

A STUDY ON MINORITY INFLUENCE IN CERTAIN ETHNIC GROUPS IN BANGLADESH: METHOD AND PROCEDURE

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Abstract: The study is an attempt to empirical investigation on minority influence in social context of Bangladesh. Hence, special care has been taken for the selection of representative sample and appropriate instrument for data collection. Thus the (article describes the sample and the instrument used for the collection of data. The design of the study and the procedure of data collection have been described in this article.

Keywords: *Minority Influence Certain Ethnic Groups, Bangladesh*

Sample

The sample of the study constituted of members belonging to three minority groups. These groups are Santals, High Caste Hindus and Schedule Caste Hindus. Equal number of respondents were collected from each group. Thus a total of 360 respondents constituted the sample taking 120 respondents from each group. However, each group was again equally divided on the basis of gender (Male/Female), Region (High Concentration/Low Concentration) and education (Above S.S.C/Below S.S.C). This distribution of sample has been reported in Table-1.

Table-1: Showing distribution of sample on the basis of group identity, gender, region and education.

		Santal		High Caste Hindu		Schedule Caste Hindu		Total
		Above SSC	Below SSC	Above SSC	Below SSC	Above SSC	Below SSC	
Male	High Concentration	15	15	15	15	15	15	90
	Low Concentration	15	15	15	15	15	15	90
Female	High Concentration	15	15	15	15	15	15	90
	Low Concentration	15	15	15	15	15	15	90
Total	Total	60	60	60	60	60	60	360

All the respondents used in this study were students. They were comparable in age, education as well as place of residence. Respondents below S.S.C

were students of class IX and X. Respondents above S.S.C were students of class XI and XII. Some respondents were students of B.A/B.Sc. classes. Respondents of high concentration region were collected from villages. They were students with rural residential background. Respondents of low concentration region were collected from town dwellers. They were students with urban residential background.

The present study preferred student sample for the following reasons:

1. Bangladesh is a newly developing country. A large portion of its population are illiterate. However, students represent the literate portion of population. This is the main cause of using student sample in the present study.
2. Bangladesh is a traditional society. Students represent both traditional society as well as modern society. Hence, they can visualize many social problems relating to social inequality, economic disparity and political discrimination.
3. The present study has used a questionnaire. It requires comprehension of thought and analysis of fact. Only students have this power of understanding due to their educational background.
4. In Bangladesh, students may be regarded as political force. They are able to express their experiences, ideas and thoughts more accurately and freely. Hence, it is thought that students can bring about necessary changes in social system following a democratic method.
5. Students are conscious about their rights and duties. They are most valuable asset of our population. They are build up with certain political ideology. Hence they can protest against corruption, injustice and disparity. Because of these qualities, students can visualize future, can recall the past and are capable to work for the present.

In consideration to these aspects of student career, the investigator has decided and selected students as respondents in the study of minority influence.

Selection of Instrument

A psychological study needs appropriate instrument for data collection. The selection of instrument depends on the nature of the study. For example, objective of the study, nature of sample, amount of time at the investigator's disposal, personal competence of the investigator and ethical consideration determine nature of instrument to be used in the study. On the basis of this consideration the investigator has selected Minority Influence Test for data collection.

The Minority Influence Test was originally developed by Maass and Clark (1983) in American Social Life. In Bangladesh, Minority Influence Test was constructed by Rahman (1992) and Hossain (2005). The present study has used Minority Influence Test developed by Hossain (2005). The construction

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of the test, conceptualization of Minority Influence, item selection, reliability as well as validity of the test have been described below:

Construction of Minority Influence Test

Minority Influence Test in its present form has been developed in the context of Bangladesh. It has given emphasis on social, political, economic and religious matters. It covers ten dimensions. These are- (1) Investment, (2) Autonomy, (3) Rigidity, (4) Fairness, (5) Consistency, (6) Social pressure in terms of punishment and rewards, (7) Private acceptance, (8) Liking, (9) Private and public life, and (10) Generalized double talking and double thinking

Conceptualization of Minority Influence

Minority influence involves conformity behaviour as well as deviant behaviour. When the members of the minority group supports the position of the majority group, it refers to conformity behaviour. When the members of the minority group protest against the position of the majority group, it refers to deviant behaviour. Present study has conceived minority influence as a function of minority's behavioural style. It believes that minority can induce a conflict with the majority by insisting on an alternative position. This indicates that minority adopts certain behavioural style in favour of consistent support of the minority position. Thus minority by its consistent behavioural style can produce private acceptance in the absence of public compliance.

Assumptions of Minority Influence

Certain assumptions have been formed in connection with the study of minority influence. These are stated below:

1. Consistent behaviour of the minority would produce conversion.
2. The stronger the consistency, the greater would be the conflict between minority and majority.
3. The more intense the conflict, the more radical would be the conversion.
4. The more rigid is the minority, the less is its direct effect on judgments and opinions.
5. Behavioural style, consistency, investment, autonomy, rigidity and fairness are important dimensions of minority influence. (Moscovici, 1976).
6. Strong socio-historical orientation (Moscovici and Nemeth, 1974) and cognitive attribution bias (Steiner, 1974) may be regarded as the focal point in the study of minority influence.
7. Rigidity, discrepancy of opinion and double minority status have direct connection with the influence process of the minority group.

Operationalized Definition of Key Terms

Operationalized definition of certain key terms are necessary. These are stated below:

1. Rigidity: It may be operationalized as mere relation. It involves behavioural style and style of negotiation. It is the consistency of argumentation. It may be contrasted with flexibility. A rigid minority is more dogmatic and less confident and less competent. They exert less influence and produce less change in the majority's response than a flexible minority.
2. Consistency: It may be operationalized as the manifestation of a well defined position due to repetition. A minority may show consistency using a flexible or rigid style of argumentation. A consistently flexible minority is able to convince the majority to a great extent. But a consistently rigid minority may bring about a bi-polarization effect.
3. Behavioural style: It refers to the logical consistency of the minority position. It is described by the consistency-inconsistency dimension.
4. Style of negotiation: It refers to the form of argumentation. It is reflected in flexibility-rigidity dimension. Its effectiveness depends on a number of situational characteristics. It is ascribed to idiosyncratic psychological characteristics (Mugny, 1982). In fact, a rigid style of negotiation appears to counter act minority influence.
5. Single minority: Single minority may be ascribed on the individuals who deviate from the majority only in terms of their beliefs.
6. Double minority: Double minority may be ascribed on the individuals who defer from the majority in terms of their beliefs as well as in terms of their ascribed category membership or social categorization.

In the light of these descriptions of key concepts associated with minority influence the present investigation have conceptualized minority influence in the following way:

Minority influence is a behavioural style in terms of consistency, rigidity, flexibility, private acceptance, conversion behaviour, private and public life, generalized double talking and double thinking, single and double minorities, investment, autonomy, fairness. It results in various types of negotiation styles in a conflicting situation in inter-group behaviour.

Keeping in mind all these ideas, Minority Influence Test has been constructed in the context of Bangladesh.

Item Selection

Items of Minority Influence Test have been selected covering ten dimensions. These dimensions are- (1) Investment, (2) Autonomy, (3) Rigidity, (4) Fairness, (5) Consistency, (6) Social pressure in terms of punishment and rewards, (7) Private acceptance, (8) Liking, (9) Private and public life, and (10) Generalized double talking and double thinking. Initially 100 statements were constructed relating to these dimensions. However, the items were selected on the basis of review of literature, observations and personal contact with people. In the first stage, each dimension contains ten items.

These initial list of 100 statements under went revisions many times. Three teachers and two research scholars of the Psychology Department of Rajshahi University scrutinized the statements. Unimportant and irrelevant items were discarded. For each item the investigator first decided whether it indicates a favourable or unfavorable attitude concerning the issue in question. The items which were ambiguous or appeared to indicate a neutral attitude were eliminated. Thus 32 items remained for further analysis. These items has been distributed in Table-2.

Table-2: Showing dimension-wise distribution of items of Minority Influence Test

Sl. No	Dimension	Initially Selected Items	Retained items after scrutiny
1	Investment	10	2
2	Autonomy	10	3
3	Rigidity	10	2
4	Fairness	10	5
5	Consistency	10	3
6	Social Pressure	10	8
7	Private acceptance	10	3
8	Liking	10	3
9	Private and public life	10	1
10	Generalized double talking and double thinking	10	2

The investigator formulated 32 statements from the retained 32 items. These were administered on an incidental sample consisting of 80 Ss from Bengali Hindus. The Ss were equally divided into Males and Females. Subjects were asked to respond to each item in terms of percentage of possibility. Strong agreement indicated 100% possibility. Strong disagreement indicated 0% possibility. Then mean score was calculated of the scores from each statement 50% possibility was given 5. Hence, the items falling below the mean of 5 was rejected. The items which were above the mean of 5 and were common in both males and females were included in the final form of Minority Influence Test.

In order to find out the internal consistency of Minority Influence Test, interitem and item-total correlations were computed with selected 21 items. The coefficient correlation ranged from .02 to .76 for Bengali Hindu males in case of inter item correlations. The coefficient correlation for inter item correlation ranged from .02 to .75 for Bengali Hindu Females. The comparable nature of the test has been further shown statistically by computing inter-item correlations combining the scores of Bengali Hindu males and Bengali Hindu females Ss together (N=80). The coefficient correlation was found to range from -.02 to .65. Item total correlation of Bengali Hindu Males, Bengali Hindu Females and combined Bengali Hindu males and females have been reported in Table-3.

Thus the items in the Minority Influence Test were found to meet the criterion of internal consistency.

The item total correlation reported homogeneity of Minority Influence Test. The size of correlation values ranged from .04 to .72 for Bengali Hindu Males. It ranged from 0.3 to .73 for Bengali Hindu Females. It ranged from .07 to .70 for combined scores of Bengali Hindu males and females. Thus the inter-item correlation yielded positive correlation and each item was differentiated in the same direction. This indicates the Homogeneity of items of the minority Influence Test.

Reliability of Minority Influence Test

The method of split-half reliability was used for determining the reliability of Minority Influence Test. Coefficient correlation was worked out between odd and even numbers of 21 items. For Bengali Hindu Males (N=40) it was .54. Using equal-length Spearman-Brown formula, the coefficient correlation was found to raise from .54 to .71. Guttman split-half reliability was also computed and the correlation was 70. Using unequal-length Spearman-Brown formula, the correlation obtained was .71. Alpha coefficient for reliability was also computed. Alpha was .71 and standardized item Alpha was .79. Alpha for first 12 items was .44 and Alpha for final 12 items was .65.

Coefficient correlation was worked out between odd and even numbers of 21 items for Bengali Hindu females (N=40). It was .68. Using equal length spearman-Brown formula, the correlation was found to raise from .68 to .81. Guttman split-half reliability was worked out and the correlation was .81. Using the unequal length Spearman-Brown method, the correlation obtained was .82 and standardized item Alpha was .85. Alpha for first 12 items and final 12 items were .72 and .68 respectively. Coefficient for reliability was also computed combining the scores of Bengali Hindu males and females (N=80) of 21 items. The split-half reliability technique was used and the Spearman 'r' was .61. When equal-length Spearman-Brown formula was applied, the correlation raised from .61 to .76. Guttman split-half method was also used and the correlation was .76. Unequal length Spearman-Brown formula was also used and the correlation was .76. Alpha coefficient for reliability was also worked out and the correlation was .78. The standardized item Alpha was .82. Alpha for first 12 items and final 12 items were also computed and the correlations were .62 and .67 respectively.

The coefficient for reliability of Minority Influence Test was computed with the scores of final study (N=240). The correlation for split-half reliability was done using odd and even numbers and the product moment correlation was .29.

When Spearman-Brown prophecy formula was used, the correlation coefficient was found to increase from .29 to .44. Guttman split-half technique was used and the correlation was .43. The unequal-length Spearman-Brown method was also used and the 'r' was .44. Alpha coefficient for reliability was computed and the correlation was .63.

Standardized item Alpha was also .63. Alpha for first 12 items and final 12 items were .46 and .58 respectively. The coefficient for reliability from Minority Influence Test has been reported in Table-3.

Table-3: Showing coefficient for reliability variables (21 items) for Minority Influence Test.

	Based on the data of pilot study			Based on the data of final study (N=240)
	Bengali Hindu Males Ss (N=40)	Bengali Hindu Females Ss (N=40)	Combined Bengali Hindu males and females Ss (N=80)	
Correlation Between forms	0.56	0.70	0.63	0.29
Equal-Length Spearman-Brown	0.73	0.83	0.78	0.44
Guttman Split-Half	0.72	0.83	0.78	0.43
Unequal-Length Spearman- Brown	0.73	0.83	0.78	0.44
Alpha for first 12 items	0.46	0.73	0.64	0.46
Alpha for final 12 items	0.67	0.70	0.69	0.58
Standardized item Alpha	0.81	0.87	0.84	0.63
Alpha coefficient for reliability	0.73	0.84	0.80	0.63

Validity of Minority Influence Test

The validity of a test is based on the principle that the test must transcend the group which it measures. Thus the validity of a test refers to the degree which the test actually measures what it wants to measure. The determination of validity requires an independent or external criteria. This criteria should measure what the test designs to measure. The Minority Influence Test was confirmed by validation at several stages. Items were constructed in the light of existing literature and scrutiny of each item was done by the judges. This procedure provided face validity for the test. Inter-item and item-total correlations established the homogeneity of the test. It indicates the content validity of Minority Influence Test. In order to achieve concurrent validity of the test, inter-dimensional correlation was done (Table-4). These correlation coefficients indicate high validity of the Minority Influence Test.

Table-4: Showing inter-dimensional correlation (N=80).

	1	2	3	4	5	6	7	8	9
1. Investment		.31**	.10	.64**	.21	.35**	.37**	.07	.09
2. Autonomy			.43**	.36**	.59**	.19	.41**	.31**	.21
3. Rigidity				.15	.71**	.23**	.13	.24**	.21
4. Fairness					.64**	.25**	.10	.29**	.07
5.						.13	.19	.23*	.08

	1	2	3	4	5	6	7	8	9
Consistency									
6. Social Pressure							.35**	.33**	.31**
7. Private acceptance				—				.61**	.39**
8. Liking									.43**
9. Generalized double talking and thinking									

In order to find out the construct validity of the test, correlation of each dimension was computed with the total score of pilot study and final study. Its purpose was to see whether the change in the size of the sample as well as place of the sample would affect the validity of the Minority Influence Test. Leo

Table-5: Showing correlation of scores of each dimension with the total scores in the pilot study (N=80) and in the final study (N=240).

Dimensions	Pearson's (N=80) ^r	Pearson's (N=240) ^r
1. Investment	.33**	.13**
2. Autonomy	.81**	.23**
3. Rigidity	.29**	.21**
4. Fairness	.83**	.55**
5. Consistency	.95**	.81**
6. Social Pressure	.53**	.29**
7. Private acceptance	.25**	.17**
8. Liking	.39**	.12
9. Generalized double talking & thinking	.21	.09

* p<0.05; ** p<0.01.

Thus the bi-serial of correlation of each dimension with the total score both in the pilot study and final study were computed. The correlation ranged from 0.21 to 0.95 (N=80) and 0.09 to 0.81 (N=240) respectively. The significant positive correlation in the final study prove the predictive validity of the test.

Thus the final form of Minority Influence Test contained 21 items [Appendix-A]. The highest possible score was 21x10=210 and the lowest possible score was 21x0=00. The Minority Influence Score was obtained by using the formula:

$$MIS = \frac{HPS - LPS}{2} + LPS = \frac{210 - 00}{2} + 00 = \frac{210}{2} = 105$$

Where,

MIS = Minority Influence Score

HPS = Highest Possible Score

LPS = Lowest Possible Score

Following this principle, a subject falling on 105 or above would be assumed to have Minority Influence Score.

Administration of the Test

The present study used Minority Influence Test for data collection. The test was administered on each of the 360 respondents individually. The study used three minority groups such as Santals, High Caste Hindus and Schedule Caste Hindus. In each group, 120 respondents were included. In the first stage data were collected from male and female Santals living in High concentrated region. Thus male Santals of high concentrated region below S.S.C were identified. They were 15 in numbers. They were asked to fill up the questionnaire of minority influence test. They were asked to express their opinion in females of percentage given below is statement. The scale was ranged from 0% to 100%. It was stated that 0% indicated no minority influence and 100% indicated highest minority influence. There were converted as zero to ten. The investigator contacted each respondent at their place of residence. Proper report was established with the help of Santal agents. As soon as the questionnaires were filled up, the investigator collected this questionnaire. Similar procedure was followed for collection of data in case of male Santals of high concentrated region with the students of above S.S.C educational level. Thus the investigator collected data from female Santals of high concentration region with below and above S.S.C educational level. In general, Santals living in villages were regarded as respondents of high concentration region. Then the Santals of low concentration region were identified. They were found in towns. Similar procedure of data collection was adopted for them. Thus 120 respondents of Santal minority group were contacted and data were collected from them properly. Following the same procedure, data were collected from High Caste Hindus and Schedule Caste Hindus. In each group 120 respondents were selected and data were collected from them properly. In each group the respondents were divided into males and females with high concentration region and low concentration region having the educational qualification of below S.S.C and above S.S.C level. In these cases of data collection investigator engaged some agents. The High Caste Hindus were contacted through High Caste Hindu agent and Schedule Caste Hindus were collected through Schedule Caste Hindu agent. These agents assured them that the information given by them would be kept secret. After that assurance, the respondents agreed to fill up those test materials. Thus proper report was established and investigator approached them individually. As a result, the respondents cooperated with the task of data collection with good faiths. As

soon as the data collection was completed, the investigator collected the test materials. These were properly coded for statistical analysis.

Design of the Study/Conclusion

The present study used minority group composition, gender, region and education as independent variables. The dependent variable was quantitative minority influence. In each minority group, a 2x2x2 factorial design consisting of two levels of gender (Male/Female), two levels of region (High concentration/Low concentration), and two level of education (Below S.S.C/Above S.S.C) was used. Then the data of three ethnic groups were combined together irrespective of education and ANOVA was computed using a 3x2x2 factorial design representing three levels of group composition (Santals/High Caste Hindus/Scheduled Caste Hindus), two levels of gender (Male/Female) and two levels of region (High/Low concentration).

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