psychometric properties were assessed for the scale.

4.3.4. The Self-esteem Questionnaire. The five-item self-esteem scale was adopted from a previous study (Blaney et al., 1977). The items were translated and back translated by a group of six assistant clinical psychologists. The translated version was then evaluated by the four judges. The psychometric properties have not been established.

4.3.5. The Perceived Liking by Peers. The one-item questionnaire was also adopted from the previous study (Blaney et al., 1977). The questionnaire was finalized by translation and back-translation with evaluation by a group of four judges. Psychometric properties were not assessed.

4.3.6. The Perceived Efficacy for Peer Teaching. Following the same procedure as mentioned in the preparation of the perceived liking by peer questionnaire, the perceived

efficacy for peer teaching has also been made ready for administration. No psychometric properties were assessed.

4.3.7. The Liking for School. The scale items were translated and back translated by six assistant clinical psychologists. A group of four judges evaluated the scale. The psychometric properties have not been assessed.

4.3.8. The intervention material. The Bangladesh and Global Studies (Bangladesh and Global Studies, 2019) of seven grader's was used textbook as an intervention tool. In order to minimize the extraneous factors that could result in potential bias, the textbook was used because it was standardized and children across races have access to it. English and Bangla both versions are available for this book. The Bangla version was used in the study. The subject was selected in consistence with the nature of the study. The online version of the book has 12 chapters while printed version has 13.

The students took a quiz at the end of each session. The quiz items were prepared taking the Bloom's Taxonomy (Bloom et al., 1956) into account. Quiz on each chapter consisted of five multiple choice or written questions or sometimes both. The quiz for each chapter is attached in Appendix E.

4.5. Data Collection

The intervention was carried out by the researcher himself along with an assistant. The research assistant was given a three-hour training prior to the intervention. A role play session with a group of four students in accordance with the steps outlined in the Jigsaw classroom method (see the procedure section for details) was also conducted. The assistant was requested to sign a contract paper prior to involving in the study.

4.6. Participants

Both Bangalee and ethnic children aged between 10 and 14 took part in the study. A total of 154 students from two Sections (A, B) of Grade VI participated in the study. The experimental group (section A) consisted of 76 students while the control group (section B) included 78 students. However, the number of participants attending specific intervention session varied due to non-attendance of a few participants (see Appendix F for details). The demographic information of the participants is presented in Table 2.2.

Table 4.1

Demographic properties of participants for the intervention.

Variables	Groups of Participants	
	Experimental	Control
	N (%)	N (%)
Gender		
Male	40 (52.6%)	39 (50.0%)
Female	36 (47.4%)	39 (50.0%)
Ethnicity		
Bangalee	14 (18.4%)	17 (21.8%)
Indigenous	62 (81.57%)	61 (78.2%)
Religion		
Islam	9 (11.8%)	11 (14.1%)
Hindu	3 (3.9%)	6 (7.7%)
Buddhist	64 (84.2%)	61 (78.2%)
First Language		
Bangla	14 (18.4%)	17 (21.8%)

Chakma	61 (80.3%)	45 (57.7%)
Marma	1 (1.3%)	16 (20.5%)

Time Frame. The measures were administered a day before the intervention was started. The intervention spread through October 14, 2019 to November 3, 2019. The post-assessment took place two and half months later (January 19, 2020) from the period the intervention had come to an end.

Table 4.2

Number of participants in each group.

Assessment Period	Group	Number of participants		
		Male	Female	Total
Pre-assessment	Experimental	40	36	76
	Control	39	39	78
Post-assessment	Experimental	26	31	57
	Control	30	29	59

CHAPTER 5

RESULTS

RESULTS

As per the objectives of the study we tested the effect of Jigsaw classroom intervention to reduce racial prejudice among children. It was hypothesized that; the intervention will have an impact on some additional constructs as supportive evidence of the outcome of the Jigsaw intervention. Due to our choice of quasi-experimental design in conducting this study, mixed-method ANOVA was the chosen method of data analysis. SPSS 25 (IBM, 2017) was used to analyze the data.

5.1. Effect of Intervention on Primary Outcome Indicator

5.1.1. Racial Prejudice. The results indicated that the main effect of time was non-significant, $F(1, 86)=3.67, p > .05$, which indicated that when the groups (experimental and control) were not in consideration, children's racial prejudice did not decrease after intervention (Table 5.1). Additionally, there was no significant main effect of groups (control and experimental), $F(1, 86)=.847, p > .001$, which indicated that, when the time was not in consideration, there was no difference in the racial prejudice between the two groups (control and experimental). However, there was a significant interaction between time and group, $F(1, 86)=5.154, p < .05$, which indicates the differential effect of the intervention (time) on the groups. Further exploration of marginal means revealed an increase in prejudice in the control group while it decreased in the experimental group over time (Figure 5.1).

5.1.1a. Racial prejudice: Acceptance subscale. The results suggested that the main effect of time was significant, $F(1, 98)=3.942, p < .05$, which indicated that children's acceptance of children of other races changed after the intervention (Table 5.1) when groups (experimental and control) were not in consideration. At the same time, there was a significant main effect of groups (experimental and control), $F(1, 98)=72.319, p < .05$, which

indicated that when the time was not in consideration, there was a difference in the acceptance in the two groups (control and experimental). Additionally, there was a significant interaction between time and group, $F(1, 98)=74.654, p < .05$, which indicated that there was a differential effect of the intervention (time) between the two groups. Further exploration of marginal means suggested a decrease in acceptance score (i.e., an increase in acceptance, please note that the items were reverse coded) in the experimental group while it increased in the control group (Figure 5.1).

5.1.1b. Racial prejudice: Egalitarianism subscale. The results suggested that the main effect of time was significant, $F(1, 104)=6.505, p < .05$, which indicated that egalitarianism changed over time (Table 5.1) when the group effects were not considered. However, there was no significant main effect of groups (experimental and control), $F(1, 104)=0.009, p > .05$, which indicated that when the time was not in consideration, there was no difference in the egalitarianism in the two groups (experimental and control). In addition, there was no significant interaction between time and group, $F(1, 104)=1.266, p > .05$, which indicated no differential effect of the intervention (time) on the groups (experimental and control) (Figure 5.10).

5.1.1c. Racial prejudice: Compatibility subscale. The results suggested that the main effect of time was not significant, $F(1, 104)=2.449, p > .05$, which indicated that when the groups (experimental and control), were not in consideration, children's compatibility did not change after the intervention (Table 5.1). Furthermore, there was no significant main effect of groups (experimental and control), $F(1, 104)=0.068, p > .05$, which indicated that there was no difference in the compatibility in the two groups (control and experimental) when the effect of time was not in consideration. In addition, there was no significant interaction between time and group, $F(1, 104)=0.05, p > .05$, suggesting no differential effect of the intervention (time) on the two groups (experimental and control) (Figure 5.1).

Table 5.1

Comparison of marginal means, standard deviations and F-values for the two groups across time.

Outcome variable	Experimental	Control Group M (SD)	Statistic		
	Group M (SD)		Within group (time effect)	Between group (group effect)	Interaction effect
1 Overall Racial Prejudice (RP)					
Pre-intervention	31.08 (8.53)	27.47 (6.90)	$F(1, 86)=3.67^*$	$F(1, 86)=.85$	$F(1, 86)=5.15^*$
Post-intervention	30.68 (6.73)	32.25 (7.32)			
1a. Acceptance Subscale (RP)					
Pre-intervention	13.04 (3.86)	10.61 (3.56)	$F(1, 98)=3.94^*$	$F(1, 98)=6.84^*$	$F(1, 98)=5.35^*$
Post-intervention	12.87 (3.21)	12.89 (3.36)			
1b. Egalitarianism Subscale (RP)					
Pre-intervention	8.68 (2.48)	8.21 (3.21)	$F(1, 104)=6.51^*$	$F(1, 104)=.01$	$F(1, 104)=1.27$
Post-intervention	9.22 (3.21)	9.61 (3.20)			
1c. Compatibility Subscale (RP)					

Outcome variable	Experimental	Control Group	Statistic		
	Group		Within group	Between group	Interaction effect
	M (SD)	M (SD)	(time effect)	(group effect)	
Pre-intervention	9.37 (4.03)	9.15 (3.61)	$F(1, 104)=2.45$	$F(1, 104)=0.07$	$F(1, 104)=0.05$
Post-intervention	10.00 (3.01)	9.98 (2.92)			
Post-intervention	80.00 (19.46)	63.56 (27.96)			
2 Friendliness					
Pre-intervention	17.73 (2.12)	17.07 (1.50)	$F(1,112)=12.22^*$	$F(1, 112)=2.88$	$F(1, 112)=.42$
Post-intervention	16.62 (2.22)	16.30 (2.42)			
3 Liking for school					
Pre-intervention	8.93 (0.81)	9.71 (1.31)	$F(1, 112)=3.23$	$F(1, 112)=6.56^*$	$F(1, 112)=7.91^*$
Post-intervention	9.07 (0.81)	9.05 (1.32)			
4 Self esteem					
Pre-intervention	14.94 (1.53)	13.93 (1.82)	$F(1, 111)=1.25$	$F(1, 111)=2.83$	$F(1, 111)=4.83^*$
Post-intervention	14.11 (2.05)	14.20 (2.36)			
5 Perceived linking by peers					

Outcome variable	Experimental	Control Group	Statistic		
	Group		Within group	Between group	Interaction effect
	M (SD)	M (SD)	(time effect)	(group effect)	
Pre-intervention	2.76 (1.17)	2.34 (0.71)	$F(1, 112)=.45$	$F(1, 112)=3.07$	$F(1, 112)=2.03$
Post-intervention	2.65 (1.08)	2.64 (1.08)			
6 Perceived efficacy for peers teaching					
Pre-intervention	3.42 (0.85)	3.31 (0.65)	$F(1, 112)=.31$	$F(1, 112)=1.10$	$F(1, 112)=.00$
Post-intervention	3.47 (0.63)	3.36 (0.91)			

* $p < .05$

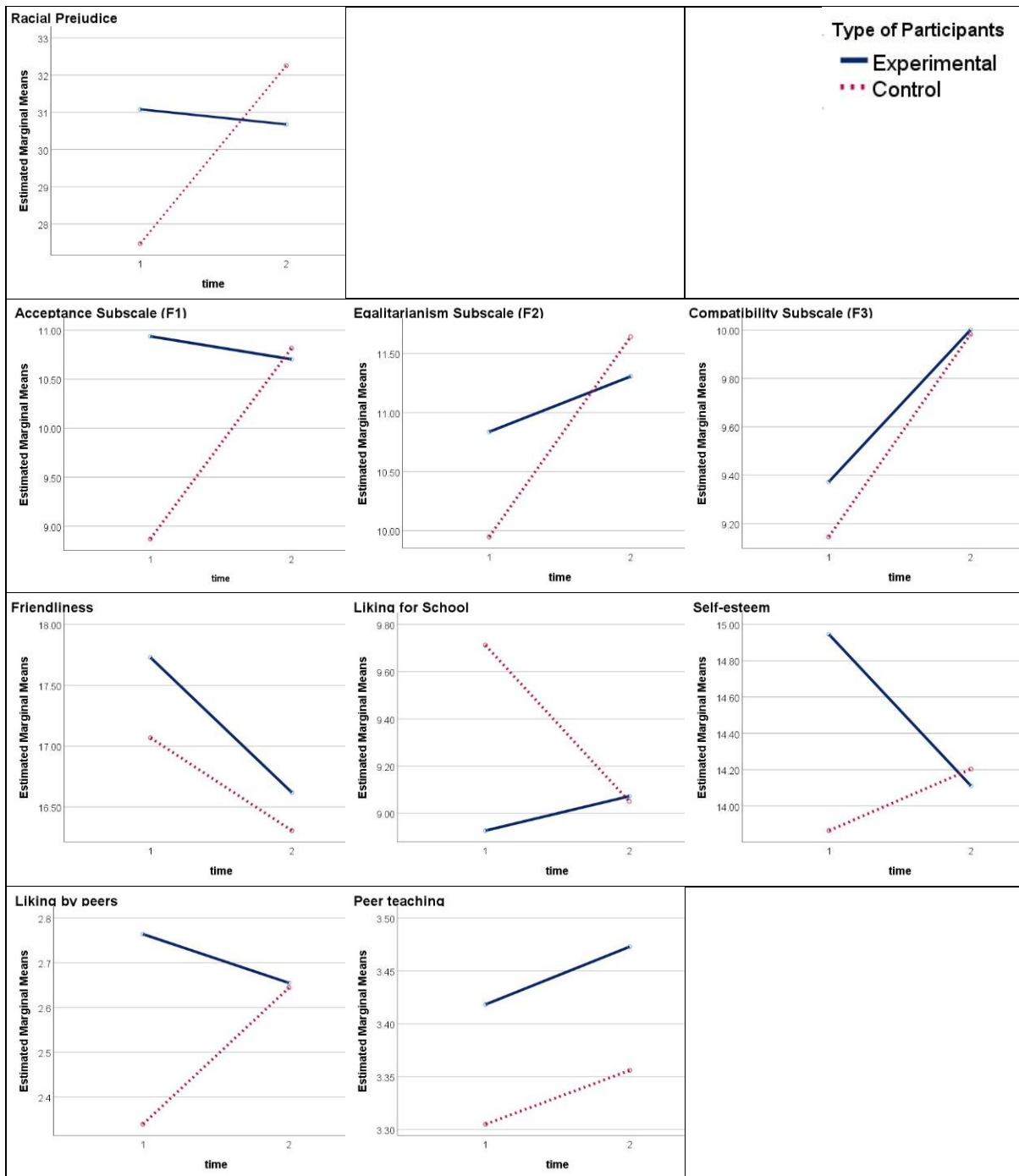


Figure 5.1 Estimated marginal means of the groups (experimental and control) over time (pre and post) on the outcome measures.

5.2. Effect of intervention on additional outcome indicators

5.2.1. Friendliness. The results suggested that the main effect of time was significant, $F(1, 112)=12.21, p < .001$, which indicated that overall, children's friendliness changed after

the intervention when groups (control and experimental) were out of consideration (Table 5.1). There was no significant main effect of groups (control and experimental), $F(1, 112)=2.882, p > .05$, which indicated that there was no difference in the friendliness between the two groups when the time was not considered. Furthermore, there was no significant interaction between time and group, $F(1, 112)=0.418, p > .05$, which indicated no differential effect of intervention across the groups over time (Figure 5.1).

5.2.2. Liking for School. The results suggested that the main effect of time was not significant, $F(1, 112)=3.234, p > .05$, which indicated that overall, when groups were not in consideration, children's liking for school did not change after the intervention (Table 5.1). However, there was a significant main effect of groups (control and experimental), $F(1, 112)=6.561, p < .05$, which indicated that when the time was not in consideration, there was a difference in the liking for school between the two groups (control and experimental). Moreover, there was a significant interaction between time and group, $F(1, 112)=7.912, p < .05$, which indicated a differential effect of the intervention (time) on the groups. Further inspection of marginal means suggested that there was an increase of liking for school in the experimental group while it decreased in the control group (Figure 5.1).

5.2.3. Self-esteem. The results suggested that the main effect of time was not significant, $F(1, 111)=3.234, p > .05$, which indicated that when the time was not in consideration, children's self-esteem did not change after the intervention (Table 5.1). Moreover, there was no significant main effect of groups (control and experimental), $F(1, 111)=2.831, p > .05$, which indicated that when the time was not in consideration, there was no difference in the self-esteem in the two groups (control and experimental). However, there was a significant interaction between time and group, $F(1, 111)=4.826, p < .05$, which indicated a differential effect of the intervention (time) across groups (experimental and

control). Further exploration of marginal means revealed that self-esteem increased more in the control group than in the experimental group (Figure 5.1).

5.2.4. Perceived Liking by Peers. The results suggested that the main effect of time was not significant, $F(1, 112)=0.454, p > .05$, which indicated that when the groups (experimental and control) were not in consideration, children's liking by peers did not change after the intervention (Table 5.1). At the same time, there was no significant main effect of groups (control and experimental), $F(1, 112)=3.074, p > .05$, which indicated that when the time was not in consideration, there was no difference in the liking by peers in the two groups (control and experimental). Additionally, there was also no significant interaction between time and group, $F(1, 112)=2.027, p > .05$, which indicated no differential effect of the intervention on the groups. See Figure 5.1 for marginal means for the two groups over time.

5.2.5. Perceived Efficacy for Peer Teaching. The results suggested that the main effect of time was not significant, $F(1, 112)=0.311, p > .05$, which indicated that when the groups were not in consideration, children's perceived efficacy for peer teaching did not change after the intervention (Table 5.1). In addition, there was no significant main effect of groups (control and experimental), $F(1, 112)=1.104, p > .05$, which indicated that when the time was not in consideration, there was no difference in the perceived efficacy for peer teaching in the two groups (control and experimental). Furthermore, there was no significant interaction between time and group, $F(1, 112)=0.000, p > .05$, which indicated no differential effect of the intervention (time) (Figure 5.1).

CHAPTER 6
DISCUSSION

DISCUSSION

The present study involved two phases in which the first phase the study focused on the development of instruments. The Racial Prejudice Scale and Friendliness Scale were developed for the study. Scale for measuring blatant prejudice is getting increasingly rare and consolidated with the rise of a more subtle form of prejudice across the world. A suitable scale for children is necessary to measure prejudice and observe the changes in prejudice over time. However, the lack of suitable psychometric instruments for measuring racial prejudice among children, especially in the CHT context in Bangladesh is scarce. The development of a racial prejudice scale for children is, therefore, one of the prominent contributions of the present study. The majority of the items on the scale were selected from an existing scale (Mozumder, 2013) while the remaining items were selected based on the conceptual understanding of the construct. The draft scale underwent judge evaluation and rigorous psychometric assessment. A total of 298 participants from the CHT were purposefully recruited. The results indicated that the scale was a reliable and valid instrument with Cronbach's alpha ($\alpha = .811$), adequate test-retest reliability ($r = .69, p < .01$), and criterion-related validity, ($r = -.43, p < .01$). The scale demonstrated three-factor structures.

The Liking for School, Self-esteem Questionnaire, Perceived Liking by Peers, and Perceived Efficacy for Peer Teaching were taken from Blaney et al. (1977). The Friendliness Scale and the measures taken from Blaney et al. (1977) were translated and evaluated by a group of mental health professionals. However, they did not undergo rigorous psychometric assessment.

The second phase of the study aimed to investigate the effectiveness of the Jigsaw classroom in reducing racial prejudice among children in the CHT. A quasi-experimental design was employed for the study just as employed in other studies (see Bratt,

2008). Children aged between 11 and 15 ($M=11.59$; $SD=.72$) participated in this study. The school where the study took place was purposefully selected whereas the participants were randomly assigned to the intervention and non-intervention groups. The Jigsaw intervention was administered for 12 sessions in the intervention group while the non-intervention group did not receive any intervention during this period. The post-assessment was conducted two and half months after the pre-assessment. The Racial Prejudice Scale for Children, Feeling Thermometer, Friendliness Scale, Liking for School, Perceived Efficacy for Peer Teaching, Perceived Liking by Peers, and Self-esteem were used as measures of the direct and indirect outcomes of the intervention. Mixed method ANOVA was performed to analyze the data. The results indicated a decrease in racial prejudice in the intervention group in contrast to the non-intervention group where racial prejudice increased. The results also indicated a varying impact of the intervention on the other indicators for the intervention and the non-intervention group.

The Jigsaw intervention's ability to reduce racial prejudice has been well reported in the literature. Consistent with the previous body of research the present study also reported a reduction in racial prejudice in the intervention group (see Blaney et al., 1977; Aronson & Bridgeman, 1979; Aronson et al., 1978; Wolfe & Spencer, 1996; Walker & Crogan, 1998; Aronson & Thibodeau, 2006). The recategorization process of seeing other students from separate racial-ethnic groups as members of a more inclusive body might have contributed to the reduction of prejudice (Williams, 2004). The cooperative environment and the pursuit of collective achievement led by the Jigsaw classroom may have facilitated the reduction of racial prejudice in the intervention group. On the contrary, participants in the non-intervention group were not subjected to the intervention and did not experience a reduction of prejudice. The huge increase of racial prejudice in the non-intervention group is noteworthy along with only a minimal reduction of prejudice in the intervention group. It is

likely that some situational factor may have created a context that raised the general level of racial prejudice. One of such situational factors is the discussion and reiteration of the unimplemented clauses of the peace treaty that was signed on December 2, 1997. Therefore, it is likely that the unimplemented clauses can bring out dissatisfaction among the concerned stakeholders that have the potential to instigate violence in the CHT every December. If that is the case, the difference in racial prejudice between the intervention and non-intervention groups could be seen as a clear demonstration of how the intervention has prevented prejudice to spike in the intervention group.

When effects of the intervention were tested on the three subscales of the racial prejudice scale, an increase *inacceptance* of opposite race was indicated among the children in the intervention group while a decrease was found in the non-intervention group. However, no such effect was found for the *egalitarianism* subscale and *compatibility* subscale. Both intervention and non-intervention groups demonstrate a significant decrease in belief about egalitarianism and compatibility of the other race. These inconclusive findings on the subscales question the universality of the Jigsaw classroom as an effective means of reducing prejudice (see Bratt, 2008).

Evidence suggests that compatibility across groups in school contexts varies in systematic ways (Portes, 1999). Various social and psychological factors play roles in determining beliefs regarding the compatibility of other races among children. Therefore, it may seem too much of an expectation that compatibility belief will increase immediately through the Jigsaw classroom intervention.

The results of the present study showed that friendliness decreased in both the intervention and non-intervention groups. While the liking by peers and self-esteem decreased in the intervention group but they increased in the control group. In addition, the efficacy of peer teaching increased in both groups. However, the liking for school increased

in the intervention group while it decreased in the non-intervention group. These findings indicated that the Jigsaw intervention produced inconclusive results. One potential reason may be that the variables considered in the present study were not sufficient or culturally appropriate to bring about favorable outcomes. In addition, it is also possible that the Jigsaw classroom intervention may have failed to produce conclusive outcomes. It should be noted that recent evidence suggests varying degrees of the efficacy of the Jigsaw classroom intervention as a means of cooperative learning (Stanczak et al., 2020).

It is well-known that racial prejudice is determined by a number of factors. Therefore, it may be unreasonable to assume that a single intervention can produce a favorable change in the experience of the outcome measures especially when the effects of other variables cannot be ruled out or controlled. For example, one study reported that unknown historical events and a lack of internal validity of studies may produce unsuccessful outcomes of a Jigsaw intervention (Shadish et al., 2001). Additionally, it is also possible that studies reporting favorable intergroup relations have methodological limitations including a confirmation bias (Bratt, 2008). Various psychological processes can contribute to the development of social identity (Brewer, 1996) and power relations (Bobo, 1999). Lack of control over these subtle yet extremely important variables may restrict the successful outcomes of a Jigsaw intervention. Evidence as early as the 90s' showed that the Jigsaw intervention did not produce favorable outcomes even after selecting schools where the intervention was well-implemented (Moskowitz et al., 1983; 1985).

Extraneous factors might have interfered with the outcome indicators and implementation of the study leading to counterintuitive findings. The present study highlights the efforts and draws attention to the dearth of knowledge that would explain various socio-demographic factors contributing to the moderation of the outcome measures. Prior studies could have informed the present study about the challenges posed by such contextual

extraneous factors. Additionally, the limitations associated with designing, implementing, data collection, and analysis of research might also have contributed to mixed results where some outcome measures (e.g., racial prejudice, acceptance, and liking for school) were found to produce desirable findings while others produced counterintuitive findings. The sample size can also produce inconclusive results with weakened statistical power to detect effects (Bratt, 2008). Another study argued that the generalization of the cooperative experience following the Jigsaw intervention may be restricted as students are unlikely to perceive each other as an identical member of other ethnic groups (Hewstone, 2000).

It should be noted that this study is the first of its kind in Bangladesh. Detailed analysis and learning on the implementation of intervention from previous studies could have been extremely useful in designing the present study. The absence of such knowledge has left the researcher to work with limited perspectives on Jigsaw classroom intervention in the context of Bangladesh.

The small changes seen in the outcome measures after the intervention can be attributed to the fact that attitudinal changes take time (Krosnick, 1988). We have taken the post-intervention measure only two and half months after the intervention. It would be useful to have a follow-up assessment a year later to see if the outcome measures have changed.

Limitations of the Study

A few translated measures were used in this study without cultural validation (e.g., Self-esteem, Friendliness, Liking for School, Perceived Liking by Peers, and Perceived Efficacy for Peer Teaching). This might have undermined the validity and usability of the assessment of outcome indicators.

There was a disproportionate representation of ethnic groups among the participants where Chakma participants outnumbered Bangalee and Marma participants. Furthermore, with randomization, it was not possible to ensure that each small group had participants from all three ethnic groups. Therefore, racial contact could not be equally established for all the subgroups.

The number of participants in each Jigsaw classroom intervention session varied and there were some attritions in the post-intervention assessment. This has greatly reduced the number of available participants for comparison of the two groups. Additionally, there were some missing data on the outcome measures for both experimental and control groups which further reduced the usable sample size of the study.

A disturbing observation during data collection was that the participants were trying to check what their peers were responding to. It should be noted that, in Bangladeshi culture, checking with peers are very common among the students. Despite instruction and effort from the researchers to minimize this pattern, it was not possible to completely eliminate this from the present study.

Recommendations from the Present Study

In the present study, the Jigsaw classroom intervention generated supportive findings for a few outcome indicators (e.g., racial prejudice, liking for school, and acceptance) inconsistent with the existing body of knowledge while it also contained some inconsistent findings for other outcomes indicators. These findings may pose a question about the suitability of the intervention. Based on the learning from conducting the research and implementing the intervention a set of recommendations has been prepared.

1. Further intervention can be aimed at smaller parts of the Jigsaw intervention-based hypothesis before running an effectiveness study. The specific aspect to be investigated can include the suitability of the intervention, procedural aspects of running the intervention, and material development.
2. Qualitative explorations are recommended to uncover the pertinent sociodemographic factors contributing to the development and perpetuation of racial prejudice among children. Such exploration may help in detailing the specific intervention procedure suitable for the study population. Qualitative studies can also help in interpreting the effects of the intervention once it is implemented.
3. The contextual phenomena and incidences occurring at the same time frame of intervention need to be noted with particular attention and detail in testing social intervention.
4. Contextually reliable and valid psychometric measures devoted to measuring outcome indicators (e.g., racial prejudice) should be developed.
5. Racial prejudice takes time to change, therefore, a follow-up assessment is required to ascertain the change due to the intervention.
6. Longitudinal studies and randomized control trials are required to understand and monitor the changes brought about by the intervention and its efficacy. Besides, experimental studies are required with children of more diverse ethnic groups.

CHAPTER 7
CONCLUSIONS

CONCLUSIONS

The study was conceived from the work of Mozumder (2013) to reduce racial prejudice among children from indigenous and settler communities in the CHT, Bangladesh. Due to the conflict-prone nature of the region, this was an important but challenging study to conduct. The study aimed at testing the Jigsaw classroom intervention to reduce racial prejudice among children from different indigenous groups in the CHT.

The study employed a two-phase design. The first phase involved of the study the development and adaptation of instruments. The implementation of the Jigsaw classroom intervention comprised the second phase of the study.

To measure the primary outcome indicator, racial prejudice, a new 17-item scale was developed for use on the child population. The newly developed instrument went through a rigorous process psychometric assessment and was proved to be a reliable and valid instrument to measure racial prejudice among children in the CHT. Other measures were translated and evaluated by mental health professionals. A mixed-race school in the CHT was purposefully selected for the Jigsaw classroom implementation in which two groups (section A & B) of Grade VI mixed-race students (Chakma, Bangalee, and Marma) were randomly assigned to the experimental and control group. A standardized Govt approved textbook was used as intervention material. The outcome measures were administered before and after the implementation of the 12-session Jigsaw intervention.

The results indicated a reduction of racial prejudice among children in the intervention group while it increased in the non-intervention group. In addition, it also increased acceptance and liking for school. The other outcome measures produced inconsistent findings. Racial prejudice can impact children's perspectives about others belonging to different ethnic groups if left unaddressed. The Jigsaw classroom intervention

can promote inter-racial harmony that can also bring about a change in how the school environment is perceived (e.g., liking for school can increase as suggested by the results of the present study). Policymakers and stakeholders working on education, especially children's education can adapt the intervention to reduce the negative consequences of the conventional school atmosphere. A set of recommendations have been generated for future researchers working in the area.

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APPENDICES

Appendix A

Ethical Approval Form



Certificate of Ethical Approval

Project Number : **MP190901**

Project Title : **Reducing Racial Prejudice in Chattogram Hill Tracts through Contact-based Intervention**

Investigators : **Md. Omar Faruk and Muhammad Kamruzzaman Mozumder**

Approval Period : **17 September 2019 to 16 September 2021**

Terms of Approval

1. Any changes made to the details submitted for ethical approval should be notified and sought approval by the investigator(s) to the Department of Clinical Psychology Ethics Committee before incorporating the change.
2. The investigator(s) should inform the committee immediately in case of occurrence of any adverse unexpected events that hampers wellbeing of the participants or affect the ethical acceptability of the research.
3. The research project is subject to monitoring or audit by the Department of Clinical Psychology Ethics Committee.
4. The committee can cancel approval if ethical conduction of the research is found to be compromised.
5. If the research cannot be completed within the approved period, the investigator must submit application for an extension.
6. The investigator must submit a research completion report.

Chairperson
Ethics Committee
Department of Clinical Psychology
University of Dhaka

Appendix B1

Exploratory Statement for Students

ID

আমি মোঃ ওমর ফারুক ঢাকা বিশ্ববিদ্যালয়ের ক্লিনিক্যাল সাইকোলজি বিভাগের এমফিল গবেষক। আমার এমফিল গবেষণার অংশ হিসেবে আমি উক্ত বিভাগের সহযোগী অধ্যাপক ডঃমুহাম্মাদ কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে একটি গবেষণা করছি। উক্ত গবেষণায় অংশ নেবার জন্য আপনাকে বিনীতভাবে অনুরোধ করছি।

গবেষণার বিষয়বস্তু

বাংলাদেশের পার্বত্য অঞ্চলের বাঙালি এবং আদিবাসী জনগোষ্ঠীর মধ্যে বিদ্যমান জাতিগত বিদ্বেষ কমানোর লক্ষ্যে বর্তমান গবেষণাটি পরিচালনা করা হচ্ছে।

গবেষণায় যা করতে হবে

একটি দলের অংশ হিসেবে কিছু প্রতিযোগিতামূলক কাজে অংশগ্রহণ করতে হবে যেখানে একটি নির্দিষ্ট লক্ষ্য পূরণে দলের প্রতিটি সদস্যের সমান ভূমিকা থাকবে। উল্লেখ্য যে, প্রতিটি দলে বাঙালি এবং আদিবাসী সদস্য থাকবে।

অংশগ্রহণেরজন্যপ্রয়োজনীয়সময়

এক মাসধরেচলারকার্যক্রমে

সপ্তাহে

চার

দিনদুইঘন্টাসময়অতিবাহিতকরতেহবে।গবেষণারকার্যকারীতানিরূপণেরজন্যআড়াইমাসপরেপুনরায়২-

৩দিনসময়দিতেহবে।উল্লেখ্যযে,

প্রয়োজনানুসারেগবেষকেরসাথেআলোচনাকরারসময়ওতারিখনির্ধারণকরারসুযোগথাকবে।

সুবিধা এবং উপকারিতা

বাঙালিএবংআদিবাসীজনগোষ্ঠীরমধ্যেবিদ্যমানজাতিগতবিদ্বেষবাংলাদেশেরপার্বত্যঅঞ্চলেরবহুদিনেরঅমীমাংসিতসমস্যা।এরইজেরধরেপার্বত্যঅঞ্চলেরবিভিন্নবয়সীমানুষেরভেতরনিজস্বজাতিগতশ্রেষ্ঠত্বপ্রকাশেরমানসিকতাঅনেকসময়বিশৃঙ্খলা রজন্যদেয়।জাতিগতবিদ্বেষহ্রাসকরারজন্যএকটিসম্মতিশিক্ষাব্যবস্থাপ্রণয়নকরতেএইগবেষণাসাহায্যকরবে।তাছাড়া কোর্সকারিকুলামেসকলজাতি- ধর্ম- বর্ণেরমানুষেরজন্যঅংশগ্রহণমূলকশিক্ষাপদ্ধতিনির্বাচনেএইগবেষণারভূমিকাথাকবে।এই গবেষণায় অংশগ্রহণের জন্য কোন খরচের প্রয়োজন হবে না।

ঝুঁকি এবং গোপনীয়তা

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ ঝুঁকিমুক্ত। গবেষণায় অংশগ্রহণের ফলে কোন প্রকার ক্ষতি হবার আশঙ্কা নেই। সংগৃহীত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহার করা হবে। উল্লেখ্য , কারো ব্যক্তিগত নাম, পরিচয়, ঠিকানা করা হবে না, যাথেকেআপনাকে বা আপনার সন্তানকেশনাজ্ঞকরাসম্ভব।আপনারব্যক্তিগততথ্যএবংআপনারথেকেপাওয়াতথ্যএকটিকোডেরমাধ্যমেচিহ্নিতকরাহবেএবং সেইকোডটিগবেষকছাড়াউজানবেননা।উল্লেখ্যযে, সম্মতি ছাড়া আপনার কোন তথ্য নেওয়া হবে না।

অংশগ্রহণকারী হিসেবে আপনার অধিকার

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ স্বৈচ্ছামূলক। যেকোন সময় বাধ্যবাধকতা ছাড়াই গবেষণা থেকে বিরত থাকা যাবে। গবেষণায় অংশগ্রহণ করা থেকে বিরত থাকা অথবা গবেষণা থেকে নিজেকে প্রত্যাহার করার অধিকার আপনার রয়েছে। আপনি যেকোন সময় সম্মতিপত্র প্রত্যাহার করতে পারবেন, যারজন্যআপনাকেকোনপ্রশ্নেরবাক্ষতিরমুখোমুখিহতেহবেনা। আপনার সহযোগীতার জন্য ধন্যবাদ।

অংশগ্রহণকারীর নামসহ স্বাক্ষর

তারিখ

Appendix B2

Exploratory Statement for Parents

সম্মানিত মহোদয়,

আমি মোঃ ওমর ফারুক, ঢাকা বিশ্ববিদ্যালয়ের ক্লিনিক্যাল সাইকোলজি বিভাগের একজন এমফিল গবেষক। আমি উক্ত বিভাগের সহযোগী অধ্যাপক ডঃ মুহম্মদ কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে একটি গবেষণা করছি। আমার গবেষণার বিষয়- “Reducing Racial Prejudice in Chittagong Hill Tracts through Contact-based Intervention” পার্বত্য চট্টগ্রাম অঞ্চলে বসবাসরত বাঙালি এবং আদিবাসী শিশুদের ভেতর বিদ্যমান জাতিগত বিদ্বেষ দূরীকরণের জন্য একটি পরীক্ষণ পরিচালনা করা এবং পরীক্ষণটির কার্যকারিতা নিরূপণ করা এই গবেষণার উদ্দেশ্য। সংখ্যাগরিষ্ঠ বা সংখ্যালঘুত্বের উপর ভিত্তি করে গড়ে উঠা জাতিগত ভাবনা শিশুদের অন্যান্য জাতিগোষ্ঠী এবং মানুষ সম্পর্ক সম্যক ধারণা লাভের জন্য একটি অন্যতম অন্তরায়। অপ্রতুল কিংবা সঠিক ধারণা না থাকার ফলে অন্যান্য জাতিগোষ্ঠীর মানুষ, সংস্কার এবং সামগ্রিক অবস্থা সম্পর্কে নেতিবাচক বা ভ্রান্ত ধারণা তৈরি হয়। এর প্রভাব শিশুবয়স থেকে পরিণত বয়সেও থেকে যায়। যার ফলাফল হিসেবে পার্বত্য চট্টগ্রাম অঞ্চলে সময়ে সময়ে বাঙালি এবং আদিবাসীদের ভেতর দ্বন্দ্ব এবং বিবাদ দেখা যায়। এমনকি প্রাণনাশের ঘটনা পর্যন্তও ঘটে দেখা যায়। এরই পরিপ্রেক্ষিতে উক্ত অঞ্চলে সর্বদা চাপা উত্তেজনা বিরাজ করে, যেটি একসময় মারাত্মক জাতিগত হানাহানিতে বদলে যেতে পারে। এমতাবস্থায়, এ ধরনের অনাকাঙ্ক্ষিত ঘটনা প্রতিরোধ করার জন্য নানামুখী পদক্ষেপ প্রয়োজন। তারই অংশ হিসেবে বর্তমান গবেষণাটি পরিচালনা করা হচ্ছে। পার্বত্য চট্টগ্রাম অঞ্চলের ১০ থেকে ১২ বছর বয়সী শিশুদের গবেষণার অংশগ্রহণকারী হিসেবে বিবেচনা করা হচ্ছে। শিশুর মানসিক গঠনের প্রাথমিক পর্যায়ে যদি ভিন্ন জাতি, ধর্ম ও মতাবলম্বী মানুষদের প্রতি সহিষ্ণুতা এবং উদার মানসিকতা তৈরি করা যায় তাহলে ভবিষ্যতে এধরনের অপ্রত্যাশিত ঘটনা রোধ করা সম্ভব। এই গবেষণায় ১০ থেকে ১২ বছর বয়সী শিশুদের বিভিন্ন গ্রুপে ভাগ করা হবে- যেখানে বাঙালি এবং আদিবাসী শিশুরা সমান সংখ্যায় থাকবে। প্রতিটি গ্রুপ একটি প্রতিযোগিতামূলক কাজে অংশ নেবে এবং কাজটি সম্পন্ন করার জন্য প্রতিটি সদস্য সমান কাজ করবে। উল্লেখ্য যে, প্রতিযোগিতামূলক কাজটি একটি নির্দিষ্ট সময় ধরে চলবে (এক সপ্তাহ-প্রতিদিন দুই থেকে তিন ঘন্টা)। একটি নির্দিষ্ট লক্ষ্য পূরণের জন্য নিজ জাতিগোষ্ঠীর বাইরের অন্যান্য সদস্যদের সাথে সমানভাবে দায়িত্ব পালন করার ফলে তাঁদের ভেতর কি ধরনের পরিবর্তন (যেমনঃ মানসিক, সামাজিক) হচ্ছে সেটি পর্যালোচনা করাই এই গবেষণার মূল উদ্দেশ্য। এই গবেষণা বাংলাদেশের শিক্ষাব্যবস্থায় অংশগ্রহণমূলক উপাদান যোগ করতে সাহায্য করবে। যার ফলে সাম্প্রদায়িক সম্প্রীতি এবং পারস্পরিক সহিষ্ণুতা বৃদ্ধি পাবে।

উক্ত গবেষণায় অংশগ্রহণের অনুমতি প্রদানের জন্য আপনার নাম, পরিচয় ও অন্যান্য প্রাপ্ত তথ্যাদি কেবলমাত্র গবেষণার কাজেই ব্যবহার করা হবে। উল্লেখ্য যে, বর্তমান গবেষণাটির সকল কার্যাবলী সম্পর্কে বিশ্ববিদ্যালয়ের নৈতিক বিধিমালা সম্পর্কিত কমিটি (Ethical Committee) অবগত রয়েছে।

আপনার সন্তানকে উক্ত গবেষণায় অংশগ্রহণের জন্য আপনার কোন আশঙ্কিতা থাকলে অনুগ্রহ করে নিচে স্বাক্ষর করুন।

গবেষকের স্বাক্ষর

অভিভাবকের নাম ও স্বাক্ষর সহ তারিখ

.....
মোঃ ওমর ফারুক
এম. ফিল(পার্ট-২)
ক্লিনিক্যাল সাইকোলজি বিভাগ
ঢাকা বিশ্ববিদ্যালয়

Appendix B3

Consent form for Parents

আমি মোঃ ওমর ফারুক ঢাকা বিশ্ববিদ্যালয়ের ক্লিনিক্যাল সাইকোলজি বিভাগের এমফিল গবেষক। আমার এমফিল গবেষণার অংশ হিসেবে আমি উক্ত বিভাগের সহযোগী অধ্যাপক ডঃ মুহাম্মদ কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে বাংলাদেশের পার্বত্য অঞ্চলের বাঙালি এবং আদিবাসী জনগোষ্ঠীর মধ্যে বিদ্যমান জাতিগত বিদ্বেষ/সংস্কার হ্রাস করার/কমানোর লক্ষ্যে বর্তমান গবেষণাটি করছি।

আমি আমার সন্তানকে ঢাকা বিশ্ববিদ্যালয়ের উপরোল্লিখিত গবেষণা প্রকল্পে অংশগ্রহণ করার জন্য সম্মতি দিচ্ছি। আমাকে গবেষণা প্রকল্পটি সম্পর্কে বিস্তারিত বুঝিয়ে বলা হয়েছে এবং ব্যাখ্যামূলক বিবৃতি দেওয়া হয়েছে যা আমি পড়েছি (বা আমাকে পড়ে শোনানো হয়েছে) এবং বুঝেছি।

আমি নিশ্চিত করছি-

১। আমি আমার সন্তানকে এই প্রকল্পে অংশগ্রহণ করতে সম্মতি দিয়েছি।	হ্যাঁ <input type="checkbox"/> <input type="checkbox"/>
২। আমি গবেষককে গবেষণাকালীন সময় এবং কার্যকারীতা নিরূপণের জন্য সময় দেবার জন্য সম্মতি দিচ্ছি।	<input type="checkbox"/> হ্যাঁ <input type="checkbox"/> না
৩। আমি আমার পূরণ করা সম্মতিপত্র গবেষণার রেকর্ড হিসেবে ঢাকা বিশ্ববিদ্যালয়ের গবেষকদের কাছে জমা রাখতে সম্মতি দিচ্ছি।	<input type="checkbox"/> হ্যাঁ <input type="checkbox"/> না

আমাকে প্রকল্প এবং আমার সন্তানের অংশগ্রহণ করার ব্যাপারে প্রশ্ন করার সুযোগ দেওয়া হয়েছে। আমি বুঝতে পারছি আমার এবং আমার সন্তানের ব্যক্তিগত তথ্যের গোপনীয়তা রক্ষা করা হবে এবং এমন কোন তথ্য প্রকাশ করা হবে না যা থেকে আমাদের শনাক্ত করা সম্ভব। আমি আরো বুঝতে পারছি যে, ইচ্ছা করলে সম্পূর্ণ বা আংশিক প্রকল্পে অংশগ্রহণ করা থেকে আমার সন্তানকে বিরত রাখতে পারি, যার জন্য আমাকে কোনভাবেই ক্ষতিগ্রস্ত বা কোন প্রশ্নের মুখোমুখি হতে হবে না।

অংশগ্রহণকারীর অভিভাবকের নামঃ

.....

অংশগ্রহণকারীর স্বাক্ষরসহ তারিখঃ..... অথবা টিপসইঃ.....

গবেষকের নামঃ মোঃ ওমর ফারুক

গবেষকের স্বাক্ষরসহ তারিখঃ.....

Appendix B4

Exploratory Statement for School Authority

গবেষণা কার্যক্রমে অংশগ্রহণের অনুমতিপত্র (প্রতিষ্ঠান)

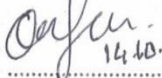
সম্মানিত মহোদয়,

আমি মোঃ ওমর ফারুক, ঢাকা বিশ্ববিদ্যালয়ের ক্লিনিক্যাল সাইকোলজি বিভাগের একজন এমফিল গবেষক। আমি উক্ত বিভাগের সহযোগী অধ্যাপক ডঃ মুহম্মদ কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে একটি গবেষণা করছি। আমার গবেষণার বিষয় - “Reducing Racial Prejudice in Chattogram Hill Tracts through Contact-Based Intervention” পার্বত্য চট্টগ্রাম অঞ্চলে বসবাসরত বাঙালি এবং আদিবাসী শিশুদের ভেতর বিদ্যমান জাতিগত বিদ্বেষ দূরীকরণের জন্য একটি পরীক্ষণ পরিচালনা করা এবং পরীক্ষণটির কার্যকারিতা নিরূপণ করা এই গবেষণার উদ্দেশ্য। সংখ্যাগরিষ্ঠ বা সংখ্যালঘুদের উপর ভিত্তি করে গড়ে উঠা জাতিগত ভাবনা শিশুদের অন্যান্য জাতিগোষ্ঠী এবং মানুষ সম্পর্ক সম্যক ধারণা লাভের জন্য একটি অন্যতম অন্তরায়। অপ্রতুল কিংবা সঠিক ধারণা না থাকার ফলে অন্যান্য জাতিগোষ্ঠীর মানুষ, সংস্কার এবং সামগ্রিক অবস্থা সম্পর্কে নেতিবাচক বা ভ্রান্ত ধারণা তৈরি হয়। এর প্রভাব শিশুবয়স থেকে পরিণত বয়সেও থেকে যায়। যার ফলাফল হিসেবে পার্বত্য চট্টগ্রাম অঞ্চলে সময়ে সময়ে বাঙালি এবং আদিবাসীদের ভেতর দ্বন্দ্ব এবং বিবাদ দেখা যায়। এমনকি প্রাণনাশের ঘটনা পর্যন্তও ঘটতে দেখা যায়। এরই পরিপ্রেক্ষিতে উক্ত অঞ্চলে সর্বদা চাপা উত্তেজনা বিরাজ করে, যেটি একসময় মারাত্মক জাতিগত হানাহানিতে বদলে যেতে পারে। এমতাবস্থায়, এ ধরণের অনাকাঙ্ক্ষিত ঘটনা প্রতিরোধ করার জন্য নানামুখী পদক্ষেপ প্রয়োজন। তারই অংশ হিসেবে বর্তমান গবেষণাটি পরিচালনা করা হচ্ছে। পার্বত্য চট্টগ্রাম অঞ্চলের ১০ থেকে ১২ বছর বয়সী শিশুদের গবেষণার অংশগ্রহণকারী হিসেবে বিবেচনা করা হচ্ছে। শিশুর মানসিক গঠনের প্রাথমিক পর্যায়ে যদি ভিন্ন জাতি, ধর্ম ও মতাবলম্বী মানুষদের প্রতি সহিষ্ণুতা এবং উদার মানসিকতা তৈরি করা যায় তাহলে ভবিষ্যতে এধরণের অপ্রত্যাশিত ঘটনা রোধ করা সম্ভব। মূল গবেষণার পাশাপাশি এই সম্পূর্ণ গবেষণায় ১০ থেকে ১২ বছর বয়সী শিশুদের একটি প্রশ্নপত্র দেওয়া হবে এবং প্রতিটি উক্তির সাপেক্ষে তাঁদের অভিমত জানাবে। মোট ক্ষেত্রের ভিত্তিতে তাঁদের ভেতর জাতিগত বিদ্বেষ নিয়ে একটি ধারণা পাওয়া যাবে। এই প্রশ্নমালাটি পরবর্তীতে ব্যবহার করে বিভিন্ন গবেষণার পরিকল্পনা করা যাবে বলে আশা করা হচ্ছে।

গবেষণা কার্যক্রম পরিচালনা করার জন্য আপনার প্রতিষ্ঠানকে বেছে নিচ্ছি। আমি অঙ্গীকার করছি যে, আপনার প্রতিষ্ঠানের মর্যাদা হানি হয় এমন কোন কাজ করা হবে না। উল্লেখ্য যে, বর্তমান গবেষণাটির সকল কার্যাবলী সম্পর্কে বিশ্ববিদ্যালয়ের নৈতিক বিধিমালা সম্পর্কিত কমিটি (Ethical Committee) অবগত রয়েছে।

উক্ত গবেষণায় ছাত্রছাত্রীদের অংশগ্রহণের ব্যাপারে আপনার কোন আপত্তি না থাকলে অনুগ্রহ করে নিচে স্বাক্ষর করুন।

গবেষকের স্বাক্ষর


14.10.2019


মোঃ ওমর ফারুক

এম.ফিল (পার্ট-২)

ক্লিনিক্যাল সাইকোলজি বিভাগ

ঢাকা বিশ্ববিদ্যালয়

প্রতিষ্ঠান প্রধানের নাম ও স্বাক্ষরসহ তারিখ


বরকল সরকারি মডেল উচ্চ বিদ্যালয়
বরকল, রাঙ্গামাটি পার্বত্য জেলা।

Appendix C

Changes of items and words in the draft scale

Modified items	Original items
I don't like mixing or making friendship or any kind of relationship with the Chakmas.	I object building any relationship with others not belonging to my race.
I won't mind if anyone from other races gets invitation in our house.	I won't mind if any of my family members invites a Chakma into our house for launch.
I will be happy if there is a school for each race.	I would like to drive the Chakmas away from my locality if I could.
People from other races have many good qualities.	The Chakmas have a few good qualities and characteristics for which they deserve respect.
People from other races are trustworthy.	It is foolish to trust the Chakmas.
I think people of other races have anger or sorrow as well.	Sometimes I feel sympathy for the Chakmas because I understand they also have some sorrow or anger.
I like friends of other races.	I generally like the Chakmas.
We don't have much difference even if we don't look alike.	Irrespective of how different the Chakmas look, as human beings there is not much difference between them and us.

Appendix D

Bangladesh & Global Studies

সূচিপত্র

অধ্যায়	অধ্যায় শিরোনাম	পৃষ্ঠা
প্রথম অধ্যায়	বাংলাদেশের স্বাধীনতা সংগ্রাম	১-১৬
দ্বিতীয় অধ্যায়	বাংলাদেশের সংস্কৃতি ও সাংস্কৃতিক বৈচিত্র্য	১৭-২৮
তৃতীয় অধ্যায়	পরিবারে শিশুর বেড়ে ওঠা	২৯-৩৪
চতুর্থ অধ্যায়	বাংলাদেশের অর্থনীতি	৩৫-৪৪
পঞ্চম অধ্যায়	বাংলাদেশ ও বাংলাদেশের নাগরিক	৪৫-৫২
ষষ্ঠ অধ্যায়	বাংলাদেশের নির্বাচন ব্যবস্থা	৫৩-৬১
সপ্তম অধ্যায়	বাংলাদেশের জলবায়ু	৬২-৭২
অষ্টম অধ্যায়	বাংলাদেশের জনসংখ্যা পরিচিতি	৭৩-৮৫
নবম অধ্যায়	বাংলাদেশের প্রবীণ ব্যক্তি ও নারী অধিকার	৮৬-৯৫
দশম অধ্যায়	বাংলাদেশের সামাজিক সমস্যা	৯৬-১০২
এগার অধ্যায়	এশিয়ার কয়েকটি দেশ	১০৩-১১০
বার অধ্যায়	বাংলাদেশ ও আন্তর্জাতিক সহযোগিতা	১১১-১২০

Appendix E

Quiz

প্রথম অধ্যায়ঃ বাংলাদেশের স্বাধীনতা সংগ্রাম

বহুনির্বাচনিপ্রশ্নঃ

১। কেন্দ্রীয় শহীদ মিনার কোথায় অবস্থিত?

- ক) ঢাকামেডিকেল কলেজের সামনে
- খ) ঢাকা বিশ্ববিদ্যালয়ের সামনে
- গ) ইডেন কলেজের সামনে

২। ২১শে ফেব্রুয়ারিকে আন্তর্জাতিক মাতৃভাষা দিবস হিসেবে স্বীকৃতি প্রদানকারী প্রতিষ্ঠানটির নাম কি?

- ক) জাতিসংঘ
- খ) ইউনেস্কো
- গ) আসিয়ান

৩। ছায়ানটকে মনধরণের সংগঠন?

- ক) সামাজিক
- খ) রাজনৈতিক
- গ) সাংস্কৃতিক

৪। ছয়দফা আন্দোলনের মূল ভিত্তিকি?

- ক) অর্থনৈতিক মুক্তি
- খ) স্বাধীনতা
- গ) স্বায়ত্তশাসন

৫। বাংলা একাডেমি প্রতিষ্ঠার মূল যুক্তিকি?

- ক) বাংলা ভাষা ও সাহিত্যের উন্নয়ন
- খ) সামাজিক উন্নয়ন
- গ) অর্থনৈতিক মুক্তি

দ্বিতীয় অধ্যায়ঃ বাংলাদেশের সংস্কৃতি ও সাংস্কৃতিক বৈচিত্র্য

বহুনির্বাচনি প্রশ্নঃ

১। সকল ধর্মের মূল কথা কি?

- ক) শিক্ষানিশ্চিত করা
- খ) সামাজিক উন্নয়ন নিশ্চিত করা
- গ) শান্তি- সম্প্রীতিতে বাস করা

২। দিনাজপুর অঞ্চলে বাসকারী সম্প্রদায়টির নাম কি?

- ক) ওরাওঁ
- খ) খাসিয়া
- গ) খুমি

৩। রাধাকৃষ্ণের উদ্দেশ্যে করানাচটির নাম কি?

- ক) ফাগুয়া
- খ) গোপী
- গ) বৈসাবি

৪। গ্রামীণ জীবনে সামাজিক বন্ধন এখনো অটুট থাকার কারণ দলীয়ভাবে আলোচনা কর?

৫। বাংলাদেশের সংস্কৃতিকে ভাবে মিশ্রণের ভেতর দিয়ে বর্তমান অবস্থায় পৌঁছেছে বলে তো মরামনে কর?

তৃতীয় অধ্যায়ঃ পরিবারে শিশুর বেড়ে উঠা

১। পরিবার কিভাবে গঠিত হয়?

২। কিভাবে একটি শিশুর সামাজিকীকরণ হয়?

৩। বন্ধুরা কিভাবে সামাজিকীকরণকে প্রভাবিত করে/ শিশুর সামাজিকীকরণে বন্ধুদের ভূমিকা কি?

৪। শিশুর সূর্যু সামাজিকীকরণের জন্য কয়েকটি বাঁধার নাম উল্লেখ কর/ কি কি বাঁধা হতে পারে?

৫। তোমার দৃষ্টিতে শিশুর সামাজিকীকরণকে কিভাবে ত্বরান্বিত করা যায়?

চতুর্থ অধ্যায়ঃ বাংলাদেশের অর্থনীতি

১। গ্রামীণকুটিরশিল্পকিভাবেজাতীয়অর্থনীতিতেভূমিকারাখে—দলীয়ভাবেআলোচনাকরেউত্তরলিখ।

২। চালক, মুটে, মিস্ত্রিবাযোগালিরাকিভাবেজাতীয়অর্থনীতিতেভূমিকারাখে—
দলীয়ভাবেআলোচনাকরেউত্তরলিখ।

৩। তোমাদেরদৃষ্টিতেআমদানিওরপ্তানিরগুরুত্বদলীয়ভাবেআলোচনাকরে৫টিবাক্যলিখ।

৪। তোমাদেরএলাকারযেকোন৫টিঅনানুষ্ঠানিকঅর্থনৈতিককাজেরতালিকাবানাও।

৫। পার্বত্যচট্টগ্রামঅঞ্চলেউৎপাদিতহয় এমনকিছুকৃষিপণ্যেরএকটিতালিকাবানাও।

পঞ্চম অধ্যায়ঃ বাংলাদেশ ও বাংলাদেশের নাগরিক

১। আত্মসংযম কিভাবে সূনাগরিকের গুণ হতে পারে/ আত্মসংযম সূনাগরিকের একটি গুণ- অল্পকথায় ব্যাখ্যা কর।

২। বিবেক- বিচার সূনাগরিকের একটি গুণ- অল্পকথায় ব্যাখ্যা কর।

৩। সাম্প্রদায়িকতাকিভাবে সূনাগরিক হবার পথে বাঁধা দেয়?

৪। তোমাদের দৃষ্টিতে সূনাগরিকের প্রতিবন্ধকতা দূর করার কি কি উপায় হতে পারে/ তোমরা কিভাবে সূনাগরিক হয়ে উঠতে পারবে?

৫। অন্যের মতামতকে শ্রদ্ধা করার গুরুত্ব কি?

৬। সূনাগরিক একটি রাষ্ট্রের মূল্যবান সম্পদ কেন/ কিভাবে নিজেদের রাষ্ট্রের মূল্যবান সম্পদ হিসেবে তৈরি করা যায়?

ষষ্ঠ অধ্যায়ঃ বাংলাদেশের নির্বাচন ব্যবস্থা

বহু নির্বাচন প্রশ্নঃ

১। নির্বাচনের মাধ্যমে নিচের কোনটিকে রাহয়?

- ক) প্রতিনিধি বাছাই
- খ) শাসন কাজ পরিচালনা করা
- গ) উপরের দুটোই

২। সর্বোত্তম শাসন ব্যবস্থাকে কোনটি?

- ক) একনায়কতন্ত্র
- খ) গণতন্ত্র
- গ) সমাজতন্ত্র

৩। রাষ্ট্র প্রতিনিধি নির্বাচন কোন ধরনের পদ্ধতিতে হয়ে থাকে?

- ক) প্রত্যক্ষ
- খ) পরোক্ষ
- গ) উপরের কোনটিই নয়

৪। নির্বাচন কমিশনের কাজ কি?

- ক) প্রতিনিধি বাছাই করা
- খ) নির্বাচন পরিচালনা করা
- গ) ভোট দেওয়া

৫। নিচের কোনটি ভোটাধিকারের যোগ্যতা?

- ক) ১৮ বা তার বেশি বয়স
- খ) নির্দিষ্ট একটি ধর্ম পালন করা
- গ) শুধুমাত্র নির্দিষ্ট একটি এলাকার (যেমন: পার্বত্য চট্টগ্রাম) বাসিন্দা হওয়া।

সপ্তম অধ্যায়ঃ বাংলাদেশের জলবায়ু

- ১। “আবহাওয়া” ও “জলবায়ু” মধ্যে পার্থক্য কি?
- ২। বাংলাদেশের জলবায়ুর বৈশিষ্ট্য গুলো দলীয় আলোচনার মাধ্যমে সংক্ষেপে তুলে ধর।
- ৩। বাংলাদেশের জলবায়ু নেতিবাচক পরিবর্তন রোধে তোমাদের করণীয় কি?
- ৪। বনভূমির পরিমাণ বাড়ানোর ক্ষেত্রে তোমাদের ভূমিকা কি?
- ৫। তোমাদের এলাকায় বন্যা, নদীভাঙন, ঘূর্ণিঝড় মোকাবিলায় তোমরা কি করতে পার?

অষ্টম অধ্যায়ঃ বাংলাদেশের জনসংখ্যা পরিচিতি

- ১। বাংলাদেশের পার্বত্য জেলাগুলোতে জনবসতি কম হবার কারণ কি?
- ২। তোমাদের এলাকায় জনসংখ্যা পরিবর্তনশীলতার কারণগুলো চিহ্নিত কর।
- ৩। “আন্তর্জাতিক স্থানান্তর অর্থনৈতিক উন্নয়নে ভূমিকা রাখে”- কথাটির পক্ষে দলীয়ভাবে যুক্তি দেখাও।
- ৪। শিশুমৃত্যুরোধে তোমাদের করণীয় কি কি?
- ৫। জনসংখ্যাসমস্যাসমাধানে তোমাদের করণীয় কি?

নবম অধ্যায়ঃ বাংলাদেশে প্রবীণ ব্যক্তি ও নারী অধিকার

- ১। “প্রবীণদিবস” ঘোষণার উদ্দেশ্য কি দলীয়ভাবে লিখ।
- ২। প্রবীণ বয়সের মানুষের কি কি মনস্তাত্ত্বিক সমস্যা হয়- সেগুলোর একটি তালিকা কর।
- ৩। প্রবীণদের কল্যাণে কি কি কাজ করা যায় বলে তোমার মনে কর?
- ৪। সমাজে নারীর ভূমিকা কেন গুরুত্বপূর্ণ দলীয় আলোচনার মাধ্যমে লিখ।
- ৫। “আমাকে একজন ভালো মাদাও, আমি তোমাদেরকে একটি ভালো জাতি উপহার দিব”- নেপোলিয়ান বোনাপার্টের এই উক্তি র যৌক্তিকতা দলীয় আলোচনার মাধ্যমে লিখ।

দশম অধ্যায়ঃ বাংলাদেশের সামাজিক সমস্যা

- ১। যৌতুকের মাধ্যমে সমাজে কিকি অপরাধ ঘটতে পারে দলীয় আলোচনার মাধ্যমে উপস্থাপন কর।
- ২। যৌতুকের কুফল সম্পর্কে সচেতন করার জন্য তোমার কিকি করবে তার একটি তালিকা তৈরি কর।
- ৩। দলীয় ভাবে বাল্যবিবাহ প্রতিরোধে কিকি করণীয় হতে পারে তার একটি তালিকা বানাও।
- ৪। বাল্যবিবাহের কুফল নিয়ে দলীয় ভাবে একটি তালিকা তৈরি কর।
- ৫। তোমাদের একসহপাঠীর বাল্যবিবাহ হচ্ছে বলে তোমরা জানতে পেরেছ। তোমাদের করণীয় কি হবে?

একাদশ অধ্যায়ঃ এশিয়ার কয়েকটি দেশ

- ১। অন্যদেশের সাথে বন্ধুত্ব জারী রাখার গুরুত্ব কী থাকতে পারে বলে তোমরা মনে কর।
- ২। আমাদের নিকট প্রতিবেশী কয়েকটি দেশের নামের তালিকা তৈরি কর।
- ৩। “সিন্টো জাপানিদের জাতিগত ধর্ম।” তোমাদের নিজেদের জাতিগত ধর্ম সম্পর্কে সংক্ষেপে আলোচনা কর।
- ৪। ভাষাগত ও নৃতাত্ত্বিক বৈশিষ্ট্যের দিক থেকে বিভিন্ন দেশের মানুষের ভেতর পার্থক্য থাকলেও যেখানে মিল রয়েছে তার একটি তালিকা তৈরি কর।
- ৫। বিভিন্ন দেশের সাথে বাংলাদেশের যোগাযোগ বজায় রাখার গুরুত্ব তুলীয়ভাবে আলোচনা কর।

দ্বাদশ অধ্যায়ঃ বাংলাদেশ ও বিশ্বপরিচয়

১। আন্তর্জাতিক সহযোগীতা সংস্থার প্রয়োজনীয়তা দলীয়ভাবে লিখ।

২। জাতিসংঘের ৫টি প্রয়োজনীয়তা দলীয়ভাবে লিখ।

৩। “জাতি, ধর্ম, বর্ণ, ভাষা ও নারী-
পুরুষ নির্বিশেষে সকলের স্বাধীনতা ও মৌলিক অধিকারের প্রতি সম্মান ও শ্রদ্ধা বোধগড়ে তোমার প্রয়োজনীয়তা দলীয়ভাবে আলোচনা করে লিখ।

৪। আন্তর্জাতিক শান্তি ও নিরাপত্তা নিশ্চিত করার প্রয়োজনীয়তা দলীয়ভাবে আলোচনা করে একটি তালিকা বানাও।

৫। বাংলাদেশের সশস্ত্র বাহিনী ও পুলিশ বাহিনী কিভাবে বাংলাদেশকে বিশ্বের বুকে পরিচিত করেছে বলে তোমার মনে কর।

Appendix F

Attendance of participants in each session

Session no.	Session Name	Participants/ Attendance
1	Liberation Movement of Bangladesh.	Eighty students (44 boys and 36 girls).
2	Culture and cultural diversity of Bangladesh.	Eighty-six students (47 boys and 39 girls).
3	Growth of child in a family	Sixty students (30 boys and 30 girls).
4	Economy of Bangladesh	Sixty students (30 boys and 30 girls).
5	Bangladesh and Citizen of Bangladesh	Twenty-nine students (12 boys and 17 girls).
6	Election System of Bangladesh	Forty-one students (17 boys and 24 girls).
7	Climate of Bangladesh	Thirty-three students (14 boys and 19 girls).
8	Introduction to Population of Bangladesh	Twenty-seven students (9 boys and 18 girls).
9	Rights of Senior Citizens and Women in Bangladesh	Thirty-six students (16 boys and 20 girls).
10	Social Problems in Bangladesh	Thirty-six students (17 boys and 19 girls).

11	Some Countries in Asia	Thirty-nine students (14 boys and 25 girls).
12	Bangladesh & International Cooperation	Forty-nine students (19 boys and 21 girls).