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# **The Relationship Between Job Satisfaction and Organizational Commitment: A study on Business Enterprises in Bangladesh**

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**Abstract:** This paper seeks to investigate the relationship between job satisfaction and organizational commitment of employees in enterprises. Descriptive and correlation research design is used in the present study. The researcher included thirty organizations in the sample by using convenience sampling technique. The data collected are analyzed using appropriate statistical techniques such as Arithmetic Mean, Standard Deviation, ANOVA test, Pearson Product Moment Correlation Coefficient and Regression Analysis. The results of the study found a significant and positive correlation between job satisfaction and organizational commitment of employees.

**Key words:** Job satisfaction, organizational commitment, employees, labor turnover, absenteeism.

## **Introduction**

Job satisfaction is the most widely investigated job attitude as well as one of the most extensively researched subjects in Industrial/Organizational Psychology.<sup>1</sup> Many work motivation theories have represented the implied role of job satisfaction. In addition, many work satisfaction theories have tried to explain job satisfaction and its influence, such as: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Adam's Equity Theory, Bandura's Social Learning Theory, and Landy's Opponent Process Theory.<sup>2-6</sup> Job satisfaction defined and measured both as a global construct and as a concept with multiple dimensions.<sup>7</sup> and job satisfaction overall defined the relationship that what one was want and what one perceives by it. As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction.<sup>8</sup> A common idea of the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. People identify themselves by their profession, such as a doctor, lawyer, or teacher. A person's individual well-being at work, therefore, is a very significant aspect of research.<sup>9</sup>

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There are two types of job satisfaction which are based on the level of employees' feelings regarding their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job.").<sup>10</sup> The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but I my schedule am difficult to manage.").<sup>11</sup> According to Kerber and Campbell, measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover.<sup>12</sup> There is much research suggesting that organizational commitment is related with variables of great importance for organizational success and efficiency such as labor turnover, absenteeism and productivity. Excellent performance is almost impossible without satisfaction and commitment of the employees. And so this study is aimed at investigating the relationship between job satisfaction and organizational commitment of employees in Bangladesh.

## **Literature Review**

### **Job Satisfaction**

In general, job satisfaction is the content workers feel about their job. It is a set of favorable or unfavorable feelings and emotion with which employees view their works. Locke stated job satisfaction as a pleasurable positive state resulting from one's job and job experience.<sup>13</sup>

### **Organizational Commitment**

Organizational commitment refers to an individual's orientation towards the organization in terms of loyalty, identification and involvement. Organizational commitment is represented by "(a) a strong belief in and acceptance of the organization's goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization".<sup>14</sup>

The study conducted by Jermier & Berkes showed that police officers who were more satisfied with their job had higher levels of organizational commitment.<sup>15</sup> Niehoff found a small but significant correlation between job satisfaction and organizational commitment among employees in a Catholic university.<sup>16</sup> Irving, Coleman & Cooper found that job satisfaction was positively related to both affective and normative commitment. But the relationship between job satisfaction and continuance commitment was negative.<sup>17</sup> Sagie reported a high positive correlation between job satisfaction and organizational commitment among 140 clerks in an Israeli municipality.<sup>18</sup> Al-Aameri found a strong positive relationship between job satisfaction and organizational commitment nurses in public hospitals in Riyadh City.<sup>19</sup> Tella A., Ayeni C. O. and Popoola S. O. examined job satisfaction, organizational commitment and work motivation of library personnel in academic and research libraries in Oyo state, Nigeria. There was a positive correlation between job satisfaction and

organizational commitment with coefficient value  $r = 0.1383$ .<sup>20</sup> Hsiu-Yen Hsu studied the relationship between organizational learning culture, job satisfaction and organizational commitment among research & development professionals in Taiwan during an economic downturn. There was a significant and positive correlation among the job satisfaction, organizational commitment and organizational learning culture with a range of 0.60 to 0.71.<sup>21</sup>

Gunlu E., Aksarayli M. & Percin N. S. conducted a study on the relationship between job satisfaction and organizational commitment among hotel managers in Turkey. The results obtained from this study showed that intrinsic, extrinsic and general job satisfaction have a significant effect on normative and affective commitment. The findings further suggested that the dimensions of job satisfaction had no significant impact on continuance commitment among the hotel managers.<sup>22</sup> Karim F. and Rehman O. studied impact of job satisfaction, and perceived organizational justice on organizational commitment in semi-government organizations of Pakistan. The results of this research showed a strong correlation between organizational commitment and job satisfaction.<sup>23</sup> Javad E. and Davood G. studied organizational commitment and job satisfaction of Iranian employees in a firm of services. The results indicated that all three factors of Job satisfaction (Promotions, Personal relationships, and Favorable conditions of work) had positive and significant effects on organizational commitments.<sup>24</sup>

The following table is the summary of relevant literature of the research with their findings and authors name.

**Table: 1 shows the Summary of related literatures**

<i>Author</i>	<i>Year</i>	<i>Result</i>
Jermier&Berkes	1979	Positive relation
Niehoff	1997	Small significant correlation
Sagie	1998	High positive correlation
Al-Aameri	2000	Strong positive correlation
Tella A., Ayeni C. O. and Poopola	2007	Low degree of positive correlation
Hsiu-Ye Hsu	2009	Significant and positive correlation

Source: Developed by Researcher

It appears from the table that different researcher have found distinguished results on job satisfaction and organizational commitment.

### **Rationale of the Research**

With the increase in competition, firms have recognized importance of employee's satisfaction and performance and are developing their human resource capital to compete in this global market. Job satisfaction and organizational commitment in organizations have been receiving increasing attention because they reduce employee turnover, absenteeism, tardiness, and health setbacks due to stress. An individual who has high level of job satisfaction holds positive attitudes towards the job. Highly committed individual is more likely to be a better performer is less prone to resign than the one with a low level of

organizational commitment. An understanding of the job satisfaction of employees is important since their dissatisfaction will hinder their performance and ability to deliver quality service and this will in turn affect the image of the organization.

### **Objectives of the research**

The broad objective of this research paper is to find out whether Job Satisfaction significantly affects the organizational commitment of the employees in the manufacturing and service sector of the country.

The other related objectives of the research paper is to-

- To measure the level of job satisfaction of employees.
- To measure the level of organizational commitment of employees.
- To examine the relationship between job satisfaction and organizational commitment of employees.

### **Research Methodology and Design**

Research methodologies are the quantitative and systematic procedures and approaches to conduct a research. It states the data collection and analyzing techniques incorporating a particular research approach, strategy and method. The research methodologies describe the way in which a particular research is conducted on a particular predetermined topic or subject matter.

### **Methodology**

This is a descriptive, qualitative and correlation research in which quantitative method is used. Organization is divided into three category Banks, University and other manufacturing industries. From each sector several organizations is selected for the study. The population consists of full time permanent employees including Branch managers, officers, professors, lecturers, supervisors. The convenient sampling technique is used to choose the sample. The sample included 30 Bankers, 25 University teachers and 25 employees. In this study both primary and secondary data are used. Primary data are collected by administering Job Satisfaction Questionnaire and Organizational Commitment Questionnaire to the employees. Five point Likert's Scale is used to measure the level of job satisfaction and organizational commitment. Secondary data are collected through books, journals, websites and office records of the organizations. The data collected are analyzed using appropriate statistical techniques such as frequencies, Arithmetic Mean, Standard Deviation, ANOVA, Pearson Product Moment Correlation Coefficient and Regression Analysis.

### Sample Selection

The population of the research is the service and manufacturing companies of Bangladesh operating in the country. The sample for the research is as follows Table-2.

**Table: 2 shows the sample selection with specification**

<i>Sector</i>	<i>Number of companies selected as sample</i>	<i>Number of respondents</i>
Banks	10	30
University	10	25
Other manufacturing companies	10	25
<b>Total</b>	<b>30</b>	<b>80</b>

Source: Developed by Researcher

### Data Sources

The data used in the research is mostly primary type. The major source of information for the research work is the direct responses of the selected employees of the organizations. The literature of the research is developed from prior related research work by various researchers.

### Data Collection Method

The data of the report are primarily collected through survey questionnaire.

### Data Analysis tools

Data analysis procedures involve with the techniques to analyze the collected data to derive a conclusion by using different statistical tools and techniques to satisfy research aim and objective. To find conclusion and to analyze the collected data, the researchers have followed several techniques. MS Excel and SPSS application was used to analyze the quantitative data. The data collected are analyzed using appropriate statistical techniques such as frequencies, percentages. Arithmetic Mean, Standard Deviation. For testing hypotheses, the researcher conducted statistical data analysis through regression model analysis, ANOVA Test and Karl Pearson's correlation.

### Research Hypothesis

$H_0$ : There is no significant correlation between job satisfaction and organizational commitment.

$H_0$ : Job satisfaction does not significantly explain the variance in organizational commitment.

### Research Model

To test the hypothesis, following bi-variate regression model is being used-

$$OC = a + b_1EJS + \epsilon$$

Where,  
 OC= Organizational Commitment  
 $a$ = Constant;  
 $b_1$ = Regression Co-efficient  
 EJS= Employee Job Satisfaction  
 $\varepsilon$  = Error

### Theoretical model of the study

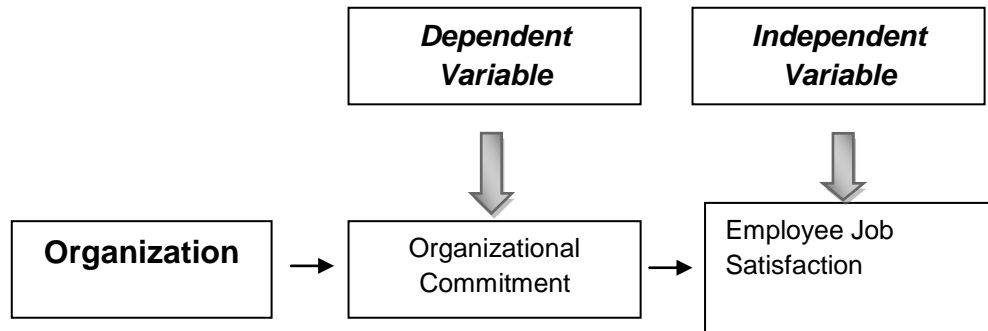


Figure: 1 Framework of data analysis  
 Source: Developed by Researcher

It is observed from the above figure that the researcher used independent variable to measure the dependent variable. Here in this model organizational commitment is dependent on employee job satisfaction.

### Research Analysis and Discussion

A total number of thirty organizations have been researched. The sample selection is influenced by the objectives of the study and is constrained by the availability of the time and access. The research methods involved a primary scrutiny of the employee's job satisfactions levels. The responses were carefully examined and analyzed to find out the actual level of employee job satisfaction. Given the time and resource constraints, the nature of the study tends to be mainly exploratory and descriptive.

### Respondent demographics

The following table 3 is the demographic details of the respondents:

**Table: 3 Demographic Information**

Demographics	Category	Frequency	Percentages (%)
Gender	Male	67	83.8
	Female	13	16.3
Age	20-30years	75	93.8
	31-above	5	6.3
Marital Status	Married	50	62.5

	Unmarried	30	37.5
Type of organization	Public	30	37.5
	Private	50	62.5
Job location	Dhaka	69	86.3
	Far from Dhaka	11	13.8
Education	Honours	15	18.8
	Masters	65	81.3
Position	Mid level	70	87.5
	Top level	10	12.5
<b>Total</b>		<b>N=80</b>	<b>100%</b>

Source: Field work, 2018

It is evident from the above table that among the respondent both male and female are present. Majority of the demographics located in Dhaka city. It can also be inferred that mid level employees outnumbers others. We can also observe that both public and private organizations have been researched.

### Descriptive analysis of the study

**Table: 4 indicates the job satisfaction factors of the employees by showing levels of their satisfaction with the job contents and following results**

	N	Minimu m	Maximu m	Mean	Std. Deviation
basic salary	80	1.00	5.00	3.0375	1.01188
Benefits other than basic salary	80	4.00	5.00	4.6250	.48718
Satisfaction on overall benefits	80	2.00	4.00	3.8625	.47049
enjoy their work	80	4.00	5.00	4.6250	.48718
authority in work	80	2.00	3.00	2.3750	.48718
job security and prestige	80	3.00	4.00	3.6250	.48718
.top management support	80	1.00	4.00	2.5500	.65410
Employee complaints listening	80	2.00	4.00	2.7500	.97435
.co-operation of co- workers	80	3.00	4.00	3.6250	.48718



<b>Continuous developmental arrangement in organization</b>	80	2.00	3.00	2.8500	.35932
<b>is training related to job skill</b>	80	3.00	4.00	3.8000	.40252
<b>trust to colleagues</b>	80	3.00	4.00	3.3750	.48718
<b>.respect of employees</b>	80	3.00	4.00	3.3750	.48718
<b>.work environment</b>	80	2.00	5.00	4.3375	.88509
<b>Work load and pressure</b>	80	1.00	4.00	2.5500	.65410
<b>Job stress of employee</b>	80	1.00	2.00	1.3750	.48718
<b>Work condition</b>	80	2.00	4.00	2.4875	.63632
<b>Performance review</b>	80	2.00	3.00	2.3750	.48718
<b>fairness of reward and promotion system</b>	80	1.00	3.00	1.7500	.97435
<b>.communication accuracy and frequency</b>	80	2.00	3.00	2.3750	.48718
<b>.recognition of work</b>	80	2.00	3.00	2.8750	.33281
<b>.quality concern</b>	80	1.00	3.00	2.2500	.97435
<b>Employee Commitment to organization</b>	80	1.00	5.00	2.9875	1.15280
<b>Valid N (list wise)</b>	80				

Table 4 illustrates the descriptive statistics of data collected from respondents. It is observed that employee job satisfaction level on basic salary, authority, top management support, complaints and grievances, training facilities, work load, work condition; recognition of work, performance review and reward etc. is low having a mean around 3.25. It is also notable that employees having very poor satisfaction on top management support, basic salary, work load and thus their commitment level represent a moderate response. However, employees are somewhat satisfied on factors like other benefits, work interests, support of co-workers, safety, etc.

### Frequency distribution of Job Satisfaction and Organizational Commitments:

The following descriptive statistics is the representation of the employee's satisfaction levels on their job related contents:

#### Basic Salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	8.8	8.8	8.8
Disagree	13	16.3	16.3	25.0
Valid Neutral	35	43.8	43.8	68.8
Agree	20	25.0	25.0	93.8
Strongly agree	5	6.3	6.3	100.0
Total	80	100.0	100.0	

It is understood from the above statistics that majority of the findings ends up with neutral satisfaction (43.8%) which is not satisfactory. Moreover ,(16.3%) express their dissatisfaction on basic pay .

#### Work load and pressure

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	5.0	5.0	5.0
Disagree	31	38.8	38.8	43.8
Valid Neutral	42	52.5	52.5	96.3
Agree	3	3.8	3.8	100.0
Total	80	100.0	100.0	

From the above information it is evident that a high percentage (38.8%) of people showed their dissatisfaction on work load . Only (3.8%) are satisfied with their work load .

#### Top management support

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	12	15.0	15.0	15.0
Disagree	34	42.5	42.5	57.5
Valid Neutral	14	17.5	17.5	75.0
Agree	20	25.0	25.0	100.0
Total	80	100.0	100.0	

It is surprising that the above table describes unsatisfactory support from the top management (42.5%) thus employee's are dissatisfied with top management.

**Employee Commitment to organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	7.5	7.5	7.5
Disagree	25	31.3	31.3	38.8
Valid Neutral	23	28.7	28.7	67.5
Agree	16	20.0	20.0	87.5
Strongly agree	10	12.5	12.5	100.0
Total	80	100.0	100.0	

It is clearly observed from the statistics on employee salary, work load, management support, and employee commitment that these are the job contents which require more attention. Because from the descriptive statistics these factors shows the lowest satisfaction. It is clearly understood that employee's commitment and loyalty to the organization is disappointing only 20% of them are somewhat satisfy with the organization.

### **Job satisfaction (JS) and organizational commitment (OC)**

**Table: 6 illustrates the correlation between job satisfaction and commitment of employees.**

		<b>Job Satisfaction</b>	<b>Employee Commitment to organization</b>
<b>Job Satisfaction</b>	Pearson Correlation	1	.434**
	Sig. (2-tailed)		.000
	N	80	80
<b>Employee Commitment to organization</b>	Pearson Correlation	.434**	1
	Sig. (2-tailed)	.000	
	N	80	80

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 6: Pearson correlation coefficient ( $r = 0.434$ ) between job satisfaction and organizational commitment of employees is significant at 0.01 level (as  $p < 0.01$ ), so the null hypothesis stating that there is no significant correlation between job satisfaction and

organizational commitment of employees is rejected and it is concluded that there is significant correlation between job satisfaction and organizational commitment of employees. Based on a guideline developed by Cohen about the interpretation of correlation coefficient, it can be said that the correlation between job satisfaction and organizational commitment is moderate and positive.

#### Regression model summary and analysis:

**Table: 7 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.434 <sup>a</sup>	0.188	0.185	0.434

a. Predictors: (Constant), Job Satisfaction

**Table: 8 ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.885	1	11.885	63.098	.000 <sup>a</sup>
Residual	51.233	78	.188		
Total	63.118	79			

a. Predictors: (Constant), Job Satisfaction

b. Dependent Variable: Organizational Commitment

Table 7 and 8 indicate the results of regression analysis between job satisfaction and organizational commitment. Results of regression analysis indicate that the correlation coefficient between job satisfaction and organizational commitment is 0.434. The R-Squared Value (i. e. coefficient of determination) of 0.188 indicates that job satisfaction explains 18.80% of the variance in organizational commitment. The F-statistic of 63.098 is statistically significant at the 0.01 level (as  $p < 0.01$ ). So the null hypothesis stating that job satisfaction does not statistically explain the variance in organizational commitment of employees is rejected and it is concluded that job satisfaction statistically explains the variance in organizational commitment of employees.

#### Conclusion

The basic purpose of this research is to find out the job satisfaction among the employees in different organization in different hierarchal level so that their commitment to organizations can be related. We find that the employees need job satisfaction through different conditions. Due to job satisfaction the performance of employees increase and organization get more benefits. But there is need more research in this field.

On the basis of above data analysis the following conclusions can also be drawn:

- Majority of the employees have moderate job satisfaction.
- Majority of the employees have moderate organizational commitment.
- There is significant correlation between job satisfaction and organizational commitment of employees. The correlation between job satisfaction and organizational commitment is moderate and positive.
- Job satisfaction statistically explains the variance in organizational commitment of employees.

## **Recommendations**

The following can be recommended in the light of the results of the study:

1. Top management should build up trust with their employees by showing a sense of support and cooperation.
2. Training and development program need to be advanced in a continuous basis.
3. Employee salary should be equivalent to their education levels that will enable them to live their daily lives comfortably and that will not lurk behind increases in prices.
4. Work conditions and work load need to be segmented and practical.
5. Employee complaints and grievances should be considered with greater importance.
6. Administrators should be clear about their gratification about the successful and positive works of employees and should appreciate them, should take their opinions and suggestions into consideration.
7. Professional promotions should be conducted according to a just policy and professional competency should be sought for.
8. Employees should be evaluated according to their performances and their works.
9. Employees should be provided with an environment where they can develop themselves in scientific and technological fields; in-service training opportunities should be provided.
10. Measures should be taken in order to make employees want to work for their organizations rather than having to work there.

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**Age-Related Differences in the Relations between Individualized Human Resource Management and Organizational Performance: A Small-Scale Employer Survey**  
**Sonjoy Maitra\***

**Abstract:** The career of employee is mostly dependent on an organization and the organization is responsible in some extent. The individualization has occurred along with a decline in combined agreements for employees. The study was conducted based on the age-related factors effect on the individualized human resource management and organizational performance. The main focuses of this research were to find out the statistical relation between ages of the employee and variable that indicates the performance of organization. In addition, another aim of this study was to investigate the relationship among age of employee, availability and actual use of individualized human resource management for the purpose of organizational performance. The sample size was more than 30 for-profit as well as non-profit organizations counting two or more employees in Dhaka City. The 33% of the respondents was directors or owners, 33% was human resource managers, 33% establishment managers and 34% was another function in the organizations. The 40% of the organizations was for-profit firms, 40% non-profit and 20% was both for-profit and non-profit activities. The Statistical Package for Social Science (SPSS) software was used to analyze the data. The findings are the employees who are the range of year from 21-25, 26-30 and 31-35 are absence from sickness. In the contrary, the employees whose age above 40 years is high sick than others. In addition, the correlation between availability of individualized human resource management of development and availability of individualized human resource management of work schedule is .828 that indicates positive correlation and also the positive correlation was found between use of individualized human resource management of development and use of individualized human resource management of work schedule which is .663. Moreover, the young employees are free from sickness. But, the employees whose ages above 40 years are high sick than others.

**Keywords:** Career of employee, organization, individualization, age-related factors, human resource management, organizational performance, non-profit organizations and SPSS.

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**Introduction**



The significance among employees in an organization is to be responsible for their own careers.<sup>1</sup> This change of individualization has occurred along with a decline in combined agreements for employees. Therefore, academic interest has begun to focus on how employees proactively figure their careers and consult personal agreements.<sup>2</sup> Research on particular deals have exposed that individuals who proactively negotiate individual agreements turn into supplementary motivated and committed.<sup>3</sup> Moreover, study from an organizational point of view on the increasing individualization of occupation is absent. This is surprising, given the strong increase in interest on outcomes of individual employee negotiation. At present, it is unknown whether this individualization of human resource management actually improves organizational performance.

Researches on the impacts of individualization on the employee level have shown that relationships with outcomes are contradictory and fluctuate greatly among studies.<sup>2</sup> In addition, the individualization is chiefly helpful when it is in line with other aspects in the organization.<sup>4</sup> For this reason, the labor force is aging all over the universe. Similarly, it has turn into more difficult to retain older workers because many older workers leave the workforce early.<sup>5</sup> It is imperative because of the increasing age variety in the place of work. The organizations implement practices allow older workers to maintain their productivity, as performance may be decreasing after the age of 40–45.<sup>6</sup> Individualized human resource management might make easy younger and older workers to discussion individualized agreements to augment their performance and give to overall performance of the organization. The Dhaka is the capital and most important job sector in Bangladesh. A small-scale representative study will carry out among some industries for the relationship between individualized human resource practices with organizational performance.

### **Objectives of the study**

The main objective of the study is focused on individual human resource management and performance of organization. The specific objectives are:

- To find out the statistical relation between age of the employee and variable that indicates the performance of organization.
- To investigate the relationship between age of employee and availability of individualized human resource management for the purpose of organizational performance.
- To investigate the relationship between age of employee and actual use of individualized human resource management for the purpose of organizational performance.

### **Literature Review**

A historical phase was developed on human resources management performance field.<sup>7</sup> The phase one started from 1980s with work linking business strategy to human resources management. The second one started in the 1990s while the empirical analyses between human resources management and performance began.<sup>8,9,10,11,12,13</sup> The third phase was mainly based on some key conceptual issues like the relationship between dependent and independent.<sup>14,15</sup> The fourth phase was conceptual refinement which gave the stressed on theoretical foundation.<sup>16</sup> The

fifth phase focused on the negative impact on employees which emphasized the relation between human resources management and performance. And the recent phase stressed on multilevel and longitudinal studies that include science in a greater extent.<sup>17</sup>

Human resources management and performance are strongly related with each other and it is an important research theme in the field of human resources management.<sup>18,19,20</sup> Moreover, the performance of any organization depends on many factors like age, education, experience and etc. Furthermore, it was emphasized on the commitment and good relation with the employees for better performance. In addition, the work related attitudes are important indicators to increase the performance both individual level of employee and organization.<sup>21,22,23</sup> Also, an organization use a low cost strategy in the pursues of high performance strategy .<sup>24</sup>

The age of an employee is moderately related with the use of individualized practices and sickness absence. In the organization, the work schedule is in favor of the old workers and the development practice is in favor of the young workers.<sup>25</sup> In addition, Bal and Lange, (2014) stated that the flexibility of human resources management is significant for young employees to increase engagement but old employees are busy to enhance their job performance.<sup>26</sup>

## **Methodology**

### **Sample and procedure**

The Employers Work Survey was conducted on employment arrangements of the organizations in Dhaka City. The sample size was more than 30 for-profit as well as non-profit organizations counting two or more employees. Because, this was a part of a small scale study on employer policies and conditions, the survey included various other questions. In addition, the sample was selected according to stratified sampling based on sector and organization size. Organizations were approached though mail and telephone to participate in the research at the establishment level.

Respondents (company owners, management team members or human resource managers) participated through filling out either a paper-and-pencil or a digital questionnaire. It was a deemed appropriate to ask company owners or human resource managers to act as organizational representatives and to fill out the survey because they would be aware of the policies of their organizations, as well as the extent to which individualized human resource management practices would be actually used.<sup>9</sup> The 33% of the respondents was directors or owners, 33% was human resource managers, and 34% were management team members in the organizations. The 40% of the organizations were for-profit firms, 40% non-profit and 20% were both for-profit and non-profit activities.

## **Measures**

Availability of individualized human resource management was measured by asking respondents for development (education of employees), work schedules (working hours of employees) and pay arrangements (salary of employees) to which in their organization different agreements could be made with individual employees. Responses could be provided on a four-point scale (1 = not available at all; 4 = available to a great extent).

Use of individualized human resource management was measured by asking respondents to indicate the extent to which in their organization supervisors actually negotiated individualized agreements with employees (1 = not at all; 4 = to a very great extent).

Forty-five years is generally considered to be the age after which employees are regarded as older workers and from that age experience increasing problems with their (physical) abilities to do their jobs.

## **Control variables**

In the analyses, a range of factors was influence the outcome variables.<sup>27</sup> Education was measured (using dummy coding) by the percentage of employees who had lower education, vocational education and higher education. Gender was measured as the percentage of male employ. Moreover, it is controlled for the percentage of employees with a temporary contract and the percentage of employees working part time to rule out alternative explanations, such as that turnover rates are influenced by the percentage of employees with a temporary contract. Furthermore, the sector was controlled by using dummy coding. The sectors were industry, service, government, education, health care and other sectors.

## **Analysis**

For the analysis of the data the Statistical Package for Social Science (SPSS) software was used. It is generally used to find out a result of the statistical social data.

## **Results and Discussion**

### **Descriptive statistics of different factors of organizational performance**

The Table 1 represents a summary picture of the relationship between age of the respondents and sickness of the employees, years of experience, satisfaction level of wage, sector wise employee, etc. From this table, it can be said that the young employees are free from sickness. In addition, the employees who are in the range of year from 21-25, 26-30 and 31-35 are absence from sickness. In the contrary, the employees whose age above 40 years is high sick than others.

The year of experience of the employee less than 3 years is the highest in number in the range from 31 to 36. Because, the job market of Bangladesh is highly competitive and most of the people get job when they reach in age of around 30. When the age of employees reaches above 40 then they are more experienced in the job market.

The satisfaction wage level of the employee is high in the entry level. But when the age is increased then the level of satisfaction of wage is decreased. The data are collected from different kinds of respondents such as educational institutions, service, health care and others. The highest number of respondents is in the service sector.

**Table 1: Descriptive statistics of different factors of organizational performance**

		Age of the Respondent				
		21-25 years	26-30 years	31-35 years	36-40 years	Above 40 years
Sickness of the employee	Absence	16	15	10	5	0
	Low	2	4	9	9	10
	Medium	0	0	0	2	9
	High	0	0	1	3	14
Year of experience	Less than 3 years	3	8	18	12	8
	3-5 years	0	5	5	10	5
	More than 5 years	0	0	0	11	13
Satisfaction level of wage	Yes	16	15	12	5	3
	No	0	0	9	16	18
Sector wise employee	Educational Institution	1	3	7	8	7
	Service	14	11	12	5	9
	Health Care	0	0	0	1	2
	Others	2	4	7	8	1

### **The Pearson correlation between age of employee and availability of individualized HRM**

The Table 2 shows a pearson correlation between age of respondent and availability of individualized human resource management of development is -.780 and in the same way, the correlation between age of respondent and availability of individualized human resource management of work schedule -.894, that implies the variables change in the opposite direction. On the contrary, Pearson correlation between age of respondent and availability of individualized human resource management of pay arrangement is .447 that indicates positive correlation. The two stars indicate that degree of confidence is high.

The correlation between availability of individualized human resource management of development and availability of individualized human resource management of work schedule is .828 that indicates positive correlation. In the contrary, the correlation between availability of individualized human resource management of work schedule and availability of individualized human resource management of pay arrangement is -.666 that indicates negative correlation.

**Table 2: Correlation between age of employee and availability of individualized HRM**

		Age of Respondent	Availability of individualized HRM of Development	Availability of individualized HRM of Work schedule	Availability of individualized HRM of Pay arrangement
Age of Respondent	Pearson Correlation	1	-.780**	-.894**	.447**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
Availability of individualized HRM of Development	Pearson Correlation	-.780**	1	.828**	-.581**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
Availability of individualized HRM of Work schedule	Pearson Correlation	-.894**	.828**	1	-.666**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Availability of individualized HRM of Pay arrangement	Pearson Correlation	.447**	-.581**	-.666**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### The Pearson correlation between age of employee and use of individualized HRM

The Table 3 represents a pearson correlation between age of respondent and use of individualized human resource management of development is .908 and in the same way, the correlation between age of respondent and use of individualized human resource management of work schedule .737, that indicates the strong positive correlation between the variables. On the contrary, Pearson correlation between the correlation between age of respondent and use of individualized human resource management of pay arrangement is -.243 that signifies negative correlation between variables. The one star indicates that degree of confidence is not so high.

The correlation between use of individualized human resource management of development and use of individualized human resource management of work schedule is .663 that indicates positive correlation. In the contrary, the correlation between use of individualized human resource management of work schedule and use of individualized human resource management of pay arrangement is -.478 that indicates negative correlation. Here, two stars signify strong negative correlation between the variables.

**Table 3: Correlation between age of employee and availability of individualized HRM**

		Age of Respondent	Use of individualized HRM of Development	Use of individualized HRM of Work schedule	Use of individualized HRM of Pay arrangement
Age of Respondent	Pearson Correlation	1	.908**	.737**	-.243*
	Sig. (2-tailed)		.000	.000	.015
	N	100	100	100	100
Use of individualized HRM of Development	Pearson Correlation	.908**	1	.663**	-.478**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
Use of individualized HRM of Work schedule	Pearson Correlation	.737**	.663**	1	-.501**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
Use of individualized	Pearson Correlation	-.243*	-.478**	-.501**	1

HRM of Pay arrangement	Sig. (2-tailed)	.015	.000	.000	
	N	100	100	100	100

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

## Conclusion

In the conclusion, it can be said that the young employees are free from sickness. But, the employees whose age above 40 years is high sick than others. The year of experience of the employee less than 3 years is the highest in number in the range from 31 to 36. But when the age is increased then the level of satisfaction of wage is decreased. The Pearson correlation between age of respondent and availability of individualized human resource management of pay arrangement is .447 that indicates positive correlation. In addition, the correlation between availability of individualized human resource management of development and availability of individualized human resource management of work schedule is .828 that indicates positive correlation.

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## Appendix

### Sample Questionnaire

Dear sir/ madam, I am conducting a research work on “**Age-Related Differences in the Relations between Individualized Human Resource Management and Organizational Performance A Small-Scale Employer Survey**” I would request you to kindly spare some time to fill up this questionnaire. It’s permitted by the organization to collect this information. The information obtained will be used to research purpose. It won’t be disclosed to the public so you can trust and co-operate me to collect the information. This information must be kept confidential.

#### Section: 1

*Name-.....*

*Date...../...../.....*

Q1. Please mention your age

☐ 21-25                      ☐ 26-30                      ☐ 31-35                      ☐ 36-40                      ☐ above 40

Q2. Gender

☐ Male                      ☐ Female

Q3. Number of year of experience

☐ Less than 3 years                      ☐ 3 to 5 years                      ☐ More than 5 years

Q4. Marital Status:

☐ Married                      ☐ Unmarried

Q5. Education level:

☐ Vocational                      ☐ higher education

## Section -2

1. What is the frequency of being sick ?

☐ low   ☐ medium   ☐ high   ☐ absent

2. What is the kind of employee ?

☐ Full time employee   ☐ part time employee

4. The wages are satisfactory with standard of living of the employee?

☐ Yes   ☐ No

5. Whether training is necessary for human resource development?

☐ Yes   ☐ No

6. In which sector the employee is involved?

☐ Educational institution   ☐ service   ☐ health care   ☐ others

7. What extent do you consider the organizational size?

☐ Large scale   ☐ Medium scale   ☐ small scale

8. How do you consider availability of individualized HRM of Development ?

☐ High   ☐ medium   ☐ low

9. How do you consider the availability of individualized HRM of Work schedule ?

☐ high   ☐ medium   ☐ low

10. How do you consider the availability of individualized HRM of Pay arrangement ?

☐ High   ☐ Medium   ☐ Low

11. What is the degree of use of individualized HRM of Development ?

☐ High   ☐ Medium   ☐ Low

12. What is the degree of use of individualized HRM of Work schedule ?

☐ High   ☐ Medium   ☐ Low

13. What is the degree of use of individualized HRM of Pay arrangement ?

☐ High   ☐ Medium   ☐ Low

14. What extent do you consider the relation between development and age?

☐ High      ☐ Medium    ☐ Low      ☐ Absent

15. In what extent work schedule is linked with age ?

☐ High      ☐ Medium    ☐ Low

16. In what extent work pay arrangement is linked with age?

☐ High      ☐ Medium    ☐ Low    ☐ Absent

Thank you.

# Providing Feedback to Improve L2 Learners' Productive Skills: The Role of the Teacher

Md. Abu Baker Siddique\*

**Abstract:** Teachers have a responsibility to help learners do their best. This includes the provision of explicit feedback on error. In Bangladesh, students typically receive feedback in the form of grades and numerical scores to communicate their progress toward learning goals. However, grades and numerical scores are hardly useful in enabling students to make progress. Students seek constructive feedback on their work and often express frustration when they find their teachers' comments confusing or simply too brief. For successful acquisition of productive skills—that is, writing and speaking skills, students need feedback on how well or badly they are performing. Feedback is not the same thing as editing. And it is much more than making a few red marks on a paper. Just as excessive feedback on error can have a negative effect on motivation, so immediate reaction to errors—especially in an oral communication setting—may embarrass some students and discourage them from speaking. Hence, teachers need to be sensitive to their students' reactions to correction and adopt a pragmatic approach to error correction, which is regarded by many as an essential component of EFL pedagogy. The primary objective of this paper is to examine some of the problems with providing and receiving feedback in second language classrooms. The article also attempts to recommend some strategies which might help enhance the efficiency of teacher feedback and facilitate students' learning.

**Key words:** Error, feedback, assessment, interlanguage, error analysis, scaffolding, self-image.

## Introduction

When children start talking, parents rarely comment on grammatical errors; parents tend to focus on 'meaning' rather than 'form' when they correct children's speech. They may correct an incorrect word choice, an incorrect statement of the facts, or a rude remark, but they are unlikely to respond to errors that do not interfere with communication. Children acquire the adult form of the language with little or no explicit feedback. However, the case for second language learners is different. Evidence suggests that without corrective feedback and guidance, second language learners may continue to use incorrect forms for a long time. With the gradual acceptance of error as productive and developmental (rather than substandard and deviant), grammatical accuracy became secondary to communication. But, if the errors made by the learners are not judiciously attended to at the budding stage, they might lead to frustration among teachers and students themselves at a later time. It is feedback that 'would assist the student to understand more clearly where he is and what his next step(s) should be.'<sup>1</sup>

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The four language skills—reading, writing, speaking and listening— are categorized as either ‘productive’ or ‘receptive’. Speaking and writing being generated by the learner are described as the ‘productive’ skills. Reading and listening are regarded in language pedagogy as ‘receptive’ skills in that they require the learner to receive and understand incoming information.<sup>2</sup> In order to make language acquisition successful, students need to be offered feedback on how well or badly they are performing.

Most students complain that their writing feedback from their teachers is too general and vague with no suggestions for improvement, and that they are often left not knowing what they have done well, what they need to change and why they have achieved the grade they have. Feedback can obviously act as diagnosis of what is wrong with students’ performance; but it must be accompanied by clear suggestions for improvement. The goal should be to ‘leave students with a clear message about what they must do to improve future submissions.’<sup>3</sup>

## **Objectives**

This study covers the following objectives: Firstly, it is aimed to define error and feedback; secondly, to identify the features of effective feedback; thirdly, to investigate the problems with providing and receiving feedback; and finally, to offer strategies to make feedback on speech and writing effective.

## **Research Methodology**

The research paper is fashioned to be an analytical study. While conducting this qualitative research, the researcher has taken recourse to only the secondary sources of data gleaned from textbooks, journals, national and international research papers, websites and so on. The collected data have been analysed and interpreted by the author.

## **Literature Review**

More recent research on the role of corrective feedback in L2 learning indicates that there is often a mismatch between students’ and teachers’ views. In two large scale studies, it has been found that ‘virtually all students expressed a desire to have their errors corrected while very few teachers felt this was desirable.’<sup>4</sup> The theoretical base of the Audiolingual method incorporated into itself the behavioristic concept of ‘habit formation’. Since students needed to form good habits, teachers treated spoken errors quickly. In the mid-1960s, the linguistic theory underlying Audiolingualism was rejected in the United States.

Since the mid-1970s the scope of Communicative Language Teaching (CLT) has begun to expand, largely as a British innovation. It refers to a diverse set of principles which include:<sup>5</sup> i) The primary goal is fluency and acceptable language, rather than accuracy in terms of formal correctness; and ii) language is created by the individual, often through trial and error. CLT activities encourage learners to learn from errors. The emergence of communicative approach of language teaching has made the situation for error correction more perplexing. The motto of

communicative approach: “Get your students to communicate at all costs” virtually guarantees that they will make errors.<sup>6</sup> In communicative approach, not all mistakes need to be corrected. Since the main aim of language learning is to receive and convey meaningful messages, correction is focused on mistakes that interfere with this aim.

Moreover, researchers have demonstrated that error should not be stigmatizing; rather, it is often systematic and reasonable. According to Contrastive Analysis Hypothesis (CAH), errors were assumed to be ‘the result of transfer from learners’ first language.’<sup>7</sup> Students who learn English as a second language already have a deep knowledge of their L1. Where L1 and English come into contact with each other, there are often confusions which provoke errors in a learner’s use of English. This can be at the sound level: Bangla, for example, does not have a phonemic distinction between /v/ and /bh/, Bangla students may well pronounce /bhery/ when they mean ‘very’. It can also be at the levels of grammar and word usage.

However, not all errors made by second language (L2) learners can be explained in terms of first language transfer alone. As a result of the finding that many aspects of learners’ language could not be explained by the CAH, a number of researchers began to take a different approach to analyzing learners’ errors. This approach, which developed during the 1970s, became known as ‘error analysis’ (EA). The goal of this research was to discover what learners really know about the language.

Larry Selinker gave the name ‘interlanguage’ to learners’ developing second language knowledge.<sup>8</sup> In the interlanguage, errors are ‘literally and positively developmental’ because they are similar to those made by children acquiring English as their first language.<sup>9</sup> Selinker also coined the term ‘fossilisation’ to refer to the fact that some features in a learner’s language may stop changing. This may happen to the learners whose exposure to the second language does not include instruction or the kind of feedback that would help them to recognize differences between their interlanguage and the target language.<sup>10</sup> Others have investigated the acceptance level of specific L2 errors.

Closely connected to learners’ performance is teachers’ feedback on the performance. Early studies took a simplistic view of teacher feedback as being either positive reinforcement or negative evaluation. More recent studies prioritize the need to re-consider the notion of errors. And teacher feedback is now sought to encapsulate the scaffolding for learners as they formulate their hypotheses about language.<sup>11</sup>

### **Definition and types of error**

An error is defined as ‘a deviation from the norms of the target language.’<sup>12</sup> But such a definition is not without ambiguity as there are a number of varieties of English across the world. These varieties may account for noticeable variations in ‘norms’ of the students’ target language, especially when students are to select a standard written dialect as norms in language classes. Besides, this will, of course, fall short if the goal is to describe learners’ oral production.

Furthermore, there is a distinction between ‘error’ and ‘mistake’. Whereas errors result from a lack of knowledge, mistakes occur when learners fail to perform their competence.<sup>13</sup> Mistakes are regular features of native-speaker speech.

The teacher must keep in mind the issue of ‘global’ and ‘local’ errors. Errors in overall sentence organization which hinder communication are ‘global errors’; on the other hand, errors that affect single elements(constituents) in a sentence without causing hindrance to communication are ‘local errors’.<sup>14</sup> The correction of one global error in a sentence clarifies the intended message more than the correction of several local errors in the same sentence.

### **Definition of feedback**

In the context of teaching, feedback refers to ‘information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance’.<sup>15</sup> Feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise.<sup>16</sup> Most of the feedback teachers give their students involve both the components of ongoing correction and assessment, directed at specific bits of learner-produced language with the aim of bringing about improvement.

### **Types of feedback**

Feedback can be either proximate or holistic.<sup>17</sup> Proximate feedback is usually embedded in the student's text or in the margins. It generally involves spotting mistakes or making suggestions related to a specific word or sentence in the student's work. Holistic feedback refers to the teacher's comments as endnotes on the top or at the bottom of the page. It typically focuses on major points of advice on the student's work as a whole. Proximate feedback is used for error correction, while holistic feedback focuses on content and idea development. Studies have shown that proximate comments are easier for teachers, but students prefer holistic feedback because it gives them just a few things to concentrate on as they make revisions.

Feedback can be classified between positive and negative. Behaviourist-inspired research has shown positive feedback to be more effective than negative feedback in changing student behavior.<sup>18</sup> Positive feedback has two primary functions: to let students know that they have performed correctly, and to increase motivation through praise.

### **Features of effective feedback**

Most feedback students receive is ineffective because it does not tell them what they need to do to improve and how to make these improvements. Hence, effective feedback ought to:<sup>19</sup>

- Relate to the standard the student is learning
- Focus on critical aspects of the student's learning
- Have a descriptive tone

- Be specific
- Provide explicit suggestions for improvement and
- Be constructive.

These characteristics provide guidance for making comments on students' production.

### **Difficulty in providing and receiving feedback**

Feedback usually tends to concern itself more with accuracy in form—i. e., surface-level features of writing—than with meaning.<sup>20</sup> Sometimes teachers offer recommendations and corrections that seem to be unclear or imprecise to L2 learners. Results of a study show that, even in a course with an enlightened teacher, students may misinterpret the teacher's comments. Some of the research findings are as follows:

- The teacher asked the student to provide greater analysis of a given literary text; but the student thought he was supposed to provide a summary.
- The student thought that 'sentence fragment' meant that the sentence was out of place.
- As the comments in the margin were not anchored to the text by a circle or an arrow, the student did not know what to do with them.
- Short comments like 'unclear', 'explain', 'be more specific' were generally found to be of little help.<sup>21</sup>

In fact, teacher comments on content are of little use if students do not know what they mean or how to use them productively to improve their skills as writers. Comments on content tend to be negative and point out problems more than tell students what they are doing right. This imbalance in the amount of positive and negative feedback can easily put them in a negative frame of mind.

The activity of teacher feedback generally has more limited impact on the learners than the teacher would desire. Another study has found that students do not read the teachers' comments or read them but do not attempt to implement the suggestions and correct the errors.<sup>22</sup> There are reasons why students do not pay attention to teacher's feedback. Some of them are interested only in the grade; they feel that the teacher's comments to the whole class are sufficient. Sometimes students are lazy or just do not get it.

There is often a mismatch between the type of information sought by the students and that given by the teacher. This results from the fact that teachers mark for mechanics and grammar more because these are the easiest to respond to. Comments on the other three areas—vocabulary, organization and content—demand a higher degree of judgment and take more time. In addition, weak students often receive better and more frequent feedback than strong students.



Another critical issue is one of fairness. Sometimes students are criticized or given poor grades and they find that other students have suffered less criticism for an equally bad performance. This causes students to be extremely unhappy. They are left with a feeling that they are being unfairly judged.

It is not uncommon to correct the same errors on a particular student's work over and over again. This is because the student is not taking the teacher's advice. But teachers need to adopt some strategies to make feedback consequential, enabling students to address the comments.

### **Strategies to make feedback on oral work effective**

Many learners' 'passive' knowledge is much larger than their 'active' language.<sup>23</sup> With little experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may want to avoid your comments or corrections; and so on. In addition to these, it may simply take a long time to put the pieces of a communication together, leading to long embarrassed pauses while the learner tries to find out how to say what they want to say.

One of the best strategies to help learners activate this knowledge is to put them in 'safe' situations in class where they are inspired and encouraged to try using from their 'store'. There are some situations where the teacher should not correct a learner's mistake. In fluency work, for example, when the learner is in the middle of a speaking activity, correcting a mistake is more likely to disturb and discourage him or her than help. Students often find it hard to continue after a correction, whilst others in class may become more reluctant to speak for fear of similar interruptions.

In order to fulfil the 'non-interfering aim' of fluency activities, teachers may employ the technique of 'scaffolding' that does not interfere too much with the flow of conversation, yet offers useful language feedback. Scaffolding refers to the way a competent language speaker helps a less competent one to communicate by both encouraging and providing possible elements of the conversation. Here is a list of scaffolding techniques:<sup>24</sup>

- Showing interest and agreeing;
- Concisely asking for clarification of unclear information;
- Encouragement echo: repeating the last word in order to encourage the speaker to continue;
- Asking conversation-oiling questions (ones that mainly recap already stated information), eg *Is it? Do you?* etc;
- Asking brief questions or using sentence heads that encourage the speaker to extend the story, eg *And then... She wanted...* etc;
- Giving the correct pronunciation of words in replies without drawing any particular attention to it.

Further, teachers can make use of different types of corrective feedback on oral work given below:<sup>25</sup>

1. Explicit correction: this refers to the explicit provision of correct form. As teacher provides the correct form, he/she clearly indicates that what the student had said was incorrect.
2. Recasts: this involves the teacher's reformulation of all or part of a student's utterance except the error. Recasts are implicit as they are not introduced by "*You should say*".
3. Clarification requests: this indicates that the student's utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as "*Pardon me...*"
4. Metalinguistic feedback: Metalinguistic comments generally indicate that there is an error somewhere (for example, "*Can you find your error?*"). Also, metalinguistic information generally provides some grammatical terminology (for example, "*It's masculine*")
5. Elicitation: it refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, "*It's a ...*"). Second, teachers use questions to elicit correct forms (for example, "*How do we say x in English?*"). Third, teachers occasionally ask students to reformulate their utterance.
6. Repetition: This refers to the teacher's repetition of the student's erroneous utterance. Teachers usually adjust their intonation so as to highlight the error.

Of the six types of feedback mentioned above, recasts have been found to be by far the most common type of feedback in L2 classrooms. This has been shown to be true for learners at different ages and in different instructional models—from Audiolingual to Communicative instruction. It has the advantage of not interrupting the flow of interaction. It is seen as indirect and polite a way of giving students the information they need without embarrassing them. For adults with little education in their first language and for children, sophisticated metalinguistic explanation may not prove to be useful. But university students who are advanced learners of the language may find such explanations valuable.

### **Strategies to make feedback on written work effective**

Traditional teacher-centred approaches are gradually giving way to more learner-centred courses, whereby writing is viewed as a communicative social act. In this respect, the teacher is required to respond to papers, acting on remarkable pedagogical advice widely shared in professional literature at present. The following strategies may prove to be of great use.

**Avoid over-correction:** Marking all the patterns of error tends to overwhelm the student's initiative to understand these errors. A way of avoiding over-correction of scripts is focusing, which has the advantage of helping students to concentrate on particular features of written English. In this mode, the teacher restricts feedback to a particular aspect of language.<sup>26</sup>The

teacher tells the students in advance, for example, that *in today's piece of writing I will be looking especially at punctuation*.

**Start with positive comments:** Students will react better to feedback if the teacher begins with positive comments and then adds some constructive criticism. Exclusively negative feedback can be a strong disincentive to writing for many talented students. Both positive and negative feedback should be made available to learners. However, it is essential that such feedback be given in an atmosphere of support and warm solidarity, so that the learners feel that the teacher's motive is honestly to promote and encourage learning, not to put them down.<sup>27</sup>

**Use a standard set of symbols:** To lessen students' confusion, teachers should consistently use a standard set of symbols or marking by way of indicating place and type of error and training students in what kind of correction to be made based on each symbol. Here is a list of proofreading symbols:<sup>28</sup>

- ^ - add needed word ( make sentence grammatically or logically complete)
- cs - comma splice (connect independent clauses with a comma)
- dm - dangling modifier
- frag - sentence fragment (sentence is missing either subject, verb, or other parts)
- run-on - run-on sentence
- sp - spelling error
- s-v - subject-verb agreement error (make subjects and verbs agree)
- tense - error in verb tense
- ww - wrong word
- // - faulty parallelism (balance parallel ideas, words, phrases, clauses)

Correction symbols can easily be found in most writing textbooks, or teachers can create their own.

**Be specific:** When writing responses, teachers should avoid cryptic and emotionally heavy comments (e. g. NO! WRONG! WHAT!). Rather, feedback should be primarily informational (e.g. Consult Smith's chapter before analyzing this point) Comments in the margin such as "vague," "confusing," and "good" do not help students improve their writing. In fact, many students find these comments "vague" and "confusing"—and sometimes abrupt or harsh. Taking a little more time to write longer comments in the margin will help the teacher identify for students exactly what they have done well or poorly.<sup>29</sup>

**Encourage students to find mistakes:** The teacher can encourage the student writers to spot mistakes in their composition by practicing proof-reading. In this case, it is more productive to look for patterns of errors and point them out to students, rather than mark each error. This process saves time and put the responsibility of correction on the student:

It is the pupils and not the teacher who should take the responsibility for eliminating mechanical errors. It does the pupil more good to find five errors for himself than it does him if the teacher finds fifty.<sup>30</sup>

**Adjust feedback to students' level:** It is also necessary that the signs/symbols the teacher uses in marking out errors in his/her students' assignments be adjusted to the level of the students. The teacher should not do anything for the students that they can do for themselves. In first year, for example, the teacher may indicate a spelling error in a particular line by an S in the margin, but he will not underline the word, cross it out or correct it. In the third year, he may merely indicate by 3 S at the foot of a page that there are three spelling errors on it to be found.<sup>31</sup>

**Engage students in peer review:** Students can be encouraged to involve themselves in peer review activities. This will generate interest in the learners about finding errors in their writing and thus may help them identify and become aware of their own errors. Peer review is often most helpful to student writers when it is utilized between the drafting and revision stages. The teacher will comment on the final draft. The findings of a study carried out at a Japanese university on 29 upper-intermediate composition students and recorded in Muncie (2000) reveal that students highly rate the value of peer feedback sessions in 'making them better writers'.<sup>32</sup> The study also shows that students exercise much more choice and discrimination in their incorporation of the feedback when it comes from peers than when it comes from teachers.

### **Rounding off the feedback process**

The teacher gives feedback hoping to affect students' future language use. When the teacher responds to first and second drafts of a written assignment, he/she expects a new version to be produced which will show how the students have responded to the comments. The feedback process is only really finished when they have made the changes. If students 'consult grammar books or dictionaries as a way of resolving some of the mistakes that the teacher has pointed out for them, feedback will have a positive outcome.'<sup>33</sup>

### **Conclusion**

The traditional transmission-oriented methods of teaching (e.g., Grammar Translation Method—GTM) viewed learners as passive recipients of the teacher's methodology; learning, however, is seen from a constructivist perspective today. Learners are seen as building up a series of approximations to the target language, through trial and error, hypothesis testing and creative representations of input. Taking this changing perspective in account, language educators are required to engage in a reassessment of the role of errors and the widely common strategies to

give feedback in an EFL setting like Bangladesh. A power hierarchy is assumed to remain in the classroom, with the teacher in charge and the students subordinate. To offset this obvious dominance, the teacher's role should be that of a server and supporter of the learners. Considering mistakes as a natural part of language learning, the teacher ought to give feedback on them not only to promote language learning but also to preserve a positive self-image of the student as a human being. Hence, arrangements should be made both for learner training regarding the different strategies available for handling teacher feedback and for teacher training with respect to more effective feedback for student writers.

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## **Pre-colonial Igbo Culture in Chinua Achebe's *Things Fall Apart* and Rural Socio-culture of Bengal of That Time: A Comparative Study.**

**Ali Akber\***

**Abstract:** *Things Fall Apart* by Chinua Achebe is possibly the most picturesque and authentic narrative about the Nigerian, particularly the Igbo people. The novel was published in 1958 just two years before the independence of Nigeria but it has the setting of 1890's Nigerian Igbo land. Here Achebe's purpose was to uphold the real picture of African society which according to him had been mistold by many of the well-known English writers. They undermined the Africans to mysterious, animalistic, and exotic beings. Here, Achebe made an attempt to highlight the Africans as human beings with their own customs and traditions which are completely abolished by the British invaders latter on. Again Bangladesh is a South Asian developing country which also experienced a long tyrannical British rule. But the purpose of this paper is to uphold the cultural identity Nigerian Igbo society and identify them with the rural society of Bengal in the context of pre-British rule.

**Keyword:** family structure, occupations, pastimes, marriage celebration, cultural celebrations, etiquette, class distinctions, religion, superstitions

**Introduction:** Culture is the mirror or picture of a society. It directly indicates 'the customs ,ideas, beliefs etc. of a particular society.' <sup>1</sup> It has a larger canvas of social life from individual manners to traditions of the whole society. It includes language, dress pattern, the way of the talking, caste and creed, beliefs and religion, marriage and family structure, livelihood and professions etc. In another words, culture includes different aspects of human behavior, such as language or the way of communication, expressive forms such as celebration, dance, art, literature, music, and religion, social relation such as kinship and marriage, and technologies such as, cookerries, using tools, house, and dress patterns etc.<sup>2</sup> Thus, it is clear to us that culture includes almost all aspects of human life in a particular society. Here is an attempt to make a comparative study between the cultural picture of pre-colonial Iqbo society as highlighted by Achebe in *Things Fall Apart* and the cultural picture of the 19th century rural Bangladesh. With that purpose the family structure, occupations, pastimes, marriage celebration, cultural celebrations, etiquette, class distinctions, religion and superstitions of the two societies are discussed here.

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**Objectives:** the objective of my article will be as following:

- i) To find out the vivid picture of Nigerian Igbo society presented in *Things fall Apart*.
- ii) To find out the exact nature of Bangladeshi rural socio-culture of that time from authentic sources.
- iii) To make a comparison between the Igbo culture and Bangladeshi culture showing the affinities and the individualities of the respective culture.

### **Review of Literature:**

As Achebe's *Things Fall Apart* is a post-colonial novel which basically focuses on the destruction of the Igbo society by the colonial impact, there are a lot of works done on the post-colonial aspects of the novel. But there are very few writings just highlighting the Igbo culture. Such as, *Things Fall Apart: An analysis on pre-colonial and post-colonial Igbo culture* by Lame Maatla Kenalemang, Janary 2013. Afigbo, A. E. (1981). *Ropes of Sand: Studies in Igbo History and Culture*. Ibadan and Oxford: Ibadan University Press and Oxford University Press. Again, there are few works on Bangladeshi rural culture. Such as, Ray, Rajat Kanta. *Mind, Body and Society: Life and Mentality in Colonial Bengal*, 1995. Wennergren, E. Boyd, Charles H. Antholt, and Morris D. Whitaker. *Agricultural Development in Bangladesh*, 1984. But there is hardly any work previously done on the comparative study between Bangladeshi culture and the Igbo culture. So, it is hopeful that this study will open a new dimension.

**Igbo Culture:** In *Things Fall Apart* Chinua Achebe picturizes the minute details of the Igbo society. He paints vivid images of their family formation and management to that of social state. He narrates their activities in the cultural functions and the manners and ways of social life broadly. His description of religious functions and superstitions uphold his devotion to the reality of the Nigerian permissivity.<sup>3</sup> Here is an endeavor to present it as following:

**Concept of Family:** In the novel Achebe gives a minute picture of families in the Igbo society even through the central character Okonkwo. Here we find a clear picture of a family completely dominated by Okonkwo who like a dictator rules his family with iron hands. He keeps three wives together and they do not dare to do anything which may irritate him. If happens, they are surely awarded with beatings or slaps. Even the children are in great fear when he is angry even with a very simple matter. His son Nwoye was severely beaten on different simple disobediences.

**Occupations, Agriculture and Food Habit:** The people of Igbo society were living in the remote land where nothing but agriculture was their only profession. They were completely dependent on the mercy of nature for agriculture. All the time, they both men and women work on their land with a view to having a good harvest. Yam was their main food. Their property was measured by the amount of yam they can store for a year. To them to be with bad harvest of yams is surely to be with a year of going hungry and may be starvation. In chapter 4, the author declares-“During the planting season Okonkwo worked daily on his farms from cock-crow until the chickens went to roost.”<sup>4</sup>

In chapter 19, there is a view of engagement of the women folk in agriculture-

Ekwefi rose early on the following morning and went to her farm with her daughter, Ezinma, and Ojiugo's daughter, Obiageli, to harvest cassava tubers. Each of them carried a long cane basket, a machete for cutting down the soft cassava stem, and a little hoe for digging out the tuber. Fortunately, a light rain had fallen during the night and the soil would not be very hard.<sup>4</sup>

Besides yam, they used to cultivate Cola-yam, alligator pepper, corn, okra, beans, banana, green vegetables, cassava, melons, cola-nut, and palm for oil, wine and kernels.

The Igbo people also have a strange food named locust which we here do never eat but they find it very interesting. Here the author narrates the collecting and the processing of locust in the following way in the chapter no-7

Many people went out with baskets trying to catch them, but the elders counseled patience till nightfall. And they were right. The locusts settled in the bushes for the night and their wings became wet with dew. Then all Umuofia turned out in spite of the cold harmattan, and everyone filled his bags and pots with locusts. The next morning they were roasted in clay pots and then spread in the sun until they became dry and brittle. And for many days this rare food was eaten with solid palm-oil.<sup>4</sup>

**Pastimes:** The people of Igbo land were very much fun-loving. The children got huge source of entertainment from their elders by listening to the funny stories, sometimes got horror with dreadful stories. During the winter they husked themselves in log fire at night. Achebe visualizes that: "At such times, in each of the countless thatched huts of Umuofia, children sat around their mother's cooking fire telling stories, or with their father in his obi warming themselves from a log fire, roasting and eating maize."<sup>4</sup>

Achebe upholds the merri-making of the people of Igbo land through the character of Unoka as followings in the chapter no-1

He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung about the fireplace. Unoka would play with them, his face beaming with blessedness and peace. Sometimes another village would ask Unoka's band and their dancing Egwugwu to come and stay with them and teach them their tunes. They would go to such hosts for as long as three or four markets, making music and feasting. Unoka loved the good fare and the good fellowship.<sup>4</sup>

The common playing craft of the village urchins is mobilized here in chapter no-4

Okonkwo's son, Nwoye, who was two years younger, because quite inseparable from him [Ikemefuna] because he seemed to know everything. He could fashion

out flutes from bamboo stems and even from the elephant grass. He knew the names of all the birds and could set clever traps for the little bush rodents. And he knew which tress made the strongest bows.<sup>4</sup>

The common merriment of the moonlit night is given a wondrous portrayal here. When the leaders of Umuofia were captured and demanded high ransom. It disrupts the fabric of life so greatly that the common folks do not continue their customary nightly activities. The author compares that night with the regular one in this way in the chapter-23

It was the time of the full moon. But that night the voice of children was not heard. The village ilo where they always gathered for a moon-play was empty. The women of Iguedo did not meet in their secret enclosure to learn a new dance to be displayed later to the village. Young men who were always abroad in the moonlight kept their huts that night. Their manly voices were not heard on the village paths as they went to visit their friends and lovers. Umuofia was like a startled animal with ears erect, sniffing the silent, ominous air and not knowing which way to run.<sup>4</sup>

**Marriage Celebration:** Achebe gives a minute picture of the marriage of Igbo people through the marriage of Anikwu, the daughter of Obierika- the trusted friend of the hero Okonkwo. Marriage is depicted here as the bridge between two families rather than a man and a woman. The function continues for several weeks. Singing and dancing is must. The neighboring families also join the full activities of a marriage. The elder of the kinsman from both the families decided the bride price typically with bundles of broomsticks through dramatic bargains. Gifts exchange is a sense of prestige. The greater amount of pot full of wine will be offered by the groom, the higher reputation will be for him. Again we also see that Obierika also tried to present the groom a goat as fat as a cuff. Here the bargaining of the bride price is amusing in the chapter-8

Over to his eldest brother, Machi, who also counted them and said: “We had not thought to go below thirty. But as the dog said, ‘If I fall down for you and you fall down for me, it is play’. Marriage should be a play and not a fight; so we are falling down again.” He then added ten sticks to the fifteen and gave the bundle to Ukegbu. In this way Akueke’s bride-price was finally settled at twenty bags of cowries.<sup>4</sup>

The women from groom’s part will check the health of the bride whether she is predicted to give birth to healthy children. Then on the marriage day the bride is in the traditional marriage dress. The bride wears fabrics and coral-beaded headpieces, headpieces, anklets, and bracelets. The body of the bride is decorated with henna designs. Then the bride is to confess her chastity publicly. Then with a sacrifice of a hen and with its blood seems to seal the bride’s words as a vow and consecrate the marriage

Whereas the terms for the Igbo society: part 1: the bride price, part 2: Uri, part 3: Isa-ifi

Part One; Ikwu Aka- the Introduction Ceremony: Part Two; Igba Nwku, the engagement ceremony: Part Three; wedding day:

**Cultural Celebrations:** The people of Igbo Land are very much social and fun loving. In different occasions they enjoy themselves together. The major celebrations for the people of Igbo Land are the New Yam Festival, Egwugwu Ceremony, the Kola-nut Ceremony, the Week of Peace, The Ogue, The funeral ceremony.

**The New Yam Festival:** Yam is the staple food for the people of Igbo land. It is the ceremony of thanking Ani, the goddess of fertility. None will take the new yam until the celebration is observed. In chapter-5, in the words of the Achebe-

The Feast of the New Yam was held every year before the harvest began, to honor the earth goddess and the ancestral spirits of the clan. New yams could not be eaten until some had first been offered to these powers. Men and women, young and old, looked forward to the New Yam Festival because it began the season of plenty – the new year. On the last night before the festival, yams of the old year were all disposed of by those who still had them. The new year must begin with tasty, fresh yams and not the shriveled and fibrous crop of the previous year. All cooking pots, calabashes and wooden bowls were thoroughly washed, especially the wooden mortar in which yam was pounded. Yam foo-foo and vegetable soup was the chief food in the celebration. So much was cooked that, no matter how heavily the family ate or how many friends and relatives they invited from neighboring villages, there was always a large quantity of food left over at the end of the day.<sup>4</sup>

**The Kola-nut Celebration:** In Igbo culture it is a ceremony where the kola-nut is broken. The person breaking the kola first is naturally very reverent. It is supposed that the breaking will invites health and protection from the evil and enemies. This very breaking symbolizes the celebration.

**Week of Peace:** It is a very sacred celebration for the people of Igbo land. It is a week when people show their thankfulness to their Earth goddess for everything. Throughout the week, maintaining peace and order is must. To break it is considered heinous crime. Once in the novel we find that Okonkwo beat severely his youngest wife for simple reason then Ezeani, the priest of the earth goddess chided him saying that it is forbidden to beat one's wife in this week even though she was caught in adultery red handed. That is why Okonkwo is ordered to sacrifice a nanny goat and a hen and also paying a fine of one length of cloth and 100 cowries.

**The Funeral Celebration:** In Things Fall Apart the funeral ceremony is described when Ezeudu, one of the greatest leader of Umuofia died. In chapter-13, his death is celebrated in this way-

Ezeudu was a great man, and so all the clan was at his funeral. The ancient drums of death beat, guns and cannon were fired, and the men dashed about in frenzy, cutting down every tree or animal they saw, jumping over walls and dancing on the roof. It was a warrior's funeral, and from morning till night warriors came and went in their age groups. They all wore smoked raffia skirts and their bodies were painted with chalk and charcoal. Now and again an ancestral spirit or egwugwu appeared from the underworld, speaking in a tremulous, unearthly voice and completely covered in raffia.<sup>4</sup>

In the on-going process, a person will arrive with basket-full water towards the corpse. He makes speech which is called a eulogy. Dancing started after the speech, and then the corpse is buried at darkness. It is the duty of the death man's sons that they will dance a farewell dance.

**Governance and Justice:** In *Things Fall Apart* Achebe upholds an ideal rural democratic system of government prevalent among the people of Igbo land. Here the governing system is not centralized like present big state rather it is bordered by the simple races within few independent villages. Here Umuofia is one of the independent societies among nine villages of almost ten thousand people together. Here they rule their society separately with separate status and valor. Here in Umuofia there is no dictator rather every important decision is taken by the board of the leaders who are cooperative. The leaders are here is not selected by birth rather by personal status and sagacity. Even in case of seriously important issues like war, the decision is made from a public gathering of all people together. Thus, Achebe highlights here a great democratic governing system where people together very cooperatively lead themselves

**Religion and Superstitions:** Achebe presents here the picture of far remote Igbo society where people are in the belief of polytheistic gods. Most of their actions, occasions, rituals and even relation are determined by their religious beliefs. They never retreat to set fire on the house of their kinsman if he is considered guilty by their religious code. They will not eat anything of the new crops until it is sacrificed to the goddesses. They immolate their dear goats, hens and even their sons to pacify their gods. For any kind of problem either personal failure or national cause, they will have to consult with the Oracles. They will not even set out for war until it is justified by the Oracles. Here in chapter-9, the author describes

And in fairness to Umuofia it should be recorded that it never went to war unless its case was clear and just and was accepted as such by its Oracle – the Oracle of the Hills and the Caves. And there were indeed occasions when the Oracle had forbidden Umuofia to wage a war. If the clan had disobeyed the Oracle they would surely have been beaten, because their dreaded agadi-nwayi would never fight what the Ibo call a fight of blame.<sup>4</sup>

Though the people of Igbo land believe in polytheism, they have a unified belief of supreme God whom they named Chukwu. To them all the gods and goddesses are His subordinates. It

becomes clear to us in a cross-discussion between Mr. Brown and Chukwu who tries to accumulate their beliefs to the Christianity. He affirms-“We also believe in Him and call Him Chukwu. He made all the world and the other gods.”<sup>4</sup> Again in an answer to Mr. Brown’s question of the wooden gods Akunna retorts in chapter-21, “It is indeed a piece of wood. The tree from which it came was made by Chukwu, as indeed all minor gods were. But He made them for His messengers so that we could approach Him through them. It is like yourself. You are the head of your church.”<sup>4</sup>

Again the religion of Igbo land is highly mixed with superstitions. In Igbo land as depicted here that the twin babies are considered evil and are inhumanly thrown into the evil forest in an earthen pot to die there pathetically. The person died of swelling is also regarded as accursed and also thrown into the evil forest without a respectful burial. Again the belief about the death of immature children is highly based on superstition. There superstition about death is narrated in the chapter-17 in the following way

Every clan and village had its “evil forest.” In it were buried all those who died of the really evil diseases, like leprosy and smallpox. It was also the dumping ground for the potent fetishes of great medicine men when they died. An “evil forest” was, therefore, alive with sinister forces and powers of darkness.<sup>4</sup>

The superstition about darkness is illustrated here in chapter-2-

Darkness held a vague terror for these people, even the bravest among them. Children were warned not to whistle at night for fear of evil spirits. Dangerous animals became even more sinister and uncanny in the dark. A snake was never called by its name at night, because it would hear. It was called a string.<sup>4</sup>

**Class distinctions:** Though people of Igbo land rule their society with democracy, there were racial superiority too. Here people are justified by the titles he bears. Even the hero Okonkwo is unwilling to call a man as man who do not bear a title. Again an osu is socially neglected and thought to be the meanest one. They are regarded here as the outcast whose very existence offend the villagers. The fact is narrated in the following way in chapter no-18

He [an osu] was a person dedicated to a god, a thing set apart – a taboo forever, and his children after him. He could neither marry nor be married by the free-born. He was in fact an outcast, living in a special area of the village, close to the Great Shrine. Wherever he went he carried with him the mark of his forbidden caste – long, tangled and dirty hair. A razor was taboo to him. An osu could not attend an assembly of the free-born, and they, in turn, could not shelter under his roof. He could not take any of the four titles of the clan, and when he died he was buried by his kind in the Evil Forest.<sup>4</sup>

**Treatment System:** The Igbo people were almost fully illiterate. They had no knowledge of education. They were fully dependent on herbal ill-treatment. Here is the reference in chapter-9 “It is iba,” said Okonkwo as he took his machete and went into the bush to collect the leaves and grasses and barks of tree that went into making the medicine for iba.”<sup>4</sup>

When Ezinma, the daughter of Okonkwo fall ill, he is treated only with herbal medicine. The treatment process was very painful. It is narrated here in this way- “Ezinma struggled to escape from the choking and overpowering steam, but she was held down. She started to cry. When the mat was at last removed she was drenched in perspiration. Ekwefi mopped her with a piece of cloth and she lay down on a dry mat and was soon asleep.”<sup>4</sup>

**Manners and Etiquette:** Though the people of Igbo land are highly illiterate, their sense of etiquette is highly praiseworthy. Their way of talking, eating, conducting public speech and entertaining guest all are much more fitted even in the highly civilized society. Wherever they go, they carried individual goat skin for sitting on it. The richer make their servants carry a tripod to sit upon. Even they carry individual animal horn to drink on it. They entertain every of their guests at least with Kola-nuts. Again for decency the very kola nut is left to be broken by the guest first. Here is the evidence of their good manner in the chapter-1

One day a neighbor called Okoye came in to see him. He immediately rose and shook hands with Okoye, who then unrolled the goatskin which he carried under his arm, and sat down. Unoka went into an inner room and soon returned with a small wooden disc containing a kola nut, some alligator pepper and a lump of white chalk.<sup>4</sup>

They think that it is kingly to wash hands before eating as depicted in chapter-1 “As the elders said, if a child washed his hands he could eat with kings. Okonkwo had clearly washed his hands and so he ate with kings and elders.”<sup>4</sup>

While drinking, the younger will never drink before the older. While speaking publicly the leaders also show great honor to the general people and their ancestors. They honor their traditions and customs more than anything else. That is why Okonkwo remarks critically to the English man in chapter-20-“How can he when he does not even speak our tongue? But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs bad.”<sup>4</sup>

The religious conversion of Igbo people into Christianity is highly chided with hatred in chapter-19 this way-

But I fear for you young people because you do not understand how strong is the bond of kinship. You do not know what it is to speak with one voice. And what is the result? An abominable religion has settled among you. A man can now leave his father and his brothers. He can curse gods of his fathers and his ancestors, like

a hunter's dog that suddenly goes mad and turns on his master. I fear for you; I fear for you the clan.<sup>4</sup>

**Bangladeshi Culture-similarities and dissimilarities:** There is a great similarity between the different aspects of Igbo culture and culture of rural Bangladesh in that context. Again there are dissimilarities too. Here we will discuss it one by one;

**Concept of Family:** The picture illustrated in this novel is fully matched with the rural Bangladeshi society of that time. Here it was very common that the husbands were the all in all in the family. They had a common polygamous tendency. All the wives never dared to go against the will of their husband and the children against their father. "Nuclear families have replaced joint families, easy carefree dad has replaced fearful head-of-house father and working mom has replaced stay-at-home mothers, love marriages have replaced arranged marriages." "We used to be scared of our father. When he came back home, it meant the end all other daily shenanigans. Pin-drop silence would ensue and we would be on our best behavior,"<sup>5</sup>

**Occupations, Agriculture and Food Habit:** Like the then Nigerian Igbo society, until it is twenty century in Bangladesh, the occupation of our people was also completely nature based agriculture where man and women together worked hard on the firm land. But here our main food is rice and fish. So, the farmer cultivated paddy over the country but yam was cultivated somewhere as the supporting food not as the staple food. They had a great source of fish in the rivers and ponds. Again domestically they used to keep cattle, hens, ducks and goat etc. Our main agricultural products are still rice, jute, sugarcane, potato, wheat, tea and tobacco. Like the Igbo people, women in Bangladesh also were fully engaged in agriculture with their men. The female sections were highly busy in the harvesting seasons mainly they took the responsibilities for grain processing and storage. They used to grow fruits and vegetables beside houses. They also used to take the charge of poultry and livestock. Again, we had a variety of agricultural professions like fishermen, milkmen, oilmen etc. However, some were also priest, barber, cobbler, drummer, bards, washer men etc.<sup>6</sup>

**Pastimes:** In the rural life of the Bangladeshi people were just the same of the people of Igbo land. Here the children were highly amused with trapping birds, making craft with natural objects, playing in the moonlit night. Here the children along with the younger and orders used to made fun in telling story, husking in the fire in winter, singing, dancing and piping etc. Unlike the Igbo people here rural children used to make merry in flying kites, catching fishes, playing hadudu-dariabanda-sacharra-marvel-ludu-gollachut-hide and seek etc.<sup>7</sup>

**Marriage Celebration:** In the Bengali culture, marriage has been also an occasion of great celebration where friend-neighbors and kinsmen together enjoys a lot like the Igbo society. Wedding in Bangladesh is traditionally in four parts: the bride's gaye holud, the groom's gaye holud, the wedding ceremony, and the reception. After the settlement, the offer of wedding ring is the marking day of the marriage. Then there is gaye holud or turmeric ceremony started in the



evening before the marriage day. On that day the bride and the groom are given turmeric on the face and body and henna design in hands by their near and dear ones. Then, the next day the marriage is performed obeying the codes of the respective religion. At the bridal night, a flowery bed is prepared. There is the arrangement of the huge feast, it is by the side of the bride on the marriage day and by the side of the groom on the following day. Almost all the relatives-friends-neighbors are invited for the huge delighted meals. There is a huge gathering and all offer gifts of different types but now-a-days mostly cash money is generally offered. Young of the near and dear ones from the both side passed several night sleepless just in great merriment through singing and dancing. The marriage terms for Bangladeshi are as following-Ghotkali: the match-making, Paka kotha-boy meets girl, Panchini: engagement, Banns of marriage: announcement, Ai Buro Bhat: especial feast, Gaye Holud: pre-wedding cremoney, Mehedi: henna ceremony, Niqah; the acceptance, Bor Jatra: the wedding procession, Biye: the marriage, Konya Bidai: The bridal farewell, Bodu Boron: welcoming the bride, Bashor Ghor: wedding night Sokaler Nasta: the breakfast, Bou Bhaat: post wedding reception.<sup>8</sup>

Though there has been the system of bride price or mohorana in the Muslim society but it had not been generally paid rather in the rural area in contrast to the Igbo culture there was an evil practice of dowry where the guardians of the bride were compelled to pay a dowry to the groom including furniture and handsome cash money.

**Cultural celebrations:** The New Yam Festival of the Igbo society can be compared to the Pohela Boishakh, Nabanna, Bosonto Boron in the rural Bangladeshi culture. Nabanna, meaning new crops have been a Bengali harvest celebration usually celebrated with food and dance and music in Bangladesh. Though the Nabanna has the similarity to the New Yam Festival of Igbo land but it has been here on the occasion of harvesting paddy as rice is our staple food. But unlike the Igbo culture it has not been celebrated here as the religious part rather cultural one. Again Bosonto Utsob is on the occasion of celebration of the arrival of Bosonto, the King of Bangla year. Pahela Baishakh is the most celebrated occasion of the Bengali culture. Baishakh is the first month of Bangla year. People enjoy themselves on that day with traditional food, dress, music and dance. Again for the Muslim Eid-UI-Azha as well as Eid-UI-Fitr and for the Hindus, Durgapuja as well as Kalipuja are the prime occasions of their respective religious celebrations. Besides these religious and national festivals, villages and townships, professional groups, cultural organizations arrange their own festivals.<sup>9</sup>

**The Funeral Celebration:** Unlike the Igbo people, we find a complete pathetic and somber environment in the funeral celebration here. Here it follows the complete religious codes. The Muslims here bury the dead body with solemnity and somber prayer that is called ‘Zanaha’. Moaning continues through the weeks. But mostly seven or forty days later the heir of the dead one arrange a huge feast for the near and dear ones with for the emancipation of the departed soul. “Under Islamic funeral customs, the mourning period officially lasts for 40 days. During that time, family members wear only black clothing. For one full year, the wife of the deceased continues to wear black, but the anniversary of the death is not observed.”<sup>10</sup>

The Hindus here cremate the dead body publicly thinking that it will emancipate the departed soul.

**Governance and Justice:** The governing system of Umuofia is like the system of ‘The Panchayat’ which was the common governing system in the societies of rural Bangladesh. Here ‘The Panchayat’ was formed by the elderly people who together democratically decided for everything of a village, from marriage to the punishment of the criminals. None could go beyond the decision of the Panchayat. “village-based local government administered their own affairs. An elected body with executive and judicial functions, the village headman often controlled the Panchayat.”<sup>11</sup>

**Religion and Superstitions:** In the rural Bangladesh people are mostly the Muslims who are monotheistic like the Christian world as depicted in *Things fall Apart*. Again in Bangladesh the followers of Hindu religion have greater similarities to the beliefs of the Igbo people. But neither Muslims nor Hindus are here directed by regularly direct Oracles rather the religion here is formulated in their respective religious books. Here in the Hindu religion there is a tradition of immolation. They immolate domestic animal to pacify their gods but in the Muslim community no immolation is there but they have the tradition of ‘Kurbani’ in Eid-UI-Azha when they slaughter domestic animals but it is not sacrificed towards God rather they distribute the meat among the poor and relatives and even among themselves. Here in Bangladesh the religious belief of the contemporary rural illiterate society was also highly mixed with different strange and odd superstitions. But here like Igbo people, it is not as inhumane as killing the innocents. Here still there is the highly superstitious practices regarding “Gene” and ‘Spirit or phantom’ which is locally called ‘Bhut.

**Class distinctions:** In the contemporary rural society of Bangladesh, among the Muslim society such class distinction was not so acute but in the Hindu society it had been severe. Here it had been strictly followed. One could not avoid his own caste. There are four major caste divisions where the Brahmas are the superior and the Sudras are the meanest in social respect. According to the scriptures of the Hindu, the Brahmans were sprung from the mouth of Brahma (Hindu god), the Kshatriyas from his arms, the Vashyas from his thigh and from the feet the Sudras sprung. To them one cannot join the other caste. Even one is born into it and has to live, marry, and die in it.<sup>12</sup>

**Treatment System:** Like the people of Igbo land the treatment system of that time in Bangladeshi rural area was solely dependent on Herbal plants. The herbal doctor is called Kabiraj who also cared for the spiritual healing of the disease. The village people were highly dependent on the Kabiraj for every disease including the snake bitten patient. Sometimes, the ill-treatment of the Kabiraj led to premature death of many children.

**Manners and Etiquette:** In Bangla rural society, the elders has always been respected highly. The hospitality of the rural people of Bangladesh had been worldly recognized. Here people have also been very respectful towards the customs and traditions.

**Conclusion:** To sum up it can be said that Achebe is highly successful to illustrate the complete cultural picture of Igbo society in *Things Fall Apart*. Here he realistically narrates their culture activities in minute details. Thus, we find great affinities between Igbo culture as depicted in *Thing Fall Apart* and the culture of Bangladeshi rural society of that period. Here we find great similarities in the family structure, occupations, pastimes, marriage celebration, cultural celebrations, etiquette, class distinctions, religion and superstitions etc. Again there are differences too in their occasions of cultural celebrations and religious beliefs which uphold the respective individualities of the two nations.

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# Impacts of Language Lab in Transforming Traditional Learners into Autonomous Learners

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**Abstract:** Language lab has become an inseparable element in current English language teaching scenario in Bangladesh. The use of audio-visual materials in language lab is common at tertiary level for the English language learners. The aim of the study is to investigate the impacts of language lab in transforming traditional learners into autonomous learners in learning English language at tertiary level in Bangladesh. Qualitative research method is used in the study. Two research instruments including interview questionnaire and a classroom observation checklist are used to collect the data from the English language learners of tertiary level. The research has been done based on the field works, where the researchers have interviewed 30 learners and observed 10 English language classrooms at three private universities located in Dhaka. The collected data are coded following the scientific method of data coding. The results of the study are presented as emerged themes from interview with the learners and observation of English language classroom. The result of the study shows that language lab makes learners motivating, stress-free, engaging, interactive, entertaining, and consequently autonomous. Finally, the researchers recommend for a further study in a larger context to investigate overall impacts in learning English by using audio-visual materials at tertiary level.

**Key Words:** Language Lab, Audio-visual materials, Motivation, Interactive Learning, Learner autonomy, English language, Tertiary level.

## Introduction

Nowadays, in many private and public universities, it is noticed that teachers use ICT in different ways to teach English language to the learners. The paradigm shift of Computer Assisted Language Learning (CALL) from the cognitive approach to the socio-cognitive paradigm and the wide uses of technology-mediated communication have made language learning settings more socially interactive, collaborative, tele-collaborative, communicative and student-centered<sup>1</sup>. Web tools such as email, World-wide web, Chat-room and Massive Open Online Course (MOOC) have been integrated in ESL learning and teaching materials<sup>2</sup>.

It is found that teaching with the collaborative digital video project arouse interest among the learners<sup>3</sup>. This interest for learning makes the learners or engages to their learning activities and consequently they become motivating and autonomous learners. In another study, it is also found that the incorporation of audio-visual media for “inspirational learning” has certain benefits. The benefits are: learners get inspired intrinsically and they engage themselves in the language learning process “positively”.<sup>4</sup>

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Furthermore, learners learn language better when they are taught in the autonomous learning style with the incorporation of computer technology in the language lab<sup>5</sup>. The incorporation of audio-visual materials or language lab in EFL classroom motivates learners<sup>6</sup>. However, the impacts of language lab in making learners autonomous at tertiary education are not widely defined yet. Therefore, a study is needed to measure the impacts of language lab in making the tertiary level learners as autonomous learners.

### **Research Objective**

The researcher has specified the major objective of the study. The objective of the study is as follows:

To investigate the impacts of language lab in transforming traditional learners into autonomous learners at tertiary level in the private universities of Bangladesh.

### **Research Questions**

The main research questions for the current study is as follows:

What are the impacts of language lab in transforming traditional learners into autonomous learners in learning English language at tertiary level in the private universities of Bangladesh?

### **Significance of the Study**

The current study is significant for different groups of people related to teaching and learning of English language. The researchers and ELT institutions are supposed to be benefited from the findings of the study in further research and deciding the principles of English language teaching. This would directly benefit the learners of English language all over the world.

### **Review of Literature**

Learner autonomy is a communal phenomenon in the aspects of language learning activities. This term has been construed by many linguists in different ways. The term 'learner autonomy' is as "the ability to take charge of one's own learning"<sup>7</sup>. Learner autonomy plays an important role in the English language classroom because it helps the student take responsibility of his learning guarded by his teacher. 'Learner Autonomy is an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning'<sup>8</sup>.

Enhancing learner autonomy refers to stirring for the learners 'to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired'<sup>9</sup>. Evolving learner autonomy has an essential role in the hypothesis and routine with regards to language teaching. Most students and educators feel that language learning devours a considerable amount of time. Learners need to work inside and outside the classroom to build up their language aptitudes. The idea of learner autonomy or student self-governance moves into an arena where students can coordinate their own learning. Learners are constrained to accept accountability for their own self-governed learning. Learner autonomy demands student inclusion and such contribution may prompt a more profound and better learning. Even the application of technology impacted considerably the study participants' autonomous learning in self-study centres<sup>10</sup>. Meanwhile, it can be said that using technology-based materials in the

language lab gives students more responsibility for learning and can enhance their intrinsic motivation<sup>11</sup>.

The thoughts of self-governed learning and autonomous learning are interlinked and have come to assume an inexorably vital part in English language teaching. Autonomous language learning is additionally learner centred which sees students as people with necessities and rights, who can create and work out their duty regarding their learning. Autonomous students are relied upon to build up the capacity to engage with, associate with, and get advantage from learning conditions which are not straight forwardly interceded by an educator with the help of audio visual materials in EFL class room. According to Stempleski and Tomalin, 'video communicates meaning better than any other media'<sup>12</sup>. Video materials in the language lab these days are a part of everyday life activities, as well as they are appeared as an effective technique in showing English language as a foreign language for all students both inside and outside classroom. Utilizing the proper audio-visual materials in various contexts, as well as in instructing a language lesson is aimed at helping EFL students get arranged both in language use and some diverse associations of interaction with native speakers of English. For example, some certain situations require a material where the audio-visual material is 'transferable to real life situations, which students are likely to come across'<sup>13</sup>.

In developing learner's self-administered skills utilizing the audio-visual materials in the language lab had a critical impact on student's self-governance learning<sup>14</sup>. Utilizing the proper audio-visual materials in various contexts, as well as in instructing a language lesson is aimed at helping EFL students get arranged both in language use and some diverse associations of interaction with native speakers of English.

Learner autonomy is very much interrelated with audio visual materials and CALL (Computer Assisted Language Learning). 'All audio-visual materials in the language lab or in devices have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic in'<sup>15</sup>.

The current study has theoretical ground in Vygotsky's (1978) 'constructivism'. Theoretically Vygotsky's 'Zone of Proximal Development' & 'Scaffolding' plays a vital role in order to define learner autonomy by using audio-visual materials in language lab. He first coined the term the Zone of Proximal Development (ZPD) while describing the theory of constructivism. According to him 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers'<sup>16</sup>.

The educator's role is to make and keep up a suitable and supporting learning situation in which students can be independent with a specific goal to wind up plainly more autonomous. Wood et al. significantly defines scaffolding as those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence<sup>17</sup>.

Hence, scaffolding is ‘a basic feature of effective teaching and can include modelling a skill, providing hints or cues, and adapting material or activity’<sup>18</sup>. Moreover, ‘integrating multimedia into the traditional learning environment not only enriches the styles of presentation, but also has the advantage of increasing language retention’<sup>19</sup>.

## **Methodology**

### **Research Design**

Selecting an appropriate research methodology is an important task for any researcher. The appropriate methodology helps the researchers to find the necessary data for the study which helps the researchers to answer the research questions properly. In the current study, the researchers have used qualitative method. The reason for choosing qualitative method is due to its strength in collecting the in-depth data.

### **Data Collection Instruments**

In this study, an interview questionnaire with 15 questions is used with 30 tertiary level EFL students to collect the data. Then 10 EFL classrooms are observed with a checklist to observe the effects of audio-visual materials available in language lab in enhancing learner autonomy. The themes for interview questionnaire are adapted from different literature found in recent studies. Then the researchers have observed 10 English language classrooms with an observation checklist. To collect the data, the researchers have taken permission from the universities and have also taken consent of the students. Moreover, for the observation of the classes, permission was taken from the class teachers who were in charge of the particular classes.

### **Sample**

The researchers have collected the data from three private universities located in Bangladesh. The samples for the interviews have been chosen from the same universities. The reason for choosing the three specific universities is that these three universities have incorporated language lab in teaching English language among their students. The selected samples represent the students who undergo language learning with the incorporation of audio-visual materials in language lab.

### **Data Analysis**

Appropriate analysis of data can provide more reliable answer to the research questions in any study. The data collected from the interviews and classroom observations are presented separately in the result section. The results are presented under specific emerging themes for the clear understanding of the readers. Later the data are analysed and triangulated in the discussion section of the study. The triangulation of both the data in the discussion section gave more reliable answer to the research questions posed in the beginning of the study.

## **Results**

### **Results Deduced from the Interview with the Students**

#### **Students' Perception about Language Lab**

In the interview the students were asked about their perception and attitude towards the existing language lab in the university. Most of the students have a positive perception towards language lab in enhancing their learning capabilities.

They believe that the existence of an English language lab is important for learning independently outside the classroom. One of the informants mentioned that,

“Whenever I go to language lab, I feel that it's the perfect place for me to learn independently.”

#### **Resources in the Lab**

The students were asked to mention the name of the resources in the language lab which help them to enhance their English language competencies and make them autonomous learners. Most of the students have stated that the computers, the audio device, the projector and the workbooks are the essential elements in the language lab. The students also add that in the computers they find the necessary audios and videos in English. The audios and the videos are mostly produced by the native speakers and for this reason they get access to native English in the lab. This arouses their interest to learn themselves and become autonomous learners. One of the informants stated that,

“I mostly like listening to BBC audios. The best thing in the lab is that it has a good number of BBC audios. Thus, I can learn independently by listening and I don't always need my teacher to teach me.”

#### **Enhancing Listening Skill Autonomously**

The students were asked whether they could enhance their listening skill in the language lab autonomously. The students gave mixed answers in answering this question. Most of the students mention that language lab is the perfect place for them to enhance their listening skills. They have stated some reasons like the lab contains the authentic audios, the IELTS CDs are installed in the computers and they can listen and check their level of achievements in the worksheets. Some of the students have also mentioned that listening is the only language skill which is not directly taught in the classroom. Therefore, they find language lab as the resourceful place to enhance this skill autonomously. However, some of the students have mentioned that sometimes they find it difficult to understand the native speakers' pronunciation and therefore their time in the language for enhancing listening skill does not always meet their expectations.

#### **Enhancing Speaking Skills Autonomously in the Language Lab**

In response to the question whether the students can enhance their speaking skill autonomously in the language lab, most of the students have agreed that they have speaking club within the language lab. The club is governed by them and learnt by themselves. Every week they have two sessions in public speaking. Some of them become judges and some of them participate in the public speaking sessions. This is how they enhance their speaking skill autonomously in the language lab. They participate in the speaking club with enthusiasm and enhance their skills. One of the informants in the interview mentioned,



“I was not a fluent speaker when I first entered into the university. But when I became a member of the speaking club under language lab, I have started learning independently with my friends. I have become a fluent speaker now.”

### **Solving Language Problems Individually**

In response to the question whether the students still need their teacher to solve their every individual language problem, most of the students, in the interviews, have stated that they can solve lots of problems by themselves now. The students agreed that earlier they had to go to their teacher for every problem to be solved. On the contrary, after they got access to the language lab, they can now search the resources in the computers in the language lab and solve their own. The students have also mentioned that if they do not find any solution in the computer of lab, they can search in the internet from the lab. Thus, they can independently solve their individual language problems. Consequently, the learners become autonomous learners. One of the informants, in the interview, mentioned,

“The access to the lab and the high speed internet has made my learning easier. Now I can solve my individual language problems in the lab. I am an autonomous learner.”

### **Enhancing Pronunciation in the Language Lab**

In response to the question whether the students can enhance their English pronunciation in the language lab by themselves, most of the students asserted that they could enhance their English pronunciation in the language lab. They specifically mention that they do not need any support from the teacher nowadays in enhancing their English pronunciation. The lab has different pronunciation audios and the good quality headphone help them enhance their overall articulation skills. One of the informants mentioned the in the interview that,

“I believe that pronunciation can only be enhanced by listening to the native speakers. Language lab is the best place for enhancing my pronunciation skills.”

### **Motivation in the Language Lab**

In response to the question whether the students find learning English in the lab stress-free and motivating, most of the students have replied that the incorporation of the attractive audio-visual materials make the learning stress-free and they feel motivated to visit the lab frequently. They have also mentioned that in regular classes they feel motivated if the teacher incorporates the audio-visual materials that they find in the language lab. They prefer stress-free and independent learning. However, some of the students have also mentioned that they sometimes need their teacher to guide them in choosing appropriate learning materials.

### **Results Deduced from Classroom Observation**

The researchers have observed 10 English language class sessions at tertiary level which are equipped with audio-visual supports. The class sessions are observed on eight main criteria. The main eight areas of classroom observation are classroom setting, teaching method and techniques, incorporation of multimedia, selection of audio-visual materials, teacher-student interaction, fun activities through audio-visual materials, learners' independent participation in group/pair works and learners' performance level.

The setting of the classroom was well equipped with the necessary instruments. In the class, the teacher stands in front of the students and the projector is attached facing the students. In all 10 classes observed, it is found that there were whiteboard and the learners were sitting with ease in the seats allotted for them.

Teaching method found in the classes is mostly following the Communicative Language Teaching Approach (CLTA). However, in seven out of 15 classes, use of Grammar Translation Method (GTM) and Audio-lingual Method (ALM) was also found to be applied by the teachers. Teachers have used certain effective teaching techniques including interaction, pair works, group works and project works. These techniques are used based on the necessity of the activities of the language learning contents. Teachers are found to ask questions among the students and students also asked questions to the teachers when they needed clarification on any topic.

During the observation, it is found that 7 out of 10 classes had projectors. Teachers used the projectors to show the video contents and played audios in English in the speaking and listening classes. One important thing found in most of the classes was teachers used a short video clip in the beginning of the class. The video clip worked as an opener in the classes. Learners were found to enjoy and participate spontaneously in the classes as they found the audio-visual contents were interesting in the classroom. The teachers selected the audio-visual contents from different sources found in the internet. The areas of audio-visual contents included BBC documentaries, documentaries from National Geography, English songs and different interesting clips from English movies.

When the audio-visual contents from the language lab are used in the classes, it is noticed that learners have participated autonomously and interacted with the teacher. Learners are found to enjoy the entertainment through the audio-visual language contents. Teachers asked questions to the learners after showing them the audio-visual contents. Learners had to think critically and answer in English. This helped learners to enhance their listening and speaking skills autonomously. Furthermore, most of the teachers are found to assign learners to watch some specific documentaries in English and do some distributed activities from writing skill. Teachers asked the learners to watch documentaries or movies in English and to write summary of what they have watched in the documentaries. This helped learners to do writing practice. Importantly, learners got the privilege to watch the English movies and documentaries their own in the language lab or at home which consequently turned them into autonomous learners.

For active participation of the learners in the classroom, teachers were found to assign them for pair works, group works and presentations. Teachers showed the video clips in the classroom projector and then assigned them in different activities including presentation sessions, writing summary, paragraphs, essays, and annotating and paraphrasing different texts. After the completion of assigned activities, teacher asked the students to come in front of the class and give presentation in English. Teachers were also found to use PowerPoint slides in the classes. They were found to incorporate English language contents in the class and promote spontaneous interaction.

From the observation of the 10 EFL classes, it is found that the incorporation of audio-visual materials from the language lab in the tertiary level motivates learners. After receiving motivation, learners become interested to learn English their own in and outside the classroom session. Thus the learners become autonomous learners. It is also noticed that autonomous or spontaneous learning of English language is long lasting. Their performance level goes higher when they learn autonomously.

## Discussions

English language learners of tertiary level in Bangladesh find their learning participatory, inspirational, motivational and autonomous, when audio-visual materials are incorporated in the English language classes and learners are introduced with the benefits of visiting language lab frequently. Autonomous learning helps them learn the English language skills properly with motivation and active participation. The result found from the 10 questions in the interview shows learners' preference for incorporation of audio-visual language learning contents in the lab which make them autonomous learners.

When the teacher uses PowerPoint, multimedia, language lab opportunity and audio-visual materials, learners find it inspiring. Therefore, the learners do more interaction with their friends and teachers in the classroom. Active participation in the assigned pair works, group works, and presentation in multimedia opens the opportunity for the learners to speak more and write more which in turn enhances their listening, speaking and writing skills. When learning occurs through these activities, the whole learning becomes learner centred or learning-centred. The learning-centred activities transform the dependent learners into independent learners or autonomous learners.

The incorporation of audio-visual materials motivates learners to learn English well. Learners feel stress-free and when the teacher facilitates them by showing audio-visual contents in English language in the language lab or in the classroom. Moreover, their use of smartphone also allows them to watch different video clips which are in English language and they can store important learning audio clips from the language lab resources. They can enhance their pronunciation skills, listening skills and speaking skills by watching the video clips in YouTube in the language lab. The learning of English in the language lab and self-interest makes the learners autonomous learners. Moreover, the audio-visual English language contents facilitate learning through fun activities. There are lots of language learning videos and audios they watch which are full of fun. Learning through fun activities makes the learners autonomous learners.

To the learners, the language lab offers them an immense opportunity to enhance their English language skills. In the language lab, they find different video and audio documentaries which are in English language. They have the chance to watch and to listen the video and audio documentaries during their stay in the campus. They can even carry the audio-visual contents to their home which they can watch later in their laptop or smartphones. This allows them to be independent learners where they can choose language contents of their own to enhance their individual language problems. Thus, the incorporation of language lab makes the learners autonomous learners.

As the achievements in the examinations motivate learners to study more and learn more. Good grades in the exams work as an accelerator to motivate and to learn more of English language skills. Motivation to learn independently makes them autonomous learners. Autonomous learning of English language help them gain good grades in the exams.

Another good side of autonomous learning in the language lab is that they can spend as much time as they want to be in the lab. Learners can learn anywhere at any time they wish to learn if they take the audio-visual materials from the lab. No fixed classroom is needed in autonomous learning.

Once the learners have gadgets at their hands, they can download different English language learning contents or browsing internet they can learn any language contents. The learners can also take the language learning contents from the language lab or from their friend into their smartphone or in laptop which they can learn whenever they want to learn. This context-free learning of English in the language lab or at home promotes autonomous learning of English language skills.

Analysing the results found in the classroom observation shows that learners feel stress-free, motivated, self-governed when they learn in the ICT based classroom or lab. They can listen properly and speak spontaneously, solve grammar puzzles, and write essays and paragraphs. Most of the learners are found to do role play/extempore speech/ and acting in English language in the classroom and a teacher observed the activities. The learners did role play those topics or issues they watched in the documentaries in the language lab.

Overall, audio-visual materials stored in the language lab facilitate learning through fun, motivates learners to learn and it allows context-free learning. Therefore, learning is not time-bound. Teacher can engage learners in the task and learners become self-dependant. They have the scope to practice English usage anytime they want through the comprehensible digital contents in English. Their affective filter goes down and they become less anxious which transform them into dynamic learners. Here learning mostly occurs through acquisition. The aforementioned facilities make the learners autonomous learners. It is a state when the learners can learn by themselves with the help they get from ICT based EFL classroom and language lab.

If the results found from both interviews and classroom observation are triangulated and synthesized, it becomes obvious that teachers' appropriate incorporation of audio-visual material in EFL classrooms or in language labs promotes learner autonomy. However, the selection of the materials should be appropriate. If the appropriate materials are not selected, learners may not be motivated highly to become autonomous learners. Both the results from the interview and the class observation also prove that the use of language labs contents makes the tertiary level EFL learners independent learners. It is also evident that the result found in the interviews is reflected in the active participation of the learners in the classroom. Therefore, the study asserts that appropriate incorporation of language lab promotes learner autonomy.

## **Conclusion**

Incorporation language lab activities with the regular classroom activities have positive effects on learners learning performance level. Learners hold a positive attitude in learning through the audio-visual materials in the language lab. They also enjoy the classes incorporated with audio-visual materials. Their motivation to learn in the language lab equipped with audio-visual materials makes them autonomous learners. Based on the findings and discussion of the findings, this paper recommends the following points for the EFL classroom context:

- Teachers and learners need to be cognizant of some issues during selection of materials.
- The language inputs in the digital content should be appropriate regarding comprehensibility and cultural issues.

- Learners should get access to the language contents even from their home through internet. Both teacher and learners need to be expert in using ICT.
- Teachers need to produce context-based and situation-based audio-visual materials for EFL learners by themselves they get enough fund from the institution.
- Finally, teacher or the institution authority should be concerned of the context while implementing audio-visual language classroom in EFL context.

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## **Appendix-1**

### **Interview Questions**

*The researcher will ask the following question during the interviews with the students.*

1. What is your perception about language lab?
2. How often do you visit language lab for learning purposes?
3. What are the English language learning resources you find in the language lab?
4. How does the language lab benefit you in enhancing English language skills autonomously?
5. How useful are the audio-visual materials available in the language lab?
6. How does the language lab help you enhance your listening skill autonomously?
7. How does the language lab help you enhance your speaking skill autonomously?
8. Do you think language lab activities make you autonomous learners? Explain how?
9. Can you solve your individual language problems in the language lab?
10. How does the language lab enhance your pronunciation skill? Can you do it autonomously?
11. Are you motivated to visit the language lab frequently?
12. Where is the source of motivation in visiting language lab for learning purposes?
13. Explain the overall impact of language lab in making you independent or autonomous learner.
14. Explain the overall impact of the audio-visual materials in making your learning more stress-free and autonomous or independent.
15. Explain the most effective language lab activities that transform you into autonomous learner of English language.

## **Appendix-2**

### **Classroom Observation Checklist**

*Researcher will observe the English language class based on the following eight areas.*

1. Classroom setting
2. Teaching method and techniques
3. Incorporation of multimedia
4. Selection of audio-visual materials
5. Teacher-student interaction
6. Fun activities through audio-visual materials
7. Learners' independent participation in group/pair works
8. Learners' performance level



# **The White-collar Women of Bangladesh: Confronting Domestic and Professional Work**

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**Abstract:** As a developing country Bangladesh has been highlighted through its global contribution in ready-made garments and micro-credit success. Thus, the working women of RMG and rural women of micro-credit program were addressed in a number of researches. However, the national policies on female education and gender equity in employment lead many women engage as white-collar professionals. These white collar women also possess divergent barriers in their professional and domestic life. Though unaddressed, these professionals have their own nature of socio-economic and psychological stress to deal. The present study focused on the challenges of motherhood of the educated middle class professional women of Bangladesh. The South Asian societies immensely confer priority to motherhood. This qualitative study has investigated that the most of the professional are influenced by their economic and social capital. But the patriarchal society has put its claw both in their duties as professionals and mothers, which make them socially vulnerable. The dual responsibility, socio-religious norms and patriarchal ideologies entered as an obstacle in women empowerment. The study has unveiled the coping strategies and resilience to confront the domestic and professional work of women in Bangladesh. In addition, the changing attitude of the fathers, those who have professional wives has come into light in this current study.

**Key words:** professional women, motherhood, domestic work, patriarchy, kin network.

## **Introduction**

The presence of women at earning sectors has been delayed, moreover their recognition as earners is still questionable as the bread-winner male supremacy has profoundly dominating the idealistic notion of human societies throughout the world. The freedom to education and working outside of women were made limited forcefully and sometimes brutally. The post second wave feminism has done enormous shifts in the freedom of women as wage earners. The progressive educated class of Bangladesh encouraged some of their women to be educated and engaged in white-collar work force.

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Life of women is profoundly expressed with their motherhood after a successive period of marriage in Bangladesh. Adrienne Rich<sup>1</sup> uttered correctly that men have convinced women that unless a woman is a mother, smother, she is not really a woman. The understanding of Rich is suitable in the context of Bengali society and culture. Traditionally the cultural construction of motherhood has engaged the women of Bangladesh in a way followed by restriction to female education and work opportunity. As a result, the job of motherhood is obvious for all these educated working women. Motherhood and the responsibilities as mothers remain as work load for the working mothers. In her book *The Second Shift*, Arlie Hochschild<sup>2</sup> detailed the “second shift” of childcare and housework that women perform. Hochschild(1993) found that despite the fact that many women work outside the home (their “first shift”), they remain responsible for household chores and the primary caretakers of children. The middle class working mother of Bangladesh are not much exceptional from these American women of Hochschild’s study. The pains and pleasure of working mothers need to be observed and dealt with much importance for the development of gender equity and empowerment. Education and involvement in wage earning will empower women, but uneven opportunities in workplace and domestic obligations put them in dilemma. Like other US and European workplaces as Kirk and Rey<sup>3</sup> (1994) mentioned, the South Asian more specifically the workplace of Bangladesh still structured on the assumption that men are the breadwinner and women are homemakers. Though, most of the women employees are mothers and doing their dual shifts without strong support network. Undoubtedly, all working mother go through immense socio-psychological trauma dealing with their double shift of work. This study only focuses the white collar women’s subjective experiences, not undermining the pains of other professional women of the society.

### **Objective of the Study**

The main focus of the study is to explore the subjective experiences of the middle class professional women of urban Bangladesh. In doing so, the research investigates the social and economic capital of the white-collar working women of urban Bangladesh and find out how their capital make them responsible professionals and how their cultural capital deconstructs middle class working mothers. This study attempts to compare working mothers of two generations in order to understand changing lifestyle of middle class white-collar mothers. The study stresses the social and psychological coping nature of the working women in her domestic and professional life.

### **Methodology**

The study has been conducted among the educated middle class earning women of Dhaka city who are mothers. Thus, purposive sampling was the appropriate tool. It is a qualitative anthropological research, which focused the subjective experiences of white-collar middle class women of Bangladesh. The respondents were taken from *Azimpur, Lalbaghand Kalabagan* of Dhaka City, where mostly the middle class professional people live. In this research we considered white collar women as the women who have higher degree (BSC, BSS, BBA or above) and have engaged mostly in desk job under administration. The middle class has been determined by the education level, job status and monthly salary of the household of the research respondents. The respondents were government officers, teachers, doctors, engineers, bankers, NGO researchers and other private employees of the mid rank. The husbands of the respondents were of equal profession. Research ethics were given high importance in order to disclose name, personal information and professional identity. Interview following semi-structured questionnaire and FGD was taken in hand to accumulate data. The study involves 112 white-collar women respondents who are

mothers. Among them 56 entered the work force in the mid-eighties, whereas the rest 56 started their carrier within the last ten years. White collar women of different ages were gathered for FGD in a homely place where the discursions were conducted. It required 8 group sittings for 112 respondents. We have also interviewed 14 husbands of the research respondents.

### **White-collar Women of Dhaka**

The enrollment in workforce by the urban women in Bangladesh has been rectified in a number of historical, literary and encyclopedic works; such as M. Elizabeth Marum's *Women at Work in Bangladesh* (1981), Gulam Murshid's *Hazar Bochorer Bangali Shanskriti* ( 2006), M. Shamsul Haque's *Bangli Nari* (2000) , Sonia Nishat Amin's<sup>4</sup>*The World of Muslim Women in Colonial Bengal, 1876-1939* (1996) , Kanti Nuzhat's *The New Urban Women* (2012) and many others. Amin(1999) claimed that more 48% women are at work force, whereas the only the middle class people support women liberty and empowerment. The work of Amin<sup>56</sup>(1996,1999) and Nuzhat (2012) give us a glance to the professional urban women of Bangladesh. Much of the studies on women empowerment and development in Bangladesh satire only the garment's workers and micro-credit rural women who contributes to it's national economic. But, this workforce does not play role in bureaucracy or decision making process of their occupational arena as the white-collar professionals do. As, the labours belong to the bottom class their pains and struggles became more vital in various studies, but the white-collar women with children face social and cultural burdens to compete and survive in the male dominating professional and domestic world. Their pain and agonies are hidden beneath their professional makeover. The strength they own from the social capital (family of orientation, social networks), cultural capital (moderate taste and choice, education and knowledge) and economic capital (their earning) help them in surviving and participating each day with greater challenges of domestic and professional life.

The respondents of the study clarify that their socio-economic family background, social exposure, access to information and enormous support of their parents and relatives lead them to complete their education successfully. The social and economic capital of the women cherishes them to study as like their brothers and other fellow male-mates. Otherwise, they were not able to do graduation and seek for a white collar job. The social and economic capital of their family of orientation provided them high cultural capital, too. Most of the white-collar women have a high profile family background. Their father's educational and occupational status helps them in their upbringing and they were very much fascinated and charmed by their father's personality and working life. A few also appreciated the inspiring contribution of their mothers for their successful education. However, these professional women of Bangladesh claimed that they did not experience any social obstacle until they got married and conceived. Many understood the gender role after getting married, in order to accomplish the demand of in law's family as being a woman. The environment of work place lacks social and cultural capital to show gender equity, with less women networking and gendered taste and choice. Accordingly, the gender stereotype attitude of their employers remains the same. The assumption of people oriented women and task oriented men dominated the value of the employers, who are usually male. Task oriented men can do much productive work and encourage others with a strong leadership, whereas women have different leadership quality which is more people oriented thus degrades productivity.<sup>7</sup> However, this is not the only reason that we do not see huge number of women in leading positions of the work place. The respondents rigidly accused the gender stereotype nature of the family for their slow professional development. The household chores and motherhood have charged these professional women. For many women sometimes it turns too difficult to manage that they

quite job and engages her career in home-making. Thus, the country loses talented enthusiastic women in the national productivity. In Bangladesh very few go beyond and left their conjugal life to do career as it is considered as a social deviance. Motherhood is deemed to be the major status of women.

### **Motherhood, Family Structure and Division of Labour in Child Rearing**

In Bangladesh, motherhood is highly valued. Women are socially encouraged for their ability of giving birth and taking care of the children. Thus, the duties and obligations of motherhood cannot be eliminated from the life schedule of a woman in Bangladesh; rather it could be managed and distorted by mother's supervision; if required. The working mothers have no other option but to fiddle with her two-folded work load in various ways. Thus, the wage earning middle class women has gone through a form motherhood which is not as similar as other non-earning mothers of Bangladesh. And the working mothers of late 20<sup>th</sup> century and early 21<sup>st</sup> century diverge in their performing role as mothers and earners. Thus, they have formulated dissimilar family structure, household consumption and decision making compare to the rural housewives of the society.

In their discussion of family and social change in India, Joanna Liddle and Rama Joshi (1986)<sup>8</sup> circulated the idea that the professional women tend to nuclear family as they are imitating western model and as they want to escape from kin demands, specifically authority of their mother-in-laws. However, the 80s white collar women of Bangladesh were less vocal to ask for nuclear family. Those who had nuclear form of family were the demand of time as their in-laws had permanent residence at their natal locality. Liddle and Joshi also claimed that extended family is a choice for the professional women, in order to make the domestic task easier. These professional women invited their mother-in-laws to reside with them and help at domestic task. Recently, in urban Bangladesh, the white collar women have gone beyond and demanding new form of residence practice. However, domestic task appears in these professional women's life after they are married. Otherwise, most single women enjoy their education and job being single.

For the white-collar women marriage and family comes as a barrier to her career. Waite<sup>9</sup> (1981) and Vanek<sup>10</sup> (1980) argue that married working mothers with young children suffer the most in the context of United States. These working mothers work more hours compare to housewives and their working husbands. In Bangladesh the work load is much rigid for the married white-collar women as Bangladeshi male are not used to do household chores, nor their mothers (husband's mother) are comfortable with the presence of men at kitchen. Thus, division of labour in the family remains the same for women with and without waged job.

Child rearing is not an easy task. However, it is expected in Bangladesh that a mother should have all patience to take care of the infant and learn quickly from her mother or mother in law about all the techniques of child rearing. As a result, the new mother turns a learner and active mother from the first day of her motherhood. In the context of the middle class earning women of Dhaka, the child rearing task is managed through this stereotype division of labour of the household. In urban Dhaka household can be of two types, nuclear and extended. The nuclear household is a composition of husband wife and their unmarried children, whereas, an extended household comprise of husband, wife, their unmarried children, their (either husband or wife's) parent and unmarried siblings (any of both). Among the total 112 household 67 household were extended in nature, the rest 45 are nuclear. Among the late 20<sup>th</sup> century

mothers, 41 had extended household, thus 15 has nuclear family; whereas, among the early 21<sup>st</sup> century mothers 26 have extended 30 nuclear family. (table1)

**Table 1: Family structure of the respondents**

Family type	1980s %	2000s %	Total %
Nuclear	15 (26.78%)	30 (53.57%)	45 (40.18%)
Extended	41 (73.22%)	26 (46.43%)	67 (59.82%)

Source: fieldwork 2015

Thus, a trend of forming nuclear family is observed (chart 1). Although many of the nuclear families have relative at Dhaka, they prefer living separately for various reasons. However, the members of the extended families vary from one family to another. Despite the fact that the patriarchal social system requires the paternal relatives to be the optimal members of extended family, in reality it depends upon the class, social status and urban exposure of the relatives. However, 1980s working women were more likely to attend the traditional values of patriarchy, such as more connectivity with the paternal relatives, whereas the 2000s working mothers are vocal enough to expose their emotions toward their own parents. Thus, maternal grandparents are more associated with the children now a day. Moreover, many of the working mothers have brought their parents to Dhaka from natal districts to take care of their grandchildren. About 19 among the 26 household of extended families 2000s, are having maternal grandparents with them permanently. Some do have these maternal relatives as visiting members for long period. One of the mothers expressed her experience anxiously, “I have no other option but to request my mother to come and be with us for a month or two or even more...without her it’s impossible to carry my daughter school and doing other stuffs....but she can’t give me much time as my father, brother and brother’s wife live at *Jhineidha*.” Many are changing accommodation after the birth of children and staring living close to the maternal relatives of the baby. But, in 1980s none of the mothers could wish to live or to bring their parents in a common living. Asking parents to come and live with daughters was not accepted by the wider socio-cultural norms that time, as said by many of the then workings mothers. One of them said with disappointment, “...though its long being, I still remember my father-in-law wrote letter to my husband stating that if I could not take care of my child I should resign from job. But none of them came to support me or allowed my parents to help me those days.” Some of the 1980s mothers brought their younger brother or sister at their residence in purpose of their education. These brothers/sisters (uncle /aunty of children) were the compulsive care giver of their sister’s children in the working days. White collar mothers of 2000s admitted that the exclusive load on education and emergence of private universities has made the younger brothers and sisters busier than that of the earlier generation. Some working mothers have shown frustration about their siblings that young people are very much extrovert, which makes them social in their friend’s world (virtual and real) and unsocial in their own families. Moreover, number of siblings decline also discarded the opportunity to have these uncle / aunts as baby sitters. However, the working women with extended families of both time frames have enjoyed their supervision of child caring with a cooperative child rearing system. Among the 67 extended families, 60 working mothers feel blessed to have extended families. Though they narrated the help and support from

the others members of the family with gratefulness, but could not get relaxed; just after coming from work station all responsibilities of household chores and baby lie up to her.

The rest 7 mothers of extended families resided with her in-laws, who were not as supportive as others. Those mothers faced the extreme notion of patriarchal ideology that the men will be the bread earners and head to take all decision in household. These in-laws tend to blame white collar mother for not giving adequate time in domestic works and time to their uprising career. Among the 41 extended families of 1980s, 19 working women were having either father in law or mother in law or both from the very begging of her conjugal life. The rest 22 requested and brought their in laws from natal home to take care of their children. As Liddle and Joshi<sup>11</sup>(1986) have stated of inviting women's in-laws as a help in domestic work.

Mostly, the mothers of the families of all type and all time plan the division of household labour along with the child care activities. The motherly activities like feeding, cleaning and shower usually done either by mother herself or by the senior expert member of the extended family. The nuclear family mothers face trouble in planning of these intimate cares now a day. In 1980s it was easier for the working mothers to manage paid female maid at home, who were the poor inhabitants of her or her husband's village. They used to trust them as own family members. And in many cases nuclear family mothers of 1980s depend upon the nearby neighbor. All of the respondents of 1980s admitted that neighborhood of that period was the golden time for them. Urban Dhaka was not much mechanical like today, according to them. The nuclear families plan their child rearing duties into a two sections; one is for working days another for weekends. In nuclear families the father and mother share household duties along with the childcare. Nuclear families faced the prime challenge of juggling with domestic and professional work. The table:2 below mentioned the weekend's child care responsibilities, where by others, we meant the maid as one of the members of the household, who helps the domestic work and works as a baby-sitter when both parents work at office on the week days.

**Table 2: Percentage Weekend's division of child care labour in nuclear family of Dhaka**

Relation to child	Father (%)		Mother (%)		Others (%)	
	1980	2000	1980	2000	1980	2000
Routine work for child						
Feeding	3	42	90	58	7	0
Cleaning & Shower	1	20	98	77	1	3
Dressing	0	8	97	89	3	3
Indoor entertainment/ playing	9	25	81	74	10	1
Outdoor entertainment	60	20	40	79	0	1
Per-school guideline	58	12	42	88	0	0

Fieldwork: 2015

According to the above table:2, the 21<sup>st</sup> century husbands as fathers are taking more responsibility like feeding, cleaning, dressing and playing their children compare to the 80s fathers. Even though the men of both generations have appreciated their wives work as white collar professionals, they did not support their wives in doing domestic works other than showing steps in rearing children. The men did not seem themselves doing what they consider 'women's work' as Kirk and Rey<sup>12</sup>(1994) have stated in their understanding of US male is similar with urban Bangladeshi male. However, a few husbands put effort as

data given in the above table. Fathers are now more attached with children compare to the previous generation. Today fathers not only show their potential fatherhood but also plays role as supportive husbands compare to their forefathers. The shift, we investigated is more mothers are helping children in per-school guideline and out-door entertainments unlike 80s professionals. These new generation white collar women are more confident with the upbringing of their children. They have more possibilities, opportunities, media and internet exposures and socialnetworking than their seniors.

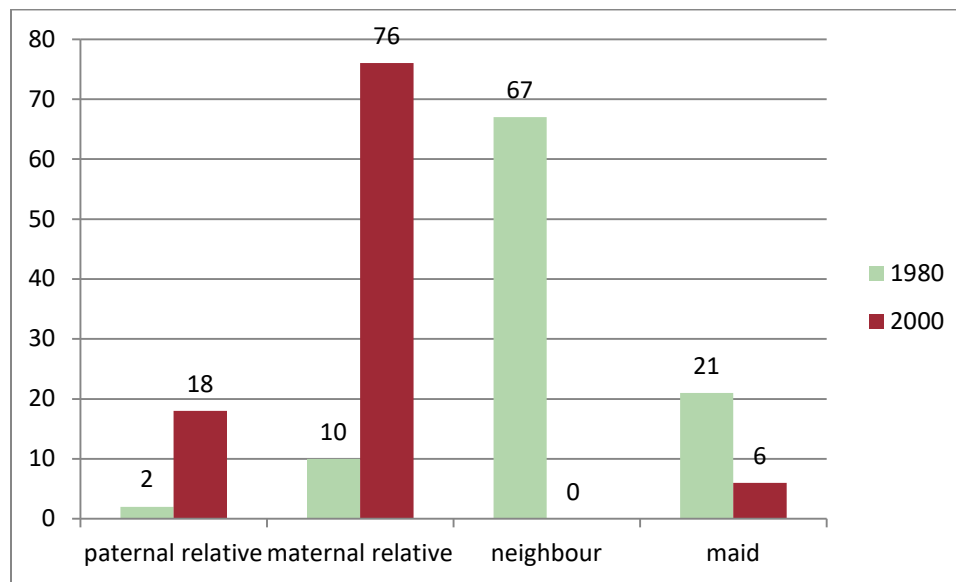
### **The Supports in Dual Tasking: A comparison between generations**

The urban working mothers will not be able to perform all of her motherly duties, thus support is mandatory for the survival of job and child care. The working mothers are now more dependent to their own mothers both in extended and nuclear setting of family, but previously the extended families were comprised with the paternal relatives of the children. In most of the cases paternal grandmothers played the role of mothers in working mother's absence, those days. Thus, many working mothers of 80s are grateful to their in laws for their education and job. Usually the paternal grandmothers played the role of mothers in the absence of there working mothers of 1980s. Those who lacked this service from in laws left job. Though most of them has supported the period of motherhood, it was a matter of panic for the mothers, considering not only the welfare of her beloved children, but also attending complains by her in laws for not giving proper time to her children. It was not so easy for the women of 1980s to work outside without the consent of husbands and in laws. Moreover, most of them lacked help of their husbands in child rearing. The gender role was highly observed for the fathers of those days of 1980s.

The worst experience of few white collar mothers explained is because of the underprivileged socio-economic and educational background of their in law's family. Those in laws could not adjust and cope with women's economic empowerment and some of them were worried that the wife's earning will support her consanguinity. So, it was not viable to get the invited in-laws in all cases. The in-laws with poor cultural capital resist in living with their working daughter-in-laws. In these cases, the white collar women's parents were from better social and cultural capital, which was not the traditional trend of Bangladeshi marriage. Additionally, 1980s grandsons were taken more care by their grandparents comparatively, as observed by all the respondents of that generation. Thus, having son was very important to accumulate power in the family in 1980s. These discriminations of love and indulgence have been changing now days for these working mother's families. But, the preference of having son as child is still there.

It is already mentioned that the working mothers from extended families had supportive members in rearing children. Thus, the nuclear families have no other option but to sketch the schedule for working days. They performed a more strategic way to take care of their children in the week days. The chart: 1 below shows the comparison between two generations in having supports in child rearing during week days, which indicates the social transformation in building agencies of supportive hands and shift in social networking. The working nature of the family and individualized personalities has changed the social networking of urban Bangladesh.

**Chart 1: Working day's division of child care Agencies in nuclear family**



Fieldwork: 2015

Previously the middle class working mothers depend upon the neighbours, now a day relatives mostly maternal relatives of the child give their hands to help the children raise. Unless the support of neighbouring friends and maids; the 1980s generation mothers would fail to do accomplish their job responsibilities. Thus, they consider 1980s neighbourhood time was the golden time for them, more over they appreciate the sacrifices of those housewives (as their neighbor) who took responsibilities of others children without any monetary transaction. Usually these neighbouring housewives were also mothers and had taken care of several children at a time. The working mothers informed that they used to share cooked food among the neighbours and gifting cloths was also in practice those days. Maids were found in terms of either food and shelter or monetary agreement. The monthly salary of the maids in 1980s was not more than 100 taka, people hardly get maids now a days and the charge is high, about 5000 taka monthly. The class of people who worked as maid are now working at garment industries, which has narrowed their poverty, as a result the white collar women lack the support of maid.

The working mothers of 1980s with nuclear family got the support of their mothers or mother-in-law only for three months after delivery. There are several reasons of it, firstly, that time most women were government employee (transferable job) thus Dhaka was not their home town. So, it was not easier for their mothers to support for longer. Two faced problem arises if those grandmothers prolonged their supporting hand; (1) accommodation in urban Dhaka, (2) the ongoing responsibility of own household. Secondly, the socio-cultural expectation that the primary duty of women is be mother and do all motherly activities by her own was propounded more widely. Earlier the mothers used to say that they have done their duties as mothers now its her turn to take care of the children. These mothers were not wage earners and failed to understand that female have the same working accountability as male have at office. Thirdly, the elderly women used to think that making *kantha-kapor* is the primary job of *nani-dadi*, so they are done by doing so. Fourthly, it was like a challenge for many to work against family support thus lacked the supports of their mothers and mother in laws. Lastly, the poor communication system and poor



mobility of people was responsible for not having grandparents as the care giver of the children. None of the grandparents wanted to be absentee owners of land in their natal village. They give much importance to protect their livelihood as cultivators, whereas their educated children wanted to settle in urban living with job.

A complete disappearance of neighbourhood support in child rearing is present for the working mothers of 2000s in the context of Dhaka city. The relationship among the neighborhood does not exist like previous. Almost 97% of the respondents said that they don't even ever see their neighbor, due to busy schedule of life. The holidays and vacations were celebrated with neighbours at their childhood, but today's urban Dhaka has given other entertaining options. Earlier, neighbourhood played a vital role in various socio-cultural activities. A life of 'living in community' was experienced by the then urban dwellers. "People of today are more individualistic. We shared food, clothes and even daily necessary goods when needed. Before going to hospital I laid my son of 1 year with a bottle of milk and some toys in my neighbour's house. My neighbouring lady was so kind to take care of my son along with her own children. Though, we shifted long ago, I still have a friendly relation with her." One of the doctor respondents stated. However, though fundamental but individualism is not only the reason of the disappearance of neighbouring supports these days. The other reasons are that, the number of working women have increased so the neighboring woman is also busy with her own job, in many cases. Another reason is the segmented educational system and living style. One of the working mothers said, "... my child is facing humiliation to socialize with our neighbours, as he goes to an English medium school." A number of middle class urban parents are sending children to English medium schools now days. The cultural mosaic is an optimal characteristic of urban Dhaka, but as people possess their own entity their eagerness to uphold self-standard keep them standoffish from neighbor. Many consider that neighbours are unapproachable to their private problems. As a result, Dhaka has lost the charm of neighbourhood and each flat has turns like an individual island.

Previously, the 80s nuclear families used to maintain the kin networking by visiting long distance kins, who reside near their locality. These kins were of immense support if required, they experienced. Kin networking has become loosen because of the absence of communication. Though virtual communication has increased through what's up, viber and other online apps, but as the work place occupies most of time, the 21<sup>st</sup> century man and woman get less opportunity to meet their kins around them. According to the 80s white collar women these long distance kins, who reside near you could be of great help in need, which today's working parents lose as they are busier professionals and less communicative, less social, by keeping themselves busy at virtual relations.

Despite all the social and psychological problems, the white-collar middle class women are struggling to earn their best for the state, society and family, which indicates the picture of women empowerment of Bangladesh. The respondents of both generations have own agony of working outside family, depriving children. They raised voice when required and showed agency for their survivals. Sometimes day-care centers (theses are rare, insufficient in number), sometimes neighbourhood, sometimes their parents or relatives and sometimes husbands played role as agency in their career with domestic and professional arena. Their own parents are the real strength now days. Those do lack own parent need to play a more strategic role with in-laws to get support. The 80s professional women were more dependable to the unemployed neighbouring women. These unemployed women made great contribution and helped the first generation working women to build resilience in home and work place.

Women co-workers give effort the interest of flexible working time-span in many organizations. Sometimes they look after one another's job, while one can take her children back to home from school. Even some of the respondents stated that they arrange get-together party, one dish party only for their female colleagues, where they gossip on domestic and professional tensions and try to reduce with their potentials. The senior female colleagues are the supports of the younger ones, who suggests and give a hand of generosity if needed.

### **Compensate Guilt**

Working mothers of all time and family structure have gone through a psychological stress of guilt for not giving appropriate time to their children. Most of the respondents became emotional while discussing of their missing time at job desk. The blinking eyes of many tried to hold tiers. One of them said, "I failed to see my daughter's first step by her own. I understand she also missed me a lot." On a contrary a few of the mothers also think that they failed to give proper time and quality work at office just thinking to reach home earlier. Thus, a matter of guilt is chasing the life of working women.

These women tried heart and soul to compensate their guilt to children and office as well. For those it was possible, shifted duties or worked more in one day to give more time at home with children in the next day. Even a few working women said that they gifted to convince their senior colleagues/boss so that they understand the pains of being working mothers, so that they will be kind enough to let them leave office early. Except the teachers, all of the female employees had no other option but to leave children at home or school early at morning and returned home after dusk. Only the women with teaching job could reach home by noon, according to their class routine. But, it was not easier for the teachers who had laboratory tasks. Although higher education is necessary for the teachers but not all could get freedom and opportunity to study further for the sake to rear children. One said, "I have kept the PhD offer letter from a renowned university since 1989 .... I have shown my son that ...It was the little he who kept me busy and I failed to cheer my father, who was a government high official. But my mother, who was housewife, was happy as I have done my motherly task honestly." Thus, these educated middle class mothers judge themselves whether there are honest as mother or as professional. They try to console their mind to see the achievement of their children.

In order to compensate the missing time and care some mothers became more indulgent at home. Many used to bring light snacks or small toys for children to make them happy. One of the mothers said that she made her 3 years old son understand that she is going to office for work, which will provide money and money can bring toys and chocolates. Her toddler replied, "I don't need any more toy or chocolates ...no need to go out for money." Though it was difficult to answer a toddler, the middle class working women have no ways but start their journey to office keeping the crying kid at home. Hence, they go through a psychological stress until their children becomes teenagers as experienced by mothers. The mother's of 1980s also mentioned that the duties of mothers never come to an end, it changes throughout the entire life of mother, and thus motherhood not at all ends. Infact, some of the respondents of this group are still serving their daughters or daughter in law's by babysitting. A working mother of 1980s serves as a nanny(whose daughter is a professional now) says "I hope now she understands why I was absent in her dancing shows at school. Today I enjoy my grand-daughter's performance."

### **‘Supermom’ representation in media**

Recently in Bangladesh few agencies are promoting the good deeds of mothers by offering prizes regarding best mothers’ who successfully completed their motherhood. Thus, the traditional cultural justification to be a good mother has been institutionalized and made ornamental. The concept of superwomen is also much known as supermom to identify the perfect working mothers who could manage both her duties in an even technique. The advertising media has paid attention on the working women to enhance empowerment. A majority of them tend to focus on the tremendous activity, smartness, intelligence and awareness of educated middle class women. These representations lead the target population to perform in a more accurate or perfect way in their child caring and job duties simultaneously. Some of the commercials have given contest to be a supermom in Bangladesh. Thus, many of the white-collar working mothers fill their heart with an anxiety that they could not give their children enough time.

The mothers of 1980s didn’t face the challenge to be a supermom. Thus many left their job or sacrificed further development in professional career. The new generation mothers are more determined and goal oriented. It is not always their self-instinct, but the influences from various sources of media. One of the respondents said that today’s women are doing everything and many want to see that women will work using their unseen eight hands. The senior relatives of them remind them that family should be the first priority and job is a must to maintain the middle class living. Somehow, it is the reality for the respondents we interviewed.

### **Gendered Professional Dispute**

Inside the work place the gender stereotype attitude certainly hampers the overall professional environment. Women are not given challenging projects to deal unless they themselves become courageous to it. One of the government officials said that she understood at the beginning of her career that the male authority will not force her to take challenge. Moreover, they were kind and indulgent to the women who are mothers and appreciate them for their good deeds as mothers. Some women take the chance of it and remains shadowed in the workplace, doing motherly tasks, meanwhile their male counterpart build career and dominates the workplace. In reality, if the working women are blessed with active relatives to take care her family/kids, it turns easier for them to engage in the workplace with her full strength. Unlike these chance seeker women, there are many who are enough courageous to work like their male colleagues. But, they sometimes face ridicules by them. Any hazard to the given task of the white-collar women is compelled with much humor and ridicule than men and most of the time others blame her motherly responsibilities for it. At times they are forced to take leave if cannot balance domestic and professional duties simultaneously.

Though many employers claim that gender equity is to be maintained in selecting employee, but at times employers prefer gender stereotype job status. Thus, these educated women are much seen as secretariats than challenging and adventurous jobs like, civil engineering, cardio-surgeons, field researchers etc. The employers state of women’s vulnerability to other job position. However, many women are now breaking this stereotype job status and engaging themselves challenging occupations like, civil engineers, cardiac surgeons, defense member and so on. Even though, one of the respondents who is civil engineer said that the labours cannot accept her work as engineer; some contactors and labours make joke at her intelligence she overheard, but she ignored as she thinks these are made to stop empowering women. Among the

respondents, one government doctor said that after marriage it becomes problematic to do job where husband and in laws do not live. Her difficulty begins when she was promoted and posted to some other district where her husband will not be able to accompany (for his job station). In her case, many would leave job but she continued living separately, which threatens her marriage. She did not want to stop her career at this point of life. However, there are many who quit professional career and starts domestic career with kids. There are also some who bargain with their employer and cancel promotion, so that they can stay at the same job station. These white-collar women sacrifice their career to survive as wives and mothers. Attending unethical proposals is another trouble faced by the white-collar women of Bangladesh. The white-collar women make good use of their intelligence to protect themselves from the unethical proposals addressed by their male coworkers. The respondents indicate that the possibility of fooling young women is high as they are novice to understand the intention. The work place requires safer professional atmosphere for women to work.

However, the research specifies that the work place policy need to reshuffle to achieve more from the white-collar women of Bangladesh. The employers of Bangladesh are well aware of the socio-cultural significance of motherhood, they also understand that women employee have a multitasking role in the society. So, the work place must take responsibility of the child care. The office need to insure of male and female to pick and drop children from school. Moreover, women will be needed a flexible leave incase of children's ill health and sufferings. The maternal leave for six months must be executed by work place. Some of the respondents also urge for paternal leave for a week. Legal actions need to be taken if any unethical proposal is reported. Some of the respondents also asked to work from home for office. (Many offices around the world have given its employee opportunity to work from home, in order to make more flexibility at work. <https://danielsethics.mgt.unm.edu> ) By initiating these policies the gendered deutes at work place could come to end think the white-collar women of Bangladesh.

### **Changes in Family Dwelling**

The white-collar middle class mothers of 21st century have gained opportunity to change the characteristics of post-child dwelling system. Anthropological studies have vastly studied the marital residence patterns. In this study we have revealed the practice of professional women changing residence after having children. Many of the white-collar mothers depend on their own parents for rearing the children at office time. Thus, they have changed the dwelling system as matrilocal to some extent, if we consider matrilocality as settling near or inside mother's parent locality. Many mother and professional daughters are now sharing same compartment and neighbourhood. In Dhaka, most of its people live as renters, thus they shift flats according to their necessity. Today's white collar women are earning and taking decision on their living too. About 76% of the 21<sup>st</sup> century working mothers depend on their own parents to run family. Either the parents came and settle or the working daughters take the responsibility to live closer to parents. But, convincing the husbands is not easy either. The husbands usually do not want to live close to his in laws as they see in dishonorable. Traditionally, the husbands live closer with their own parents. But, the wives could made them(husbands) understand only if the husband's parents do not come closer and starts taking responsibility of house chores and child care when the working mother is not around. Though it contradicts with the traditional practice, but the white collar women are more independent in their personality to take decisions of accommodations if required. However, the white-collar women's parents feel it is their earnest duty to save their daughter's job, so they listen to their working daughters. So, now in Dhaka city the post child residence system has changed the traditional

residence pattern of Bangladesh. Thus, the research indicates that the sympathy of the white collar working women's parents will bring a drastic change in the social structure and institution. Now-a-days, it is the working women's parent who takes part in the decision making of their daughter's family mostly covertly and sometimes overtly according to the situation; traditionally, the decision role was played overtly as a control by the men's parents in the context of patriarchal Bangladesh. The history of neolocal family is embedded in the rise of industrialization and urbanization. We predict, with the successful career of white collar women matrilocal family may appear in the context of urban Bangladesh. Day by day white collar women of urban Bangladesh are accumulating strong social network, knowledge and freedom which enables them to take major decisions like post child residence.

### **Domestic Decision Making**

The white collar middle class women have certain voice in the domestic decision making. All of the respondents had the right to their earning. None were forced to give salaries to their husbands or in laws. But, as discussed earlier the 80s white collar women could not ask for changing residence patterns as the society was much rigid to patrilocality. But, the white collar women could take part in buying and selling of property. They can select proper education system with the consultation with husband. The 80s white collar women have chosen spouse for their children if required, whereas traditionally women have no voice in choosing spouse for children. In addition, women can support their own relative from their surplus. Thus, the freedom to spend has empowered the white collar women. Taking decision in buying-selling of economic capital, having a matrilocal post child residence, voicing for children's education and matrimony and choosing pregnancy timing are the major achievement of white collar women in domestic decision making. The white collar middle class women have earned these and feel empowered in her domestic majesty by contributing their family of procreation with social, economic and cultural capital.

Besides, some of these white collar women bargains with husband on what portion of money should be given to their in-laws as stated by a few husbands. A number of respondent have dependent parents and in-laws. The professional women of 21<sup>st</sup> century can provide financial supports to their own parents, some of them do it without informing their husbands though they believe that they will not resist. They hide it out of shyness. However, few husbands claimed that their working wives do not allow them to send money to their husband's parents, whereas they (husbands) do not say 'no' when working wives are helping their own parents. Though few in number, but some of these white collar women tend not to support their in-laws. It also indicates that these middle class male face trouble in dealing with white collar women as their wives. But, they accommodate with these new challenges of having white collar wives with commanding and dominating personality, so that they could run a middle class living in Dhaka city.

### **Conclusion**

The history of white collar women in Bangladesh is not new, but still there is a dearth of social research. The research indicates the gradual growth of women's freedom of choice and liberty in their living. But, still they are facing troubles like, physical and psychological harassment in domestic and professional space, where they find their senior female colleagues and parents as a hand to relief. However, the struggle of these women has fruitfully given them more social, cultural and economic capital that helped them to lead vital domestic decision making. Thus, the men as husbands and fathers have changed their customary patriarchal nature and have engaged themselves in child rearing. These men introduced new

forms of cultural capital, while helping child's education, feeding, cleaning, changing accommodation indicated new norms and behavior of 21<sup>st</sup> century husband's of urban Bangladesh. The monopoly of men's family of orientation is less in practice. In addition, the white collar women show resilience in confronting risks and hazards to domestic and professional life. The study recommends further investigation on the social transformations of urban Bangladesh through the prospective white collar women empowerment and change in traditional gender ideology.

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# Education Facilities for the Children of Slum Areas in Dhaka City

**Tahmina Khan\***

**Abstract:** Slums have existed in Dhaka City for a long time but their growth accelerated after the liberation of the country in 1971 mainly due to mass migration by the rural poor. This study has been designed and proposed to make an in-depth inquiry about the children of Slum Areas in Dhaka City highlighting their educational facilities. Actually, government schools typically have no scheme to accommodate the volume of urban slum children in their respective areas, who may face particular problems. In addition slums children need to work and also their inability to bear education expenses. This study may help the government to take necessary measures to ensure universal education for all and do its fundamental responsibilities to its constitution. The study also focused on the facilities of education for the slum children particularly the government and NGOs program. The paper is expected to draw the attention of human rights organizations human rights activities, civil societies, media, NGO and alter personnel working to uphold the standard of education and provide education facilities for all and take necessary measures in this regard. The study was conducted on the basis of primary data. The information was collected from different urban slums in Dhaka City. These slums were Kamlapur slum, Kakrail slum, Kamrangirchar slum and Begunbari slum. On the basis of empirical data, the study has shown the facilities of education, to make available and increase the standard of education in slum areas in Dhaka City.

**Key words:** Slum, Education, Children, Dhaka City.

## Introduction:

Bangladesh is one of the poor and over populated country in the world. It has more than 150 million peoples. Among them 55 million are under the age of 18. As a result of high urban population growth rate (over 6% per year for last two decades) there is an increased level of poverty in urban areas. Out of Dhaka's population of 9.3 million, an estimated 5 million are below the poverty line. 90% of the urban population suffering from poverty lives in a single room or in very poor quality accommodation. It is estimated number of slum children in Bangladesh is currently over 600,000 of which 75% are in Dhaka city; 53% boys, 47% girls<sup>1</sup>. There are huge risks to children living on the slum. They have an unstable childhood, face physical and sexual abuse by adults, harassment of law enforcement agencies and have no access to education facilities. In 2010, the population of the city of Dhaka has been projected at 17.6 million people, with upto 60% in the slums. Every day we observe the influx of hundreds of new people to the city of Dhaka. The population in the capital city, Dhaka is growing at an estimated annual rate of 4.2%, one of the largest in the world, to reach the actual 16.6 million inhabitants. This is the effect of the considerable migration in-flow from the rural areas of the country. Fifty six percent people migrated to Dhaka city for economic reason. Education is a basic human right.

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Education is the main weapon for the development of a country. Constitution of Bangladesh has ensured the rights of the education for all children living in Bangladesh and also other international agencies and conventional highlighted the rights of education for global children. Slum areas have no available formal education facilities<sup>2</sup>. At present 1.5 million people live in slums within two or two and half miles radius of the city<sup>3</sup>. And the education facilities for them is only 1.5% that is so much limited on the basis of the proportion of the population. Around one third of Dhaka is 12 million inhabitants live in slums<sup>4</sup>. The city is projected to grow by another 7 million people over the next ten years. The people lead very poor life and most of them are engaged in rickshaw pulling, day laborer, small job etc. They are deprived from their fundamental human rights and leading a poor quality of life. Twenty six per cent of slums in Dhaka have a government school, and 27 percent have an NGO operated school<sup>5</sup>. There are 295 government primary schools in Dhaka City Corporation with around nine rooms on average; 75 percent use a double shift system<sup>6</sup>. On the face of it this seems a small number to serve the city's large population. In Bangladesh most NGOs have traditionally had a rural focus and have only recently started to move into urban areas, to understand the particular challenges of serving slum populations<sup>7</sup>. The problems of access to education faced by slum dwellers are fundamental. There are substantial areas lacking access to any government school and which are too poor for even the lowest cost private provider. Urban migration is exacerbating the problem. The proportion of children who never enroll in school in the urban sample (15%) is double that of the rural sample<sup>8</sup>. In the commercial establishments of the metropolitan city of Dhaka it is very common to see pale looking children swelling the ranges of unorganized and floating labor force. The present study has been designed and proposed to make an in-depth inquiry about the Children of Slum Area in Dhaka City highlighting their Education Facilities.

Twenty six percent of slums have a Government school, Twenty seven percent had an NGO operated school Eleven percent of Dhaka slums received services from one NGO and 59% from more than one although the survey did not ask how many of these are education NGOs<sup>9</sup>. According to official sources, only one out of every four slums has a government school. The study might be helpful to know the overall scenario of education facilities in the setting. As the government has largely failed to deliver education for marginalized children, NGOs have emerged as major players in response to fill that gap either through formal or non-formal system. It will allow general people to know about the education facilities for them and the steps that are taken by the government and NGOs for their education. Education figures for slums in Dhaka city are among the worst in the South-Asian country<sup>10</sup>.



### *Objectives of the study*

The general objective of the study is to know the overall scenario of education facilities of slum children in Dhaka city. Under this general objective, the study would be conducted on the basis of the following specific objectives:

- ★ To know the socio-economic and demographic information of slum children.
- ★ To specify the awareness of slum people about education facilities for children.
- ★ To identify the problem faced by slum children for education.
- ★ To find out the government and NGOs initiatives for the children of slum.
- ★ To explore the suggestion and recommendation of the slum people to increase their educational standard.

### *Operational Definitions*

★ **Slum:** For the purpose of the study, slum means densely populated temporary residential house built lawfully or unlawfully having no water supply, sanitation facilities or electricity supply.

★ **Education:** For the purpose of the study, education refers to primary and high school education available for the slum children provided by government and NGOs.

★ **Children:** In the study children refer to human beings within the range of age 13 to 18 years and live in slum.

★ **Dhaka city:** For the purpose of the study Dhaka city means to both the south and the north city corporations of the country and the adjacent areas having urban characteristics.

### **Methodology of the Study**

This is an empirical study. The study, by its nature, required in-depth information on the study field. So the following methods has been followed for the purpose of the present study. The present study was conducted on the basis of mixed method i.e. qualitative and quantitative research techniques. This study was conducted on the basis of primary data. In this study the children in four slum areas of Dhaka city who work or not within the age of (13-18) were taken as population and each child in slum areas were regarded as the unit of analysis. Respondents were selected purposively from the study areas equal number of children  $(4 \times 15) = 60$  both male and female. I highlighted four depth case studies. Textbook, Research reports Journals, newspapers and relevant text were studied as secondary source of data.

The information was collected from every child of slum area through interview. Observation as well as case study method was applied as supportive method for in depth study. The data was collected through the face-to-face interview with the respondents. Both open and close ended questions were designed. A check list was also prepared for conducting case studies. Besides, observations, and discussion technique were applied for the better understanding of the situation. The raw data which was collected from the field, was edited and classified keeping its accuracy in the light of objective set forth for the study. Then, quantitative and qualitative analysis was done in tabular form and descriptive method respectively. Data were presented through using statistical diagram, chart, table and verbal quotation.

## Research Findings

To see the actual scenario of educational facilities for the children of slum area, the data enumerator directly went to the field and collected data through pre-tested questionnaire. Later the collected data were analyzed and now it's the turn to present collected and analyzed data through graph, table, and pie charts below.

### Information about Respondents and their families

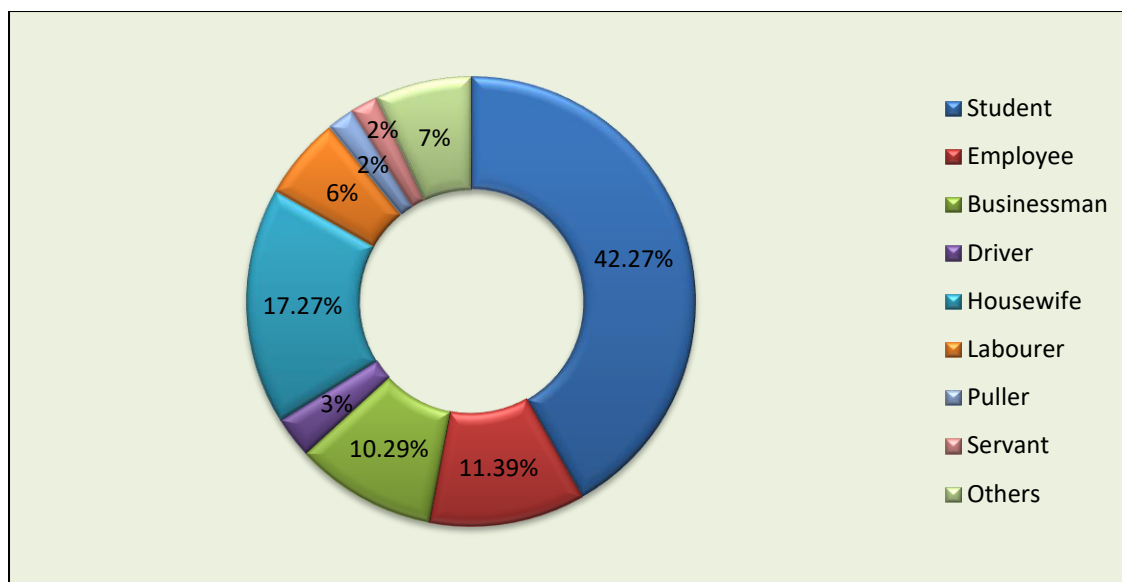
Table -01: Age Distribution of Respondents

Age (year)	Number	Percentage
13-14	24	40.00
15-16	25	41.67
17-18	11	18.33
Total	60	100.00

Source: Field Survey, 2017

The table demonstrates the age distributions of the respondents. Maximum numbers of the respondents (41.67%) are from the age groups of 15 to 16 years. 40% of the respondents are from the age group of 13 to 14 years and 18.33% are from 17 to 18 years. Respondents below the age of 13 years are not included in the sample. Average age of the slum children is 14.77 years.

### Graph- 01: Family Members on the basis of Occupations



**Source: Field Survey, 2017**

The chart providing above, shows information about the occupation of the respondent's family members. Most of the members among the respondents are students and it is 42.27%. among the family members 17.27% are housewives, 11.39% are employee and 10.29% are businessmen, 3% are drivers, 6% are day laborers, 2% are pullers, 2% are servants and there are 7% who do other works.

### **Information about the respondents' schools:**

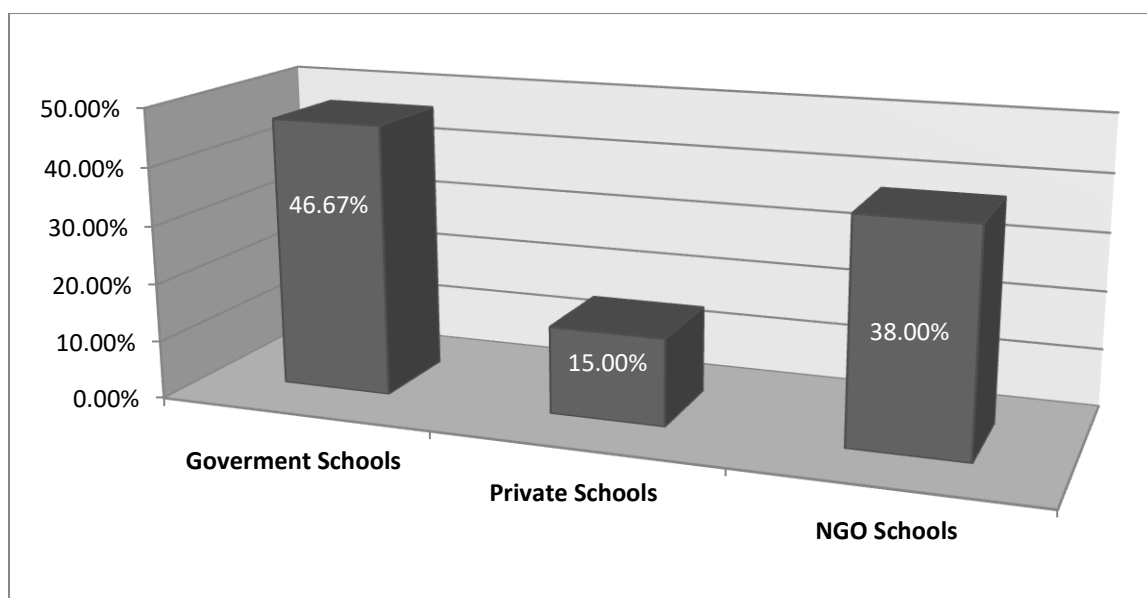
**Table -02:** Types of Respondents' Schools

Type of School	Number	Percentage (%)
Free school	51	85.00
Paid School	9	15.00
Total	60	100.00

Source: Field Survey 2017

The table indicates that maximum numbers of the respondents (85%) are going to free schools where they have not to pay any fees. 15% of the respondents are going to paid schools.

### **Graph -02:** Categories of the Respondent's school



Source: Field Survey 2017

The figure shows the nature of schools where the respondents are studying. It noted that 46.67% respondents go to government school and 38% respondents go to various NGOs school. Only 15% respondents go to private schools.

**Table-03 : Facilities providing by schools to respondents**

Getting Facilities	Number	Percentage%
Yes	37	61.66
No	23	38.33
Total	60	100.00

Source: Field Survey 2017

The table gives information about the numbers of respondents who get facilities provided by schools for the welfare. It shows that 61.66% respondents get various types of facilities from the schools. Though there is provision to provide various types to facilities to the student of the schools, among the respondents 38.33% student do not receive any facilities from the schools.

**Table -04: Nature of the facilities provided by schools:**

Nature of facilities	Number	Percentage%
Stipend	09	24.32
Free educational accessories	13	35.13
Extra class	05	13.51
Pardon of school fees	10	27.02
<b>Total</b>	<b>37</b>	<b>100.00</b>

Source: Field Survey 2017

The table shows what kinds of facilities are provided by the school for the welfare of the respondents and their parents. It shows that 24.32% respondents get Stipend from schools, 35.13% receive free education accessories like book, dress, khata etc. 13.51% respondents get extra class facilities if they are weak in any subject, 27.02% respondents do not have to give fess in their schools.

### Information about the respondents' View-Point's towards their schools

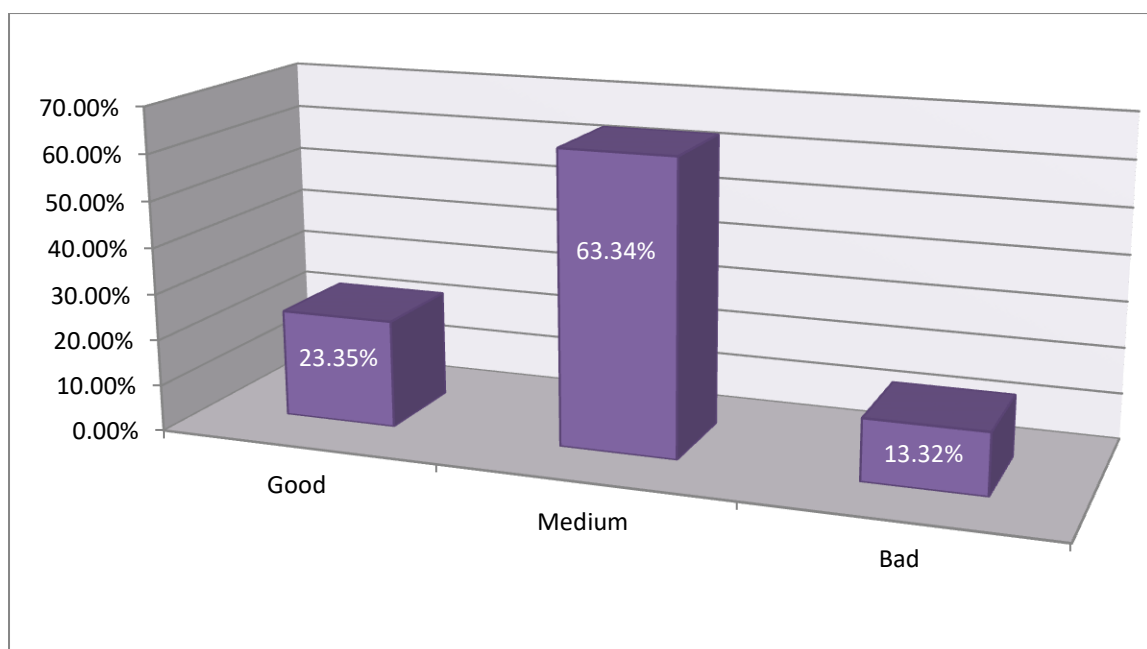
**Table -05:** Respondents' Opinion towards their Recreational Facilities

School facility	Number	Percentage%
Games tools	16	16.67
Canteen	15	25.00
Common room	05	08.33
Play ground	04	06.67
Literature club	10	16.67
Library	10	16.67
Computer lab	06	10.00
<b>Total</b>	<b>60</b>	<b>100.00</b>

Source: Field Survey 2017

Table-5 demonstrates the information about the opinion of the respondents towards the school facilities. Here among the respondents (60) 16.67% reported that they need playing tools, 25% opined for canteen, 8.33% ask common room facility, 06.67% reveal the necessity of play ground, 16.67% demand for literature club whereas 16.67% demand for library and 10% for computer lab.

### Graph-03: Opinion of the Respondents towards their School Environment.



Source: Field Survey, 2017

The graph illustrates the opinion of the respondents towards the environment of their schools. Here 23.34% respondents reveal that their schools environment is good and they like their syllabus, teacher's attitudes, friendly environment and surroundings. Whereas 63.34% respondents opined that their curriculum is medium level (not so good or not so bad). Only a very small proportion, which constitutes 13.34%, responded that their schools' environment is bad for them and they are not interested to go their schools for this problem.

#### **Information about the difficulties observed by respondents**

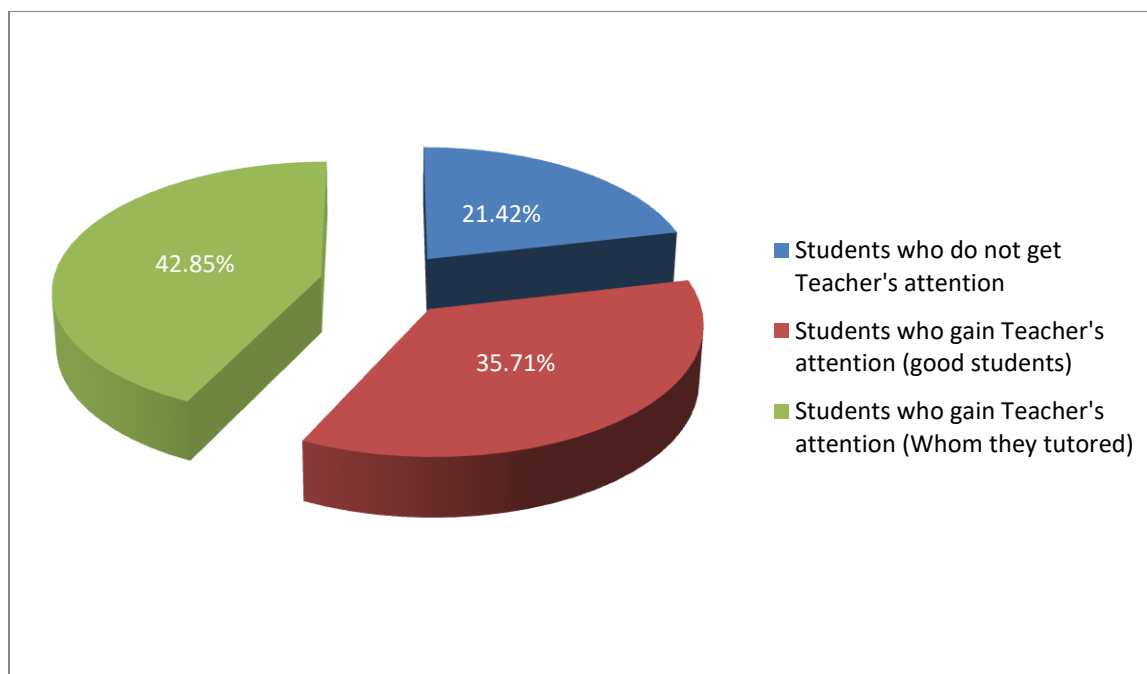
Table-06: Number of Respondents who face discrimination in Educational Institution

Discrimination in education	Number	Percentage (%)
Yes	14	23.34
No	46	76.66
Total	60	100.00

Source: Field Survey, 2017

The table given above tells about the number of the respondents who faced discrimination in their education sector due to teachers, students, schools governing body etc. Among the respondents, 76.66% don't face any discrimination and only 23.34% respondents become the victim of discrimination in their schools.

#### **Graph-04: Patterns of Discrimination faced by Students**



Source: Field Survey, 2017

The pie chart shows the pattern and nature of discrimination students faced in education sector by teachers, other students and schools governing body. It reveals that among the respondents opined to be discriminated in education sector. 21.42% said that their teachers don't give attention to them and their education and 42.85% respondents reveal that their teachers take good care of their relatives' children, the students whom they tutored and 35.71% respondents provided information that the teachers pay more attention to the good students.

### Respondent's Knowledge about NGO programs

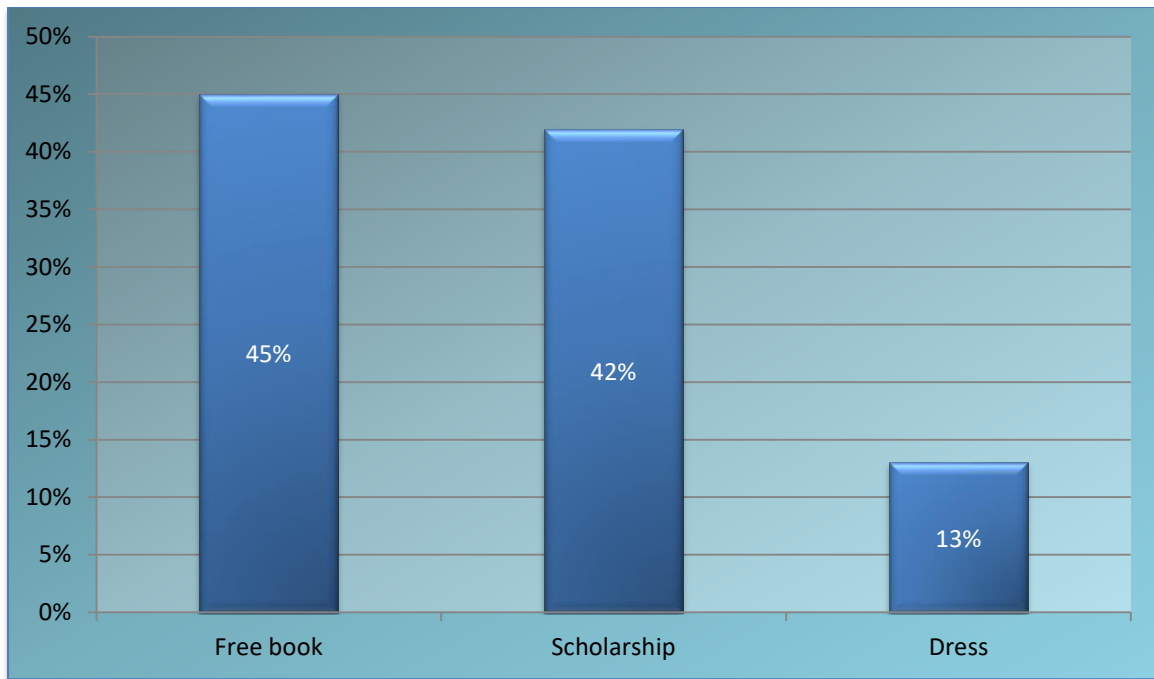
Table-07: Knowledge of the respondents about NGOs programs

Knowledge of respondents	Number	Percentage (%)
Yes	32	53.33
No	28	46.66
Total	60	100.00

Source: Field Survey, 2017

The table reveals information about the awareness of the respondents about NGOs programs like NGO's schools in their locality, health program as well as NGO's various programs in their schools i.e. books, dress, khata, stipend. Among the respondents 53.33% students know about the NGOs programs whereas 46.66% students have no idea about the programs.

### Graph-06: Services Provided by NGOs



Source: Field Study, 2017

Above graph shows information about the types of services given by the NGOs to the respondents for their education in Slum area. It reveals that 45% of respondents get free books from NGOs, 42% respondents get scholarship from NGOs and 13% respondents get dress from them.

### Respondents' knowledge about Government's programs

**Table-08:** Respondents' Knowledge about Governments programs

Knowledge of respondents	Number	Percentage (%)
Yes	56	93.33
No	04	6.66
Total	60	100.00

Source: Field Survey, 2017

The table gives information about the awareness of the respondents about Governments programs in their areas and schools. The table shows that among the respondents 93.33% are aware about the governments programs where only a small proportion which constitutes 6.66% students has no idea about the programs.

**Table-09:** Respondents who get government services



Governments service	Number	Percentage (%)
Free book	12	35.29
Stipend	17	50.00
Full free studentship	05	14.70
Total	34	100.00

Source: Field Survey, 2017

This table provides information about getting opportunities of the respondents from government related to their educational phenomena. Here 34 respondents' answer that they get facilities from government. 52.5% respondents of them get free books, 50% get stipend and only 14.70% of respondents going to school without paying fees.

### **Respondents Pleasant or Bitter Experience**

Table-10: Respondents Pleasant Experience

Types of Experience	Frequency	Percentage%
Better peer group	22	36.66
Annual Picnic	16	26.66
Annual Sports	14	23.33
Scholarship	03	5
No experience	05	8.33
Total	60	100

Source: Field Survey, 2017

This table gives the information about the pleasant experiences of the respondents. It shows that 36.66% respondents become pleasant to get better peer group, 26.66% enjoy yearly picnic, 23.33% celebrate their annual sports, 5% become pleased to achieve scholarship and rest 8.33% respondents have no pleasant experience.

**Table-11:** Respondents Bitter Experience

Types of Experience	Frequency	Percentage%
Worst experience (Physical Punishment)	20	30
Verbally revoked	22	35
Insulting situation	9	17.5
Have no bitter experience (Related to education)	9	17.5
Total	60	100

Source: Field Survey, 2017

This table denotes the bitter experience of the respondents both in school and family environment. It shows that 30% have worse experience of physical punishment, 35% are verbally revoked, 17.5% respondents faced insulting situation and 17.5% have no bitter experience related to educational sector. So the table shows that most of the respondents are abused verbally and physically.

### **Future Foresee of respondents**

**Table-12:** Respondents Future Foresee

Patterns of aim	Frequency	Percentage%
Self-employed	24	40
Job	13	21.67
Job abroad	08	13.33
Father's occupation	08	13.33
No Plan	07	11.67
Total	60	100

Source: Field Survey, 2017

This table describes the patterns of future foresee of the respondents. It shows that the maximum number of respondents (40%) want to be self employed, 21.67% want to get job, 13.33% want to go abroad, 13.33% want to look after their father's occupation, and 11.67% have no specific plan in their future.

## Case study

### Case study: 01

Abdullah is the student of class seven. He is 13 years old. He lives with his two brothers, one sister and parents in Kamlapur slum. His father is a rickshaw puller, elder brother is a garments employee and mother is a homemade where other two other brother and sister are students. The monthly income of his family is below 30,000 taka. He is living here from birth. They came from Candpur. He studies in a government high school from where he gets full free studentship facility. But he does not get other benefits from his school. Sometimes it becomes difficult to maintain his educational expenses. One of his brothers is a SSC candidate. Abdullah gets encouragement and guide from him. Due to poverty sometimes he cannot buy necessary books in time. He doesn't know about NGO's program and government's educational services from slum children in his area. In his school, the teacher takes good care of the good and well status students and the students don't want to mix with him in school. He reports that if there is the opportunity of extra class in his school, it will be helpful for his study. The aim of his life is to be an engineer.

### Case study-02

Shamim, son of Aminul Islam and Aliya Begum. They came from Madaripur District for searching an earning source and took shelter at Kamrangirchar slum area before 10 years. They were not happy with their conjugal life due to poverty. Once Aminul left Aliya with 2 children. Then Aliya took employment as home maid in several houses. She got small amount that cannot maintain family expenditure, so Shamim involved in newspaper sell on the road. He receives newspaper from the agents in the early morning and move transport to transport to sell a paper. It is very much risk one and any time there is a possibility of accident but he is doing to help his mother. Because he comes out in the morning and his mother also moves to her work so he cannot take his lunch. Shamim's mother would like to come out from this measurable life and to educate her children to establish them in the society. In order to fulfill his dream she admitted Shamim at NGO school in evening shift.

Now Shamim is getting one packet of HEB in each schooling day which helps him to reduce hungry. He is becoming healthy and attentive in his lesson. In addition he maintains personal hygiene.

### **Case study-03**

Farjana is 14 years old and she lives in Begunbari at Tejgaon, Dhaka. Her family consists of four members. She has a younger sister who reads in class five. Her father is businessman and mother is a housewife. Their monthly income is below 10,000 taka. From birth she lives in Dhaka with her parents. She reads in class eight in a private school where she has to give a large amount of fees in every month. She does not receive any facilities from NGOs and government in her education. Even she does not know about NGO's educational services available in her area. In her dwelling area, there is some government's school but she cannot study there because it is very far from her house. Though her parents encourage her education, sometimes she cannot give fees to school in time because of her poverty. Sometimes she cannot concentrate in her education because of adverse environment of her living area and she has to spend more times in household chores. She said that her school has no computer lab, common room and games room and she desires to have them. In their areas there are a lot of students in her class, she suggests dividing the class into some sections, and extra classes will be taken by the teachers to improve their educational standard. Besides the obstacles in her education, she gets handsome marks in PEC and taking preparation for JSC exam. In future she wants to be a government's employee.

### **Case Study-04**

Sujon Hossen reads in class nine. He is 16 years old. He lives in Karail slum with his parents and a brother. His brother is the student of HSC. His father is a laborer and his income is below 15000 taka. His mother is a housewife. His parents are both primary pass. Sujon's home district is Barisal. They came here due to natural calamities. He is not a good student because he doesn't get suitable environment to study in his home and due to financial crisis his parents cannot give a house tutor. He reads in a govt. school and he does not pay the school fees. The syllabus of his school is liked by him but if he cannot understand anything, he doesn't get help from the teacher. Even the well status students don't want to mix with him. He is not aware about the government's educational services for the student as like him. In his school he gets free book, scholarship from NGOs. There are the facilities of extra class and examination in his school and sometimes the teacher extends their class time. In his school he needs a library, computer lab. There are a lot of students in his class, he opined to divide them into some section for their better concentration in the class room. In future he wants to be a banker.

### **Conclusion**

Education is one of the basic rights of all children in regarding sex, ethnicity, race, socio-economic status, minority, disadvantage, disability etc. Slum children problems in Bangladesh are social phenomena which also be given importance to enhance social and economic justice and equity. According to UNDP (2001) it is estimated the number of slum children in Bangladesh: 445,226 (of which 75% are in Dhaka city); 53% boys, 47% girls.

Children living in the slums are the most disadvantaged citizens of the entire population of Bangladesh. When we think of a deprived child, traditionally the picture that comes in our mind is that of a child in a rural village. But today, an increasing number of children living in slums and shanty towns are among the most disadvantaged and vulnerable in the world, deprived of the most basic services and denied the right to thrive. These children are often “invisible” to the decision makers and become lost in the hazy statistical average that conceals grave inequalities. Close to 4 million people live in the squalors or squatter quarters around Dhaka, the capital of Bangladesh. The accessibility of education for the children would be integral part of the society through creating opportunities to enter mainstreaming educational system in Bangladesh. Although, the slum students are becoming neglected in Bangladesh as shown in the study, still I hope that the authority will undertake necessary steps to improve the educational facilities for slum children. The government will implement effective law for their education. Besides this, the governments and NGOs should take policy so that the students can be helped by the existing educational services and can receive the services without any obstacles. Thus, the slum children will be encouraged in their education and everyone will get the basic necessity of education to the optimum level.

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## CULTURAL AND PILGRIMAGE CIRCUIT OF BUDDHIST HERITAGE

Jahan Ara Begum\*

**Abstract:** Buddhist pilgrims on a reminiscence journey follow the footsteps of Lord Buddha to cover some areas where he spent some considerable time to preach Buddhism. Historians revealed that Buddha visited Vasu Vihara of Pundrabordhan (now Mahasthangar where Lord Buddha's footmarks were preserved for a long time) in Bogra district; Dhamrai near Dhaka; Samatat (now Mainamati) of Comilla district; and Ramu of Cox's Bazar district in Bangladesh. As a result, Bangladesh, along with Bhutan, India, Nepal and Sri Lanka, is recognized as the heartland of Buddhism. However, despite having over 500 ancient Buddhist relics and archeological sites, Bangladesh is not connected to Buddhists Tourist Circuit through which Buddhist travelers roam around the subcontinent. Based on existing literature, this paper examines the potentials of some of the historically important Buddhist places of Bangladesh to be connected to this circuit in order to make the circuit complete. The proposed Buddhist Circuit Tour starts from Ramu of Cox's Bazar, Bangladesh and ends at Lumbini, Nepal covering a fantastic range of Buddhist heritages in Bangladesh, India, and Nepal. In addition, this paper outlines a range of short and long term site development plans for those particular sites in Bangladesh. From the study, Government of Bangladesh, other countries of the circuit, and tourist generating countries along with international organizations like UNESCO, UNWTO, and international tour operators will get an insight of the potentials of these heritage sites of Bangladesh to be a part of the greater circuit. Further scope of research to prepare the road map has been established in this study.

**Keywords:** Buddhists Tourist Circuit, Buddhist pilgrims, Buddhist sites, Bangladesh.

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## Introduction

Religion clearly plays an important role in our life. We have a tendency to think of religion in individual terms because religious beliefs and values are highly personal. Religion is the set of beliefs and practices regarding sacred things that help a society understand the meaning and purpose of life.

However, religion is also a social institution, as it involves the patterns of beliefs and behavior that help a society meet its basic needs. More specifically, religion is the set of beliefs and practices regarding sacred things that help a society understand the meaning and purpose of life. As it is an important social institution, religion has long been a key sociological topic. Émile Durkheim observed long ago that every society has beliefs about things that are supernatural and awe-inspiring and beliefs about things that are more practical and down-to-earth (cited from Andy Schmitz , 2012)

Bangladesh is a Muslim majority country with Islam as its Official religion. However, freedom of religion is guaranteed by its constitution in which it gives equal rights to all citizens irrespective of religion. The major religion in Bangladesh is Islam (89.1%90%), but a significant percentage of the population adheres to Hinduism (10%). Other religious groups include Buddhists 0.6%, (mostly Theravada), Christians (0.3%, mostly Roman Catholics) (World Population Review, 2018). Even though religion is one the major thing that constitutes human identity, in Bangladesh, there exists no boundary between the people of various religions. In happiness, sadness, or even celebration, we live here like the perpetual siblings of a common motherland. A century old traditional root and continuing faith is still keeping the Hindu culture and ritual in Bangladesh as unique as the neighboring country. The age old background of Buddhism in Bangladesh is clearly noticeable in many of our archeological wonders. But the ritualistic practice of Buddhism is still intact and as astonishing as many other countries(Bangladesh Tourism Board,2019).

Tourism has many branches like experience tourism, medical tourism, sports tourism, religious tourism and many others. Recently many countries have started giving more importance on religious tourism as this type of tourism not only bring peace in the minds of a particular group of believers, but also foster friendship among the people of different religions. Various events may strengthen the sacred or religious image of a place and harmony in the society. It, for example, may be government involvement like in India Navratri, Kalchakra and Kumbh Mela have acquired immense religious and cultural importance due to government involvement and participation, and attracts great number of tourists of different religions from within and outside the country. The visit of some eminent personalities like Dalai Lama to India or The Pope to Jordan may further fortify the religious image of a place. Religion is a community sentiment and affects both macro and micro communities as such religious tourism can be promoted at macro and micro levels. Bangladesh also has immense opportunity to flourish religious tourism. In this paper we will explore the problems and prospect of Buddhist circuitous tourism in this region involving Bangladesh, Nepal and India.

Though Buddhist heritage of Bangladesh is amazingly rich, it is little known to the outside world, and even to the general people of this country. At present, there are two and a half million Buddhists in Bangladesh. And they are living in Chittagong, Rangamati, Khagrachori, Bandarban, Cox's Bazar, Noakhali, Comilla, Dhaka, Patuakhali, Barguna, Rangpur, Dinajpur, Naogaon and Jaypurhat district. There are 2000 Buddhist Temples and 1500 Buddhist Monks in our country. Sompuri Bihar has been declared as world Heritage by UNESCO long before. Other renowned Buddhist Temples are Salban Buddhist Temple at Mainamati, Comilla. Dharmarajika Buddhist Temple, at Basabo, Dhaka, Bana Bihar at Rangamati, Golden Jadi (Temple) at Bandarban, Bikrampur Buddhist Temple at Bajrajogini village of Munshigonj district and newly excavated Buddhist temple at Wari-Bateswar in Narsingdi district.

The current Buddhist Circuit is a route that follows in the footsteps of the Buddha from Lumbini in Nepal where he was born, through Bihar in India where he attained enlightenment, to Sarnath and Kushinagar in Uttar Pradesh in India, where he gave his first teachings and died (IFC, 2014). However, a number of Buddhist sites are there in Bangladesh where Buddha is claimed to visit, are not connected to the existing circuit. According to the Indian Bureau of Statistics (cited in risingbd, 2016) about 225,000 foreign tourists visited Gaya in 2014 while over 200,000 in Bodhgaya, 125,000 in Nalanda and 125,000 in Lumbini, the birth place of Lord Buddha. But only 3,241 foreign tourists visited three ancient Buddhist sites, Paharpur, Mahasthangar and Moinamoti in 2014 (risingbd, 2016).

Realising the huge potential of Buddhists tourism, the Bangladesh government organized a two-day international conference on Buddhist Circuit with participation of 13 Buddhist populated countries in the capital on October 27-28, 2015 to prepare the road map. Experts say Bangladesh can attract around 150,000 foreign tourists to visit Buddhist heritage sites annually (risingbd, 2016). The United Nations has already announced it will support Bangladesh for improvement of infrastructure of its over 500 ancient Buddhist relics and archeological sites to attract a large number of Buddhist tourists out of 480 million Buddhist followers around the world. This paper examines the potential of Bangladeshi Buddhist sites to be incorporated to the Indo-Nepalese circuitous itinerary.

### **Brief Over view of History of Buddha's Visit to Bangladesh**

History revealed that Lord Buddha himself preached his religion in Bangladesh during his lifetime ("Dr. S. K. Barua: Present-day Buddhism in Bangladesh," 2014). Dr. S. K. Barua continued, according to Chronicle of Sri Lanka the Lord Buddha visited the then Bengal thrice. Similarly, it is mentioned in the traditions of Arakan and Myanmar that Buddha visited the lands two times. It is also known that Buddha sojourned at Cakrasala of Patiya Police Station of Chittagong, while He went to Arakan and Myanmar (Sthavir, 1987). It is said that, Lord Buddha had a short rest at `Chakrashala, the present Haidgaon union of Patiya, Chittagong while he was visiting the different places of `Jambudvipa (ancient greater India).

The great Chinese Buddhist monk of the 7th century, Hiuen Tsang (602-664 AD), visited South Asia which comprises modern day Bangladesh, India, Pakistan, Nepal, Bhutan and Sri Lanka. Hiuen Tsang is considered one of the three best translators of Buddhist texts in ancient China (Sen, 2006). During his 17 years long stay in the subcontinent, he spent 5 (five) years in Bangladesh visiting different parts of the country such as Pundra (the north part of Bangladesh) and Samatata (the east part of it). In the travel account of Hiuen Tsang, *The Great Tang Records on the Western Regions* (Translated by Beal, 1906), it is mentioned that Buddha stayed seven days at Karnasuvarna, Pundravardhana for three months and seven days at Samatata. He further added that Emperor Ashoka (304–232 BC) built the Ashoka Sthamba (Asoka pillar) on the place at Vasu Vihara, which was situated on the outskirts of Pundranagara (the city of Pundra), where Buddha used to take exercise.

The name of Pundrabardan (now Bogra district of Bangladesh) is very worth-mentioned in this fact, that Lord Buddha came here on an invitation by a pious lady named Sumagada, daughter of well-known Sresti Anathapindika of Sravasti (now in Uttar Pradesh of India). Sresti Anathapindika was prominently a notable figure in the history of Buddhism for his benevolence. His daughter Sumagada was married to a Sresti of Pundrabardana. This is revealed from *Avadanasataka* (Mitra, 1981) and *Divyavadana* (Vaidya, 1956), the renowned books of Buddhist legendary.

Dhamrai near Dhaka was visited by Buddha according to Buddhist literature and was confirmed by the Bengal historian J. N. Bose. There are also strong evidences that Buddha visited Pandit Bihar of Chittagong district. During his visit Hiuen Tsang saw hundreds of monasteries and centers of Theravada (Hinayana) and Mahayana Schools of Buddhism in Bangladesh. In the book he wrote, he found one-third of the people of Bangladesh were the followers of Buddhism. This sort of perception approves that Buddhism flourished in this soil in the life time Lord Buddha.

## **Objectives**

The main objective of the paper is to identify and then incorporate the Buddhist sites (where Buddha put his footsteps) in Bangladesh to the already well-established pilgrim circuit of India and Nepal to complete the circuit. In order to achieve the broader objective three specific objectives have been designed, which are:

- To identify the ancient Buddhist sites in Bangladesh where Buddha came to visit;
- To propose a Buddhist pilgrim circuit uniting these Buddhist sites;
- To determine different short and long term strategies to develop and promote the proposed pilgrim circuit tourism.

## **Methodology**

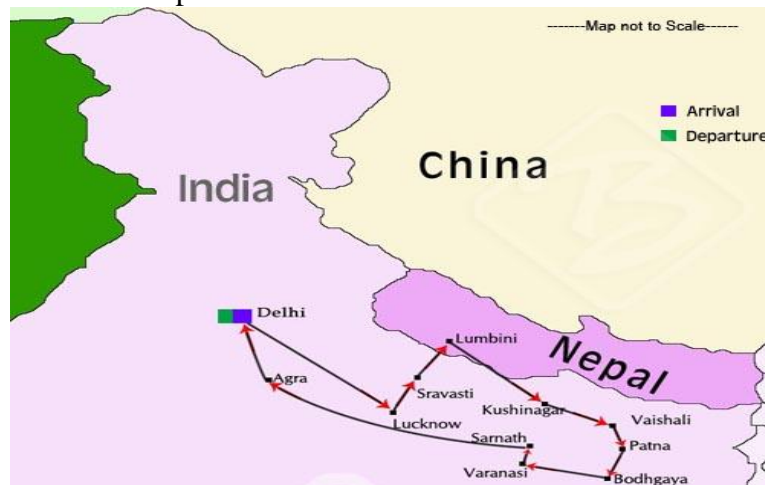
The paper is based on secondary data collected from published material from different sources, i.e. articles, reports, books, newspaper, internet documents etc. Then, the data has been



reinterpreted for the purpose of the paper. Due to the non-empirical nature of the study, collection of primary data has been kept out of consideration. The study starts from the critical reasoning of the issues of potential Buddhist circuit tourism development in Bangladesh in cooperation with neighboring countries. The study then propose a new circuit that includes different sites of Bangladesh along with the sites in India and Nepal. The final part of the study proposes different strategies that can be useful in developing and promoting the proposed circuitous tourism.

## Current Circuit

Buddhism is now a religion of about 480 million people around the world. The fantastic range of Buddhist heritages in Bangladesh, Bhutan, India, and Nepal carry the Buddhist pilgrims on a reminiscence journey following the foot prints of Lord Buddha. India and Nepal have already developed a circuitous route for the Buddha pilgrims. It covers some areas where Buddha is believed to put his steps and spent some considerable time to preach Buddhism during his life time. The map could be shown as follows:



Source : Wikipedia.

Buddhist heritage site in Bihar, Uttar Pradesh, India and Lumbini, Nepal are receiving on average **1.3 million** foreign tourists, Myanmar received **3.5 million** in **2014**.

## Proposed Circuit

We can turn Bangladesh into the pivotal position in this pilgrim route if we could have some exclusive international and regional promotional plan to the source market and strengthening the SAARC relationship. The route has to be developed by connecting three destinations of Bangladesh where there are evidences that Buddha came in person and had spent some time in those places. These are :

- **Ramu** of Cox's Bazar district
- **Mainamoti** of Comilla district

- **Dhamrai** of Dhaka district and
- **Vasu Vihara** of Bogra district.

Besides,

- **Paharpur**, near to Vasu Vihara, is a 7<sup>th</sup> century old Buddhist monastery which was a highest seat of Buddhism practicing and learning. This is the world's largest Buddhist monastery and well known in the tourism map.

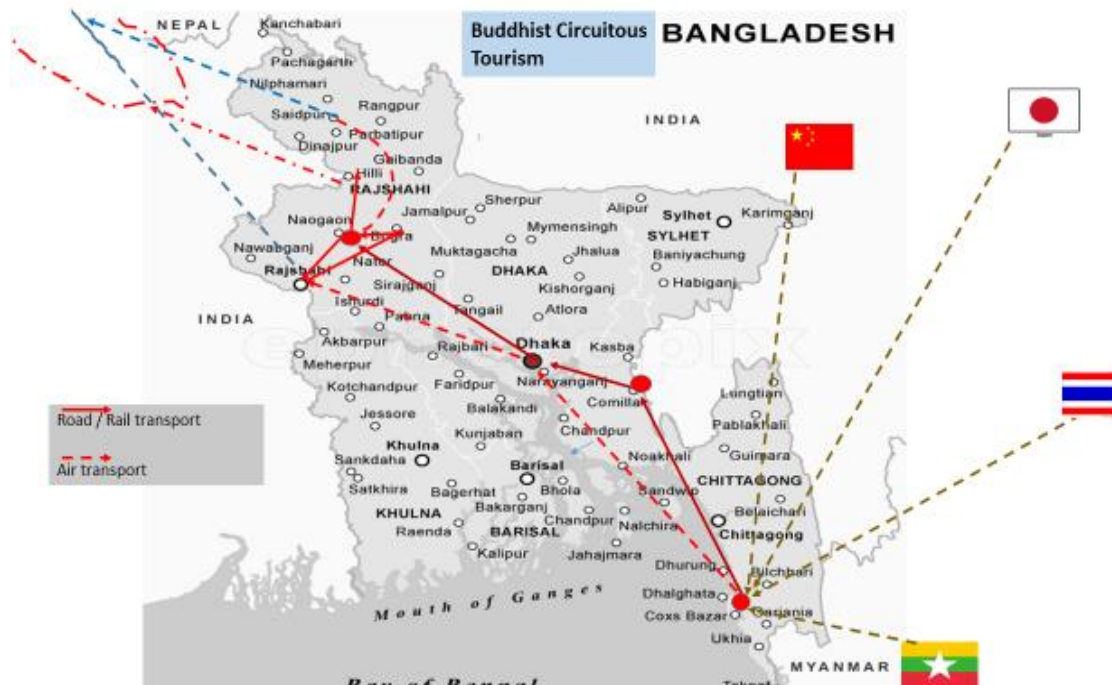
It has been estimated by the tourism experts that we can bring a minimum of 0.15 million Buddhist pilgrims from China, Thailand, Myanmar, Japan etc. within next 5 years' time if we successfully join the Buddhist circuit tourism which probably starts from Ramu of Chittagong, Bangladesh and ends at Lumbini, Nepal. In addition, we have to work for development of infrastructural and super-structural facilities in those destinations and formulate a pragmatic marketing plan taking into account:

- The quality and quantity of tourism products
- The diversity of domestic, regional and international source markets
- Image, positioning and branding
- Involving the local people in this new concept of pilgrim tourism
- Forming Destination Management Organizations in the respective destinations.

The proposed circuitous route may be as follows :

1. Cox's Bazar may be the gateway to welcome Buddhist pilgrims from ASEAN countries, China and far eastern countries like Japan and Korea. Holy place of Ramu is in Cox's Bazar district.
2. From Cox's Bazar to Mainamati of Comilla district.
3. From Mainamati to Dhaka
4. From Dhaka to Vasu Vihara of Bogra via Bogra
5. From Vasu Vihara to Paharpur under Naogaon district
6. From Paharpur the pilgrims may join the Indo-Nepalese circuitous itinerary either by road (through Hili border check-post) or by air (either from Saidpur or from Rajshahi).

The following map may show the proposed route:



Source : Map from Google. Routes developed by the author.

### Short and long term Site development plans

In addition to creation of some basic infrastructural and superstructural facilities and services like acceptable standard of accommodation, dining, construction of temples, ritual practicing facilities, the following major facilities must be created to make the pilgrim circuit successful:

#### 1. Ramu :

- (i) The existing airport at Cox's Bazar should be converted into an international airport having all sorts of service standards.
- (ii) Establishing Buddhism Research and Study Center and meditation facilities.

#### 2. Mainamati :

- (i) Upgradation of the existing small museum.
- (ii) Ensuring free public access to Buddhist relics situated within the boundary of the military cantonment. Presently, common people do not have access to these monasteries for security reasons.
- (iii) Developing Buddhist ritual practicing facilities.

3. Developing a good itinerary by covering Dhamrai, Bajrajogini (birth place of Atish Dwiponkar), Wari-Bateswari, Dharma Rajik Buddha bihar etc. minimizing the time needed to cover these places.
4. Vasu Vihara :
  - (i) Establishing Buddhism Research and Study Center and meditation facilities.
  - (ii) Developing Buddhist ritual practicing facilities.
5. Paharpur :
  - (i) Establishing an International Buddhist museum ( there already exists a small but good museum under Archaeological department.)
  - (ii) As Paharpur was the largest Buddhist educational and cultural center, so an International Buddhist University may be established in the style of Nalanda Buddhist International university.

## Conclusion

Tourism, when associated with religious pilgrimages where people or the devotees move from their place of residence to the place of concerned religious (or cultural) importance, entails huge scope for developing economic activities at the religious and cultural heritage sites. Religious tourism does not only help in alleviating the lifestyle of the concerned people of the sites, but it also brings peace and devotion in the minds of the pilgrims. Many authors are of the opinion that peace can be established and maintained through religious tourism. Buddhism all the time is viewed as the religion of peace. Fortunately the SAARC countries are more or less enriched by Buddhist culture and heritage. Buddhism originated in this region. Buddhists residing scatteredly through out the world have innate weakness for the sites where Lord Buddha put his sacred steps. India and Nepal have developed different packages for attracting Buddhist devotees from China, Thailand, Sri Lanka, Myanmar, Japan and other countries. However, Bangladesh, also rich in Buddhist heritage, is lagging behind in attracting this potential but huge market segment. This paper examined the creation of new circuitous routes for Buddhist pilgrims because of its strategic geographical location. If Bangladesh can connect its route with those of existing circuitous routes of India and Nepal, it may usher a new era of peace and tranquility in this region. It will also contribute to the economic upliftment of the local communities. However, the proposition needs further study on how to develop the circuitous route most efficiently and effectively so that it works as a holistic approach for the wellbeing of the concerned people of all the countries in SAARC area, specially India, Nepal, Bhutan, Bangladesh and Sri Lanka.

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# NGO Roles in Economic Empowerment of Rural Women in Bangladesh: A Sociological Study

Abdur Rahim Mollah<sup>1</sup>, Jamsedur Rahman<sup>2</sup>

**Abstract:** NGO began to emerge on a large scale after the liberation war of 1971. The emerging number of NGOs and their activities can be seen in different fields of work. In Bangladesh, NGOs claim their great success in alleviating poverty through micro credit. They also strongly believe that destitute and landless women are economically empowered by microcredit programs. ASA, BRAC, Grameen Bank, Proshikha are the leading organizations providing micro credit in Bangladesh. Many people have different views about its popularity. Some people have taken it as a miracle and some critics have criticized about its negative impacts. The following questions were raised in the proposed study : What is the role of NGOs in empowering women's economic condition? Are women really empowered through the program launched by NGOs? As far as the economic empowerment concerned, the central focus was given to the microcredit lending organizations. Demographic and NGOs connected questionnaires were asked to the respondents to explore the association between women, NGOs connection and empowerment.

**Key Words:** NGO, Economic Empowerment and Rural women.

## Introduction

Bangladesh is a developing country. Most of the people live in the rural areas in Bangladesh. Mostly they are poor and cannot fulfill their basic needs. The poor people are affected in malnutrition, illiteracy, helpless and not empowered. There have been applied different development models through Government and Non-Government Organizations to alleviate poverty. National NGOs and international NGOs are working in keep pace with another. They have great influence on the rural woman life.

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Their goal of development is to increase the well being and quality of life of the rural woman through growth of social vertices. Women are nearly half of the population. They represent half of the countries human resources and half of its potential. NGOs and microcredit institutions provide money to the poor women. By taking microcredit they reduce their poverty and try to change their life. The rise of NGO has become one of the crucial phenomena in the sector of women empowerment in Bangladesh. Now a days women issues have got remarkable attention from different organizations. Different studies show that in most of the developing countries, women are always deprived from the society and given subordinate roles. Looking at the present scenario, different governmental and non-governmental organizations are established with an aim to raise women from their poor financial conditions. Among different means of empowerment, microcredit is playing vital role and being popular among poor rural women. In rural societies of Bangladesh, women are usually not permitted to interact with men other than their direct close family members and as a result, they have only limited access to development personnel<sup>1</sup>. In this regard, gender discrimination is found as an immense factor for women empowerment. Most of the women from third world countries are facing such kind of discrimination either in the name of religion or social structure. In Bangladesh, women constitute about half of the total population of which 80 percent live in rural areas<sup>2</sup>. It is a well-established fact that in a patriarchal society like Bangladesh, women are ascribed a lower status as men who have the sovereign power to control households and society as a whole, while women are often secluded in their homes. In this regard, the establishment of NGOs and their effort is mentionable for the development of women's status in education, health, economic and other essential sectors. In comparison with worldwide scenario the status of Bangladeshi women have been ranked the lowest in the world on the basis of indicators related to health, marriage, children, education, employment and social equality<sup>3</sup>. The impact of micro-credit on empowering women's economic condition is the main schema to talk about this study. The focus is given to discover the real scenario in view of positive and negative impact of micro-credit provided by NGOs in Bangladeshi rural villages and the economic status of women. Today Bangladesh has the development success story, spreading solutions born in Bangladesh to other countries around the world – a global leader in creating opportunity for the world's poor. ASA does this a holistic development approach geared toward inclusion, using tools like microfinance, education, healthcare, legal services, community empowerment and more. ASA works a world

free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential. And it's mission to empower people and communities in situations of poverty, illiteracy, disease and social injustice. It emphasizes the empowerment of rural women who are the half of the total population of Bangladesh. ASA knows the proper development of Bangladesh, truly depends on woman development. Now woman plays an important role in decision making process. Micro credit program of NGO has made them self-reliant. As a result of their self-awareness they have established the rights and dignities which are making them empowered.

## **Objective of the study**

### **General objective**

- ✓ To know NGO roles in economic empowerment of rural women.

There are some Specific Objectives which help the researcher to find out the exact conditions of the rural women. **The specific objectives are-**

- To assess the impact of economic activity of NGO for the development of rural women.
- To know the present economic conditions of the rural women.
- To investigate how credit programs of NGO are spent for alleviating poverty of rural women.
- To know how NGO helps them in decision making process relating to financial and social issues.
- To understand the action of NGOs in reducing gender inequalities.

## **Literature Review**

The literature has been reviewed in this research in terms of several concepts relevant to this work. Numerous studies have been made under women empowerment and impacts of microcredit. Here, we are trying to review some of the relevant studies by previous researchers which provide the condition of women in terms of their economic and social status. Recently, various scholars wrote review articles on microcredit for a special issue on microfinance of the *Journal of Bangladesh Studies*. The Social Science Research Network (SSRN) has also published a number of scholarly articles on its website, as did the *International Journal of*



*Sustainable Development*. Additional publications, journals, and organizations have information about this topic as well, especially since microcredit is practiced in so many countries, has so many different impacts, and receives a large amount of both praise and criticism.

## **Women Empowerment Agenda**

Women empowerment agenda has become a buzz word among women activists and development practitioners. In recent days, women themselves are being aware about their rights and responsibilities which is the result of their active participation in different development activities. *“Women’s participation in the workforce of advanced capitalist societies had been increasing since the early years of the 20<sup>th</sup> century. This increase was largely due to the increasing numbers of married women involved in paid employment”*<sup>4</sup>.

Charles (2000) states that the feminization of poverty also refers to fact that many women’s would be poor if they had to support themselves. “Emphasizes on women’s less access on resources which is legitimated by an ideology of dependency”<sup>4</sup>. In another study defined women empowerment is to have control over asset and resources which empowers women as it gives power to make decision about the use and management of those specific assets and resources. It also plays an important role in determining a person’s bargaining power within the household and in the wider community as well. Empowerment actually means to have access of resources, to have own ability to decision making, to get opportunity of being educated, live healthy life, etc.<sup>5</sup> In recent days, women empowerment agenda has got remarkable attention from different animations. Empowering women through micro-credit is the most recent phenomena by the different governmental and non-governmental organizations. In Bangladesh, many micro-credit lending organizations claim that they are established with the aim of empowering women’s economic condition by providing minimal amount of money. In 1976, Mahmmud Yunus started giving loan to the poor by establishing a bank named “Grameen Bank”. This bank got lots of popularity among the poor as it started hear their problems. “Microcredit allows families to work to end their own poverty - with dignity. Microcredit programs around the world, using a variety of models, have shown that poor people achieve strong repayment records-often higher than those of conventional borrowers. Below, the literature is trying to reflect the connection between microcredit and women empowerment.

## **Economic empowerment of women through microcredit**

Now a day, all over the world NGOs popularity is getting into its peak. As NGOs are working in different sector of development, women's is also not far from its stroke. Talking about economic empowerment of women, emerging number of NGOs who are providing microcredit especially for women are mentionable in this section. Studied about the "*Women empowerment through participation in micro-credit programme*". Their area of study was Gaibandha District and microcredit beneficiaries were interviewed. Their result shows that among the interviews women, 22% of the respondents are empowered and 61% are active respondents of microcredit. But this study also says that microcredit program is to some extent contributing in women empowerment in rural Bangladesh. Through most of women are poor, who are involved in microcredit programs actively are able to enhance their economic condition. Their status of empowerment is relatively better than are individual housewives. Thus, this study concludes that microcredit has positive impact on women in terms of raising their economic condition.<sup>6</sup>

Studied about the impact of microcredit with the title "*Limits of credit-A Bangladesh case*". Their observation was the danger of taking micro as a "Silver Bullet" for development and the limits of employing purely market-led growth approaches as strategic for poverty alleviation. Microcredit claims that is it people to empower themselves by engaging different income generative activities. Some of the advocates of microcredit say that microcredit helps to break down the poverty and reduce depending charity and other forms of dependency. They found that microcredit is helping women to be independent with their individual business. Microcredit is helping in enhancing women's decision making power and providing opportunities to engage in income activities.<sup>7</sup> Studied on "*Impact of Microfinance on Living Standards, Empowerment and Poverty Alleviation of Poor People*" with the aim of finding the impact of micro finance and poverty alleviation in rural Bangladesh. Their area of study was Chittagong district Bangladesh where they interviewed the people who were involved with the microcredit lending organizations. Depending on data, they found that microcredit has not only helped poor to come over from the poverty line but also helped to empower themselves. Their study say that microcredit finance institutions are contributing not only in alleviating poverty and improving the living standards of the poor but also in offering extensive human development programs in Bangladesh.<sup>8</sup>

## **Economic Empowerment**

Economic empowerment is essential to ending poverty. To increase the income of villagers, it is mobilizing them to form cooperatives and start income generating projects collectively with small money they have. In Bangladesh, many people rely on loans from large organizations to pay for such things as weddings or medical treatment. Often they are unable to repay loan and must take out another to pay it and the cycle of debt continues. It runs income generating projects to end the destructive cycle of loans and assist villagers to become self-sufficient.

## **Rural Women**

In relating to, or characteristic of the countryside rather than the town: "remote rural areas". As Bangladesh is a developing country, most of the people are living in the rural or remote areas. Rural areas have a low population density and small settlements. Agricultural areas are commonly rural, though so are others such as forests. Whatever is not urban is considered rural. An adult human female is called woman. The term woman is usually reserved for an adult, with the term girl being the usual term for a female child or adolescent. However, the term woman is also sometimes used to identify a female human, regardless of age. Women are typically capable of giving birth. Here the definition of a woman is a small income female who lives in the rural areas and who are the beneficiary or main target groups of NGOs. In the study the rural women means the women who live in the rural areas.

## **NGO**

Non-Governmental Organization (NGO) is legally constituted organizations created by natural or legal people that operate independently from any form of government. It is the organization of helping the helpless people who can't fulfill their basic needs or are hardly capable to maintain their normal life. Therefore it is needed for our economic development. In this study only Association for Social Advancement (ASA) has been taken as a NGO.

## **NGOs in Rural Development**

NGOs began to emerge on a large scale after the liberation war of 1971. Initially involved in relief and rehabilitation programmes the NGO's eventually changed to a more development oriented approach and focused on a specific target group the rural poor.

### **Microcredit**

Microcredit is a provision of distributing small amount of loan to the poor people through some certain method. The amount of money is not fixed but not big or handsome amount. It varies according to the capacity, Innovation, creativity, activeness of repayment of loan, achieving his or her financial solvency, leadership quality of a borrower. It can be said firmly that Grameen Bank is the sole pioneer of the Microcredit Programs. Now-a-days many others NGO's like ASA, Shabolombi, Shedo, Podakkhep, PKSf, Jagoroin, BRAC and other Banks are continuing microcredit program. The objective of Microcredit Program is to reduce poverty by socio economic development of the poor. The poorer section of the society is eligible of getting the loan which is termly called Micro Credit Program (MCP). Therefore, Microcredit can be shortly defined as

- Small in size
- Collateral free(based on trust not on any legally enforceable contract)
- Easily available
- Repayable
- Credit provides at the door step of the poor
- Building of social capital
- Women self-employment

### **Methodology**

Both quantitative and qualitative methods have been followed. This study has conducted based on both primary data and secondary documents. And the primary data is conducted by questionnaire method.

### **Study area**

The specific area is the Ward No-9 at Rupgonj Upazilla in Narayangonj district.

## Sample Size

The sample of this study is 80 people.

## Sample Technique

Sampling technique is to collect data from field. Purposive method is used as sampling technique in selecting sample for several on random basics Ward No-9 at Rupgonj Upazilla in Narayangonj District.

## Data collection tools and technique

Questionnaire: A questionnaire has been developed for data collection. Data have been collected from both the primary and secondary sources. The rural women have shared their experience about microcredit .It helped them to be empowered economically which have been used for primary source of data collection. The secondary source of data have been collected from books, research papers, journals, and articles and online data etc.

## Data processing and Analysis

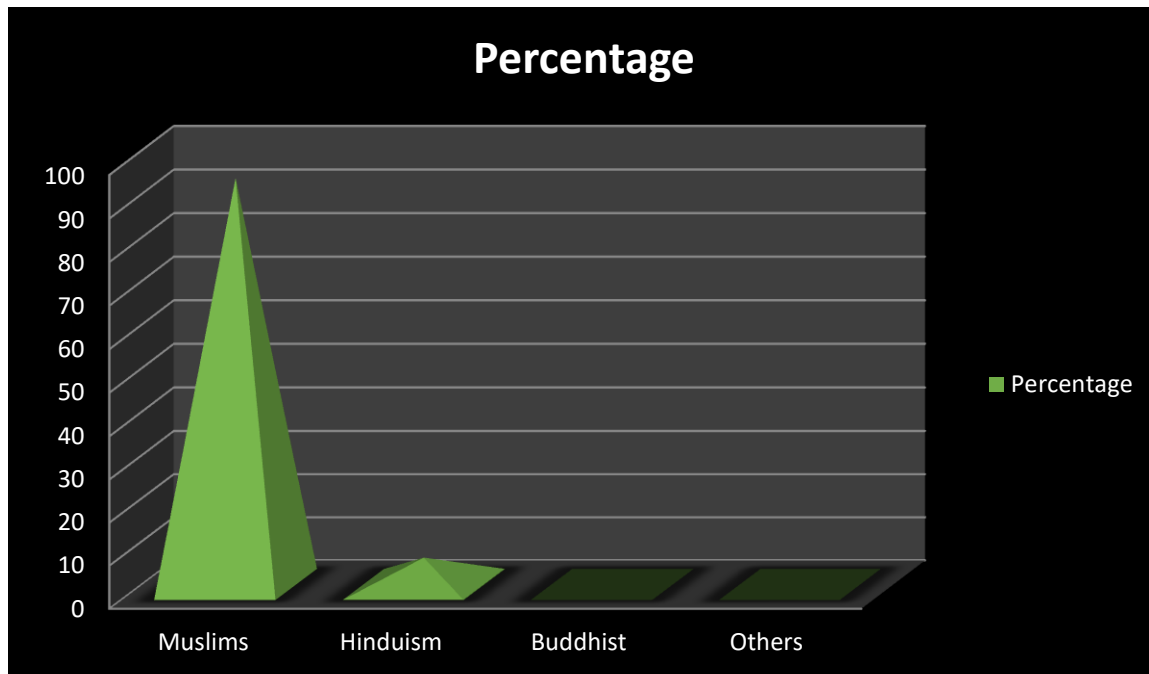
Data are processed and analyzed using the computer software Statistical Program for Social Sciences (SPSS & Microsoft word).

**Table 1: Age of the Respondents**

Level of age	Number of respondent	Percentage
15-25	12	15%
25-35	8	10%
35-45	36	45%
45-55	16	20%
55-65	8	10%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

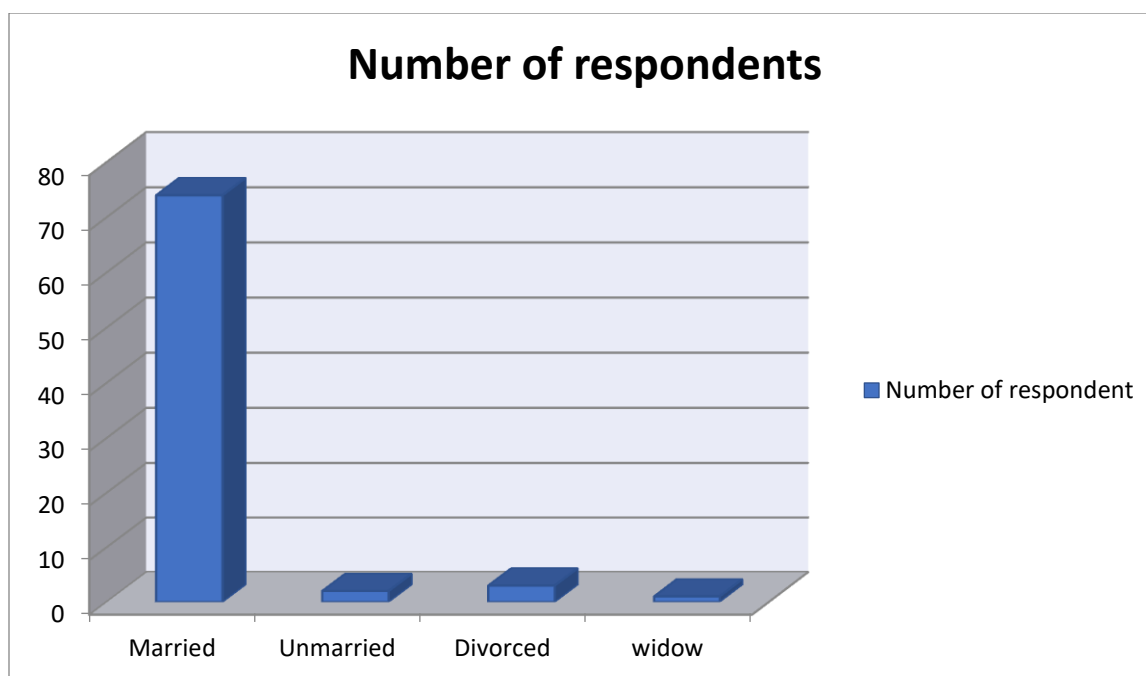
Table-1 shows that 10% of respondents are in age group (25-35) & (55-65), followed in age group 15-25 (15%), followed age group 45-55 (20%), and 45% of respondents are in age group 35-45. From this table it is clear that majority of the women are in age group 35-45 at early stage.



Source: Field Survey 2017

**Figure- 1.1: Religion of the respondents**

Figure-1.1 shows that, 93.75% of 80 respondents were Muslims and 6.25% of respondents were Hindus.



Source: Field Survey 2017

**Figure-1.2: Marital status of the respondents**

Figure-1.2 shows that 92.5% women are married, 2.5% women are unmarried, 3.75% women are divorced and 1.25% women are widows.

**Table 2: Education level of the Respondents**

Education level	Number of respondent	Percentage
Illiterate	24	30%
Able to sign	12	15%
Primary	20	25%
Secondary	16	20%
Higher secondary	8	10%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

Table-2 shows that 30% of respondents are illiterate, 15% of respondents are able to sign, 25% of respondents have completed primary education, 20% of respondents have completed

secondary education, and 10% of respondents also have completed higher secondary education. From this table it is clear that majority of the women are illiterate.

**Table 3: Child-oriented classification**

<b>Child-oriented</b>	<b>Number of respondent</b>	<b>Percentage</b>
Yes	67	83.75%
No	13	16.25%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

From the table 3 it appears that out of 80 respondents, 67 respondents send their children to school. And 13 of them do not send their children to school. The rates are of 83.75% and 16.25% respectively.

**Table 4: Family monthly income information**

<b>Monthly Income (in Taka)</b>	<b>Number of respondent</b>	<b>Percentage</b>
0-5,000	22	27%
5,000-10,000	31	38.75%
10,000-15,000	10	12.5%
15,000-20,000	17	21.25%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

From the table 4 it appears that 22 people out of 80 respondents have monthly income (0-5000), 31 people have (5000-10000), 10 people have (10000-15000) and 17 people have (15000-20000) In addition to this, most of the people 38.75% have family income in (5000-10000).



**Table 5: Family members of the respondents**

<b>Members</b>	<b>Number of respondent</b>	<b>Percentage</b>
1-2	2	2.5%
3-4	42	52.5%
5-6	32	40%
6+	4	5%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

Table-5 shows that 2.5% of the respondents have 1-2 members, 52.5% of the respondents have 3-4 members and 40% of the respondents have 5- 6 members and 5% of the respondents have 6+ members.

**Table 6: Residence pattern of respondents**

<b>Residence pattern</b>	<b>Number of respondent</b>	<b>Percentage</b>
Tin shade	22	27.5%
Pacca	8	10%
Semi pacca	38	47.5%
Others	12	15%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

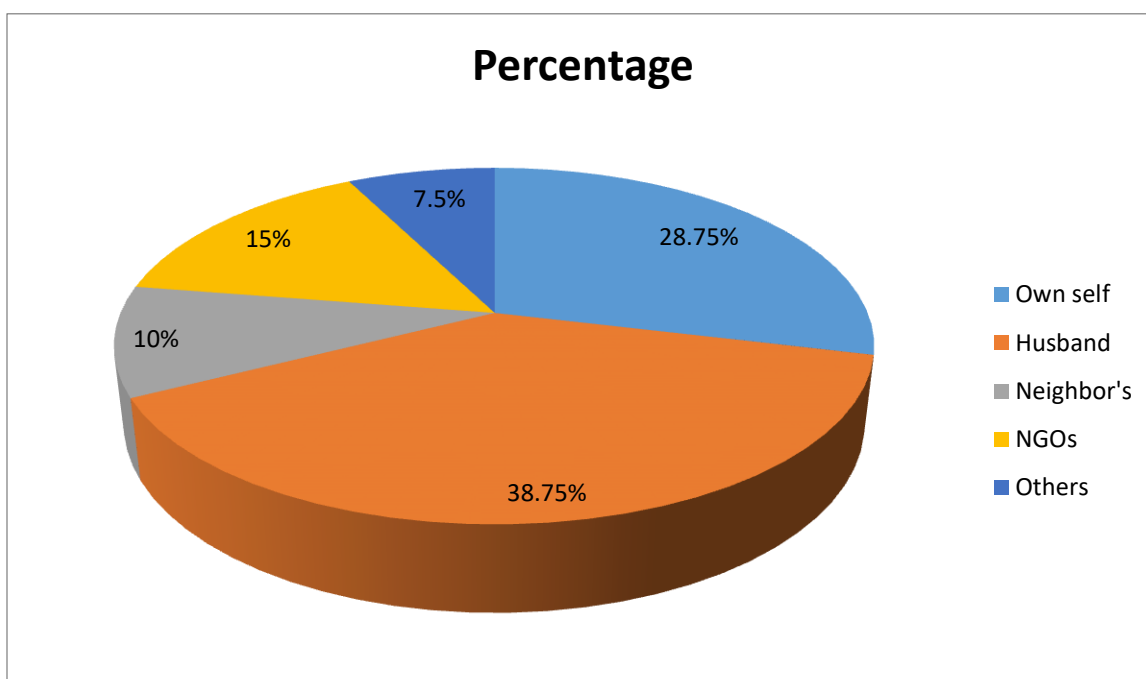
Table-6 shows that 27.5% of respondents' house patterns are tin shade, 10% pacca house pattern, 47.5% semi pacca house pattern and 15% a variety of house pattern . From this table it is clear that the majority of the respondent's residence pattern are semi pacca.

**Table 7: Reasons of taking loan**

Reasons	Number of respondent	Percentage
House construction	5	6.25%
Earning more money	37	46.25%
Farm land buying	3	3.75%
Business purpose	25	31.25%
To make up the failure to get better job	5	6.25%
Sickness of child/Husband	2	2.5%
Agricultural activities	3	3.75%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

Table-7 shows that 46.25 % of the respondents take loans for earning more money, 31.25% of respondents take loan for business purposes, 6.25% of respondents take loans for house construction, 2.5% of respondents take loans for sickness and 3.75% of respondents take loans for agricultural activities. From this table it is clear that the majority of the women take loans for earning more money.



Source: Field Survey 2017

**Figure-1.3: Encourager of taking loan**

Figure-1.3 shows that 15% of the respondents are encouraged to take loans from NGOs, 28.75% of the respondents are encouraged by themselves, 7.5% of respondents are encouraged by others, 10% of respondents are encouraged by their neighbors and 38.75% of respondents are encouraged by their husbands.

**Table-8: Amount of first taking loan**

<b>Amount</b>	<b>Number of respondent</b>	<b>Percentage</b>
5,000-10,000	11	13.75%
10,000-15,000	14	17.5%
15,000-20,000	22	27.5%
20,000-25,000	24	30%
25,000-Upper	9	11.25%
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2018

Table-8 shows that 13.75% respondents take first amount of taka 5000-10000, 17.5% respondents take first amount of taka 10000-15000, 27.5% respondents take first amount of taka 15000-20000, 30% respondents take first amount of taka 20000-25000, and 11.25% respondents take first amount of taka 25000-uppers.

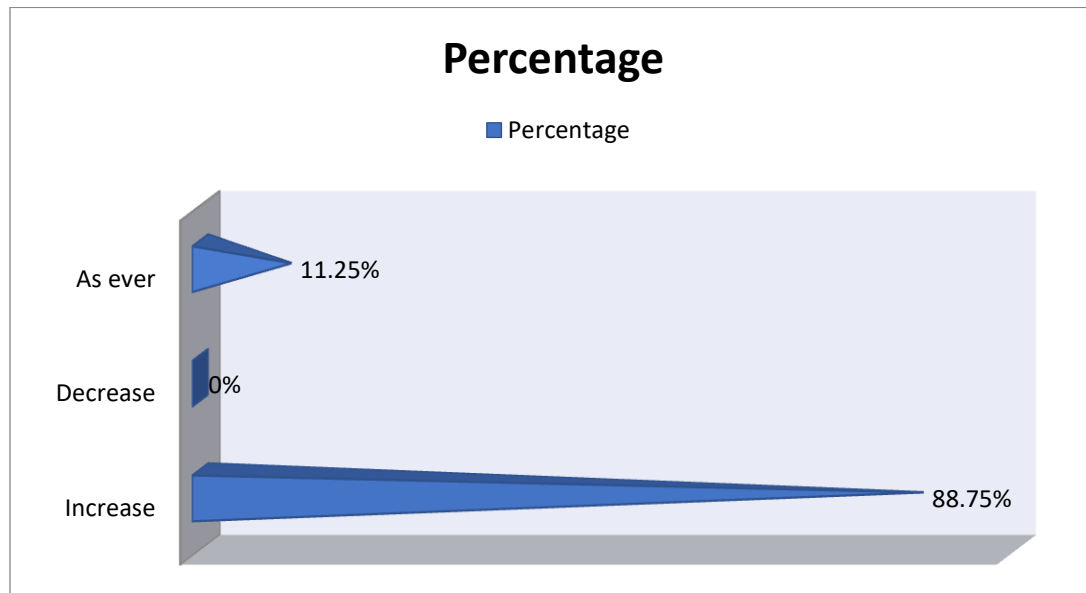
**Table- 09: Opinions of respondents are that they are able to earn and spend freely**

<b>Comments</b>	<b>Number of respondent</b>	<b>Percentage</b>
Are independent	<b>33</b>	<b>41.25%</b>
Give priority to family affairs	<b>27</b>	<b>33.75%</b>
Accept family decision	<b>13</b>	<b>16.25%</b>
Surrender to husband will	<b>7</b>	<b>8.75%</b>
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2017

Table-9 shows that 41.25% of respondents are independent after taking loan and they are able to income and expenditure and 33.75% of women give priority to family affairs, 16.25% accept family decision, 8.75% surrender to husband will for getting income and expenditure. From this

table it is clear that majority of the women are independent after taking loan and they are able to earn and spend freely.



Source: Field Survey 2017

**Figure-1.5: Opinions of respondent after taking loan could change family economic condition**

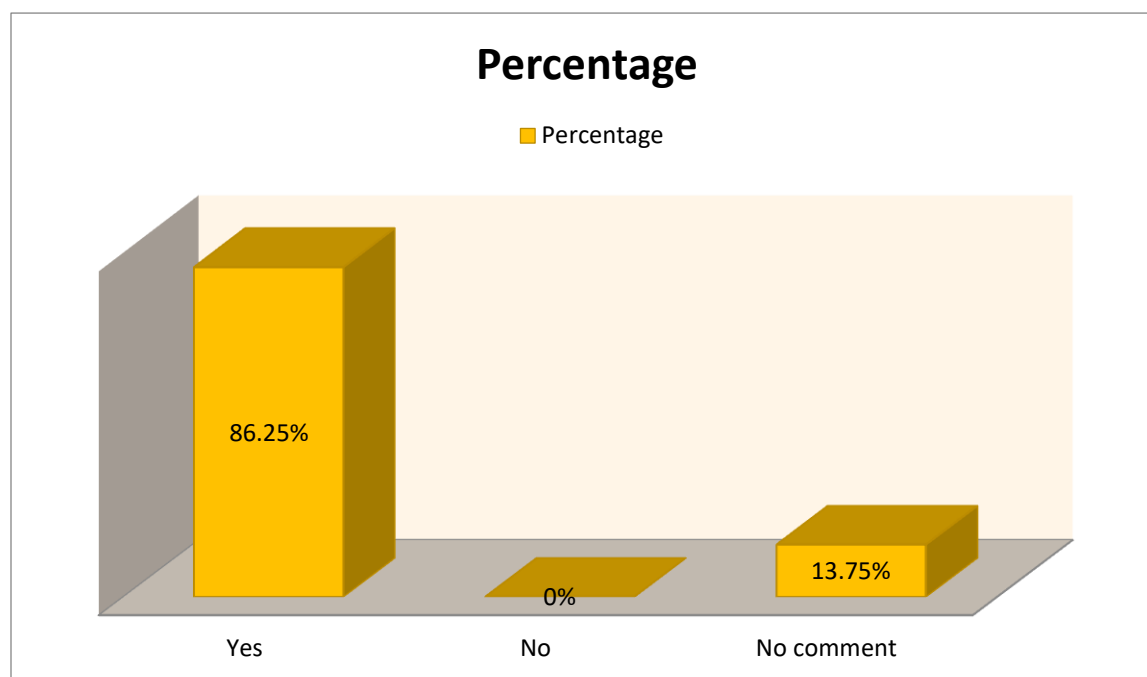
Figure-1.5 shows that 88.75% of respondents after taking loan could increase family economic condition, 11.25% of respondents after taking loan could not change their family economic condition. From this table it is clear that microcredit plays a great role in family's economic condition because economic condition decreases to 0%.

**Table -12: Information family affairs and about children of rural women in decision making**

Comments	Number of respondent	Percentage
Always on proper discussion	37	46.25%
Sometimes joint discussion	26	32.5%
Husband own decision	14	17.5%
Wife own decision	5	6.25
<b>Total</b>	<b>80</b>	<b>100%</b>

Source: Field Survey 2018

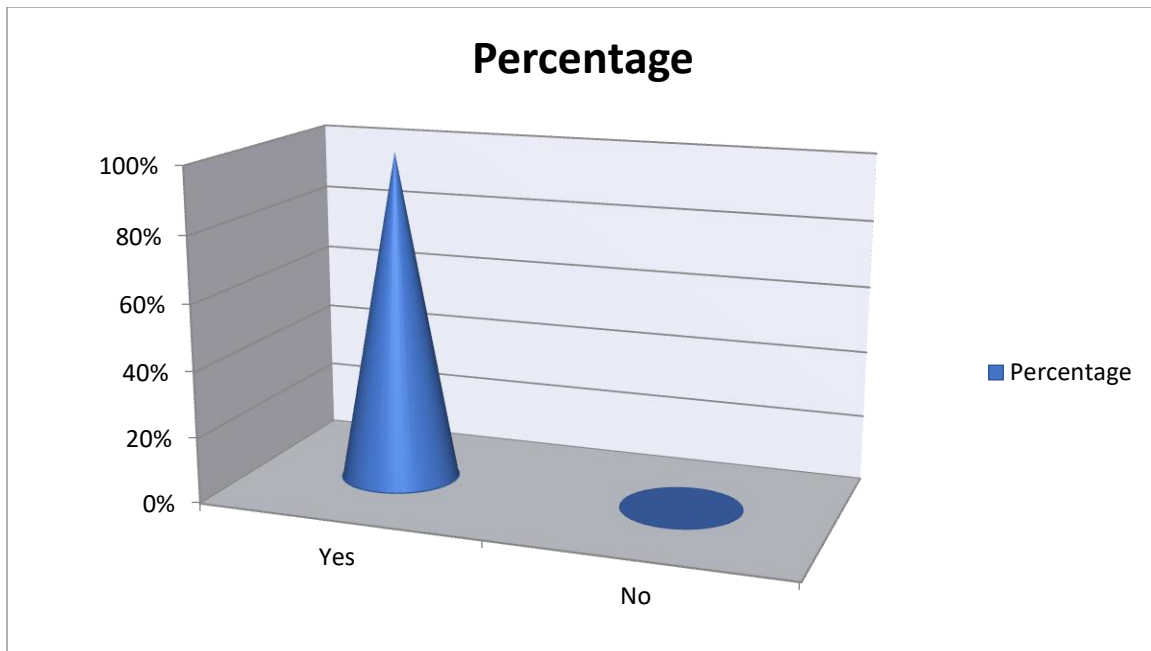
Table-12 shows that 46.25% women can take always on proper discussion about their children & family, 32.5% women can take sometimes joint discussion, 17.5% women follow husband on decision and 6.25% women can take own decision about their children and family.



Source: Field Survey 2017

**Figure-1.6: Opinions of the respondents about microcredit to reduce poverty**

Figure-1.6 shows that 86.25% of respondents thought that microcredit played a great role to reduce poverty.



Source: Field Survey 2017

**Figure-1.8: Positive impact of the microcredit on the respondents**

Figure-1.8 shows that, 100% of respondents thought that microcredit had positively impact on their life.

### **Analysis of Data:**

Seeing the above the findings of the study all of the members of different NGOs are female respondents. 10% of respondents are in age group (25-35) & (55-65), followed in age group 15-25 (15%), followed in age group 45-55 (20%), and 45% of respondents are in age group 35-45. It is clear that majority of the women are in age group 35-45 at early stage. Regarding the religion of the respondents it is seen that there are 75 people are Muslims among the 80 people and rest of them are Hindus. So it is quite clear that the majority of respondents are Muslims. The most of the respondents are married. There are 92.5% women are married out of 80 respondents. 30% of respondents are illiterate, 15% of respondents are able to sign, 25% of respondents have completed their primary education, 20% of respondents have completed secondary education, and 10% of respondents also have completed higher secondary education. It is clear that the majority of the women are illiterate. Most of the respondents have 3-4 family members which is total number 42 among the 80 people. The majority of the women take loans for earning more

money. 46.25 % of respondents take loans for earning more money, 31.25% of respondents take loan for business purposes, 6.25% of respondents take loans for house construction, and 2.5% of respondent are taking loans for sickness and 3.75% of respondent take loans for agricultural activities. It has seen that most of the respondents are involved in ASA NGO before 1-3 years ago, as a result 13.75% respondents are taking first amount of taka 5000-10000, 17.5% respondents take first amount of taka 10000-15000, 27.5% respondents take first amount of taka 15000-20000, 30% respondents take first amount of taka 20000-25000, 11.25% respondents take first amount of taka 25000-uppers. Figure 1.5 shows that 88.75% of respondents after taking loan could increase family economic condition, 11.25% of respondent after taking loan could not change their family economic condition. From this study it is clear that microcredit plays a great role to family economic condition because economical condition decreases to 0%. All of them are satisfied with interest rate of ASA and BRAC NGO and they are continuing these NGOs. They think that microcredit is very important for reducing the poverty. It is also important to say that all of the respondents positively change their economic situation through the microcredit programme. Most of the respondents are expressing their opinion about microcredit very positive sight. Almost they are happy with NGOs. Microcredit has performed its role as a resource and the women are using that resource for improving their life standard. Women's independency in individual business and improving economic status shows that microcredit is somehow in its way of achieving the targeted goal of alleviating poverty. The following points try to give the quick of the findings:

- Women are involved in their individual business with the help of loans provided by microcredit lending organizations.
- NGOs have given the platform for the rural poor women to engage themselves in income generating activities.
- The gender gap has been decreased and other awareness including education, health, and healthy habit has been improved.
- Women's decision making and bargaining power has been developed.
- Women have their control over their income and assets.
- NGOs have played vital role in enhancing economic condition of women which can be taken as good sign of economic development for the whole country.

## **Conclusion**

The main objective of conducting this study was to find out the impacts of microcredit lending organization on empowering women's economical condition. Throughout this study, it was found that impact of NGOs on empowering women was positive. This study which has conducted in the area of Rupgonj Upazilla in Narayangonj district. The paper shows the economic empowerment of rural women in this area. Hence it shows how rural women have changed their sorrows of life by involving with it for two decades. The study paper shows that the NGO is working with these rural women. It is the part and parcel with the rural women's life. At present rural women are empowered more than their past life. They have passed a struggled life where they hadn't anything. They could lead a normal life. Hence they are passing a life where they haven't any problem to fulfill their basic needs. NGO has made these women more initiative than before. Therefore it is a remarkable change in the life of rural women.

## **Further Suggestions and Recommendations:**

The economic empowerment of the rural women is inevitable for our country. Rural women have great contribution not only in their family life but also in social and national life. For their development NGO can take different major initiative in their familial, social and especially in economic life so that rural women can develop their selves as well as their empowered those selves. Here the suggestions for the future researchers are given below-

- It is very important to establish equal rights inside the family it will ensure that every female member of the family is getting equal rights.
- To increase the participation rate in decision making process of rural women in her family and economic life.
- Sometimes rural women have to rights of decision making about their children future. Husband mostly does it. Mothers also participate with their husband
- Women must be empowered to do everything.
- To give poll is an equal right for men and women. Therefore they have to show their own thinking about politics either to choose an elected nominee or give a vote by their own choice.
- They have to achieve the rights of decision making about their marriage, divorce and dowry.



- At the problem time both women and men all take decision.

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# Crime and Delinquency among Slum Children of Dhaka City: A Sociological Study

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**Abstract:** Bangladesh has experienced one of the highest urban population growth rates (around 7% per year) over the past three decades. An estimated 3.4 million people live in the overcrowded slums of Dhaka city, and many more live in public spaces lacking the most basic shelter. Overall condition of the slum of Dhaka city is the worst with minimum access to basic human rights. Crime and delinquency among slum children are the social problems experienced in the contemporary scenario. The main objective of the study is to ascertain the nature of crimes and delinquent behaviors, and to understand and explain the main risk factors of involving of urban slum children to crime and delinquency. Various issues pertaining to the involvement of slum children in the crime and delinquencies are investigated to provide a theoretical explanation and to present the factors such as social condition, poor parenting, delinquent peer, economic insecurity, lack of education etc. which are responsible for this. Conclusions and lessons learned from the case study are presented and linked between concepts in the literature and findings from the case study are discussed. Recommendations concerning topics such as consciousness about crimes and delinquencies, forming committee, implementing long-term program, reducing drug availability and rehabilitation programs are suggested and future research directions are outlined.

**Keyword:** Crime and Delinquency, Slum Children, Sociological Observation

## Introduction

Children have been described as future, greatest resource, and hope for a better tomorrow of a country. One third of Dhaka's twelve million inhabitants live in slums and the city is project to grow by another 7 million people over the next ten years. Among them around one third of the population is children. The slum children are deprive from basic human security such as economic, food, health, environmental, personal, community, and political security. Slums, commonly seen as "breeding grounds" for social problems such as crime, drug addiction, alcoholism, high rates of mental illness, and suicide, vary from place to place, usually characterized by urban decay, high rates of poverty, illiteracy, and unemployment. In many poor countries they exhibit high rates of disease due to unsanitary conditions, malnutrition, and lack of basic health care.<sup>1</sup>

In all slums of the world, crime and delinquency prevail side by side. It also is occurring in Dhaka. It is often argue that crime and violence is the output of complex factors, including rapid urbanization, persistent poverty and inequality, social exclusion, political violence, the more organized nature of crime, and the growth of an array of illegal activities. Experience in the US, Europe, and increasingly from developing countries, have shown that crime and violence can substantially reduced through well-planned prevention strategies that go beyond traditional police responses especially at the local level.<sup>2</sup>

Juvenile delinquency is not an inherent human condition, but rather is learn through association, imitation, observation, pressure, needs, wants, influence and desires. The behavior patterns of children are influenced in parts by what goes on in the environment in which they live as well as what they observe in adults, what they listen to, learn from peer groups, parents, relatives and society at large. It is sometimes accompanied by a desire for material things, fashion, peer pressure, cash and more. At times, the demands of wants and needs are intensified by a society that consists of high mobility, social change, and is materialistic. Additionally, social changes can create anxiety and disillusionment for child's and thus they commit crime and delinquent acts. A number of factors need to be considered before a juvenile act becomes a delinquent act. The norms of one society may differ significantly from another society. What could be considered delinquency in Africa or Asia might not be delinquent behavior in the United States. Laws, cultural norms, belief systems, traditions allow society to create ideals and expectations for their citizens.<sup>3</sup>

This study on the children of 'Rayer Bazar' slum reveals that a complex mix of interpersonal, social, economic and structural factors are responsible for the children's involvement to various types of crimes and delinquencies. Drug addiction and drug dwelling, especially marijuana, are most prevailing among those. They deal drugs or involve in other types of criminal activities such as theft, robbery, mugging etc. to manage money for buying drugs.

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## **Importance**

Crime, viewed as a social problem, threatens people's safety and security, property, sense of well-being, social order and most importantly, it reduces people's quality of life. Our nation's future development and prosperity depends on the development of the children. Present slum dwellers' socio-economic condition cannot be changed within short period. However, if the children are rescued from delinquent behaviors and are grown up with good environment their future life will be developed. For that, it is imperative to theoretically explain the causes of involvement of the slum children to crimes and delinquencies, focusing on the family, parenting, peer groups, education, poverty and overall socioeconomic factors. But there is lack of sociological research into the nature of crime and delinquency among slum children in Dhaka city to understand the phenomenon, as no study has been undertaken in the past. An enormous amount of research conducted for many years, in order to find out the risk factors for delinquency and the factor which have major impact on juveniles' lives. Determining the main risk factors is the key to establishing successful programs that keep juveniles away from delinquency and prevent them from recidivating. In this research an attempt has been made to ascertain the nature of crimes and delinquent behaviors among urban slum children of Dhaka city; their socioeconomic, environmental condition etc. to involve in the crime and delinquency. The purpose of the study is to provide theoretical explanation of involving of urban slum children to crime and delinquency. The primary objective of the study is to explore, understand and explain the main risk factors involved in the development and manifestation of delinquent behaviors, individual and social factors and how they interact and reinforce each other causing committing antisocial behavior.<sup>4</sup>

## **Objectives**

Urban crime by the slum dwellers is a security issue for the urban people which also impact the peoples' socio-economic and psychological development. Escalation of crime and delinquency among urban poor children is a great obstacle for development. It has been argued that the Criminal Justice System with its three components, namely police, courts and correctional services institutions are either doing little or helpless to combat or prevent crime in this country particularly in Dhaka city. The concern is, if crime prevails and is not prevented by means of well thought of strategies, there will be unbeatable high rates of unemployment which is thought to be one of the major causes of poverty, social disorganization, subculture, violation of human rights etc.<sup>5</sup> Crime and delinquency among the urban slum children are the main hindrance for them to aim for a prosperous future. Alongside, these influence other children to involve with drug addiction and drug dwelling, a major delinquency among the urban children. Slum children get lower wages to work in shops, factories etc. whether they are invited to dwell drug with higher income. Other delinquent behaviors such as theft, robbery, mugging, trafficking also prevails in the slum area by both slum children and outsiders. These crime and delinquent behaviors have negative effect on the social and psychological development of the slum children as well as their family and the society. Studying these factors may allow the researcher, whatever of field of study, to find concrete and practical ways to help to the transformation of individual risk factors (psychological) and the micro social factors (family, school and group membership) into protective factors and support for confused child.<sup>6</sup>

## **Literature Review**

UN Habitat, 2006 defines slum as, "a run-down area of a city characterized by substandard housing and squalor and lacking in tenure security". A slum is an area that does not have adequate access to safe water, sanitation, quality housing, residential status security and is overcrowded. Crime is an act, which violates interaction among persons, groups and institutions, and it is this violation which harms the individual and society at large. Juristically (legally), crime can be defined as a contravention of the law, to which a punishment is attached and imposed by the state. In other words, crime is an act, which is forbidden by the law, and if detected, is likely to be punished. Delinquency, usually used to term child delinquency and juvenile delinquency, implies conduct that does not conform to the legal or moral standards of society. David Matza in his book *Delinquency and Drift* (1964) argued that delinquency did not emerge as a result of strongly deterministic forces, but rather through a gentle weakening of the moral ties of society, which allowed some young people to drift into delinquency. According to the Convention of the Rights of the Child (CRC), approved by the UN General Assembly in November 1989, any person under the age of 18 is a child.<sup>7</sup> That is to say crimes committed by a person below 18 years of age is called juvenile delinquency.<sup>8</sup>

## **Slums in Dhaka**

Typically slum houses in Bangladesh are just 75-100 square feet in size and consist of a single room. Very high population density, very poor environmental services and very low socioeconomic status were nearly ubiquitous characteristics. Poor drainage, flooding and very poor housing also affected most slums. Lack of electricity, cooking gas, tap water, garbage collection and NGO services each affected a majority of slums, as did insecure tenure, threat of eviction, and a need to share water sources and latrines with large numbers of other households. Where electricity and water are available it is often via illegal connections. Income in Dhaka slums varied

considerably, with the mode and median averages estimated to lie in the range Tk. 3001-4000 (around US\$40-60) per household per month. Main employment options for the urban poor are production work (including rickshaw pullers and other transport workers) and trades work (street vendors, retail, etc.) for men; and domestic work and garment work for women. Unemployment and underemployment are also common, and around 20 percent of children aged 5-14 work.<sup>9</sup>

**Rayer Bazar Slum:** Similar to most of the slums of Dhaka city, Rayer Bazar Slum is crowded with almost 4000 population including one-third of children. They are engaged with various types of informal jobs such as rickshaw pulling, construction works, vendors, garments work etc. and live in extreme poverty. The Rayer Bazar slum is built with mainly bamboo, teen and polyethene. This raises the risk of accident and disaster. The whole settlement can collapse endangering the lives of the residents. Most of the area of the slum is on water stagnation. Polythene shopping bags, coconut shells and remains of other vegetables, untreated sewage, etc. pollute the water very soon. Living in polluted environment raises the incidence of diseases. These people have little awareness about the pollution. They are habited to stay in such condition. Poor urban households spend from 60 to 80 percent of their income on food. It makes them highly vulnerable when food prices rise or their incomes fall. Slum dwellers are usually buy the lower quality food from there with lower price. They buy some spoiled food and fruits too with minimum price.<sup>10</sup>

Most of the people of the slum are not aware about the education of their children as they cannot earn their livelihood. That is why it is better to work by their children than education. Lack of education and other livelihood options drive most of the slum dwellers to do informal jobs such as small business of fueling wood, breaking materials' shops, vegetable's shop, fruit's shop, construction work, day laborer, rickshaw pulling, begging etc. Women usually work as housemaid to other's house. They earn money just for their livelihood. The children of Rayer Bazar Slum are deprived from basic human security. According to UNDP (1994) report, there are seven specific values of human security, such as economic, food, health, environmental, personal, community, and political security. Children of the Rayer bazar slum dwellers are more or less deprived from all these basic securities.<sup>11</sup>

#### **Crime and violence and the urban poor**

Crime and violence have been identified as a key issue for Dhaka, and particularly affects the urban poor. Accurate data on levels of violence in Dhaka are scarce but available information indicates that while levels of lethal violence (homicide rates) are much below, overall levels of violence are serious and perceived to be on the rise. The sheer scale and diversity of crime and violence in the poor slums of Dhaka means that it has become 'routinized' or 'normalized' into the functional reality of life, and affects every aspect of daily life for the urban poor. The results of a survey indicated different types of crimes and violence's, toll collection, mastaan-induced violence, drug and alcohol business, land grabbing and violence, gambling, violence against women and children, illegal arms' business, arson in slum, murder and kidnapping, and sexual, physical, and psychological torture and abuse of wife, that occur in the slums and confirmed the complex, multi-faceted, and all-present nature of the phenomenon.<sup>12</sup>

Crime and violence appear to occur throughout the day; however, evening and night are 'peak times'. When asked who is involved (perpetrator) in crime and violence the most commonly mentioned are the mastaans, from both inside and outside the community, husbands (mainly involved in domestic violence), law enforcing agencies, and neighbors and 'others'. 'Others' include thieves, muggers, robbers, extortionists, teasers, snatchers, murderers, arsonists, etc.

#### **Juvenile Delinquency in Bangladesh**

Bangladesh has begun to experience the problems of weak juvenile justice system as a result of growing industrialization and urbanization. The phenomenon of delinquency is viewed by many sociologist and criminologist as a transitional phase through which the bulk population are passing from the status of peasant to that of industrial labor class. In this context, Bangladesh has enacted the Children Act, 1974 and also ratified the Convention on the Rights of the Child (CRC) in 1990. The juvenile justice system was founded on the belief of parent's patria, roughly translated into state as parent. The state acting through a juvenile court judge can act in the role of parents are deemed incapable or unwilling to control their children.<sup>13</sup>

Compared with juveniles who first become involved in delinquency in their teens, child delinquents (offenders younger than age 13) face a much greater risk of becoming serious, violent, and chronic juvenile offenders. Child delinquents are two to three times more likely to become serious, violent, and chronic offenders than adolescents whose delinquent behavior begins in their teens. Recent high-profile media cases of violence committed by children age 12 or younger also have drawn attention to the potential for child delinquents to inflict deadly harm. For these reasons alone, child delinquents represent a significant concern for both society and the juvenile justice system. The arrest rate of child delinquents changed between 1988 and 1997: arrests for violent crimes increased by 45 percent (paralleling the increase in violence for all juveniles) and drug abuse

violations increased by 156 percent. In contrast, arrests for property crimes decreased by 17 percent. They account for one-third of all juvenile arrests for arson, one-fifth of juvenile arrests for sex offenses and vandalism, one-eighth of juvenile arrests for burglary and forcible rape, and one-twelfth of juvenile arrests for violent crime.<sup>14</sup>

Generations of studies in criminology show that the best predictor of future behavior is past behavior. Children showing persistent disruptive behavior are likely to become child delinquents and, in turn, child delinquents are likely to become serious, violent, or chronic juvenile offenders. Many of the family risk factors interact with other social systems, such as peers and the community environment. Nevertheless, a recent study found that the strongest predictors of early-onset violence included large family size, poor parenting skills, and antisocial parents. The intersection of race, gender, and early childhood offending is a largely unexplored terrain. Too often, policymakers, law enforcement agents, and social services agencies rely on stereotypes and assumptions concerning race and gender when dealing with juveniles.<sup>15</sup>

### **Theoretical framework**

As explanations of delinquency, social disorganization theory assumes that delinquency is caused by social factors, primarily the result of a breakdown of institutional, community-based controls. It typically refers to either: a breakdown in conventional institutional controls, as well as informal social control forces, within a community or neighborhood or the inability of organizations, groups, or individuals in a community or neighborhood to solve common problems collectively.

One of the basic assumptions of labeling theory is that initial acts of delinquency are caused by relatively unimportant factors; having been formally labeled as a delinquent, repeated acts due to alteration of person's self-image and official application of the label of offender's age, sex, race, and social class. The differential opportunity theory asserts that blocked economic aspirations cause poor self-concepts and general feelings of frustrations, and that these frustrations lead to delinquency in specialized gang contexts, the nature of which varies according to the structure of criminal and conventional values in the juvenile's neighborhood.<sup>16</sup>

### **Crimes and delinquencies Committed by the children of Rayer Bazar Slum**

Like most of the slums of Dhaka city, theft is a common phenomenon in the Rayer Bazar Slum. Some children of the area usually do it in chance as they are not economically in well condition. Children usually steal mobile, money bag, house hold materials such as bucket, bowl, clothes etc. In this research, most of the respondents have told that their money bag, mobile, household furniture, shop's goods have been thieved during the last six months. Kalam, a rickshaw puller at the slum, from Mymensingh, told that he has lost three rickshaws during last one year. Theft that are done by the children of the slum are mobile 68.33%, money bag 35.00%, auto rickshaw 8.33%, household furniture 63.33%, shop's goods 40.00%, others 68.33%.<sup>17</sup>

Some children are also involved with gang of mastaans and participate in mugging 35.00%, and robbery 20.00%. Local people fear of them and didn't talk anything in front of them against their deeds. They often talk violently and about sword using. They take away mobile, moneybag, and jewelry from the women. Criminal violence such as injuring, using weapon, killing etc. are common scenario of the slum. Children often use weapon such as sword, axe, etc. to make violence. Children were seen by people at Rayer Bazar Slum area during last six months being involved in injuring 85%, using weapon 60%, others 56.66%.<sup>17</sup>

There is overwhelming presence of drug addiction and drug dealing among the children of the slum. There are various types of drugs that are dealt by the children such as Marijuana 86.67%, Phensedyl 31.67%, ya ba 30.00%, Tari 43.33%, others 31.67%. Drugs are available at the slum to many child drug dealers who are usually supported by the outsider whole sellers. They sell drugs in the slum and nearby area. Some of them supply these to aristocrat places such as Dhanmondi, Shyamoli, Kallaynpur etc. Some supply it to the students of private universities as well. Violence between children and between groups is a regular delinquency occurred at Rayer Bazar Slum.<sup>18</sup> Sometimes this may causes clash between two families 85.00% or two groups 43.33%. Most of the violent crimes are not reported to the police station. As the slum dwellers feel that they do not get justice from police station, they sometimes take the law to their own hand. Children of the slum are sometimes used by the politicians in the political procession (28.33%) especially in hartal, precession, demonstration etc. Politicians contact with some people of the slum to manage children and they are given some money to do picketing in the political procession.<sup>19</sup>

### **Study area**

The study on the crimes and delinquencies among slum children has been done at Rayer Bazar slum that is situated at Hazaribagh thana near Rayer bazar. Some local people call it "Rayer Bazar Bat Tala Slum". In the map (figure-1), Hazaribagh Thana of Dhaka city has been shown. Rayer Bazar is situated at the northern part of the Thana.

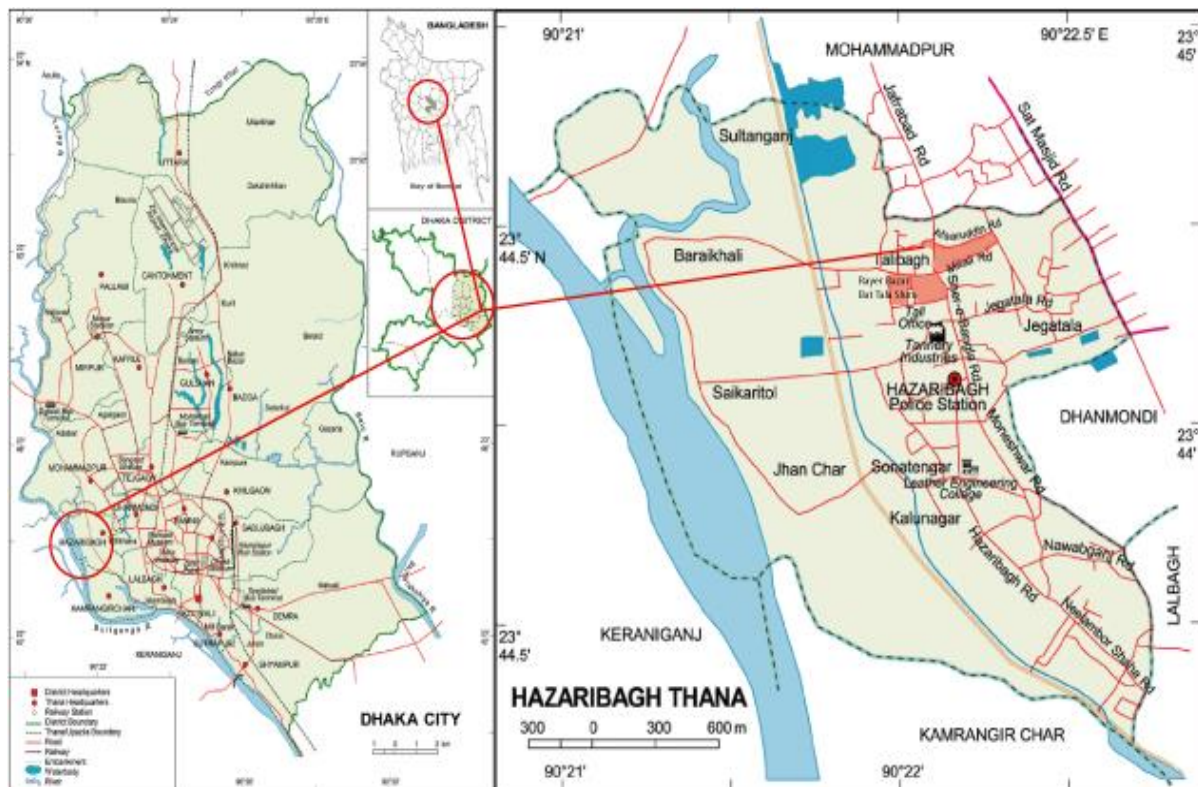


Figure 1: Selection Study area at Hazaribagh, Dhaka [source: [www.lib.pmo.gov.bd](http://www.lib.pmo.gov.bd)]

Data was collected from primary and secondary sources. Primary data were collected by triangulation or mixed methodology. Secondary data was collected by reviewing different research papers and publications of various organizations working in the area of crime and child delinquency at the slum. Journal articles, reports, working papers and newspaper clippings were reviewed. Existing information were extracted from various sources to understand the crime and delinquency at the slum from sociological perspective.

### Methodology

A triangulation or mixed methodology is followed. Both qualitative and quantitative methods were adapted to conduct the study. The methodology of this study is based on the survey of the opinion of the inhabitants of slum dwellers about their socio-economic condition and overall crime and delinquencies at the slum through a pretested questionnaire. Respondents were selected through random sampling. Case study was done on the delinquent children of the slum following a checklist. Delinquent children were found out from the slum through snow ball sampling. The questionnaire was prepared in Bengali language. These questionnaires were analyzed using SPSS & Excel Software.

### Analysis and Findings

The present study at Rayer Bazar slum argues that there are various reasons of the slum children to involve in the crime and delinquencies. Social environment being the most prominent one as there is no association or committee of the slum that can prevent them from crimes and delinquencies. Secondly, poor parenting, meaning the amount of control exercised over children who affect the behavior of juveniles and is likely to connect with childhood delinquency. Thirdly, associations with peers who already show deviant behavior and negative consequences of peer rejection reflect the greatest degree of deviant peer influence on offending.

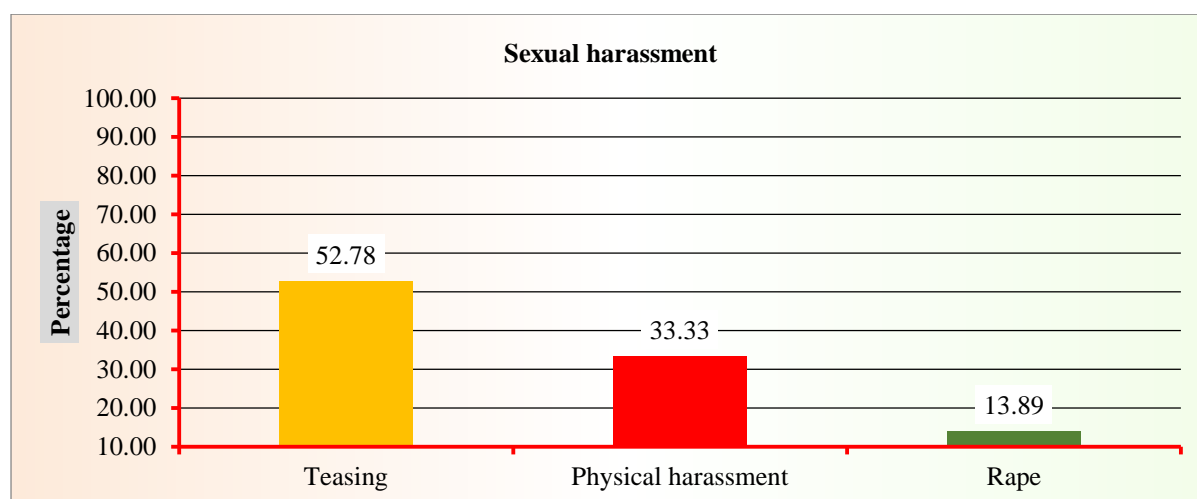
Additionally, poor socio-economic status of slum dwellers and reported rates of child neglect and child abuse, in one way or another, lead to increased violent crime. Education is also identified as a risk factor. Lack of education, poor school achievement, and low verbal reasoning skills by the end of elementary school are all strong predictors of delinquency occurring later in life. Moreover, drug addiction and being used as a drug dealer is a vital reason of involvement of the slum children to the crimes and delinquencies. Another reason is political use of slum children as picketers by the politicians. Stigmatization as drug addict, drug dealer, thief, mugger etc. leads them to commit criminal and delinquent activities. Sub-culture influences the slum children to do theft, mugging, drug addiction, drug dwelling eventually leading them to become habituated with crime and delinquency.

Table 1: Criminal violence by children at Rayer Bazar

Criminal violence	Number of respondents	Percentage
Injuring	46	63.89
Using weapon	16	22.22
Killing	1	1.39
Other	9	12.50
Total	72	100.00

Source: Data collection from field survey, 2017

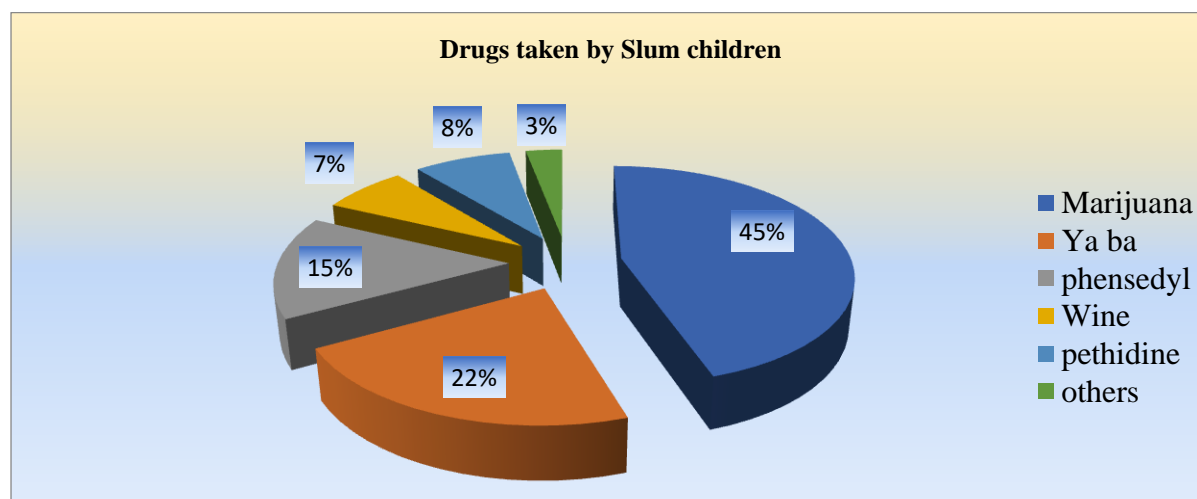
The above table-1 shows that 63.89% of total respondents observed injuring without weapons, 22.22% respondents observed using weapons, 1.39% of total respondents talked about killing and 12.50% respondents talked about others weapons as the types of criminal violence by children of slum area at Rayer Bazar.



Source: Data collection from field survey, 2017

Figure 2: Sexual harassment during last six months at Rayer Bazar slum area.

The above figure-2 reveals that 52.78% of total respondents observed teasing as the highest cause of sexual harassment, 33.33% respondents observed physical harassment as the cause of sexual harassment and 13.89% of total respondents talked about rape that is the lowest cause of sexual harassment in slum area.



Source: Data collection from field survey, 2017

Figure 3: Drugs taken by the children during last six months at Rayer Bazar Slum area.

The above figure-3 exposes that 45% of total respondents observed that most of the children of slum area take Marijuana as drug, 22% respondents observed that they take Ya ba tablet, 15% of total respondents observed that they take Phensedyl, 7% respondents observed that they drink wine, 8% respondents observed that they take Pethidine and 3% of total respondents observed that they take other drugs in slum area.

Table 2: Stealing by children during last six months at Rayer Bazar slum area.

Stealing	Frequency	Relative Percent	Percentage
Mobile	32	0.444	44.44
Money bag	16	0.222	22.22
Auto rickshaw	11	0.153	15.28
Household furniture/wealth	5	0.069	6.94
Shop's goods	6	0.083	8.33
Others	2	0.028	2.78
Total	72	1.000	100.00

*Source: Data collection from field survey, 2017*

The above table-2 shows that 44.44% of total respondents observed that most of the children of slum area steal mobile phone, 22.22% respondents observed that they steal money bag, 15.28% of total respondents observed that they steal auto rickshaw, 6.94% respondents observed that they steal household furniture/wealth, 8.33% respondents observed that they steal shop's goods and 2.78% of total respondents observed that they steal others i.e. cloths, motor, kitchen goods etc.

### Recommendations

In order to secure children from crimes and delinquencies, their basic needs such as food, security, habitation, education should be ensured. Government and Non-Government organizations have to take initiative to improve their socio-economic and environmental conditions. These initiatives may include,

- People of the slum area should be conscious about crimes and delinquencies among slum children.
- Effective committee can be formed to prevent and rescue children from criminal and delinquent activities.
- Medium and long-term programs are needed to reduce the crime and delinquency among slum children.
- Certain types of efforts seem warranted. These can take the form of school-based, community based, or family-support programs.
- Drugs are vital risk factors for crime and delinquency. Reducing drugs' availability will drop down in crime and delinquency rate.
- Drugs prevention and treatment programs specifically targeting slum children should be implemented.

### Conclusion

Crime and delinquency by the children have direct and indirect socio-economic costs as well as social and economic multiplier effects. The economic multiplier effects of crime and violence take the form of depressed savings and investment, lower rates of labor market participation, reduced productivity, increased absenteeism, lower earnings and decreased accumulation of human capital. The social multiplier effects of crime and violence include the erosion of social capital, reduced social cohesion, a reduced quality of life and the acceptability of violence as a legitimate means of resolving conflict within families and across generations.

Delinquent identity is quite complex and is, in fact, an overlay of several identities linked to delinquency itself and to a person's ethnicity, race, class and gender. Crimes and delinquencies by the slum children give them delinquent identity that is great obstacle for their development. Local people are in fear of crime and fear of involving their children with delinquent gang. This creates a climate of fear that is obstacle to human, social and psychological development of people. Deprivations in getting basic rights address the slum as poverty-stricken community and lack of identity widened their experiences regarding crime and insecurity. The overwhelming experiences of crime and insecurity discouraged them to undertake any social and economic activities, which evolved further tension of becoming victim of crime or depriving basic rights.



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