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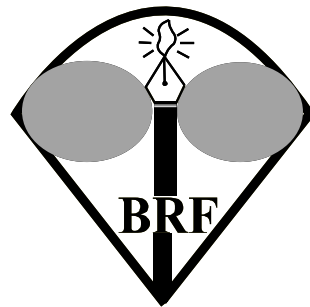
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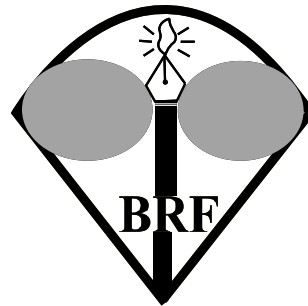
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Formalist Interpretation of Andrew Marvell's "To His Coy Mistress"

Md. Abdul Karim Ruman¹

Abstract

The research intends to interpret Andrew Marvell's "To His Coy Mistress" formalistically. Formalism generally studies the form in the text to show how the aesthetic effects are produced by the literary devices. Applying the formalist critical theory, this essay searches in and out of the lines for the formal aspects of the poem; e.g., the title, syllogistic pattern, style, diction, figurative languages like hyperbole, metaphysical conceit, simile, metaphor, personification, imagery, wit, epigram, unified sensibility, time and space etc. — to establish the theme of 'carpe diem' through which the speaker is trying to convince his beloved to have a physical relationship.

Formalism is generally attentive to 'literature on the page', and studies the technique, procedure, construction and language—in short, *form*—in text; to show how aesthetic effects are produced by literary devices. Earlier Formalists take the position that what a work of literature is about—its content—is related to *how* it is put together—its *form*. That is, meaning is generated by the way 'form' shapes the 'action'. So, they argue that the formal dimension in poetry, like rhyme, rhythmic pattern, arrangement of words, repetition of sound etc. should be the primary concern of literary study. Now, for a Formalist interpretation of Andrew Marvell's "To His Coy Mistress", this essay focuses firstly on the theoretical framework of Formalism and then on the *form* of the poem itself; e.g., the title, syllogistic pattern, style, diction, figurative devices like hyperbole, metaphysical conceit, simile, metaphor, personification, imagery, wit, epigram, unified sensibility, time and space etc. Along with these devices, the essay concentrates on how the poetic form develops the 'carpe diem' theme of the poem in which the speaker is trying logically to persuade his beloved to allow him a physical union.

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According to *A Handbook of Critical Approaches to Literature* "when all the words, phrases, metaphors, images, and symbols are examined in terms of each other and of the whole, any literary text worth our efforts will display its own internal logic" (Geurin 75). Russian Formalism or New Criticism, flourishing during the first decades of the twentieth century, is a "close reading of a given text" (Bressler 58). To clarify, Formalism mainly focuses on the aesthetic or intrinsic aspects of a text such as its: structure, point of view, tone, theme, denotation and connotation, symbol, rhyme, rhythm, and figure of speech etc. Thereby, the mentioned approach scrutinizes any text formally; regarding of which elements it is being comprised. Additionally, it observes how each parts of a given text cooperate interrelatedly to devise a unified whole, the notion defined by I. A. Richards (1893-1979) as organic unity. Thus, the formalistic approach to an open text allows the reader to devour the text and break down all the characteristics that make it unique. The reader is able to hear the text rather than read it, and can eventually derive a general understanding or gist of the text.

To start the discussion with the aptness of the *title* "To His Coy Mistress", the poem is a direct address to its speaker's mistress. And, the conuous third person possessive is noteworthy: to 'his', not 'my', coy mistress. This impersonality indicates that the poet's address to his beloved can be an address to any woman of the world. Thus, the text has got a neutral condition and the 'form' has universalized the 'content'. However, we cannot ignore another formal aspect that the body of the poem is written in the first and second person; yet in the title, he coolly acknowledges another audience.

Syllogism is a very important formal pattern in this metaphysical poem. It was a part of rational discourse in the 17th century, but Marvell has 'defamiliarized' it by transforming into rational discourse. Here, the poet is trying to persuade his beloved to allow him physical union. In fact, persuasion can be effective and enduring if it is presented logically or reasonably. In this poem, the argument of the poet is developed in a strictly logical form and leading to a definite conclusion. The pattern follows 3 stages of argument, consecutively initiating with 'if', 'but', and 'therefore'. The 1st stage begins with a condition of the nature of metaphysical conceit, that 'if' he had eternity and wealth, he would spend lavish amounts of time courting and praising her. 'But' the condition cannot be fulfilled because time is fleeting and human is mortal. One day his mistress would be penetrated and devoured by worms in a lonely tomb where there will be no love. 'Therefore' they should *seize the day*, i.e., enjoy their each and every moment or opportunity of love-making as if it is their last moment. Thus, the conclusion of this syllogistic form is clearly interwoven with the content or theme of the poem.

Primarily consumed by metaphysical poets, particularly John Donne, *hyperboles*, or "bold overstatement[s]" (Abrams 166), are astounding comparisons between far unrelated objects or concepts whose main aim is to generate defamiliarization. Under the 'if' clause, Marvell has used lots of hyperboles in coherence with the impossibility of his desire's fulfillment. This figurative device is reinforced by metaphysical conceits. Regarding this, the poem manifests exotic location: 'Indian Ganges', hyperbolic expansion of time:

An hundred years should go to praise
Thine eyes, and on thy Forehead Gaze.
Two hundred to adore each Breast:
But thirty thousand to the rest. (L.13-16)

Again, we find some startling comparisons or contrasts of some metaphysical (spiritual, intangible, insensible) qualities to the concrete (physical, tangible, sensible) objects; e.g., he compares 'love' to a 'vegetable' (L. 11) in a wagon *metaphor*. Taking into account some other lines of the poem would clarify Marvell's masterly exploitation of hyperbole:

My vegetable love should grow
Vaster than empires, and more slow; (L.11-12).

In the above extract, the speaker compares his love and affection to a vegetable, which at the first glance may seem irrelevant but hiring caution makes the point graspable. "A vegetable comes from the vegetative part of a plant, as opposed to a fruit, which comes from the reproductive part" (Barker 317). At any rate, their love for one and the other may well grow slowly deep, complex, and vast. The poet wants his love to grow "vaster than empires, and more slow;" which denotes that he paradoxically longs his love to expand in worldwide scope with low rate of progress in order not to be the slave of time. Additionally, the poet compares a grave to a huge plain, where hardly can we get rid of, in which nothing significant can be performed.

Indeed, Marvell uses hyperboles to exaggerate and emphasize his statements to make a more effective poem. Furthermore, this device is powerful enough (here, in closing 3 couplets) to represent human condition in violent, memorable and witty metaphor.

The use of imagery permits the author to fully describe the necessity of time, and allows the reader to visualize the thoughts and feelings that the characters experience. Here, the poet has used metaphysical and microcosmic *imagery* of 'time and space' with much exaggeration. The poem starts with—'Had we but World enough and Time' (L.1). Then we get the reference to the

East and West from lines 5 to 10, where the speaker uses the distance between Indian Ganges and Humber to represent the vast space. The length of time is suggested too by the allusion of 'ten years before the flood... till the conversion of the Jews.' Further, the speaker's unsatisfied desire to court her implies their lack of time. Indeed, Marvell has successfully treated the 'carpe diem' motif while dealing with 'time and space'. Finally, time is conquered by the intensity of passion; and the poet's yearning metonymies that of all human species of all time and space.

Now, the poem is a persuasion to love in which the speaker uses the emotional power of *images* with the formal logic. The synthesis that develops from the dialectical movement of the poem is the identification of love with death. For example, in the following lines the poet through the simile paints the image of the preying birds that are swallowing their food, from which we can infer physical intercourse and pleasure:

And now, like amorous birds of prey
Rather at once our time devour
than languish in his slow-chapped power. (L.39-41)

Again, the imagery of 'birds of prey' and 'rough strife' suggests a self-destructiveness, even a death wish. And, the strong image of 'Iron gates of life' symbolizes the harsh reality of the world. So, one should seize the passing moment in response to one's physical demand with all energy and vigor to get its maximum pleasure. In the meantime, Marvell uses esoteric imagery to illustrate his argument. For instance, he describes his life as a 'vegetable love'— which not only gives connotations of a slow, developing love to grow for his mistress, but also a kind of love that could exist without sensual enjoyment or productivity, as opposed to his carnal desire. Thus, we must remember that the images are related to the establishment of theme.

The poet's use of *simile* and *metaphor* is also remarkable. 'Amorous birds of prey' indicates his desire of strong stimulating response from his beloved in love-making. Thereby, the figurative device expresses their fierce and violent passion.

Meanwhile, Time is *personified* with 'winged chariot' to imply the powerful fleeting of moment. In this context, an abstract notion is given a concrete form through a figurative. But this metaphor's connotation of a fast and furious speed is neatly juxtaposed with the 'Deserts of vast Eternity'—an atmosphere of a slow, fruitless future. Besides, idealized romantic poetry is mocked through the crude or shocking and phallic imagery of 'worms' seducing the mistress's dead body. Here, the poet is conveying his message of

urgency and mortality. After that, 'I think, none embraces in the grave'—another poetic device called *understatement*, is used.

The poem, with its wonderful manipulation of images and conceits, shows a truly serious use of sprightly *wit*. For instance, the speaker argues his case in a witty and ironical manner by lengthening his mistress's reluctance 'till the conversion of Jews'. He tries to simplify such an improbability through reasoning. Remarkably enough, his metaphysical wit is founded on analogy and logical progression— 'if...but...therefore' as well.

Structure, a major tool stressed in this poem, tends to rearrange the text in a large-scale way. The structural elements here might include features of lines, couplets, strophes, stanza pattern, rhyme scheme and rhythm—the essential aspects of Formalism. *Rhythm* is one of the mentioned devices, which is regarded as the systematic arrangement of musical sounds, according to duration and periodical stress. Reading the first two stanzas of the poem, we come to realize how aptly the poet creates a shift in rhythm. In the first stanza, Marvell takes advantage of numerous types of punctuation elements including comma, semicolon, and full-stop in order to slow down the readers' speed. By doing so, the poet makes the readers speculate about the message the stanza subsumes more alertly. In addition, this sort of punctuation invites us to contemplate pensively about the dazzling type of love that the poet is describing. Nevertheless, all of the sudden in the second stanza the rhythm noticeably shifts to a faster one containing the least possible number of punctuation elements. Doing so, Marvell wants to show us how swiftly time passes. Again, stylistically in the following lines the meaning is concentrated in lines and the idea is compressed in few words. Besides, the manner of writing is *epigrammatic*:

The grave's a fine and private place
But none I think do there embrace. (L. 31-32)

As for *rhyme scheme*, the poem is in iambic tetrameter with 8 syllables in each line. Each foot consists of an unstressed syllable followed by a stressed syllable. Though the rhyme schemes follow a simple couplet pattern like aa, bb, cc and so on, two couplets use slant to irregular rhyme, not simply to vary the monotonous pattern but to reinforce the poem's theme of 'carpe diem.' For example, lines 27 and 28 represent irregularity: "try/virginity". It suggests that conventional virtue of virginity is actually an empty, hollow ideal based on a notion that postponing pleasure is better than enjoying it. Again, the apocalyptic vista rhymes are so neatly with the lady's scruple ('Jews'/ 'refuse') that the poem's wide disproportions are made to seem preposterous.

Then, the variation from conventional *rhythm* also suggests that we should avoid the strict charge of conventional morality. The poet uses *pauses* and *enjambment* (running one line into the next without a pause) to break up neat pattern that the couplet rhyme scheme would impose. And, the irregularity of the poem's rhythm depicts the natural unsystematic nature of spontaneous thought; while the sudden appearance of a regular, stopped couplet suggests a shift to structural, logical thought—the moral of the poem.

Regarding *diction*, the poet uses strong stressed words to make them more powerful: 'Deserts of vast eternity' is an outstanding example. Not only that, Marvell's variation of pace has a pattern of ordinary speech (*colloquialism*) that shows the flexibility and agility of human voice—according to Emden.

On the issue of '*unified sensibility*' (blending of passion and thought), Grierson marshals our attention to the sudden soar of passion in bold and felicitous image in— "But at my back I always hear...". To him, "this passage seems 'the very roof and crown of the metaphysical love lyric'; at once fantastic and passionate, that combines all the distinctive qualities of the kind, in thought, in phrasing, in feeling, in music."

To conclude, Formalism considers that human 'content' (emotions, ideas and reality) possesses no literary significance in itself, but merely provides a 'context' for the functioning of literary devices. "To His Coy Mistress", which encompasses the male desire for sex, uses several *leitmotifs* and *forms* to build a very emotional persuasion. Certainly, the poem itself is a lyric, an argument poem, and full of conceits (radical metaphors) that hinge on paradox, imagery, wit, colloquialism, and after all, unified sensibility. *Carpe diem*, for the first time coined by Horace, solicits the human beings to be as exuberant and carefree as they are capable of, disregarding the outcome. Representing "To His Coy Mistress" as a prominent example of *carpe diem* in his book, Abram believes "the poem communicates the poignant sadness- or else desperation- of the pursuit of pleasures under the sentence of inevitable death" (Literary Terms 44). Here, intense emotion of love or the theme of '*carpe diem*' is formed through some unusual tactics, which produce a witty and humorous style. With tools such as structure, style, and imagery, the reader becomes personally involved with the characters and savors the story instead of just reading the written words in the text. Commenting on the poem in his *Approaches to Literature* (112), Guerin believes "clearly, this poem is a proposition made by the stereotypical male to the stereotypical female. Just as clearly, and in a wholly different realm, the motif of space and time shows this poem to be a philosophical consideration of time, of eternity, of pleasure (hedonism), and of salvation in an afterlife (traditional Christianity)."

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The Effects of EFL Learners' Anxiety on Their Achievement: A Case Study on Bangladeshi Learners

Md. Moksedur Rahman¹

Md. Miraz Hossain²

Abstract

This study investigates the effects of English Foreign Language (EFL) learners' anxiety on their achievement in the target language focusing on Bangladeshi learners and finds that the feeling of anxiety is very common among them while learning the particular language. The findings suggest that the effect of anxiety considerably hampers the learners' proficiency in the productive skills of the target language. Though most of the EFL students are willing to participate in interpersonal conversations, many of them do not like to take risk in using or speaking English in classroom. In other words, a good number of students feel anxious in their English language classroom, and fear of being negatively evaluated and are apprehensive about public speaking and tests. Indeed, their unwillingness to communicate and their foreign language anxiety are significantly correlated with each other and with their self-rated English proficiency.

Introduction

1.1 Introduction

In Bangladesh, since English has been taught at different levels, it is important to investigate their foreign language anxiety level and to find out to what extent foreign language anxiety is correlated with their English learning experience and their achievement. It is necessary to understand the sources of students' foreign language anxiety and anxiety-provoking situations. Furthermore, it is also valuable to explore related issues such as lowering foreign language anxiety and teachers' awareness of foreign language anxiety. These issues certainly increase our understanding of foreign language anxiety. When teachers are well aware of students' foreign language anxiety and when we are familiar with the ways of lowering the anxiety, the goal of reducing foreign language anxiety can effectively be reached. On the basis of these results, improvement in our English teaching could be obtained, and the foreign language classroom anxiety of our students could accordingly be reduced.

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1.2 Definition of Anxiety

Anxiety is a psychological state characterized by cognitive, somatic, emotional, and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear, or worry (<http://en.wikipedia.org/wiki/Anxiety>).

1.3 Causes of Language Anxiety

Horwitz, Horwitz, and Cope (1986) describe three components of foreign language anxiety; which are communication apprehension, test anxiety, and fear of negative evaluation. According to McCroskey's (1978) definition, the causes of communication apprehension are the individuals' level of fear. Daly (1991) and Young (1986) find that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners too. Foreign language learners usually have difficulty understanding others; and communication apprehension emerges because of the lack of control of oral communication (MacIntyre & Gardner, 1991d).

1.4 Statement of the Problem

In the modern world, orality is considered as a necessary, positive personal characteristic (Daly, 1991: 7). But, the EFL students, especially in Bangladesh, often express a feeling of stress, nervousness or anxiety while learning to speak English Language and claim to have a 'mental block' against learning the target language. So, the problem exists among the EFL learners from beginning to more advanced levels. Even highly advanced EFL learners feel anxious while learning and particularly speaking English in some situations, both within and out of the classroom settings. These learners wonder why they cannot speak English well, because their compulsive efforts do not lead to their intended performance.

1.5 Research Objectives

The purpose of this study is to describe and explore the nature of language learning anxiety from the perspective of EFL learners in Bangladesh. Through the use of in-depth qualitative interview format, this study attempts to identify potential sources of anxiety as relevant to their affective needs or concerns specific to the contexts of their EFL learning and performance. So, it aims—

1. To identify and describe what kinds of anxiety the EFL learners in Bangladesh feel in achieving the target language, including when and how they feel so.
2. To explore potential sources of their anxiety, by focusing on social and cultural influences on their anxiety formation.
3. To discuss the roles of anxiety in EFL learning as a whole.

1.6 Research Questions

- a) What are the major factors that cause anxiety on the Bangladeshi EFL learners?
- b) How can language anxiety be sorted out from the learners?
- c) What are the effective ways to reduce the anxiety?

Literature Review

2.1 Perspectives of Anxiety

There are three perspectives from which research studies on anxiety are conducted. They are trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety, a motive or acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening, and to respond to these circumstances with anxiety state reactions disproportionate in intensity to the magnitude of the objective danger, is relatively permanent and steady personality feature (Spielberger, 1966). State anxiety is apprehension experienced at particular moment in time, for example, prior to taking exams. This anxiety can be provoked in the confrontation of the perceived threat (MacIntyre & Gardner, 1991b). However, it is temporary and altered in time. In order to attribute the experience to a particular source, researchers adopt situation specific perspective to the study of anxiety. This perspective focuses on the situations in which anxiety is aroused and this kind of anxiety is therefore termed as situation-specific anxiety. Unlike trait and state perspective, situation-specific perspective requires the respondents to ascribe their anxiety to particular sources. Specific situations can offer more understanding to particular anxiety in diverse situations.

2.2 Previous Research

The academic literature has offered a somewhat confusing account of language anxiety. Researchers have been unable to draw a clear picture of how anxiety affects language learning and performance. Some researchers reported a negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance, (Clement, Gardner, & Smythe, 1977, 1980: cited in Onwuegbuzie et al., 1999: 218).

2.3 Impact of Language Anxiety on Foreign Language Learning

Foreign language learning can be separated into three stages: input, processing, and output. Anxiety can affect the ability of an individual to process information at each of the three stages. According to Macintyre and Gardner (1991a), research of the effects of anxiety on language learning has shown an understandable emphasis on the output stage in terms of production, performance, course grades, and other criteria. This is because the

performance at output stage is the easiest one to obtain and has been regarded by the majority of teachers and parents as the most important indicator of students' learning. Although anxiety does have effects on language learning, the results of research in the relationship between anxiety and foreign language learning are mixed and confusing (Scovel, 1978). Young (1991) finds no significant correlations between the results of Oral Proficiency Index (OPI) and anxiety measures. In her opinion, ability in the foreign language may have become a more important variable. Finding that test anxiety would probably affect those with low levels of proficiency, she suggests that test anxiety should be viewed with a learner's language proficiency.

Although the results differ, language anxiety displays the negative effects in most cases. MacIntyre and Gardner (1991b) even suggest that anxiety have been proved to negatively affect performance in the second language.

2.3.1 Conceptualization of Language Learning Anxiety

Anxiety, generally defined as "a state of apprehension, a vague fear" (Scovel, 1978, p. 134), seems difficult to describe in a simple and exhaustive manner, as it arises from many kinds of sources often associated with particular contexts or situations that individuals perceive threatening according to their unique frame of reference (Eharman, 1996). At a more local or situational level, anxiety can be experienced in response to a particular situation or act (Brown, 1994). However, the question of how these constructs relate to second language learning contexts is still under debate, although several interpretations of language anxiety are offered in terms of situational nature of state anxiety (MacIntyre and Gardner, 1991a).

According to Horwitz et al. (1986), the first to conceptualize language anxiety as a psychological construct particular to language learning, language anxiety can be characterized as "a distinct complex of self-perceptions, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

2.3.2 Potential Sources of Language Anxiety

In relation to the performance anxieties mentioned above, Young (1991) also offers an extensive list of the potential sources of language anxiety through a review of the literature on language anxiety. In this article, the author discusses the six potential sources of language anxiety, some of which are associated with the learner, some with the teacher, and others with the instructional practice. She argues that language anxiety can arise from:

1. personal and interpersonal anxieties;
2. learner beliefs about language learning;
3. instructor beliefs about language teaching;
4. instructor-learner actions;
5. classroom procedures; and
6. language testing.

Methodology

3.1 Instructor-Learner Interactions/Classroom Procedures

Although many learners feel that some error correction is necessary (Koch & Terrell, 1991; Horwitz, 1988), the manner of error correction is often cited as provoking anxiety. Those studies that investigated anxieties in relation to instructor-learner interactions show that students are more concerned about how (i.e., when, what, where, or how often, etc.) their mistakes are corrected rather than whether error correction should be administered in class. In addition, some of the classroom activities, such as oral presentations or oral skits in front of the class are also listed as potential sources of anxiety (Young, 1991). She found that 68 percent of her subjects reported uncomfortable feelings in speaking in front of the class.

3.2 Instruments

The instruments used in this study included questionnaires, interviews, classroom observations, and document collection. The first part of the questionnaire was English Learning Experience Questionnaire. It was intended to investigate students' general English learning experience, especially those experiences related to learners' English learning anxiety.

In addition, interviews with students and teachers were given to explore the possible sources and anxiety-provoking situations. The semi-structured interview techniques were used in the study. The interviewer modified the questions and procedures according to the interviewees' responses.

Classroom observations focused on the anxiety-provoking situations. First, students' anxious behaviors in class were observed. Then the teacher's teaching activities and techniques relevant to students' foreign language anxiety were observed, too.

3.3 Interviews

Based on the six potential sources of anxiety proposed by Young (1991), the researchers asked participants several questions in terms of when, how, and why they would feel anxiety in their EFL learning and performance.

The researchers also used the Foreign Language Classroom Anxiety Scale (FLCAS) devised by Horwitz, Horwitz, and Cope (1986), mainly for initiating and facilitating our conversations in the interviews, but not for measuring the degree or range of the participants' anxiety.

3.4 Structure of Interviews

Interview 1

1. The researchers collected personal data for each of the participants (i.e., name, address, age, major, duration of study, etc.) along with their EFL learning backgrounds (i.e., educational background, the length of learning English, current situations in which they learn English etc).
2. The researchers provided with each participant general explanations of the purpose of the study.
3. The researchers asked general questions about their anxiety by using some of the statements from the FLCAS test. Such questions were: "Do you think you are an anxiety-prone person or not?", "Have you ever felt any anxiety or nervousness both in and outside of the classrooms?", "If so, when did you feel that way?", or "How did that feeling affect your physical and psychological well-being?"

Interview 2

1. Based on the general information obtained through the first interview session, the researchers asked the participants more focused questions. Such questions are concerned with several aspects of individual differences and how those differences can affect their anxiety formation.
2. The researchers asked them to write a short journal on anything they felt stressful or anxious in their daily lives (optional).

Interview 3 (Optional)

The researchers asked some of them further specific questions generated by the previous two interview sessions.

3.5 Group Interviews

The group interview technique in the form of focus group discussion was also utilized to lend breadth and richness to the data. Its implication was that "group interviews can provide different kinds of data from individual interviews" (Gillham, 2005: 61). Instead of asking questions to each person in turn, "learners are encouraged to talk to one another: asking questions, exchanging anecdotes, and commenting on each others' experiences and views, and thus generating data through interaction" (Barbour & Kitzinger, 1999: 4). To keep the discussion on track, a group leader moderates the discussion.

3.6 Data Collection and Procedures

The data collected in this study included questionnaires, audiotapes of interviews, videotapes of classroom observations, and related documents. According to the scores of the questionnaire, eighteen high-anxious participants were selected as the interviewees. The researchers interviewed the participants one by one. The interviews were tape-recorded, and the researchers took notes at the same time. In addition to note-taking, comments on observations were done during or right after the interviews. The comments on observations contained the researchers' own feeling, and reflections of what happened to the interviewees. The purpose was to offer inferential clues for the subsequent analysis. After interviewing the students, the researchers interviewed the teachers one by one. The procedures were the same as those for students' interviews. During the interviews with the teachers, the researchers asked the teachers to provide related documents.

Each of the three English teachers' English classes was then observed for one or two periods. Each period lasted for forty five minutes. With the teachers' permission, the observations were videotaped with a camera. Comments on observations were made right after the observation to provide inferential information for further analysis. Besides, the English teachers were asked to provide the participants' final English grades in the first semester and written documents like textbooks, assignments, tests, and related materials. The documents were collected as supplemental information for understanding the data gained from questionnaire, interviews, and observations.

Data Analysis and Research Findings

4.1 Introduction

Foreign language anxiety as a whole is a complex issue instead of an isolated part of language learning. Using a combination of multiple data sources for the results and discussion helps assemble a more comprehensive and complete picture of the topic. In this section, results from the questionnaires will be presented first. Then, all the data, including questionnaires, interviews, observations, and documents, will be discussed respectively in terms of current situations of English teaching, sources of language anxiety, anxiety-provoking situations, balance of instructional languages, and teachers' awareness of language anxiety.

4.2 Data Analysis

4.2.1 Common Types of Anxiety and their Potential Sources

1. Fear of Negative Evaluation/Fear of Losing Face in Front of Others
2. Lack of Self-confidence in their English Proficiency and the Subject Matter

3. Competitiveness
4. Test Anxiety
5. Culturally Fixed Beliefs about Learning and Learning Procedures

4.2.2 Variability among the Participants

1. Personality Differences
2. Age Differences
3. Levels of English Proficiency
4. Different Purposes of Learning English (e.g., different majors)
5. Different Attitudes toward Learning Languages
6. Different Amounts of Anxiety to 4 English Language Skills

4.2.3 Commonalities among the Participants

1. Fear of Negative Evaluation/Fear of Losing Face in Front of Others

All of the participants expressed serious concerns about various kinds of evaluative situations in which their knowledge and performance of English were to be monitored by people around them. Many of them commented on the classroom situation in a negative manner, saying that they would try to avoid eye contact with the teacher, fearing they would be called on to answer some questions in front of other students, even if they were sure of the topics being discussed. Participant A and B said that they would sometimes feel their hearts pounding or their palms sweat when they were asked to answer questions or elaborate on their comments in a convincing manner. Similarly, participant C and D expressed their severe psychological stress in the class presentations.

In relation to the fear of negative evaluation from others, fear of losing "face" in front of others was also found to be a shared anxious feeling by all of the four participants. Participant X and Y said that they felt it embarrassing that their answers were criticized in front of other students.

2. Lack of Self-confidence in their English Proficiency and the Subject Matter in Class

Many seemed to agree upon the anxious feelings associated with their lack of English proficiency and their perceived lack of knowledge about the class subjects that they were studying. They expressed a deep concern about the difficulty communicating in English, compared to the ease of communication in Bangladesh. Participant A and B related their frustrated feelings to their lack of English proficiency in comparison to their native language facility.

Some of them also expressed the same kind of frustration, but when their perceived lack of English proficiency was combined with their lack of

knowledge or "unpreparedness" on the topics in question, they said they might feel even frightened to be in the classroom, as Participant A commented on his own behaviors in class: "I sometimes feel myself weird, remaining silent all through the class period with mysterious smiles on my face, and wishing that nobody would ask me any question."

3. Competitiveness

While acknowledging that there should inevitably be some elements of competition involved in language learning, many of the participants also noted that competitiveness could potentially lead to anxiety, depending on some particular situations or contexts. Certainly they are all concerned about their perceived poor performance in the class discussions or oral presentations, comparing themselves to the native competence of American classmates. However, their competitive focus seems more directed toward other international students, especially their native peers. Participant B, for example, expressed his uneasy feelings in the classroom associated with his EFL performance in the presence of other native students.

4. Test Anxiety

Most of the participants said that they feared taking tests, because test-taking situations would make them anxious about the negative consequences of getting a bad grade. This would lead to other psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. In addition, they said they sometimes felt pressured to think that they had to organize their ideas in a short period of time (e.g., essay exams) while caring about grammar errors at the same time.

5. Cultural Influence

All the participants expressed the feelings of difficulty when they were pressed to change or adapt themselves to be fit into the foreign cultural standards. Because their behavioral patterns or belief systems shaped by their own social or cultural norms or expectations are so ingrained, they may have felt an acute frustration as to their inability to change their own behaviors, despite the immediate needs to acculturate into a new environment. For example, some of them said that they felt concerned about the role of students in class, "Should I volunteer to ask a question to the teacher in class? Should I reserve myself when I am not sure about what's going on in class? Why should I interrupt into others talking?" Moreover, many of them shared the same feelings of difficulty in accommodating different classroom norms or expectations.

4.3 Results from the Questionnaires

The results of the questionnaires on EFL achievement experience depicted a general picture of the students. First, most of the students took extra English courses outside school and the EFL teachers for the courses provided them opportunities to speak to native English speakers. Second, although they took extra courses, many of the students did not spend much time reviewing or previewing English courses (including “never” and “spent less than 1 hour weekly”). Third, the majority of them did not have the experience of touring, studying, or visiting relatives abroad. What’s more, half of them almost never had the experience of speaking to native English speakers. Fourth, as to the students’ parents, more than half of them encouraged their kids to learn English, but they seldom or never participated in their kids’ reviewing the English lessons. Fifth, with regard to the instruction language in class, most students would like their English teachers to use more English, and to switch to mother tongue when necessary, especially in difficult parts. Some preferred half English and half mother tongue. Sixth, they preferred to be evaluated by means of games or activities, and they preferred to take part in the class activities with the whole class or in small groups. Finally, they felt that their pressure of learning English mainly came from the demands they put on themselves, and their parents’ expectation.

This finding indicates that foreign language anxiety of the students reached the same extent as that at different school levels. In other words, the tendency of foreign language anxiety of the students at the SSC level was obvious.

Table 1: Questionnaire for Teachers

1. Do the students feel embarrassed or humiliated by their actions in EFL classroom?	Yes 75%	No 20%	Not sure 5%
2. Do you believe that anxiety of the learners seems excessive or unreasonable for the present EFL situations?	Yes 90%	No 10%	
3. When the students in EFL classroom are nervous, do they overcome with intense fear or discomfort?	Yes 80%	No	Not much 20%
4. Do the students go to great lengths to avoid participating in EFL conversation?	Yes 85%	No 10%	Not at all 5%

5. Does avoidance of it become a problem for EFL learners?	Yes 90%	No 5%	Not sure 5%
6. May the students think themselves to be aloof, unfriendly, or too serious for EFL anxiety?	Yes 75%	No 5%	Not sure 10%
7. Do you think that EFL learners are more comfortable communicating online or in letters than face-to-face?	Yes 95%	No	Not sure 5%
8. Will the EFL students be able to reduce their anxiety in teacher friendly classrooms?	Most effectively 85%	Effectively 25%	No comment
9. Do the EFL students try to avoid social gatherings, even if invited or expected to attend?	Yes 75%	No 25%	No Comment
10. Do EFL learners' friendships and/or family relationships suffer from their nervousness?	Yes 50%	No 20%	Not sure 10%
11. Do the EFL learners feel frustrated that you seem to understand their nervousness or shyness?	Yes 80%	No 10%	Not sure

The situations that make the students the most anxious about foreign language achievement are as follows. First, test anxiety caused students' anxiety greatly. The result of responding, that "*I worry about the consequences of failing my English class*". These students were test-anxious either because of undue expectation of test results or because of unpleasant test experience in the past. Besides, anxious students were worried that they were less competent than their classmates. They highly endorsed the statements as well for example "*I always feel that my classmates speak English better than I do*". These students not only were apprehensive about others' evaluation but also anticipated that their classmates would evaluate them negatively. Last, anxious students were afraid to speak in English. They endorsed the statements "*I start to panic when I have to speak without preparation in English class*"; "*I feel my heart pounding when I am going to be asked to speak in English class*". These students were exceedingly shy when they had to speak English in front of others. They were easily embarrassed and nervous because they felt that everyone was looking at them and judging them.

Table 2: Questionnaire for Students

1. Do you think that anxiety of EFL within a public speaking context is based on worries?	Yes 70%	No 20%	Not at all 5%
2. Do you worry almost every day about both big and small problems,?	Yes 80%	No 25%	Not sure
3. About your present EFL course, have you been feeling low in energy or slowed down?	Yes 70%	No 10%	Not sure 5%
4. Do you have upsetting or distressing thoughts, impulses, or images regarding EFL learning?	Yes 80%	No 15%	Not sure 5%
5. Have you experienced or been exposed to a traumatic event in case of EFL learning?	Yes 80%	No 15%	Not at all 5%
6. Do you worry continually almost every day about your EFL classroom activities?	Yes 75%	No 20%	
7. Do you have an intense fear that you will do or say something that will embarrass you in front of other people?	Yes 85%	No 15%	Not at all
8. Did you experience a fast heart rate or heart palpitations or a pounding heart while speaking in EFL?	Yes 80%	No 10%	Never 5%
9. How effectively do you handle EFL classroom activities?	Certainly well 15%	Well 30%	Not so well 70%
10. Do you speak in low tones in anxiety-provoking situations before EFL teachers?	Yes 80%	No 20%	Not at all 5%
11. Do you think your EFL anxiety as a personal inadequacy or disability?	Yes 60%	No 30%	Not sure 10%

4.3.1 Current Situations of English Teaching in Bangladesh

Analyzing data from the multiple sources, the researchers have found that several issues were relevant to the current situations of English teaching and students' foreign language anxiety. The first issue was the great differences among students in English proficiency. All the teachers in this study endorsed the differences. They thought that the difference was one of

the main problems of their teaching. Here is the statement from a teacher, “The main problem is that there are big differences among students. Some have learned English outside school for years, and some haven’t”.

The great differences unavoidably intensify students’ fear of negative evaluation, one of the three components of foreign language anxiety. Several teachers thought the differences came from the extra English courses students took outside school. One of the teachers said, “The reason of the difference is that they have different experiences of learning English outside school”. Actually, extra English courses outside school influence English teaching in school greatly.

Students, in spite of reporting feelings of anxiety over error correction, also expressed their desire to be corrected in order to overcome their language imperfections. This view suggests that sometimes even not correcting errors, as a technique to lower anxiety levels, makes some students anxious resulting from a fear of negative evaluation, the apprehensive students reported that whenever they anticipate that complete communication is not possible and that they are unable to express a particular point fully, they either try to escape because they are either unsure of what they are.

4.3.2 Sources of Language Anxiety in English Learning

Since foreign language anxiety influences foreign language learning, it is necessary to reduce it. To reduce foreign language anxiety and foster learning, the sources have to be identified first. The sources of foreign language anxiety, therefore, develop into an important issue explored by many researchers. Based on the data collected in this study, students’ sources of language anxiety were grouped into five types. They were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and parents.

4.3.3 Anxiety-Provoking Situations

In this study, there were five categories of anxiety-provoking situations found in our data. Tests and speaking in front of others are the two common anxiety-provoking situations. They have been widely discussed in previous studies and topped the categories in this study.

Data from the interviews revealed that tests provoked anxiety in most of the students. Most test-anxious students were nervous because of their low proficiency in English. The other reason was related to fear of negative evaluation. Students were afraid that their classmates laughed or ridiculed them if they had poor performance in tests, especially in oral tests.

Speaking English in front of others made many students nervous, too. Students were afraid that they could not respond appropriately or correctly in front of their classmates. Sometimes, their peers would laugh at them if they had poor performances. They do not want to lose face. Some students even said that speaking English in front of others made them more nervous than individual oral tests did.

4.3.4 Teachers' Awareness to Reduce EFL Learners' Anxiety

In this study, many students said that they got nervous when they did not understand what their teachers said. Just as we have mentioned previously, using too much English as the instructional language could be one of the reasons that caused incomprehensible input. Surely, using English as the only instructional language in English class has an advantage in giving students more English input. However, it is still debatable if it really works in the present learning environment that the teaching time is limited and students' exposure to English is insufficient (Chan & Lin, 2002).

In answering the questionnaire about their preference of teachers' instructional language, the majority of the students said that they preferred "more English, and switch to mother tongue in the difficult parts" or "half English and half mother tongue." Basically, they agreed on the use of both mother tongue and English. For the students in this study, they were willing to listen to more English. They knew they should listen to more English, but they also believed that mother tongue was needed in certain conditions. As to teachers, they thought that using English as the only instructional language was "good but not practical" in present situations.

Conclusion and Recommendations

5.1 Conclusion

While other studies of foreign language anxiety focused on various levels of different kinds of EFL learners, this study has, mainly, focused on the Bangladeshi learners and has found obvious tendency of language anxiety among them. The researchers have found six variables of English learning experiences that may affect anxiety level and a significant negative correlation between the learners' classroom practice and their final score. Moreover, several sources of language anxiety and anxiety-provoking situations have been discussed in this study, which deepen our understanding of foreign language anxiety and facilitate our efforts to reduce it in fulfilling EFL learners' achievement in the target language.

The results of this study show that the experience of taking extra course contributes to lower anxiety. Also, the more frequently the learners talk

to native English speakers, the less anxious they become. Therefore, the students are encouraged to participate in any well-designed extra English activities that can promote their familiarity with and proficiency in English. However, it is also undoubtedly true that the teachers' supportive attitude toward student anxiety, along with continuous efforts to understand affective needs that each student achieves in the classroom can make a significant contribution not only to creating a student-centered and comfortable classroom environment, but also to further facilitating the students' learning processes in the long run.

5.2 Recommendations

Based on the findings of this study, the following suggestions can be made:

- 1) First EFL instructors should acknowledge the existence of the feelings of anxiety in learning speaking and then should take initiatives for its effective reduction. They should identify individuals with signs of anxiety and should apply appropriate strategies to help them counteract these feelings.
- 2) As students reported lack of practice of speaking skills in their previous language learning experiences, a truly communicative approach should be adopted to provide students with more chances to practice their speaking skills.
- 3) Students should be provided friendly, informal and learning-supportive environments for classroom discussion. This can be done by teachers' friendly, helpful and cooperative behavior, making students feel comfortable when speaking in the class.
- 4) As students appear to be acutely sensitive to fear of making mistakes, teachers should encourage students to have the confidence to make mistakes in order to achieve communication skills.
- 5) The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.
- 6) To encourage students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.
- 7) Familiarity with the culture and ethnic background of the students and an awareness of their previous language learning experiences can also assist language teachers to understand and make out anxiety in the students.

Finally, there should be some specific teachers training courses on language anxiety in order to make teachers aware of this complex issue and, hence, alleviate it. After all, this study must be helpful for the EFL learners, especially in Bangladesh, to alleviate their anxiety in achieving the target language. Though the result of the research matches with the assumptions but further research is necessary in this field.

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Empowerment, Participation and Leadership in Strengthening Local Government System: A Theoretical Analysis

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Abstract

The study has tried to explore the strengthening of Local Government system in Bangladesh in the light of empowerment, participation and leadership. Strengthening of Local Government Institutions depends on these concepts. It has been proved here by theoretical discussion. This paper has contained different views of mentioned terms such as meanings, process, elements, and development, by those aspects which have responsibility to discover possibility in order to establish strengthening of Local Government system at the grass root level like Union Parishad. The outcome of this study has been prepared by the application of method of content analysis.

1. Introduction

The last two decades of the 20th century saw major changes in the local government system worldwide (Bovaird & Löffler, 2002). Bangladesh was no exception from medieval times to present. The country has experienced several changes and effected decentralizations in the local government systems to make it effective and efficient (Sarker, 2006). The government and international development partners have also put emphasis on pro-rural development by strengthening the local government system in the country. In attempt to achieve strong local governance, the government has introduced several reforms and decentralization programs to bring the government close to the people. To explore the local government system of Bangladesh in the context of strengthening, this study has discussed different theories which have been used to analyze data of the research.

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2. Purposes of the Study

There are two specific purposes of this study. They are:
Firstly, to operationalize the key concept of the studies and explain the existing literatures which have been used in this study.
Secondly, to provide an overview of empowerment, participation and leadership from theoretical aspect.

3. Conceptualizing of Concepts

To operationalize all the concepts of this study, they are categorized under four main headings:

- ❖ Empowerment
- ❖ Participation
- ❖ Leadership and
- ❖ Strengthening of local government system

2.1. Empowerment

The term “Empowerment” is a multi-dimensional concept. In this study, the concept of empowerment has been used from organizational perspectives. It means delegating decision making start at the bottom by understanding the needs of the employees; clarifying the organizational mission, vision and values; clearly specifying the tasks, roles, and rewards for employees; delegating responsibility; building teams to encourage co-operative behavior; encouraging intelligent risk taking; trusting members to perform; and holding elected representatives accountable for result (Quinn and Spreitzer, 2001). Empowerment authorizes employees to cope with situations and enables them to take control of problems as they arise. Five broad approaches to empowerment have been suggested such as Helping employees achieve job mastery; Allowing more control; Providing successful role models; Using social reinforcement and persuasion; and Giving emotional support (Bowen and Lawler, 1995). When leaders use these approaches, employees begin believing that they are competent and valued, that their jobs have meaning and impact, and that they have opportunities to use their talents. In effect, when they have been legitimately empowered, it is more likely that their efforts will pay off in both personal satisfaction and the kind of results that the organization values.

This chain of events is illustrated in the following

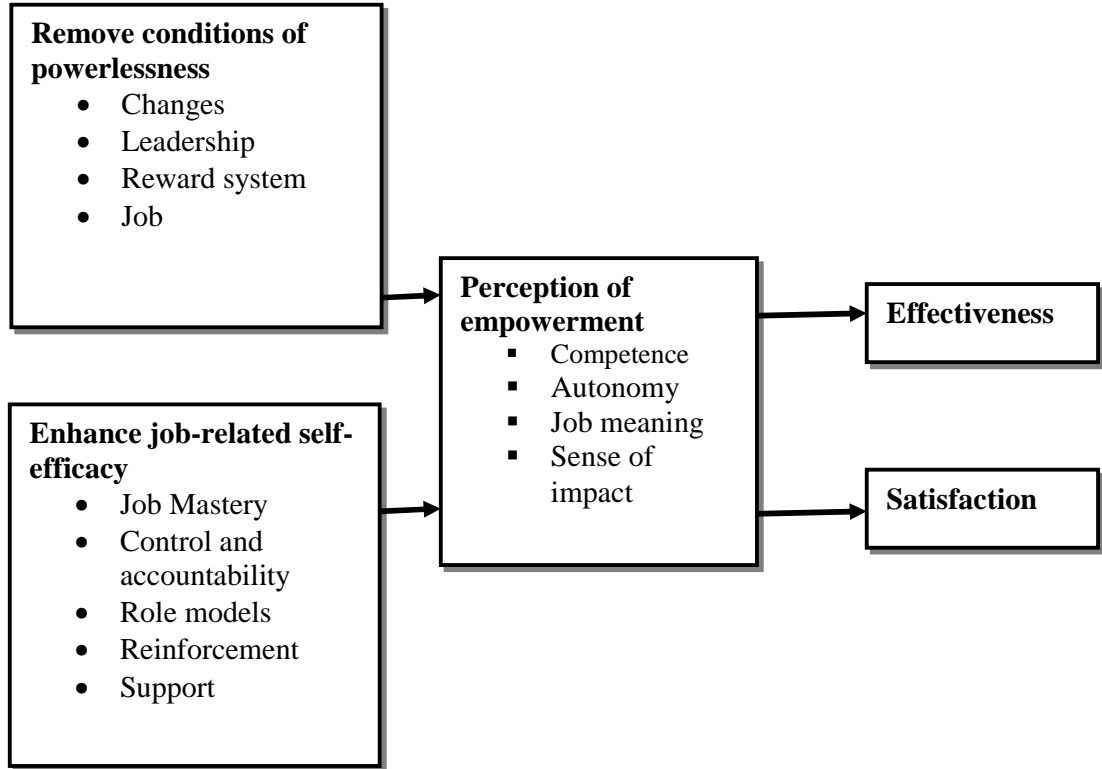


Figure 1: The Process of Empowerment

A major review of the theoretical analysis on empowerment concludes that it is the result of four cognitions by employees- meaning and purpose to one's work role, competence in the skills and abilities required, autonomy and control over how one does the work assigned and a sense of personal impact over relevant organizational outcomes. A study conducted in a manufacturing firm and a service organization showed that all four of those dimensions were necessary to produce a positive impact on organizational effectiveness and individual satisfaction (Spreitzer and Nason, 1997, pp679-704).

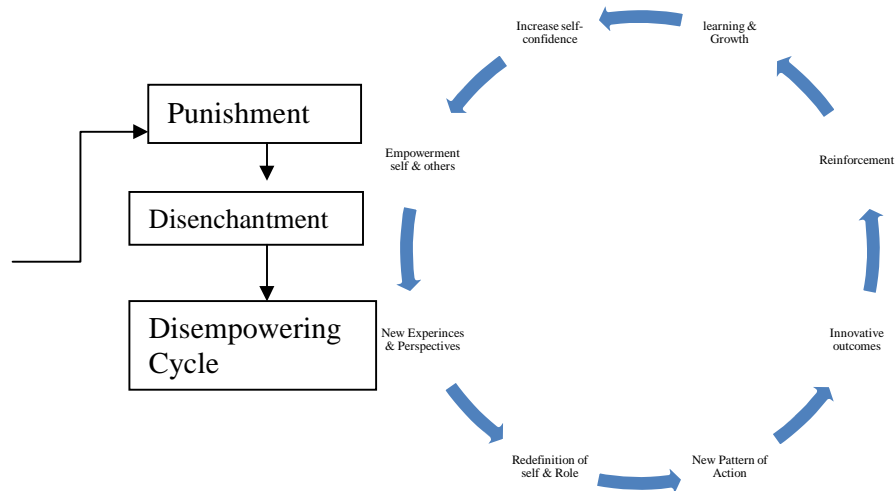


Figure 2: Cycle of Empowerment

2.1.2. Characteristics of Empowered People

Quinn and Spreitzer have identified four characteristics of empowered people. These are:

- ❖ Empowered people have a sense of self-determination (this means that they are free to choose how to do their work; they are not micro-managed).
- ❖ Empowered people have a sense of meaning (they feel that their work is important to them; they care about what they are doing).
- ❖ Empowered people have a sense of competence (this means that they are confident about their ability to do their work well; they know they can perform).
- ❖ Empowered people have a sense of impact (this means that members believe they can have influence on their work unit; others listen to their ideas).

2.2. Participation

The word 'participation' implies both action and correlation, which suggests an act for developing a relationship in achieving a goal. This study has conceived the term participation as a spontaneous involvement of elected representatives of Union Parishads to perform their duties and responsibilities for the people in the studied area. In Addition, there are three important ideas in this definition—involvement, contribution, and responsibility. A simple model of the participative process is shown in figure-3. It indicates that in many situations participative programs result in mental and emotional involvement that generally produces favorable outcomes for both the

employees and the organization. Participating employees are generally more satisfied with their work and their supervisor, and their self-efficacy rises as a result of their new-found empowerment (Smith and Brannick, 1990).

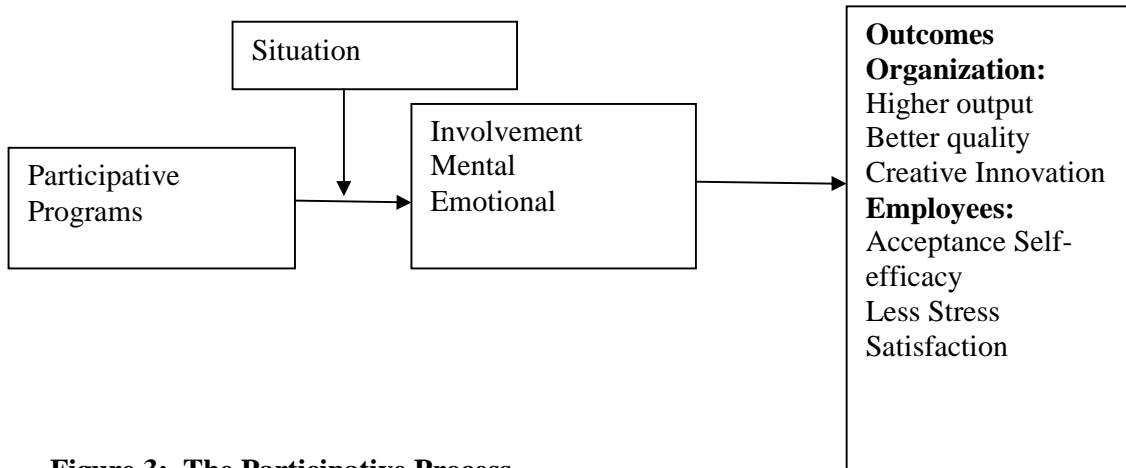


Figure 3: The Participative Process

2.3. Leadership

Generally a leader is someone who unites the people in achieving some certain goals. Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level. Leadership is a process of persuading people to work willingly and enthusiastically in order to achieve goals (Islam & Khan 2006, 211). Another key word is effective leadership. Effective leadership is always needed for development of organizations and institutions. So we need effective leadership for strengthening of local government system. However, leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives. It is the critical factor that helps an individual or a group identify its goals and then motivates and assists in achieving the stated goals. The three important elements in the definition are influence, voluntary effort, and goal achievement. Without leadership an organization would be only a confusion of people and machines, just as an orchestra without conductor would be only musicians and instruments. The orchestra and all other organizations require leadership to develop their precious assets to the fullest (Newstrom and Davis, 2005).

2.2.4. Local Government

Local government is basically an organized social entity with a feeling of oneness. By definition, local government means an intra-sovereign governmental unit within the sovereign state dealing mainly with local affairs,

administered by local authorities and subordinate to the state government (Jahan, 1997:92). In political terms, it is concerned with the government of a specific local area, constituting a political sub-division of a nation, state or other major political unit. In the performance of its functions, it acts as the agent of the state. In other words, the local government is an integral part of the political mechanism for government in a country. Then, as body corporate with juristic person, it represents a legal concept (Muttalib and Khan, 1983). According to the article 59(1) of the Constitution of the People's Republic of Bangladesh, "Local Government in every administrative unit of the Republic shall be entrusted to bodies, composed of persons elected in accordance with law" (GOB, 1993).

2.2.4.1 Strengthening of Local Government System

Local government is basically an organized social entity with a feeling of oneness. By definition, local government means an intra-sovereign governmental unit within the sovereign state dealing mainly with local affairs, administered by local authorities and subordinate to the state government (Jahan, 1997). The strength and development of local government depends on various factors. The researcher has presented some factors like people's participation, empowerment and effective leadership, etc. If those factors work together accordingly then local government institution would be strengthened. Subsequently, the study has identified in strengthening local government system which is dependent variable for this study.

2.4. Leadership and its Development at the Union Parishad (UP)

The evidence (Roy 1937, Tinker 1968) shows that there were no local government organizations in pre-British Bengal. Mukherjee (1974) indicated that there was, however, a kind of *gram sabha* (village assembly) consisting of the prominent persons of the village. Later, during the British period, the *gram sabha* turned into the *panchayat* which was a council of five. The British rulers in Bengal engaged this council in collecting revenue for them while Mukherjee (1974) identified the *panchayat* as the formal assembly of the village. Tinker (1968:19) observed that this body was only rarely representative of the village as a whole; it might be drawn from the members of the founding families or from Brahmins and superior cultivators. The British East-India Company entered Bengal as sea-based traders before Aurangzaib (a Mughal ruler of India during 1658-1707) captured the throne of Delhi in 1658. The company later captured the whole of India and monopolized her trade, but when India was annexed to the British Crown after 1857, they in the name of mass participation, decentralized power in rural areas of the country. The British thus tried to create a supportive group of rural people as a strategy of their long-term rule.

With this view in mind, the village *panchayat*, which had been responsible for the collection of revenue at the beginning of the British period, was changed by the British administrators. Instead, they introduced a new land revenue system, the permanent settlement system. The permanent settlement act of 1793 created an emerging class of *Zamindars* [feudal lords] who were responsible for the collection of land revenue from the *raiya*s [farmers] as well as the maintenance of local administration at supra-village level. Tepper (1966) observed that since the British East India Company turned over revenue collection to the *Zamindars*, rural administration at the village level and collecting information on the *raiya*s became secondary. And as the system evolved the permanent settlement failed to fulfill the obligation of the local administration (Rashiduzzaman 1968, 1)

By the middle of the nineteenth century the British authorities had difficulty in performing one of their basic tasks, the maintenance of law and order in the village. The *Zamindari* System failed administratively and created anarchy through merciless oppression of the *raiya*s. Moreover, the years of the 1860s, as Tepper (1966:46) observed were a period of agrarian unrest. In that critical situation, the province of Bengal was sub-divided (1869) into several police districts, and in 1870 the first local government in rural Bengal (Bangladesh and West Bengal in India) came under the village *chaukidari* act (see act vi of 1870, Bengal Code). Under the provisions of 1870 Act the district magistrate was empowered to create a *chaukidari panchayat* consisting of five local villages (for more details, see Roy, 1937). Since the *chaukidari panchayats* were nominated bodies they acted as agents of the government - a position Tinker (1968: 40) describes as the servants of the *sarkar* [govt.]. Still the Act of 1870 did create a kind of formal local government at the village level. Since the *panchayat* was not an elected body, the system continued to be autocratic and unpopular. The *Chaukidari Panchayat* was followed by the Bengal Local self-government Bill of 1893. This bill was proposed by lord Rippon who at that time was the head of the government of India. Lord Rippon suggested a committee to administer a union of villages within an area of twelve square miles (Tepper, 1966: 49). Thus the Bengal Local Self Government had inspired an administrative change from the intra-village to inter-village level. Under the Act of 1885 a union committee consisting of a number of villages was set up (Rashiduzzaman 1968).

In the year 1905 Bengal was partitioned, the available statistics reveal that there was a massive failure of the local bodies (the union committee) in the areas that now constitute Bangladesh (see Bengal Administration Report 1903: VIII). Moreover, the years of traditional British rule ended with the outbreak of World War I in 1914. Indian nationalist leaders agitated for independence. This led the British government to give more attention to local

government and to place more people in elite-leadership positions in the villages. The elite might then act as a supportive force for the government. The Bengal Local self-government Act of 1885 was once again amended. The village self government act of 1919 set up the system of union Boards that lasted with some modifications, down to Ayub Khan in position of Basic Democracies in 1959 (Blair, 1974:99). It is observed that once again the Act of 1919 abandoned the villages. The Union Board was given expanded power and an independent income through raising taxes, which still prevails in Bangladesh.

The Union Board was subsequently (1959) named the Union Council; and after liberation (1971), it was renamed the *Union Parishad*. The *Union Parishad* is the lowest unit of local government organization in rural Bangladesh; each UP normally contains several villages. Each of the *Union Parishads* is governed by a group of members and chairman directly elected by the people for a period of three years (see Local Government Manuals 1974). The *Union Parishad* as a supra-village local government organization had prevailed in Bangladesh even after the independence of the country (1971) until 1974. To end this part of the discussion, it may be concluded that local government during Moghul and British rule in Bengal (as well as in India) was imposed from the top to create a structure of hierarchical domination to deprive the masses. After the independence of Bangladesh and India (1947) each country formulated their own policies for development of the countryside.

Local leadership in developing countries is also related to the cultural aspect of power and authority and their application to the processes of governing localities. In a study on Bangladesh, Khan (1999: 40-41) records four variations of such leaders: elderly or senior village headmen, dispute settlers, village politicians, and people acknowledged as men of honour. Using a framework of exploring the offer and receipt of advice, counsel, assistance and material support Khan points to the contribution of social institutions and personal initiatives in developing traits of leadership in local councils. Association with the provision of human services and witnessing their results can make a significant contribution to the development of leadership in remote areas that are usually not covered by the network of support expected from the central political elite. Leadership in local government institutions can be viewed with reference to a variety of ideas, and the context is extremely important. Similarly, in absence of formal arrangements to prepare leaders for local government, the process is dependent on informal sources in developing countries. Hereditary position in society and related linkages continue to be valuable assets. Networking skills extend to a range of tasks, such as securing nomination from the major political parties, running an effective campaign

that usually involves huge expenses, and maintaining constant communication with constituencies as well as with the central leadership, while also performing the tasks expected of leaders by the public. In recent years, experience in student politics has been found to be a factor, and several former student union leaders have assumed leadership of local councils.

Local body elections help bring out some of the traits required for leadership, although their influence has been limited due to the overbearing presence of appointed officials in making decisions. Therefore, effective leadership depends upon a combination of organizational skills, political experience, and social position. Also a number of external forces play a considerable part, including the extent of local participation the ability to win followers and retain them, and the scope for providing public services. These factors are determined by the nature of the regime in power and the circumstances prevailing in the country.

Leadership development attempts to engage the participation and commitment of current and potential leaders, provide them with opportunities for building skills, connect them to new information and resources, enlarge their perspectives on their community and how it might change, and help them create new relationships' (Chaskin, Brown, Venkatesh & Vidal 2001:27). Leaders are critical elements of the capacity of a community and can be developed in a variety of ways, including by training. However, it is difficult to proceed with the task of local leadership development if the rhetoric of decentralization conceals the real intention of central governments to retain control over local affairs. In this regard, it is necessary to examine the role of the government and society in facilitating the identification of potential leaders and in guiding them through a process that prepares them to perform leadership functions in local government.

2.5. Local Government and Leadership in Bangladesh

It is difficult to present a simple description of the structure of local government in Bangladesh due to the numerous changes that have taken place since the birth of the country in 1971. Yet, while every change in government has been followed by the introduction of new bodies and the abolition of existing ones, four recognizable levels of government can be discerned. Under the current system, the villages lie at the lowest level, although they have not always been governed through formal local councils. The *Gram Sarkar Bill 2003* was enacted in the Parliament "for involving people at grassroots level in planning and carrying out development activities" (*The Daily Independent*, 27 February 2003). The new village level local councils have remained as ineffective as their predecessors, introduced in 1980.

Approximately 5-15 villages are grouped under a union. Previously, the union council was a key component of the system, particularly as the lowest tier of local government for a long time. The next highest level of local government, the *upazila* [sub-district], has also undergone the fate of the *Gram Sarkars*. The *upazila* councils were introduced in 1982 and suspended in 1991. They were restored in the mid-1990 and have been continuing to function as the Parliament is debating their future. The district councils are at the top of the structure of local government which also includes the municipal corporations in the metropolitan cities. Local Government systems have operated in Bangladesh (previously East Pakistan and before that East Bengal in British India) for a considerable length of time. Various British, Pakistani and Bangladeshi governments have tried to introduce changes in the local government system with the stated objectives of enhancing local participation and improving conditions in the localities. Leadership development was expected to be a natural consequence of such reforms. In developing nations, traditional values in religion and social organization work against rational bureaucratization and the extension of power by the central political parties (see Cowan, 1958). The development of local leadership in Bangladesh has been strongly influenced by such factors.

In the early twentieth century a lack of communication facilities and the inaccessibility of the central government compelled villagers to organize themselves into administrative units. Thus traditions and local customs contributed to the formation of village bodies consisting of the elderly, with highly placed villagers looking after the implementation of the laws of the land. In this way, the earlier days of British rule facilitated the development of local leadership across the territory currently known as Bangladesh. Throughout British rule (1757-1947) and Pakistani rule (1947-1971), leadership in the rural areas was concentrated in the hands of local landlords, wealthy farmers and religious leaders who emerged as staunch supporters of the ruling elite. In the course of time, the agents of the landlords, officials from government offices and the local moneylenders wielded real power and thus performed leadership functions in many localities (Tinker 1954:55). While some of the reforms from the British period did initiate the process of incorporating a wider section of the population into local councils, an absence of facilities for the development of leadership and a lack of opportunities for challenging and competing with the established traditional leaders negated the prospects of change.

A new system of local government called Basic Democracy was introduced in 1959. Its objective to promote local democracy raised the potential for participation of local leaders, and it could have led to the emergence of new leadership in the localities. But such possibilities were

stifled due to the ‘overbearing intervention of officials in local government affairs’ (Huque 1972:6). The experiment with grassroots democracy opened up opportunities for local leaders to play a critical role in national affairs, such as serving as an electoral college to elect the President of the country. On the negative side, it also prompted efforts by the central government to install its supporters in these local councils. The structure of local government institutions in Bangladesh has also had an impact on the development of Local Leadership. They are composed of a mix of ex-officio and members appointed by the government as well as elected representatives. The relationship between appointed and elected officials has not been clearly demarcated, with the councils being continuously dominated by appointed officials. Until the late 1970s Local Government councils were led by government officials who were appointed by virtue of their position as heads of geographical administrative units. Most of the items on the agenda of local council meetings were initiated and decided upon by the officials of the central bureaucracy. Rahman (1962: 31) found that under the system of Basic Democracy, 85 percent of all issues on local council agendas were put there by communications from the central government.

After the birth of Bangladesh in 1971 there was an expectation of enhancement of power to the representatives of the people in the local councils. *The Bangladesh Local Councils and Municipal Committees (Dissolution and Administration) (Amendment) Order 1972* dissolved local government councils throughout the country. It provided that their functions were to be performed by a committee appointed by the sub-divisional officer of the central government. Thus, the previous trend not only continued; there were also clear signs of shifting more power from elected representatives to government officials (Huque 1988: 47). The practice of including representative elements in the local councils was initiated in the 1970s. But the culture of bureaucratic domination prevalent in Bangladesh hardly allowed the elected elements to play an effective role. At the same time, the nature of leadership practiced by the union council members contributed to the problem. Most of the local leaders were inclined to support decisions recommended by the council chairs or proposed by the bureaucrats in charge of the councils. Although the main function of these councils at the *thana* level (being sub-districts, later designated as *upazila*) was the coordination of activities of the union councils, in practice they operated as an association of union councils rather than as a different tier of local government (Khan 1984: 31-42).

Village based local government institutions were introduced for the first time in Bangladesh in 1980 (Government of Bangladesh 1980). Several assessments of the village-based institutions have revealed that they had no impact on the development of local leadership. But there had been some

contextual changes. For example, the determinants of leadership had shifted from traditional influence in the localities to possession of wealth and access to the ruling political party leaders and government officials (Huque 1988: 147). Following a change of government in 1982, the village-based system of local government was suspended. In 1982, the new military government of Bangladesh reversed the policy of extending local government institutions to the lowest level and emphasized decentralization by creating 64 administrative districts out of the 21 that then existed. Some 464 sub-districts were to be the centre of operations for all development activities. Thus the prospects of developing local leadership were affected as they were dependent on the support of the ruling political parties and field officials of the central bureaucracy. A plan to extend the local government structure down to the lowest level—the village — could not be launched due to the unfavourable political climate, which posed a threat to the government (Zafarullah 1997: 41). The first military government of Bangladesh came to power in 1975, and sought to build a support base through local government institutions. The strategy had worked for the military government of Pakistan earlier in 1959. The trend continued in independent Bangladesh and successive regimes sought to establish a power base at the grass roots by drawing upon the support of local leaders. In the process, local government institutions were reorganized, abolished and reintroduced several times.

However, most of the stated objectives of bringing the communities closer to the centre and increasing participation by a wider section of the population remained unfulfilled. Local leadership remained constrained by their dependence on the centre. Thus the evolution of local leadership in Bangladesh followed a distinct pattern that was influenced by hereditary and colonial factors. Local leadership was assumed and provided by the privileged and wealthy members of the community, and this pattern has continued to reinforce itself over the decades. The accountability of elected leaders is predominantly towards the central government and not towards the electorate. In spite of repeated assertions, successive governments have been unwilling to decentralize and have even been keen "to retain effective control over the localities through local councils and their leaders" (Huque 1986: 91). A recent assessment by the Asian Development Bank (2001: 18) found that the strong rhetoric of decentralization does not match the reality, and the 'centre retains a great deal of control, particularly over rural local government'. The study also revealed that the 'governments have manipulated local government institutions in their own political interests'. In a subsequent report, the World Bank (2001: 2) has identified a number of weaknesses in Bangladesh's 'policies, patterns and practices of public administration' and some of these are related to the problems of leadership development in different sectors. Thus the evolution of local government institutions has been characterized by minor changes

introduced with the interest of the central rulers in mind. Starting with early efforts during pre-British rule to establish a sound system for revenue collection through a band of trusted local leaders, the trend continued over the British period. As the objective was simply to maintain order and collect revenue, influential and wealthy landowners who were capable of enforcing the demands of the centre provided leadership of local councils. The system was allowed to continue undisturbed as it served the interests of both the local leaders and the central leaders.

The non-representative nature of the local councils has been a matter of concern in Bangladesh. In most cases, councils have continued to be chaired by bureaucrats or individuals nominated by the central government, despite successive governments having indicated an intention to establish representative councils with elected chairpersons. The provision of directly elected chairs for the important sub-district councils in 1982 was a step towards the development of local government in Bangladesh. There was a shift in power as the official members nominated by the central government could only participate in the discussions and express their opinions, but did not have the right to vote. However, actual decentralization was not accomplished. In spite of being headed by elected chairs, the councils have not been free from potential domination by the bureaucrats and members nominated by the government. Throughout their period of operation there have been reports of tension and conflict between the government officials and the elected chairs (eg, Huque 1986: 88-89). The structure and manner of operation of the local councils have imposed a further set of impediments to local leadership development. Various stipulations regarding the organization of meetings and the formulation and implementation of policies have always been in favour of a strong bureaucratic presence in the councils. Surveys of rural councilors during the 1970s revealed that the majorities were educated up to the secondary level and approximately half had had previous experience as local government officials (Ahmed 1984:59). The low level of academic attainment and lack of experience of other local councilors made it easy for the more educated and more experienced officials to establish dominance over the councils. This affected the prospect of local leaders playing a prominent role in the operation of councils.

Another aspect that has impacted on the development of local leadership has been the extremely weak financial capability of the local councils. The union councils have been constantly dependent on grants from the central government for survival (see, eg, Huque 1989: 15-47). During interviews in July and August 2003 a number of union council chairs stated that the village councils have no authority to collect revenue and that, while the union councils have a few sources of revenue, they usually do not collect

any revenue. There is a long list of sources from which the sub-district councils could collect revenue, but the money actually collected is negligible. These councils, therefore, have "had to be dependent on the development grants provided by the national government or other agencies", which are unpredictable and irregular (Hasan & Huque 1994: 97). As a result, leadership at this level has only flourished on a limited range of matters. The sub-district councils have had limited authority in preparing and implementing development plans, and their activities have been closely controlled by the central government. Allocations of funds to local projects have always been determined by regulations and guidelines from the Ministries of Finance and Planning (e.g. Government of Bangladesh 1983). The sub-district councilors, similar to their counterparts at the union level, are unable to assert their leadership. Obviously, the relationship between elected and non-elected officials is asymmetrical and the representatives of the people always play second fiddle to the appointed officials. There has been little encouragement and few facilities for the elected leaders to assert their position in the system.

2.6. Conclusion

This study has discussed three aspects of Local Government system; namely Empowerment, Participation and Leadership that are directly or indirectly related to the strengthening of Local Government institutions. The term Empowerment refers to individual and institutional empowerment of *Union Parishad* and Participation explores the effective participation of local people's representatives as well as the role of local leadership and its development at *Union Parishad*. The study has also discussed about the process and cycle of empowerment. Again, it has analyzed the features of empowered people. The process and components of participation have been explained here as well.

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Using English Textbook in the Classroom: An Investigation into HSC Level Study in Bangladesh

Md. Abdullah Bhuiyan¹

Abstract

*The pedagogical tradition in English language teaching and classroom managements in the Bangladeshi colleges undervalue the use of communicative approach designed in the textbook *English For Today: for Classes 11 &12*, and hereby, fail to meet up the demand of building communicative competence among the students. Though the textbooks in the schools and colleges are designed on the basis of communicative approach, no significant improvement is found among the students. This issue initiates the present study to search for possible problems lying behind it with the assumption that the textbook is not being properly implemented in the classroom. Major objectives set for the present study are: to reveal whether the textbook is being implemented properly in the classroom situation; to point out whether all the tasks and activities included in the textbook are performed by the teachers and students; to discover if teachers' training has any influence on the techniques of using the textbook; and to find out if the present testing system influences the ways of using textbook in the classroom. A review of related literature which supports and justifies the research problem is given in the present study. Being a field research, the study concentrates on the classroom activities. Data have been collected through questionnaires and classroom observation method; and analyzed quantitatively. As the results show, the textbook is not properly implemented in the classroom. This paper ends with some recommendations for the NCTB, teachers and Examination authority for solving the problem.*

Introduction

Background of the Study

Regarding English language teaching, the pedagogical tradition and classroom managements in the colleges in Bangladesh undervalue the use of communicative approach designed in the textbook *English For Today: For Classes 11 & 12*, and hereby, fail to meet up the demand of building communicative competence among the students. Even, in spite of securing a good mark in English, students cannot speak or communicate in English. As the HSC level is an important stage of education in our country, students at this level are expected to have a good command in English where English is made compulsory in all classes. But, the reality

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contradicts the expectation. The possible reason of this failure can be that the textbook is not being implemented properly whereas the designers of it demand that proper use of the textbook will make students communicatively competent. Due to lack of sufficient training of the teachers on using the textbook and the inadequacy of the testing format, the ELT classes cannot make a proper utilization of the CLTA-based textbook, and consequently lead the students to the inability to communicate in English.

In the era of globalization, the urge for communicating with all the communities of the global village actually necessitates the adoption of a common and internationalized language or a “lingua franca”. Fortunately, English has obtained the status of that language. Therefore, to address the global demand of learning English, Bangladesh Education Board made learning English compulsory in every class of schools and colleges, and composing effective and efficient textbooks for English classes appears to be one of the major jobs of Bangladesh National Curriculum & Textbook Board. The present demand of having proper knowledge of English as well as having the ability to use it in proper situation has initiated the adoption of the latest approach of learning a foreign/second language, that is, Communicative Language Teaching Approach (CLTA) in the curriculum of ELT. In fact, the present age demands not only the knowledge of a language but also the capability of using them in appropriate situation. This ability is termed by Dell Hymes (1972) as “Communicative Competence”. Canale (1983) defines this “Communicative Competence” as “both knowledge and skill in using this knowledge when interacting in actual situation” (p. 5). The main focus of CLTA is to make learners of a language communicatively competent in the target language by providing them opportunities to practice the language in a proper situation like pair work, role play, simulation, dialogue, teacher- student interaction etc. Finally, the above features of CLTA have drawn the attention of educationists of Bangladesh to impose it in the curriculum and textbook design for both school and college levels.

Now, the textbook *English For Today: For Classes 11 & 12* has been designed and developed following the CA with a view to promoting students’ linguistic and communicative competence. To achieve this purpose, different types of tasks have been included in the textbook which will ensure the students’ active and effective involvement in the teaching- learning process through the mechanism of pair work, group work and individual work. The book also includes varieties of tasks related to the development of four basic skills in a language: listening, speaking, reading and writing. However, even after a long period of the composition of the textbook *English For Today: For Classes 11 & 12*, no significant development in the students’ knowledge and ability to use English appropriately can be recognized. One of its major causes can be the failure of the teachers in implementing the textbook properly in the classroom situation. An investigation on the classroom managements at the HSC level will reveal that the pedagogical functions in the classroom mostly exclude the tasks and activities involved in the textbook design. Lack of training of the teachers on using the textbook properly and the controversy between the textbook design and the testing format can play significant role in the negligence in text-based classroom management. Now, the present study derives solely from the urge to

identify the basic problems underlying the students' failure to achieve communicative competence in English even though they have a well- designed and effective textbook based on CLTA.

Objectives of the Study

The present study aims at investigating the English 1st part classroom management concentrating on the ways of using the textbook *English For Today: For Classes 11 & 12* in the classroom situation. Some research questions have been set to fulfill the objectives of the study. The questions are mentioned below:

1. Is the textbook implemented properly in the classroom situation?
2. Are all the tasks and activities included in the textbook performed by the teachers and the students?
3. Are the students given chance to participate actively in the classroom as directed in the textbook?
4. Does teachers' training have any influence on the techniques of using the textbook?
5. Does the present testing system influence the ways of using textbook in the classroom?

Range of the Study

The present study is concentrated on the use of textbook in the classroom situation at the HSC level English 1st Part classes in Bangladesh. This research is a kind of field research or empirical study ranging over the college students, their English teachers and their EFL/ESL classes. These all can be regarded as primary sources of the study. Moreover, as the study focuses on the use of the textbook *English For Today: For Classes 11 & 12*, it also serves as an essential source for the research work.

Literature Review

This section is intended to review the suggestions, comments and research works of various researchers and linguists which help the researcher signify, justify and support the present research as well as fix the research problem of the present research. A large number of researchers and linguists have pointed out a great deal of significance of using textbook in the classroom. We also notice the availability of "Teacher's Guide" written by various scholars for implementing the textbook properly in the class. Still, very few empirical attempts are found regarding the investigation of the proper use of the textbook *English for Today* at the college level in Bangladesh.

In a linguistic study titled "English Language Curriculum at the Secondary Level in Bangladesh—a Communicative Approach to Curriculum Development", Hasan (2005) finds out that the examination-oriented curriculum at the schools in our country actually restrains the students from achieving communicative competence in English language. The major objectives of this study were to investigate the use of English in the class, practice of linguistic skills, use of textbook materials etc. The study reveals that 82% madrasa students complain of insufficient use of English in the classroom. Hasan (2005) also discovers that 68% teachers confess that they do not

make arrangement for practicing four basic skills of English in the class. This study is relevant to the present study on the point that the present study also deals with ELT classroom management regarding the textbook use.

Enamul Hoque (2008) conducted an M. Phil. Thesis on “English Language Teaching and Learning at the Alim Level in the Madrashes in Bangladesh: Problems and Possible Solutions.” This study revolved around the domains of the use of textbook materials, curricula and syllabi, teaching methods, learning strategies, test and assessment etc. The study reveals major problems faced by the Alim students, with their classroom techniques including textbook use, and their performances in the communicative skills. In his study on the textbook use, he discovers that 56% students assure that their teachers follow the textbook very much. On the other hand, 19% students informed that their teachers follow the textbook very little. Teachers also expressed the same opinion regarding the use of textbook in the classroom.

Research Methodology

The present study follows certain methodology of data collection and analysis. The research methodology includes sampling, instrumentation methods, data collection procedures, and the data analysis methods.

Sampling

Random sampling has been followed for selecting the respondents for the present study. Indeed, random sampling offers ample opportunity for all populations to be selected in a study. Morris (1974) points out an advantage of random sampling that it is easy to apply when a big population is involved (p. 17). The present study involves two types of samples: students, and teachers.

Subjects

For the present study, 30 of 1st year students have been randomly selected from 10 colleges located at Savar in Dhaka, Bangladesh. 5 English language teachers teaching English to 5 different college students are also surveyed through questionnaire. Randomly selected teachers vary in regard of rank, age and experience.

Instrumentation

In the present study, two questionnaires are used to gather information from the respondents on different issues regarding the use of textbook in the classroom. As the present study is a quantitative research in nature, the questionnaire method is adopted for data collection. The model of Maniruzzaman (2003) is consulted for validity, reliability and feasibility of the questionnaire. The two questionnaires are enclosed in ‘Appendices’ part of the paper.

Student Questionnaire

In the present study closed format questions are chosen. Except some ‘Yes/No’ questions, all are the multiple choice questions which offer a number of answer options. Some questions involve option table to be filled up by marking tick to the relevant cell. In the closed format questions, the answers are restricted; therefore, calculating percentages and other statistical data is very easy. The quality of

a questionnaire is judged by three major standards: validity, reliability, and feasibility. The student questionnaire consists of 10 items all relevant to the topic of the present study; that is, using textbook in the classroom situation.

Teacher Questionnaire

The questions of the teacher questionnaire are also close ended. 10 item questions are included in the teacher's questionnaire.

Classroom Observation Method

In the present study, non-participant direct observation method has been adopted in classroom to investigate the use of textbook in the classroom situation.

Data Collection Procedures

Data Collection through Questionnaire

The survey is carried out in different colleges through questionnaires. The typed questionnaires have been distributed to the respondents and the respondents have been requested to provide information spontaneously. Data collection takes place without any interference of the teachers or the researcher. The respondents have been assured that their information would only be used in research work, and everything would be kept confidential. When data collection becomes complete, the scripts are processed for analysis and interpretation.

Data Collection through Classroom Observation

Data have also been collected by directly observing the English 1st part teaching classrooms. Three colleges have been visited and three classrooms have been observed for collecting data for the present study. During classroom observation, it is ensured that the researcher's presence in the classroom will not create any influence.

Data Analysis

The researcher collects and analyses the data following appropriate statistical procedures. The data is first counted manually, and then the raw data is fed into the computer for statistical analysis. The descriptive and the contextual methods are applied for the data analysis. In the present study, the results are presented in the bar graphs, pie charts and tables. The responses of the subjects are generalizable to the entire population of college students.

Findings and Discussion

The followings are the description and presentation of some of the findings of the present study.

Findings from the Students' Questionnaire

Question: Your teacher brings the textbook in the classroom:

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
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Always	30	3	10%
Sometimes	30	18	60%
Never	30	9	30%

Table 1: Percentage of teachers' bringing the textbook in the classroom.

The above table and chart reveal that 10% student respondents inform that their teachers always bring the textbook in the classroom. Other 60% students inform that their teachers bring the textbook sometimes in the classroom. On the other hand, 30% students complain that their teachers never bring any textbook in the classroom.

Question: Does your teacher compel the students to bring the textbook in the classroom?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Always	30	3	10%
Sometimes	30	15	50%
Not at all	30	12	40%

Table 2: Percentage of teachers' compelling the students to bring the textbook in the classroom.

Here, in regard to the question of teachers' compelling students to bring the textbook in the classroom, 10% students answered 'Always', 50% answered 'Sometimes' and 40% 'Not at All'.

Question: Has your teacher made you acquainted to all the contents of the text at the beginning of the course?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Yes	30	2	7%
No	30	20	67%
Little bit	30	8	26%

Table 3: Percentage of teachers' making students acquainted to all the contents of the text at the beginning of the course.

Question: Your teacher depends much on—

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Textbook	30	18	60%
Guidebook	30	4	13%
Model Question books	30	8	27%

Table 4: Percentage of teachers' dependence on certain teaching materials.

Here, we find 60% students informing that their teachers depend much on the textbook. Other 40% students express the reverse information.

Question: Does your teacher employ the tasks designed in the textbook *English For Today* in the classroom to build your communicative skills (Speaking, listening, reading and writing)?

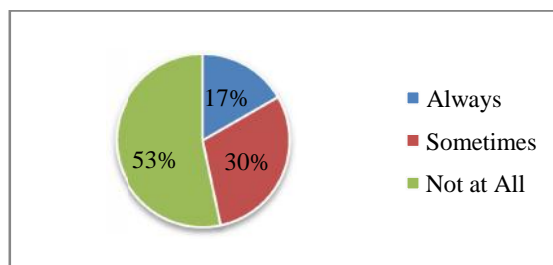


Figure: 1

Here, 17% students answer that their teachers always employ tasks for developing students' communicative skills, 30% answer 'sometimes' and other 53% answer in the negative.

Question: Which of the following tasks have you so far been exposed to for the development of your speaking and listening skills?

Tasks	Always	Sometimes	Never	Total Respondents
Pair work	0	9	21	30
Group discussion	5	5	15	
Role play	0	2	28	
Dialogue	10	15	5	
Simulation	0	4	26	
Asking and answering question	13	17	0	

Table: 5

In case of Pair Work, none informs that it is always practiced in the classroom. 30% of the students inform that it is practiced sometimes. The percentage of the students marking on 'Never' is 70. In Group Discussion, 17% students inform of 'always' and 'sometimes' use. 66% is on the side of no use. Teachers never employ Role Play according to 90% students. Only 10% inform that it is sometimes involved. Dialogue is a common activity in the classroom. 33% students inform that dialogue is always practiced in the class, while 50% inform of sometimes use.

Question: Which of the following tasks does your teacher employ to develop your reading and writing skills?

Tasks	Always	Sometimes	Never	Total Respondent
Reading out passages	7	18	5	30
Group discussion about a reading text	5	5	20	
Sharing meaning	3	5	22	

Table: 6

Question: Which of the following activities does your teacher employ to increase your vocabulary knowledge?

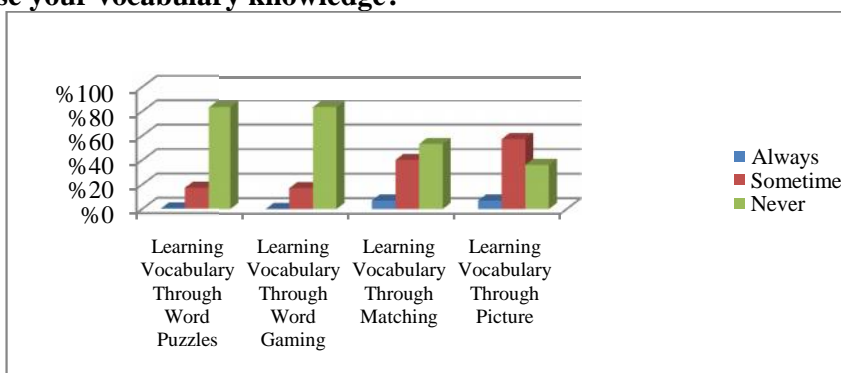


Figure: 2

Question: Do you think the HSC examination system restrains you from practicing textbook based tasks and activities in the classroom?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Yes	30	16	53%
No	30	6	20%
Confused	30	8	27%

Table: 7

Teacher's Survey Questionnaire

Question: Have you received any training run by NCTB regarding classroom management and using the textbook *English for Today*?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Yes	5	1	20%
No	5	4	80%

Table: 8

The above chart reveals that 80% of the college teachers have no training on the textbook use.

Question: Which materials do you depend much on for your classroom management? Mention the rate of use.

Materials	Always	Sometimes	Never	Total Respondent
Textbook	4	1	0	5
Guidebooks	0	4	1	
Model test books	2	3	0	

Table: 9

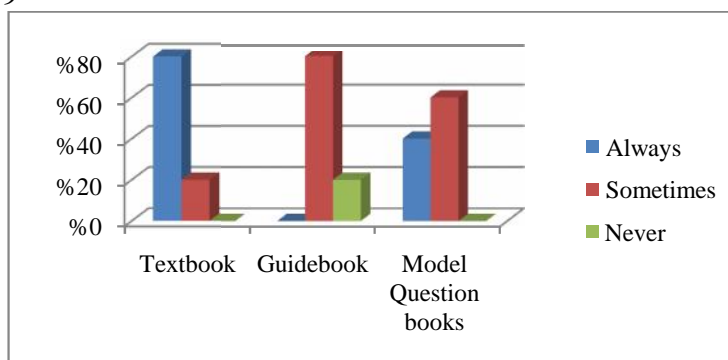


Figure: 3

Question: Do you employ the tasks designed in the textbook *English for Today* in the classroom to build your students' communicative skills (Speaking, listening, reading and writing)?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Always	5	1	20%
Sometimes	5	2	40%
Not at all	5	2	40%

Table: 10

Question: Which of the following tasks have you practiced so far for the development of your students' speaking and listening skills?

Tasks	Always	Sometimes	Never	Total Respondent
Pair work	0	1	4	5
Group discussion	2	2	1	
Role play	0	1	4	
Dialogue	2	3	0	
Simulation	0	0	5	
Asking and answering question	3	2	0	

Table: 11

Question: Which of the following tasks do you employ to develop your students' reading and writing skills?

Tasks	Always	Sometimes	Never	Total Respondent
Reading out passages	2	3	0	5
Group discussion about a reading text	1	1	3	
Sharing meaning	1	2	2	

Table: 12

Question: Which of the following activities do you employ to increase your students' vocabulary knowledge?

Activities	Always	Sometimes	Never	Total Respondent
Learning vocabulary through word puzzles	1	1	3	5
Learning vocabulary through word gaming	0	1	4	
Learning vocabulary through matching	1	2	2	
Learning vocabulary through picture	0	2	3	

Table: 13

Question: What kind of impact do you think the present testing system at the HSC level in Bangladesh has on the implementation of the textbook in the classroom?

Answer Options	Total Respondents	Responded to the Option	Percentage of Response (%)
Supportive	5	1	20%
A barrier	5	4	80%
No effect	5	0	0%

Table: 14

**Findings from Classroom Observation
Classroom Observation 1**

Criteria	Comments
College name	BPATC School & College, Savar, Dhaka
Teacher's name	Ashika Sultana
Class level	Xi
Number of the students	112
Date and time	15 May 2012

Topic of the class	Unit: 21; Lesson: 4 Sports & Globalization
Class duration	40 minutes
Class size and equipments	Large classroom with a large whiteboard
Teaching materials	Textbook
Use of lesson plan	No use
Activities	Reading out the passage and explaining the meaning to the students
Change in activities	No change
Use of Textbook-based tasks	Only asking questions
Use of speaking and listening tasks	Little use
Questioning and answering	The teacher asks students some questions from the text and a few students answer them.
Handling dialogues, pair works, group discussion etc.	No use
Teacher-student interaction	Very limited interaction
Fulfilling the objectives of the lesson mentioned in the textbook	No attention to the objectives
Vocabulary teaching	The teacher asks students to say the meaning of certain words. If they cannot answer, the teacher reveals the meaning.
Overall comment on using the textbook	Textbook is used but not practiced as required.

Table: 15

Overall Discussion on the Findings from Classroom Observation

From the classroom observation, one thing becomes clear that the classrooms in the colleges in our country are still teacher-oriented. Communicative approach fails to replace the conventional teaching method even after including new textbook. Only a few tasks and activities from the textbook are involved in the classroom. None of the teachers are found to concentrate on the lesson plan, and none cares for fulfilling the objectives of the lessons designed in the textbook. Questioning and answering are found to be the most common classroom activity in the colleges.

Recommendations and Conclusion

A research work can be considered successful when all the objectives of the study are completely resolved. The present study sets out its journey with certain objectives regarding the proper use of the textbook in the

classroom. The results found after analyzing all the data collected through questionnaires and classroom observation reveal some issues that completely answer the research questions and recommend the possible solution to the problem.

Findings in Brief

After analyzing all the data collected through questionnaires and classroom observation, the researcher has discovered some problems and shortcomings regarding the use of the textbook *English for Today: For Classes 11 & 12* in the classroom situation as well as some affective factors in this regard. The overall findings are:

1. It is conventional for the teachers to bring the textbook in the classroom but the proper implementation of it is absent.
2. Most of the students are not acquainted to all the contents of the textbook. Teachers also do not usually tend to introduce the textbook completely in the classroom.
3. A large number of teachers have no training on using textbook in the classroom situation. Moreover, the teachers do not follow the *Teachers Guide* in planning their lessons.
4. Many teachers depend much on textbook but practice reading tasks only. Besides, some teachers use guidebooks and model question books focusing on the preparation for the examination.
5. Teachers usually overlook the listening and speaking tasks in the textbook except dialogue and asking & answering questions.
6. Some teachers are sometimes found to use tasks and activities to increase students' vocabulary knowledge. But most of the students complain that their teachers do not employ tasks and activities from the textbook to build up their vocabulary knowledge.
7. Most of the teachers view the present testing system as a barrier to the proper implementation of the textbook in the classroom. Students' view also matches the teachers in this issue.
8. Majority of the teachers opine that a proper implementation of the CLTA-based textbook can be helpful in the context of Bangladesh. On the other hand, many students express their confusion whether or not it will be useful in the context of our country.

However, from the above discussion, it is clear that the textbook *English for Today: For Classes 11 & 12* is not being properly implemented in the

classroom as is required on as expected by its designers. Some issues may work as affective factors in this regard. These can be:

1. Lack of sufficient training of the teachers on using the textbook in the classroom.
2. Teachers' reluctance to involve students in practicing tasks and activities of the textbook.
3. The present examination system does not involve communicative skill development tasks designed in the textbook.

Recommendations for the NCTB, Teachers and Examination Authority:

Based on the problems and shortcomings in using the textbook in the classroom and inference of its affective factors, some recommendations for the NCTB, teachers and examination authority are prescribed as follows:

1. As the NCTB is responsible for the design, composition and imposition of textbook in the curriculum, it should take proper steps in monitoring the implementation of the textbook in the classroom. For this job in can run a mandatory training course for the college teachers on using the textbook in the classroom.
2. Teachers should focus on the students' acquisition of communicative competence rather than concentrating on the examination performance. For that teachers should involve students to practice the tasks and activities mentioned in the lessons of the textbook. Teachers should also focus on the vocabulary building activities of the textbook.
3. The examination authority should re-consider and re-design the present testing format involving such questions which will test the students' development in the four skills of English language. If it is done, it will work as a wash back for the classroom management and will ensure proper use of the textbook in the classroom.

Suggestions for Further Study:

The present study deals with the investigation into the English 1st part classroom activities at the HSC level in Bangladesh regarding the use of the textbook *English for Today: For Classes 11 & 12*. A close investigation can reveal more issues relevant to the field such as textbook evaluation, textbook and curriculum, textbook and examination system etc. However, this paper can function as a research for other researchers who are interested in more advanced studies in the field of ELT.

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Appendix 1

Student's Survey Questionnaire

This questionnaire serves only the purpose of research in the department of English at Jahangirnagar University, Savar, Dhaka, Bangladesh. Here is a firm assurance that all information provided by you regarding the questions will be kept confidential.

Part: A

Student's name:.....Father's name:.....

Mother's name:.....

College:.....Year:.....

Session:.....

Group:.....Roll no.:.....

Part: B

[1- 5: Mark tick () on the left blank box of the appropriate answer.]

1. Your teacher brings the textbook in the classroom—
 Always Sometimes Not at all
2. Does your teacher compel the students to bring the textbook in the classroom?
 Always Sometimes Not at all
3. Has your teacher made you acquainted to all the contents of the text at the beginning of the course?
 Yes No Little bit
4. Your teacher depends much on—
 Textbook Guidebooks Model Question books
5. Does your teacher employ the tasks designed in the textbook *English For Today* in the classroom to build your communicative skills (Speaking, listening, reading and writing)?
 Always Sometimes Not at all
6. Which of the following tasks have you so far been exposed to for the development of your speaking and listening skills? Put a tick () on the relevant cells.

Tasks	Always	Sometimes	Never
Pair work			
Group discussion			
Role play			
Dialogue			
Simulation			
Asking and answering question			

7. Which of the following tasks does your teacher employ to develop your reading and writing skills? Put a tick () on the relevant cells.

Tasks	Always	Sometimes	Never
Reading out passages			
Group discussion about a reading text			
Sharing meaning			

8. Which of the following activities does your teacher employ to increase your vocabulary knowledge? Put a tick () on the relevant cells.

Activities	Always	Sometimes	Never
Learning vocabulary through word puzzles			
Learning vocabulary through word gaming			
Learning vocabulary through matching			
Learning vocabulary through picture			

[9- 10: Mark tick () on the left blank box of the appropriate answer.]

9. All the contents of your syllabus including paragraphs, letters and applications are—

Only those mentioned in the Textbook Outside the text Text

related

Mixture of the three

10. Do you think the HSC examination system restrains you from practicing textbook based tasks and activities in the classroom?

Yes No Confused

Appendix 2

Teacher's Survey Questionnaire

This questionnaire serves only the purpose of research in the department of English at Jahangirnagar University, Savar, Dhaka, Bangladesh. Here is a firm assurance that all information provided by you regarding the questions will be kept confidential.

Part: A

Teacher's name:..... Designation:.....
 College name:..... Location:.....

Part: B

1. For how many years have you been with this teaching profession?

[2- 4: Mark tick () on the left blank box of the appropriate answer.]

2. Have you received any training run by NCTB regarding classroom management and using the textbook *English For Today*?
 Yes No

3. Do you maintain the instructions given in the *Teacher's Guide* in planning your lessons?
 Always Sometimes Never

4. Do you make your students acquainted to all the contents of the text at the beginning of the course?
 Yes No Little bit

5. Which materials do you depend much on for your classroom management? Mention the rate of use. Mark tick () on the relevant cells.

Materials	Always	Sometimes	Never
Textbook			
Guidebooks			
Model test books			

6. Do you employ the tasks designed in the textbook *English for Today* in the classroom to build your students' communicative skills (Speaking, listening, reading and writing)? Mark tick () on the left blank box of the appropriate answer.
 Always Sometimes Not at all

7. Which of the following tasks have you practiced so far for the development of your students' speaking and listening skills? Mark tick () on the relevant cells.

Tasks	Always	Sometimes	Never
Pair work			
Group discussion			
Role play			
Dialogue			
Simulation			
Asking and answering question			

8. Which of the following tasks do you employ to develop your students' reading and writing skills? Mark tick () on the relevant cells.

Tasks	Always	Sometimes	Never
Reading out passages			
Group discussion about a reading text			
Sharing meaning			

9. Which of the following activities do you employ to increase your students' vocabulary knowledge? Mark tick () on the relevant cells.

Activities	Always	Sometimes	Never
Learning vocabulary through word puzzles			
Learning vocabulary through word gaming			
Learning vocabulary through matching			
Learning vocabulary through picture			

[10: Mark tick () on the left blank box of the appropriate answer.]

10. What kind of impact do you think the present testing system at the HSC level in Bangladesh has on the implementation of the textbook in the classroom?

- Supportive
 A barrier
 No effect

Teachers' Motivation in Private University Sector of Bangladesh: A Study on Need-Based Approach

Shameem Ahmed¹
Gopal Chandra Saha²

Abstract

The topic on motivation at work has received considerable and sustainable attention in recent years both management of the university as well as organizational researchers. Early work on motivation was concerned with finding ways how the individual could be motivated to apply more of one's effort and talent to work. But there is no guaranteed formula of motivation that could be applied everywhere and in every situation. The understanding of the process in motivation will help reach at better decisions and measure performance of teachers in the organization. From this point of view, this study was conducted on university teachers regarding their motivation on the basis of need theories of motivation. In order to collect primary data the private universities were selected purposively from Dhaka zone. 240 teachers were selected on random sampling basis. 24/10 respondents were taken from each of the university. Statistical techniques like, frequencies, percentages, arithmetic mean were used in processing and analyzing the data. To measure the level of need satisfaction, Likert's five point scale was used. The items ranged from highly dissatisfied (scored-1) to highly satisfied (scored-5). It was found that the primary needs of the teachers are not reasonably satisfied and in the present context they are not so much concerned with higher order needs satisfied from their jobs. Their motivation level was measured in this paper. 20 motivational factors have been identified if corrective measures are taken each of them teachers motivation will reach at expected level. It was scored from low to moderate. Relative importance of motivational factors was also found that can motivate them.

Keywords: Motivation, Hypothesis, Need, Private University, Bangladesh.

Introduction

Motivation is a vital aspect for organizational performance. Motivation deals with the problems of making a person do a good job and cooperate with fellow employees. Therefore, motivated teachers will help the university to overcome many limitations and ensure most productive use of its other resources. Administration in the private university cannot avoid with the

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behavioural requirements of the teachers. In addition to the necessity to acquire financial and physical resources, every organization needs people in order to function properly.

More specifically, organizations have three behavioural requirements in this regard (Keith Davis, 1985). (1) People must be attracted not only to join the organization but also to remain in it. (2) People must perform the tasks for which they are hired and must do so in a dependable manner and (3) people must go beyond this dependable role and engage in some form of creative, spontaneous and innovative behavior at work. In other words, for any university to be effective, according to this reasoning, it must come to grips with the motivational problems at work (Synder, 1968). There is lot of constraints placed on universities by students union, government agencies, competition both domestic and foreign and the like, management has had to look for new mechanisms to increase and in some cases like just maintain its level of organizational effectiveness and efficiency. Because of this, management must ensure that it is deriving full potential benefit from those resources, including human resources that it does have at its disposal.

Literature Review

Hasan, K.M., Chowdhury, M. and Alam, A. (2008), shows that faculty turnover in private universities is due to low incentive, poor faculty-administration relationship as well as environmental problem. Akter, R. and Ali, T. (2009), The study concluded with the facts that faculty members are overall satisfied with their present condition, except the factors like- training facilities, and some physical facilities and distribution of courses. Further it has been found that there is no significant difference between male and female faculty members regarding job satisfaction. As the job itself is not gender bias by nature so it does not play a crucial role for female faculty members while working under masculine culture. The researchers summed up with view that universities may give more attention to motivate and maintain these human resources to make them more contented and to make the most of their effort by ensuring overall excellence of organization attempted to identify the determinants of satisfaction of private university students in Bangladesh. Rased, K. & Tarek, H. (2005), the results of Mann-Whitney U test also indicate that female is more satisfied than their counterpart. One major finding is that female employees were found to be more satisfied with promotion, fringe benefits and support of teaching but less satisfied with interpersonal relation with colleagues. The results also indicated that job satisfaction is not independent in all facets and that satisfaction with one facet might lead to satisfaction with another. Karabenick, K. & Martin L. Maehr (2006), showed the importance of teacher self-efficacy, the need for

collaboration, intrinsic rewards, teacher autonomy, administrative support, and education policy.

Rationale of the Study

There have been attempts to understand the role that motivational factors play in the relationship between employee's performance and psychological distress. It is a very critical factor of any employee's performance in the organization. The goal of management in the private university is always for organizational interest besides providing quality education. Besides, all other initiatives this interest can be obtained by motivating teachers as well as all other employee of the university. There can be no question that this valuable technique (motivation) offers wide scope for reducing all sorts of costs and increase output. A number of factors have been blamed for the lower performance of the teachers in the private university, but very little is found in the literature about the teachers' motivation. Findings of the previous studies and literature review also reveals that most of the researchers have been conducted their studies to investigate job involvement and organizational commitment, organizational commitment and job satisfaction, job satisfaction and performance, and so on. We have to remember that human sentiment cannot be channeled into a strict orderly mathematical fashion that human beings will always behave into a certain way. Unlike machine, the living beings have no button which could be pressed to boost their activities. They are motivated by a complex of stimulants-economic, biological, social and psychological. So, it should be dealt with carefully. So, considering the previous researchers attempts the present investigators intend to investigate how motivational factors influence job performance. Therefore, the motivating factors and the level of motivation of the teachers must be studied and should be given due consideration.

Objectives of the Study

The objectives of the study are as follows:

- To measure the level of need satisfaction of the teachers.
- To detect the needs which are not satisfied and causes there on.
- To investigate the relative importance of motivating factors toward need satisfaction.

Hypotheses of the Study

For the purpose of the present investigation, the following hypotheses were made:

1. Lower Order Needs are the dominant factors of motivation for the university teachers.

2. Private University teachers are least satisfied with their lower order needs.
3. Overall levels of needs satisfaction of the private university teachers are not very high.

Scope and Methodology

Mentionable number of teachers is currently working at different private university in Bangladesh. Not all but a few numbers of private universities is providing sufficient facility to the faculty member. Most of the teachers are not giving their effort perfectly due to various reasons. One of the reasons is motivation. The researcher thought that there is a scope to study to find out the factors which require motivation. The study is mainly based on primary data originated from a survey. For this purpose a structured questionnaire was developed. Secondary source, however, mainly assisted in framing a conceptual model of the study. The private universities were selected purposively from Dhaka zone. 240 teachers were selected on random sampling basis. 24/10 respondents were taken from each of the universities. Statistical techniques like, frequencies, percentages, arithmetic mean were used in processing and analyzing the data. To measure the level of need satisfaction, Likert's five point scale was used. The items ranged from highly dissatisfied (scored-1) to highly satisfied (scored-5).

The sample teachers were interviewed personally by the author on the basis of questionnaire. The author could not include larger number of samples for better representation because (a) the study was undertaken at the personal initiative of the author, (b) a wide survey and investigation would entail a huge expenditure which was not available and (c) limited time and capacity of the author.

Conceptual Framework: Conceptual framework has been explained bellow.

Concept of Motivation: Motivation is one of the parts of scientific management. To motivate means to provide a reason for doing something. It is one of the tasks of management-perhaps the most difficult tasks-to make people want to cooperate. So, motivation may be defined as the willingness to work for higher performance effectiveness (Habibullah, 1974).It is most important in increasing the productivity of an enterprise and involves the action phase of human behavior. There is an old saying that you can lead a horse to water but you cannot make it drink. Like the horse, a teacher may be endowed with all equipment such as physical abilities, knowledge, skill to perform but this does not guarantee that he or she will indeed perform the task. The underlying force impelling him/her to undertake action to get the work done actually is what is called motivation (Rahman, 1975). Greenbarg defined

motivation as – the process of arousing, directing, and maintaining behaviour towards a goal (Greenberg, 1999). In fact, motivated teachers in the work place can be termed as those who willingly and voluntarily extend their best effort in order to help the organization for attaining its goal. It is admitted fact that a person's performance depends on his ability and motivation.

Theories and Governing Factors of Motivation: Over the last fifty years, innumerable motivation theories have evolved. Maslows' Need Hierarchy, McClelland's Acquired Needs, Herzberg's Two-factor, McGregors X and Y Theory, Gary P. Latham and Edwin A. Lockers Goal-Setting, J. Stacy Adam's Equity Comparison, Victor Vroom's Valence Expectancy Theory, Skinner's Operant Conditioning Integrated Theories etc. The analysis of motivation in this study will be done in the light of Need Based Theories.

Need theories steam from some general assumptions about human needs advocated by Maslow (Maslow, 1954). He categorized the needs of human beings as follows:

Self fulfillment needs

Egoistic needs

Social needs

Safety and Security needs

Physiological needs

The essence of these theories is that people come to work for satisfaction of different types of needs. People will be motivated to work if their needs are adequately satisfied by the job. The need Theories are based on the assumption that motivation is subject to fulfillment of the preceding need and people can be motivated by providing the means of satisfying their existing need.

Another Classical Theory advocated by Herzberg (Herzberg, 1966) divided all the factors related to motivation into two categories. This theory proposes two different sets of needs. These are motivation and hygiene factors. The two factors have been referred as satisfiers and dissatisfiers. According to Herzberg, in any work place, there are some factors that satisfy the people and others do not. The satisfying factors he mentioned are the motivation factors that include advancement, recognitions, work itself, responsibility and growth. Other type of factors he mentioned as hygiene

factors that include supervision, interpersonal relation, salary, working environment, company policies and administration, job security, status. Herzberg argued that employees can be motivated only when they will be provided with the motivation factors after ensuring the presence of hygiene factors in the workplace.

Governing Factors of Motivation: From the above discussion on the theories of motivation and based on the literature review, the chief motivating factors may be divided into three major groups:

- a) **Financial factors:** These factors are described as “Lower Order Need” by Maslow and “Hygiene Factors” by Herzberg. The financial factors in the form of adequate basic wages and salaries, various types of bonus and fringe benefits act as motivators. A rational salary policy has the influence of attracting, retaining and motivating manpower in an organization. Payment should be regular. It keeps the employees’ morale at higher level. In a developing country like ours, where salary and benefits are inadequate, economic conditions and securities are uncertain, teachers may aspire for more financial benefits.
- b) **Environmental factors:** These factors are described as ‘Lower Order Need’ by Maslow and ‘Hygiene factor’ by Herzberg. These factors include good relation among colleague, students and other administrative officers, safety in working place, job security, noise free work place, required working space and seating accommodation, recreation facilities etc.
- c) **Psychological factors:** These factors are described as ‘Higher Order Need’ by Maslow and ‘Motivation Factors’ by Herzberg. These factors include: Recognition and praise for good work done, the prospect of advancement, pay as high as the salary for the same position comparatively other institution, friendly and helpful criticism of work for correction of errors, training and development, a fair hearing, selection of best qualified employees when vacancy arise, social acceptability, freedom to seek help when difficult problem arise in work, education leave with pay.

Findings and Discussion

Relative Importance of Motivational Factors based on the literature review, 20 motivational factors were placed to the respondents for selecting 10 factors according to priority basis. These factors were identified as the determinant factors of motivation of the teachers. These factors were selected on the basis of lower order needs and higher order needs of the teachers.

Table-1: The factors of motivation according to priority basis (N= 240)

Priority Factors	1 st %	2 nd %	3 rd %	4 th %	5 th %	6 th %	7 th %	8 th %	9 th %	10 th %	Total (%)
Salary	210 (87.50%)	30 (12.50%)									240 (100)
Bonus	19(7.92)	135(56.25)	35(14.58)	20(8.33)	10(4.17)	07(2.92)	06(2.5)	04(1.67)	03(1.25)	01(.41)	240(100)
Job security	140(58.33)	20(8.33)	25(10.42)	22(9.17)	07(2.92)	08(3.33)	04(1.67)	05(2.08)	02(.83)	07(2.92)	240(100)
Promotion	-	-	-	200(83.33)	10(4.17)	05(2.08)	06(2.50)	06(2.50)	07(2.92)	03(1.25)	237(98.75)
Recognition and praise	45(18.75)	43(17.92)	32(13.33)	28(11.67)	25(10.42)	20(8.33)	15(6.25)	11(4.58)	08(3.33)	09(3.75)	236(98.33)
Infrastructural Facilities	-	-	145(60.42)	25(10.42)	02(.83)	-	06(2.54)	15(6.25)	12(5.00)	20(8.33)	225(93.79)
Training & development	-	35(14.58)	56(24.17)	65(27.88)	07(2.92)	04(1.67)	12(5.00)	08(3.33)	10(4.17)	12(5.00)	209(88.72)
Leave policy	53(22.88)	43(17.92)	22(9.17)	21(8.75)	14(5.83)	27(11.25)	09(3.75)	10(4.17)	11(4.58)	09(3.75)	219(92.05)
Faculty-administration relationship	89(37.88)	45(18.75)	23(9.58)	02(.83)	12(5.00)	05(2.08)	19(7.92)	10(4.17)	09(3.17)	07(2.92)	221(92.30)
Research Opportunities	123(51.25)	45(18.75)	34(14.17)	11(4.58)	09(3.75)	08(3.33)	07(2.92)	01(.42)	01(.42)	01(.42)	240(100)
Incentive	-	-	-	56(3.33)	45(18.75)	23(9.58)	34(14.17)	12(5.00)	11(4.58)	10(4.17)	191(79.58)
Autonomy	173(72.08)	12(5.00)	11(4.58)	08(3.33)	03(1.25)	08(3.33)	09(3.75)	05(2.08)	05(2.08)	-	234(97.48)
Better offer from competitor	70(29.17)	-	-	-	34(14.17)	12(5.00)	56(23.33)	-	-	02(.83)	174(72.5)
Free from politics	78(32.5)	45(18.75)	23(9.58)	21(8.75)	12(5.00)	12(5.00)	07(2.92)	-	08(3.33)	09(3.75)	215(89.58)

Source: Field survey, January, 2013 (Based on the answer of the questionnaire)

Result reported in table-1 indicates that all of the factors of motivation were not mentioned equally, 100% of the respondents mentioned salary, bonus, job security and research opportunity as the motivation factors. On the other hand, promotion alone responsible for 98.75% and 98.33% for recognition and praise. Autonomy factor directly influence motivation and the 97.48% respondents have given their consent for this factor. Infrastructural facilities, leave policy, free from politics, training and development, incentive, better offer factors are mentioned by 93.39, 92.05%, 89.58%, 88.72%, 79.58%, 72.5% respectably.

Table 2: Relative importance of the factors of motivation.

Factors	Ranking
Lower Order Needs/Hygiene Factor	
Salary	1
Bonus	2
Job Security	3
Infrastructure	4
Faculty-administration relationship	5
Leave Policy	6
Incentive	10

Higher Order Needs/Motivating Factor	
Promotion	7
Recognition & Praise	8
Open communication	9

Source: From Table-1

From the above ranking table, it is found that lower order needs or hygiene factors are stronger source of motivation than the higher order needs or motivation factors for the teachers of the private university. So, 1st hypothesis has been confirmed. In a developing country like ours, where salary and other benefits are inadequate, economic conditions and security are uncertain; teachers may aspire for more financial benefits. From the above discussion the precise findings are mentioned below:

Level of Needs Satisfaction:

A number of questions were asked to the respondents to measure the degree of needs satisfaction. Likert’s Five Point Scale was used for this purpose. The items ranged from highly dissatisfied (Scored 1) to highly satisfied (Scored 5). Table -3 shows the mean value of satisfaction measures.

Table-3: Mean value of needs satisfaction measures N=240

Variables	Mean Score
Lower Order Needs/Hygiene Factor	
Pay satisfaction	2.95
Infrastructure	3.00
Leave policy	2.95
Job security	3.45
Faculty-administration relationship	3.00
Incentive	2.88
Health & security satisfaction	2.90
Higher Order Needs/Motivating Factor	
Promotion	3.24
Recognition & Praise	2.95
Open communication	3.17
Opportunity for creativity & thinking	3.45
Knowledge of results	3.18

Source: Field survey, January, 2012 (Based on the answer of the questionnaire)

Table-3 reported that mean score of lower-order-needs satisfaction are from low to moderate. On the other hand, the satisfaction of higher-order-needs is not very prominent. Their expectations are neither maximum nor minimum; rather it is marginally above the moderate expectation excepting the satisfaction of recognition and praise, mean score of which is less than the median score of 3. These findings indicate that in the present context the teachers are not so much concerned in having higher order needs satisfied from their job. These findings support our last two hypotheses that teachers are least satisfied with their lower-order-needs and overall level of needs satisfaction of the teachers is not very high.

Conclusion

The above results establish that the desires for higher order needs are moderate, not very strong. This is logical because the primary needs of the workers are not reasonably satisfied, scholars opine that (Maslow, 1945) as soon as the lower level needs are reasonably satisfied, then the next higher order needs will emerge as the dominant need demanding for satisfaction. So, unless the primary needs are satisfied none of the higher order needs will come to play. The present observations prove this comment of the scholars, to be true; as the sample teachers primary needs are reasonably satisfied and as such their desire for higher order needs as incorporated in table -3 are not dominant.

If we sum up the above discussion, it can be said that management of the sample private Universities are not sympathetic to the needs and requirements of its teachers. Financial, environmental and psychological factors of motivation are not considered properly. As a result, majority of the teachers showed their dissatisfaction. Teacher is the most pivotal factor in any private university. The success of any private university depends on its teacher's productivity and this productivity can bring to light through proper motivation. Motivation schemes can be devised to fulfill any organizational interest does not stand on the way of employees' interest and is something which the employees want to achieve. So, the problem of teachers and their dissatisfactions should be duly considered and properly handled by the management. Management should have need analysis of human elements for getting better performance which will help in achieving organizational goals.

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A Study on Teaching Grammar for EFL/ESL Learners

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Abstract

Grammar is the most unique aspect of language. It has features that do not occur in other mental processes and that are not apparently found in animal languages. Linguists assert that grammar is learnt in different ways from anything else that general people learn. Grammar teaching plays a vital role in every EFL/ESL teacher's classroom and it has been the issue of SLA research and discussion for decades. Grammatical knowledge is essential in second language acquisition and through these, learners can develop language proficiency. In the classroom teachers are facing multiple situations to teach grammar. This article will explore different ways of teaching grammar in EFL/ESL classroom for the learners.

Keywords: *Teaching, Grammar, Classroom, Student, Knowledge, Competence, Learner.*

Introduction

In the language classroom, L2 learners go through distinct stages of acquisition and for this reason teachers have to be aware of the many ways in which grammar comes into language learning and L2 grammar is seen as beneficial in various circumstances. Cook (2011: 22) says SLA research relies mainly on another meaning of 'grammar'- the knowledge of language that the speaker possesses in the mind, known as linguistic or grammatical competence, originally taken from Chomsky's work of the 1960s. In this issue, Noam Chomsky says: "By 'grammatical competence' I mean the cognitive state that encompasses all those aspects of form and meaning and their relation, including underlying structures that enter into that relation, which are properly assigned to the specific subsystem of the human mind that relates representations of form and meaning." (Chomsky, 1980: 59)

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In reality, grammar is at the centre of human language. The term “grammar” has been defined in a number of ways by language teachers and grammarians based on different parameters. In teaching grammar, three areas have to be considered: grammar as rules, grammar as form, and grammar as resource. At present, grammar teaching has been recognized as an essential and unavoidable component of language learning and use. It is at least seen as valuable, if not indispensable, within the context of EFL teaching and learning. In EFL/ESL classroom, students favor formal and explicit grammar instruction and error correction, and the teachers favor communicative activities with less conscious focus on grammar.

As users of the grammar of English, we need to know and understand it to:

- Reflect on how the English language works
- Use it to create different kinds of meaning
- Understand and think critically and what we hear and read, through paying attention to patterns of language and word choices
- Speak and write more accurately, appropriately and effectively

(Rules & Conventions of English Grammar: RELC 2003)

As teachers of the language, understanding grammar allows us to:

- Be equipped with the tools to analyze and know what to teach
- Explain to our students how the language works
- Analyze and assess more accurately the progress of learning needs of our students from the work they have done
- Help our students understand and think critically about what they hear and read in English
- Help our students use it accurately, appropriately and effectively
- Have a shared language for talking about what we are teaching with fellow professionals

(Rules & Conventions of English Grammar: RELC 2003)

For many L2 learners, learning grammar often means learning the rules of grammar, and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge, and will be able to use the language eventually. For them, prescribed rules give a kind of security. Krashen (1981) and Terrell (1983) stressed the idea that “comprehensible input” was chiefly responsible for learning, and that explicit grammar teaching was not needed. It suggests that it is unnecessary to teach grammar explicitly as long the learner has sufficient exposure to the language and opportunities to use it.

Glosses on Language Teaching Methods

Audio-lingual Method: this combined a learning theory based on ideas of habit formation and practice with a view of language as patterns and structures; it chiefly made students repeat sentences recorded on tape and practice structures in repetitive drills; originating in the USA in the 1940s, its peak of popularity was probably the 1960s, though it was not much used in British-influenced EFL.

Audio-visual Method: this used visual images to show the meaning of spoken dialogue and believed in treating language as a whole rather than divided up into different aspects; teaching relied on filmstrips and taped dialogues for repetition; it emerged chiefly in France in the 1960s and 1970s.

Communicative Teaching: this based language teaching on the functions that the second language had for the student and on the meanings they wanted to express, leading to teaching exercises that made the students communicate with each other in various ways; from the mid 1970s onwards this became the most influential way of teaching around the globe, not just for English.

Grammar-Translation Method: The traditional academic style of teaching which placed heavy emphasis on grammar explanation and translation as a teaching technique.

Task-based learning: This approach sees learning as arising from particular tasks the students do in the classroom and has been increasingly as a logical development from communicative language teaching.

Different types of Grammar

Prescriptive Grammar: It prescribes what people ought to do. Modern grammarians have mostly avoided prescriptive grammar because they see their job as describing what the rules of language are, just as the physicist says what the laws of physics are. Prescriptive grammar is all but irrelevant to the language teaching classroom. Since the 1960s people have believed that you should teach the language as it is, not as it ought to be.

Traditional Grammar: A popular meaning of grammar concerns the parts of speech: the 'fact' that 'a noun is a word that is the name of a person, place, thing, or idea' is absorbed by every general people. Analyzing sentences in this approach means labeling the parts with their names and giving rules that explain in words how they may be combined. This is called traditional grammar.

Structural Grammar: Language teaching has made use of structural grammar based on the concept of phrase structure, which shows how some words go together in the sentence and some do not. Structural grammar describes how the elements of the sentence fit together in an overall structure built up from smaller and smaller structures.

Concepts in Teaching Grammar

Engel and Myles (1996) raised three fundamental questions about the teaching of grammar, which, they say, their book addresses: ‘What grammar should we teach?’, ‘How should we teach grammar?’ and ‘Why should we teach grammar?’ According to Widdowson “grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality” (1990: 86). Cullen (2008) explores the implications of this statement for our understanding of the nature of grammar, and the role it plays in communication, and then goes on to discuss how this understanding might inform approaches to teaching grammar in second language classrooms.

Cook (2011: 43) mentions some vital issues in grammar teaching, these are:

- Teachers have to be aware of the many ways in which grammar comes into language learning and use, and the many types of grammar that exists in choosing which grammar to teach and how to teach it.
- L2 learners go through distinct stages of acquisition, for reasons still only partially understood. Teaching can utilize the known facts about these stages in several ways.
- Many aspects of grammar do not need to be taught as they are already present in the learner’s mind and need instead to be activated.
- Conscious explanation of the L2 grammar is seen as beneficial in some circumstances, as is rising of language awareness.

Historically, English language arts educators have strongly disagreed about the role of grammar instruction in students’ literacy development (Weaver, 1996; Mulroy, 2003). Actually, different approaches to looking at language, from syntactic descriptions to attempts to show the semantic and pragmatic dimensions of grammar, are reflected in the different ways grammar has been taught. In some cases, grammar instruction has meant learning the rules; in others, practicing the form; and in others understanding how grammar helps to convey the meaning, and intention of the message.

The best approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to

interpret our language use and its focus. Explicit or deductive grammar instruction, which draws learners' attention to linguistic form and structure, is characterized by two conflicting approaches: interventionist and non-interventionist. Terrell says in his review of the role of grammar instruction – “explicit grammar instruction can serve to speed up parts of the acquisition process” (1991:58). He also says, the non-interventionist approach supports the idea that “learners do not need explicit grammar instruction if they receive enough comprehensible input in a low anxiety environment” (Terrell, 1991:54). It means that the ability to demonstrate grammatical knowledge on a discrete-point grammar exam does not guarantee the ability to use that in ordinary conversation, be it spontaneous or monitored.

Terrell suggests three ways in which explicit grammar instruction can affect the language acquisition process:

1. “as an ‘advanced organizer’ to aid in comprehending and segmenting the input;
2. as a meaning-form focuser that aids the learner in establishing a meaning-form relationship for morphologically complex forms; and
3. as a means for monitoring, which in turn, will be available for acquisition in the output.” (1991:58)

Schneider (1993) and Hunter (1996) showed that learners who received explicit grammar instruction performed well on both discrete-point grammar tests and tasks which draw learners' attention to grammatical features. Wang (1999), in his research into students and teacher attitudes towards grammar instruction in Taiwan, found that students preferred the explicit method of instruction and that most participating teachers also favored and used the explicit method in their classes. Borg and Burns (2008) investigated the beliefs and practices of 176 English language teachers from 18 countries about the integration of grammar and skill teaching, and the teachers expressed strong views about the value of inductive grammar learning, and strong beliefs to avoid teaching grammar in isolation. According to a study by Ebsworth and Schweers (1997: 252), one of the teachers interviewed in the study observed, “It would seem that many practitioners have come to believe that individuals whose goal is to develop English for use in academic or business environments can achieve greater accuracy and control through some measure of grammar instruction.”

Actually, grammar instruction is necessary to increase students' performance on standardized tests and both traditional and innovative methods of grammar instruction are valuable. Many theorists and researchers, for example Krashen and Seliger (1976) and Long (1988), seem to agree that formal instruction is more beneficial than an informal environment in second

language acquisition. Some researchers such as Schulz (1991), Ebsworth and Schweers (1997), however, argue that formal instruction has relatively little influence on spontaneous language use.

Various Ways of Teaching Grammar

The importance of grammar within the L2 syllabus has been under discussion for many years. Until the Communicative Approach in the 1970s, it was at the core of learning and teaching. Since the 1970s, however, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, and grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, grammar has been seen to be a problem, and to stand in the way of helping learners to communicate fluently. As a result, teaching grammar has become unfashionable.

In talking about L2 learners, Larsen-Freeman (1991) suggested that a grammar pie showing the proportion of form, meaning, and use. Teachers can alter the portions of the pie as appropriate for the lesson, and for the students. The syllabus proposed by Yalden (1983) attempts to move beyond form to grammar in use in communication. "The theoretical model that underlies the cognitive approach is that a language consists of a 'set of rules' with an associated lexicon. It follows logically from the model that foreign language students must learn rules of grammar. The suggested sequence is: study a rule (usually with instructor explanation), practice a rule (in grammar exercises), and then apply the rule in meaningful interactions in the target language." (Terrell, 1991)

Hinkel and Fotos (2002) discuss the role of grammar in language teaching, of course in EFL/ESL contexts, specific practices in the grammar classroom and some current research on grammar structures. Ur (1988) discusses the place of grammar in language teaching and the factors involved in the teaching and learning of grammar. Rinvolucri (1984) states that it carries cognitive, affective and drama activities for EFL students and also presents games that can be used for teaching the grammar of any language. Gerngross, Puchta, and Thornbury offer a variety of lessons and activities that are directed towards stimulating 'the imagination, humor and creativity' of the learners (2007:5).

Canale and Swain (1980) developed models to show communicative competence, with particular reference to L2 speakers. In both these models, grammatical competence is one of the competencies that make up communicative competence. Close, however, says that communication can generally be achieved most efficiently by means of a grammatical sentence or

by a series of such sentences logically related (1981:14). According to Nunan (1989), grammar is an essential resource in using language communicatively.

Richards (1985) found that despite the impact of communicative approach on language teaching methodology learner-centered, task-based teaching methods – the majority of ESL and EFL learners “continue to learn from materials in which the principles of organization and presentation are grammatically based.” The approach is mostly one of presenting and explaining grammar points followed by controlled production practice. Newmark (1963) said, “The study of grammar as such is neither necessary nor sufficient for learning to use a language.” In this case the syllabus must guide the learner in moving from knowledge of form to grammatical competence within the total communicative competence.

Newmark was only talking of grammar rules rather than grammar in language use. Newmark and Reibel (1968) questioned what was being taught as ‘grammar’ at the time, i.e. a behaviorist approach in L2 teaching. They expressed the need for a shift in focus in teaching from language form to language in use, placing grammar within context, and with content. Many felt that by concentrating on communication and communicative language practice, students would naturally ‘acquire’ the language.

The discussion on learning and acquisition was led by Krashen, who proposed a model of second language acquisition in which the processing of input, rather than grammar instruction, plays the pivotal role. Krashen and Terrell (1983) claim that if language input is provided over a wide variety of topics with communicative goals, “the necessary grammatical structures are automatically provided in the input.” Carter (1993) points out that, ‘acquisition’ is a natural and unconscious process that “results from meaningful exposure to naturally occurring language and from using it for meaningful communication.” It contrasts with processes of language learning in which explicit knowledge about the forms of a language is presented more regularly for conscious learning.

Conclusion

According to Williams (1995), the recent thinking seems to be that learners’ attention should be focused on form within content-based curricula. Liao sums up these changes in methodologies: “The research for teaching methodology was focused on the relationship between language knowledge and practice and went through a U-shaped course – first stressed, then unstressed, and finally re-stressed the language knowledge.” (1996: 6) According to Cook (2011: 24), grammar can be:

1. A way of telling people what they ought to say, rather than operating what they do say;
2. A system for describing sentence structure used in English for centuries, based on grammars of classical languages such as Latin;
3. A system for describing sentences based on the idea of smaller structures built up into larger structures;
4. The knowledge of the structural regularities of language in the minds of speakers;
5. EFL grammar combining elements of (2) and (3).

An explicit knowledge of grammar by adults is said to be useful in only one way – as a ‘monitor’ for self-correction under certain circumstances. Two methods have been suggested for teaching grammar within an EFL/ESL context: Implicit/Inductive and Explicit/Deductive. ‘Inductive’ suggests a ‘bottom up’ approach, in which students discover grammar rules while working through exercises / tasks, while ‘Deductive’ suggests a ‘top down’ approach, which is the standard teaching approach that has a teacher explaining rules to the students.

Researchers like Krashen (1993) have persistently denied the importance of any explicit grammar instructions in second language acquisition. Other researchers have objected to traditional grammar teaching methodology in which the teacher presents grammatical structures explicitly in a de-contextualized manner. In traditional methodology, the assumption has been that learners will develop the knowledge they need for communicative language use through conscious presentation and manipulation of forms through drills and practice. With regard to the method of teaching grammar, however, the researchers seem to favor the implicit/inductive method over the explicit/deductive. The difference in their attitudes towards these two methods is significant. They also believe that presenting grammar through real-life tasks would lead to more successful learning of grammar by students. The fact is that the methods are still high in a matter of some concern for teacher educators. It implies that methodology courses should draw the distinction between the two methods more sharply so that the underlying theoretical assumptions and principles are foregrounded. This also has implications for curriculum designers and practical suggestions need to be provided to teachers, especially when the teachers are required to use the implicit method for teaching grammar, as it calls for creativity and resourcefulness to devise classroom activities that would enable students to learn their grammar from communicative use of English. Perhaps there is some confusion between focus on form within a communicative approach to teaching English as a foreign or second language in the classroom for learners.

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Green Marketing Strategies in Bangladesh: A Comparative Study

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Abstract

Green marketing is a recent concept which has been adopted by consumers, organizations & government all over the world to save the natural resources & to protect the environment for the sustainable development of the resources. As one of the least developed countries Bangladesh is the worst sufferer of world environmental pollution through industrialization of the western countries. One business area where environmental issues have received a great deal of discussion in the popular and professional press is marketing. Terms like "Green Marketing" and "Environmental Marketing" appear frequently in the popular press. Many governments around the world have become so concerned about green marketing activities that they have attempted to regulate them. In Bangladesh, Green issue is new for all companies because they did not have any practice of it before. The research purpose here is to find the strategies to implement the green product and services through green marketing in Bangladesh.

Keywords: *Green marketing, Green product, Environmental Issues, Recyclable.*

Introduction

We have managed to put human being on moon but not without first putting a hole on the ozone layer. But today the environment has been kicking back stronger and harder than ever, making it impossible for human to overlook it. The damage done to the environment has crossed the threshold and reached alarming limits. Non replenishable natural resources are getting depleted at a rapid pace. All these negative developments have forced mankind to think more seriously about conserving the environment. Green Marketing is one such initiative towards environment protection, which is gaining popularity (Sharma & Bagoria, 2012).

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Literature Review

The green marketing is first introduced in the late 1970s when the American Marketing Association (AMA) organized the first ever workshop on Ecological Marketing in 1975 which resulted in the first book on the subject, entitled 'Ecological Marketing' by Heinion and Kinnear in 1976. According to the American marketing association green marketing is the marketing of products that are presumed to be environmentally safe. Thus green marketing incorporates a broad range of activities, including product modification, changes to the production process, packaging changes, as well as modifying advertising. Other similar terms used are Environmental Marketing and Ecological Marketing. According to Heinion, green marketing is: "The implementation of marketing programmes directed at the environmentally conscious market segment" (Banerjee 1999).

Heinion's definition of green marketing has evolved and many more definitions of green marketing have arisen throughout the years. Fuller (1999) defined the green marketing as:

The process of planning, implementing, and controlling the development, pricing, promotion and distribution of products in a manner that satisfies the following three criteria: (1) customer needs are met, (2) organizational goods are attained and (3) the process is compatible with ecosystems.

According to Soonthonsmai (2007), green marketing is defined as activities performed by environment concerned firms to deliver the environmentally sound goods/services to provide satisfaction to consumers. It is worth noting that green marketing is actually related to another topic which is gaining visibility in corporate circles and corporate social responsibility (CSR). A company can provide fewer napkins, using less ink and paper, encouraging customers to use online billing for offices which are all green initiatives that can quickly reduce costs of the company. Green marketing is very important item for a company because it offers business bottom line incentives and top line growth possibilities. Companies can develop new and improved products and services with environmental impacts which help access to new markets, substantially increase profits and enjoy competitive advantages.

The impulse to go "green" is spreading faster among all the organizations round the globe. According to a Mckinsey Survey (2007), of 7,751 people in Brazil, Canada, China, France, Germany, India, the UK and the US, 87% consumers worry about the environmental and social impact of products they buy. The global market of green marketing is projected to reach

\$3.5 trillion by the year 2017, as stated in the global report of Global Industry Analysts Inc.,2011 (Sharma and Bagoria, 2012).

According to peattie (2001), the evolution of green marketing has three phases. The first phase was termed as ecological green marketing and during this period all marketing activities were concerned to help the environmental problems and provide remedies for environmental problems. Second phase was environmental green marketing and the focus shifted on clean technology that involved designing of innovative new products, which take care of pollution and waste issues. The third phase was sustainable green marketing. It came into prominence in the late 1990s and early 2000.

Methodology

The study is mainly based on extensive literature review and secondary data. Secondary data sources were various national and international reports, seminar and workshop information and other relative information published in different journals and other Internet sites.

Objectives

The study mainly aims at a comparative analysis about the green marketing practices and strategies among Bangladesh and world market.

The specific objectives of the research work are:

- To consider the concept of green marketing. To realize what is all about Green Marketing, Green Consumer and Green Product.
- To examine the challenges and opportunities for green marketing.
- To facilitate a comparative analysis of Green Marketing practices and strategies in Bangladesh.

Green Consumers & Green Marketing Products

The green consumers are the driving forces behind the green marketing process. It is they who drive consumer demand, which in turn encourages improvements in the environmental performance of many products and companies.

According to Ottman (1993), Green consumers actively seek & support the products which satisfy their needs & have less impact on environment. Macdonald (2006) said that all consumers are potentially green consumers. He added that when a consumer has option to buy two similar kinds of products, he will tend to buy the environment friendly product among these two. Mainieri (1997) suggests that women are more environmentally conscious to purchase green products. Pickett (2008) found that market segments followed

by demographic characteristics like age, income, education are positively related to consumer attitude for environment. Green product is an ecological or environment friendly product. According to Shamdasami et al., (1993), green product will not pollute earth, or deplete scarce resources, they will be recycled or conserved.

Now a days, being conscious for environment is not only an activist's ideology but it is also a matter of competition in market (McCloskey & Maddock, 1994). D'Souza (2004) mentioned that the green vision being a reality needs to be functionally understood by the marketer to serve green customer's need. We can define green products by following ways:

- Products those are originally grown,
- Products those are recyclable, reusable and biodegradable,
- Products those with natural ingredients,
- Products those contain recycled contents & non-toxic chemical,
- Products those do not harm or pollute the environment,
- Products those will not be tested on animals,
- Products those have eco-friendly packaging i.e. reusable, refillable containers, etc.

The customers always prefer environmental household products which must benefit them such as, safe to use around children, no toxic ingredients, no chemical residues, and no strong fumes commodities. Most of the companies are practicing green marketing in their products and some of them are as follows:

- Coca-Cola Company of the USA pumped syrup directly from tank instead of plastic which saved 68 million pound/year.
- McDonald's replaced its clam shell packaging with waxed paper because of increased consumer concern relating to polystyrene production and Ozone depletion.
- Tuna manufacturers modified their fishing techniques because of the increased concern over driftnet fishing, and the resulting death of dolphins.
- Xerox introduced a high quality recycled photocopier paper in an attempt to satisfy the demands of firms for less environmentally harmful products.
- In 1994, Philips launched the *Earth Light*, a super energy-efficient compact fluorescent light (CFL) bulb designed to be an environmentally preferable substitute for the traditional energy-intensive incandescent bulb (Ottman et al. 2006).

- In India, Badarpur Thermal Power station of NTPC in Delhi is devising ways to utilize coal-ash that has been a major source of air and water pollution.
- In India, Barauni refinery of IOC is taking steps for restricting air and water pollutants.

It is a common knowledge that email marketing has a minimal impact on Mother Nature, since no trees are harmed in making and sending of an email and it saves both time and costs. We can send white papers, guides, and educational materials in PDF format for online viewing or downloading (instead of sending clients and customers a hard copy paper version).

In 2008, Green Gap Survey (in the USA), conducted by Cone LLC and the Boston College Center for Corporate Citizenship found that almost 40% of Americans are preferentially buying products which they believe to be environmentally friendly. The Gallup Environment Poll (in the USA) found that 28% of Americans reported making major changes in their lifestyles to protect the environment. Market research firm Mintel (in the USA) reports that almost 200 million Americans now buy green products (Iron Mountain Fulfillment Services, Inc. 2008).

Green marketing takes advantage of customers' willingness to purchase, and sometimes pays a premium for, products that provide private benefits as well as public environmental benefits. Though attitudinal studies typically overestimate actual market response, they consistently report that a large number of residential customers (40-70%) are willing to pay a 5-15% premium for green products, including renewable energy (Ottman 1993).

Importance of Green Marketing

Economy of the world faces serious difficulties due to global warming, greenhouse gas (GHG) emissions (Mohajan 2011). Green marketing is in the focus of present marketing strategy due to the pressure that comes from inclined environmental awareness in the global climate change. Therefore, the marketers need to include a green approach in framing the marketing programs. There are several suggested reasons for firms increased use of green marketing and some of them are as follows (Singh 2008):

- organizations perceive environmental marketing to be an opportunity which can be used to achieve its objectives,
- organizations believe that they have a moral obligation to be more socially responsible,
- cost factors associated with waste disposal, or reductions in material usage forces firms to modify their behavior,

- competitors' environmental activities pressure firms to change their environmental marketing activities, and
- governmental bodies are forcing firms to become more responsible.

In the 21st century consumers become more conscious about their safer and healthier lives and healthy environment. Obviously, the customers always want to buy eco-friendly and environment harmless commodities for their daily lives.

In 2007 *green marketing* came into main stream of global business and captured the public consciousness. The best example of green marketing issues that help to make environment safe and eco-friendly is from printing machines industries which are trying to be more greener by reducing emissions of Volatile Organic Compounds (VOCs), handling of contaminated water and toxic waste as well as tracking of inks, solvents and other chemicals (Chaudhary et al. 2011). There are many opportunities of green marketing. Recently firms marketing goods with environmentally safe have realized a competitive advantage over firms marketing non-environmentally responsible alternatives. Some companies have found benefits for using green marketing technologies. The government of a country can stress to produce green marketing commodities to reduce production of harmful goods or by-products, to modify consumer consumption of harmful goods. These governmental regulations are designed to control the amount of hazardous wastes produced by firms. Government can impose a tax on production or use of non-green marketing products. For example, in Australia there is a higher gas tax associated with leaded petrol. A company can produce green marketing product to teach other companies the importance and demand of it. For example, it could be argued that Xerox's Revive 100% Recycled paper was introduced in the market a few years ago in an attempt to address the introduction of recycled photocopy paper by other manufacturers.

The powerful interpretation of the term green marketing comes from the National Institute of Building Sciences Whole Building Design Guide, which states that the majority of green products on the market today must (Defining Green Products 2010):

- promote good indoor environmental quality (IEQ), typically through reduced or eliminated volatile organic compounds (VOC) emissions,
- not contain chlorofluorocarbons (CFCs), halogenated chlorofluorocarbons (HCFCs), or other ozone depleting substances,
- have low embodied energy (the total energy required to produce a finished product, including the energy used to grow, extract, manufacture, and transport to the point of use),

- be durable and have low maintenance requirements,
- incorporate recycled content,
- be made using natural and renewable resources,
- be easily reused, either whole or through disassembly,
- not contain highly toxic compounds and not contribute to highly toxic by-products during the manufacturing process,
- employ *sustainable harvesting* practices if wood or bio-based,
- have to be salvaged from existing or demolished buildings for reuse,
- be able to be readily recycled, preferably in a closed-loop recycling system, which allows a manufactured product to be recycled into the same product without significant deterioration of quality,
- be obtained from local resources and manufacturers, and
- be biodegradable (Amatruda 2010).

Poorly conceived approaches to marketing are another reasons where terms like *green*, *sustainable*, and *environmentally friendly* are misused, leading to green washing and confused, skeptical consumers. Peattie and Crane (2005) describe four critical issues that have “dogged the development of green marketing” as follows:

- Green marketing firms have frequently used the environment as an additional promotional dimension without any attempt to analyze or modify the underlying product itself and its environmental impacts.”
- Many firms have sought to address consumers’ needs, but their interest in the environment has been limited to the marketing department, or the production department, or some other individual function. This has prevented firms from developing a broad, holistic approach to green marketing.
- Many companies have been enthusiastic about green marketing when it has involved short term cost savings; but lukewarm when it has come to invest money in order to develop more sustainable products and processes.
- Green marketing activities also have focused on avoiding any significant changes, and focusing instead on marginal, incremental improvements to existing products and processes.

As our resources are limited but human needs and wants are unlimited, resources have to be utilized economically and in an environment friendly way. In this situation the green marketing will play an important role in sustainable development.

Golden Rules of Green Marketing

- 1) **Know your customer:** If you want to sell a greener product to consumers, you first need to make sure that the consumer is aware of and concerned about the issues that your product attempts to address.

- 2) **Empower consumers:** Make sure that consumers feel, by themselves or in connect with all the other users of your product, that they can make a difference. This is called “empowerment” and it is the main reason why consumers buy greener products.

- 3) **Be transparent:** Consumers must believe in the legitimacy of your product and the specific claims you are making. The rest of your business policies are consistent with whatever you are doing that is environmentally friendly.

- 4) **Reassure the buyer:** Consumers must be made to believe that the product performs the job it is supposed to do. They would not forego product quality in the name of the environment.

- 5) **Consider your pricing:** If you are charging a premium for your product and many environmentally preferable products cost more due to economies of scale and use of higher-quality ingredients, make sure that consumer can afford the premium and feel its worth. Many consumers, of course, cannot afford premiums for any type of product these days, much less greener ones, so keep this in mind as you develop your target audience and product specifications.

Green Marketing Practices

Green-marketing, as a concept is at a pretty nascent stage, especially in Bangladesh. There is no professional research that has been conducted in Bangladesh regarding the consumers’ attitude towards green marketing. But according to a survey in India 25% of the consumers prefer environmental friendly products, and around 28% may be considered healthy conscious (Sharma and Bagoria, 2012). So the picture in Bangladesh would be the same. Amongst all these various lines of thoughts green marketing has arrived, but whether it will stay and grow into something that helps us reach to the dream of sustainable development largely is in the hands of the consumers.

It is also need to analyze whether the manufacturers of Bangladesh are aware or not about green products and eco-labeling, though BSTI and other organizations give licenses for marketing goods. At the present situation it is very difficult in implementing green marketing in Bangladesh. Government of

Bangladesh and other organizations can advise the small and large scale manufacturers to practice the habit of green marketing.

Bangladeshi manufacturers will find that green marketing is not an easy concept. They can realize that green marketing in Bangladesh is still at its fetus stage. Manufacturers must take care while framing the marketing plans, strategies and policies so as to prevent the environment and nature from any harm caused due to its operations not only today but also in future.

The government of Bangladesh has to encourage and support the manufacturers who are manufacturing green products by providing subsidies. Financial assistance should be given in the form of easy loan facility to equip for manufacturing green products. Awards should be given to those who successfully practice green marketing which becomes a motivating factor for others to implement it. Social advertising has to be carried out on a large scale through various media to promote the consumption of green products. Promotion of Eco-mark or Eco-labeling has to be done to create awareness not only amongst manufacturers but also among consumers (Welling and Chavan 2010).

In the USA the *green market* counts about \$250 billion, while 63 million of consumers are directed towards products that either protect the environment contrary to the conventional ones, or have been produced with processes that respect the society and the environment. The same consumers are prone to spend an additional 7-20% in order to buy pure *green* products and reject the non-viable alternatives, offered to them by the conventional market (Reitman 1992, Papadopoulos et al. 2012).

According to a recent research, at a world level, the positive fame of a company about its environmental responsibility is determined by the 53% of consumers (about 1 billion) as a decisive reason that makes them buy and use its products (Spanos 2008, Papadopoulos et al. 2012).

Constraints to Implement Green Marketing

Implementation of green marketing in the industrial and manufacturing sectors is not an easy job. The firm has to face many problems while treading the way of green marketing. In any country to produce materials for green marketing the manufacturers have to face various challenges. Some of these challenges are being as follows (Welling and Chavan 2010):

- To supply green marketing products first the manufacturers need to create public consciousness about the usefulness of the use of these types of products. The consumers must know that green marketing

encourages the manufacturers to produce green products, to use green technology and green energy which are environmentally less harmful.

- Lots of money has to be spent on R& D (research and development) program, so initially it is going to be costly matter.
- Initially the profits of the company will be very low because renewable and recyclable products and green technologies are more expensive but in the long run it will be profitable since consumers will want to spend extra amount for green products.
- At the starting many customers may not be willing to pay a higher price for green products which may affect the sales of the company. Initially the environment conscious people will be the buyers of green products.

Possible strategies and measures

Some possible actions or strategies for Green Marketing Products are as follows:

- Firms activities must follow environmental or green regulations or laws and consumers' perception on green issues should be evaluated
- Firms should see green marketing in terms of overall "Total Environmental Quality Management" within the organization.
- Firms should use education-intensive point of sale displays, brochures and packaging for its products that make customers say "These folks are for real."
- Firms can modify their behavior for reducing cost factors associated with waste disposal, or reductions in material usage.
- Firms should emphasize on recyclable products. Because the purchase intention of consumers has been measured by Sha and Pillai (2012) using five factors named, Recyclable products, Not-used-on-animals products, Energy conservation, Organically grown, Ozone-friendly products. The research reveals that consumers are more willing to purchase and concerned about recyclable products than any other environmental issue. So government and firms should search opportunities for Recycled Products.
- Firms can influence the purchase decisions of consumers by positioning green product benefits in minds of consumers. This green marketing strategy for firms was proposed by Harrison (1993).
- Firms can initiate Eco label program. In 1978, Germany first initiated the eco-label program. At present eco-labeling environmentally less harmful products have been very popular in Japan and Europe.
- For a marketer it is important to identify the types of green consumers. Many organizations have found that two out of every three consumer is green in developed country but country like Bangladesh and its organization have found that one out of every six consumer is green, but their environmental commitments vary because of their different standards, expectation from producers, demand and buying power. To satisfy those needs businesses have

to break down the market into different groups of consumers that differ in their responses to the firm's marketing mix program. (*Kotabe & Helsen (1998), p.184*)

-- Green marketing process comprises of external and internal Ps. After integrating external and internal Ps, green success will automatically come through four Ss. Here external 7 Ps consists of Paying customers, Providers, Politicians, Pressure groups, Problems, Predictions and Partners; internal 7Ps consists of Products, Promotion, Price, Place, Providing information, Processes and Policies. After integrating external and internal 7Ps, we can find out the green successes through 4 Ss such as Satisfaction – of stakeholder needs, Safety – of products and processes, Social acceptability –of the company and Sustainability – of its activities (*Peattie (1992), p.104*).

-- Bangladesh is one the most environmentally affected countries in the world; keeping this in mind Bangladesh Bank developed a Green Banking Policy in 2011. Bangladesh Bank Policy is intended to save the environment as well as to increase financial sustainability. Green banking activities include using all of the banks resources with responsibility and care, avoiding waste and giving priority to choices that take sustainability into account. In line with the instructions of Bangladesh Bank, all banks have taken initiatives to formulate its Green banking policy with an aim to inculcate practices towards optimum usage of natural resources and make every effort for environmental friendly activities. The banks should give priorities in providing loan to the sectors that encourage environmental practices (Rashid 2010).

-- Much more is expected from NGOs and civil society organizations in the form of awareness development, research activities and business monitoring (Habib 2012). For rapid change among consumers and businesses, a collective endeavor of government, media, NGOs will be required.

-- CAB (Consumer Association of Bangladesh) should work fastest way regarding various green issues and products. They should organize seminar, program in media, newspaper and give assurance to the customer that it is a green product. CAB should bargain with the Government, industrialists, middlemen regarding green issues.

-- Government and concerned industry people have to take responsibility to make understand regarding importance of green products towards unconscious people like birth control issues.

-- In Bangladesh, eco-tourism was very unknown word for local tourist but few eco-park establishment in coastal belt and hilly area had changed the scenario and people start liking this kind of things due to green.

-- For enhancing the demand for green products the following four E-factors can be considered:

 Making easy – make it easy for customers to be green,

 Empowering customers – provide customers with solutions,

Enlisting the support of customer – make a list of customers' support and publicize it,
Establishing credibility – set up reliability with all stakeholders of a business (Ottman, 1993)

Limitations of the Research Study

This study was limited to investigating Green marketing practices in Bangladesh because the data was collected from secondary sources but further investigations are required to find out the impact of Green marketing activities. In spite of its limitations, this study points out an directions for future research by replicating the study with more representative sample and future research study can be conducted by focusing on collecting detailed information about the large number of criteria related to the concept of green marketing, Green Consumer and Green Product.

Concluding Remarks

Due to increase of global warming the firms have to produce green marketing commodities. Overall, green marketing is really a good way for people to get more awareness about global warming. Adoption of green marketing in the society may not be easy in the short run, but in the long run surely it will be profitable. Government and various social organizations may compel all the organizations to practice green marketing for sustainable development. Bangladesh can be able to establish green marketing issues in the consumer and organization mind so that green marketing can enhance marketability, improve product performance, protect environment hazard and health hazard, quality deterioration and represent a powerful new source of innovation. In this matter marketers also have the responsibility to make the consumers understand the need for and benefits of green products as compared to non-green ones. In green marketing, consumers are willing to pay more to maintain a cleaner and greener environment. Green marketing assumes even more importance and relevance in developing countries.

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Maintenance-Service-Quality and Its Relationship with Satisfaction: A View in Real Estate Sector in Bangladesh

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Abstract

The real estate sector is one of the fastest growing sectors in Bangladesh. In keeping with rapid population growth in metropolitan cities of the country, the real estate business has stretched itself to cover new boundaries and respond effectively to long-term needs of the mammoth city populace. The costumers of real estate properties (apartments) expect some facilities in exchange of their money. This research has measured the level of customer perception of apartment maintenance-service-quality offered by the real estate companies of Chittagong metropolitan only and the relationship between the two constructs- perception of apartment maintenance-service-quality and user satisfaction. Some recommendations have also been suggested for the apartment builders and developers for improvement of their maintenance-service-quality to ensure better customer satisfaction.

Keywords: *Apartment maintenance-service-quality, customer perception, satisfaction.*

1.0 Introduction

The dream for a cozy and comfortable living is universal for everyone. For an urbanized city-dweller of today, this dream is coupled with a necessity of having a home in a safe and congenial neighborhood with ease of access to urban facilities. Not many of the city dwellers have the time and energy to undertake construction of such homes by themselves. With a mission of building the dream-home of such city dwellers, real estate concept has emerged all over the world. So is the case in Bangladesh as well. Most of the people in our country are suffering from the lack of comfortable living due to their inability to build their own houses following the shortage of land and huge capital. The real estate companies, in this regard, are coming forward to resolving the situation. Since a good number of real estate companies have emerged over the last two decades, the competition among them to attract and convince customers has reached very high in recent years. As a result of

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that, many firms are offering stimulating packages to attract customers to buy their company's products – i.e. apartments. Though such competition prevails among the rival companies, the actual quality of apartments and maintenance-services provided by these companies have not been improved much. It is because most of the developers and real estate builders are more engaged in making profit through sales. They are not listening to their customers. As a result, customers are not getting what they are expecting. There remains a gap in what they expect and what they get; and the condition is even worsening day by day.

In view of this above fact, this paper aims at finding out whether the real estate companies are providing quality maintenance-services to the apartment dwellers with satisfactions. The quality of service is considered critical in service industry and even more important in real estate sector – which deals with a very basic human need of the society – shelter & living. The emphasis is on 'service quality' simply because of the fact that in this intensely competitive market only the quality service can be used strategically to ensure the long-term sustainability of the real estate business. Moreover, quality calls for reducing business costs in the long-run. On the other hand, perception of quality might differ from person to person and from situation to situation. Even differences might exist among customers regarding the service quality of the same service provider. Thus, the present study is interested in identifying the level of customer perception of maintenance-service-quality of apartments in the context of Bangladesh.

2.0 Literature Review

2.1 Service

The concept of service comes from business literature. Today's economies are increasingly driven by service enterprises. Many scholars have offered various definitions of service. For example, Ramaswamy (1996, p.3) described service as "the business transactions that take place between a donor (service provider) and receiver (customer) in order to produce an outcome that satisfies the customer". Zeithaml and Bitner (1996, p.5) defined service as involving three elements including deeds, processes, and performances. According to Gronroos (1990, p.27), "a service is an activity or series of activities of more or less intangible nature that normally, but not necessarily, take place in interactions between the customer and service employees and /or systems of the service provider, which are provided as solutions to customer problems".

2.2 Perception of Service Quality

Service quality is a concept that has generated considerable interest and debate in the research literature. Till to date, there prevails strong controversy in defining it and as such no specific technique has been accepted unanimously for its measurement as well. Yet, the most common one defines service quality as the extent to which a service meets customers' needs or expectations (Asubonteng, McCleary, and Swan, 1996). Parasuraman, Zeithaml, and Berry (1985, 1988) defined service quality as the difference between customers' expectations of service provider's performance and their evaluation of the services they received. If expectations are

greater than performance, then perceived quality is less than satisfactory and hence customer dissatisfaction occurs (Parasuraman et al., 1985). Perceived service quality is accepted as a form of overall evaluation, a global judgment, or an attitude toward purchasing products or services (Olshavsky, 1985). From the perspective of a customer, perceived service quality is a highly subjective and relativistic phenomenon that differs based on who judges the product or service (Holbrook and Corfman, 1985).

2.3 Customer Satisfaction

The key concept of customer satisfaction is based on the expectancy-disconfirmation theory proposed by Lewin (1938). This theory posits that customer satisfaction judgment is the comparison between the expectation and the perceived performance of a product or service (Cardozo, 1965). Therefore, satisfaction is the customer's overall judgment of the service provider (McDougall & Levesque, 2000). Oliver (1997) stated that satisfaction is determined by disconfirmation- which is the gap between customers' expectations and perception of the service. If the performance falls short of customer expectation, quality is perceived to be low resulting in negative disconfirmation or dissatisfaction; and vice-versa (Bitner, 1990; Kandampully, Mok, & Sparks, 2001). Satisfied customers ensure a regular cash flow for the business in the future (Berne, Mugica, and Yague, 1996). Researchers and practitioners are highly interested in understanding what customer satisfaction is and what drives customer satisfaction, simply because customer satisfaction is an antecedent of increased market share, profitability, positive word of mouth, and customer retention (Anderson, Fornell, Lehmann, 1994).

2.4 Relationship between Customer Satisfaction and Perceived Service Quality

Though service quality and customer satisfaction seem to be similar, many have questioned if they are identical (Dabholkar, 1993; Iacobucci, Grayson, and Ostrom, 1994). In fact, some empirical studies show that the two constructs are conceptually distinct (Bitner, Booms, and Tetreault, 1990; Boulding, Kalra, Staelin, & Zeithaml, 1993). A customer has to make a purchase to determine satisfaction, though making a purchase is not necessary to evaluate service quality (Oliver, 1997). Customer satisfaction depends on price, which is generally not the case for service quality (Anderson et al., 1994). Moreover, service quality is related to cognitive judgment and customer satisfaction is to affective judgment (Iacobucci et al., 1994).

The idea of linking service quality with customer satisfaction has existed for a long time. Both the constructs have positive impact on repurchase intention and favorable word of mouth communication (Beeho and Prentice, 1997). Satisfaction has a positive impact on post-purchase behavior (Oliver, 1980) and service quality directly and indirectly exerts influence on repurchase intention through its influence on satisfaction (Boulding et al., 1993; Keaveney, 1995). Bojanic (1996) affirmed that a high service quality results in customer satisfaction and repeat purchase intention, with perceived service quality's being an antecedent to satisfaction – which (satisfaction) leads to repurchase and loyalty over time.

It is an abstract and elusive construct because of three features unique to services: intangibility, heterogeneity and inseparability of production and consumption (Parasuraman, Zeithaml and Berry 1985). Definition of service quality revolved around the idea that it is the result of comparison that customers make between their expectations about a service and their perception of the way the service has been performed (Lehtinen & Lehtinen, 1982; Gronroos, 1984; Parasuraman et al, 1985, 1988, 1991, 1994).

3.0 Objectives of the Study

The following objectives were determined to achieve from the study:

- Explore the customer perception regarding the quality of apartment-maintenance- services.
- Identify the level of customer satisfaction with the quality of apartment-maintenance- services.
- Explore the relationship between perception of apartment maintenance-service-quality and satisfaction.

4.0 Methodology of the Study

The study was geographically confined to Chittagong metropolitan city where the apartment owners who bought apartments from different real estate builders were initially included in the sampling frame of the study. However, the total number of apartment owners was unknown. As a result of that, the sample size for the study was calculated by the use of Cochran's (1963) formula. On the basis of the formula, at 90% confidence level and 10% precision level with maximum degree of variability ($p=.5$, $q=.5$), the sample size arrived at 67. After collecting data from the expected 67 respondents based on convenience sampling, 7 were found to be incomplete. Finally 60 questionnaires were used for the purpose of data analyses.

Ex-post facto in nature, the study followed 'survey approach' using a self-administered structured-non-disguised closed-end questionnaire. Both primary and secondary information were used in the study. Secondary data were collected from various published sources including books, online journals, newspapers, magazines, and reports. The questionnaire had three sections. The 1st section was comprised of 3 multiple-choice questions focusing on the demographic information of the respondents including their gender, age, and occupation. The second section containing 17 questions attempted to explore the apartment owners' perception of apartment maintenance-service-quality. Data were captured on a 5-point Likert scale ranging from 'strongly disagree' with scale point 1 to 'strongly agree' with scale point 5. And a 1-item third section of the questionnaire was dedicated to uncovering the level of apartment owners' satisfaction with the maintenance-service-quality of their respective apartments. The data were captured on a 5-point Likert scale with scale point 1 indicating 'highly dissatisfied' to scale point 5 indicating 'highly satisfied'.

Reliability analysis was conducted employing the Cronbach's Alpha (Cronbach, 1951) to measure the internal consistency of the scale items. The Cronbach alpha () for the 2nd section (17-item perception) and the 3rd section (1-item

satisfaction) of the questionnaire came to 0.848 and 0.83 respectively. Since all the scales in the present study produced desirable Cronbach's alpha much beyond the minimum cut-off value of 0.60 (Churchill and Peter, 1984; Nunnally, 1978; 1988), the data reliability in this study can be considered highly satisfactory.

The assessment of maintenance-service-quality of apartments was assumed in the following direction: 1.00 but 2.00 = Disagree, 2.01 but 3.00 = Marginally Agree, 3.01 but 4.00 = Moderately Agree, 4.01 but 5.00 = Strongly Agree. Similarly, the assessment of satisfaction was assumed in the following direction: 1.00 but 2.00 = Unsatisfactory, 2.01 but 3.00 = Slightly Satisfactory, 3.01 but 4.00 = Moderately Satisfactory, 4.01 but 5.00 = Highly Satisfactory. All the data were collected at the residences of the respondents during the 1st and 2nd weeks of May 2011. Data were analyzed by both descriptive and inferential statistics. All the calculations were carried out with SPSS (version 12.0).

5.0 Findings of the Study

5.1 Demographic Profile of the Respondents

The following table shows the demographic profile of the respondents:

Table 1: Demographic profile of the respondents

Demographic Particulars	Frequency	Percentage
Gender		
Male	39	65
Female	21	35
Total	60	100
Age		
Below 30 years	07	11.7
More than 30 years	53	88.3
Total	60	100
Occupation		
Service	21	35
Business	15	25
Professional	24	40
	100	100

Source: Field Survey, May 2011

Table 1 shows that out of 60 respondent apartment owners, 65 percent were male and the rest 35 percent were female. 11.7 percent respondents fell below the age group of 30 years and the remaining 88.3 percent composed the age group of above 30 years. Majority of the respondents were professionals (40 percent) followed by service holders (35 percent) and businessmen (25 percent) respectively.

5.2 Mean Perception of Apartment Maintenance-Service-Quality

The following table shows the customer perception apartment maintenance-service-quality:

Table 2 : Descriptive Statistics for Perception

	Mean	Std. Dev.
The water supply is adequate.	4.1167	.52373
The water supply is timely.	4.1000	.65613
The water supply is disruption-free.	3.6667	.83700
The generator backup is adequate.	3.7833	.71525
The generator back up is timely.	3.5500	.79030
There is no disruption in the generator back up Service.	3.1167	.86537
The lift service is adequate.	4.0500	.72311
There is no disruption in the lift service.	3.6333	.78041
There is allotted car parking lot.	3.4167	1.06232
The intercom is in all-time working condition.	4.1167	.92226
The community center is spacious enough for arranging family programs.	3.8500	1.02221
The apartment has adequate space for drying cloths.	3.7500	.89490
The apartment has adequate playing space for the kids.	2.2167	.90370
The apartment has proper fire rescue system (fire extinguisher, hosepipe)	3.3167	.99986
The apartment has emergency exit stairs.	3.3500	1.11728
The security service in the apartment is safe.	3.9500	.87188
Service charges of the flat are reasonable.	2.8167	1.17158
Overall Perception	3.5764	

Source: Field Survey, May 2011

Table 2 shows the mean perception of apartment maintenance-service-quality which was moderate (M= 3.5764). The highest mean perceptions were found with four apartment services including ‘adequate water supply (M= 4.1167)’, ‘intercom (M= 4.1167)’, ‘timely water supply (M= 4.10)’, and ‘adequate life service (M= 4.0500)’. On the contrary, the respondents showed ‘marginal agreement’ to two services including ‘adequacy of playing space for kids (M= 2.2167)’ and ‘reasonability of service charges (M= 2.8167)’. Regarding all other services, the respondents showed ‘moderate agreement’ with mean perceptions ranging from 3.1167 to 3.95.

It was necessary to examine whether or not the mean perception of apartment maintenance-service-quality was moderate ($M = 3.5764$). One sample t-test was employed to examine the statistical significance of the finding, the result of which is exhibited in the following table:

Table 3: One Sample t-test for Overall Mean Perception

Test Value = 4.01		
<i>t</i>	df	Sig. (2-tailed)
3.5172	59	.001***

Note. *** $p < .01$

The result shows that the overall mean perception ($M = 3.5764$) was highly significant which was lower than the test value 4.01 with *t* value being 3.5172 and *p* value being less than .01. This result leads to claim that the level of perception with maintenance-service-quality was ‘moderate’.

5.3 Mean Satisfaction with Apartment Maintenance-Service-Quality

The following table shows the overall mean satisfaction of the respondents regarding their perception of apartment maintenance-service-quality:

Table 4: Descriptive Statistics for Satisfaction

	Mean	Std. Deviation
Overall services and facilities in the apartment are satisfactory.	3.5333	.72408

The above table shows that the overall level of satisfaction with the maintenance services of apartments was 3.5333, which was ‘moderate’. One sample t-test was run to investigate if the overall satisfaction of the customers was actually moderate or not. The result is shown below:

Table 5 One Sample t-test for Mean Satisfaction with Apartment Maintenance-Service-Quality

Test Value = 4.01		
<i>t</i>	df	Sig. (2-tailed)
-3.199	59	.001***

Note. *** $p < .01$

The result shows that the overall mean satisfaction ($M = 3.5333$) was highly significant which was lower than the test value 4.01 ($t = -3.199$, $p < .01$). This result leads to support the statement that the level of satisfaction was ‘not more than moderately satisfactory or not equal to highly satisfactory’. Otherwise said, the overall satisfaction ($M = 3.5333$) with apartment maintenance-service-quality was ‘moderately satisfactory’.

5.4 Relationship between Apartment Maintenance-Service-Quality and Satisfaction

To investigate the sort of relationship between the perceived service quality and overall satisfaction, multiple correlations was run which is shown in the table below:

Table 6 Correlation between overall perceived service quality and overall satisfaction

		Overall Satisfaction	Overall Perceived Service Quality
Overall Satisfaction	Pearson Correlation	1	.705(**)
	Sig. (2-tailed)	.	.000
	N	60	60
Overall Perceived Service Quality	Pearson Correlation	.705(**)	1
	Sig. (2-tailed)	.000	.
	N	60	60

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

The correlation table shows a very strong positive relationship ($r = .705$) between the predictor variables i.e. the perception of maintenance-service-quality and the single dependent variable i.e. the overall satisfaction. It can be affirmed that the perception of maintenance-service-quality has a strong and positive relationship with overall satisfaction.

6.0 Conclusion, Limitations, and Future Research Agenda

The present study has exhibited that the apartment owners are only ‘moderately satisfied’ with apartment maintenance services. Otherwise told, the customers are ‘not highly satisfied’. However, for sustainable growth of this industry attaining high customer satisfaction is very important, because customers with high level of satisfaction tend to be more loyal to the service provider (Jones and Sasser, 1995). The study also reveals that maintenance service quality of apartments is a strong antecedent of satisfaction with apartment owners. To ensure greater customer satisfaction with apartment’s maintenance services in Bangladesh, the real-estate marketers should give proper attention to the ‘customer perception aspects’ of the maintenance-service-quality. The growth and potential of apartment business would broadly lie in managing the quality of its maintenance services. As the study has revealed a strong and positive relationship between apartment maintenance-service-quality and customer satisfaction ($r = .705$), it would be wise on part of the developers to invest more in improvisation of maintenance-service-

quality of their apartments. The entrepreneurs in this sector should also be careful in allocating their funds for improving the maintenance-service-quality in those areas where customer perception is comparatively poor. In this respect, the real-estate marketers should prioritize their service improvement job according to the rank of customer perception with the relevant service quality dimensions. For example, the generator back-up services have to be adequate and round-the-clock. As the electricity supply in Bangladesh is highly disruptive, apartment developers should take a good care of this generator back-up service to improve satisfaction of apartment dwellers. Moreover, apartment marketers should be concerned about installing adequate number of lifts. For example, two lifts for an apartment can do better job provided due to the failure of one lift, the remaining one can continue the lift services. In addition, apartment builders should also have provision for adequate car parking space, adequate space for kids play, and modern security measure including fire rescue system, emergency security exit, physical vigilance and tracking of guests' movement through close-circuit camera and the like.

The present study is not free from limitations. First, the study was conducted only in a metropolitan city of Bangladesh which doesn't necessarily represent the country. Second, the sample respondents of the study were chosen considering the convenience of the researchers. Third, results of the study were based on the information provided by only 60 respondents which might have led to sampling error. Fourth, since the study was non-disguised, the respondents might have become aware of the situation and provided biased answer that may have led to systematic bias in the research. Despite these imitations the researcher believes that the study will exhibit a partial picture, if not full, of the customers' perception regarding the quality of apartment maintenance services and the resulting satisfaction in the country.

The study could be replicated in some other service sectors of the country such as railway, airlines, educational institutions, automobiles, retail computer and IPS (Instant Power Supply) markets and so on. The same study might be designed longitudinally so as to see if apartment owners' satisfaction with the quality of maintenance services varies with changes in time. Such study would help the marketers understand the long-held customer perceptions of apartment maintenance-service-quality. Segment studies could be an attractive area for future research as well since change in demography of different customer groups will lead to change in perception of maintenance services and as such marketers will have to shift their focus on areas of quality improvement in maintenance services.

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Impact of Social Safety Net Programmes on Beggary: A Study on Lalmohan Upazila in Bhola District, Bangladesh

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Abstract

This study attempts to analyze the impact of social safety net programmes on beggary. There are 97 programmes under social safety net programmes (SSNP) targeting the different vulnerable sections in the society. Beggars are the most vulnerable section in society. Social safety net programmes (SSNP) are related with some kind of help-system prevailing in society to help the destitute people. In this context, the present study intends to find out how far the social safety net programmes (SSNP) contribute to reduce beggary. The study has followed social survey method. Data were collected from the beggars through face to face interview using semi-structured questionnaire. Data were computerized and analyzed using software statistical package for the social sciences (SPSS). Through the findings of the study it is evident that beggary cannot be reduced from our society through present social safety net programmes (SSNP) benefits. However, beggars have been able to reduce their personal and familial sufferings through social safety net programmes (SSNP) benefits.

Keywords: *Poverty, Beggary, Social Safety Net Programmes.*

Introduction and Background

The low income countries of the world experience several problems without adequate solution, including poverty, malnutrition, unemployment and so on. Bangladesh is no exception. Beggary, an issue associated with these problems, has long been the source of grave concern in Bangladesh. Beggary has its existence from ancient time in the society of Bangladesh. A significant part of the population in rural and urban areas is seen earning their livelihood through beggary. Primarily, beggary was centered on charity and religious faulty social system, etc. Sometimes, beggary is considered as an easy way of income. As a result, many able bodied persons are being inspired in beggary

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and it is going to be established as a profitable business. On the other hand, due to the breakdown of extensive family and increase of industrialization and urbanization, orphan, destitute children, aged person, widow, and disable person are increasingly becoming destitute and engaging in beggary.

Beggary is one way of living. Human being earns with various occupation and work. If any person wants to engage himself in any occupation, he has to achieve important knowledge and experience. Men get economic benefit by providing own knowledge, experience and physical or mental work. On the other hand, knowledge and experience are not necessary to beg. Beggary is one way of receiving help from others and leading easy way of life. The number of beggars is increasing day by day. Beggary affects our society in various ways. It is considered as the symptom of social disorganization. According to a 2005 study (*AFP, 2010*), Bangladesh had 700,000 beggars, with those in urban areas earning an average of BDT 100/- per day. One will not be surprised to find that the number has been doubled in the last six years (*The Daily Destiny, 2012, January 15*). Poverty, disability and unemployment are the major causes of beggary. In fact, most of the beggars get involved in beggary through the vicious cycle of poverty.

Beggary is considered as a disgraceful way of living and embarrassing for a society. The government of Bangladesh has taken various initiatives to alleviate poverty. Among those programmes social safety net programmes (SSNP) are mentionable. There are 97 programmes under social safety net programmes (SSNP) targeting the different vulnerable sections in the society. Indeed, beggars are the most vulnerable section in any society. Thus, it is expected that SSNPs would contribute to reduce beggary from society. Despite years of operation of social safety net programmes (SSNP) we see that more people in the society are becoming engaged in beggary. Why beggary is increasing in Bangladesh despite extensive SSNP? Who are the beggars and what are the causes behind their beggary? Is there any impact of *social safety net programmes* (SSNP) on beggary? It is necessary to know the answers of these research questions. There is no study in Bangladesh addressing these questions regarding beggary. In this context the present study, for the first time, was carried out to answer these questions. The research is based on the study conducted in one Upazila of Bangladesh with the major objectives to identify who are the beggars, what are the reasons behind beggary and what is impact of *social safety net programmes* (SSNP) in reducing beggary.

Rationale of the Study

The population of Bangladesh is approximately 149,772,364 (Bangladesh Population Census, 2011). There is a class in the population of

Bangladesh who has hunger but who do not know the way to overcome it. They have diseases but lack treatment facilities; have body but lack clothes, shelter and ability to work. They have no other way except stretch begging bowl and dependence on others. Since they require a way of living, they take beggary as their occupation finding no other way. The normal pace of social life is being seriously retarded due to the alarming increasing rate of beggars both in rural and urban areas. It also stands in the way of sustainable development. Poverty is one of the important reasons of begging. 31.5% people are living under upper poverty line and 17.6% lower poverty line in Bangladesh (HIES, 2010). At any cost, the society needs to reduce poverty and rehabilitate beggars. Though government and NGOs have adopted many programmes to reduce poverty and ensure rehabilitation as stated above, the number of beggar is increasing day by day. Beggary is not being eliminated despite implementing social safety net programmes. Despite taking this type of initiatives, increase of the number of beggar questions its impact on beggary. So, we need to find out what is responsible behind this. Hence, it deserves in-depth study by all considerations.

Objectives of the Study

Everything is done with consideration of some objectives. The main objectives of the study are given below:

1. To know about the impact of social safety net programmes on beggary;
2. To know about personal, familial and social life of the beggars;
3. To know about the reasons of beggary;
4. To know about the facility received by beggars under social safety net programmes;
5. To know about the impact of social safety net programmes on beggary.

Literature Review

Literature review help researchers limit the scope of their inquiry and convey the importance of studying a topic to the readers. A number of relevant books, journals, reports, newspapers, website documents related to the research questions have been consulted for the purpose of better understanding the problem. Here an attempt has been taken to review some literature.

Rabbany (2007) reveals that beggars are found begging everywhere in Bangladesh. Mainly they gather on near the mosques in the towns on Fridays, bus stands, railway stations, in front of markets, and in the traffic signals. During the rainy season poor people of rural areas come to Dhaka for begging. They lead miserable life. At the bus stands, market places and in the traffic signals old beggars and sometimes their children stretch their hands for Taka (money) severely embarrassing the passerby. They cause troubles. Sometimes

they cause accident. It is a great problem not only in Dhaka but also in Bangladesh.

Rahman (2010) reveals that beggar means who engages herself/himself to beg in front of mosque, temple, bus stand, railway station and market places etc. Beggar is s/he who seeks help from people for maintenance of own and family members. Usually beggars go to people and tell their problems and finally get some help from them. According to nature and characteristics of beggars in Bangladesh, major causes of beggary can be discussed from natural, political, economic, social, biological and religious sectors.

Ethirajan (2011) focuses on the fact that there are believed to be 40,000 beggars in Dhaka alone, a city of 12 million people. Despite the government's efforts to reduce beggary, the practice remains widespread in the capital and other parts of Bangladesh. The survey, which gets underway on Friday, is the first of its type and the method involved has attracted criticism. Every day, hundreds of beggars can be seen on the roadside, at traffic signals and outside commercial buildings in Dhaka. Many of them are physically disabled. The beggars will be registered under different categories including seasonal or irregular, disabled, women and children etc. The government has enlisted ten non-governmental organizations (NGOs) to carry out the survey.

Gomes (2010) focuses on the issue that the government is set to invest US\$ 2,000,000 in a rehabilitation programme which is expected to provide education, jobs and shelter. Under the new 2010 Vagabond and Street Beggars Rehabilitation Act, forcing someone to beg becomes a punishable offence with "three years in prison," which can rise to five years, plus a 500,000 taka fine (about US\$ 7,000), in case of "intentional mutilation of the beggar to increase his value." Despite the new legislation, the situation has not changed. Rather every day the problem is getting worse in the capital and other parts of the country.

Rahman & Choudhury (2012) reveal that there is a growing realization that issues relating to the safety-nets and the broader issue of social protection needs to be discussed within the context of the relationship between risk management and the prospect of growth and the extent to which the growth process is pro-poor. In this sense, social protection impacts on poverty reduction through a series of direct and indirect channels.

Sulaiman & Mohd (2011) reveal that the causes of being poor are different from one group to another and each set of causal factors implies different remedial actions. Taking into account these factors, the government

of Bangladesh is trying to reduce poverty by implementing various kinds of social safety nets (SSN) programs since its independence.

Methodology

The study followed social survey method. Each beggar has been the unit of analysis. Data were collected from the beggars through face to face interview using semi-structured questionnaire. Data were computerized and analyzed using software Statistical Package for the Social Sciences (SPSS). The study design is a cross-sectional one. Data have been collected from the beggars of the selected area at one point of time and presented and analyzed using appropriate statistical techniques as per the theoretical framework of the study. The study has been conducted at Lalmohan Upazila, under Bhola District. The Upazila has an area of 396-24 sq km, bounded by Burhanuddin and Tazumuddin Upazilas on the north, Charfasson Upazila on the south, Manpura Upazila on the east, Dashmina and Bauphal Upazilas on the west.

Findings of the Study

Findings of the study show that the benefits of social safety net programmes (SSNP) are being provided to reduce poverty in Bangladesh. Beggary is not reduced from our society despite providing the benefit under social safety net programmes (SSNP).

Residence and Gender of the Beggars

It is well documented that females are socio-economically more vulnerable than male in our society. Findings of the present study clearly depict that as it is seen that among the beggars 70.1% are female and only 29.9% are male (Table 1.1).

Table-1.1: Distribution of the respondents by area of residence and by gender

Paurashava/union	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Lalmohon municipality	4	7.3	14	10.9	18	9.8
Badarpur	6	10.9	12	9.4	18	9.8
Charbhuta	4	7.3	16	12.5	20	10.9
Dhaligaurnagar	7	12.8	12	9.4	19	10.4
Farazgang	5	9.0	13	10.1	18	9.8
Kalma	9	16.4	12	9.4	21	11.5
Lalmohan	4	7.3	10	7.8	14	7.7
Lord hardinge	5	9.0	16	12.5	21	11.5

Paschim char umed	6	10.9	14	10.9	20	10.9
Ramaganj	5	9.0	10	7.8	15	8.2
Total	55	100.0 (29.9)*	129	100.0 (70.1)*	184	100.0

*Figures in parenthesis indicate column percentage

Income of the Beggars

The income of the majority (23.9%) beggars is between Taka 1,001.0 to 1,100.0. The average income of the beggars is 1,410.0 Taka ranging from 600.0 Taka to 4,000.0. The income of nearly half of the beggars (45.7%) is Taka 1,301.0 to 1,400.0. More than one-fourth (28.9%) beggars' income is between Taka 1,501.0 to 1,600.0 (Table 1.2). If gender is taken into consideration, we see that the average income (1,298.4 Taka) of the female beggar is considerably lower compared to the male beggar (1,674.5 Taka). The income of 87.6% female beggars is 1,001.0 Taka or more compared to 96.3% of the male beggars, and only 37.0 % of the male beggars are less than 1,000.0 Taka compared to 12.4% of the female beggars (Table 1.2).

Table-1.2: Income of the Beggars by Gender

Monthly income (Taka)	Male			Female			Total		
	No.	Percent	Cum. Percent	No.	Percent	Cum. Percent	No.	Percent	Cum. Percent
Up to 1000	2	3.7	3.7	16	12.4	12.4	18	9.8	9.8
1001-1100	15	27.2	30.9	29	22.4	34.8	44	23.9	33.7
1101-1200	4	7.2	38.1	10	7.8	42.6	14	7.7	41.4
1201-1300	3	5.4	43.5	21	16.2	58.8	24	13.0	54.4
1301-1400	0	.0	.0	11	8.6	67.4	11	5.9	60.3
1401-1500	1	1.9	45.4	19	14.8	82.2	20	10.9	71.2
1501-1600	11	20.0	65.4	15	11.7	93.9	26	14.1	85.3
1601-1700	0	.0	.0	3	2.3	96.2	3	1.7	87.0
1701-1800	4	7.2	72.6	3	2.3	98.5	7	3.9	90.9
1801 & above	15	27.2	100.0	2	1.6	100.0	17	9.2	100.0
Total	55	100.0		129	100.0		184	100.0	
<i>Mean</i>	1674.5			1298.4			1410.0		
<i>S.D</i>	684.5			274.7			469.9		

Living Place of the Respondent

Data presented in Table 1.3 show that the majority (39.2%) of the beggars live in their house. More than one-fourth (27.0%) of the beggars live

in governmental places; such as, beside road, brink of river etc. More than sixteen percent (16.9%) of the beggars live in other people's house and same percent live in house of government (Such as, Ashrayan project, Gucchgram). On the other hand, 27% and 9% of the beggars respectively live with their relatives and neighbours.

Table-1.3: Living Place of the Respondent

Living place	Number of beggars	Percent	Cumulative Percent
People's house	25	16.9	16.9
Place of Gov.	40	27.0	43.9
House of Gov.	25	16.9	60.8
Own house	58	39.2	100.0
Total	148	100.0	

Knowledge of the Beggars about Social Safety Net Programmes (SSNP)

Data presented in Table 1.4 show that almost all (90.8%) the beggars have knowledge about old age allowance (OAA), 63.6% widow allowance, 90.2% vulnerable group development (VGD), 59.2% vulnerable group feeding (VGF) and 49.4% have knowledge about Ashrayan project. From the findings it can be concluded that beggars do have knowledge about the SSNPs. If gender is considered we see that a considerable proportion (81.3%) of the female beggars has knowledge about allowance for widow where male beggars are only 21.9%.

Table-1.4: Knowledge of the Beggars about Social Safety Net Programmes (SSNP)

Knowledge of the beggars about SSNP	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Old age allowance (OAA)	46	83.7	121	93.8	167	90.8
Allowance for widow	12	21.9	105	81.3	117	63.6
VGD	50	90.9	116	89.9	166	90.2
VGF	28	50.9	81	62.8	109	59.2
TR	0	.0	2	1.6	2	1.0
Food for work	1	1.8	4	3.1	5	2.8
Allowance for disable	31	56.3	12	9.3	43	23.3
Stipend for primary students	8	14.6	19	14.8	27	14.7
Gucchagram	8	14.6	13	10.0	21	11.4

Ashrayan project	29	52.8	62	48.0	91	49.4
Micro-credit	1	1.8	9	6.9	10	5.4
Total	214 (N=55)	-	544 (N=129)	-	758* (N=184)	-

*Multiple responses

Benefits Received by the Beggars and Their Families under SSNP

Data presented in Table 1.5 show that a considerable proportion (79.9%) of the beggars and their families received SSNP benefits. On the other hand, 20.1% never received SSNP benefits. If gender is considered we see that the beggars and their family members who received SSNP benefits, among them the female family members (80.2%) of the beggars are slightly higher than the male family members (79.3%). (Table 1.5).

Table-1.5: Benefit Received by the Beggars and Their Families under SSNP

Gender of the family members		<i>Benefit Received</i>		Total
		No	Yes	
Male	No.	12	46	58
	Percent	20.7	79.3	100.0
Female	No.	25	101	126
	Percent	19.8	80.2	100.0
Total	No.	37	147	184
	Percent	20.1	79.9	100.0

Type of Benefit Received of the Beggars

The government of Bangladesh has been provided various benefits under social safety net programmes (SSNP) to reduce poverty. Approximately 97 programmes have been implemented under social safety net programmes (SSNP). All of the programmes of social safety net programmes (SSNP) are not implemented in every Upazila of Bangladesh. Necessary programmes under social safety net programmes (SSNP) were selected by considering the socio-economic status and structure at every Upazila in Bangladesh. Various types of programmes are being implemented in study areas, which are presented in study area under methodology in this study. Beggars do not get all of the benefits under SSNP in study area. From collecting data, we see that beggars and their family members receive OAA, WA, DA, VGF, VGD, guccahgram and ashrayan project benefit under SSNP.

Number of SSNP Benefits Received by the Beggars

Data presented in Table 2.1 show that 102 beggars out of 184 beggars receive SSNP benefits at present. Among these 102 beggars 48.1% receive only one benefit at present. On the other hand, 51.9% receive two benefits.

Table- 2.1: Number of SSNP Benefits Received by the Beggars

Number of benefit	Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent
Only one	18	62.1	31	42.4	49	48.1
Only two	11	37.9	42	57.6	53	51.9
Total	29	100.0	73	100.0	102	100.0

Duration of Receiving All Types SSNP Benefits of the Beggars at Present:

Data presented in Table 2.2 show that 30 beggars receive OAA at present where average month is 74.5, 28 beggars receive widow allowance where average month is 67.7, 11 beggars receive disable allowance where average month is 62.1, 50 beggars receive VGF benefit where average number is 8.6, 11 beggars receive VGD benefit where average month is 14.9, 7 beggars receive guchagram benefit where average year is 7.7 and 18 beggars receive ashrayan benefit where average year is 8.8.

Table-2.2: Duration of Receiving All Types SSNP Benefits of the Beggars at Present

Programmes	N	Mini.	Maxi.	Sum	Mean	S.D
Monthly OAA receive	30	29.0	120.0	2237.0	74.5	24.2
Monthly WA receive	28	30.0	120.0	1898.0	67.7	22.7
Monthly DA receive	11	24.0	96.0	684.0	62.1	18.4
Receiving number of VGF	50	2.0	20.0	434.0	8.6	4.6
Receiving number of VGD	11	8.0	20.0	164.0	14.9	3.8
Yearly receive guchagram benefit	7	4.0	10.0	54.0	7.7	2.3
Yearly receive ashrayan benefit	18	5.0	10.0	160.0	8.8	1.5

Discussion and Conclusion

Beggars do not grow in a vacuum; they are the product of a particular socio-economic condition which exists in the society. There is an axiomatic belief in our country that beggary is caused by poverty and that unless poverty is reduced, beggary shall prevail. Poverty is surely the most important cause of beggary and many of the beggars beg when they do not have other means of

earning their livelihood. But it should be noted that, all beggars are not poor, and surely all poor are not beggars. A man seldom becomes a beggar due to a single cause. There are multifarious and interrelated factors, which make one a beggar. The benefits of social safety net programmes (SSNP) are being provided to reduce poverty in Bangladesh. Beggary is not reduced from our society despite providing the benefit under social safety net programmes (SSNP). In the study Upazila all the unions and the municipality have beggars. The proportion of female beggar (70.1%) is considerably higher than male beggar (29.9%) in the study area. A considerable proportion (79.9%) of the beggars and their families received social safety net programmes (SSNP) benefit. On the other hand, another 11 family members of the beggars also received OAA with an average 70.8 months.

Again, among the 184 beggars, 28 are receiving widow allowance for an average 67.7 months. Out of 184 beggars of this study, 11 are receiving disable allowance for an average of 62.1 months. 50 beggars are under VGF programme at present while another 13 beggars received VGF benefit in past. 11 beggars received VGD benefit for an average of 14.9 months, and 20 beggars received VGD benefit for an average of 19.6 months. Among the 184 beggars included in this study, children of 26 beggars' family receive stipend benefit for an average of 31.1 months. On the other hand, family members of another 18 beggars receive ashrayan benefit for an average of 8.8 years ago. Among the helpers who help them receive SSNP benefits, 71.9% are UP members, 24.9% are UP chairmen and 3.2% are UP guards. A considerable proportion (55.3%) of the beggars feels problem in receiving benefits under SSNP. Among them male beggar (63.1%) is considerably higher compared to the female beggar (52.1%). More than 90% of the beggars have reported that they do not get benefit in time. More than half of the beggars (58.4%) use benefits properly. Among the beggars who have reported their inability to use SSNP benefits properly, 66.7% can not use properly due to the insufficient amount of benefit. 62.3% of the beggars have said that sufficient amount of social safety net programmes (SSNP) benefits can reduce beggary.

In their studies, many thinkers (Rahman, 2010; Ethirajan, 2011; Gomes, 2010; Rahman & Choudhury, 2012) focus on the point that the major causes of beggary can be discussed from natural, political, economic, social, biological and religious perspectives. Beside this, many researchers (Gomes, 2010; Mohd, 2011) reveal that safety-nets and the broader issue of social protection needs to be discussed within the context of the relationship between risk management and the prospect of growth and the extent to which the growth process is pro-poor. But they do not focus on social safety net programmes (SSNP) which helps to reduce poverty and reduce beggary. This study is different from other studies because from the findings of the study it is

evident that beggary cannot be reduced from our society through present social safety net programmes (SSNP) benefits. However, beggars have been able to reduce their personal and familial sufferings through that. As a result, despite receiving social safety net programmes (SSNP) benefit beggars in Bangladesh continue to beg.

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Code BLACK as an Enduring Tale of Growth and Essential Humanity

Vikarun Nessa¹

Abstract

*This article aims to show how an unbending and socially “honored” code operates in a society which is inhabited by both black and white people and how any alteration to that code disrupts harmony in that very society. For this purpose, Harper Lee’s classic text, *To Kill a Mockingbird* and its screen adaptation of the same name, directed by Robert Mulligan is chosen. According to Wagner’s classification the film falls under the category, commentary- in this category an original text is taken and either intentionally or unintentionally changed in some respect. In case of *To Kill a Mockingbird*, the narrative voice of Scout or Jean Louise Finch remains the same in the film but some events are altered or chopped off to suit the purpose of the film. Even though, some parts of the text have been cut or altered the focus of the text and the film is the same. Both focus on the evils of prejudice and racism, the code through which black people are judged. Moreover, this article also tries to show the differences in the parallel universe of children and adults. It juxtaposes children’s innocence through which they can overcome prejudice very easily whereas adults even after having sufficient evidence cannot overcome an ‘animal’ named racism. So, this article aims to show how a racist society kills the “Mockingbird” as they cannot get hold of the “Blue jays”.*

Keywords: Code, racism, adaptation, commentary, mockingbird.

I

The novel *To Kill a Mockingbird*, by Harper Lee and its screen adaptation of the same name directed by Robert Mulligan, can be read or interpreted from various angles. The texts can be read as a story of a loving single father, who is trying his best to bring up his children with right values and education against the backdrop of a prejudice driven society. The text and the adaptation can also be read as a hero’s struggles to bring justice for a black man. The novel and the film are also a journey of innocent children coming into experience, experience which does not take away their innocence but reaffirms their belief in essential goodness of human beings and makes them better equipped to inhabit a world which is not always fair. However, the most important reading of the texts is a commentary about a prejudiced and racist society, which is run by ‘codes’. David Crystal defines code as,

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a set of conventions for converting one signaling system into another-enters into the subject matter of semiotics and communication theory rather than linguistics. Such notions as ‘encoding’ and ‘decoding’ are sometimes encountered in phonetics and linguistics, but the view of language as a ‘code’ is not one which figures greatly in these subjects. (82-83)

This article does not use the term ‘code’ to refer to a linguistic system rather the term ‘code’ is used to refer to a system through which a society and its people choose to live. As both novel and film are art forms and they are interpreted or read by people differently based on their own experiences, social context and cultural history therefore, all of the above or even more interpretations are possible. The aim of this article is to focus on the socially constructed ‘codes’; the racially prejudiced society portrayed in the novel and the film; juxtaposition of adult’s and children’s world and its effect on the narratives and evaluate the screen adaptation of the novel as- commentary, its success and failures. Human societies are run by different rules or ‘codes’. Some of these codes can be bended or broken to suit the changing needs of society and time. However, there are some socially constructed ‘codes’ which are, “rigid and time - honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with”(Lee 224).

One of the focuses of this article is to explicate two of such codes- ‘code black’ which refers to-“all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women” (Lee 225). And there is also a ‘code white’, a byproduct of ‘code black’ which automatically suggests that, white men are ‘truthful’, white men are ‘epitome’ of humanity and most importantly white men are to be ‘trusted’ no matter what the situation is or what the evidence suggest about their actions. Moreover, Harper Lee and Robert Mulligan question the validity of such codes and urge the readers and audience to discard such obsolete codes. The novel and the film also juxtapose the parallel universes of children and adult to showcase, how children due to their innocence are better equipped to discard obsolete social codes and can create codes of their own, codes that are not based on prejudice or biases.

II

To Kill a Mockingbird (the novel and the film) is set in the fictional town of Maycomb county, in early 1900s, during the years of economic depression. The protagonist, Atticus Finch, who is a Lawyer and a widower, lives in Maycomb with his two children Jem and Scout or Jean Louise Finch and their black cook, Calpurnia. Scout is also the narrative voice of both the novel and the film. Jem and Scout become friends with a boy named Dill Harris and three of them speculate about Jem and Scout’s neighbour Arthur Radley or Boo Radley. No one has recently seen Arthur and this lack of

information causes both fear and fascination about Arthur in the minds of the children. Jem, Scout and Dill spend their summer in speculating and making schemes about how to make Boo come out of his house. To the children, Boo is no less than a 'monster'. However, at the end of the narratives it is Boo who saves Jem and Scout's life. While children are occupied with Boo, Atticus must fight a 'monster' as well. Atticus has been appointed to defend a black man, named Tom Robinson, who has been accused of raping a white girl named, Mayella Ewell. The Ewells are white but are not respectable citizens. Atticus agrees to defend Tom despite of the disapproval of Maycomb's white population and many threats made at him and his family. Atticus eventually loses the case even though all evidence suggested Tom's innocence. Tom is convicted and in his attempt to escape, he is shot and killed. Tom's trial and his death not only caused disruption in Maycomb's social life but also create a negative impression in the minds of the children about the judicial system. But with passing time Jem and Scout's life become how it was before Tom Robinson's case until Bob Ewell, Mayella's father attacks Jem and Scout to take revenge on Atticus. However, the children are rescued by a mysterious man, who turns out to be Arthur Radley. The narratives end with the death of Bob Ewell and an indication of understanding or even possible friendship between Arthur and the children.

The narratives, the novel and the film, start with the narrative voice of Scout. As Scout introduces us with Maycomb County, the readers and audience get the impression of peace and serenity. It is understood that economic depression is going on but life in the county seems to be picturesque, where the only disturbance is the Radley place, which "was inhabited by an unknown entity" (Lee 7) and Mrs. Dubose, who is "plain hell" (Lee 7). As the narrative moves forward the actual face of the seemingly serene Maycomb County is revealed. Very early in the narratives readers and audience are introduced with Calpurnia, Scout informs that, Calpurnia, has a "tyrannical presence" (Lee 6) in Scout's life and it is so, because "Atticus always took her (calpurnia's) side" (Lee 6). The statement suggests that, in Maycomb white and black people live in a state of harmony and mutual respect. However, this is the perception of a child, when the parallel universes of children and adults are juxtaposed, it can be seen that the 'harmonious' society is full of prejudice and racist ideas. Atticus must fight against these racist ideas and prejudices to save the "mockingbirds" and his children.

III

As mentioned before, this article focuses on two socially constructed codes; 'code black' and 'code white'. Both codes are directly and intensely introduced in the narratives in the trial scene of Tom Robinson. The codes become apparent from the fairly unimportant sitting arrangement of black and

white people to the very crucial verdict of Tom Robinson's case. In the court room scene, Atticus by crosses examining the witnesses establishes that, it was not possible for Tom Robinson to rape and severely beat up Mayella Ewell. As thinking, critical readers or audience few things are to be noticed in the trial scene; firstly, economic condition and speech of the Ewell's are not very different from those of Tom Robinson's. In fact, Tom has a more respectable economic status than Bob Ewell as Tom "picks for Mr.LinkDeas" (Lee 210) Tom, despite being physically handicapped works to support himself and his family. On the contrary,

the Ewells lived as guests of the county in prosperity as well as in the depths of a depression. No truant officer could keep their numerous offspring in school; no public health officer could free them from congenital defects, various worms and diseases indigenous to filthy surroundings. (Lee 187).

This description makes the Ewells a despicable and diseased group of people yet; they are more 'respectable' and 'trustworthy' as they are white people, therefore, bearers of 'code white'. The spoken language of Ewell's and Tom is quite similar as well. At first their language seems like a dialect of a specific region but upon closer look it becomes apparent that, their language is grammatically incorrect or distorted. This distortion of language is a result of lack of education. Tom is deprived of education because of his skin's color; however, for the Ewellsit's a deliberate choice to live an uneducated life. Ultimately when it comes down to the verdict of Tom's case, all evidence suggests his innocence. In cross examination Atticus proves that Mayella's injuries were caused by someone who is left handed. Tom is handicapped; he cannot move or use his left hand. So, it is impossible for Tom to rape or cause such serious injuries to anyone. None the less, Tom has committed a grave crime, he, "felt right sorry for her (Mayella), she seemed to try more'n the rest of 'em-"(Lee 217). Tom's assertion comes as ashock for the prosecutor; he cannot hide his surprise and retorts "you felt sorry for her, you felt sorry for her" (Lee 218). The reaction of the prosecutor reminds the readers and audience of 'code black' and 'code white'; in accordance with these codes a black person does not have any right to feel sorry for a white person; it's a 'crime' in itself and disturbs established social norms and order. Tom has crossed a line, a line drawn by a prejudice driven, and racist society.

The court room scene also juxtaposes children's world against adult's world. While, black and white adults remain at a 'safe' distance from each other Jem, Scout and Dill witness the trial from the "black balcony". They do not find it disgraceful to sit with black people and along with Atticus they believe-"the truth is this : some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women- black and white. But this is a

truth that applies to the human race and to no particular race of men” (Lee 226).

However, Atticus’s convincing summation speech or the belief of the children is worthless as the adult jury members would not shed off their racist ideas or codes and Tom is found guilty. The verdict jerks the children and “only children weep” (Lee 235). In the world of the adults a “mockingbird” symbolized by Tom, has been killed. In the parallel universe of children, Jem, Scout and Dill are trying to bring a ‘monster’ out of his home. To them Arthur or Boo Radley is a ‘monster’. To them,

Boo was about six- and- a-half feet tall, judging from his tracks; he drained on raw squirrels and any cats he could catch, that’s why his hands were blood-stained-if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time.

(Lee 14)

Readers and audience of the novel and film can guess that it is Arthur, who leaves gifts in the tree hole for Jem and Scout but until the very end of the narratives Jem and Scout have no idea about the identity of their secret friend. However, when Scout realizes whom they thought to be a ‘monster’ is in fact their secret friend and neighbour; it does not take Scout any time to shed off her preconceived idea about Arthur Radley as a ‘monster’ and she immediately reconstructs him as a human being. Scout comments,

Neighbours bring food with death and flowers with sickness and little things in between. Boo was our neighbour. He gave us two soap dolls, a broken watch and chain, a pair of good-luck pennies, and our lives. But neighbours give in return. We never put back into the tree what we took out of it: we gave him nothing and it made me sad. (Lee 307)

Scout’s reflection shows the difference between the perspective of children and adults. Despite the fact that, all evidence suggested Tom’s innocence, Atticus could not convince the adult jury of Tom’s innocence, the jury was blinded by naked racism, because ‘code black’ had fossilized in the white jury’s mind. Scout too formulated a code about Boo in her mind but when she realized that Boo was not a ‘monster’ she discards the obsolete code, Scout gives back Arthur his identity of a human being, she puts back Arthur’s identity in the tree hole.

IV

Literature is prone to different interpretations, and one such mode of interpretations is a screen adaptation of a literary text. There is an interrelation

between fiction and film; this is why classic texts are getting adapted in visual media. Somdatta Mondal observes,

Moving pictures in the silent era and moving pictures with recorded sounds after 1927 could be used to tell stories, describe events, imitate human actions, explore problems and urge reforms. It is not therefore surprising that such uses of the liveliest art of the twentieth century would provoke speculative comparisons with that other major human system for telling, describing, imitating, exposing and urging – verbal language. (4)

Somdatta's comment gives validity as to why literature is getting adapted into cinema but this article also focuses on the different kinds of adaptations there are and explicates the category that fits the adaptation of *To Kill a Mockingbird*. Wagner was one of the first to put adaptations into three different taxonomy or categories, these three types of adaptations are;

transposition- a novel directly given to screen; commentary- where an original is taken and either purposely or inadvertently altered in some respect; and analogy – a film that shifts the action of the fiction forward in time or otherwise changes its essential context; analogy goes further than shifting a scene or playing with the end and must transplant the whole scenario so that little of the original is identifiable. (222-223)

The adaptation of *To Kill a Mockingbird* falls into the category-commentary. The original text is altered in many ways. Not only that almost half of the novel is chopped off but changes have also been made in to dialogues, characters and situations to convey the message of the director. Mulligan makes changes in all the aforementioned categories without hampering the primary essence or focus of the text as films have “pictorial possibilities the novel doesn't have. What can't be transferred by incident might be translated in to image” (Monaco 54).

As mentioned above many of the incidents that are present in the novel are missing from the film. Along with these incidents, Atticus's immediate relatives are cut off from the films narrative. In the novel Atticus has a brother and sister. His sister Alexandra even comes to help him to look after his children, at the end of the novel. But in the film Atticus, is a lone warrior, both in his social and personal life. The effect of cutting down Atticus's support system is that, he is heavily in the foreground, as the hero, symbol of righteousness and humanity. The term foregrounding is especially used for art criticism. “The foreground is that part of a painting which is in the centre” (Short 11). Like a painting Atticus too is in the centre of the narratives. The responsibility of restoring peace in a society which is inhabited by both black and white people and bringing up his children with right values is on Atticus's

shoulder only. No relatives, no help intensifies Atticus's position as a lone warrior against evils of society.

To Kill a Mockingbird is one of those texts that have a legendary dialogue through which it can be recognized; "Shoot all the bluejays you want, if you can hit 'em, but remember it's a sin to kill a mockingbird." (Lee 99). This famous statement is Atticus's advice to Jem. But Atticus does not explain this statement in the novel. When Scout and Jem fail to understand the deep rooted meaning of the statement it is Miss Maudie who explains to Scout, "Mockingbird's don't do one thing but make music for us to enjoy. They don't eat up peoples gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's asin to kill a mockingbird" (Lee 99-100). Harper Lee creates the celebrated symbol of a mockingbird, which represents goodness and harmony. Atticus comes up with the statement but it is Miss Maudie, who makes the children understand the magnitude of the statement. Here, Harper Lee presents the harmony that should prevail among men and women in a society. But in the film both the statement and its explanation are given by Atticus. One of the reasons for doing so is to keep the entire focus on Atticus, to bring him in the foreground as the hero. Secondly, the film presents a patriarchal view of society. In the novel the female characters who have presence or authority are Calpurnia and Miss Maudie. However, both of them have been marginalized, their presence is not strongly felt in the film but they have significant presence in the narrative structure of the novel. Robert Mulligan chose to go with a patriarchal point of view as he has already questioned the racist attitude of his contemporary society; questioning another social norm- patriarchy might have been too much for the audience of that era, on this regard Whelehan comments, "it is fascinating to study the effect that the period in which a text is adapted has upon the representation of that text." (14)

When an adaptation is the subject of scrutiny, it needs to be remembered that a film is both an art form and a commercial venture. So, directors need to be cautious about how they are presenting information or incidents to the audience, as the film needs to be commercially successful as well. Film as a visual media is already very direct, comments on certain aspects of the film and dispersing certain information may destroy the dramatic effect of the film and also because—"commercial film still can't reproduce the range of the novel in time. An average screenplay, for example, is 125 to 150 type script pages in length; the average novel three or four times that. Almost invariably, details of incident are lost in the transition from book to film" (Monaco 53).

Monaco's comment makes it clear, why Mulligan withholds some descriptions and information. We never hear Scouts comment that if Tom was not handicapped he "would have been a fine specimen of a man." (Lee 212) This description is not needed in the film as the film can visually represent Mayella's desire for the "Other". According to Lacan "the great Other (is), in whose gaze the subject gains identity" (170). Some information is not given to sustain a sense of suspense till the very end of the movie. Mulligan does not inform the audience that "old Mr. Radley was a foot washing Baptist" (Lee 49) and "Foot washers believe anything that's pleasure is a sin" (Lee 49) This explains why Arthur Radley does not come out of his house, but disclosing this information to the audience about Arthur would have ruined the halo of mystery that surrounds him. Moreover, in the novel this information about the Radley's is given to Jem and Scout by Miss Maudie. In the novel Miss Maudie almost has a mother like presence in Jem and Scout's life but due to the patriarchal point of view of the film her presence is reduced to a friendly neighbour.

Harper Lee takes a feminist stand in the novel as Scout observes, "Again, as I had often met in my own church, I was confronted with the impurity of women doctrine that seemed to preoccupy all clergymen" (Lee 134). Lee's stance here is not against Christianity but against patriarchy which governs the churches. As the film's primary focus is racism and it has a time constrain to meet Mulligan suitably overlooks the matriarch's presence and the feminist criticism. The only instance where Lee and Mulligan agree to show a 'damsel in shining armor' is when Scout saves Atticus from a gang of mob by putting Walter Cunningham in Atticus's "shoes for a minute" (Lee 173)

The novel and the film also differ in their treatment of Dill's character. Dill in the film is a playmate to Scout and Jem, at most he can be thought of as a catalyst, who makes Jem and Scout go after Arthur Radley. Ultimately it is Jem and Scout who move from innocence to experience and gain better understanding of the world they inhabit and disruption in that world or society affect Jem and Scout directly but not Dill. However, Lee uses Dill's character very interestingly in the novel. Her use of Dill is almost like Shakespeare's use of "fool" in *King Lear*. During Tom's trial Dill bursts in to rage as he feels the prosecutor is abusing Tom and even though Tom is a Negro, Dill "don't care one speck." (Lee 220) Mistreatment of Tom just makes him sick. Dill is the only character who can say this, as he is not yet tarnished by racism and also because he does not have intimate knowledge about how lawyers operate inside a courtroom unlike Jem and Scout. Through Dill Lee also criticizes the blindness of the adult world. Dill can only laugh at the stupidity and absurdness of the adult world. Dill wants to become a clown but a new kind of clown, a clown that "laugh at the folks (adults)" (Lee 239).

V

In short, by examining *To Kill a Mockingbird*, the novel and the adaptation, this article charts the different codes that exist in human society and showcases the affects these codes have on a society. Through examining the different points of view of Harper Lee and Robert Mulligan this article dismisses the validity of codes like 'code black' and 'code white'. Differences in the parallel universes of children and adults are also shown to highlight the inability of adults to discard obsolete social codes and emphasize children's innocence and clarity of vision through which they defy and discard such codes. Though, a film is primarily made to please audiences, the adaptation of *To Kill a Mockingbird*, captures the true essence of the novel. As the adaptation is a commentary, it misses some important issues addressed by Harper Lee yet the primary focus- criticism against racism is captured acutely. Finally, the article shows the narratives as an enduring tale of growth and essential humanity that unites us.

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The Determinants of Budget Deficit Volatility in D-8 Countries: A Dynamic Panel Data Analysis

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Abstract

Volatility in budget deficit has become one of the most debated issues in the developed and developing countries during the last three decades. Therefore, the present study aims to examine economic and institutional sources of budget deficit volatility in the Developing Eight group of countries over the period of 1990 to 2013. Estimating the dynamic panel data models using Generalized Methods of Moments (GMM) technique, it is seen that high budget deficit volatility is related to with the poor institutional setup. The results further reveal that large budget deficit, inflation rate and trade openness are positively related with budget deficit volatility. Real per capita GDP is found to be an insignificant determinant of the budget deficit instability. Finally, population growth rate has a significant negative effect on budget deficit volatility implying that countries with smaller population growth have more volatile budget deficits. On the basis of the findings, the study suggests that by bringing improvement in institutional quality and enforcing fiscal discipline the Developing Eight can stabilize the budget deficit volatility.

Keywords: Budget Deficits Volatility, Per Capita GDP, Openness, Inflation, Institutions.

JEL Classification: E31, E63, H62, K42.

Introduction

Fluctuating behavior of the budget deficit always has serious implications for an economy because it increases the level of inflation when there is lack of independence of central bank. It may change the government

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spending and/or may shift the long term investment into short term investment (Agnello and Ricardo, 2009). Initially, budget deficit volatility was considered to be the only a macroeconomic phenomenon, however, over the years the role of institutions has also become an important determinant of the budget deficit volatility. Increased political instability leads to higher level of budget deficit volatility while improved institutional performance via democracy and political stability help reduce the budget deficit volatility. Therefore, it becomes imperative that an analysis of the determinants of budget deficit volatility must incorporate institutional quality variable along with economic variables.

The group of eight developing countries with the Muslim majority (Bangladesh, Egypt, Indonesia, Iran, Malaysia, Nigeria, Pakistan, and Turkey), which formed an economic alliance to promote development is known as Developing Eight or D-8 countries. All the D-8 countries are faced with serious budgetary issues; therefore, it seems essential to examine the determinants of budget deficit instability in the sample countries so that some useful policy guidelines may be chalked out for controlling the volatility of government deficit in the D-8 countries. The present study aims to investigate the economic and institutional determinants of budget deficit volatility in a close and open economy setup in the sample countries.

Many researchers have tried to explore either the determinants of the large public deficits [see, for example, Roubini and Sachs (1989), Kouassy and Bouabre (1993), Bayar (2001), Bayar and Smeets (2009), Castro (2007), Anwar and Munazza (2012)] or examine the volatility of public expenditures and public revenues and the impact of this volatility on economic growth [see, for instance, Fatas and Ilian (2003), Carmignani et al. (2007), Furceri (2007), Afonso and Furceri (2010), Varvarigos (2010), Afonso and Jalles (2012)]. However, there is a serious dearth of literature on fiscal deficit volatility. The available studies (Agnello and Ricardo (2009), Javid et al. (2011), and Mara (2012) have empirically investigated the economic and non-economic sources of budget deficits volatility in different countries. All these studies conclude that besides the economic factors the institutions also significantly affect the budget deficit volatility. The present study is the first of its kind that attempts to analyze the determinants of budget deficit volatility in the D-8 countries. Moreover, this study also contributes to the existing literature on the developing countries which bring together economic and institutional variables to analyze budget deficit volatility.

Rest of the study is organized as follows: the econometric model, sources of data and estimation technique are described in section 2; section 3

presents the discussion on the estimated results; and finally section 4 concludes the study.

2. Analytical Framework

2.1. Econometric Model

The main focus of this study is on the economic and institutional determinants of budget deficit volatility. The study has borrowed the econometric model from Agnello and Ricardo (2009) which is developed on the theoretical insights of Alesina and Perotti (1995) and Persson and Tabellini (1997) and empirical work of Woo (2003) and Henisz (2004). Thus, with regard to the main determinants of the budget deficit volatility, we specify the following dynamic panel data model:

$$BDV_{it} = S_1BDV_{it-1} + S_2ECON_{it} + S_3INST_{it} + S_4C_{it} + v_i + v_{it} \quad (1)$$

where the BDV_{it} is volatility of budget deficit for the country i for the time period t , $ECON_{it}$ is the set of macroeconomic variables (budget deficit as percentage of GDP, real per capita GDP, inflation and openness), $INST_{it}$ represents the variable institutions, C_{it} is a variable which controls for the influence of country specific demographic characteristics (population growth as control variable), whereas, v_i represents the country specific effect, S_1, S_2, S_3 and S_4 are the parameters to be estimated and v_{it} denotes the random error term.

2.2. DATA and Estimation Technique

The study has utilized panel data on the economic and the institutional variables for the D-8 countries over the time period 1990 to 2013 in order to conduct its empirical analysis. Ideally, the required data should be collected from the same source for the consistency of the data. However, there is no single source from which the required data can be gathered. Therefore, the study has obtained the data from different sources. In this regard, the data on the economic determinants of the budget deficit volatility (GDP per capita, budget deficit, inflation rate, trade openness and population growth rate) have been sourced from International Financial Statistics (IFS) and the World Development Indicators (WDIs).

We have constructed a GARCH measure of budget deficit volatility as follows:

$$BDV_{it} = \alpha_0 + \alpha_1 BDV_{it-1} + u_{it} \quad (2)$$

$$\sigma_{it}^2 = \omega + \alpha_1 u_{it-1}^2 + \alpha_2 \sigma_{it-1}^2 \quad (3)$$

Where the conditional variance equation in (3) is a function of three terms: (i) the mean, ω ; (ii) news about volatility from the previous period, measured as the lag of the squared residual from the mean equation, u_{it-1}^2 – (the ARCH term); and (iii) the last period's forecast error variance, σ_{it-1}^2 – (the GARCH term).

For constructing real GDP per capita, first of all we obtain real GDP dividing nominal GDP by GDP deflator and then the real GDP is divided by total population. For measuring inflation rate, growth rate of consumer price index (CPI) is used. The most commonly used measure of openness in practice is the sum of exports and imports divided by GDP. This ratio generally reveals the degree of a country's openness to world trade: The more open a domestic economy, the less is the restriction in world trade, and the higher is the trade share in GDP. No doubt, there are various other possible measures that could be used as a proxy for openness but it is difficult to obtain long historical time series for most of these (Ashra, 2002). So, we have restricted ourselves to trade to GDP ratio, which indicates the overall openness of the economy.

The institutions (INS) data set employed in this study has been assembled by the Integrated Risk Information System (IRIS) Centre of the University Maryland from the International Country Risk Guide (ICRG) – a monthly publication of Political Risk Services (PRS). Following Knack and Keefer (1995), five PRS indicators used to measure the overall institutional environment are: (i) Corruption; (ii) Rule of Law; (iii) Bureaucratic Quality; (iv) Government Repudiation of Contracts; and (v) Risk of Expropriation. The above first three variables are scaled from 0 to 6, whereas the last two variables are scaled from 0 to 10. Higher values imply better institutional quality and vice versa. Since all these aspects of the institutional environment are likely to be relevant for the security of property rights, the institutions indicator is obtained by summing the above five indicators³.

³The scale of corruption, the rule of law and bureaucratic quality were first converted to 0 to 10 (multiplying them by 5/3) to make them comparable to the other indicators. Numerous studies have employed this data set in the empirical analysis, among others Knack and Keefer (1995), Hall and Charles (1999), Chong and Calderon (2000), Clarke (2001), and Law (2009).

Since our model (1) is dynamic panel model in which we incorporated country specific effects (v_i) , so the parameters are estimated by Generalized Method of Moments (GMM). To deal with country specific fixed effects and endogeneity, Arellono and Bond (1991) suggest applying the GMM after first differencing the equation. The first difference removes the country specific effects and Lagged dependent and exogenous variables can be used as instrument variables.

3. Results and Discussion

The estimates of model (1), for both the closed and open economy set up, are reported in table 1. The first column contains the list of the variables while the second, third and fourth columns present the estimated results for the first, second, and third models respectively. The first model represents the closed economy case covering only the effects of domestic economic and demographic variables on the budget deficit volatility in the D-8 countries. The set of economics and demographic variables include lag of budget deficit volatility, real per capita Gross Domestic Product (GDP), budget deficit to GDP ratio, inflation and population.

Table 1. Determinants of Budget Deficit Volatility in D-8 Countries

	Model 1	Model 2	Model 3
Constant	0.33 (1.79)*	0.27 (2.17)**	1.1 (3.72)***
Lag Deficit Volatility	0.13 (2.11)**	0.18 (3.67)***	0.14 (2.24)**
Real Per Capita GDP	0.07 (0.87)	0.11 (1.21)	0.08 (0.81)
Deficit (% of GDP)	0.16 (2.73)**	0.21 (1.77)*	0.12 (1.99)**
Inflation	0.07 (1.96)*	0.1 (2.13)**	0.03 (1.82)*
Population Growth	-0.06 (-3.67)***	-0.12 (-4.74)***	-0.15 (-4.37)***
Trade Openness		0.05 (1.81)*	0.01 (1.77)*
Institutions			-0.23 (-2.16)**
R2	0.89	0.68	0.67

Note: Values in parentheses are t-statistics. ***, **, and * indicate significance at 1 percent, 5 percent and 10 ten percent level respectively.

Lag of budget deficit volatility is utilized to evaluate the existence of sluggishness in the budgetary process. Real per capita GDP is used to capture the difference in the level of the economic development between the D-8 countries. We included budget deficit as percentage of GDP because high budget deficit is the major reason of rapid changes in the government spending and taxation. In order to take on account the level of economic uncertainty inflation is used. Population (demographic variable) is used as control variable.

Regarding results of the first model, it is evident that the value of estimated coefficient of lagged of budget deficit volatility is 0.13 and it is significant at 5 percent level. The lagged of budget deficit volatility carries the expected sign; it is positively related with the dependent variable (budget deficit volatility). Therefore, one percent increase in the lagged budget deficit volatility variable increases the budget deficit volatility by 0.13 percent. The significant relationship of the budget deficit with its own lagged value indicates that budget deficit volatility is persistent. This result is in conformity with the findings of Agnello and Ricardo (2009) and Javid et al. (2011), who also reported the persistence in the budgetary process in their sample countries.

The coefficient of the real per capita GDP although insignificant, bears a positive sign. This indicates that an improvement in economic growth performance will not lower the budget deficit volatility in the D-8 countries. This result is in concordance with the findings of Agnello and Ricardo (2009) for 125 countries (both the developed and the developing ones) and Mara (2012) for the new members of the European Union (EU). However, it is in contrast with the findings of Javid et al. (2011) for South Asia and ASEAN countries and Mara (2012) for the old EU members. The coefficient of the third explanatory variable i.e., budget deficit to GDP ratio has significant effect on the budget deficit volatility and carries a positive sign implying a positive association of budget deficit with the budget deficit volatility. Thus, one percent increase in the budget deficit to GDP ratio increases the budget deficit volatility by 0.16 percent. Agnello and Ricardo (2009) argue that those countries which are facing high level of budget deficit are usually prone to fiscal instability due to rapid changes in the government spending and taxation.

The estimated coefficient of inflation rate is not only statistically significant but it also carries the expected positive sign. The positive association of the inflation with the budget deficit volatility indicates that with one percent increase in inflation the budget deficit volatility increases by 0.07 percent. As with the increase in inflation the purchasing power of the

government will decrease, government has to spend more money in order to provide the goods and services to the public from the same revenue, which leads to the volatility in the budget deficit. This result is in line with the findings of Agnello and Ricardo (2009), and Javid et al. (2011).

The negative relationship between the population and the budget deficit volatility variable implies that one percent increase in the population growth rate will bring about a 0.06 percent decline in budget deficit volatility. This is explained as follows: large population makes it possible to reap the benefits of increasing returns to scale and allows the government to provide public goods and service in a more stable manner because higher population makes it possible to spread the cost of financing government spending on the large number of tax payers. The negative association between population and budget deficit volatility is in accordance with the evidence documented by Agnello and Ricardo (2009, Javid et al.(2011) and Mara (2012).

We introduce the trade openness variable in the second model to explore the effect of external shocks on the budget deficit volatility in the D-8 member countries. Column 3 of table 1 presents the results of this model. The coefficient of trade openness is significant and positive. So, a positive relation between trade openness and budget deficit volatility exists which implies that with the increase in the degree of trade openness budget deficit volatility rises in the D-8 countries. Similar evidence has been reported by, Agnello and Ricardo (2009) and Javid et al.(2011). Javid et al. argue that external shocks can be source of fiscal instability especially in developing countries. Changes in export and import prices can affect public sector balance either through profits of exporting or through import tariffs and taxes on exports. The growth of terms of trade is expected to be associated with similar budget deficits and to have a greater impact on economies that are more open to trade. As far as results of the other economic variables of the second model are concerned, they are more or less similar as observed in the first model.

In the third model, we extend our analysis by estimating the role of institutions along with economic variables in determining budget deficit volatility. As it is quite apparent from column 4 of table 1 that the coefficient of the variable institutions is not only significant but it also bears a negative sign which implies the significant role of institutional setup in affecting budget deficit volatility in the D-8 countries. We find that with 1 unit increase in the institutional quality, budget deficit volatility will reduce by 0.23 percent. Hence, it is confirmed that institutions matter for the budget deficit volatility in the countries under investigation. This finding supports the evidence presented by Agnello and Ricardo (2009), and Javid et al. (2011). Moreover, our finding is also in conformity with political economy theory which states

that fiscal policy depends on the institutional and political situation (Alesina and Roberto (1995). According to Agnello and Ricardo (2009) by improving the quality of institution, through democracy and political stability countries can achieve economic prosperity and can reduce the budget deficits volatility. The results for other economic variables are consistent with the findings of the first and second models.

4. Conclusion and Policy Recommendations

The present study has been conducted to explore the effects of the economic and non-economic factors on the budget deficit volatility in the Developing Eight (D-8) groups of countries covering the time horizon from 1990 to 2013. The significance of the present study lies in the fact that it is the first ever attempt in the case of the D-8 countries to investigate the economic and institutional factors of budget deficit volatility.

A dynamic panel data model has been presented which contains economic and institutional determinants of the budget deficit volatility in the D-8 countries. The empirical exercise has been carried out by applying the Generalized Methods of Moments (GMM) estimation technique. We have estimated three dynamic panel data models. The first model only incorporates the economic factors of budget deficit volatility in a closed economy set up. In the second model, external sector has also been included for analyzing the impact of degree of trade openness on budget deficit volatility. Final model incorporates institutional quality along with macro-economic variables to examine the sources of variations in budget deficit instability. Overall findings of the three models suggest that the lagged of budget deficit volatility, high level of inflation are positively related with the budget deficit volatility. The positive association of the inflation with the budget deficit volatility indicates that the higher the inflation level in the country, the higher will be the volatility in the budget deficit in the country.

Budget deficit to gross domestic product (GDP) constitutes a positive and significant relationship with budget deficit volatility. However, there is negative relationship between the population growth rate and budget deficit volatility, which implies that budget deficit volatility, may be reduced by increasing the population size of the D-8 countries. A positive relation between trade openness and budget deficit volatility exists which indicates that with the increase in the degree of trade openness, the volatility of budget deficit will also increase in the sample countries. The estimated coefficient of the variable institutions is not only statistically significant but it also carries the expected sign which implies that the institutional quality matters for budget deficit volatility in the studied countries. The negative association of

institutions with the budget deficit volatility indicates that institutional variables need to be brought under focus for fiscal stability.

The policy recommendations of the study are straight forward. Firstly, the governments of the D-8 countries should introduce such reforms in the economy that help to reduce budget deficit and inflation rate. In this regard, fiscal discipline and monetary rule based policies should be implemented in these countries. Secondly, the improvement in the quality of institutions will make significant contributions towards the accomplishment of the long term economic prosperity and better fiscal management in the D-8 group of countries.

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A Study on Climate Change of Bangladesh: Gender Perspective

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Abstract

Bangladesh has become synonymous for climate change induced natural disasters. People of all classes especially the poor are the most vulnerable group to experience those disasters. In addition to that, compare with the men, poor women are seriously affected by climate change-induced environmental degradation and natural disasters in Bangladesh. This paper tries to explore the condition of women during disaster, their special vulnerabilities and coping mechanism during disastrous situation. Both secondary and primary data have been used and analyzed to identify their overall condition during hazardous situation. The study indicates that women are affected more severely but they endure their vulnerability surreptitiously and hardly show any remonstrance. These imply that the effects of climate change-related events on women are quite conspicuous compared with their male counterpart.

Keywords: *Gender, Climate Change, Disaster, Bangladesh.*

Background of the Study

Climate change is causing more severe and more frequent storms and drought, resulting in changes in timing and amount of rainfall that damage agricultural production. Added to other environmental degradation, such as deforestation, erosion, and desertification, these changes have significant impacts on the health and livelihoods of people around the world. This particularly affects poor countries, where, ironically, people emit the least per capita, but pay the highest price for the emissions of wealthy, high-emitting countries. Just as climate change unequally impacts wealthy and low income countries, as well as the rich and poor within countries, it is also unequal in terms of gender. Emerging evidence shows that women and girls will experience even greater inequality through the impacts of climate change. We have already known that women suffer disproportionately in nearly all

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disasters: elderly women died at higher rates than older men in the European heat wave in 2003, women vastly outnumbered men in tsunami deaths in 2004, women outnumbered men in cyclone deaths in Bangladesh, and the list goes on. A study of 4,605 natural disasters found that disasters shortened women's life expectancy significantly more than men's (encouragingly, this association was reduced where women's status is more equal).

Many women are made vulnerable by their lack of access to sources of emergency information, as well as their lack of decision-making power in disaster prevention and preparedness programs; they are also often excluded from disaster recovery operations and from planning at the national level. To compensate for increased demands on their time, poor families may pull girls out of school, if they were able to attend at all. The stresses of a changing climate are being added to the many risks already facing women in developing countries, undermining the critical role that women play in the health and well-being of their families, the social cohesion of their communities, and the preservation of their fields, forests, and waterways.

It is important to evaluate how climate has varied and changed in the past. The 20th Century has been like no other. With human population jumping from 1.6 to 6 billion between 1900 and 2000, there have been more people vulnerable to climate change than ever before. Moreover, during this same period, carbon dioxide concentrations in the atmosphere have risen from 290 parts per million (ppm) to 369 ppm, with strong evidence pointing to the burning of fossil fuels as a primary cause of these increases. Many climate researchers and policy makers are concerned that increased in population and rising standards of living will lead to ever higher levels of carbon dioxide and other greenhouse gases (IPCC: 2001). During the 20th Century there were two world wars, numerous hurricanes and typhoons, influenza breakouts, droughts and famines and at virtually every step of the way climate played some role in the events.

The 20th century has experienced catastrophic climate events. The worst tropical storm of the 20th century occurred in Bangladesh in November 1970 where 300,000-500,000 people were killed due to winds coupled with a storm surge. The total temperature increase from the period 1850 to 1899 to the period 2001 to 2005 has been 0.76°C (New Nation, 2011 a). Hasnain (2000) and WWF(2005) mentioned in their studies that since the mid 1970s, the average air temperature measured at 49 stations of the Himalayan region rose by 10°C with high elevation sites warming the most (*New Nation*, 2011b). All these events made Bangladesh more vulnerable to climate change induced disasters resulting the obvious loss in all spheres of livelihood.

Rationale of the Study

With a Gross National Income of US \$599 per capita and a population density exceeding 1600 people per square mile (*Bangladesh Bureau of Statistics, 2008*), Bangladesh is among the poorest and most densely populated countries in the world. Bangladesh is almost entirely alluvial floodplain, making it especially vulnerable to flooding disasters. Even in a normal year, up to half of Bangladesh is flooded, and more than ten million people live in areas of high risk, with landless, impoverished fishermen, and tenant farmers most exposed to natural hazards. Poverty and scarcity of land have forced millions of poor people to live in the vulnerable position who are adversely affected by climate change related disasters. The vulnerability of women in Bangladesh is much higher than men during these disasters due to their poverty, social norms, and their marginal position in the social system. National policies, institutional frameworks and adaptation measures are also responsible for placing women in vulnerable positions. To know the nature and impact of climate change historical context is very important.

Objective of the Study

1. To analyze the impact of climate change on women health
2. To assess the experiences and gender specific contributions of women during disasters

Research Methodology

This study is mainly based on intensive participant observation supplemented by case studies and survey data. In addition to it, secondary data have also been input from various sources. The researcher stayed in the selected area (*Sirajganj*) for an extended period of time.

Climate Change and Women Vulnerabilities: Analysis

The climate has pushed women into a vulnerable and marginalized position in Bangladesh. For the analytical purpose, I have already mentioned that climate change itself does not directly affect the women, but the disasters and socially constructed system have made the situation possible where climate change plays a key role in instigating the vulnerabilities. Aspects of gender specific vulnerabilities are:

Food intake and women's health

Women's health is a factor to sustain in climate induced changes. Women of all ages are more calorie-deficient than men, and the prevalence of chronic energy deficiency among women is the highest in the world (del Ninno *et al.* 2001). Poor health and caloric deficiency make women vulnerable during climate indeed catastrophes. Women also receive less and poorer-quality healthcare in comparison with men. Bangladesh is one of the few

countries in the world where men live longer than women and where the male population outnumbers the female (Asian Development Bank 2001). These conditions have complicated women's adoptive capability and capacity to cope with disasters and other adverse climatic changes. For example, the 1991 cyclone in Bangladesh killed 138,000 people, many of whom were women and older than 40 years (Cannon, 2002:49).

Working load in the family and their burden

Like many other traditional societies, women in Bangladesh are involved in domestic household as well as farming activities to lead their livelihood. However, climate induced environmental and socio-economic changes have increased their burden and hardship. There is evidence that floods increase women's domestic burden. The loss of utensils and other household essentials is a great hardship, and floods also undermine women's well-being in general because of their dependence on economic activities linked to the home (Khondker 1996). Losses of harvest and livestock have a disproportionate impact on women, many of whom rely on food processing, cattle, and chickens for their cash income. Fetching water becomes much more difficult, and the water they fetch may be contaminated. Water-borne illness might be expected to be more widespread among women, who are nutritionally disadvantaged. Women are likely to suffer increased mental strain, and bear the brunt of certain social constraints; for instance, they are shamed by using public latrines, or being seen by men when in wet clothing (Rashid and Michaud 2000). The social and institutional barrier of women's mobility also keeps them in vulnerable positions as they do not move easily to find a livelihood or way of life.

Their inability to secure themselves

Poverty is a key factor affecting people's ability to provide adequate self-protection during disasters. Poverty leads to poor women and men being unable to make choices that might improve their socio-economic conditions, and protect natural resources (Dankelman, 2002: 12). According to statistics, more than 45 per cent of people live under the poverty line, where 30 per cent live under absolute poverty (*Bangladesh Bureau of Statistics, 2008*). An Asian Development Bank report suggested that over 95 per cent of female-headed households are below the poverty line (*Asian Development Bank, 2001*). Poverty engulfs both men and women but women are most affected due to their position, role, and attachment to the environment. The quality of housing, a location on raised ground, adequate storage for food – all are crucial to self protection, but are more difficult for poor women to achieve. During cyclones, women are handicapped by fear of the shame attached to leaving the house and moving in public. Societal attitudes restrict interaction between men and women, making women more reluctant to congregate in the public cyclone

shelters (raised concrete structures that protect from wind and flood) where they are forced to interact with other men.

Women's mobility is restricted as a result of their responsibility for their children and extreme love of family. Their clothing restricts their mobility in floods, and in addition, women are less likely than men to know how to swim. It is estimated that 90 per cent of the victims of the 1991 cyclone disasters were women and children. Socially constructed roles and responsibilities are also responsible for their vulnerability.

Lack of education

Lower levels of education reduce the ability of women and girls to access information, including early warning mechanisms and resources, or to make their voices heard. This is an extra challenge when women want to look for their livelihood strategies. Education does not necessarily mean formal education, but knowledge about technology, information, access to information and others means of knowledge. In remote coastal areas, and many rural areas, people seldom get access to information or education opportunities and women are even more vulnerable and deprived due to their economic and social restrictions.

Unequal power relation

Unequal power relations between women and men lead to different access to environmental resources and opportunities for income diversification, entailing that environmental vulnerability, and indeed security, affect women and men differently. Women in Bangladesh get less opportunity in the decision making process and access to resources to shape their own future development. Therefore, environmental changes badly affect them, particularly poor women, as they do not have any means to face and mitigate challenges imposed by hazards.

Conclusion

Women are more vulnerable to climate disasters than men through their socially constructed roles and responsibilities, and their relatively poorer and more economically vulnerable position, especially in the developing world like Bangladesh. Gender inequalities with respect to enjoyment of human rights, political and economic status, land ownership, housing conditions, and exposure to violence, education and health (in particular reproductive and sexual health) -- make women more vulnerable before, during and after climate change-induced disasters. Therefore, access to land, improve livelihood, proper access to information and education, community development among women, self dependence and women increased participation in decision making must be ensured in Bangladesh to face climate change and different disasters induced from climate change.

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The politics of Representation of Women in Sophocles' *Antigone*

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Abstract

In the Greek society women had to undergo many upsetting situations due to the dominance of male oriented patriarchal society. In the society they were relegated to the position of 'other' and subjugated to mere tools of male's sentiment. They had to live in the suffocation of continual oppression by the male dominated society. Since the antiquity they have been considered relatively inferior in the context of psychological and physical structure. The position of women in primeval Greek life was considered to be inconsequential compared to that of Greek men. And even in tragedies, women were repeatedly written as major characters, revealing insights on how women were treated and thought of in the society. Many well-known Greek plays contain several well-written, complex, female characters. Each female character takes upon herself—the role of villain, the role of victim, and the role of heroine. Sophocles' female characters are more individualistic than of other Greek writers. They have a particular mind and will which provides the spice to certain action. Here the female characters are much free to choose their own fate.

Introduction

Since the ancient civilization women have been tragically and wrongly conceived as the woe of men. Women have been ignored and dominated by the patriarchal society in every phases of life. They did not have any particular existence in the male dominated society. The status of women was always depicted as inferior compared to men either in the cultural context or in the literature. Greek tragedies also bear a large diversion of female characters where though women were repeatedly written as major characters and they explored insights on how women were treated and thought of in the society. Many well-known Greek plays contain several well-written, complex, female characters. Each female character takes upon herself—the role of villain, the role of victim, and the role of heroine. Sophocles believes that God and human are equally responsible to the manifestation of one's destiny. Sometimes over confidence, hubris and self-motivation of a particular character may lead to the

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damnation of his or her existence. Indeed, Sophocles' female characters have a particular mind and will which provides the spice to a certain action. Here the female characters are much free to choose their own fate.

In the ancient Greek classics, two of the most common themes involved the role of women in society and the part that politics played of which the most fascinating plots occurred when these two themes intersected during a single work. Ancient Greece, perhaps more so than any other civilization, bequeathed to the western world a body of intellectual exploration and creativity that is an imperishable part of the best aspects of western thinking. However, for all its successes, the ancient Greece was certainly as being subordinate to men. The status of women has always been a debated subject among scholars and historians alike. There has always been the issue of gender equality and the right of women to be treated without discrimination. However, from the early stages of the society, this endeavor has proven to be a hard task, especially in ancient civilizations. The Greek society is often viewed as the birth place of democracy and having representation of model of government of the state (Berstein and Milza, 19940). Despite this statement, a thorough analysis of the social environment may prove a limited democratic rule, especially regarding the relationship between men and women in Greece.

The specific circumstances surrounding the origin of the Greek drama were a puzzle even in the fourth century BC. The Greek drama seems to have its roots in religious celebrations that incorporated song and dance. By the sixth century BC, Athenians had transformed a rural celebration of Dionysus into a festival with dancing choruses that competed for prizes. An anonymous poet came up with the idea of having the chorus interacts with a masked actor. Later, Aeschylus transformed the art by using two masked actors, each playing different parts throughout the piece making the Greek drama possible as we know it. With two actors and a chorus, complex plots and conflicts could be staged as never before, and the poets who competed in the festival were no longer writing elaborate hymns, but true plays. Athens was the only Greek city-state where this art form evolved; the comedies, tragedies, and dramas handed down to us from the period, although labeled generically as "Greek", are in fact all Athenian works. After the defeat of Persians in a decisive campaign (480-479 BC), Athens emerged as the superpower of the independent Greek city-states, and during this time, the drama festival, or the Dionysia, becomes a spectacular event. The Dionysia lasted four to five days, and the city took the celebrations seriously. Prisoners were released on bail and most public business was suspended. Roughly ten thousand free male citizens, along with their slaves and dependents, watched plays in an enormous outdoor theater that could seat seventeen thousand spectators. On

each of the days, the Athenians were treated to three tragedies and a satyr play (a light comedy on a mythical theme) written by one of three pre-selected tragedies, as well as one comedy by a comedic playwright. The trilogies did not have to be an extended drama dealing with the same story, although often they had. At the end of the festival, the tragedies were awarded first, second, and third prize by the judges of Dionysis.

Until 484 BC, the Athenian drama competitions consisted of a trilogy of dithyrambs and a satyr play. Their style of presentation was choral rather than dramatic. However, around 484 BC there appeared on the Athenian theater a playwright named Aeschylus. In 486 BC, Aeschylus was defeated in the tragedy competition by Sophocles. Sophocles' contribution to drama was the addition of a third actor; an emphasis on drama between humans, rather than between human and gods. Sophocles was a fine craftsman. Aristotle used Sophocles' Play, Oedipus Rex for his classic analysis of drama, *The Poetics*. Sophocles' plays are suffused with irony. In *The Oedipus* Trilogy, Oedipus seeks the truth about his father's murder. The truth that awaits him, however, is that he is the murderer. Sophocles' plays are about the folly of arrogance and the wisdom of accepting fate. Sophocles believed in the Greek gods, but his plays are suffused with existential insights that have been voiced for a long time.

The following paper will examine the treatment of women, and politics of representation of women in Ancient Greece drama and Society. Specifically, it will look at their representation from inner view and their role in the ancient Greek drama as well as their status vis-à-vis men. The former matter, with regards will consider what the proper role of women was adjudged to be by the male authority figures of the period.

Women Character in Sophocles' *Antigone*

Sophocles has represented a disparity between two most important characters in his play *Antigone*. Antigone is represented as brave, honest and defiant while Ismene is timid, and soft. In fact, Sophocles has constructed a complete woman by the amalgamation of this two. A woman may be brave but she may also be soft within. Sophocles has shown that throughout the ancient Greece women were subordinated to men, but still they had the potentiality to rebel against the so-called established rules and regulations established by the patriarchal society and that has been presented in Greece drama by Sophocles. They had the power and the integrity to rebel against the crime. Antigone was even prepared to sacrifice her love in order to establish the principles suggested by the divinity. Both Ismene and Antigone are true aspects of the women of the Greek society appeared in Greek drama.

Antigone, daughter of Oedipus, the late king of Thebes, is in defiance of Creon who rules in his stead, resolves to bury her brother Polyneices slain in his attack on Thebes. She is caught in the act by Creon's watchmen and brought before the king. She justifies her action, asserting that she was bound to obey the eternal laws of right and wrong in spite of any human ordinance. Creon, unrelenting, condemns her to be immured in a rock-hewn chamber. His son Haemon, to whom Antigone is betrothed, pleads in vain for her life and threatens to die with her. Warned by the seer Teiresias, Creon repents him and hurries to release Antigone from her rocky prison. But he is too late: he finds lying side by side Antigone who had hanged herself and Haemon who has also perished by his own hand. Returning to the palace he sees within the dead body of his queen who on learning of her son's death has stabbed herself to the heart.

Antigone is the play's tragic heroine. In the beginning of the play, Antigone is opposed to her radiant sister Ismene. Unlike her beautiful and docile sister, Antigone is scrawny, sallow, withdrawn and recalcitrant brat. Like Anouilh's Eurydice, the heroine of his play *Eurydice*, and Joan of Arc, Antigone has a boyish physique and curses her girlhood. She is the antithesis of the melodramatic heroine, the archetypal blond ingenue as embodied in Ismene. She speaks—

I urge no more; wert thou willing still,
I would not welcome such a fellowship.
Go thine own way; myself will bury him.
How sweet to die in such employ to rest,—
Sister and brother linked in love's embrace
A sinless sinner banned awhile on earth,
But by the dead commended; and with them
I shall abide forever. As for thee,
Scorn, if thou wilt, the eternal laws of Heaven.

(*Antigone* 216-226)

Antigone has always been difficult, terrorizing Ismene as a child, always insisting on the gratification of her desires, refusing to “understand” the limits placed on her. Her envy of Ismene is entirely of this world, the object of all men's desires. Thus at one point she will rob Ismene of her feminine characteristics to seduce her fiancé Haemon. But she fails; as such human pleasures are not meant for her. Generally audiences have received Anouilh's *Antigone* as a figure for French Resistance, Antigone appearing as the young girl who rises up alone against the state power. She tells Creon:

Yea, for these laws were not ordained of Zeus,
And she who sits enthroned with gods below,
Justice enacted not these human laws.
Nor did I deem that thou, a mortal man,
Could'st by a breath annul and override
The immutable unwritten laws of Heaven.
They were not born today not yesterday;
They die not; and none knoweth whence they sprang.
I was not like, who feared no mortal's frown,
To disobey these laws and so provoke
The wrath of Heave I knew that I must die,
E'nhadst thou not proclaimed it; and if death."

(*Antigone* 450-462)

Anouilh's adaptation strips Antigone's act of its moral, political, religious, and filial trappings, allowing it to emerge in all gratuitously. At the end, Antigone's tragedy rests in her refusal to code on her desire. Against all prohibitions and without any just cause, she will bury her brother to the point of her own death. As we learn in her confrontation with Creon, this insistence on her desire locates her desire beyond the limits of reason. In refusing to code it she moves outside the human community. As with Oedipus, it is precisely her moment of abjection when she has lost all hope when her tragic beauty emerges. Her beauty exerts a chilling fascination. As Ismene notes, Antigone is not beautiful like the rest, but beautiful in a way that stops children in the street, beautiful in a way that unsettles, frightens, and awes.

The ideal of the female character in Antigone is boldly and severely outlined. Her indignation at Ismene's refusal to take a part in burial, and her speeches against Creon whereby she provokes him tyrannous resolution, are a proof of unshaken courage. Neither does she restrain the outbreak of her feelings when it will no longer make the firmness of her purpose appear equivocal. While they are leading her off to death, past recall, she pours herself forth on the tenderest and most touching wiling over her bitter, untimely end and does not disdain the modest virgin to bewail the loss of nuptials, and the unenjoyed blessings of marriage. On the contrary, in not a syllable does she betray any inclination for Haemon, nay she nowhere mentions this amiable youth. After a determination so heroic, to be still fettered to life by love for an individual would have been weakness; to leave without ripening those universal gifts with which the gods make life happy would not accord with the devout sanctity of her mind.

With the character of Antigone, the reader of the *Oedipus Trilogy* might get a false impression of watching a young girl grow up, as in a novel or

a true series of related plays. Remember that each play of the *Oedipus Trilogy* stands on its own. Although the stories of the three tragedies are connected, Sophocles did not write them in chronological order nor did he mean for them to be viewed in a particular sequence. At the conclusion of *Oedipus the King*, Antigone with her sister Ismene represents both the helpless innocence of a child and the undeniable proof of an incestuous union. The audience recognizes her pitiful, two-fold vulnerability, but beyond this she remains silent and unknown. In *Oedipus at Colonus*, Antigone epitomizes sacrifice and loyalty caring for her blind wandering father with no regard for her own needs or aspirations. Antigone's devotion to her father not only makes her an admirable character on her own but also raises the audience's opinion of the sometimes cantankerous Oedipus as a figure able to inspire and keep such love.

As the heroine of *Antigone*, Oedipus' daughter grapples with fate on her own, not just as a child or a dutiful daughter. Her decisiveness and courage appear in stark contrast to Ismene's passive timidity, and this tragedy at least overshadows even her brother Polyneices' bold attempt to take Thebes. In championing the laws of the gods above the laws of the state, Antigone mourns the life she is leaving by her own choice and even seems to regret her decision. However, the moment passes and may be politicized simply as a small proof of human weakness that makes Antigone's strength all the dramatic.

As Oedipus' other daughter, the more prominent being Antigone, Ismene represents primarily a complement and contrast to her sister. In *Oedipus at Colonus*, Ismene serves her father mostly as an information gatherer, a resident of Thebes who can bring her wandering father and sister news of their hometown and the rest of their family. It is noteworthy that she makes a memorable entrance in the play, riding a colt and wearing a large sun hat. As Antigone's sister and Oedipus' daughter, Ismene is an especially important character in the drama. Possibly Sophocles chose this unique entrance as a way of marking her as one of the members of the family, rather than just another passerby in Colonus.

Both Ismene and Antigone represent filial duty in *Oedipus at Colonus* but Ismene takes the less heroic role. Unlike Antigone, it seems she has a nearly normal stable life. She does not serve her father's needs or share his danger daily, as does Antigone. Although Ismene's devotion obviously exceeds her brothers and her father praises her to Polyneices, it does not equal the sacrifice of Antigone. Ismene is continually in her sister's shadow. In *Antigone* Ismene's fear of challenging Creon and the laws of the state prevent her from sharing in her sister's bold plan and actions. It makes clear that she

loves her sister greatly, but differs from her greatly too. From Ismene's speech it is quite clear:

“be think thee, sister, we are left alone;
Shall we not perish wretchedest of all,
If in defiance of the law we cross
A monarch's will?-weak women, think of that,
Not framed by nature to contend with men.
Remember this too that her stronger rules;
We must obey his orders, these or worse.
Therefore I plead compulsion and entreat
The dead to pardon. I perforce obey
The powers that be. 'Tis foolishness, I ween,
To overstep on aught the golden mean”.

(*Antigone* 76-47)

Unlike Antigone, Ismene seems paralyzed by her cultural identity as a woman. Ismene is emotional rather than passionate, more likely to plead for mercy than demand justice. The last survivor of Oedipus' family after the death of Antigone, Ismene nonetheless seems to vanish at the end her identity loss in the culmination of the tragedy. But Antigone here, unlike Ismene, has neglected the marriage and social institution. Creon threatens Antigone that her stubbornness will blur the marriage between her and Haemon, but Antigone has been very much firm and true to her goal. She does not hesitate a bit to lose her devoted lover in order to set the right. Such a personality, within a female character, is really praiseworthy.

Conclusion

Sophocles was equally interested in moral dilemmas and societal debates like other Greek playwrights, but more on a personal level, as played out by the characters. Antigone's politics of presentations as a stubborn, desperate and rebellious character has a subtle difference with that of Clytemnestra, but she is not inactive as Cassandra. She also heads towards her goal but her path is not blooded splattered, if blood is to shed then it is from her own body. She does not want to appease her own life rather she is prepared to deny her own life for the sake of proper funeral of her recently dead brother. Clytemnestra out of extreme wrath cannot control the bloody murdering of her husband but on the other hand Antigone intends to murder the hubris of Creon without shedding any blood. Antigone is rebellious but pious and is stubborn within her integrity. Again, the interruption of gods and goddesses and fate has less effective interruption in *Antigone*. Here, she has been given the chance to choose her own destiny. She has death in one hand and on the other hand laid chance of passing a happy life with her beloved Haemon with luxury. She throws the latter in her own will. As an individual,

Sophocles portrays Antigone as more powerful than most of the other characters of Greek tragedy. Both Clytemnestra and Ismene want to ensure that they had a happy life without any possible interruption of predicaments; but on the other hand, Antigone willfully trods the path of self-sacrifice.

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Inside the Wedding: A Critical Study of Relationships in *The God of Small Things* and *Brick Lane*

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Abstract

*Wedding, a contract between individuals to legalize copulation to ensure a safe merger of the two, usually initiates a bride and a groom into a stereotyped ritual of give and take. However, the role and function of the 'couples' – man and woman, husband and wife, father and mother, homemaker and breadwinner – has changed to a significant extent in the recent years. The present study seeks to read the practice and representation of wedding to understand if the concept has been re-configured. It is, therefore, important to re-view the concept of wedding – its space and condition – in an era that has seen the rise of post-feminism. Now wedding is more than simply an entry into a new being; it is also a site of negotiation where couples can decide if they will repeat or deconstruct the prevalent notions of 'bride' and 'bridegroom.' The present paper explores this complex and enabling dimension of 'bride (groom)' by taking two novels, *Brick Lane* by Monica Ali and *The God of Small Things* by Arundhati Roy, into consideration. It examines how these novels represent normative idea of gender role; whether they attempt to reverse or deconstruct the ontological notion of 'couple' and reads the novels' treatment of the reasons causing dysfunctional family in this era.*

Introduction

The Incredible Wedding Indeed!

Wedding appears not only as primal element to structure the two novels *Brick Lane* and *The God of Small Things* in consideration but also the reason from which significant incidents begin to happen in the protagonists' life. The change, from being single to double, is not only felt there but also the surrounding factors start to change for them. Transformation 'inside' the social status alters the insight of the couples. But how far does the insight vary after the transformation occurs and does it last long or not is the issue to explore on? To explore the characteristics of it the essential quality of these

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two novels has to be structured first. In this paper, extracts and themes are taken to focus on postmodern quality of these two literary pieces, how marriage is associated with it and what is the outcome of this subjective quality of marriage. It is also very important to reach to an assumption about the ending of wedding story associating it with other wedded couple to understand the novelists' stance of wedding in postmodern time. It will focus on the smallest but basic part of marriage - 'couple'. Lynn Hoffman suggests in context of his family therapy:

The emphasis has been on changing behaviors in so far as they are seen as part of a dysfunctional family system. The pendulum seems to swinging the other way. Mental phenomena have been brought back from a long exile, and ideas, beliefs, attitudes, feeling, premises, values, and myths have been de-cleared central again.

(qtd. in Mills and Sprenkle 369)

Therefore, in this paper the first part will deal with textual analysis and the characterization of marriage by the writers. Then the second and third will be followed by an analysis and representation of other couples in both novels.

The Main Couples in *The God of Small Things* and *Brick Lane*

Here in textual analysis, Roy's *The God of Small Things* is the story about how the twin Estha and Rahel suffer in their childhood following their adulthood, the silent death of their mother and death of Velutha after he is tortured in police custody in charge of abducting and killing Sophie Moll, a cousin of Estha and Rahel. The total amalgamation of death and destruction starts from the plea to be with 'loved' ones and to be 'loved'. Roy's *The God of Small Things* takes small things as the 'chutney' to add the flavor of main dishes related to death, race, patriarchal cultural normativity, caste system, class struggle, politics etc. For Roy the title *The God of Small Things* means the "inversion of god" a "not accepting what we think of as adult boundaries" and she also asserts, "through the course of narrative all short of boundaries are crossed upon" ("The Inevitable Failure" N.pag.). So it is logical to say that the transgression must not be easy and therefore Roy has included the wedding part from where the female protagonist starts the journey of her 'downfall'. Ammu, after completing minimal degree, fails to convince her father to get her admitted into a college which might help her to have a job. Rather she has to get ready for a marriage. In the patriarchal normative society she has to adjust with what her father wishes or wants her to do; e.g. to escape the perversion of fleeing with a wrong man to marry. From Mahmood & Haque, it can be said, "She had one chance. She made a mistake. She married the wrong man" ("The Inevitable Failure" n.p.). There is a very little description about the man she

married. Anyway, the man she married is certainly not the small things ‘that matter’ or the ‘transgressor’ for Roy. He is only mentioned as ‘Baba’ and described only by his religion and status of his career. Clutched with a tea asset managerial work he was bored by more than six years monotonous, lonely and stressed free work. Baba’s situation is like he has nothing on earth to worry about; so he goes off and gets married with an unknown girl from unknown culture. After five days he proposes to her and she succeeds to flee from her ill tempered, selfish parental authority. So there is actually no space and chance to know the man she is marrying and certainly they are not in love. Even if she fled for marrying a man she has chosen, it was not a love marriage. Roy writes, “she just weighted the odds and accepted” (Roy 39). In the narrative it has been proclaimed, “Ammu understands it just after seeing through the bridegroom’s eyes saying, “the slightly feverish glitter in her bridegroom’s eyes had not been love, or even excitement at the prospect of carnal bliss, but approximately eight large pegs of whisky. Straight. Neat” (Roy 39).

Their conjugal life was not straight. As they transferred to Assam she realized they did not understand each other. She passed her time being stylish and visiting planter’s club with extraordinary dressing, while he kept his busy schedule with alcohol. He often lied to her but soon after lies came out he never addressed it with sorry. ‘Ammu’ has experienced the extreme perversion of her father and maybe she also expected that her husband might think of using a lie as an explanation. So even here, for ‘ammu’ there is a pre conceptual idea which her husband differently fulfilled later. To let the job going as it is her husband was offered that his wife would be “looked after” by Mr. Hollick which eventually her husband accepted. It is something ‘Ammu’ never expected or even seen in her parents’ house. Her husband is a great pretender! There may be scope that he ignored what his wife has become in her stylish form and later when his boss offered he might have thought his stylish wife would not have objected to it. But as she rejected being sold as a bride, ‘Baba’ reacted violently and therefore as an escapist ‘Ammu’ escaped the humiliation with a divorce. Later, she realized she would never be welcomed by her parents and started to see the discriminative society with its naked repulsiveness while Roy stated that, “old female relations with incipient beards and several wobbling chins made overnight trips to Ayemenem to commiserate with her about her divorce. They squeezed her knee and gloated. She fought off the urge to slap them” (Roy 43). After some time her husband changed his profession and came back in Calcutta and married again. He left the alcohol and moved forward.

Two things are important here, the first one is he lost his interest due to excessive drinking and another is he failed to realize from the starting that he

did not love the girl he married and therefore the marriage made no difference in his life while both suffered as they suffered before. Then again, 'ammu' could move to her in-laws house in Calcutta for a change and help herself finding a job or she could find a new husband and arrange a great worth of dowry from her early marriage jewelries . She returned when "she had no more dreams" (Roy 42). Later, when Estha was 'returned' to his father it could be found that his father in a natural state (not drunk) was selfish but not a monster or aggressive kind. He and his Bengali wife have to pretend that they care but as 'ammu' 'failed' to stay with 'baba' Estha succeeds in a 'silent' way. More or less 'ammu' is a woman with lots of dreams, but fails to realize them because of the assumptions, expectations and accepted marginalized area that society has permitted for a female Syrian Christian. Her marriage is inter-caste marriage so she is already on the path to transgress what normative patriarchal society has permitted for her. But beside it, her ex-husband has married for the second time and he might or might not do it out of his caste and religion. But there is also no indication that their religious or cultural difference promoted their divorce but it cannot be fully neglected. It also cannot be ignored that, the pressure and humiliation that her ex-husband and her family gave her that might push her doing something beyond her limits. It is her mind that was never 'colonized' by patriarchal normalcy and therefore she 'could love' someone from lower caste, and 'used' her 'body' and 'beauty' in that non-demarcated area. Thereby, her celebration of her beauty and body is what caused the trouble between her and Mr. Hollick. Only because she is a female she cannot break the rules, the 'love laws' which teaches 'whom to love' and 'how much to love'. On the contrary, considering the situation of 'baba' it can be said that he is suffering from 'schizophrenia' and living a double life of being drunk and non-drunk than can be justified. In postmodern times suffering from schizophrenia and losing one's identity have become common. In Roy's novel it has been said that misbehaving with wife in drunkenness and then regretting it afterwards reflect 'baba's' opposite characteristics. The reason of this suffering might be relative to his upbringing in urban aristocrat family, area or might be the new environment where he lacked adjustment and particular identity. So as for couple 'ammu' and 'baba' are never a match but just the opposite. These issues are naturalized, sometimes overlooked by the normative society which generates problem within couple.

If we go to *Brick Lane* Ali has sketched the marriage of Bangladeshi village girl who migrated to east London Brick Lane. The transformation of Nazneen is very vivid. Not any other character has been shown with that much change. Razia, a friend of Nazneen, told her "This is England; you can do whatever you like" and expressed the insight of Nazneen who indirectly believed it (Ali 413). On the contrary, her husband, Chanu has come to

England with a cherished dream to be British diplomat with his Honors degree from Dhaka University but he failed to fulfill it as reality is different from fantasy. He says to Dr Azad, “I am forty years old”, with none of his assurance:

I have been in this country for sixteen years. Nearly half my life. When I came I was a young man. I had ambitions. Big dreams. when I got off the aero plane I had my degree certificate in my suitcase and a few pounds in my pocket. These people here didn't know the difference between me, who jumped off the boat possessing only lice on their heads.” He continued it with” The begging letters still come.

(Ali 26)

He cherished the ‘British-ness’ but failed to hold the ladder by his ‘phantasmic’ world, he started to create another world of paradise which is living in Bangladesh. He talks too much and transfers decision too early. For him Nazneen was “an un-spoilt girl from the village” (Ali 16). Her status towards him gets clear when he says, “a blind uncle is better than no uncle” (Ali 17). Nazneen also describes Chanu as a “frog face” (Ali 12) and almost more than double in age than her. But what she was clear about that she would be the ‘listener’ in her conjugal communication. She survives through her silence by continuing the tradition of her country, not contradicting to her husband, cutting his contour and maintaining the urban ghetto life of east London. Clearly, there marriage is not at all a very happy one but she managed to keep it that way. Her ‘un-spoilt’ nature has great role to stay with Chanu. But as soon as she starts to earn more than Chanu does, the expected gender role goes reversed and there is a change in power. In postmodern discourse, this change in the character of power has implications for the possibilities of resistance. Therefore, it can be said that power, which is communal and observable, is more vulnerable or adjustable in shared forms of confrontation and rejection by the addressees who gathers to view it. Then again, after his son’s death he realizes the common humanity that his wife executes within her is very normal. He feels for her and Nazneen changes her status to be unabridged with shaping her personality, commanding Chanu, “go check on him” indicating Raqib (Ali 104) and she also begins to decide for her own, “no, I won’t go yet” (Ali 96). For their economic condition Nazneen’s tailoring introduces her with the world outside which is much bigger than her own compound. After her first communication in English, just the word ‘sorry’ gives the feelings of transaction and later when she starts to earn it gives the feelings that it is England and she can do whatever she wants to. Then again when her son dies and Chanu brings foods for her she seems

irritated by feeling that she should have made him cook foods and also sorry for giving him the feelings of uselessness .

By this time she anticipates with the term of ‘fate’ and therefore, she involves a lover but certainly ‘disavowed’ him considering his given status “you are the real thing” (Ali 320) she rejects to be ‘judgmented’ by others rather be the part of hybrid community. She sees everything with clear eyes but her husband being double in age falls in trap of being British with many immature fantasies. There is no direct indication about their separation but it seems that the door for her house will always remain open for her husband to return. She wants to proceed in her life with her daughter; holding her ‘purdah’ and tradition get the insight of being hybrid ‘Bangali’. Alongside, this conjugal couple ‘ammu’ and ‘baba’ lacks communication and understanding. Ali’s Nazneen is simply an uneducated village girl but capable of distinctig what is real, which ‘ammu’ fails to realize. On the contrary, Chanu and ‘baba’ both of them reject in/directly the ‘change’ within their wives. Nazneen succeeds to give the realization to Chanu she earns more so she decides the best. Also for ‘baba’ humiliating ‘ammu’ by wishing to sell off his bride indicates the desperateness of showing ‘who’s the boss here’. One thing is certainly common here that both men desire for betterment in their career but both fall short and ended their marriage abruptly. If we consider Handler, who voiced:

Describing labor market conditions that have created a large, permanent class of un-employed and marginally employed... People who cannot establish a meaningful connection to the labor market not only suffer from grinding poverty but are also excluded from the community.

(qtd. in Ewick 759)

then if family is the smallest unit of large community, the exclusion of these two men was on the process. Again, in a normative patriarchal society people keep saying that, men are judged by what they have achieved in career and woman with beauty’ both husbands go amiss. Though the review is ‘sexist’ but in patriarchal society which naturalizes sexism, this can be a reason they deny their wives; who is first to confront with their masculinity. The issues related to postmodern era can be considered with sketching some points on modernism, as modernism associates its issues very critically and specifically. Though many critics find a similarity between Ali’s ‘bildungsroman’ of Nazneen and James Joyce’s *A Portrait of the Artist as a Young Man*. In both novels the couple struggle individually to accommodate with their situation and there is no indication that they are suffering with a sense of loss or living fragmented live. Rather the sense of estrangement of space, globalization,

identity crisis, competitive working environment, race and ethnic issues are felt with the couple's experience. Even if we consider 'ammu's protest against her husband the 'double colonizer' in feminist point of view and the seducer Mr. Hollick 'needs to fulfill' is a state of blurring higher and lower class, then it can be associated with postmodern characteristics which exercises blurring the high/low class structure itself.

In Ali's work it is more vivid. Nazneen starts to associate her with her locality in demand of her economic solvency but gets idea of global networking site when she learns how the agency of this capitalism gives her chance to sustain in system and at least live with dignity which her sister fails by living in Bangladesh. She understands that her husband will also get lost with unprofessional environment of neo-colonial society of Bangladesh.

The condition in late capitalistic society in which Chanu and Nazneen lived, "reveals less about the powerless and their choices than about those in power and how choices are constrained and denied. Like Ewick (761) it can be said that the point is not that those challenging power from below have, from a strategic point of view, made the wrong decisions; rather, this materialist conception of postmodernity asserts that those who would challenge power are now up against something altogether different. Therefore, the man who could challenge the capitalist hierarchal notion has been kept busy with other things which might misguide them from their dream and those who are already marginalized upgrade their social standard to reverse the total situation. Though this can be called the politics of capitalism, certainly Chanu is the victim of his society and its system. But for 'baba' Mr. Hollick's desire to take 'ammu' physically can be seen as when Mr. Hollick has been done with the misuse of 'baba's work and when 'baba' has no use for Mr. Hollick then he wanted to have 'ammu' too. Therefore to get to summary who is fault and who is the victim is necessarily a matter here.

Other couples in *The God of Small Things*

Again, to understand the point of view of the novelist about the wedding and the split couples it is also necessary to locate how the novelist addressed other couples in her novels. In Roy's novel the total scenario is very simple in a sense the male dominated the female both mentally and physically. The domination is so internalized that they rectify everything that rejects their law and ideology as something very evil. The writer follows the rules to project naturalized gendering by attacking the double standard that one sex is to be sheltered, and judged and kept from power while the other, regardless of its attitude and belief towards the opposite gender. By showing other couples she ensures that the society that is centered by the lopsided values of a male domination can be characterized by humor seasoned with irony and sarcasm

which tend to avoid boundaries of aggression and hospitality. Therefore, most of the male characters in this family chronicle exhibit chauvinistic tendencies which vary in degrees.

It has been said that Papachi, the “Imperial Entomologist”, is charming and urban with visitor (Roy 48) and even donated money to orphanages and leprosy clinic. He worked very hard on his public profile as a sophisticated, generous, moral and honorable man. But alone with his wife and children he turned into a monstrous, suspicious bully, with a streak of vicious cunning and jealous. Like ‘baba’ he has also the potential to suffering from schizophrenia and dueling with double identity of dominated patriarchal figure and submissive government officer. On the contrary, ‘Ammu’s ‘mamachi’ had the potential to be a concert pianist, a successful business woman but it failed because she failed to come out of those ideologies. If she succeeded in that time, the life of her daughter might have changed. Her marriage, and unhappiness within it, is natural as she grants the social condition of it. In contrast to ‘mamachi’ ‘ammu’s marriage is hyper-reality which lacks history, it is the failed copy or copy with new reality. Besides this, ‘Mamachi’ is often beaten by ‘Papachi’ and after Chako, her son, protected her she started to think ‘Chako is the man of her life.’ Nonetheless, it is quite obvious that ‘papachi’ was a selfish patriarchal figure who failed to understand everything surrounded to him until unless the issue is somehow related to his fame and glory. Then other couples, like Chako and his wife Margarate also failed and ended in divorce. Chako for his upbringing was unable to understand the self-sufficiency and self-reliance of the English people as well as Margarete’s. Margarete’s failure to live with Chako did not wait much after divorced rather she got married and was happy with her ‘cultured’ husband. Though Chako thinks he got a ‘trophy’ wife but personally he was a total hypocrite who supported communism, accepts ‘love-laws’, rejects female rights on property and dismisses his own sister with false accusation. Readers can follow him as absurd male aggressor who is called by ‘ammu’ as ‘male chauvinist pig’. Like Margarete ‘ammu’ also married outside her social convention but unlike her she was never accepted by her family or society after marriage, not even from Chako. Beside this, the most controversial couple would be Estha and Rahel. Their grandmother failed to stand up for her own accountancy, but mother breaks the ‘love-laws’, gets married in another religion and had an affair with inter caste man. So they follow their mother’s choice and engage with ‘love’. In postmodern discourse the choices and option were left for them; what was best for them. Therefore, Roy’s description of the family is full of unsuccessful stories of wedded couple but unmarried couples are portrayed with love and affection for each other without bothering rules. Though the reasons may vary but all of them are unhappy with their life and it is somehow related to their married life.

Other Couples in *Brick Lane*

In Ali's *Brick Lane* Hasina, Nazneen's sister, who ran away with a man she hardly knew, struggled her whole life. She remained uncertain, undecided, exploited up to very last in the novel. It is viewed that she searches for love and the wildness she carries with her seems like the author is describing stereotypical notion of 'east'. Her lovers or husbands were described by letters from Hasina to Nazneen therefore the story is just one sided. The true nature or condition of Hasina and her partner is therefore not clear. Therefore, she has also syndrome of schizophrenia living with multiple identity with lovers, husbands, society and in letters for her sister. Moreover, it can be said that Hasina changes her partner either by marriage or just by having an affair but she is an optimist. She hopes the best for her own and expects the same from her lovers. Thus, every time she changes partner she expects a relationship with its ontological background on the ground of social interaction. But the relationship turns as new, being without history or origin, and breaking the boundary between origin and imaginary. Therefore, her relationships circulate with hyper-real atmosphere. The relationship status of Hamid and Rupban as well as of their parents seems unhappy. Though we get a stereotypical Bengali couple on this regard it is seen that Rupban suicides and Hamid remarries but remains unhappy. Another couple Razia and her husband also struggle and Razia holds up the decision to survive in that city after her husband dies. Razia becomes to wear tracksuits, learns English and behaves like a 'man'. The widow Mrs Islam is another lady who projects the ultimate power that operates with capitalistic society which is to earn money like a machine. She promotes Muslim Bangladeshi culture but takes advantages of people who take money from her. She contains power in society even Chanu also behaves wisely in front of her. Here the reader can follow woman power and their (Razia & Mrs Islam) dominating tendencies when they lack the partnership of their husband. Dr. Azad and his wife is the perfect example of someone Chanu and Nazneen could become if Chanu got the promotion, Nazneen can have the English course and a taste to be hybridized fully then it is possible to act like them and stay indifferent like them. This older couple has emerged fully with capitalist highest paid ethnic class. They all are somehow unsatisfied what they get from being together and that is where they hold up this illusionary and discontented relationship. Therefore, it can be said that, both novelists were successful to draw wedded couple within postmodern discourse. But beside it the various range of choices and dysfunctional systems prevails which is in great need to change with passing time. By the projection of other couples, options in empowerment of woman can be sensed and therefore we can proclaim Nazneens future also.

Conclusion

Therefore, the reformulation of marriage is thus necessary to counter the apathy towards marriage. But the never ending responsibilities and expectation in marriage makes its own criteria more contaminated. Finally, it can be said that by reading the inside and insight of marriage in the light of the two novels in consideration, it can be said that choices and commitment need to be practically adjusted with the demand of time, as couples or couples may start to escape from the responsibilities due to lack of time and interest, as marriage is a long term process indeed!

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