

Quota Movement Bangladesh, July 2024: Theory and Reflection

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ABSTRACT

The study explores the effect of “Behavioral and Cognitive Theories” on student involvement in the Bangladesh Quota Movement of July 2024, a crucial socio-political event promoting equitable job opportunities in government sectors. The research aims to conduct a comparative investigation of the behavioral and cognitive factors that shaped student actions inside the movement. This study used a convergent parallel mixed-methods approach, combining quantitative data from online questionnaires with qualitative insights from Focus-Group Discussions (FGD). The investigation, including 250 students engaged in the movement, evaluated the effects of major motivators such as peer influence, reinforcement, beliefs in justice, and cognitive development aspects. Thematic analysis of Focus-Group Discussions (FGD) with 50 participants provided an in-depth understanding of the cognitive evaluations and behavioral stimuli that facilitated collective mobilization. The overall analysis reveals that the cognitive level affects about 52.7% of individuals more than external factors. Studies have shown that social reinforcement and external stimuli are essential for initial engagement, but cognitive theory—particularly students' perceptions of fairness, injustice, and personal relevance—is more significant for sustained participation. This paper enhances the existing research on social movements by highlighting the interplay between behavioral and cognitive factors, providing essential insights into student-led initiatives.

1. Introduction

To lower the quota for government employment and hire people based on merit, the quota reform movement was initiated in Bangladesh in 2013. This year we saw the start of the first significant quota reform movement. But in this movement, students didn't succeed. Additionally, there was a quota reform movement started in 2018, after continuous protests and marches, the government committed to students and at least she reformed the 46-year-old quota system. However, later in June 2024, the Bangladesh high court reinstated the abolished quota, which led to the resumption of the quota movement.

1.1. Background

According to 14 July, Students created a midnight protest at the Dhaka University campus area in response to the prime minister of Bangladesh's controversial remarks during a press conference, where she allegedly called students opposing the quota reform movement to be the children of Razakars (traitors in the 1971 Independence War) students organized a midnight demonstration at the Dhaka University campus area (See the § Razakar remarks section). Female students from Rokeya Hall joined the protest by breaking the lock put up by the authorities at the dorm gate (Wikipedia contributors, 2024). The protests started peacefully but progressively escalated in scope. Initially, pupils as well as teachers from several public universities and other educational institutions participated in the initiative. Throughout the protest, many heartbreaking incidents occurred, exerting significant psychological pressure on the students, hence amplifying their natural desire to participate in the movement.

- Farhan Faiyaz, a 17-year-old student of Dhaka Residential Model College, was violently shot by an assassin on July 18, 2024, during the quota reform effort in Bangladesh.
- Abu Sayeed, an English department student at Begum Rokeya University in Rangpur, tragically murdered during the quota reform motion.
- The tragic death of Mir Mahfuzur Rahman Mugdho, a 25-year-old mathematics graduate and MBA candidate, has profoundly impacted the current quota reform advocate in Bangladesh.

- By the end of July, the protests had left over 200 people dead and thousands injured.

At least all the students at the school, college, and university level started the movement. No student can sit at home they are always ready to take the field against the autocratic government. This movement was a quota movement in government jobs but here private university students also participated spontaneously. In this case, we can relate the Behavioral Theory and Cognitive Theory which were reflected in students' minds and mental health.

Behavioral Theory; *Inspired on the theories of Ivan Pavlov, B.F. Skinner, and John Watson, this approach emphasizes the examination of observable behaviors and their environmental influences. It emphasizes outside factors and identifiable actions, mainly ignoring cognitive processes. In this movement external factors indicate; peer influence, parental support, social encouragement etcetera.*

Cognitive Theory; *It shaped by Jean Piaget and Albert Bandura, emphasizes the significance of mental processes in perceiving behavior. It analyzes human perception, cognition, understanding, and memory, emphasizing internal cognitive frameworks such as recall, problem-solving, and decision-making. This quota issues Cognitive Theory, which emphasizes internal mental processes and their influence on behavior in connection to the reform movement.*

Students' motivations, actions, and persistent involvement can be better understood by using behavioral and cognitive theories to the analysis of the July 2024 Bangladesh quota movement. Behaviorism is a term which is introduced in the early 20th century and it became a major concern of American psychology. Influenced by psychologists like B. F. Skinner (1904–1990) and John B. Watson (1878–1958), behaviorism disapproved of any mention of the mind and believed that the appropriate focus of psychology should be on overt, observable behavior. It was believed that by studying behavior scientifically, laws that would help predict and regulate behavior could be discovered. Early behaviorism in America was influenced by the Russian scientist Ivan Pavlov (1849–1936). His research on conditioned learning—also known as classical conditioning—supported the idea that behavior and learning were governed by environmental events and could be explained without the need for the mind or consciousness (Fancher, 1987) (Lumen Learning, 2020).

In contemporary times, student-led social movements in Bangladesh have become globally prominent and highlighted. Here youth are dissatisfied with socio-political and educational structure in Bangladesh. However, there is limited research specifically exploring the motivational factors that drive student participation in such movements within the context of Bangladesh, a country with unique political and cultural dynamics.

1.2. Problem Statement

The July 2024 Bangladesh quota movement emphasizes the complex connection of behavioral and cognitive theoretical factors affecting students' participation and reaction during the protest. Behavioral theory mentioned the role of external stimuli, such as reinforcement through peer acknowledgment or the fear of punishment, in determining protest behaviors. Cognitive theory, on the other hand, explores internal mental processes such as belief systems, attitudes toward social justice, and perceptions of inequality. However, no prior study has systematically compared the influence of behavioral theory, which prioritizes external factors, and cognitive theory, which emphasizes internal perception and thinking processes, on the behaviors and motives of participants in the quota movement in Bangladesh 2024.

The absence of a deep understanding of the interplay between behavioral theory (e.g., social dynamics, rewards, or punishments) and cognitive theory (e.g., individual attitudes, thinking, and self-confidence) in motivating collective action causes a gap in the academic discourse. The gap is especially significant considering the complex socio-political context of Bangladesh, where historical, cultural, and structural elements converge with student action.

This study report highlights the psychological motives driving modern social movement involvement, making it relevant. Behavioral and cognitive theory shows how social media and role models shape students' views of justice, self-determination, and fairness. Researchers and educators may analyze how intrinsic incentive (like self-regulation) and extrinsic variables (like social validation) interact together in students via the July 2024 quota campaign, which shows young people's desire for a merit-based system.

Aim of the Study;

- To analyze how students' decisions to join and continue their involvement in the Bangladesh quota movement were influenced by behavioral reinforcements, including parental support, social learning, and the modeling of the actions of prominent student leaders on the mobilization.
- Explore how cognitive elements including self-determination, critical thinking, judgments of fairness, and potential job opportunities influenced students' motivation to actively participate in the quota movement.
- A comparative study of the effects of behavioral and cognitive factors on students' initial motivation and sustained involvement in the Bangladesh quota movement.

This paper presents a study of students from various classes, including university, school, and college-level students. It analyzes the comparative study of psychological theories, such as behavioral and cognitive theory, and demonstrates how these psychological factors were involved. It also identifies which theory was the most effective in motivating students to participate in the July movement.

2. Methodology

An explanation-based mixed-method study examines behavioral and cognitive theories on student involvement in the July 2024 Bangladesh quota movement. Our mixed-methods approach combines quantitative data from online questionnaires with qualitative data from focus group discussions. This method offers comprehensive coverage and knowledge, allowing a thorough examination of behavioral and cognitive perspectives' impact on student responds.

2.1. Research Design

Initially, we devised a questionnaire of 20 online survey questions divided into two parts, each containing 10 questions, encompassing both open-ended and closed-ended formats. The student sample was categorized into three divisions based on age categories. Sections include: section 1 for children aged 9-13, section 2 for teens aged 14-18, and section 3 for adults aged 18 and beyond. A total of 250 students have been selected, split into two groups: Section 1 comprises 50 students, while Sections 2 and 3 have 200 students. This inquiry included data collection from 50 individuals using Focus Group Discussion (FGD). Additionally, we gathered data from the remaining 200 participants using online survey questionnaire.

2.2. Quantitative Data Collection

To quantitatively assess the effects of Behavioral and Cognitive Theory on pupils, revealing how each framework affects them. Many of the survey's questions are on a Likert scale, from "Strongly Agree" to "Strongly Disagree". Questions are divided into two categories: Behavioral factors include protesting, social media use, and movement activities. Cognitive factors include thoughts about the movement, perceived importance, emotional reactions, and decision-making. Both types of questions create open-ended and closed-ended questions, and the participants freely answered both questions. To guarantee statistical power and representation, 200 students are the minimal sample size. In order to evaluate the comparative efficacy of each theory in predicting the impact on students, the relationship between behavioral and cognitive factors is evaluated.

2.3. Qualitative Data Collection

Purposive sampling will be utilized to select individuals who have diverse levels of participation (active participants, age range). Each focus group will consist of 5 students to provide a friendly environment for conversation, aiming to conduct 10 focus groups to capture a diverse range of viewpoints. Focus groups will occur in a classroom environment, led by a moderator to ensure accessibility and participant anonymity, with sessions recorded and transcribed, based on participants' permission. Here a moderator always notices that critical topics examined are students' motivations for participation, perceptions of the movement's objectives, considerations of peer influence, and emotional repercussions. Themes will be arranged to reflect insights on both cognitive and behavioral influences, thereby offering a comparative perspective on how each theory clarifies the experiences of students during the movement.

This study's validity ensures we evaluate students' Bangladesh Quota Movement reactions using behavioral and cognitive theories. Dependability ensures results consistency. Expert analysis determines content validity—whether survey and interview results accurately reflect behavior and cognition. Factor analysis compares survey questions to theory to prove construct validity. Matching survey responses (e.g., fact involvement) with outside data increases behavioral measurements and criterion validity. Interviews and surveys contrast qualitative and quantitative data, boosting validity. All participants understood the study's goal, involvement, and anonymity. We got online and written authorization for surveys and focus groups. Removed transcript identifiers. Due to the delicate subject, participants may skip questions or abandon the research without penalty. We made pains to discuss delicate issues comfortably.

3. Theoretical Analysis and Discussion

Behavioral theory talks about how external circumstances affect behavior, whereas cognitive theory explains how such behaviors are formed. Combining both provides for a more complete knowledge and influence on learning and behavior. Students' reasons for joining these movements may be better understood using behavioral and cognitive theories, which provide different but complimentary perspectives on human behavior. Cognitive theories examine the mental processes behind decision-making, whereas behavioral theories examine how external inputs affect apparent actions. This research will compare and contrast these two theoretical frameworks to assess student engagement in Bangladesh's 2024 quota contest.

3.1. Behavioral Framework in Quota Movement

This framework aids in recognizing the reinforcing and motivators that prompted students to take an active part in the Bangladesh quota movement in July 2024. According to Miltenberger (2001: 2) in general, behavior is what people say and do. The theory of behaviorism concentrates on the study of overt behaviors that can be observed and measured (Good and Brophy, 1990). This section covers peer influence, leadership management, social learning, parental support, and reinforcement to help readers understand how to apply behavioral ideas to the quota movement.

3.1.1. Reinforcement Infrastructure

B.F. Skinner's operant conditioning methodology employs reinforcement in the domains of psychology and behavior. The outcome ascertains whether the reinforcement is positive or negative. It involves implementing consequences to promote or reduce future conduct. Psychological reinforcement encompasses a reward or a favorable occurrence. Examine the positive, negative, and mixed reinforcement of Bangladesh's 2024 quota initiative.

Positive reinforcement; *It is peer encouragement and parental support, as well as social media influence. Within groups, it can be seen that the group with more positive reinforcement had less cognitive thinking. They are influenced only by external behavior. More positive reinforcement = less cognitive develop.*

Negative reinforcement; Adverse experiences such as discrimination, inequality, or restriction of opportunity function as offensive triggers. The government's use of negative reinforcement, including mass arrests, violent suppressions, and enforced disappearances, exemplifies its efforts to reduce involvement. As obstacles decrease, individuals develop confidence and motivation to advocate for additional systemic reform. **Less negative reinforcement = more cognitive develop.** **Mixed reinforcement;** Employing positive as well as negative reinforcements to modify behavior. It's a dilemma of participants mental health. The government-protestor relationship created a mixed reinforcement cycle. Crackdowns (negative reinforcement) sought to repress protests, but violence or official authority sometimes encouraged anger and increased participation.

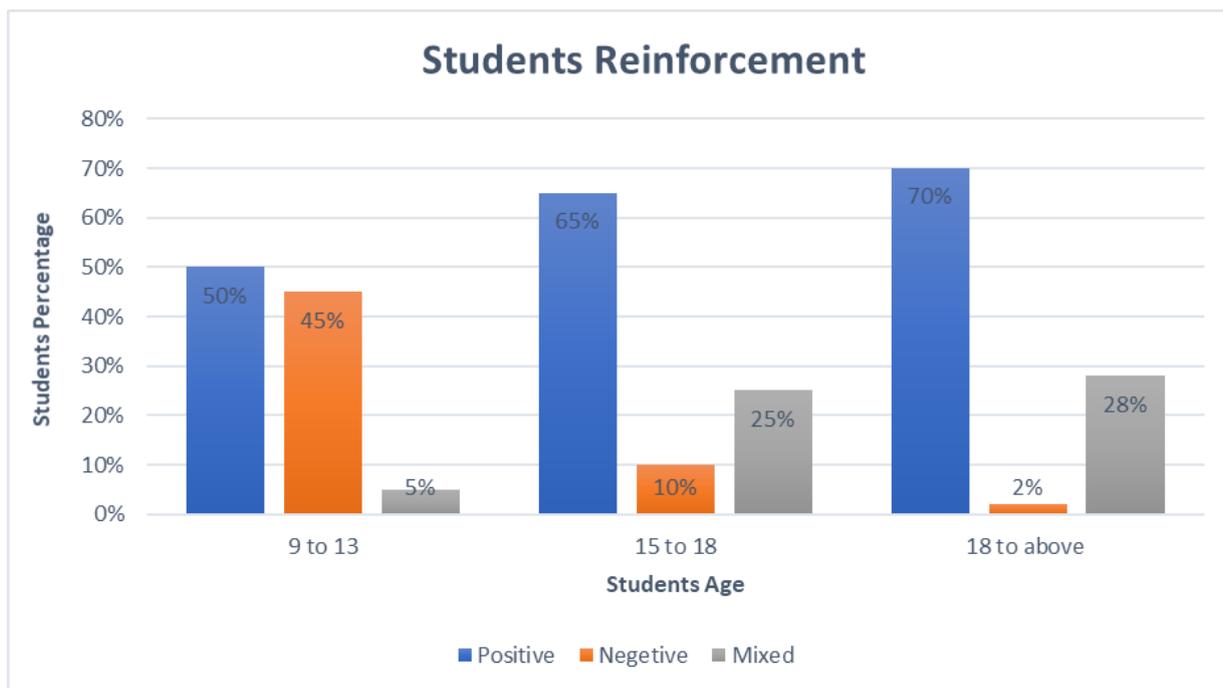


Figure 1. Students Behavioral Reinforcement with Age

Positive Reinforcement: We first conducted focus- group discussions with 50 participants aged 9 to 13, covering 10 significant subjects. In this session, the moderator said that 70% of participants derived inspiration from their parents, friends, and networking platforms, with 75% mentioning Facebook, Instagram, and YouTube, and 25% referring to newspapers. 70 % of students are driven by positive reinforcement.

Another category of individuals aged 15 to 18 actively completed online surveys. Positive reinforcement from peers (35%), social media (45%), and family (20%) improved results for 65% of persons who reported being motivated by positive reinforcement.

Only 35% of individuals in the final sample, aged 18 and older, were affected by positive reinforcement.

Negative Reinforcement: In Group 1, 25% were unhappy with the government's negative reinforcement. In order to restrict involvement, the government uses negative reinforcement including mass arrests, violent suppressions, and enforced disappearances. This explains why 25% of participants and their parents chose not to participate due to government negative reinforcement.

Group 2, participants were only 20% affected by negative reinforcement from the government and negative thinking from their parents. They avoid movement.

In Group 3, roughly 45% of the participants were impacted by negative factors. This negativity affected their cognitive advancement, leading them to join this movement. That would reveal their higher cognitive level than the other group.

Mixed Reinforcement: Group 1: Mixed reinforcement influenced 5% of participants, indicating a high contribution from their guardians. This explains why 5% of the children were undecided about joining the movement.

Group 2: Mixed reinforcement influenced 15% of participants, with only 10% attending movements and protests, while the remaining 5% did not attend. We observed that 10% of participants had high cognitive development.

Group 3: Mixed reinforcement influenced 20% of participants, and they all attended with ease.

3.1.2. Socialization and Observational Behavior

According to Albert Bandura's Social Learning Theory (SLT), seeing, modeling, and emulating others' behaviors, attitudes, and emotions is crucial to psychology. Within Albert Bandura's Social Learning Theory, people learn habits by watching others, especially when they're successful. This was important to the quota movement. Bandura (1977) said "people can learn through observation without directly participating in the behavior" (p. 22). This is crucial to understanding how social media facilitates observational learning. Seeing activist models rewarded on these platforms may influence viewers. This reinforcement—the idea that people are motivated by seeing others succeed—can encourage similar behaviors (Bandura, 1986). Cycle of socialization and observational activities in quota reform given below.

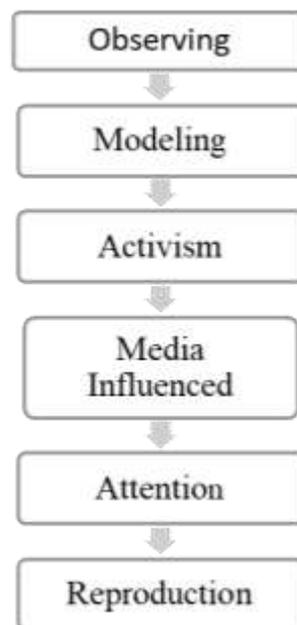


Figure 2. Participants Observing to Reproduction in the Light of Society.

Observing: The key principle of the Social Learning Theory is that people acquire knowledge by watching others and emulating their activities. Observation is the first step of this model, which emphasizes efficient modeling. Bandura (1977) observed that "individuals can acquire new behaviors by observing others without necessitating the performance of those behaviors themselves" (p. 22). Within the framework of the quota movement, social media channels were essential in sharing information and highlighting acts of protest. Student leaders, journalists, and prominent individuals (Shahed Alam, Elias Hossain, Nahid Islam, Sarjis Alam, Hasanat Abdullah, and so on) often disseminated recordings, live streams, and images of demonstrations, speeches, and symbolic acts. In this case almost 80% participant answer they influenced by prominent character of student leaders and social activist.

Media Influenced: Media, as a powerful source of observational learning, can shape attitudes, beliefs, and behaviors. In the context of the quota movement, social media platforms like Facebook, Twitter

and Facebook played a crucial role of student mind. *Here is this structure – “Transmission Information – Mobilizing Action – Improving Argumentation – Inspiring Engagement”*. Nearly 90% of students agreed that social media engages them in the movement by producing unique responses. While collecting data from group 1 (9–13), we observed their subconscious minds and found that most participants are mentally biased by Facebook, which is accessed via smartphones. Due to this vicious movement's impact on their subconscious minds, most online survey participants said that they spent 16 to 14 hours on social media. Therefore, the central subject of social media coverage plays a significant role in motivating students to protest against injustice.

Reproduction: Reproduction, as defined by Albert Bandura's Social Learning Theory, is the mechanism via which individuals translate observed behavior into physical action. This phase requires students to remember and recreate what they saw. In the July 2024 Bangladesh quota movement, reproduction is when students actively participate in protests and other acts after watching them on media or acquiring from peers and leaders.

- Only 56% of the 50 participants under 14 years old who were interviewed for this case study actually attended the movement. Only 7% of students attend alone, while 29% attend with their guardian (mother, father, or older siblings) and 20% with friends. Cognitive development affects 7% of students over 12 years old. Most of the time reproduction depends on cognitive development.
- However, online survey responses show that almost 75% of students are physically active in this movement and most are 18 or older. That proves physical attendance represents cognitive development. So that age is most important for cognitive thinking.

Here the core matter is observing reproduction; reproduction represents the behavioral theory move to cognitive development. While many students were able to move through the retention and reproduction phases successfully, there were challenge.

3.1.3. Emotional Attachment:

Young individuals provide a substantial influence inside every culture, contributing via their idealism, dedication, and patriotism. Historically, their roles have been crucial in fostering emotional connections with key political and social movements in Bangladesh. It united people via common objectives, historical influences, and a collective sense of purpose, motivating them to advocate for systemic change despite challenges. The connection originated from common frustrations, social ties, and a unified sense of purpose. Here's how it functioned: Collective Emotion – Articulation - Chronic Impacts.

Collective Emotion: In this exploration participants said that they collecting their emotion by widespread connectivity, historical parallels, charismatic figure. Students involved in activism often develop a strong sense of identity based on their collective experiences, including financial challenges or perceived injustices. Most of the student find that quotas affect their career prospects. The outcome could impact their personal and professional paths, increasing emotional involvement. Stories of friends or older students whose chances were limited by the system increase empathy and emotional participation.

- Data collection and analysis reveal that 45% of participants concur that their emotions stem from both personal and professional domains. Furthermore, 75% of the participants agree that they have become more emotional upon witnessing the indiscriminate killing of classmates on social media.

Articulated Emotion: Psychoanalytical theory helps explain the unconscious causes and psychological processes behind the 2024 Bangladesh Quota Movement. Students' fear and uncertainty increased due to the government's brutal suppression of protests. Despite obstacles, the movement fostered optimism and resolve because members believed they could change. Unconscious drive:

Sigmund Freud believed unconscious desires and motives shaped much human behavior. In a movement, students' wrath, anxiety, and hope may be the result of more deeply, often implicit emotional requirements identification, approval or fairness. So that consciously and unconsciously articulated their emotion.

- According to the case study, approximately 45% of participants expressed their feelings unconsciously, 25% consciously, and 30% of participants did both.

Chronic Impacts: The long-term changes in this movement include many changes that have been observed in government, education, health, food, law, finance, sports, and religious fields. These changes motivated youth satisfaction, and they joined the quota movement, whereas their family members also attended this movement.

- In the survey 80% of participants decrease their mental health in this brutal incident. The trauma endured by several people, including physical injuries and psychological suffering, has had a lasting influence on their lives.

The movement has indelibly marked the nation's collective memory, underscoring the significance of advocating for justice and human rights. Although its short-term impact was mitigated, its enduring repercussions are expected to persist for years ahead. The movement has sparked a beacon of hope and defiance that will persist in influencing the future of Bangladesh.

3.2. Cognitive Framework in the Quota Revolution:

A cognitive development framework systematically examines how people perceive, understand, and respond to social changes like intellectual revolutions. Cognitive processes and assumptions often influence quota revolutions, which aim to increase representation and equality for marginalized groups. To understand and manage these answers, cognitive development theories must be used to show how people learn to understand and process complex social issues. Cognitive development theories, particularly those by Jean Piaget and Lev Vygotsky, show how people's mental frameworks change and affect their views of social policies and reforms, including quotas. Quota movements ensure public group participation through reserved places or opportunities. Cognitive biases and mental schemas that shape fairness, equity, and quality make people resist these movements. Bangladesh's student-led quota revolution, which demanded the end of government employment quotas. It showed cognitive development and changed how young people saw and interacted with the world. The cognitive paradigm follows.

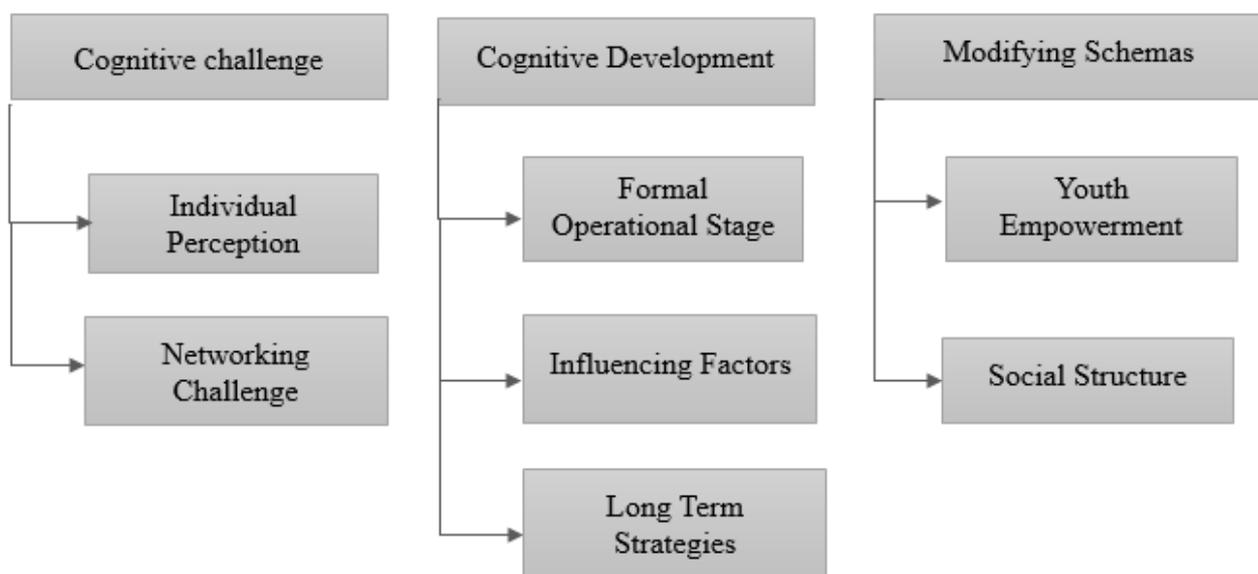


Figure 4. Students Cognitive Challenge to Modifying New Schemas.

3.2.1. Cognitive Challenge

The 2024 Quota Movement in Bangladesh, which seeks to resolve representation and equity in government employment, education, and other sectors, is confronted with a variety of cognitive challenges that determine public perception, acceptability, and resistance to these policies. These cognitive challenges are the result of deeply ingrained beliefs about meritocracy, fairness, and social identity, as well as biases and mental schemas.

- Analyzing the answers to the questions revealed that about 55% of the participants go through cognitive challenges, with the highest number of participants facing difficulty in decision-making, it was prominent challenge with individual perception also media negativity. Participants also encountered additional challenges, including impaired memory, difficulty in problem-solving, and limited freedom of speech, among others.

Individual Perception: Numerous people had entrenched beliefs on meritocracy, seeing achievement as attainable exclusively via diligence and individual merit. In Bangladesh, where education and employment opportunities are very competitive, the conviction in meritocratic success is profoundly ingrained. This prejudice complicates the articulation of the justification for quotas as remedies for historical and structural inequities.

Media Information Regulation, Varied Perspectives, Sensationalism:

Media may have challenges in accurately representing the quota movement in contrast to official narratives, particularly under pressure to align with state positions. In the context of Bangladesh, several news sites have been unable to provide reliable information owing to governmental pressure. After the government's collapse, they acknowledged this on several talk shows.

3.2.2. Cognitive Development

The process of cognitive development is a fascinating investigation into how developing brains change and gain new skills (Yadav,55). Education, critical analysis, media literacy, and social involvement are needed to promote cognitive advancement in the quota movement. These indicators may help individuals understand the quota system, its social effects, and how to make major change. Because they are emotionally and critically engaged, young people are joining this movement. Most external influences affect behavior through cognitive processes rather than directly (Bandura,2009).

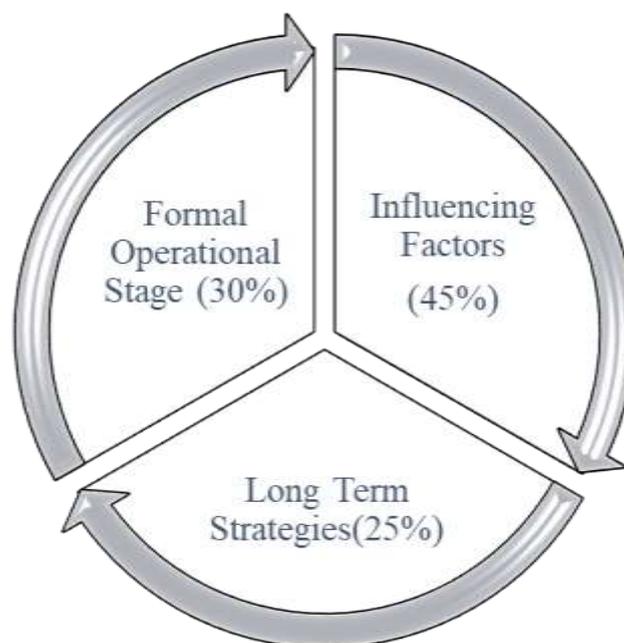


Figure 5. Participants Cognitive Development.

Piaget's Formal Operational Stage: According to Piaget's theory of cognitive development, the formal operational stage is the fourth and last stage, starting at 11 and lasting throughout adulthood. Humans learn thinking, rational thought, and systematic organization at this period. Humans may engage with hypothetical events and abstract thoughts at this level. A Formal Operational Stage teen may evaluate quota systems' fairness without relying on human experiences or outcomes.

- As can be seen in the chart above, about 30% of the participants made their cognitive sense through the stage by which they participated in the movement. Participants promote discussions on abstract notions like justice, equality, and societal worth that extend traditional wisdom.

Although Piaget thought that everyone reaches the formal operational stage, other studies have demonstrated that not everyone completely achieves this level or uses formal operational thinking in every context. Education, cultural experience, and cognitive stimulation all affect the way abstract thinking develops (Kuhn, 2008). During Bangladesh's 2024 Quota Movement, people at this level are well suited to interact closely with the complexity of the movement, examine policies, and significantly support protests and efforts to reform.

Influencing Factors: Numerous supporting elements suggest an enhancement in juvenile cognitive development in this movement. It is divided into two sectors: personal determination and societal factors. Self-regulation processes can be defined as those cognitive and behavioral processes by which people enact their self-conceptions, revise their behavior, or alter the environment to bring about outcomes matched with their self-perceptions and personal goals (Conner & Norman, 2005).

- Total 25% participant growth their cognitive level by environmental factors and almost 70% of the participants agree their teacher directly and indirectly inspired and motivated to joined this movement. Educational institutions and teacher assistance facilitate students' cognitive engagement with intricate sociopolitical matters.
- Various academic institutions, like as Dhaka University, Jahangirnagar University, and Brac University, actively endorse and protect student protests, so encouraging and inspiring students to engage in these actions for justice. University professors across Bangladesh, under the "Anti-Repression Teachers Rally" banner, have called for an end to student harassment and mass arrests.

“Mirpur-10 station of the Dhaka Metro was closed for arson at a foot-overbridge beneath it. Reports indicated that approximately 30 students were killed by the Bangladesh police”. Resistance, especially from authority, may build resilience but can cause stress and tiredness. Cognitive development requires managing these emotions to help students keep a balanced perspective and regulate their emotions. Critical thinking, moral reasoning, and identity formation are encouraged by the job, which also requires cognitive bias reconciliation, stress management, and openness to alternative perspectives.

Long Term Strategies: Long-term strategies may include civic education initiatives that educate pupils on government, public policy, and citizens' rights. Through civic education, children would be prompted to critically analyze social and political concerns, so acquiring the skills necessary to meaningfully participate with intricate movements such as quota reforms. Incorporating critical thinking, media literacy, and ethical reasoning into courses might significantly benefit pupils. These programs assist people in analyzing information, assessing evidence, and contemplating other perspectives.

- 25% of participants argued that they critically thinking about the long-term strategies may include their rights and educational management, as well as equipment.

Equipping students with these abilities fosters deeper involvement with socio-political problems, facilitating critical information processing, ethical framework creation, and meaningful advocacy engagement. These tactics equip students to address intricate social concerns and contribute to societal

advancement with a robust, adaptable cognitive base.

3.2.3. Modifying Schemas:

Schemas are mental structures that organise knowledge and guide behaviour (Piaget, 1936/1952). They are the basic building blocks of cognitive development. As children interact with their environment, they develop and modify their schemas to better understand the world around them (Brodie,2024). We found four types of schemas that modify one's cognitive development in this movement. such as person schemas, social schemas, self-schemas, and event schemas that's were related in youth empowerment social structure.

- **Youth Rehabilitation and Empowerment:** The 2024 Bangladeshi quota movement has empowered students and helped them progress personally. Engagement helped students develop leadership, resilience, and social responsibility, boosting their confidence to fight for justice and equality. This movement encourages individuals to challenge their self-schemas and promotes meritocracy. This issue was conducted with self-reflection, and they were 18 years and older. Almost 60% of participants were concerned about their future; that's why they attended reform. The quota movement showed the balance between self-determination, curiosity, and fairness and extrinsic encouragement from peers, parents, and social media.
- **Modify social structure:** Social transformation and supporting structures improve beyond personal development, as the July 2024 quota campaign that changed families, educators, and officials' attitudes, stimulating a broader reaction. Social schemas include general knowledge about how people behave in certain social situations. This July reform societal support was a very productive encouragement for student action. 40% of participants modify their cognitive level by social schemas. Parents inspire intellectual and activist interests by observing their children's dedication and success and encouraging social activism.

4. Result, Findings and Analysis

The data was collected using a mixed methods technique, integrating findings from online survey questionnaires and focus group discussions. This research wants to clarify the roles of behavioral and cognitive theories in shaping student engagement in the quota reform movement, emphasizing the distinctions and intersections between the two theories.

4.1. Findings from Quantitative Outcomes: Survey Assessment

The survey included 200 student participants who were either directly or indirectly engaged in the Bangladesh Quota Movement. The quantitative data mostly focused on behavioral motives (peer influence, social reinforcement, and perceived rewards) and cognitive aspects (perceptions of fairness, justice, and personal importance). The study explores two participant groups, each including participants aged 15 years and older.

Behavioral Theory

- First of all, analysis suggests that the affected 39.6% of participants had external factors (40% peers, 45% social media, and 5% parental support). The initial choice of survey respondents to engage was impacted by peer participation. This corresponds with behavioral theory, indicating that students were influenced by social reinforcement from peers who motivated their involvement.
- Furthermore, social learning theory accounted for 45%, indicating that observable social benefits, like recognition and solidarity, served as motivating elements. These results validate the behavioral theory assumption that external stimuli are crucial in instigating group action. In another crucial aspect of networking, 95% of the participants interacted with the network system via the Facebook group.

Cognitive Theory

- Conversely, 60.4% of participants said that their ongoing engagement in the movement was driven by a perception of unfairness and a need for change in the government employment quota system. We assumed that was the related participant's cognitive level. This section emphasizes their affinity for mental stimulation. Nearly 60% of interviewees expressed apprehension over their future and long-term strategy inside the educational system.
- Students' assessments of justice, influenced by apparent disparities in the current policy, correspond with cognitive theory, which asserts that internal reasoning and judgment motivate ongoing behavior. Moreover, 92% of students expressed strong agreement that the indiscriminate slaughter of their peers intensified their emotional attachment. Approximately 74% of participants indicate that their instructors provide mental support. The study revealed that 60% of participants saw the movement as a significant chance to effect systemic change, reflecting cognitive assessments of its aim and enduring effects.

The quantitative outcomes demonstrate that whereas behavioral motivators were essential in the early stages of engagement, cognitive evaluations gained significance as students dedicated themselves to continuous engagement. Here, the participant's age group was 15 years or older, so their critical thinking was high, and that's why cognitive theory (60.4%) was more influential than behavioral theory (39.6%) in joining the movement.

4.2. Findings from Qualitative Performance: Focus Group Assessment

Beside the findings, focus group discussions were conducted with 50 students aged 9 to 13 years who had actively participated in the movement. The talks provided a deeper understanding of the intersection between behavioral and cognitive factors in students' experiences, motivations, and concepts.

Behavioral Theory:

- In the framework of behavioral theory, participants often cited peer influence as an inspiration for engagement. Approximately 55% of students said that they were encouraged to join the movement due to the participation of their peers, resulting in a "bandwagon effect," a psychological phenomenon where individuals emulate certain actions, styles, or attitudes. One participant said, "Upon witnessing my friends at the protests, I felt compelled to take action, and participation in it became customary among our group." This illustrates how social reinforcement, as proposed by behavioral theory, may act as a potent motivator in collective movements.
- Additionally, 75% of the interviewees said they were influenced by social activists or student leaders. an alternative perspective on social media participation Approximately 80% of students contended that social media news motivates them, and they dedicate 12 to 14 hours to social media, which affects their cognitive perception.

Cognitive Theory:

- Cognitive aspects were prominently apparent in students' views on their motivations for continued engagement. Nearly 45% of participants often expressed a personal feeling of unfairness about the current quota system and a cognitive need to rectify this perceived inequality.
- A participant said, "It was not merely about joining others; I genuinely perceived the policy as unjust and felt it was my obligation to advocate for change." This cognitive assessment corresponded with the survey results, as students saw the movement as a logical reaction to a systemic problem, highlighting the cognitive theory's focus on internal thinking. An alternative

perspective on social media participation Approximately 80% of students contended that social media news motivates them, and they allocate 12 to 14 hours to social media, which affects their cognitive perception. In this age group, we see that 45% of participants are influenced by Piaget's formal operational stage.

In the qualitative discussion, we assumed that participants were influenced by behavioral theory because of their age group. Younger children might be less able than older ones to benefit from experience because their encoding of stimuli was less adequate (Siegler, 1976). That's why 55% of participants agreed they were influenced by behavioral theory, and the remaining 45% of participants were motivated by their internal cognitive stimuli.

4.3. Assimilated Findings

The focus group and online survey findings underscored the intersection and mutual reinforcement of behavioral and cognitive components. When we mixed up two assessments,

- We found that 47.3% of participants argued that, whereas early engagement was driven by behavioral theory as peer interaction, parental support, and social incentives, their continued participation became more significant as they acknowledged the movement's larger implications.
- In contrast, 52.7% of participants agree that they attended this movement from behavioral to cognitive motivation, which exemplifies a change from outward social reinforcement to inner convictions on justice by cognitive philosophy.

This movement from behavioral to cognitive motivation exemplifies a change from outward social reinforcement to inner convictions on justice by cognitive philosophy. One kid said, "Initially, I participated because others were attending; after more thought, I saw the inequity of the system." That was when it got personal. This remark encapsulates the transition from behavior-driven actions to intellectually motivated commitment, demonstrating the dynamic interaction of both theories in fostering persistent engagement.

5. Conclusion

The July 2024 Bangladesh Quota Movement illustrates student activism's objectives. This study's behavioral and cognitive theory comparison shows that immediate social impacts and deeper cognitive assessments motivated students in the beginning; peer influence, social reinforcement, and tangible rewards motivated students to join the movement because they discovered unity in action. Cognitive factors—particularly notions of fairness, justice, and personal responsibility—became increasingly important in maintaining student engagement as the movement advanced. The results indicate that cognitive theory (52.7%) affected students' minds more than behavioral theory (47.3). Cognitive theory elucidates the interior ideas and ideals that foster sustained commitment. The interaction between societal forces and individual beliefs indicates that effective social movements depend on both theories to mobilize and sustain participant involvement. Comprehending this dual effect has significant significance for the analysis of analogous actions, as it highlights the need for techniques that consider both the current social context and the fundamental cognitive motives of participants

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