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Contents

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Bilingual Education in Bangladesh: A Road to Uniformity and Development

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Abstract

The present article pleads for bilingual education in Bangladesh as the solution to the complex and variant problems in education of the country. The consideration behind this argument is grounded on two principal factors in education: one is the current educational setting, which we all demand to be uniform, and the other includes approaches and steps to teach English as a second language of Bangladesh. This paper reviews the researches available on education in the context of foreign countries, global, regional and national. The actions of different stakeholders of education in Bangladesh and their policies are critically analyzed regarding financing for the development of education. I have undertaken these processes to find out the status of education in relation to the role of language in education in the perspective of Bangladesh. Reviewing the practical situations sustaining universally, I have concluded that the researches as well as the stakeholders on finding educational problems and providing solutions to those problems, have done nothing almost nothing regarding the language in education in Bangladesh. Therefore, in the article, I propose to have a close look into the prospects of initiating bilingual education policy up to higher secondary level.

Keywords: Bilingual Education, Language, English Language Teaching, Bangladesh

1. Introduction

UNESCO's Monograph on Fundamental Education no. VII is the first formal document on bilingual/multilingual education for ensuring education for all. This document was prepared just after the decolonization process of many countries. That document contributed to the establishment of many international organizations on education and the concept of bilingualism in that decade. Kloss (1969) has done a great job by indentifying different aspects of bilingualism as part of a project for International Center for Research on Bilingualism Quebec, Canada. He mentioned about sixty-two projects ongoing at that time. Many countries

with multilingual culture have been working on bilingual education to develop the learners as bilingual or multilingual fostering the acquisition of English. By this time, many researchers have claimed that bilingual education system can help learners attain higher level of language proficiency in both the languages used as the medium of instruction in the classes of some universal subjects. The discussions and researches have been continuing in the arena of educational research since the 18th century and there have been many directions on this issue by this time. The multinational organizations like the UN, the World Bank are more concerned about necessity of such types of programs in multilingual national setting and among the ethnically minor speech communities than the respective nations. The research on language in education in Bangladesh is very few in number. Hamid, and Erling (2016) have addressed the limitations and necessity in their writing titled "English-in-Education Policy and Planning in Bangladesh: A Critical Examination". The other perspective of language in education covers some internationally financed and managed research projects on the use of some indigenous languages in education (Kim, Ahmad, Kim & Sangma, 2011; Kim & Kim, 2008). The importance of researches and action plan for language in education stands supreme. The linguistic and other related factors of Bangladesh prove the validity of the claim.

The research in this subject covers many aspects of sociolinguistics likely bilingualism, multilingualism. In the same way, it also tends to focus on the rights of education for the speakers of non-dominant languages in any nation state. The current trend in this area is focusing on the effectiveness of different approaches towards the teaching of some courses using different types of bilingual educational programs, the perceptions of different stakeholders in education i.e. community, parents, educators and the like. There are two main reasons for such an extensive attention on conducting researches on bilingual education and developing bilingual educational programs into different parts of the world. One is the psychology of the learners in relation to the role of the mother tongue to acquire knowledge effectively and efficiently especially during the childhood. The other is the increasing need of learning any language other than the first language of learners and that is English in most of the cases. Anyway, bilingual education is not out of questions. There are controversies from different social, economic and political perspectives though I found very few questions on the effectiveness of bilingual education. The nations having very complex sociolinguistic situations are prone to initiate and improve the bilingual education programs

(Goldenberg & Wagner, 2015). One of the greatest examples can be the USA. This multilingual country patronizes bilingual educational programs in different levels of education. Very recently, the Department of Education of the USA has undertaken pilot projects to initiate bilingual educational programs in higher education too. I accept the idea that Bangladesh is linguistically very complex. Three major issues have contributed to the rising complexity of language teaching in Bangladesh. These are religion, globalization and language based national sentiment. These issues are so vibrant and sensitive in the country that very few researches are conducted on the role of language in education in Bangladesh even though there are huge demands to develop the education system of the country. Some researches on the linguistic context of Bangladesh have proved very helpful in this regard. Most of the searches on language in education show the portfolio of African, American and other regions along with the south Asian countries like India, Pakistan (Coleman & Capstick, 2012) and Afghanistan. In relation to language teaching especially in English, there are substantial research reports. I have found about hundred active nongovernment organizations working in the area of education to pursue the path of development. The development of education or of economy is not possible if the learners cannot develop their linguistic ability in a global market where performance in English language plays the main role for employability. The education system of Bangladesh has witnessed many attempts dedicated to the development of language skills of the learners. It is now the time to have a close look at the prospects of bilingual education initiating some more universal subjects to be taught and evaluated in English from the primary level. I cannot deny that former researches and actions on education are less important. The time for transition has come forward and that transition is the thinking of language in education in the country due to the following reasons: emerging a complex linguistic situation of the country, the increased number of higher study seekers both locally and globally, the failure of acquiring adequate performance of the English learners etc. (Ahmad & Hoque, 2014).

2. Language in Bangladesh

It is difficult to find out the exact number of bilingual or multilingual speakers in Bangladesh. Theoretically, anyone can claim that Bangladesh is a monolingual country with 90 percent Bengali speakers. The indigenous minorities also speak Bangla spontaneously and naturally for communication in wider context. Except for the English medium schools

in the urban areas, Bangla is widely used as the language in education; the religious schools also use Bangla in education. Dil (2014) quoted Weinreich's analysis of Indian bilingual speakers in her book titled "*Bengali Language and Culture*". She states "Bengal as a whole may be less bilingual than other areas in south Asia, but the use of Urdu and English is widespread" (Dil, 58). This linguistic description of Bangladesh is not complete. At different levels of the country in different contexts, the language use in terms of reading, writing, speaking and listening is bilingual or multilingual. English in Action (EIA), Bangladesh has conducted six different Base line studies in 2009 on spoken English competence, sociolinguistic factors like motivation, English lessons, current English language teaching materials, English language teacher training and technology environment in Bangladesh (Baseline reports, 2009). Erling and Power (2014) have surveyed the employer, observed the job advertisements and used data from the findings of BBC Media Action. They concluded that English plays a very important role to get a good job. They further stated that some jobs require competence in English. The findings of these studies reveal that the number of Bangladeshis interested and motivated to speak in English is very high. These studies also prove the claim made by Hamid and Erling (2016). According to them, "English has a strong presence in the country, particularly in the education sector. Arabic is used for Muslims' religious practices and is also an important language in religious education in the country" (Hamid and Erling, 2016, P. 28). A very good number of individuals speak in English for a longer time than they use any variety of Bangla in their everyday life. The individuals getting educated from English medium schools of Bangladesh spend very little time reading, writing and listening to Bangla. Many children, teenagers and young people have a very good command over speaking in and listening to Hindi language as well. The individuals from Islamic religious background differ in range of reading, writing in Arabic language. The number of citizens learning and using other foreign languages for different purposes is also increasing. Specifically, very few individuals of the country have the ability to talk solely in Bangla. This is not at all necessary but the reality is that we do not belong to the monolingual status anymore. The linguistic patterns of minority populations of the country are under the observation for long time. Kim and Kim (2008) conducted a survey to find out the sociolinguistic factor of the indigenous individuals. They state "In brief, it was concluded that the Bishnupriya are highly bilingual in Bangla, the national language, but also speak their mother tongue enough to keep its vitality high and have a

positive attitude toward their mother tongue" (Kim & Kim, 2008, p-4). Kim, Ahmad, Kim & Sangma, (2011) observe, "Among the sociolinguistic questionnaire respondents, a majority said they use Hajong most of the time, but a significant number said they use Bangla more. In general, as the Hajong become more educated in Bangla-medium schools and as the younger generation replaces the older generation, it is likely that Bangla will become increasingly dominant as the language of choice among the Hajong in Bangladesh" (Kim, Ahmad, Kim & Sangma, 2011, P. 13).

3. Language in Education

Education in India began from an indigenous educational system in ancient times, continued through an Islamic code of education in the medieval period because of Muslim invasions, and to imperialistic education delivered during the British colonization (Rahman, Hamzah, Meerah & Rahman, 2010). The British Government initiated the main advancement, achievement and establishment when they formally took over the charge of the country. For example, they established the first government school in 1835. At that time, most of the vernaculars were not applicable to be used in education for instruction and teaching-learning. The main languages used in education were Arabic, Sanskrit and Urdu. After the Act of 1813 was passed by the British parliament, the then governor of India, Macaulay (1835, February) had a meeting with the representative native Indians to fix the language of education in India. In the year of 1835, they decided conclusively that English would be the sole medium of instruction in Indian educational institutions. However, many Indian educationists found flaws with English-medium schools of that time. Sarkar (1998) explained the report of the Hunter Commission of 1882 in his book saying that "the commission found the students who appeared at the admission tests of the then best schools; the steady majority of the students being successful came from the vernacular and not from the English Middle Schools". (Sarkar, 1998, P. 48). Rabindranath Tagore critically analyzed the Indian education system since 1892 until his death in 1941. His essays cover the areas of educational policies, objectives, medium of education and its effect on the students. Tagore's position towards the learning attempts of the Bengali learners was very cynical and satiric to some extent. In one of Tagore's (1892) essays, he repents the lack of knowledge of English among the Bengali learners while he talks of reading English books for pleasure. Many of Tagore's arguments against the extensive use of English in education are very

contextual prevalent in that time (Tagore, 1892). Researchers of the present time find the legacy of the British rule in the problems of education and language in education. Coleman & Capstick (2012) say,

> The British colonial administration in India adopted a two language policy; access to English was restricted to a small elite cadre of local rulers and administrators whilst education for the rest of the population (in so far as it was provided at all) was delivered through the medium of Hindi-Urdu and, to some extent, through other regional languages. The consequences of this policy were that: English became the language of power and prestige. With some notable exceptions, local languages were neglected. The Muslims of North India were effectively cut off from the Persian and Arabic sources of their culture. The Hindus of North India were distanced from the Sanskrit origins of their culture. As early as the 1880s, a British colonial official criticized this policy, noting that as a result of its introduction 'education was degraded by us [the British] from an object of mental and moral culture to a means for purely worldly ambition (Coleman & Capstick, 2012, P. 14).

The present Bangladesh, as part of Indian Territory during the British rule, has gone through the same principles. The history of Bengal during 1940s reveals that there were political divisions among the leaders of this region in terms of religion and language. In the course of political actions, religion based nationality shaped the future of Bangladesh. Consequently, Bangladesh became East Pakistan politically and linguistically it sustained to be Bangladesh. The various problems with Pakistan reached its peak in relation to state language. In the decade of the language movement, Bengali individuals were divided into three prime groups. One group wanted Bangla as one of the state languages in Pakistan while another group wanted it as the language of education in the then East Pakistan. The other group started preaching for reformation of Bangla in various ways that can be described as 'Islamization of Bangla' in terms of syntax, phonemes, vocabulary etc. However, the use of Urdu and English in education and other spheres of national settings was in progress. This conflict among the then Bengalis had a great impact on Bangla language, literature and education and as a result, in the whole country. Due to the lack of a stable government, the demand for language-based nationality could not succeed. The changes in constitution, the structure of the government etc. have had another type of religion based Bangladeshi nationalist sentiment that tried to combine both the language and

geography along with the religion. We can link our present educational problems with the problems arising out of the continuous struggle for various national sentiments that we had in the past. Hamid & Erling, (2016) rightly points out some important facts in this regard. They point out, "Until recently, Bangladesh has not received much attention in language-in- education policy research, most probably due to the absence of local expertise and a lack of funding for research" (Hamid & Erling, 2016, P. 25). Besides, they find some other factors for the lack of researches on medium of instruction in Bangladesh. Some of these include 'numerous forces at the national, supra-national and sub-national levels' and 'the politics surrounding the national language' (P. 26, 35). We are going through many educational problems as the legacy of our past. Yet, we are lagging behind to formulate principles on the language in education.

Globally, language in education has placed an important research area for many years. There are many bilingual educational programs in different multilingual, bilingual and linguistically complex countries in the world. In the middle of the 20th century, the UNESCO undertook an initiative to find out the challenges of using vernacular languages in the education of the respective countries. In that report on fundamental education (UNESCO, 1953), the UNESCO has advocated for the extensive use of vernacular languages in education emphasizing on the importance of learning foreign languages especially English in the postcolonial period. The UNESCO is one of the main multinational organizations working on the education for children. The understanding of their policies and philosophies on education will enhance understanding the motive of the present work. The definition of language to them is very close to the definition of culture: "Language especially that learnt in childhood, is a culturally inherited trait forming parts of the habits of man" (UNESCO, 1953). There would be no necessity to talk about language in education if the statement ended right there. It continues further, "Very soon the mother tongue becomes a developed habit and the process becomes automatic. A second language, if it is not acquired early in childhood, may well be mastered as regards grammar, but as regards pronunciation it is very difficult to reeducate the process of articulation for the production of sounds not existing in mother tongue" (UNESCO, 1953, P. 10). It also referred to the acquired pronunciation of the non-natives as the 'foreign accent'. Showing the benefits of using the mother tongue in education from psychological, sociological, and educational perspectives, it has identified the problems of initiating the nonofficial mother tongues in

education to be consisting of political, linguistic, educational, socio-cultural, economic and practical factors. It says, "In some places linguistic situations may be so complex that educational problems have to be solved in relation to the use of language as medium" (UNESCO, 1953, P. 13). Submitting the fact that 'the language problem in education is world-wide', it has provided a continental survey on the vernaculars focusing on the prime regions of the globe. The survey shows that most of the regions and the countries have multilingual natives. The countries in the African continent have many languages. In many parts of the region, the vernaculars are generally used. In some areas, the vernaculars are taught as a subject and English is the medium of instruction. Most of the countries with such linguistic approaches have two or more official languages along with English. Many of the countries have made laws to keep the situation stable. The countries with linguistic complexity face educational problems too. For this reason, solving these linguistic problems is to solve the educational problems. Some countries like the USA, Ceylon, India with such problems have already undertaken bilingual education policy as the solution to linguistic and educational problems and the number of such programs is increasing day by day. In this regard, many researchers from different perspectives have often criticized all English instruction (Sarkar, 1998; Tagore,1892; Sharif, 2004) . In the later part, I have analyzed the nature of such educational problems.

4. Debate around Vernacular vs. English as the Medium of Instruction in Education

Language's close connection with culture and the status of English as the language of the world have shaped the nature of the debate. Many researchers believe the bilingual educational programs to be the solution to the problem. At this moment, we will continue reviewing different aspects of the debate. The debate around the use of either vernacular or English in education is not simple to draw conclusions. The report of the UNESCO on fundamental education of 1953 has traced few factors connected with this debate. The factors are political, linguistic, economic, practical and the like. The countries with multilingual citizens often feel the fear of losing national integrity. As a result, these countries build their language policies focusing on any one of the prestigious vernacular or English. Pedagogy experts argue that some vernaculars do not have the utility of applying in education in terms of vocabulary, written literature and syntactic structures. Some vernaculars may lack adequate teachers,

teaching materials and the like which may impede the teaching and learning. Socio-cultural factors are diverse in the sense that people often prefer English to other varieties for many reasons. Besides, the use of official language or English has some economic and practical benefits that shape the mentality of the population and the popularity of specific educational programs.

The nature of the debate in Bangladesh needs to be discussed. In Bangladesh, vernaculars generally refer to the minority languages spoken by the indigenous population of the country living in different parts of the country. The exact number of indigenous languages in Bangladesh depends on the source. The SIL International has stated the number to be not more than 46. The international organizations working in the sector of education are contributing financially to the development of teaching materials in those languages. Understanding the need of teaching the indigenous learners in their mother tongue along with the concern of national integrity, the government of Bangladesh is also trying to bring them in the mainstream educational programs and at the same time, making them aware of the ethnic heritage and culture. However, there are few researches done on the problems and prospects of using ethnic languages in education that are mostly financed by international organizations. The reports in this regard reveal that contexts play the most important role to determine the role of a specific language in education. Dakin (1968) has reported the outcomes of four different contexts where he found that in England, refugee inhabited Poland and Uganda, any other language than mother tongue does not hamper education, though in the Philippines, children learnt less than 10 percent in foreign language. Burnstein (1971) has argued that the individual educated in vernacular may prosper less due to their 'verbal deficit'. In the 1970s, there were arguments against one another. In the process of reviewing literature on this issue, I found that many researches favouring mother tongue in education are nationalistic or ethnic and consequently, full of emotions while the others favouring English are practical. The objective researches bring the readers towards bilingual education.

In Bangladesh, there is another perspective of the debate and that is between the use of Bangla (the standard variety) and English (means for global communication and universal education). The participants in this debate include mostly the educationists, executives, bloggers and very few number of researchers. Haque and Akter (2012) have argued that English medium schools are linguistically and culturally imperialistic tools in the

post-colonial period though they have recognized the importance of English as a means for development, advancement and technological progress of the world. International educational organizations have promoted the use of English in education for the elite class people by means of spending money and some British bound organizations have taken serious steps to teach English among Bangladeshis for the purpose of using it in social lives, business and the like. The government agencies in this regard, have followed the footsteps of those organizations though in Bangladesh, nationality is said to be grounded on Bangla language. The different newspapers, blog sites, roundtable discussions on the 21 February have been playing the main role to publish such arguments against both Bangla medium and English medium schools keeping Arabic medium schools in the dark. The arguments also focus on the spontaneous use of different varieties of languages mostly characterized by the mixing of Bangla and English in the form called 'code-switching' and 'code-mixing' in sociolinguistics. Most of the arguments against English medium schools are very agitating and nationalistic. On the other hand, arguments against Bangla medium are practical and often very arrogant. We require shifting of this conflicting debate into a direction and that is, as is proposed by the present work, bilingual education that will emphasize teaching some subjects in Bangla in the English medium schools and some subjects in English in the Bangla, Indigenous and Religion based schools.

5. Education in Bangladesh

Education has connections with all phases of life in terms of planning, performing, implementing and evaluating the success. The research initiatives on education involve the considerations from all levels. In this chapter, I have discussed the education system from the perspectives of geography, language and characteristics of the modes of education. The education portfolio of the country actually reflects the socio-economic and political conditions along with the colonial and post-colonial pressures from the dominating language of the world. It seems that the education of the country is largely to fulfill the social demands of different communities defined by economy and religion. As a result, the changes in education in relation to uniformity have often brought strong movements from different stakeholders at different times of the history.

We note three prime characteristics in the educational setting of the country. Firstly, institutes according to nature of places; secondly, institutes characterized by language and thirdly, institutes based on the

level of learners. The rural-urban differences are notable in the education of Bangladesh. These differences are rising in number due to the lack of equal level of industrialization. We see the rise of English medium schools in the newly industrialized areas. In the semi-urban places, most of the lower middle class people live. Consequently, education in these areas is more complex in terms of quality, medium and so on. Nature of place and the language in education have shaped all other characteristics in the field of education of Bangladesh. The following table shows the streams and the characteristics:

Three streams	Key characteristics and history	Relevant state policies	Current situation
Informal	Human learning over millennia	Mass awareness campaigns, advertising eg. family planning, environmental awareness	Still dominant form of learning in Bangladesh (workplaces, homes, folk culture, religious congregation)
Nonformal	Parental teaching; early religious schools; Apprenticeships	Basic education (EFA); Increase school enrolment; Empowerment of women; Building human capital.	NGOs dominate; State-NGO partnership
Formal	Colonial history, Religious inheritance	Gender equity; maintenance of an orderly though not comprehensive system of basic education, but insufficient and exclusive	Very dominant and certificate oriented, centrally controlled

(Key features of the three streams of education in Bangladesh; source: Ahmad, & Ahmed, 2002).

Due to the complex nature of educational, cultural, traditional, religious phenomena and the like, the education system of the country has numerous local, regional and foreign stakeholders. Financing and the tendency of the population are two major factors to determine the policy

of the stakeholders in education. The intentions of the stakeholders, their philosophy in relation to education, social and religious values shaped the internal characteristics of the activities of such stakeholders. Government of the country has various sub-organs to work in this sector primarily as the owner, the monitor, the developer of materials etc. Non-government local and international organizations and individuals are actively engaged in implementing educational programs, influencing the principles of education, formulation of education policies, conducting researches etc. Ardt, Hastings, Hopkins, Knebel, Loh &Woods, (2005, May 19) have reported that there are over 400 NGOs in Bangladesh today involved with providing basic education" (P. 13). Education sector is one of the sectors of the country having a very few research institutes. The discussions regarding education in Bangladesh are very often found in different types of media. The writers of such articles include people of various professions most of whom are not directly engaged in education. I have prepared a summary of such discussions in the following way:

➢ Nationalization ground has increased tensions among teachers, students and the concerned. This problem exists at primary, secondary, higher secondary and higher educational levels.

➢ Teacher related issues include the politicization, quality enhancement, corruption in the recruitment process and so on. Besides, negligence of teachers in educational activities, conflict amongst the members of institutes' management committee etc. are also often talked.

➢ Education administration and conflict amongst the teachers also play an important role in the rise of educational problems.

➢ Digitalization of materials and the use of ICT in education have shaped the educational discussions in recent times.

The above issues are virulent but there are very few discussions on the fundamental issues like 'language in education'. Due to the pressure from foreign development partners and NGOs, the government has often changed the old policies and methodologies without concentrating on issues like language in education. Asad, (2009) has talked about the uniformity of education (they also criticized the initiative of the then government in the name of 'UNITRACK EDUCATION by combining science, arts, commerce etc), pressure from international bodies, globalization, job market, market economy. That is why, our educational system is not encountering any criticism and resistance and thus, is being

used as a tool of the post colonial neo liberal power. Discussing the privatization processes of 1990s and onwards, they have addressed the deteriorating quality of the primary education in the government sector. Ahmad, and Ahmed, (2002) started with education as the prime ingredient of human resource development. Primary school enrollment, expansion of education system, drop out, regional and gender equity are the burning issues in today's education in Bangladesh. Major educational issues include access and equity, quality of education, governance and management of education, adequacy of resources and their use. They have recommended decentralization, allocation of resources, professional development, reviewing education and learning objectives, establishing links with the job market, improving efficiency of programs, building the learning society (where learning becomes possible lifetime), ensuring meaningful learning outcomes etc. The secondary education reform programs financed by Asian Development Bank (ADB, 2013, August) aim at advanced teaching and learning programs that use information and communication technology (ICT), as well as prevocational and vocational programs, teacher development, and examination reforms. It will promote gender-equitable and pro-poor stipends for students. It will help establish more decentralized and efficient allocation and use of resources, as well as strengthen sector performance monitoring. World Bank (September 28, 2013) produced a report on the overall achievement of education sector in Bangladesh. The authors of this sector review have conducted and produced a very good and comprehensive report on the different burnings issues in relation to the access and equity, quality of education, skills development etc. It has discussed the problems of schools, role of wealth in education, learners specific problems etc. in a very systematic way. They reported that "the barriers to quality education include low learning levels, inadequate acquisition of non-cognitive skills, inequitable learning among students, a high degree of variation between schools, low teacher motivation, low time on task, weak examinations and teacher development systems, limited incentives for performance compared to much fewer disincentives for poor performance, and low levels of accountability in properly using public finance" (World Bank, 2013, xii.). It also reports, "the country has undertaken the first credible assessment of learning, the National Student Assessment (NSA) in 2011, and the very first assessment of its kind in secondary education" (World Bank, 2013, xii.). In this case, learning foreign languages might help building non-cognitive skills of the learners. Reviewing the above reports on education in Bangladesh, I have found that language problem in education has not been addressed though

many of these problems can be attributed to the problem of language in education.

6. Bilingual Education: Problems and Prospects

The discussions on bilingual or multilingual education are prevalent since the development of education in the colonial period until the present time. In this chapter, I have discussed the debates on the advantages and disadvantages of bilingual or multilingual education in the global context. Language, culture, nationalism, globalization, universal education etc. are the main concepts in these arguments. Kloss (1969) discussed the issues related with bilingualism, multilingualism, inter-language, language transfer, learning first and second language etc. This report examines the problems involved in researching institutional and socio-cultural bilingualism and contains suggestions for about 60 projects and related case studies. These projects presented topics like the Service, Methodological and Geographical Aspects, Inventories, Problems of Conceptualization and Classification Common to All or Most Countries, Heterogeneous Polities, Problems of the Nation State and of the Monolingual Society, Socio-Cultural Bilingualism, and Language Planning. Kloss (1969) quotes John Macnamara (1967) in his book "Considering the magnitude of the problem, it is surprising that so little work has been done on teaching through the medium of a second language. The topic is surely one of the most neglected ones in the whole of educational psychology" (Kloss, 1969, P. 22). Kloss (1977) portrays the education in America in general and bilingual education in specific in a later descriptive report. He also discusses the history of bilingual education along with the rights of the minority languages in education, America's achievement on toleration-oriented minority rights and promotion of the use of minority languages. The researches and discussions on bilingual or multilingual education in the U. S. A. have taken by this time the following shapes:

➢ The necessity of expanding bilingual education at all levels of education
➢ The advantages and disadvantages of such educational programs
➢ The theories of learning
➢ The learner-centered bilingual educational programs
➢ Development of bilingualism, multilingualism, bi-literacy, global awareness etc.

The researchers (Boyle, Diane, Tabaku, Cole & Simpson-Baird, 2015; Ballantyne, Sanderman & Levy, 2008; Goldenberg, 2008, 2013; Goldenberg & Wagner, 2015) who advocated for the widespread bilingual educational programs raise the following points:

➢ Promote more opportunities for English learners to reach higher levels of academic achievement than other programs

➢ Develop an appreciation and understanding of multiple cultures

➢ Develop high levels of literacy and language proficiency in the both languages of the programs

➢ Students in bilingual education programs learn no different English and added bonus is the proficiency in their home language

➢ Bilingualism is an asset both to individuals and to the society. Bilingual education promotes bilingualism.

➢ Children can learn their own and a second or even a third language and turn out academically and linguistically competent in both, all three or more.

➢ Bilingualism is associated with cognitive benefits such as an increased control over attention, an improved working memory, a greater awareness of the structure and a form of language with better abstract and symbolic representation skills.

➢ Employment opportunities

➢ Build positive effects on intergroup relationships, identity and self-esteem.

There are very few researches found against the introduction and development of bilingual education. Some of the points are as follows:

➢ Instruction only in English will lead to faster acquisition of English proficiency

➢ Bilingual education is a choice between proficiency in English or in the student's home language

➢ The national integrity is hampered due to the bilingual education

The arguments for and against bilingual education programs have been adopted from the works of Boyle, Diane, Tabaku, Cole & Simpson-Baird, 2015; Ballantyne, Sanderman & Levy, 2008; Goldenberg, 2008, 2013; Goldenberg & Wagner, 2015;.

Lörscher, (1997) has discussed models for bilingual education. He says,

> At the moment, two highly controversial developmental models exist. One was proposed by Harris (1977) and Harris/Sherwood (1978), the other by Toury (1986). Harris and Sherwood investigated "natural translation", i.e. ". . . the translation done by bilinguals in everyday circumstances and without special training for it". The authors maintain that, in addition to their competence in the two languages involved, bilinguals possess a third competence, that of translating between the two languages. Harris and Sherwood emphasize that translation competence unfolds itself parallel to the development of bilingualism, and that the degree of translation competence increases automatically to the extent to which a child's ability to use the two languages involved develops. The second developmental model of translation competence was proposed by Toury (1986). He agrees with Harris (1977) and Sherwood (1978) about an innate human predisposition to translate and considers it "co-extensive with bilingualism". The differences between the two concepts become evident when Toury (1986) points out that translation competence does not develop quasi-automatically and parallel to the development of a child's bilingualism. Bilingualism is considered to be a necessary, but not a sufficient precondition for the development of translation competence. In addition to an individual's bilingual or quasi-bilingual competence, an interlingual or transfer competence must be built up (Lörscher, 1997).

Murshid, (2016) has said, "We all need to learn another language, immerse in other cultures, and expand our horizons" (Murshid, 2016). Kosonen, Young & Malone, (2006) have informed, "Multilingual education programmes require a supportive political context, thoughtful planning, careful preparation, and cooperation among multiple agencies, organizations and individuals. Especially important is the formative participation of ethnic minority speakers in planning, and implementing programmes for their own communities" (Kosonen, Young & Malone, 2006, P. 15). Lindholm-Leary (2005) also notes "Designing, implementing, and refining dual language programs that successfully promote bilingualism, biliteracy, multicultural competence, and academic achievement in student participants requires considerable effort and support" (Lindholm-Leary, 2005).

Genesse (1999) quoted in Uchikoshi, & Maniates, (2010) describes different types of bilingual educational programs. He reports,

> Currently four types of bilingual programs are available in American public schools, which range on a spectrum from newcomer, to transitional bilingual, to developmental bilingual, to two-way immersion. Transitional bilingual education (TBE), also known as "early-exit" bilingual education, is the most common form of bilingual education in the U.S. and is the method used in the focal classrooms in the study reported here. The transitional bilingual approach provides ELLs academic content-area instruction in their home language (L1) as they acquire facility in English (L2). Students' home language is used as the language of instruction in gradually decreasing increments as instruction in the target language is increased over time. TBE does not aim to create bilingual children. Instead, it uses home language to ensure grade-level mastery of academic content, but only until the time children can make a full transition to English-only instruction. TBE programs usually begin at kindergarten so that students are ready to be placed in English-only instruction by the time they enter third grade. Some programs extend the transitional period over 5 years and complete the shift to English at fifth grade (P. 366).

Wan, Ramsey, and Lawrence (2015) state "High quality professional development (PD) and teaching at all levels—especially preschool, when children are most impressionable and vulnerable—must prioritize multilinguism and multiculturalism" (Wan, Ramsey, and Lawrence 2015, P. 10).

7. Bilingual Education in Bangladesh

The government of Bangladesh has drafted a new Act on Education to make the current education more effective and uniformed. It also wants to make adjustment of the international promises on education with the newly adopted education policy. Quality enhancement, teacher development, infrastructural development etc. are the prime concerns. The educational institutions are witnessing serious instability at the current time. People in general criticize and disagree with the existing education system of the country. The various educational institutions are producing learners with various tastes while the national culture and language are being forgotten. In this ground, bilingual educational program can prove to

be the solution to the problems. Idris,(2015) observes "In this age of globalization, the students need to have Trans-cultural Competence that will improve their knowledge of other culture; develop their communicative skills; help them to stay away from the hegemonic influences of one particular culture; and make them tolerant towards other cultures" (Idris, 2015). During 1990s, the educational problems were connected with mainly enrollment and drop out. We have been successful to maximize the enrollment providing different opportunities to the learners. Many of the learners are entering into higher education after twelve years being taught in English. There are some problems in higher education (Alam, Haque & Siddique, 2007; Monem & Baniamin, 2010; Rabbani & Chowdhury, 2014). Student's poor performance in language proficiency and lack of cognitive skills hamper the acquisition of knowledge at the tertiary levels. At present, Bangladeshi learners may have more access to the materials in English. The initiatives to teach some more subjects in English in Bangla medium and religious institutions and some more subjects in English medium schools in Bangla can enhance the linguistic competence, tolerance, cross-cultural experiences and the cognitive skills of the learners. Gutman & Schoon, (2013) defines, "The term 'non-cognitive skill' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control" (Gutman & Schoon, 2013, P. 2).

8. Conclusion

Bilingual or multilingual education is such a big issue in educational psychology and educational researches that there are many directions of it. Some researchers have showed the benefits of these programs while others have talked about the theories behind these programs. Another group has provided a critical evaluation and insights on bilingual education by reviewing numerous researches on bilingual or multilingual education. In Bangladesh, the researches on education are few in number especially those of bilingual education or language in education policy. The nature of educational institutions determines the attitude of the debate. The individuals arguing against English medium often forget the importance of English. In the same way, the individuals arguing against Bangla medium often forget the achievements of Bangla medium students. The same tendency is present in the discussions about religious schools. It is undoubtedly true that many of the educational problems of the present time are closely related with language in education. It is necessary to have

comprehensive and very fruitful efforts to build bilingual educational programs in the context of Bangladesh. The psychology of Bangladeshis towards English as a second language can be developed. They may become English language-friendly by initiating bilingual educational programs. The divisions present in the current education system can be mitigated and the gap of skills between learners depending on the nature of institutions can also be removed through the bilingual education policy. To develop bilingual educational programs, the stakeholders in education should at first think about it. There should be more researches on this area. Some bilingual educational programs should be initiated and finally, there will be the chance to evaluate whether the successes achieved by other complex linguistic societies will be the same or not. Bilingual education is worthy enough to have an experiment.

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An Insight of Dhaka University M.A. ELT Students' Feedback Preferences on Their Midterm Scripts

Fahmida Akhter

Abstract

Feedback is one of the essential elements in language learning. The necessity of feedback in writing has increased a lot as it has an impact on the whole process of language learning. That is why a teacher is expected to be acquainted with the choices of students regarding feedback. In this respect, this mixed method study attempts to bring into view Dhaka University M.A. ELT students' preferences for teachers' feedback regarding their midterm scripts. The study explores whether they prefer one form or a combination of forms of feedback on their midterm scripts and what are the reasons behind it. The data for the study have been gathered from Dhaka University M.A. ELT students (n=30) utilizing a likert-type questionnaire and a focused group interview. The results of the study are meant to bring a deep insight of Dhaka University M.A.ELT students' preferences of teachers' feedback on their midterm scripts.

Keywords: Feedback, Teachers' feedback, Students' preferences, midterm scripts

1. Introduction

Feedback is a fruitful equipment of language learning that takes the initiatives to complete the gaps between what has been learned and the target competence of the learners. The feedback provided by a teacher will determine the progress of the learners, the pedagogical intentions and expectations of the teacher and the institution, the degree of learners' engagement in the learning process and the revision responses expected from the learners (Vanparr and Timberley, 2010). According to Williams (2003) the goal of feedback is "to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and to produce it with minimal error and maximum clarity." The efficacy of feedback depends on a number of factors such as the form/nature of feedback, the source of feedback, the students' preferences and perceptions of the feedback and so on. In Bangladesh there is no specific criterion for giving feedback on midterm

scripts regarding students of tertiary level. Teachers provide feedback according to their own choices. Some teachers provide feedback as grades only or some teachers give corrective or suggestive feedback along with numbers and so on. That is why feedback given by the teachers may create satisfaction or dissatisfaction among the students. As a result, it is necessary to know about their preferences of teachers' feedback on their midterm scripts. The midterm exam plays a vital role in the semester system. The results of midterm exam foreshadow students' progress in the final exam (Hyland, 2010). If students of the semester system do not get effective feedback on their midterm scripts they may not do well in the final exam. However, students' feedback preferences vary from one another (Uddin, 2015). As a result, teachers are expected to investigate their students' feedback preferences. The purposes of the study are to investigate Dhaka University M.A. ELT Students' most preferred types of feedback regarding their midterm scripts to discover whether they prefer one type of feedback or a combination of different types of feedback on their midterm scripts and the reasons behind it.

1.1 Research Questions

In this study the researcher has explored the following questions:

- What are the most preferred forms of feedback of Dhaka University M.A. ELT students on their midterm scripts?

- Do Dhaka University M.A. ELT students prefer one form of feedback or a combination of different forms of feedback on their midterm scripts? What are the reasons behind it?

2. Literature Review

Feedback is an indispensable tool for improving students' writing performance focusing either on the finished product or on the writing process itself (Ebyary & Winddeatt, 2010). It is one of the fundamental tools used to provide effective interaction in teaching-learning contexts. Narciss (2008) defines the term "feedback" in any teaching context as "the post-response information which informs the learners on their actual states of learning and/ or performance in order to help them detect if their states correspond to the learning aims in a given context." It can also be defined as "input from a reader to a written work with the effect of providing information to a writer for revision" (Keh, 1990). It is the written or verbal consequence that follows an action and directs and shapes future behavior (Basu, 2006). It plays a critical role in the success of the teaching-learning

process. Teachers' feedback can be delivered in different forms. Some of them are:

2.1 Written Comments

Many teachers use written comments to provide individualized feedback on a written work. According to Stronge, written comments should contain more information than simply indicating whether responses are correct or incorrect (cited in Basu, 2006, p.171). Page (2004) investigated the effects of written comments on students' achievement and found that specific comments that were written based on knowledge of the students and details of their work were more beneficial than pre-specific comments determined by grade assignment (cited in Basu, 2006, p. 171). Teachers' feedback in the form of written comments should be evaluative and suggestive. According to Hedgcock and Leftkowitz (1994) students usually find one-word comments less helpful than comments with more information and they prefer in-text comments relating to specific points in their writing to general comments at the end (cited in Sarwar, 2010, p.4).

2.2 Conferencing

A teacher can provide in-depth verbal feedback to students by conferencing. Conferencing can take place between the teacher and the class as a whole, with smaller groups or with an individual student (Sarwar, 2010, P.4). According to Keh (1999) conferencing makes the teachers' role in the writing process more of a participant rather than the grade-giver (cited in Sarwar, 2010, p.4). 'Written comments' as Williams (2003) stated as "a form of as teachers' feedback has also been found to be effective when it is coupled with student-teacher conferencing and it allows both students and teachers a chance to trace the causes of the problems arising from students' writing and and to develop strategies for improvement" (p.3).

2.3 Numbers

Teachers give numbers as feedback on students' written work. It is the most traditional form of feedback given by the teachers (Uddin, 2015).

2.4 Positive Feedback

Positive feedback is a form of feedback which focuses on positive sides of a learner's task. A teacher should provide positive feedback to motivate his or her students. However, being "positive" does not mean being artificially happy or saying the work is good when it is not. Being positive

means describing how the strengths in a student's work match the criteria for good works and how those strengths show what the students are learning (Karim and Ivy, 2011). Several motivation theories assert that positive feedback is more effective for motivating the goal pursuit than negative feedback because it increases outcome expectancy of the goal and perceived self-efficacy of the pursuer (Lickerman, 2013). Cleary (1990) believes that the key to positive feedback is a clear communication in which the teacher genuinely communicates his or her belief in the students' ability to do a good work.

2.5 Negative Feedback

Negative feedback shows weaknesses of a learner's work. Negative feedback undermines learners' confidence in their ability to pursue their goals and their expectations of success (Lickerman, 2013). According to Cleary (1990) prolonged negative feedback has a detrimental effect on a writers' confidence and motivation.

2.6 Suggestive Feedback

Suggestive feedback means pointing out where improvement is needed and suggesting the things the students can follow. According to Kepner (1991) it is related to provide future directions about improving teachers' work.

2.7 Corrective Feedback

Numerous research studies show that students themselves want and expect feedback regarding their error in the written work and that error feedback can have a significant impact on the students' ability to edit their papers successfully (Ferris and Roberts, 2001). Traditionally the most preferred form of correction was to underline mistakes and write correct option over it but this rarely helped students to develop awareness of their problems. An alternative approach is to develop making a symbol that indicates the form of the error which is then corrected by the students. This approach works much better and has been found to be the most popular error correction procedure among students in research studies (Sarwar, 2010). Ferris and Roberts (2001), however, argue that for more advanced students simply underlining error can lead to almost equally successful error correction and can be another option for providing error feedback, particularly as it is easier to manage for teachers.

2.8 Grades

'Grades' has remained an important means of providing feedback to students about evaluating their writing ability. Because of their importance

in determining future success, students place a high value on grades and relate low grades to low ability. The criteria used for grading must therefore be made very clear to students and they must be involved as much as possible in formulating such criteria (Sarwar, 2010).

3. Methodology

This is an exploratory study in which a questionnaire has been used as a quantitative data collection tool for it is an easy way to collect a wide range of data within a short period of time. Moreover, a focused group interview has been used as a tool to collect more detailed and comprehensible qualitative data.

3.1 Measures

A questionnaire and a focused group interview were used as data collection tools. The participants responded to a likert-type questionnaire, which was specially constructed for the purposes of the current study. The self-tailored survey instrument consisted of 8 items. The items were designed to elicit responses following a five-point likert scale ranging from strongly agree to strongly disagree. The questionnaire was administered by the researcher herself where she distributed the questionnaires among the participants. Before distributing the questionnaires, the researcher explained the purposes of the study. The participants filled in the questionnaires in front of the researcher and returned them to her after completion. Focused group interview was used to collect qualitative data where the researcher conducted the interview with four M.A. ELT students of English Department of Dhaka University and recorded their responses. The instrument was used because it results in deep and insightful discussion and it is an economical way to gather a relatively large amount of qualitative data. In conducting the focused group interview the researcher acted as a 'moderator' where at the very beginning she outlined the purposes of the discussion and explained why she recorded the interview.

3.2 Procedure

Questionnaire in the study produced quantitative data whereas focused group interview produced qualitative data. The quantitative data were analyzed using Microsoft Office Excel (Version 2010). Descriptive Statistics (percentages, means and grand means) were calculated for each item in order to indentify the respondents' most preferred form of feedback on their midterm scripts. Data Collected through focused group

interview (after they have been transcribed in full) were categorized through a process of qualitative content analysis. This process involved reading the data carefully and identifying key issues in them. Mixed method nature of collecting and analyzing data allowed the researcher to obtain a more meaningful understanding of the phenomenon.

3.3 Sample

Convenience sampling technique has been used to select the respondents in this study. The respondents were a total of 30 students of M.A. ELT students in the department of English at the University of Dhaka.

4. Results and Discussion of the Findings

Results and discussion of the findings based on quantitative data and qualitative data are given below:

4.1 Result and Discussion of the Findings of the Quantitative Data

Table 1:

Statements	5	4	3	2	1
I prefer grades as feedback on my midterm scripts.	67%	13.3%	3.3%	7%	9.4%
I prefer numbers as feedback on my midterm scripts.	79%	13.3%	0%	4.4%	3.3%
I prefer pointing out strengths on my midterm scripts.	80%	10%	6.7%	3.3%	0%
I prefer pointing out weaknesses on my midterm scripts.	50%	20%	10%	3.3%	16.6%
I prefer conferencing to get feedback regarding my midterm scripts.	13.3%	46.6%	23.3%	6.8%	10%
I prefer written comments to get teachers' feedback on my midterm scripts.	60%	13.3%	10%	6.6%	10%
I prefer teachers' correction regarding my mistakes on my midterm scripts.	70%	23.3%	0%	3.3%	3.3%
I prefer receiving teachers' feedback suggesting future directions regarding my midterm scripts.	76.6%	10%	3.3%	3.3%	6.6%

1 = Strongly agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly disagree

The result in Table 1 reveals that 80.3% respondents prefer grades and 92.3% prefer numbers as feedback on midterm scripts. It is found that 90% participants prefer pointing out strengths and 70% participants prefer pointing out weaknesses. The findings in table also depict that 59.9% participants prefer conferences and 73.3% participants' prefer written comments to get feedback on their midterm scripts. Moreover, it can be found from Table 1 that 93.3% respondents want teachers' correction regarding their mistakes on their midterm scripts and 86.6% respondents like receiving teachers' feedback suggesting future directions.

Table 2:

Form	Mean
Positive feedback	4.79
Suggestive feedback	4.46
Corrective feedback	4.43
Grades	4.16
Written comments	4.06
Numbers	4.01
Negative feedback	3.83
Conferencing	2.16
Grand mean	4.00

Table 2 shows means of respondents' different forms of feedback preferences in descending order. It reveals that their most preferred forms of feedback are positive feedback (m=4.79), suggestive feedback (m=4.46), and corrective feedback (m=4.43) regarding their midterm scripts.

4.2 Results and Discussion of the Findings of Qualitative Data

The researcher has conducted a focused group interview with four students selected from the respondents of the study where they participated in a spontaneous discussion in the interview. The researcher acted as a 'moderator' and asked interviewees various types of questions so that detailed data can be collected about their feedback preferences on midterm scripts. The focused group interview was recorded and transcribed in full. Then the researcher read the data carefully, indentified the key issues in them and organized these issues in the two following sections:

4.2.1 One Form of Feedback Preferences vs. a Combination of Different Forms of Feedback Preferences Regarding Midterm Scripts

From the interview it was obvious that all interviewees prefer a combination of different forms of feedback compared to one form of feedback on their midterm scripts. According to them one kind of feedback is inevitably insufficient. They think that there is no logical reason to expect one kind of feedback rather than various kinds of feedback.

4.2.2 The Reasons Behind the Preferences of one Form of Feedback or a Combination of Different Forms of Feedback Regarding Midterm Scripts

From 4.2.2 it is crystal clear all participants in the focused group interview want a combination of different forms of feedback on their midterm scripts. When the interviewer asked them what are the reasons behind the preferences of various types of feedback on midterm scripts, the interviewees responded with explanations. This discussion reveals that one kind of feedback like "grades" or "numbers" is necessary but not sufficient. Their comments reveal that along with grades or numbers as a feedback they prefer mostly corrective, positive and suggestive feedback as well. From the discussion it is found that they want corrective feedback because it will provide them correction of their error which is very helpful to avoid the error in the final exam; positive feedback makes them understand their strengths as well as make them motivated to have the teachers' positive comments in future. By getting the suggestive feedback they understand not only what to improve but also how to improve in future exams.

5. Limitations of the Study and Recommendation for the Further Study and Conclusion

This mixed method study has investigated Dhaka University M.A. ELT students' feedback preferences on their midterm scripts; whether they prefer one form of feedback or a combination of forms of feedback and the reasons behind it. The findings reveal that the most preferred feedback are in the forms of positive, suggestive and corrective feedback. The findings also show that all of them want to receive different types of feedback together rather than one type of feedback on their midterm scripts. The reasons for preferring a combination of different types of feedback are: it is more comprehendible and beneficial. The results of the

study serve Dhaka University M.A.ELT teachers a clear picture of their students' preferences regarding their midterm scripts. However, this study is not devoid of its limitations. If it took more samples the result might be different. If the study explored Dhaka University M.A. ELT students' perceptions about feedback along with preferences regarding their feedback on midterm scripts the results might be more beneficial for their teachers. However, in spite of its limitations this study provides an illuminative picture of Dhaka University M.A. ELT students' feedback preferences on their midterm scripts.

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Appendix 1

Questionnaire

Name: Department:
Roll: Stream:

Please give your opinion about the statements below by ticking one answer for each. These statements have been presented to measure your feedback preferences regarding your midterm scripts.

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I prefer grades as feedback on my midterm scripts.					
I prefer numbers as feedback on my midterm scripts.					
I prefer pointing out strengths on my midterm scripts.					
I prefer pointing out weaknesses on my midterm scripts.					
I prefer conferencing to get feedback regarding my midterm scripts.					
I prefer written comments to get teachers' feedback on my midterm scripts.					
I prefer teachers' correction regarding my mistakes on my midterm scripts.					
I prefer receiving teachers' feedback suggesting future directions regarding midterm scripts.					

1= Strongly agree, 4=Agree, 3=Undecided, 4=Disagree, 5=Strongly disagree

Thank you for your participation.

Agony, Suffering and Spirituality in Allen Ginsberg's "Howl": A Comprehensive Study

Kazal Kumar Das

Abstract

This paper examines Allen Ginsberg's portrayal of the "best minds" (nonconformists who have been rejected by society for their unwillingness to conform to its institutions and ideals) agony, suffering and apocalyptic views in the contemporary American mechanistic society from the recollections of "Howl". It also points out the seeking of spirituality in the face of imminent apocalypse and danger through the continuous tendency to shatter the dominant ideological structures, the dialectical movement of mystical illumination and shuddering ecstasy, the celebration of sexuality and phallic energy and the celebration of madness through different activities. Allen Ginsberg's bold literary use of autobiography (as a jew, homosexual and idiosyncratic communist) helps to justify the suffering and the resurrection. His personal life and eventful biography are deeply connected to this poem. The poem is a long wail and desperate howl against mechanistic civilization which destroys spirit and energy. It concentrates on the malady of exhaustation and the tension between the existential despair and the prophetic optimism of vision. It also focuses on how transcendence is always possible, even in the shattered universe of "Howl" through visionary experience, sex or chemical transformation of the psyche through drugs. The final images of "Howl" of the soul's possibility of resurrection spell out the central theme of the poem: the long agony and suffering transformed into the sweetness of love and renewal.

Allen Ginsberg was one of the most esteemed Beat writers and celebrated American poets among his contemporary writers in the post World War II American culture. He was the son of Louis Ginsberg, a poet and school teacher in New Jersey and Naomi Ginsberg, a Russian émigré, whose madness, psychological troubles and eventual death imprinted on the early life of Allen Ginsberg. He received his formal education from Columbia University and befriended William Burroughs and Jack Kerouac. Kerouac was a novelist and he advocated a kind of free and unstructured composition to express the writer's feelings and thoughts without any

prior planning or revision. Burroughs liberated kind of life, his bold literary use of autobiography, unconventional views, comic apocalyptic views of the American society, rambunctious behavior, experimentation with drugs and sex fascinated and influenced Allen Ginsberg greatly in forming his poetry and poetic language. These three pivotal figures actually contributed much in the 1950s "Beat Movement" and they were the central figures of "Beat Generation". Ginsberg was also expelled from the university in his sophomore year in 1945 because he had sketched some vulgar drawings and phrases in the dust of his dormitory window. He did it to get the attention of a cleaning woman to the grimy state of his room.

In the Summer of 1948, in a Harlem apartment while Ginsberg was a graduate student at Columbia University, he went through a hallucinatory experience, what he calls his "cosmic vibration breakthrough" (Kellenberger 175). He referred to it as the central conversion experience in his life. It changed his life and poetry forever. According to the Norton Anthology of American Literature (Introduction on Allen Ginsberg), "He had an "auditory vision" of the English poet William Blake reciting his poems: first "Ah! Sunflower" and then a few minutes later the same oracular voice intoning "The Sick Rose". It was like hearing the doom of the whole universe and at the same time the inevitable beauty of that doom." (2864) But this experience cannot be referred as mystic experience as this "hallucinatory experience" was influenced by drugs (Kellenberger 175).

William Blake's poetry and the terror, imminent danger and apocalypse of the twentieth century from the dominant ideological structures of the contemporary American society had a great influence on Ginsberg's poetry. Under the influence of Kerouac, Ginsberg began the long tumbling lines and it became one of the trademarks of his poetry. He learnt how to use the long lines by himself as well from expansive rhetoric associated with the Biblical verse, and also from the 18th century English poet Christopher Smart and above all, from Walt Whitman and Blake.

Ginsberg completed his education from Columbia University with good grades but under a legal cloud. "Herbert Huncke, a colorful but irresponsible addict friend, had been using Ginsberg's apartment as a storage depot for the goods he stole to support his addiction habit" ("Allen Ginsberg"). He was deeply involved with addicts and experimented with drugs for supernatural and visionary ecstasy. Ginsberg had to plead for insanity to avoid persecution as an accomplice. Ann Charters wrote in "Allen Ginsberg's Life":

> In June 1949, Ginsberg was arrested as an accessory to crimes carried out by Huncke and his friends, who had stored stolen goods in Ginsberg's apartment. As an alternative to a jail sentence, Ginsberg's Professors Van Doren and Trilling arranged with the Columbia Dean for a plea of psychological disability, on condition that Ginsberg was admitted to the Columbia Presbyterian Psychiatric Institute. Spending eight months in the mental institution, Ginsberg became close friends with the young writer Carl Solomon, who was treated there for depression with insulin shock. (Ann Charters)

Then he spent eight months in Columbia Psychiatric Institute. There he met another person Carl Solomon whom he dedicated this superb poem. So, all these personal encounters help Ginsberg to write from the perspectives of addicts and also about their experiences.

Allen Ginsberg was a Jew, a homosexual and a communist. "Ginsberg never described or regarded himself as white. Kerouac felt that whiteness was bland and empty; he wanted to belong to any ethnic group but white. Ginsberg was in exile from himself and his greatest burden was to come to himself, to his inner subconscious sphere- to his homosexuality, his Jewish identity and his own eccentric version of communism" (Raskin 170). In the 1950s, the only publicly acclaimed gay poet was Allen Ginsberg. His homosexuality was part of a larger phenomenon and it was absolutely to undermine contemporary American society. According to Sodomy Laws, in 1957 homosexuality was considered a crime in every U.S. state. Ginsberg and his Beat comrades were very active in the fight for gay rights, civil rights, non-violence and religious freedom as an alternative to war. He wanted to break the norms, rules and regulations of the mechanistic society and so he was against all the mechanisms of the modern society. He lamented for the lost generation of his own and went against the contemporary mechanistic American society prevailing at that time. He went against the current of the society only to show his deep anguish against the pretensions of the American society. He made homosexuality an integral constituent of his public image and poetry to defy the society and to enjoy gay rights. Many Beat writers were homosexual or bisexual (such as Burroughs and Jack Kerouac) at that time. His homosexuality functions in the world of "Howl" as a figure of angelic innocence; his love symbolizes a protest against the insensitivity and madness which surrounds him. (Williams) The poem is a long and desperate lament and howl for "the best minds of my generations", "the angel headed hipsters" destroyed by the cruelties and the pressure of American society.

A number of incidents in the first section of ''Howl'' are autobiographical. The first part of the poem expresses Allen Ginsberg's own experiences, his travels and tours, his expulsion from Columbia University, his mystical experiences, his experiments with drugs, the vision of Blake reciting poems of the imminent destruction and the subsequent beauty of that doom and destruction as depicted in Blake's poems, his time in jail and a mental institute and above all, his belief in special type of idiosyncratic communism. His idiosyncratic version of communism is opposed to the destructive forces of capitalism and conformity that was prevailing in the United States at that time. "He had deep admiration for past communist heroes like Castro and many other quasi Marxist figures from the 20th century. Despite his stark opposition to communist orthodoxy, Ginsberg held his own idiosyncratic version of communism" (Raskin 206). His constant references to drugs, sex, homosexuality, mysticism, and other simultaneous allusions are his personal experiences and what he sees in people and his surroundings. But the personal nature or references of this poem do not reduce it to obscurity. Rather, the personal nature of this poem and references help to depict the historical background or context of that time when the poem was written. According to Stephenson Gregory, "A mythic and poetic clarity is always there in every section of the whole poem. For Ginsberg, as for Whitman, the personal communicates the universal. The images are autonomous and multivalent engaging our poetic understanding by their very intensity and mystery" (Gregory).

The poem starts with the extremities of the modern urban society. The first part of the poem overwhelms and floods us with sensations of modern civilization's indifference and hostility. The hostility and indifference of modern society provoke the inhabitants for a desperate search for something beyond it, for spiritual illumination:

> I saw the best minds of my generation destroyed by madness, starving hysterical naked,
>
> dragging themselves through the negro streets at dawn looking for an angry fix,
>
> angelheaded hipsters burning for the ancient heavenly connection to the starry dynamo in the machinery of night,
>
> who poverty and tatters and hollow-eyed and high sat up smoking in the supernatural darkness of cold water flats floating across the tops of cities contemplating jazz (Ginsberg 1-4)

Here the speaker inhabits in a sort of psychic inferno, a territory of the lost and a wasteland of the modern American society. The young people have been left "beat" and exhausted. They are seen in their dark empty rooms, trapped in time to have the glimpses of eternity. They are in search of eternal illumination, a sort of spiritual pacification to overcome their long wail, agony and suffering. They find pleasure in the following activities and try to take refuge in those actions.

> who ate fire in paint hotels or drank turpentine in Paradise Alley, death, or purgatoried their torsos night after night,
>
> with dreams, with drugs, with waking nightmares, alcohol and cock and endless balls (Ginsberg 10-11)
>
> who studied Plotinus Poe St. John of the Cross telepathy and bop kaballah
>
> because the cosmos instinctively vibrated at their feet in Kansas,
>
> who loned it through the streets of Idaho seeking visionary Indian angels who were visionary Indian angels (Ginsberg 24-25)

They are just like "a lost battalion of platonic conversationalists" who seek their sanctuary in "yacketayakking, screaming, vomiting, whispering facts and memories and anecdotes and eyeball kicks and shocks of hospitals and jails and wars" (Ginsberg 18).

The first section of this poem expresses the writer's howl against everything in our mechanistic civilization that lessens and dominates our spirit. It is about pain and suffering and spiritual struggle to have a redemptive quality of love and true union with eternity. It may apparently seem a mad poem written by a mad man in celebration of madness: ". . . who drove crosscountry seventytwo hours to find out if I had a vision or you had a vision or he had a vision to find out eternity/ who journeyed to Denver, who died in Denver, who came back to Denver & waited in vain, . . . to find out the Time & now Denver is lonesome for her heroes" (Ginsberg 60-61).

But for Ginsberg, 'madness is a form of natural ecstasy' and from ecstasy comes a kind of spiritual illumination. Ginsberg explained to Eberhart (a poet and critic) that "what seems mad in America is our expression of natural ecstasy". This is how Richard Eberhart commented on Allen Ginsberg's "Howl":

> My first reaction was that it is based on destructive violence. It is profoundly Jewish in temper. It is biblical in its repetitive grammatical build up. It is a howl against everything which kills the spirit, assuming that the louder you shout the more likely you are to be heard. It lays bare the nerves of suffering and spiritual struggle. Its positive force and energy come from a redemptive quality of love, although it destructively catalogues evils of our time from physical deprivation to madness. (Eberhart)

Jack Kerouac observed in his essay "About the Beat Generation" that in the early 1950s and especially during the Korean War, "a sinister new kind of efficiency appeared in America" (Raskin 160). It was an era of "silent conformity" resulting from the war and from the "universalization of Television". The 1940s were a dark time but when compared to the 1950s, they seemed more spiritual and less conformist. Now, Ginsberg was afraid as was Jack Kerouac with the idea that the "new Rock n' Roll youth" would never know what it had been like to be a hipster in 1940s. They were a generation of crazy and illuminated hipsters who were "characters of a special spirituality". They were the "subterranean heroes" (Raskin 162). They were different from the generation of silent conformists. Throughout the poem, there is a continuous tendency to break the dominant ideological structures down by defying and going against the norms, traditions and ideology of the contemporary American society. The references of various personalities involving in divergent activities like distributing super communist pamphlets, indulging in sex, doing peculiar activities like burning money, smoking cigarette after cigarette, shuddering in the dark rooms, walking naked in the streets, drinking endlessly, drinking turpentine and taking various drugs as experiments are the ways of their protest. They defied almost everything that seemed sacred and moral at that time. They went against American politics, dominant culture of silent conformity and militaristic society. As a form of protest, they studied Plotinus Poe, St. John of the cross, telepathy and bob Kaballah but nothing actually gives them comfort. And for that they suffer, they seek and crave for spiritual illumination to have natural ecstasy: ". . . and rose reincarnate in the ghostly clothes of jazz in the goldhorn shadow of the band and blew the suffering of America's naked mind for love into an eli eli lamma lamma sabacthani saxophone cry that shivered the cities down to the last radio/ with the absolute heart of the poem of life butchered out of their own bodies good to eat a thousand years." (Ginsberg 76-78)

In "Howl", Ginsberg deals with death, the act of dying and suicide again and again. It was the silent death of so many members of his own generation and the spiritual death of a mechanized society. In 1956, Ginsberg explained to the poet and critic Richard Eberhert that his sole intention in writing "Howl" was to free the readers from their "false . . . self deprecating image of themselves and to persuade them that they were angels" (Raskin 19). He saw America through his own eyes as a waste land, a land of the lost and lonely people and a land of terror and beauty at the same time. He also saw the country through the eyes and experience of Burroughs and Kerouac. Burrough's paranoid vision and Kerouac's epic lyricism inspired him greatly in writing "Howl".

The poem is divided into three parts and the first part deals with agony and suffering of the "angelheaded hipsters" in the face of a mechanistic inferno, a waste land of the lost and a territory of the materialistic people. Here, Ginsberg laments over the loss of a great generation of spiritually motivated people. He also mourns for their psychological destruction in the face of rapid growing mechanistic civilization: ". . . who jumped off the Brooklyn Bridge this actually happened and walked away unknown and forgotten into the ghostly daze of Chinatown soup alley-ways & firetrucks, not even for one free beer," (Ginsberg 57). He also talked about the frantic activities of the hipsters:

> who burned cigarette holes in their arms protesting the narcotic tobacco haze of Capitalism,
>
> who distributed Supercommunist pamphlets in Union Squre weeping and undressing while the sirens of Los Alamos wailed them down, and wailed down wall, and the Staten Island ferry also wailed, who broke down crying in white gymnasiums naked and trembling before the machinery of other skeletons, (Ginsberg 31-33)

As a revolutionary poet, he shows his distaste for modern American society and the injustices inflicted upon his fellow generation. Ginsberg describes the suffering, desperation and persecution of a band of outcasts of the American society who was abused and left alone in the dark rooms by the society. The outcasts are seeking transcendent vision or reality to have a glimpse of the spiritual illumination: ". . . incomparable blind streets of shuddering cloud and lightening in the mind gaping toward poles of Canada & Peterson, illuminating all the motionless world of Time between," (Ginsberg 12).

In part II, the desperation, agony and suffering of the angelheaded hipsters underwent through a significant height. Ginsberg juxtaposes the robotic and American mechanistic society with Moloch: ". . . what sphinx of cement and aluminum bashed open their skulls and ate up their brains and imagination? / Moloch! Solitude! Filth! Ugliness! Ashcans and unobtainable dollars! Children screaming under the stairways! Boys sobbing in armies! Old men weeping in the parks!" (Ginsberg 79-80).

Moloch is an ancient deity and is the Biblical name of a Canaanite fire god to whom children were sacrificed. He compares Moloch with the jealous and cruel social system as the social reality is devouring their brains and imagination of the present generation: ". . . Moloch! Moloch! Nightmare of Moloch! Moloch the loveless! Mental Moloch! Moloch the heavy judger of men! / Moloch the incomprehensible prison! Moloch the crossbone soulless jailhouse and congress of sorrows! Moloch whose buildings are judgment! Moloch the vast stone of war! Moloch the stern governments!" (Ginsberg 81-82).

All the tall buildings, banks, factories, prisons, armies, governments, madhouses, technology, money, bombs and everything mechanistic are the embodiments of Moloch: ". . . Moloch whose eyes are a thousand blind windows! Moloch whose skyscrapers stand in the long streets like endless Jehovahs! Moloch whose factories dream and croak in the fog! Moloch whose smokestacks and antennae crown the cities!" (Ginsberg 84).

Moloch represents a vast and all encompassing social reality. Moloch is the symbol of destruction, separation and conflict. It gradually destroys the psyche of an individual and divides it into many parts and eats away everything. Moloch is lifeless, bodiless and it has no shape but it has the sole tendency to destroy the psyche. It has the power to create the sense of abandonment and spiritual hollowness. The reference to Christ's last words on the cross " eli eli lamma lamma sabacthani or My God, my God, why have you forsaken me?" (Ginsberg 77) suggests a kind of abandonment, the loss of faith and a deep longing to feel the presence of God. Here with the presence of Moloch, they are suffering like Christ:

> the madman bum and angel beat in Time, unknown, yet putting down here what might be left to say in time come after death,

> and rose reincarnate in the ghostly clothes of jazz in the goldhorn shadow of the band and blew the suffering of America's naked mind for love into an eli eli lamma lamma

> sabacthani saxophone cry that shivered the cities down to the
> last radio
>
> with the absolute heart of the poem butchered out of their own
> bodies good to eat a thousand years. (Ginsberg, 76-78)

The best minds of Ginsberg's generation and young fellows are suffering from spiritual hollowness in the face of the robotic American society. They are abandoned and they are the inhabitants of a wasteland under the all encompassing spell of Moloch. They are desperately longing to have a glimpse of eternity to shatter the spell of Moloch.

In part III of "Howl", Ginsberg largely deals with the images of the soul's possibility of resurrection and ends with the Whitmanian renewal in love. The last section dramatically alters from destruction to regeneration or unification. The balance or the self integration is established between the destructive and creative impulses. James E. B. Breslin in his "From Modern to Contemporary: American Poetry 1945-1965" aptly commented on part three of this poem:

> In part III, dramatically shifting from self-consuming rage to renewal in love, a kind of self integration, a balancing of destructive and creative impulses, is sought. "Carl Solomon! I'm with you in Rockland," Ginsberg begins, turning from angry declamatory rhetoric to a simple, colloquial line, affectionate and reassuring in its rocking rhythm. Part III's refrain thus establishes a context of emotional support and spiritual communion, and it is from this base, taking off in increasingly more daringfights of rebellious energy, that Ginsberg finally arrives at his "real self". (Breslin)

The repeated and base line of part III is "Carl Solomon, I'm with you in Rockland." This line is followed by a response which defines both Rockland and Solomon. This responsive unfolding characterization offers a dramatic movement as well as the resolution of the whole poem. At first, Rockland seems to be a prison and Solomon becomes a victim. But later it stresses out the power of "madman" and his transcendence of mere physical imprisonment. From the very beginning to line 115, Ginsberg shows the agony, suffering and spiritual hollowness of the "madman" presented basically as a victim. But then afterwards, the victim transcends his physical imprisonment by showing the strength and possibility of agonized soul. The victim gradually slides into deeper and deeper madness by losing hold of reality and by fantasizing fictional activities:

> I'm with you in Rockland
>
> where you must feel very strange
>
> I'm with you in Rockland
>
> where you imitate the shade of my mother
>
> I'm with you in Rockland
>
> Where you've murdered your twelve secretaries (Ginsberg 96-101)

It is to be noted here that Ginsberg's mother had psychological problems and her madness ultimately put a deep impression upon Ginsberg. The victim also dreams of sweet memories of "laugh at this invisible humor" and thinks of becoming "great writers on the same dreadful typewriter". The victim has become completely mad when his "skull no longer admit the worms of the senses" and his "condition has become serious and is reported on the radio" (Ginsberg 107). The victim is growing powerful gradually and there is an ascending movement in the rhythm. Allen Ginsberg shows the triumph of the eternal spirit as he affirms the transcendent freedom of the self:

> I'm with you Rockland
>
> Where you bang on the catatonic piano the soul is innocent and immortal it should never die ungodly in an armed madhouse
>
> I'm with you Rockland
>
> Where fifty more shocks will never return your soul to its body again from its pilgrimage to a cross in the void (Ginsberg 116-119)

The soul has freed itself from the body of the victim and it is having a pilgrimage to a cross in the void in the land of emptiness. The soul's pilgrimage to a cross in the void is a metaphor for Carl's mental state. His soul is actually having a pilgrimage in the void or in a state of nothingness, into the oblivion from which no shock therapy can bring him back. The "real self" is innocent and immortal having no decay and destruction. It is eternal in spirit and it has the capacity to go beyond the physical and the mental agony and suffering. Then finally Ginsberg arrives at the "real self" of the victim:

> I'm with you in Rockland
>
> Where we wake up electrified out of the coma by our own souls' airplanes roaring over the roof they've come to drop angelic bomb the hospital illuminates itself imaginary walls

> collapse O skinny legions run outside… victory forget your underwear we're free
>
> I'm with you in Rockland
>
> in my dreams you walk dripping from sea-journey on the highway across America in tears to the door of my cottage in the Western night (Ginsberg 128-131)

The agonized physical bodies are not prepared and the eternal spirit has come to shut the hospital and imprisonment is shattered by the "angelic bombs." The fight occurs between the eternal spirit and Moloch and the hospital is the extension of Moloch. The spirit wins the fight and the victims in the hospital become victorious. The final image of having a sea journey and returning to the cottage suggests the soul's possibility of resurrection and the resurrected soul has returned from its pilgrimage after a sea journey. The soul has undergone a purification and returned to the cottage of the speaker being transformed by the eternal light of spirituality. The surrealistic images of bombing in the hospital and returning after a sea journey serve a social, sexual, religious and political revolution. The images also ensure the transcendent victory and the power of the eternal self. According to Ginsberg, part III of "Howl" is a "litany of affirmation of the lamb in its original glory" (Breslin). He repeated the base line "I'm with you in Rockland" and it suggests "an elevated liturgical chant" (Breslin). James E.B. Breslin appositely observed on the last section of this poem:

> The boundaries ("imaginary walls") collapse, in a soaring moment of apocalyptic release; and the self- which is "innocent and immortal" breaks free of Moloch, of whom Rockland's walls are an extension. The poem, then, does not close with the suicidal deliverance of part II; nor does it end with comic apocalypse ("O victory forget your underwear we're free"); it closes, instead, with Whitmanesque image of love and reunion. "Howl" moves from the ordeal of separation, through the casting out of the principle of division, toward unification, a process that happens primarily within the self. (Breslin)

Unlike Whitman, Allen Ginsberg saw the contemporary America as a modern inferno. He pessimistically sang about the fall of Whitman's America and the degradation and mechanistic attitude of modern American people. While writing "Howl", he was deeply influenced by John Donne, William Blake, T.S. Eliot, Walt Whitman, Arthur Rimband,

William Carlos Williams, Herman Melville and Jack Kerouac. He mourns for the physical and mental destruction of "the best minds of my generation". He feels pity and sympathetic to their agony and suffering in the context of modernized America. But he also points out their spiritual search by referring to "looking for an angry fix". He compares the ancient deity Moloch with everything evil and mechanistic in America. But his journey does not end with darkness, agony and suffering. He finishes the poem with spiritual resurrection of the "self". Thus, Allen Ginsberg's "Howl" is about agony and suffering and largely about spiritual purification of the self by undergoing through agony and suffering. It shows that through agony and suffering, a soul can have the possibility of resurrection as the eternal soul signifies freedom. It has no decay or destruction, rather it is innocent and immortal.

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Achebe's Ambivalence: The Polyvocal Nature of *Things Fall Apart*

Mst. Dilruba

Abstract

Chinua Achebe's *Things Fall Apart* has been much discussed for its great contribution to the era of decolonization in Nigeria. The novel reveals the issues of Achebe's ambivalent attitude to postcolonial reality. He presents a narrative of resistance, an extensive observation of Igbo culture and a critical self-evaluation of the culture. In this paper, Achebe's positions as an artist and his view about English have also been analyzed. Achebe published this novel in 1958, when Nigeria was on the verge of its independence. Achebe's plan was to urge for an extensive self-understanding of the Nigerians to overcome a long period of self-abasement in the colonial era. In working out the plan, Achebe did not give a romantic, nostalgic view of the past, rather he traced the unpromising aspects of the culture in a critical way. The narrative is rich with these multifarious meanings and suggestions.

In "English and the African Writer", Achebe defended the position of English in African context and explained the problem of communication in multifarious cultural and linguistic arena of Nigeria. He critically viewed the overwhelming colonial power and domination but unquestioningly accepted the blessing of this curse, the other side of the coin, the colonial language. Undoubtedly, Achebe, as a product of colonial education system in British Nigeria was thrown into the English-speaking world and ideology and therefore, reflected a hybridized self-definition. He not only preferred English over local languages to overcome the barriers of expansive world-wide communication, but also accepted a universal view of self-aggrandization in the postcolonial reality. Achebe's ambivalent position is best understood in the embedded narrative of *Things Fall Apart* where he combined the African and the European views of art, narrative, religion and metaphysics, cultural identity etc. This study aims to define Achebe's ambivalence through the analysis of his role as an artist, attitude to language, narratives of resistance in the novel, issues of overcoming self-contempt and a critical self-evaluation from the part of the author. The publication of *Things Fall Apart* was so wonderfully timed

that it gave the newly formed Nigerian nationalism a great vigour and life to follow the path of meaningful independence. The importance of decolonization is well understood by Achebe who brought a generational sense and historical perspective to understand the Igbo past. He adopted a narrative of resistance to refute the discourse of colonialism found in European representation of Africa and paved the way for the new nation to a deeper self-understanding on its way of independence.

To understand and evaluate the function of narrative in *Things Fall Apart*, one has to analyze Achebe's position as an artist. He defined his position in this regard in his essay "Africa and Her Writers" by denouncing "art for art's sake" theory and adopting the idea that art should "serve a down-to-earth" necessity (617). He affirmed that the *Mbari* tradition (Colorful ceremony of Owerri Igbo art) is actually a "profound affirmation of the people's belief in the individuality of art and society (620). In this tradition, Ala, the Earth goddess, the controller of morality and artistic and biological creativity, will execute her will through her priest to call people who are chosen for the great artistic production. In reality they were no artists but were given the task to perform the ritualistic art by the goddess. This suggests a great functional view of art which involves the common people and thus ensures a connection between life and art. In "The Novelist as Teacher", Achebe made it much clear, "The writer cannot expect to be excused from the task of re-education and generation that must be done. In fact, he should march right in front" (45). Achebe found difference between African and European forms of artistic tradition and analyzed many African writes' position with reference to "human condition syndrome" which he thinks is a European trend.

According to him, European aesthetic, poetic and other literary traditions made the African writers "confused". They have to come out of this confusion to re-activate their own artistic ideology and represent African condition. Achebe himself is not beyond this "syndrome" because he himself chose a European language, narrative forms and the definition of European cultural disintegration in the title of the novel *Things Fall Apart* which is taken from Yeats' "The Second Coming". Thus he is encompassing the European mode in his novel. In "Chinua Achebe and the Invention of African Culture", Simon Gikandi explained the position of Achebe as an inventor of "African Literature" by focusing on his confidence in *Things Fall Apart*, "I would argue, then, that this confidence is precisely what enabled Achebe to shift the idea of Africa from romance and nostalgia, from European primitivism, and from a rhetoric of lack to an affirmative culture. It is in this sense that Achebe can be said to have

invented, or reinvented, the idea of African culture" (8). The dualistic and ambivalent attitude of Achebe is expressed in many of his works.

Achebe's anticolonial framework was hugely moderated by his acceptance of the colonial language. He found English very instrumental for expressing African condition and questioning the colonial authority through it. The choice of English over any local language is a crucial factor in anticolonial discourse. Achebe successfully adopted it and claimed its effective nature in the process of decolonization. In an interview with Leon Botstein Achebe claimed that he does not take the language as an "enemy", and affirmed, "There are at least two hundred different peoples and languages in Nigeria, so accepting the notion of Nigeria meant accepting a lingua franca. And that lingua franca was English. I did not have to think about it− it was given" (152). Achebe's great interest in using English in a different way to reflect African reality is very clear in *Things Fall Apart*. Achebe wonderfully adopted the Igbo proverbial speech pattern in the narrative and successfully portrayed African life and landscape. But his attitude to English Language is far more complex. As a product of colonial education he grew up in an English speaking world. He was probably more comfortable in that language. His love for the language contributed to his ambivalent attitude toward the language of his cultural texts and also toward the colonial discourse. Whereas Thiongo had a strong objection in using English because he believed that it would be a barrier in the process of decolonization, Achebe accepted it without question. In the same interview with Botstein, Achebe said "In learning English for most of my life, I also fell in love with it. You see, language is not an enemy −language is a tool" (152).

Achebe's narrative voice in *Things Fall Apart*, referred to the discourse of the 'Other' and thus established a dialogue. It is clear that Achebe's anticolonial stand-point is strong enough to be apparent to the readers. Achebe's desire was to refute the objectified forms of colonialist discourse and the misrepresentation of Africa and to establish, as Gikandi claimed in *Reading Chinua Achebe,* "a discourse of resistance" (24). In responding to some colonial texts on Africa by Conrad and Cary, Achebe came up with an alternative narrative which will grasp realism and define the African self and psyche in a very humanistic way. Achebe made his stand clear in "An Image of Africa: Racism in *Conrad's Heart of Darkness*": "*Heart of Darkness* projects the image of Africa as 'the other world', the antithesis of Europe and therefore of civilization, a place where man's vaunted

intelligence and refinement are finally mocked by triumphant bestiality" (3). Many critics found Achebe's narrative to be an effective one which tries to give a different picture of Africa, eliminating all the "lack" that was imposed by Conrad and other colonial writers. According to Gikandi, "Achebe also needs to contest colonial writings because what it represses in the African - subjectivity, history and representation - are the key ingredients in the reconstruction of African cultures" (27).

Achebe tries to give the historical sense to the Igbo community in *Things Fall Apart*. He traces back the origin of the Umuofians and associate a generational and cultural communion of the clan, "Umuofia was feared by all its neighbors. It was powerful in war and in magic, and its priests and medicine men were feared in all surrounding country. Its most potent war medicine was as old as the clan itself. Nobody knew how old" (8). A very well defined cultural setting is given at the beginning of the novel about Igbo culture- its politics, metaphysics, justice system economy and power-structure along with a critical hint at their follies. Igbo personality is defined through the central character Okonkwo's interest in his social identity. This character is comprehensively understood with his association to manliness, courage, love of war, individualism and adherence to the rules of the clan. Okonkwo's great interest in achieving wealth, power and manly courage is countered by Unoka's softness and womanly life. The co-existence of multi-dimensional personalities is focused by Achebe. Achebe's stand and scope will be well understood in his comment about Conrad's representation of Africa in *Heart of Darkness*, "Africa as a setting and backdrop which eliminates the African as human factor. Africa as a metaphysical battlefield devoid of all recognizable humanity, into which the wandering European enters at his peril." ("An Image of Africa" 12)

The first part of the novel centers on the extensive cultural plan of Achebe. Achebe concentrated on the central issues and factors of Igbo ethnic identity by focusing on the self-sufficient government of the clan, the justice system run by the elders, the Oracles and *egwugwu*, the ancestral linkage and the personal god or *chi*. Gikandi defined the structure of Igbo society: "In a sense Achebe is keen to demonstrate a fundamental linkage between a mode of production, a system of beliefs and a kinship structure" (*Reading Chinua Achebe* 29). Achebe's plan will be further made clear and connected to the "narratives of resistance" through these lines in "The Novelist as Teacher", "I would be quite satisfied if my novels (especially the ones I set in the past) did no more than teach my readers that their past

- with all its imperfections - was not one long night of savagery from which the first Europeans acting on God's behalf delivered them" (45). *Things Fall Apart* falls into this category of novels which Achebe suggested in this statement. The novel serves the author's purpose in many ways. So it can be presumed that Achebe adopted a complex narrative pattern in *Things Fall Apart*. The narrative pattern functions as Achebe's instrument of cultural representation.

Achebe also wanted to show the overwhelming presence of the colonial enterprise in the second part of the novel. He simplified the role of the missionaries who were encouraging the members of the clan to be converted to Christianity. In *Things Fall Apart*, the Mbanta Missionaries and their discursive speech about Christianity and God was placed beside the Igbo paganism. Surely, Achebe wanted to focus on the absurd aspects of both the religions as well as the overpowering nature of Christianity on the Igbo people. Achebe's consciousness about it is clear in the narrative: "Then the missionaries burst into a song. It was one of those gay and rollicking tunes of evangelism which had the power of plucking at the silent and dusty chords in the heart of an Ibo man" (103). Though people did not understand the language of the new religion and could not differentiate it from their own, still they were fascinated with "the poetry of new religion." The white man's magical survival in the evil forest, their medicine, their vigour in teaching the Umuofians were presented critically by Achebe. The embedded narrative of the novel unfolds the double-meaning when the author made a funny comparison between the Gods of two religions imposing the same absurdity: "'You told us with your own mouth that there was only one God. Now you talk about his son. He must have a wife, then.' The crowd agreed" (103). What is clear in this simple joke is that there is no one way to define cultural renovation. Achebe's attitude to religion is also important to understand his ambivalent position.

The nature of the white man's government and its far-reaching plan in the colonialist discourse is clearly defined in the narrative. A clear connection has been made between religions, economy and politics in the early time of colonial settlement in African regions. Achebe brought a sociological view in here, "The white man had indeed brought a lunatic religion, but he had also built a trading store and for the first time palm-oil and kernel become things of great price, and much money flowed to Umuofia"(126). Achebe wonderfully presented the juxtaposition of colonial economy and religious authority in this novel. To present the structural bond between Christianity and colonial agents in *Things Fall Apart*, Achebe used a

didactic voice. The silent entrance of the missionaries in different villages is presented interestingly and in a straightforward way. MacKenzie explained the role of Christianity in Things Fall Apart: "In *Things Fall Apart*, Christianity, like colonialism in general, is depicted as offering a clear rationale of "exchange" for Umuofia. In return for adherence to Christian doctrine, the church offers explicit routes for individual economic advancement" (136). Achebe consciously installed the mode of missionary proselytization in the novel.

Achebe clarified his stand about the nationalist movement in his country in "Named for Victoria, Queen of England": "The nationalist movement in British West Africa after the Second World War brought about a mental revolution which began to reconcile us to ourselves. It suddenly seemed that, we too might have a story to tell" (38). Through *Things Fall Apart*, Achebe established the pillar of the tradition of self-representation and self-aggrandization. In his own voice, *Things Fall Apart* "was an atonement with my past, the ritual return and homage of a prodigal son" (38). The novel presented the special narrative pattern which Achebe adopted for self-representation. What is focused in the first part of the novel is the generational connections among Unoka, Okonkwo and Nwoye. The historicity and cultural/ideological linkage in these generations are successfully worked out through the analysis of dynamic Igbo personalities reflected in these characters. Unoka's humiliation in the society is feared by Okonkwo who wanted his son to be manly and courageous like himself. But Nwoye showed tendency of Unoka's softness which was hated by Okonkwo. Nwoye's questioning mind led him to suspect the validity of some rituals and practices of the clan and thus presenting a progressive nature of Ibo personality. This dynamic nature of Igbo personality can be taken as a proof of a self-conscious embedded narrative. Gerald Moore referred to the role of Achebe in the post-colonial context and the importance of *Things Fall Apart* in inspiring the generations of Nigeria to overcome long-bourn humility: The self-contempt carefully instilled by missionaries and colonial officials which had literally blackened everything traditional and urged its abandonment, had to be replaced by an informed respect for the past and for the ancestors who were its custodians, before there could be a possibility of facing the future with confidence. (29)

Published at a time when Africa was entering an independent mode of existence, *Things Fall Apart* could capture the function of the moment perfectly. It was to guide a generation with self-knowledge and self-

appreciation at the beginning of its independent journey. Achebe perfectly expressed it, "Today things have changed a lot, but it would be foolish to pretend that we have fully recovered from the traumatic effect of our first confrontation with Europe" ("The Novelist as Teacher" 44). So Achebe had to take an extensive plan to present the African self and condition truthfully and from the inside. In Igbo society, the justice and metaphysical system ensure the harmonious communal living. The role of the *egwugwu* and the oracles in solving the material and spiritual crisis of the clan is very pragmatic and well defined. The case of murder, land issue, war with other clan, agriculture, the positioning of the elders and other members of the society are intertwined with the functions of different gods, goddesses, and oracles. Achebe focused on this harmonious bond of the spiritual and the material in *Things Fall Apart*. Diana Akers Rhoads, in "Culture in Chinua Achebe's *Things Fall Apart*" wrote, "In addition to representing elements of common humanity, Achebe emphasizes certain basic political institutions which might form the foundation of modern African state. Written at a time when Africa was about to achieve its independence from Britain, *Things Fall Apart* looks like the work of a founder of sorts" (62). The novel wonderfully captures Achebe's well-defined role in the process of decolonization of the newly forming state in Nigeria. In "The Novelist as Teacher" he makes it more clear: "Here then is an adequate revolution for me to espouse− to keep my society regain belief in itself and put away the complexes of the years of denigration and self-abasement. And it is essentially a question of education in the best sense of the word" (44).

Obierika's role in *Things Fall Apart* is very emblematic and crucial. He works as a symbol of dynamism and multifarious thoughts among the Igbo people. He was made such by consistently questioning the clan's way of thought, its obedience to the oracles, the justice system, values, morals and rituals of the clan; in short " Obierika was a man who thought about things" (88). Moore tries to understand the voice of Obierika, "The proverb laden speech of Obierika in *Things Fall Apart* carries his own certainty of who he is and where he belongs in a world whose boundaries and possibilities he has known and tested. He has nothing to fear in the way of traps in his path, and his speech radiates that certainty" (31-32). Obierika is like a mouthpiece of Achebe, sharing the ambivalent worldview of the author.

It is very clear that Achebe was grasping a defensive narrative strategy in *Things Fall Apart*. Achebe's ambivalence lies in the rationalistic attitude

of his narrative which brought a clearly self-critical observation of Igbo ideologies. The central phenomena and scopes of the first part of the novel are Unoka's death, Ikemefuna's murder, *ogbanje* issue and the accidental murder by Okonkwo. Achebe was very carefully instilling the comprehensive understanding of these problematic issues of Igbo culture in the narrative. Through a detailed philosophical analysis of these issues of the plot, Achebe was paving the way to understand the source and origin of their crisis. Rhoads claimed about Achebe's purpose: "He seems to write *Things Fall Apart* in part as a statement of what the future might be if Nigeria were to take advantage of the promising aspects of its past and to eliminate the unpromising ones" (62).

Unoka's role and character is comprehensively described by Achebe. He was much hated and humiliated in the clan for being an unsuccessful man and a devoted, carefree artist. The causes of his failure in agriculture is analyzed through the wisdom of the priestess of Agbala who said, "And when a man is at peace with his gods and his ancestors, his harvest will be good or bad according to the strength of his arm" (13). The practical metaphysical solution was much of the plan of the novelist himself. He contrasted the clan's attitude to individual success and failure with an appreciated artist in Unoka. Achebe's sympathetic narrative gives an intensely philosophical description of Unoka's death, by swelling: "The sickness was an abomination to the earth, and so the victim could not be buried in her bowels. He died and rotted away above the earth, and was not given the first or the second burial. Such was Unoka's fate. When they carried him away, he took with him his flute" (13). Surely Unoka was seen from a different perspective, having very deep knowledge about life, society, identity and his own position in the clan.

Ikemefuna's murder is also viewed critically by Achebe who brought a divergent analysis of it in the narrative through Obierika's voice, and Nwoye's silence. Okonkwo's fatherly love and affection towards Ikemefuna could not stop him from killing him as it was decided by the oracle. The human affection in Okonkwo's identity was defeated by his social identity as a warrior and a successful Igbo man. He reminds himself "How can a man who has killed five men in battle fall into pieces because he has added a boy into their number? Okonkwo, you have become a woman indeed" (45). Okonkwo's obsession with manly pride was countered by a very ambivalent view of Obierika. It might be taken something similar to Achebe's own ambivalence. Obeierika's ambivalence is made clear in his opinion about the execution of Ikemefuna's murder:

"But if the Oracle said that my son should be killed I would neither dispute it nor be the one to do it" (47). MacKenzie also observes, "Achebe's narrative characterizes Obierika's inaction as being not only at variance with Okonkwo's view of things but with the received canon of traditional deific lore" (129). He calls his position "spurious absolution". Nwoye's reaction and attitude to Ikemefuna's murder has been extremely crucial in understanding the reasons behind the Christian proselytization in Igboland. He connects the murder of Ikemefuna with another type of illogical and horrific murder in the abandonment of twins he came across.

The Ogbanje issue related to Ezinma's birth is also given a special focus in the narrative of *Things Fall Apart*. The Igbo ritualistic approach to the dead child and its mutilation is critically viewed by Achebe. The "iyi-uwa" or a piece of smooth pebble wrapped in dirty cloth established a kind of bond / connection between the physical and spiritual sphere of being. Achebe brought it through a careful narrative pattern when the digging of "iyi-uwa" was done by a medicine man Okagbue who was digging so deep to find it, that at a point people could not find the digger any more. This embedded narrative technique paves the way for alternative interpretation from the part of a rational reader.

The case of Okonkwo's accidental murder of Ezeulu's son and the subsequent elopement of Okonkwo to his mother's clan to follow the command of the earth goddess are also crucial points in Achebe's narrative pattern. This murder is called by the clan as "female *ochu"* and is systemized pragmatically within Igbo justice system to incorporate practical way of punishment for an undeserving one. But through Obierika this case has also been tested by Achebe. Just after giving the description about how Obierika and other members of the clan destroyed and burned Okonkwo's household and barn, he brought a very thoughtful question from Obierika, "Obierika was a man who thought about things. When the will of the goddess had been done, he sat down in his *obi* and mourned his friend's calamity. Why should a man suffer so greviously for an offence he had committed inadvertently? But although he thought for a long time he found no answer. He was merely led into greater complexities" (88). Of course, Achebe hinted at dynamism and possibilities of progress within the Igbo community through characters like Obierika, Nwoye and sometimes Okonkwo himself. The narrative takes a different perspective which claims that the elders' understanding of metaphysical functionalism of *chi* or personal god has been wrong. This view is presented through Okonkwo himself who was very disappointed after being banished in his

motherland for seven years for a sin he did not willingly commit. For this he had to sacrifice his dream of becoming "one of the lords of the clan" (92). He believed, "Clearly his personal god or *chi* was not made for great things. A man could not rise beyond the destiny of his *chi*. The saying of the elders was not true- that if a man said yea his *chi* also affirmed. Here was a man whose *chi* said nay despite his own affirmation" (92). Achebe's ambivalent perspective is very clearly expressed here through the analysis of Igbo metaphysics by Okonkwo. It is clear that "Within the Igbo system change and progress were possible. When old customs were ineffective, they were gradually discarded" (Rhoads 67). One of the proofs given by Achebe to defend his approach is the change in the system of punishment for breaking the sacredness of the Week of Peace. When Okonkwo committed it he had to atone for it through a little material sacrifice. But once it was very harsh like dragging a man on the ground till his death.

Achebe's representation of Christianity and the role of missionaries in Umuofia have also been presented ambivalently in *Things Fall Apart*. He brought the description of the early converts in Umuofia very carefully. The type of converts were "*efulefu*, worthless, empty man" (101) who were not successful and respected members of the clan. The marginalized group suggests that the clan did not incorporate them in the clan's culture and considered them useless. Then the narrative brought the issue of conversion of the outcasts or *osu*. Their social position and metaphysical function was given so minutely that it was clear, Achebe was desirous to bring the critical view of the Umuofian culture. Like the *efulefu* the *osu* are also marginalized in the clan and are deprived of natural humane treatment of them. An osu cannot marry, cannot have titles, cannot live with the villagers, cannot be buried outside the evil forest, cannot shed of their long, dirty and tangled hair; they are a taboo. The denial of a community's identity has been extensively understood by Achebe. MacKanzie claimed, "The real power of missionary proselytization lay in the breaking down of the community's norms. The evil became no longer evil; the outcasts no longer outcasts; the objects and rituals of traditional sacrament were destroyed" (134)

Nwoye's acceptance of Christianity is also emblematic of the narrative strategy. Achebe brought him as an active receiver of the new religion for its mysterious force and "poetry" and because it *seemed* to answer to "the question of the twins crying in the bush and the question of Ikemefuna who was killed" (104). The apparently magical survival of the Christians in the evil forest increased people's trust in their "unbelievable power."

People started converting with new enthusiasm and a woman was added. Nneke, the wife of Amadi who bore twins four times and thrown them away had converted to Christianity at the time of her pregnancy. Achebe brought critical narrative to define the woman's position in the clan: "Her husband and his family were already becoming highly critical of such woman and were not unduly perturbed when they found she had fled to join the Christians. It was a good riddance" (107). Achebe located the source of his ambivalence about religion and metaphysics in his interview with Rowell:

> I was in a peculiar and an interesting position of seeing two worlds at once and finding them both interesting in their way. I mean I was moved by the Christian message, I was moved by the hymns in the church. I was moved by the poetry of Christianity. I was also moved by the thing that Christianity was attempting to suppress: the traditional religion, about which at the beginning I did not know very much. But I was going to make it my business to listen and learn and go out of my way to find out more about the religion. This is how it happened. So I was not distressed at all by being born in that kind of cross-roads. On the contrary, I thought it was one of the major advantages I had as a writer. (101)

Achebe had celebrated this location at "crossroads" only because he had greater plans about his role as a novelist. Achebe's trilogy - *Things Fall Apart*, *No Longer at Ease* and *Arrow of God* confirms his interest in presenting a polyvocal nature of his culture. In *Reading Chinua Achebe*, Gikandi claims, "To the extent that Achebe has situated his language at the intersection of the colonial and Igbo traditions and multiplicity of contradictions that define both value systems, ambivalence is the central element in the techniques he used" (44). He tried to present the problems of Igbo community at the face of colonial power. He not only brought a critical view about the colonial enterprise in *Things Fall Apart* but also hinted at the problematic aspects of the Igbo culture.

The terrain of multiple voice is captured in the narrative of *Things Fall Apart* successfully by Achebe. He not only explained his role as an artist, his position in grasping English for creative writing, his narrative of resistance and the way of overcoming the traumatic influence of colonial encounter, but also presented an ambivalent way of self-representation through critical observation of the Igbo culture and ideology. One can clearly see the narrative focus of Achebe on ambivalence because it covers different standards and ideas of the clan. Achebe's extensive self-understanding is brought in the novel which captures the promising and

unpromising aspects of the community. Thus Achebe employed an ambivalent narrative and ensured the possibilities of multi-layered meaning of *Things Fall Apart*.

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An Overview on Second Language Learning: Perspective *English Vinglish*

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Abstract

This article, qualitative in nature, presents the findings of a profound observation on the second language (English in India) learning in the film *English Vinglish* by Gauri Shinde. It analyzes the nuances and discomfort associated with one's inability to communicate in English for its being the symbol of one's dignity or social status in present India. This paper also analyses some important variables related to second language learning (SLL) and the teaching method effective for the successful learning of the language. Finally, the analysis shows how an adult second language learner can triumph over his/her poor linguistic and communicative knowledge of English by utmost determination, self-esteem, absolute dedication and by availing the proper channel of language learning continuum as well.

Keywords: SLL, status of English in India, sheer determination, formal teaching, communicative competence

The second language learning (SLL) is a complex process in which a learner undergoes through an infinite number of variables related to language learning and teaching that 'affect how and why one learns or fails to learn a second language' (Brown, 1994, p.1). This paper studied *English Vinglish* (a 2012 Indian film) with a view to analyzing some of the crucial variables affecting the learning of a second (English, in this study) language. Among them the objective of learning, duration of learning, attitude towards the learners' potential, motivation, self-esteem, previous knowledge of the target language, age, intellectual capacity, nature of practice, learning strategies and styles, setting (formal/ classroom, and natural/ real life environment), teaching method, teachers' efficiencies, nature of feedback, formal instructions, acculturation and access to the target language group, etc were worth noticing. The study revealed that each of the variables significantly contributed to the success of SLL which, however, could fail if the learner had no earnest desire to learn.

Again, only efforts without knowing or having the proper channel of language learning continuum were less successful.

English Vinglish, written and directed by Gauri Shinde is the story of an ordinary Indian woman, often ridiculed by her English speaking family for her inability to understand English and to communicate in it and also of her transformational journey to overcome her deficiency and thus achieve self-respect. This film, hinges on some important ideas and conflicts regarding English language learning (ELL), such as the importance of English in intra-national and international communication in India, the feelings of embarrassment and disrespect of those who cannot communicate in English, the effective process for the successful learning of a second language, and finally, a woman's awakening self-esteem that promotes her achievement in ELL challenging the typical attitude towards Indian women (housewives) that they are only worth doing household chores.

This article used the film *English Vinglish* as the primary source, and some other secondary sources on language learning for the analysis. The qualitative method was applied to interpret the film. The analysis was accomplished in some different but interrelated phases i.e. the analysis of the needs prompting a learner's ELL; of the attitude towards knowledge of English in India; of some important variables facilitating or debilitating for SLL; and of the effective learning and teaching process for the successful SLL.

The success in learning a second language depends on the degree of motivation ('certain needs or drives') (Brown, 1994, p.152) a learner has. In *English Vinglish,* the need that triggered the protagonist, Shashi Godbole to be motivated to learn English was 'ego enhancement' (Ausubel, 1968) (qtd. in Brown, 1994, p.153), i.e. the need for self-identity; and proving the self-worthy, accepted and approval of by the family members, especially by her corporate executive-husband, Satish and her school-going daughter, Sapna and the society at large. This motivation resulted from her suffering humiliation and negligence by her family members for her poor linguistic and communicative knowledge of English. Besides, the need to communicate in cross-cultural situations, where English being an international language was the only medium to communicate with multilingual people, also made her motivated to learn. To realize the rationale of Shashi's feelings of embarrassment from the society she resided, it is worth noticing the present status of English in India whether one's inability to communicate in English is related to one's

dignity or social status there. However, the family portrayed in the movie cannot be generalized to all the families in real India. Yet the growing status of English in the present India, especially in the elite Indians cannot be overlooked.

The Indian people speaking many distinctly different languages use English, an associate official language, to a greater degree than Hindi, the national and official language, for inter-state communication. English being 'a question of linguistic centralism' is perceived as the language of knowledge (Science and Technology), of liberal and modern thinking, of library and reason, and a window on the world in India (Reddy, 2012). Thus it becomes 'the first language for many well-educated Indians and also the second language for many who speak more than one language in India' ("English as a National Foreign Language", 2014). "English symbolizes in Indians minds, better education, better culture and higher intellect" what exactly the British wanted to create-'Indians in blood and color but English in taste, in opinions and morals and intellect" (Daniel, 1999-2000). This class of people (e.g. Shashi's husband and daughter) not only felt comfortable to be English people but also considered others (who are unable to understand and speak English) as inferior and got used to show a disdainful attitude towards them. In Shashi also grew a singular sense of the importance of English as she associated the concepts – 'modern', 'top', and 'important' ('Important baat hae to sref English mai e hoti hay!') with the knowledge of English.

In the context of SLL, inspiration as well as positive attitude towards a learner's effort may promote better learning. This is what Shashi always aspired for but never got from her family. Instead, she had to face a constant confutation for her poor English knowledge. The film started with the mockery of the protagonist's daughter at her incorrect pronunciation of 'jazz (/ʒɑːz/)' in 'jazz (/dʒæz/, the British Received Pronunciation, BRP) dance'. Some other moving scenes that portrayed Shashi's humiliation were her daughter's negligence towards her capability ('Tum poraoge mujhe English literature!'); Sapna's getting embarrassed at a PTA meeting for her mother's failure to converse in English with her English teacher ('Kitne uncomfortable mahasus karwaya Hindi ma baat karke!') and with her English speaking aunt. Her family's demeaning rather than inspiring attitude towards her and an inauspicious learning environment affected her inner impulse so acutely that she was about to be cynical about her self-worth. Finally, her visiting New York (the target language area) for a niece's wedding provided her opportunities

to learn English from both natural environment and formal setting and to get a supportive attitude towards her pursuit of learning from her teacher, her classmates and from one of her nieces, Radha.

Meaningful interaction, whether it is in a natural setting or in a formal classroom setting, providing comprehensible input may ensue language acquisition (Krashen,1985) (qtd. in McLaughlin, 1987, p.20). Shashi's contacts with the target language group and multilingual people speaking English for communication in America gave her an opportunity to learn English from natural environment. But the beginners in the SLL process often find the input from the natural environment too complex to understand (Krashen, 1985) (qtd. in McLaughlin, 1987, p.45). Shashi, as a novice, experienced the same when the English conversations of her English speaking relatives made her uncomfortable and when she was lost for words spoken by an English speaking woman at a coffee shop in America. Shashi's mature age (middle age) was another obstacle to learning naturally because it was quite impossible, according to Ellis (1985, p.108), for an adult learner to 'learn a L2 automatically and naturally' rather by 'consciously studying linguistic rules'. So, Shashi's secret attempts to practice (her repetitive pronouncing of 'jazz') English at home without any formal learning were futile.

The length of residence in the target language area affects the proficiency, especially the communicative ability of a learner in the target language. The longer a learner lives in the target language country, the smoother his/her free oral production in that language progresses (Ekstrand, 1975) (qtd. in Ellis, 1985, p.106). In this sense, Shashi's staying in America for only five weeks was too short a duration to learn a foreign language properly. Even her formal learning for only four weeks was too ambitious, even quite impossible to achieve English communicative ability. The same was expressed with surprise in the utterance of Radha "Learning to speak English in four weeks! Joke, right?" But Shashi made it possible. The article progresses through exploring the fact of her achieving English speaking ability successfully.

Sheer determination towards one's aim is a must to achieve the goal. 'The choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect', commonly thought of as motivation (Keller 1983), (qtd. in Brown, 1994, p.152) bolsters the degree of one's success in a particular action. Shashi's attempts to speak in English, for instance, on the airplane, or at a coffee shop in New York failed for her anxiety and inhibition resulted from her

handicap in understanding and speaking English. But she did not give up her inner impulse, rather she made her anxiety facilitate herself of her learning and replace her inhibition with self-confidence. Immediately, she availed the opportunity to enroll in an English speaking course in a language centre in New York after she saw an advertisement on a passing city bus. However, it was not an easy task for her to navigate the subways and buses of the unknown city to reach the language centre. Yet her absolute determination to learn and her undaunted courage made it possible.

Besides, Shashi's self-esteem (i.e. one's 'personal judgment of worthiness' about oneself, the belief in one's own capabilities, self-confidence, and knowledge of oneself) (Brown, 1994, p.136-137) reflected in her confident speech– ''You have to help yourself. Nobody can help you better than you'', was the key to her success as it accelerated her progress in learning. However, self-confidence can sometimes be subdued by the negative responses that a learner receives from others and that once made Shashi feel shy, inferior, and insecure. But gradually she started getting back her self-esteem that helped her overcome all the obstacles approaching to ELL. She regained her self-worth on the very first day of her English classes when she got recognition of her talent (what unfortunately, once brought her constant affront from her husband "My wife is born to make laddoos!") and discovered her self-identity as entrepreneur. Her confidence was also revived in Laurent (a French chef enrolling the same course) who made her feel good of herself, and thus awakened her self-esteem.

Formal classroom environment making available formal instructions significantly facilitates SLL especially for the beginning learners (Krashen, 1985) (qtd. in McLaughlin, 1987, p.45). However, the rate of successful learning depends on the effectiveness of the teaching process that includes the content of teaching, teaching method, classroom activities, nature of feedback, and efficiency and experience of teachers. The study observed that the English speaking course Shashi enrolled for a period of four weeks only offered to teach the primary level of language i.e. 'a reasonably large functional vocabulary, basic mastery of pronunciation and grammatical rules' that could be innately acquired by any second language learner irrespective of age difference (Neufeld, 1978) (qtd. in Ellis, 1985, p.109). In particular, some general syntactic categories e.g. parts of speech, articles, tense aspects, etc; and basic phonetic features such as consonants and vowels were taught in the classes as the

communicative ability requires a learner's lexical, phonological and grammatical knowledge of a language. Some key linguistic expressions needed for basic interpersonal communication e.g. introducing, asking for permission, etc had also been practiced.

Anchoring and relating new items and experiences to the learners' existing knowledge in the cognitive framework effectively help language learning (Brown, 1994, p.60). In the film teaching vocabularies in the classroom by word play and by contextualizing the meanings to the real world e.g. teaching of the word 'entrepreneur' relating to Shashi's real life experience; and Radha's explaining the meaning of the word 'judgmental' associating with the authentic context helped Shashi acquire their proper meanings.

As the purpose of the language course was to develop the learners' speaking skill, the classes were made communicative; the students were encouraged to respond, allowed to talk and share their feelings about the familiar topics e.g. about life, the city, the class and their favorite films, etc. Teaching through fun activities and flash cards, the interaction between the teacher and the students and among the students had also been conducted. In addition, a multilingual classroom where one's language was incomprehensible to another speaker provided the learners an opportunity to practice more English for communicative meaning.

In the formal teaching, a teacher's role is crucial in ensuring facilitating feedback as the proportion of receiving different types of affective and cognitive feedback – positive, neutral and negative often generates the rate of success. In *English Vinglish*, an affective affirmation of the teacher towards learners' attempts e.g. praising them by clapping, by saying 'good question', etc was found to be inspiring to communicate. At the same time negative feedback was proportionately supplied to correct some general errors of the students and to make well-formed speech e.g. 'Not from the India, but from India'; 'not an Eva, but Eva'; not 'Come in' but 'May I come in'; 'not lot to say but a lot to say', etc. Besides, inductive teaching with certain grammatical explanations were really beneficial to the learners because for the adult learners, according to Ausubel (1964), certain grammatical explanations depending on the suitability and efficiency of the explanation, the teacher, the context, and other pedagogical variables could be profitable (qtd. in Brown, 1994, p.59).

However, Shashi's dedication towards her aim assisted her to prevail over her incapability. She became the most devoted student in the class. Shashi

tried to grab every opportunity facilitating for ELL e.g. watching English movies and news as 'good English practice'; reading English newspapers and any texts written in English (e.g. map, cards, etc). Moreover, Shashi's social and psychological adaptation to the culture of English language group helped her progress. Her deficiency in understanding the cultural context of English word 'hug' (a way to say 'hello') formerly made her upset since that culture found to be felt incompatible with her native culture. But whenever she was determined to learn, she tried to receive as much contact with the English language as she could avail.

Some other intervening variables such as her mature cognition and superior intellect also facilitated her successful learning. Shashi's immediate understanding and correcting the mistakes e.g. 'English classes' instead of 'English tuition', and her instant use of the functional grammatical rule 'May I…' in the real context showed her cognitive maturity. In addition, Shashi's questioning like 'Why India, not the India? ; Why America, the United States of America?' expressed her higher intellectuality. For the purpose of remembering she also adopted some conscious and behavioral learning strategies i.e. imitation, repetition, or memorization what, according to Stern (1970) must be needed to learn a foreign language (qtd. in Brown, 1994, p.49).

Finally, the entire impediment to ELL was surmounted by her relentless pursuit. Shashi could prove her progress while ordering her meal at the café and asking for a newspaper to the flight attendant in fluent English. She could manage to achieve her goal by delivering a speech in English in the wedding ceremony that brought her not only a certificate for passing the course with distinction but also respect from her family and the society. Though some grammatical inaccuracy e.g. missing few 'a's and 'the's, and saying 'return back' instead of 'return' was observed in her speech for her limited access to the language and short term formal teaching, her progress in mastering the language was inspiring for many aspiring second language learners.

However, the analysis of the film *English Vinglish* reveals some practical findings about SLL as follows:

- In SLL a learner's motivation is affected by social, political, economic and cultural status of the language in his/her native country.
- A learner's socioeconomic level affects his/her motivation.
- Inspiring attitude towards a learner's effort facilitates learning.

- A learner with a complete determination and earnest endeavor may overcome all impediments in an unfavorable learning environment.

- A learner's self-esteem may step up the progress of learning.

- For the beginning adult learners' formal learning is more beneficial than learning from natural environment as it develops their deductive thinking abilities about the grammatical rules.

- Contextualized and purposeful learning having a momentous long-term effect on the mind of a learner helps acquisition.

- Skill-based teaching, communicative classroom, and teachers' efficiencies assist developing a learner's communicative ability.

- Moderate and encouraging affective and cognitive feedback (positive or negative) should be maintained.

- A learner's degree of contacts with the target language group affects his/her speaking ability in the language.

- Acculturation to the second language group smoothes the progress of learning.

To conclude, *English Vinglish* was a transformational journey of an adult second language learner that started with disrespect associated with the incapability to communicate in English and ended in regaining self-respect by acquiring the ability. The article explored that in SLL a learner's absolute determination, high motivation, self-esteem, dedication, mature cognition, and superior intellect, social and psychological adaptation and sufficient access to the target language group; inspiring attitude towards a learner's endeavors; and effective formal teaching process comprising skill-based materials and teaching method, efficient teachers, communicative classroom, advantageous affective and cognitive feedback were facilitating. Conversely, insensitive and mocking attitude towards a learner's fragility, limited access to the target language group, and the short-term formal teaching were found to be debilitating. Finally, the article revealed that only a sort of happy harmony between a learner's zeal for learning and her experience of the appropriate channel of language learning continuum paved the way for a desired success in achieving the linguistic and communicative competence in a second language.

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Reflection of Motivation on Language Test Scores: A Study Conducted on EFL Learners

Md. Shirazur Rahman

Abstract

This study intends to find out the reflection of learners' motivation on their language test scores. The main aim is to find whether learners treat English as a language or as a subject. With this aim in view, data was collected through three structured questionnaires from university students, college students and college teachers. Besides, some university teachers were informally interviewed. The findings show that many students give priority to achieving good results over achieving proficiencies. Their guardians also insist on their securing good marks and high CGPA. Besides, the present demand of GPA in the society also compels them to be examinees rather than learners. All these malpractices in education system are obstructing the learners' test score to reflect their true proficiency in English Language. In order to avoid this situation, some recommendations have been offered at the end of this paper.

Keywords: Motivation, Language Test, Proficiency, Skill

1. Introduction

The distance between countries and people is getting reduced very fast. The easier means of communication have created opportunities for people to get access in various sectors for various activities. It has given birth to the rising competitions for better performance and survival as well. Language plays a very significant role in this power politics of the world. Among more than 6000 languages of the world, English is one of the major languages. As an international language the demand of English and English users is getting increased day by day. Nowadays, English as the most used international language has got its own and strong position in almost every sector. In the job sector it has a strong demand. EFL learners like Bangladeshis are in need of learning English to develop themselves as well as making the country developed in the world economy. As a developing nation Bangladesh and its people are in a way of great opportunity to work with different countries and multinational companies.

Besides, a great number of people are working as freelancers in the internet. For all these jobs they need good proficiency in English. For learning English, motivation plays a vital role. In Bangladesh, EFL learners' motivation for learning English as a language seems to be decreasing day by day. This study aims at finding the reflection of motivation on test scores of EFL learners.

1.1 Background of the Study

Motivation plays a vital role in learning English. Nowadays, a great number of students are doing very well in public examinations like PEC, JSC, SSC, and HSC in Bangladesh. Their results also show better scores in English. A lot of the students are getting A+ (80% or more marks) in English. But it is often reported by the employers, university teachers, educationists and others that the students are not that much proficient in English. Their test scores and performance in scripts are often questioned on the basis of their motivation, skill development, and communicative competence. Whether they are really motivated in learning English or they just want to make a good score in English like other subjects is a matter of question.

1.2 Statement of Problem

As stated earlier, EFL learners need to be truly motivated for learning English as a language, not as a subject. Often it is complained that learners are learning English only as a subject like other ones. Language testing is also thought to be one of the most significant variables. Testing procedure, test validity, test reliability, test administration, etc. are being frequently blamed. Once, adopting unfair means in the examination was a serious but common problem in our country. For the last few years we are blessed with the removal of this ill practice. But recently the more serious issue is the leaking of question papers before the examinations. Question papers are reaching the hands of examinees through different media. The entire test administration is questioned. This certainly creates a situation where learners feel crazy about getting the question papers, which certainly takes them away from their motivation to learn and be creative, exposing their lack of morality. Besides, English learning has been enjailed into reading model questions and suggestions. Types of questions are also blamed to be a little away from the skills they were supposed to evaluate. So, it has become a matter of doubt whether results, test scripts and learners' motivation really reflect each other or not.

1.3 Research Objectives

This research aims at finding out students' motivation for learning English in Bangladesh. With this aim it inquires the awareness of Bangladeshi EFL learners about learning English Language. It also seeks to find out the level of consciousness of the guardians of EFL learners in connection to English language proficiency. In addition to that the paper also looks for the attitude of the EFL teachers towards English Language and teaching of English as a language.

1.4 Research Questions

To achieve the above stated objectives, the research seeks to find out answers to the following questions:

1. Are the EFL learners learning English as a language or as a subject?
2. Do the scripts and test scores of the learners truly reflect their motivation for learning English?
3. Are the guardians and teachers really conscious about the development of Linguistic Skills of EFL learners?

2 Theoretical Framework

2.1 Motivation

Motivation has been defined differently by different linguists in books and articles. According to *Longman Dictionary of Applied Linguistics* motivation is "the factor that determines a person's desire to do something. In SECOND LANGUAGE and FOREIGN LANGUAGE learning, learning may be affected differently by different types of motivation." This clearly speaks of the impact of motivation on an EFL learner's language learning.

Motivation is an inner urge to do something. Brown (1994) stated, "Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action." So, motivation can be called a spirit to know the unknown, see the unseen and do the undone. A language learner's motivation works as a booster to master the language.

According to Gardner (1985, as cited in Mitra, 2016) "Motivation is the combination of attempts and desire to obtain the objective of learning the language by showing desirable attitudes towards learning the language". So, it can be said that motivation to learn EFL refers to the extent where an individual learner tries to learn the language because of a desire to do something meaningful which fulfills the actual aim.

2.1.1 Types of Motivation

As defined in the *Longman Dictionary of Applied Linguistics* integrative motivation is " Wanting to learn a language in order to Communicate with people of another Culture who speaks it." Besides, instrumental motivation refers to the "Wanting to learn a language because it will be useful for certain instrumental goals, such as getting a job, reading a foreign newspaper, passing an examination."

Brown (1981, as Cited in Ellis 1985) has divided motivation into three types: "(1) Global Motivation, Which consists of a general orientation to the goal of learning a L2; (2) Situational Motivation, which varies according to the situation in which learning takes place; (3) Task Motivation, which is the motivation for performing particular learning tasks" (P.117).

2.2 Language Testing

According to Brown (1994), "a test, in plain, ordinary words, is a method of measuring a person's ability or knowledge in a given area" (P. 252).

In this regard Priscilla Allen[1] said that "Language Testing is the practice and study of evaluating the proficiency of an individual in using a particular language effectively." (Cited in Fulcher, 2009)[2]

A language test should have some specific qualities to be regarded as a good test. They are:

2.2.1 Reliability

As written by Harrison (1983), "The reliability of a test is its consistency" (p.10), Reliability of a test depends on the results of the same test taken on same students at different times. Besides, the score of a test should be the same if it is marked by different examiners. Otherwise, the variation of scores will create an obstacle in measuring the actual skill of a learner.

2.2.2 Test Validity

Validity of a language test refers that the test should have the quality to assess what it actually wants to asses. For example, if a learner's reading skill is tested with a reading comprehension where he is asked to write the answer to a descriptive question, but his writing mistakes are taken into

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[1] Teacher (ELL, language arts, US history) at Mercer Middle School &
   Former Assessment Coordinator, English Program, University of Washington
[2] Winning entry from the 2009/10 "definition" competition

consideration while marking; the question will surely arise whether the learner's writing or reading skill is tested. In this regard Harrison wrote, "The validity of a test is the extent to which the test measures what it is intended to measure" (P. 11).

2.2.3 Test Practicality

Test practicality is about the test administration. Before and during taking a test there must be a well-organized arrangement for conducting the test. Duration of the test, equipments needed for the test, number of participants, setting and other necessary things should be considered for planning an uninterrupted test. Besides, learners' performances also depend on the practicality of a test. So, for measuring learners' ability and to know about their motivation test practicality must be taken care of. Harrison (1983) opined that "The main questions of Practicality are administrative."

2.3 Learning Strategies/ Approaches

We know that learners learn in 3 different strategies/approaches. These approaches take place according to motivation and attitude of learners.

2.3.1 Surface Learning

"Surface learning is focused on 'what do I need to do to pass?' Learning may be more superficial and not promote understanding. Learners may focus on unconnected facts that they believe they will need to reproduce later in an assessment such as an examination" (*Center for Teaching & Learning* 2014, P. 1).

2.3.2 Deep Learning

"The learners develop their own interpretation of the content by integrating it with their existing knowledge. Deep learning develops critical analysis and encourages long term retention of concepts. Deep learning is valued and fostered by educators" (*Center for Teaching & Learning* 2014, P. 1).

2.3.3 Strategic Learning

"In this approach learners organize their learning with the objective of achieving a high or positive outcome. Strategic learning can involve a combination of both deep and surface learning strategies depending on the tasks at hand" (*Center for Teaching & Learning* 2014, P. 2).

3. Literature Review

The existing studies show a mixed scenario in the field of learning English. Ellis (1985) opined that "A common-sense view is that a person's behavior is governed by certain needs and interests which influence how he actually performs". This indicates that a learner's motivation is a sort of combination of his willingness, attitude, and aim. These definitely impact his activities and performance.

According to Keller (1983, as quoted in Brown, 1994) motivation refers to "Choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect."

Brown and Walberg (1993), in a research, found that

> Motivation questions can be raised about nearly all standardized commercial tests, as well as state-constructed achievement tests. The content of those tests is often unrelated to specific topics that students have been recently studying; and their performance on such tests ordinarily does not affect their grades, college, or job prospects. (P. 133)

In Bangladeshi perspective we often get this type of complaint from the learners as well as teachers. For example, if we see the board questions of Secondary and Higher Secondary Education Board we will find a question that asks the students to write a dialogue between two speakers. Here, the aim of the content was to make the EFL learners proficient in spoken English. But if a learner is to write a spoken test, S/he will not be judged truly. The learner may be good at writing but it does not show his/her speaking ability. In this case the learner may not feel motivated to develop spoken skill; rather S/he will be motivated to develop dialogue writing skill or the ability to memorize a text well. As a result, the learner may also get good marks. Thus the test result does not always reflect learners' motivation to develop their speaking ability.

On the other hand, the scenario of IELTS is totally different. If someone wants to sit for IELTS, S/he knows that it is a procedure where the candidates are to prove their proficiency in all the four linguistic skills. Moreover, each skill is separately tested and evaluated through scoring. Learners who want to do well in IELTS try to take preparation in all four skills individually. The result also reflects examinees' performance in individual skills. One may do well in one skill and at the same time may not do well in another skill. But the test result shows it clearly. So, if

someone is well motivated, his/her result will reflect his/her actual performance which will ultimately reflect the learner's motivation.

In order to know the proficiency of a learner, his/her performance is tested in most cases. For performing well in language there is no alternative to practice. But, good proficiency does not depend only on the practice and performance. Without being motivated it is really difficult to achieve a good command over a language. According to Ellis (1985), "motivation and attitudes are important factors, which help to determine the level of proficiency achieved by different learners" (P.118).

Language is an inseparable content of the society. In the same way the society, the social context, etc. are also inseparable from language and language learning. Without being concerned about social context one cannot think of developing language—either first language or other languages. Motivation also depends on social contexts. For example, many people, especially in rural areas advise learners that if they pass in English, they will pass the board examination. From the very beginning of the student life we are in a phobia of English language. A lot of coaching centers are operating their business promising that they will ensure A+ ($\geq$80 marks) in English. Even some of them give money back guarantee! So English is not a matter of language for these Education businessmen, rather this is a commodity for the consumers (students). We can think about the students who go there for getting A+. Are they getting the right exposure of English as a language? How will they be motivated to learn English as a language? This 70/80 or more marks will reflect their good result but will it reflect their motivation towards learning English language? In a study Ellis (1985) wrote, "The level and type of motivation is strongly influenced by the social context in which learning takes place . . ." (P.119).

In connection to this research work, language testing has also been studied. Popescu (2006) in his research on language testing introduced a checklist for designing a language test. According to him, one does not always require an in-depth study of the matter and extensive reading if one keeps in mind about the list, it helps him designing the test better. The following points should be considered:

1. Setting the objectives;

2. Deciding what skill will be tested through appropriate means;

3. Choosing the content according to the objectives and the type of test;

4. Setting the format;

5. Writing the rubrics, as simple as possible

6. Preparing the materials necessary (test form, answer sheets, listening tape, etc.)

7. Deciding on a balanced marking scheme, descriptors (P. 384).

All these seven points show that they are equally important for ensuring an effective test. Now the question is whether the language teachers in Bangladesh are following any checklist or variables for constructing a good and valid test which brings out exactly what is wanted from the students.

In this connection Ledesma (2011) reported teachers' opinion regarding students' learning and achievement. It was found that "Teachers often explain how testing narrows the curriculum, limits the variety of student learning opportunities, emphasizes basic skills, and fails to measure higher level thinking such as creativity".

While analyzing National Board for Professional Teaching Standards-NBPTS' (Arlington, Texas, USA) report on 'Student Learning, Student Achievement' Ledesma (2011) showed a graphic representation of students Learning Vs testing.

Source: blogs.edweek.org/teachers/leading_from_the_
classroom/learningtomeasuring2.gif

DeWitt (2015) discussed the reflection of motivation in testing process. In his discussion he wrote about a famous teacher and education researcher, Nuthall, who was a visiting professor at Stanford University. DeWitt said that in 2006 Professor Nuthall in his book *Hidden Lives of Learners* wrote "I am now convinced that tests that have little or no personal significance for students and do not measure what the students know, or can do. Instead, tests reflect students' motivation and test-taking skills."

A big number of students are getting good marks in SSC and HSC examinations. Their result in English is also very good. But unfortunately many of them fail to show their proficiency during their admission tests in public universities. For example in Dhaka University admission test in 2014 only 2 students qualified for being admitted in the Department of English. According to *The Daily Star* "Of the total 40,565 examinees, 22,000 failed in English and only two students qualified to be enrolled in the university's English department for the 2014-15 session, according to university sources" ("Poor English Teaching," 2014). It also informs that the students had to obtain 20 marks in general English and 15 marks in Elective English to be admitted in English Dept. But of 40,565 examinees, only 1,364 took part in the 'Elective English' test and out of 1364 students, 1362 (99.85%) failed! Now, the alarming issue is as those students could not pass the aptitude test in English how could they do well in Final Achievement tests in SSC and HSC. Their aptitude shows that they are not eligible to study English in the University of Dhaka. So their results in Secondary and Higher Secondary level and their motivation towards learning English and a language is a matter of question. In this regard Prof. Sirajul Islam Chowdhury, Emeritus Professor of University of Dhaka stated that the university admission test results reflected nothing but these typical students' attitudes. He also said "Most of the students lack aptitude for learning English. All they care is about getting good marks" ("Poor English Teaching," 2014). It is often said that students as well as guardians are more conscious about grades, not about competence. Prof. Syed Manzoorul Islam told *The Daily Star* "There is a kind of grade inflation in our country. Grades don't reflect the performance of those students who achieved that particular feat," ("Poor English Teaching," 2014). Besides, the then Chairman of the Department of English, Prof. Tahmina Ahmed also expressed her frustrations with the problems created as a result of poor performance of those students. She said "The entry test could not get students with our requirements, so we sat to discuss the issue."

Teachers have important roles to play for increasing learners' motivation. Different motivational strategies of teachers help the students to be truly motivated. Teachers follow different strategies which also results differently. According to Hornstra et al. (2015) there are two types of motivational strategies generally followed by teachers: 1. Autonomy-supportive and 2. Controlling. Autonomy-supportive motivational strategies want to raise students' inner motivational resources.

> In classrooms, autonomy can be developed by transferring responsibility of the learning process to students, providing choice, connecting to students' interests, providing explanatory rationales, and creating meaningful and relevant learning activities. Such strategies are aimed at increasing students' own willingness to engage in learning activities. (Hornstra et al. 2015, P. 365)

On the other hand some teachers do not rely on autonomy. They follow controlled motivation where they control students' activities and do not rely on their inner motivational resource and spirit. In this regard Honstra et al. (2015) defined it as "Controlling motivational strategies include compelling students to think, feel or act in certain ways, and overruling students' own perspectives." So, the learners should be given an opportunity to be creative enough to bring out their motivation. If they are restricted within a very limited area with some prescribed things it may even make them demotivated.

In this connection Reeve (2009) found in his research that in most cases teachers like to use controlling motivational strategies though most researchers show that autonomy-supportive strategies are more student-friendly for their learning motivation.

4. Research Framework

4.1 Nature of the Study

This research has been conducted following the mixed method: both quantitative and qualitative data have been used here. Three questionnaire surveys and some informal interviews and discussions have been done.

4.2 Research Subjects

The participants of this research are the students of colleges and universities and teachers of colleges and universities of Bangladesh.

4.3 Field of Research

Data have been collected from Mirpur of Dhaka District, Kashiani of Gopalganj District, Shibpur of Norsingdi District, and Gazaria of Munshiganj District to represent both the urban and the rural areas of Bangladesh.

4.4 Number of Participants

Seventy students and ten teachers of Higher Secondary and Undergraduate level of Bangladesh have taken part in this study. Forty students from four colleges—two in Mirpur, Dhaka, one in Gopalganj, one in Narayangonj have participated in this survey. Besides, fifty students from two private universities—one in Mirpur, Dhaka and another in Gazaria of Munshiganj District have been taken as respondents. Moreover, sixteen teachers from these colleges have also been taken as participants to a questionnaire survey. Besides, four teachers who teach language at universities have also been informally interviewed. The participants include both the male and the female.

4.5 Data Collection and Analysis

In order to conduct this study, data have been collected through three survey questionnaires. One questionnaire was designed for the students of Secondary level students which contained 13 questions including both MCQ and open ended questions. Another questionnaire, designed for the teachers of Secondary Level, contained 15 questions including MCQ and open ended questions. Another questionnaire, designed for the graduating students of universities, contained 12 questions including MCQ and open ended questions.

The quantitative data of this research have been analyzed statistically. For analyzing qualitative data, the interview data were written briefly at the time of those conversations and later they were arranged in detailed textual forms. Open ended questions were analyzed by qualitative content analysis.

5. Data Analysis

5.1 Opinion of Different College Students

Reasons for Learning English Language

Some reasons were found working for learning English language. 12 out of 40 (30%) respondents said that they want to make good results in

English. 19 respondents (47.5%) said that they want to know how to use English as a Language. 5 respondents (12.5%) said that they study English as it is in their Curriculum. 4 Students (10%) opined in different ways. They said that they learn it for communication, better career, immigration facilities, etc.

Motivation from Authority

12 respondents (30%) think that their college authority wants them to study English to be proficient in English. 24 (60%) respondents said that their authority wants them to make good results in English. 1 respondent (2.5%) did not specify. 3 students (7.5%) think that the authority does not motivate them in anyway.

Motivation from Teachers

21 (52.5%) respondents opined that their teachers want them to be proficient in English. About 11 (27.5%) opined that the teachers want them to make good results in English. 4 (10%) respondents are not sure about it. 4 (10%) respondents answered differently. They said their teachers want them to know the world better.

Motivation from Family

When the students were asked how their families motivate them to learn English.16 (40%) of them opined that their parents want them to be proficient in English. 18 (45%) opined that the parents want them to make good results in English. 4 (10%) respondents are not sure about it. 2 (5%) respondents answered differently. They said that their family does not motivate them anyway.

Students' Self-confidence and Self-consciousness

It was asked if the students believe that their results in English represent their language proficiency. About 19 (47.5)% students answered "yes" and about 17 (42.5%) answered "No". and 4 (10%) students did not answer as they are confused about it. Respondents were asked whether they think themselves motivated to learn English or not. 37 (92.5%) respondents said that they think they are motivated. Rest 3 (7.5%) does not think they are not motivated to learn English. Those who said that they are motivated were asked what made them motivated to learn English. 15 (37.5%) respondents said that they learn it to know a new language. 20 (50%) respondents said that they are learning English because they want to get good jobs. About 5 (12.5%) students said that they want to know the

information of different countries and it will require a good command in English.

Learning at Coaching Centers/Private Tutors

The respondents were asked where they study English beside their home and Classroom at college. 15 (37.5%) answered that private tutors teach them at home. 8 (20%) said that they study in coaching classes at school. 12 (30%) said that they study English at coaching centers outside school. Only 5 (12.5%) students were found who said that they do not go to any tutor or coaching center. So, about 87.5% students depend on coaching center and private tutors beside their schools.

Classroom Learning Activities

Students were asked about their classroom learning activities. Most of them wrote that they use Multimedia. Some of them wrote that sometimes they take part in group works. Interestingly, some students wrote that they do not do any activity in classroom for their proficiency. Some students wrote that they sleep at the back bench as their classes are boring. Teachers do not have attention towards them.

Opinions about Language Learning

A question was asked to get their opinions—why should students learn English language? Most of them said that students should learn English to get good jobs and to know a new language. Some of them think they should learn it as it is in their curriculum. Some of them said students should be proficient. They were also asked how students should learn English. Most of them opined that they need to memorize grammatical rules, vocabulary, etc. Very few of them said about regular practice of English. Three of them said that by making good results they should learn language!

Role Played by the Guardians

While they were asked to write how their guardians help them to learn English, they said that most of their guardians do not help them actively. They think that only good schools, better tutors, coaching centers are necessary to make good results in English and the good result is only required to be successful in life!

5.2 Opinions of Different College Teachers

16 college teachers were provided with questionnaire containing 14 questions. These teachers have a vast teaching experience in Higher

Secondary level. Their average teaching experience is more than seven (07) years.

Aim of Teaching English Language

4 out of 16 (25%) teachers opined that they want to ensure students' good result. 9 (56.25%) said that they want to improve their students' proficiency in English Language. 3 (18.75%) of them said that they want to ensure both good results and proficiency. They also opined to share their knowledge through teaching English. Some teachers said that they use Multimedia (Power point slides), for teaching language in their classrooms. They use different class activities like: reading out loudly, solving vocabulary problems, teaching grammar through pair works, storytelling, etc.

Instruction of Authority

Teachers were asked to give information about the instruction of their college authority about teaching language. 10 (62.5%) teachers informed that their authority want them to ensure students proficiency along with good result in English. 6 (37.5%) of them informed that their authority wants them to ensure good result in English at any rate.

Students' Motivation

About 7 (43.75%) teachers think that their students want to develop their proficiency and GPA in English. About 9 (56.25%) of them think that their students are not worried about proficiency; rather they only want to ensure good marks in English.

Guardians' Expectation

While they were asked about the expectations of guardians in this respect they opined that most guardians are more worried about good results rather than good proficiency in English as a Language. 6 (37.5%) opined that guardians tell them to ensure students proficiency. About 9 (56.25%) answered that the guardians only think about the good result of their children in English as well as other subjects. Rest 1 (6.25%) of the respondents answered "not specified" as they are confused about guardians' expectations.

Reflection of Students' Proficiency in Result

The researcher wanted to know what the teachers think about the representation of students' proficiency in their result. It was a 5 point likert scale question. No teacher opined that it always reflects, 4 (25%)

think that it often reflects. 4 (25%) think that sometimes it reflects. 3 (18.75%) think that it is rare. And the rest 5 (31.25%) opined that result never reflects students' proficiency.

Effectiveness of Syllabus

While giving opinion about syllabus and its effectiveness in language development, 8 (50%) teachers think that the syllabus is well designed for language learning. 7 (43.75%) teachers think that the syllabus is not well designed for language teaching and learning. 1 (6.25%) of them is not sure about it.

Involvement in Coaching Center and Private Tuition

The research also shows that 11 (68.75%) teachers said that they teach English outside classroom. Rest 5 (31.25%) said they teach only in their college. Those who teach outside their classes were asked about the places where they teach. It was found that most of them teach in their own coaching centers and at students' houses. Some of them said that they just help some weaker students of other institutions to make them proficient in English.

Suggestions from the Teachers

The teachers suggested that all the four skills should be given equal importance. Practices like telling stories, watching English movies, reading English books and newspapers should be given preference. They also wrote that learning grammatical rules should be given importance to be proficient in the language. Teachers also suggested for the teachers to make better language teaching. It includes making lessons interesting and attractive. Presentation in front of students must be well planned. Reasons for students' weakness in language must be found out. They also talked about the duties of the guardians. According to them, guardians should not only think about good results of their children but also about their English language proficiency. They should try to engage their children in tasks that include the use of English language. While talking about college authorities they said that authorities of all colleges should think positively about the outcomes from the students. Enriched library facility, language laboratory with modern equipments, arrangement of debate, public speaking, etc. can encourage students to be proficient in English Language.

5.3 Opinions of University Students

Reasons for Learning English Language

A question was designed to know about the reasons for the students' studying English. 16% respondents said that they want to make good result in English. 8 (48%) respondents said that they want to know how to use English as a Language. 6 (12%) respondents said that they study English as it is in their Curriculum. 12 (24%) Students opined in different ways. Some said they study English as their parents like it. Some want to be sports analyst while some want to get better job in future, and so on.

Motivation from University Authority

While giving opinion about the role of the university authority 24 (48%) respondents think that their authority wants them to study English to be proficient in English. 21 (42%) respondents said that their authority wants them to make good results in English. 4 (8%) responded as not specified. 1 (2%) student said the authority wants them to develop personality through learning the language.

Motivation from Teachers

While getting information about motivation it was found that their teachers motivate them to learn English. 30 (60%) respondents opined that their teachers want them to be proficient in English. 13 (26%) opined that the teachers want them to make good results in English. 3 (6%) respondents are not sure about it. 4 (8%) respondents answered that their teachers motivated them for both proficiency and good result.

Motivation from Family

Data also show the role of family in motivating students. 14 (28%) respondents opined that their parents want them to be proficient in English. 22 (44%) opined that the parents want them to make good results in English. 4 (8%) respondents are not sure about it. 10 (20%) respondents answered that their parents want both proficiency and good result.

Students' Self-confidence and Self-consciousness

The respondents were asked if they believe their results in English represent their language proficiency. 33 (66%) students answered "yes" and 15 (30%) answered "No". 2 (4%) students didn't answer it as they are confused. Respondents were asked whether they think themselves motivated to learn English or not. 41 (82%) respondents said that they think they are motivated. Rest 9 (18%) do not think they are not motivated

to learn English. Those who said that they are motivated were asked what made them motivated to learn English. 19 (38%) respondents said that they learn it to know a new language. 23 (46%) respondents said that they are learning English because they want to get good jobs. 7 (14%) said that their teachers English lectures, English movies, sports commentary, etc. motivate them. Another 1 (2%) said that they do not get anything to be motivated in Bangladesh.

Learning at Coaching Centers/Private Tutors

This study also got information about learners' study of English beside their home and classrooms at university. 1 (2%) respondent answered that private tutors teach him/her at home. 4 (8%) students said that they study English language at coaching centers including IELTS and Spoken coaching. 45 (90%) students were found who said that they do not go to any tutor or coaching center for learning English Language.

Classroom Learning Activities

This research wanted to know about classroom activities. Students' responses show that they are to go through formal presentations each semester in most courses. For this they regularly practice it in classroom. Oral test, debate, group discussion, pair work, etc are also done.

Opinions about Language Learning

They gave opinions regarding why students should learn English. They think that students should learn English first, as it helps to get a good job. They also think that as English is the mostly used international language, all students should know it. For a better performance in the job sector and job safety it is also needed. In order to get students' attitude to language learning, they were asked how students will be more proficient in English. They think that students should practice speaking English among themselves. Reading English books, journals, debating, listening songs with subtitles, etc. will be added advantages.

Role Played by the Guardians

The students said that most of their parents ask them about their marks, GPA and CGPA. Very few of them tell them to be proficient in Speaking. They are also suggested to get admitted in spoken courses. They think speaking is the most important quality in getting good jobs. The students believe that if their family members sometimes talk to them in English they will be motivated more to practice English.

5.4 Summary of interviews of university teachers

Some important observation came out from the interviews of university teachers. They said they get those students who already study English for more than twelve years but a good number of them are not in the satisfactory level in this language. Even many of them still have "*He go, He come*" problem, which means weaknesses in basic sentence structure. Besides many of them lack minimum level of speaking and other skills in English. But most of them got good results as a whole including in English. So, how could these students score well in language tests? The teachers raise doubts about their motivation, result, and proficiency.

6. Findings

The results and findings from all three groups of respondents are discussed below:

English as a Subject or Language

The researcher has worked with the students of both the Higher Secondary and University levels. It was found that students think that they should be proficient in English language but they are concerned more about their result than developing their skills. In Bangladesh, getting admission in schools, colleges, Universities and even in Mphil, PhD programs, previous GPA/CGPA plays the most important role. There are students who somehow fail to make higher GPA but are skilled and talented with a moderate result. These students lag behind as there are abundant GPA-5s everywhere. Students find it beneficial to study for making good result rather than being skilled. They are making good results by practicing a lot how to get good marks and A+ in English and other subjects. So, English has become a subject rather than a language for the students.

The scenario between a college and a university is little different. It is a matter of concern that almost all the college students go to private tutors for studying English. But this study found that almost no student goes to private tutors or coaching in universities. So, is English at the University easier than that of colleges in Bangladesh? If the university students do not need to have private tutors, why do they need at college level? Is the reason about students' proficiency or skills or about teaching in classroom? During this study the researcher talked to the students about classroom teaching and coaching. It was found that teachers at universities are more careful at classes than that of colleges.

In this study the college teachers opined that they are motivated to make their students proficient. They want both good result and proficiency of their students. But, their motivation gets jerked because of a lot of obstacles and pressure. Most classes contain students more than a standard class size. As a result they cannot always implement their strategies to work for students' skill. Besides, they have pressures from the guardians, college authority, Education board, etc. to achieve good results without thinking about their skill and proficiency which may not always be helpful for their future career. As a result private tuition at home and attending coaching centers have become more and more popular. It is also a matter of financial benefit for the concerned teachers. Those whose students make good results, get more students for tutoring.

EFL teachers are not much careful about classroom activities as they are supposed to be. In order to make students developed linguistically there is no alternative to variations in classroom activities. Teachers with the help of thy authority could have done it more successfully.

In order to develop classroom teaching the teachers need the logistic support of the concerned authority. Both local and national authority could play a more effective role with logistic support, more practical and effective syllabus and test system.

Reflection of Result

Results or scores have become the key to success in many stages of education and profession in this country. For bringing out the result, tests are taken after a certain period of study and practice. So, the result refers to the reflection of studies and practice during that period. A good result means that the student is skilled and proficient at that subject. When a student gets good result in English, when he/she gets more that 70-80 marks, he/she is undoubtedly proficient in English and also motivated. Without motivation it is really difficult to do so. And if it is done without motivation the whole quality of test will be questioned. Now, according to the findings of this research most students, guardians are not truly motivated to learn English as a language. But they are motivated to make a good result to get admission and get a good job. Scenario at the university is a little developed but not up to the expected level. So, it can be said that results and test scripts do not always reflect the motivation and true linguistic proficiency of students.

Guardians' Attitude

Guardians' are the crucial factors for the students as they play different roles for their children and want feedback from them. The study found that most guardians want good results rather than proficiency from their children. A large number of students are busy to execute their parents' wish! Even it was found that guardians and students become worried thinking that if they do not make good results (GPA 5), they will lose face to their neighbors and relatives. But they do not think that they will lose their future if they do not care for their language proficiency.

7. Recommendations

Based on the findings of the survey, related literature review and all other observations of this research some recommendations are offered for the concerned, specially the students and their guardians.

First of all, students should be aware of their proficiency and skill for a better future. They should try to be learners not examinees. The present competitive world looks for skilled and proficient manpower where only result oriented career will not bring a long term success. Learners of English language should be truly motivated for learning that language to be communicatively competent. As GPA matters a lot now-a-days, they should also think of it but more care should be paid for linguistic competence. They should be careful about the practices of functional uses of the language.

Guardians' Expectation

Guardians play a vital role to the development of motivation and attitude of learners. A big number of learners want to fulfill their parents' expectations as they sacrifice a lot for the betterment of their children. But, unfortunately most parents want quick and readymade results. They believe that good marks will bring a good future. But they fail to understand that good skill and proficiency are much more needed for a long-lasting success in life and career. While executing the desire of parents, students often value the act of adopting shortcut methods of achieving good results. So, guardians should think many times before they set goal for their children's learning outcome.

Teaching Strategy & Attitude

Teachers are the mentors. They should not teach students without any strategy. Intended learning outcomes (ILO) should be set before they

design a lesson. Lesson plan, teaching techniques, contents, etc should reflect the skills which the students will be benefitted from. Money making coaching centers are destroying true learning. It doesn't motivate learners to learn and use English as a language but a subject to do well in the examinations. Teachers should give a second thought here and try to change their attitude. As scripts and tests are the sources of showing motivation and competence, the tests should be designed in such a way that they are able to reflect them.

Role of Authorities

The authority including institutions, boards, govt., employers, etc. should come forward to judge the talent of learners not only from their results. Leaking of question papers is a frustrating but common practice now-a-days. It truly hampers the motive of students to work hard. Test administration and policies should be checked again and again to bring out such an exam system that projects the true talent, proficiency and skill of learners.

8. Conclusion

Success in profession does not only depend on making good results; success largely depends on developing skills. In this competitive world, English language learners should be aware of being skilled and try to achieve linguistic skills. For this they need the support of their parents, guardians, teachers, and others. Test scripts do not always successfully reflect one's motivation. All of us, related to education should make the learners motivated for the development of the skills. Tests should be more practical, valid, and reliable as well.

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Appendix 1

Questionnaire for College Students

Dear Students,

Good day. This questionnaire intends to get your opinion regarding the research entitled, "**Reflection of Motivation on Language Test Scores***"*. No answer will be regarded as right or wrong. Please feel free to give your opinion. **Your personal information will never be disclosed or used anywhere**. Thank you in advance for your cooperation.

Please give your opinion (√) to the statements below:

1. Why do you study English?

    a) to make good result in English

    b) b) to know how to use English as a Language

    c) As it is in our curriculum

    d) d) if other reasons please specify………………

2. How does your College authority motivate you to learn English? Learn it…..

    a) for proficiency

    b) to make good result

    c) Not Specified

    d) Others (Please Specify)………………………

3. How do your teachers motivate you to learn English?

    a) for proficiency

    b) to make good result

    c) Not Specified

    d) Others (Please Specify)………………………………

4. How does your family motivate you to learn English?

    a) for proficiency

    b) to make good result

    c) Not Specified

d)   Others (Please Specify)…………………………………………

5.   Do you believe that your result in English represents your language proficiency?

a)   Yes   b)   No

6.   Do you think you are motivated to learn English?

a)   Yes   b)   No

7.   If you are motivated, what helped you to be motivated?

a)   to know a new a language

b)   to get a good job

c)   Others (Please Specify)………… ………………………

Or,

If you are not motivated, what are the reasons behind it?

Please Specify……………………………………………………

8.   Where do you study English beside your home & College?

a)   Private tutor at home

b)   Coaching at College

c)   coaching outside College

d)   Nowhere

e)   Others (Please Specify)…………………………………

9.   What type of classroom activities do you perform in your school?

Please Specify……………………………………………………

10.   Why should students learn English?

Please Specify……………………………………………………

11.   How should students learn English?

Please Specify……………………………………………………

12.   How does your family help you learn English?

Please Specify……………………………………………………

Appendix-2

Questionnaire for College Teachers

Dear Sir/Madam,

Good day. This questionnaire intends to get your opinion regarding the research entitled, "**Reflection of Motivation on Language Test Scores***".* No answer will be regarded as right or wrong. Please feel free to give your opinion. **Your personal information will never be disclosed or used anywhere**. Thank you in advance for your cooperation.

Please give your opinion (√) to the statements below:

1. How long have you been teaching English?

   a) …………… Years…………… Months

2. Why do you like to teach English language?

   a) To ensure students' good result in English

   b) to make my students proficient in English Language

   c) as it is my job

   d) if other reasons, please specify :…......………………………

3. My College authority asks me to teach English for…...............…..

   a) developing students' proficiency

   b) making good result

   c) Not Specified

   d) others (Please Specify)…........………………….........………

4. My students are motivated to learn English for…...................….

   a) developing their proficiency

   b) making good result only

   c) Not Specified

   d) others (Please Specify)………………..............………..……

5. Guardians want us to teach their children English for……...........

   a) developing their proficiency

b) making good result only

c) Not Specified

d) others (Please Specify)……………………………..…………

6. Do you believe that students' result in English represent their language proficiency?

a) always   b) often   c) sometimes   d) very little   c) Never

7. Do you think that the syllabus is well designed for developing English language proficiency?

a) Yes   b) No   c) Not Specified   d) Others (Please Specify)…..………

8. Do you teach English anywhere besides your classroom?

a) Yes   b) No

9. If your answer to Q.7. is yes, where do you teach English besides your college?

a) As tutor   b) Coaching at College   c) coaching outside College   d) I do not teach outside classroom

Others (Please Specify)………………………..………………

10. What type of classroom activities do you perform in your College?

Please Specify:……………………………… ……………………

11. What is your suggestion for the students about learning English?

Please Specify………………………………………………....…….

12. What is your suggestion for the teachers about teaching English?

Please Specify……………………………………………….………

13. What do you expect from the guardians in connection to their children's English language learning?

Please Specify………………………………………….……………

14. What do you expect from the College authority in connection with English language teaching?

Please Specify………………………………………….……………

15. Any other comments or suggestions (if any) :

Appendix-3

Questionnaire for University Students

Dear Students,

Good day. This questionnaire intends to get your opinion regarding the research entitled, "**Reflection of Motivation on Language Test Scores***".* No answer will be regarded as right or wrong. Please feel free to give your opinion. **Your personal information will never be disclosed or used anywhere**. Thank you in advance for your cooperation.

Please give your opinion (√) to the statements below:

1. Why do you study English?

    a) to make good result in English

    b) to know how to use English as a Language

    c) As it is in our curriculum

    d) if other reasons please specify……………………………………

2. How does your University authority motivate you to learn English? Learn it…..

    a) for proficiency

    b) to make good result

    c) Not Specified

    d) Others (Please Specify)………………………………..........……

3. How do your teachers motivate you to learn English?

    a) for proficiency

    b) to make good result

    c) Not Specified

    d) Others (Please Specify)………………........…………………….

4. How does your family motivate you to learn English?

    a) for proficiency

    b) to make good result

    c) Not Specified

      d) Others (Please Specify)………………………….………………

5. Do you believe that your result in English represents your language proficiency?

      a) Yes b) No

6. Do you think you are motivated to learn English?

      a) Yes b) No

7. If you are motivated, what helped you to be motivated?

      a) to know a new a language

      b) to get a good job

      c) Others (Please Specify)………………….............................……

Or,

If you are not motivated, what are the reasons behind it?

Please Specify…………………………………......…………………………

8. Where do you study English beside your home & university?

      a) Private tutor at home

      b) Coaching/Private at University

      c) coaching outside University

      d) Nowhere

      e) Others (Please Specify)…………….......……………………

9. What type of classroom activities do you perform in your university?

      Please Specify……………………………………….........…………

10. Why should students learn English?

      Please Specify…………………………………….....………........

11. How should students learn English?

      Please Specify………………………………………….....………….

12. How does your family help you learn English?

      Please Specify……………………………………….......…..........

Organizational Commitment among Private University Teachers of Bangladesh: An Empirical Study

Dil Afroza

Abstract

This article aims to measure the commitment level of the private university teachers of Bangladesh and find out the factors affecting the commitment level of those teachers. To fulfill these aims teachers of ten private universities of Bangladesh in Dhaka city were chosen. Organizational commitment is the dependent variable and age, gender, job security, compensation, opportunity for growth and advancement, research facilities and job satisfaction are independent variables of this study. Eight hypotheses were developed and proved by conducting Pearson's Correlation, Regression analysis and t-Test: Two-Sample Assuming Unequal Variances to accomplish the objectives of this study. The study found moderate level of commitment among the private university teachers of Bangladesh and the result of Pearson's Correlation has shown that there are positive relationships between the dependent and independent variables of the study. Regression analysis has shown that the relationship between organizational commitment and age, compensation and research facilities is positive and statistically significant.

Keywords: Organizational commitment, private university teachers, age, gender, job security, compensation, opportunity for growth & advancement, research facilities, job satisfaction.

1. Introduction

For last two decades the economy of Bangladesh has been growing rapidly and this growth in the economy created a demand for higher education in the country. Given the problem of expansion of higher education in the public sector the government passed an Act in 1992 for establishment of universities in the private sector. Now there are 103[*] private universities operational in the country and these private universities are playing a vital role in the higher education of Bangladesh as these universities enrollment reached almost 60% of total university students.

"List of Private Universities" U G C of Bangladesh (November 2018.)

After the fast growth of private universities the authorities are facing the problems of retaining qualified teachers as the turnover rate of the private university teachers is too high in Bangladesh. That means commitment among these university teachers is very low and this problem has now become a burning issue for this sector of Bangladesh. In this background, this article aims to measure the commitment level of the private university teachers of Bangladesh. Organizational commitment refers to the intention of the employee to continue his/her job with a particular organization for long time (Meyer and Allen, 1991). It plays a vital role to take a decision whether an individual will stay with the organization or not. "The sense of belongingness, desire to pursue the organization's goals and willingness to remain as part of the organization will be higher on the basis of higher level of organizational commitment" (Meyer and Allen, 1991). This article also attempts to find out the factors that affect the commitment level of the private university teachers of Bangladesh and the impact of several demographic characteristics such as, age, gender on the commitment level of those teachers as psychologists found out some evidence that indicate a link between high levels of commitment and favorable organizational outcomes.

2. Literature Review

2.1 Organizational Commitment:

Organizational Commitment is defined as a great deal of attachment of an employee to an organization (Crosswell, 2006). Porter etal (1974: 603-609) have defined organizational commitment as "the comparative strength of an individual's association in and identification with a particular organization". Organizational commitment is a "psychological helpful force and this force bounds the employees to do any job related to the organization" (Carrie`re and Bourque, 2009: 29-49).

The Teacher's commitment is the teachers' psychological connection with their institute due to which they want to continue their membership with the institute, accept the values and goals of the institute, and help the institute to achieve such goals and values (Meyer, J.P and Allen, N.J.1997). That means if the commitment level of the teachers is high they will perform better to achieve their organizations goals and objectives. Some researchers argued that there are strong affirmative relationships between organizational commitment and outcomes such as work

performance, adaptability and job satisfaction (Angle & Perry 1981; Hunt, Chonko & Wood 1985; Mowday, Porter & Dubin 1974. In addition, "Employees may participate in innovative and creative activities who are more dedicated to their organization which also guarantees the competitiveness in the market" (Katz & Kahn 1978). According to Bateman and Strasser (1984: 95-112) "turnover intention of an employee depends on organizational commitment and job satisfaction". Meyer and Allen (1991: 538-551) have identified three components of organizational commitment. These components are: affective commitment, continuance commitment and normative commitment.

2.1.1 Affective Commitment:

Meyer and Allen have pegged affective commitment as the "desire" component of organizational commitment. They also stated that "Affective commitment is an employee sentimental attachment, sense of belonging and participation in the organization".It is a strong emotional attachment of an individual to an organization (Meyer and Allen, 1984: 372-378). Some other practitioners (Dunham, R.B., J.A. Grube and M.B. Castandea, 1994: 370-380) have defined that "affective commitment is an individual's belongingness and sentimental affection with organization and organizations objectives".

2.1.2 Continuance Commitment:

Continuance commitment is the "need" component or the gain/loss of working in an organization. If continuance commitment among the people is higher, people will stay with the organization. This type of commitment develops when employees realize that "if they left the organization, they would cause losses. In this case the alternatives would be limited and they would think that the benefits and pay may be reduced if they find another job" (Murray, Gregoire, & Downey, 1991: 339-348). According to Allen and Meyer (1990: 1–18), "Commitment indicates the feelings of the employees toward their organization. When employees think that they can't get more whatever they receive from the job then they will be more committed to their organization".

2.1.3 Normative Commitment:

Normative commitment is the level of commitment of an individual where they want to stay in the organization for moral obligation to the organization (Allen and Meyer 1990). An organization invests resources for employee training and then employees feel 'moral' obligation to put forth effort on the job and employees want to repay the debt. Here, employees believe they ought to stay. These believe lead to normative

commitment among employees. Allen and Meyer described it as obligatory perception of the employee to continue his job with the organization (Meyer et. al., 2002).

2.2 Demographic characteristics and other factors related to organizational commitment

Research has shown that commitment has been positively related to personal characteristics such as age (Mathieu & Zajac, 1990), length of service in a particular organization (Luthans, McCaul, & Dodd, 1985), and marital status (John & Taylor, 1999) and negatively related to the employee's level of education (Glisson & Durick, 1988). Age is positively related to organizational commitment (Steers, 1977; Mathieu & Zajac, 1990; Angle & Perry, 1981) because older employees believe that staying in the organization may cause financial benefits to them more than leaving (Parasuraman & Nachman, 1987). Organizational tenure is also positively linked too organizational commitment (Kushman, 1992; Mathieu & Zajac, 1990; Meyer & Allen, 1997) but it is still not clear how this link operates. According to Meyer and Allen (1997), an individual may develop an emotional attachment with the organization when the length of service with a particular organization increases because that makes it difficult to switch jobs. On the other hand Henkin and Holliman (2009) have found the opposite relationship between tenure and commitment. At the same time, Brimeyer et al. (2010) described a positive but weak association of tenure with the commitment. Naqvi and Bashir (2012) have also supported the version of earlier researcher and described an insignificant connection of tenure with the commitment as observed in the context of IT professionals in Pakistan.

According to Chughtai & Zafar, 2006, compensation of the teachers has got a significant impact on their commitment level. When compensation of the teachers increase, their commitment to the organization also increases (Asghar, Qayyum, Zaheer, Mughal, & Khalid, 2011; Brimeyer et al., 2010; Islam et al., 2012; Malhotra et al., 2007; Nawab & Bhatti, 2011; Newman & Sheikh, 2012). Newman and Sheikh (2012) have stated that compensation is positively related with commitment in the Chines context. The same results were replicated by Malhotra et al., (2007) in the western context. Organizational commitment is also influenced by the nature of job and opportunities for growth and advancement (Baugh and Roberts, 1994). Nevertheless, most researchers reveal that job satisfaction has a strong influence on commitment (Steers, 1977; Meyer and Allen, 1997; Arciniega and Gonzalez, 2002; Jernigan, Beggs and Kohut, 2002). In a

study by Farrell and Rusbult (1981), job satisfaction was studied as an antecedent to organizational commitment. They later found support for their model in a longitudinal study (Rusbult and Farrell, 1983), clearly indicating that the causal direction is from satisfaction to commitment. In addition, commitment has been found to be related to such job characteristics as job challenge (Meyer, Irving, & Allen, 1998) and certain work experiences such as job security (Yousef, 1998) and promotion opportunities (Gaertner & Nollen, 1989).

3. Objectives of the study

The three main objectives for this study are:
1.   To find out the commitment level among the private university teachers of Bangladesh.
2.   To identify the impact of several demographic characteristics (i.e. age, gender) on the commitment of the private university teachers of Bangladesh.
3.   To identify the factors affecting commitment of the private university teachers of Bangladesh.

4.   Methodology

4.1 Theoretical Framework

From various literatures it is found that there are some relationships between various demographic characteristics, job security, compensation, opportunity for growth and advancement, research facilities, job satisfaction and organizational commitment. On the basis of these findings the following theoretical framework has been developed to clarify the objectives of this study.
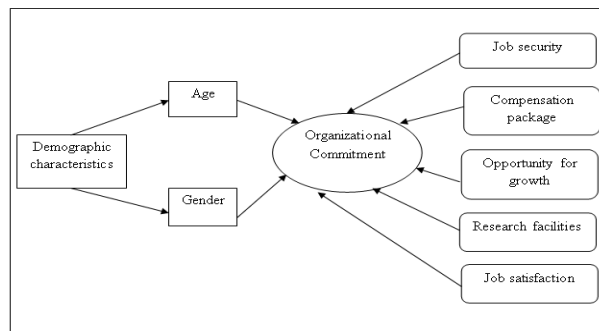
Figure 1: Theoretical Framework of the study

4.2 Data Analysis

The main objectives of this research are to find out the commitment level among the private university teachers of Bangladesh and to identify the impact of several demographic characteristics (i.e. age, gender), job security, compensation, opportunity for growth and advancement, research facilities and job satisfaction on the commitment of the private university teachers of Bangladesh. To fulfil these objectives 10 private universities of Bangladesh in Dhaka city were chosen. The list of these universities with the year of establishment is given below-

Universities	Acro nym	Established
1. North South University	NSU	1992
2. Ahsanullah University of Science and Technology	AUST	1995
3. American International University-Bangladesh	AIUB	1995
4. East West University	EWU	1996
5. Asian University of Bangladesh	AUB	1996
6. BRAC University	BRACU	2001
7. Daffodil International University	DIU	2002
8. Bangladesh University of Business and Technology	BUBT	2003
9. Atish Dipankar University of Science and Technology	ADUST	2004
10. Notre Dame University Bangladesh	NDUB	2013

From the above 10 private universities 100 teachers were chosen as respondents by using random techniques. A close end questionnaire was prepared and distributed among 100 respondents to collect primary data that is used in this research. The questionnaires were developed by using 5 points Likert-Scale (From strongly agree to strongly disagree) with 10 questions. Organizational commitment is Dependent Variable and age, gender, job security, compensation package, opportunity for growth and advancement, research facilities and job satisfaction are Independent Variables of this study.

To fulfill the objective of this study the following hypotheses were developed-

Hypothesis 1	H0: Private university teachers of Bangladesh are not committed to their job.
	H1: Private university teachers of Bangladesh are committed to their job.
Hypothesis 2	H0: Gender has no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1: Gender has impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 3	H0: Age has no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1: Age has impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 4	H0: Job security has no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1: Job security has impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 5	H0:Compensation package has no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1:Compensation packagehas impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 6	H0: Opportunity for growth and advancement
	H1: Opportunity for growth and advancement has impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 7	H0: Research facilities have no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1: Research facilities have impact on the organizational commitment of the private university teachers of Bangladesh.
Hypothesis 8	H0: Job satisfaction has no impact on the organizational commitment of the private university teachers of Bangladesh.
	H1: Job satisfaction has impact on the organizational commitment of the private university teachers of Bangladesh.

Pearson Correlation, Regression analysis and t-Test: Two-Sample Assuming Unequal Variances were conducted to prove above alternative hypotheses by using MS Excel. To understand the raw data easily Descriptive Statistics was performed. The demographic profile of the respondents was presented by using various Bar- Diagrams and Pie-Charts.

5. Findings and Analysis

5.1 Demographic Profile

The sample size of this study is 100. Out of 100 respondents, 56 respondents were male and 44 respondents were female. Figure 2 shows the gender distribution of the study.
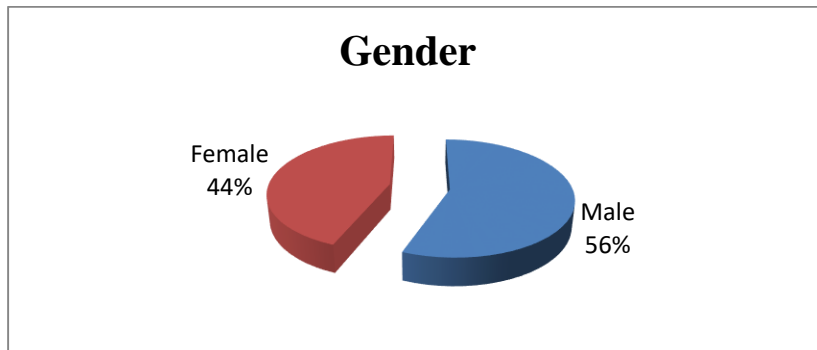
Figure 2: Gender Distribution

Figure 3 presents the tenure of the respondents. The figure shows that 39% of the respondents' tenure is below 5 years, 24% respondents' tenure is in between 5 to 9 years and 20% respondents' tenure is in between 10 to 14 years, where only 17% respondents' tenure is 15 years and above.
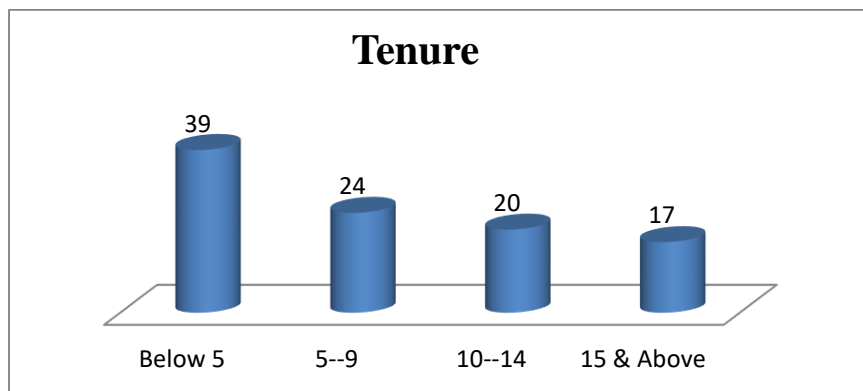
Figure 3: Tenure distribution

Age distribution of the respondents is shown in the Figure 4. This figure shows that the largest group (39%) of respondents are between 30-39 age group, followed by respondents under 30 years age group at 37%. The 40 - 49 age groups came in at 17%, where smallest portion of respondents at 7%, is the 50 & above age group.
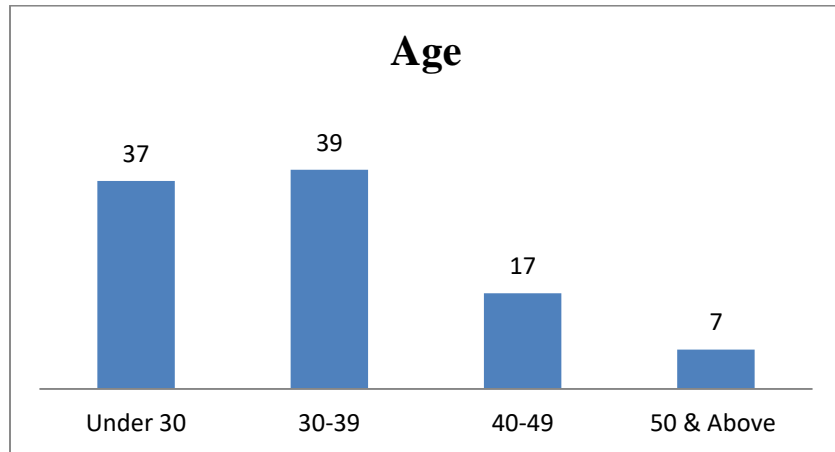
Figure 4: Age distribution

Figure 5 shows the results of the analysis of teachers' educational qualifications. The figure exhibits that 61% of the teachers are master's degree holders. M. Phil degree holders came in at 27% and Ph.D. holders at 12%.
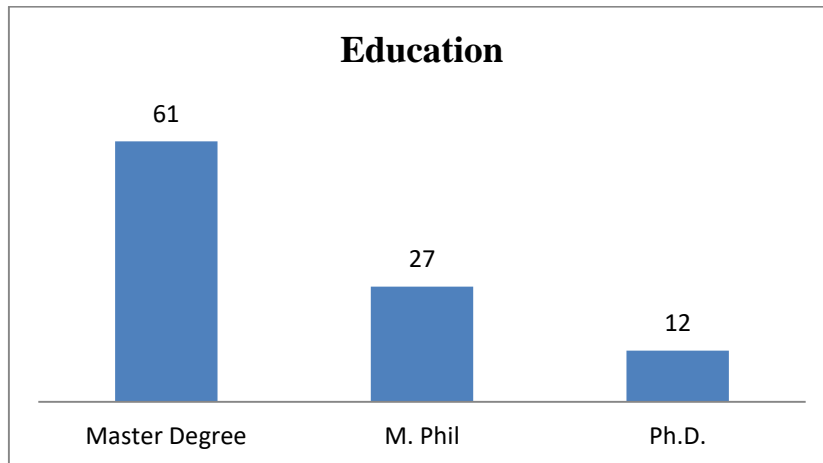
Figure 5: Education level distribution.

5.2 Descriptive Statistics

"Descriptive statistics analysis converts the raw data into a form that will make them easy to understand and describe" (Zikmund, 2000). The result of the Descriptive statistics of this study is shown in the Table 1. It shows that the mean of the dependent variable of the study which is organizational commitment is 3.471 and standard deviation is 0.7068. That means the respondents of the study are moderately committed to their job. Mean Age of the respondents is 34.49 years. The mean of job security is 3.41, compensation is 3.42, opportunity for growth and advancement is 3.44, research facility is 3.42 and job satisfaction is 3.40.

Table 1: Descriptive Statistics of the Study Variables

| Org Com		Age		Job Sec		Compen		Growth		Research		Job Satis	
Mean	3.471	Mean	34.49	Mean	3.41	Mean	3.42	Mean	3.44	Mean	3.42	Mean	3.40
Standard Error	0.070686	Standard Error	0.911708	Standard Error	0.101598	Standard Error	0.095537	Standard Error	0.101598	Standard Error	0.095537	Standard Error	0.095537
Median	3.65	Median	32	Median	4	Median	4	Median	4	Median	4	Median	4
Mode	4	Mode	28	Mode	4	Mode	4	Mode	4	Mode	4	Mode	4
Standard Deviation	0.706863	Standard Deviation	9.117078	Standard Deviation	1.015983	Standard Deviation	0.955368	Standard Deviation	1.015983	Standard Deviation	0.955368	Standard Deviation	0.955368
Sample Variance	0.499656	Sample Variance	83.12111	Sample Variance	1.032222	Sample Variance	0.912727	Sample Variance	1.032222	Sample Variance	0.912727	Sample Variance	0.912727

5.3 Hypothesis Testing

To fulfill the objectives of the study eight hypotheses were developed. These hypotheses were tested by using three statistical techniques-t-Tests: Two-Sample Assuming Unequal Variances, Correlation Coefficient and Regression Analysis. The Pearson's Correlation is conducted as it is found that the data of this study is normally distributed.

5.3.1 t-Tests: Two-Sample Assuming Unequal Variances

The difference in the mean of male teachers were not significantly varied from that of the female teachers and result of the study demonstrated that the gender of the private university teachers do not have a significant impact on their commitment level.

t-Test: Two-Sample Assuming Unequal Variances			
	Male	*Female*	
Mean	3.4618182	3.46511628	
Variance	0.3742559	0.68851606	
Observations	56	44	
Hypothesized Mean Difference	0		
df	75		
t Stat	-0.021834		
P(T<=t) one-tail	0.4913191		
t Critical one-tail	1.6654254		
P(T<=t) two-tail	0.9826382		
t Critical two-tail	1.9921022		

5.3.2 Correlation Analysis

The result of the Pearson's Correlation Coefficient is shown in the Table 2. From this Table it is obvious that there is a strong relationship between the dependent variable and the independent variables of the study. The strength of the relationship between organizational commitment and age is 77% strong, Job Security is 86% strong, Compensation is 91% strong, opportunity for growth and advancement is 86% strong, research facilities is 92% strong and job satisfaction is 93% strong. Therefore it can be said that age, job security, compensation, opportunity for growth and advancement, research facility and job satisfaction have got a significant impact on Organizational Commitment.

Table 2: Pearson's Correlation Coefficient of the Study Variables

	Org Commit	Age	Job Security	Compensation	Growth&Advn	Research	Job Satisfa
Org Commitment	1						
Age	0.778079	1					
Job Security	0.862036	0.636	1				
Compensation	0.91866	0.673	0.9343	1			
Growth&Adv	0.862036	0.636	1	0.934302	1		
Research Facilities	0.91866	0.673	0.9343	1	0.93430	1	
Job Satisfaction	0.92866	0.673	0.9343	1	0.93430	1	1

5.3.3 Regression Analysis

The relationship between organizational commitment and age, job security, compensation, opportunity for growth and advancement, research facilities and job satisfaction are measured by conducting regression analysis. Table 3 presents the summary of the regression model. The table shows that the value of Multiple R is 0.9398754 which implies that 93.99% change in organizational commitment is forecast by independent variables although R Square is more precise and convincing measure. The value of R Square is 0.883365876 which indicates that 88.34 % change in organizational commitment is forecast by independent variables.

Table 3: Model Summary

Regression Statistics	
Multiple R	0.939875458
R Square	0.883365876
Adjusted R Square	0.875841094
Standard Error	0.249071651
Observations	100

Value of Coefficient, Standard Error, t State and P-value are presented in the table 4. From this Table it is obvious that the value of intercept (constant) of the regression equation is 0.6259761. That means other than when the value of age, job security, compensation, opportunity for growth and advancement, research facilities and job satisfaction are zero (0) the value of organizational commitment will be 0.6259761. In other words, other than the independent variables of the study there are some other factors that impact commitment among the private university teachers of Bangladesh.

Table 4: Coefficient Table

	Coefficients	Standard Error	t Stat	P-value
Intercept	0.6259761	0.106208153	7.776956	0.0000000
Age	0.0218498	0.003852706	5.671289	0.0000000
Job Security	-0.029562	0.09991634	-0.29587	0.76798912
Compensation	0.2353339	0.088128665	2.670344	0.00894402
Growth&Adv	0.1298039	0.10758591	1.206513	0.23067973
Research Facilities	0.1641915	0.066200772	2.480206	0.01492957
Job Satisfaction	0.0634893	0.073284008	0.866346	0.38852994

Intercept, Coefficient and P-value are imperative measurements to describe the hypotheses of this study. Intercept explain the value of dependent variable when value of independent variable is zero. And Coefficient measures the value of dependent variable when the value of independent variable increases by 1 unit. P-value is used to determine statistical significance in a hypothesis test.

Hypothesis 3	The Coefficient value of age is 0.0218498, which indicates if age rises by 1 unit, organizational commitment will subsequently raise 0.0218498 units. The relationship is positive and significant because the P-value is 0.000 which is less than significance level. Thus the Null Hypothesis is rejected and Alternative Hypothesis is accepted.
Hypothesis 4	The Coefficient value of job security is -0.029562, which indicates if job security increases by 1 %, organizational commitment will decrease by 0.0295%.The relationship is negative but not statistically significant because the P-value is 0.76798912 which is more than 0.05. Thus the Null Hypothesis cannot be rejected.
Hypothesis 5	The value of Coefficient of compensation is 0.2353339 which indicates if compensation rises by 1 unit, organizational commitment will consequently raise 0.2353339 units. The relationship is positive and significant because the P-value is 0.00894402 which is less than 0.05. Thus the Null Hypothesis is rejected and Alternative Hypothesis is accepted.
Hypothesis 6	The Coefficient value of opportunity for growth & advancement is 0.1298039, which indicates if opportunity for growth and advancement increases by 1 %, organizational commitment will increase by 0.1298039%. The relationship is positive but not statistically significant because the P-value is 0.23067973 which is more than 0.05. Thus the Null Hypothesis cannot be rejected.
Hypothesis 7	The value of Coefficient of Research facilities is 0.1641915 which indicates if Research facilities rise by 1 unit, organizational commitment will consequently raise 0.1641915 units. The relationship is positive and significant because the P-value is 0.01492957 which is less than 0.05. Thus the Null Hypothesis is rejected and Alternative Hypothesis is accepted.

Hypothesis 8	The Coefficient value of Job Satisfaction is 0.0634893, which indicates if Job Satisfaction increases by 1 %, organizational commitment will increase by 0.0634893%. The relationship is positive but not statistically significant because the P-value is 0.38852994 which is more than 0.05. Thus the Null Hypothesis cannot be rejected.

6. Conclusion

Organizational commitment among the university teachers is important because the lack of commitment could result to undesirable economic and non-economic outcomes such as absenteeism (Farrell & Stamm, 1988), high exit turnover (Cooper-Hakim & Viswesvaran, 2005), reduced teaching effectiveness etc. That is why this study aims to measure commitment level of the private university teachers of Bangladesh and find out the impact of several factors such as, age, gender, job security, compensation package, opportunity for growth and advancement, research facilities and job satisfaction on the commitment of those teachers. The result of this study has found that there are moderate level of organizational commitment existing among the private university teachers of Bangladesh. Correlation matrix showed that the age, job security, compensation package, opportunity for growth and advancement, research facilities and job satisfaction have got a positive relationship with organizational commitment. Regression analysis found that the relationship between organizational commitment and age, compensation and research facilities is positive and statistically significant. But the result of t- test could not find any significant variation among the male and female teachers' commitment level. The findings of this study have got an important contribution for both the practice of management and literature. Due to various limitations this study covered only the private universities in Dhaka city. Further studies can be conducted to examine the difference between organizational commitment of public and private university teachers of Bangladesh and to investigate the impact of organizational commitment on teachers' performance and turnover by using different types of model such as one-way ANOVA and Chi-square test.

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Appendix

Dear Sir/Madam,

Please continuously understand every declaration and provide me a truthful attitude regarding the stated questions. Mark the box, which is adjoining equal to your judgment. I assure that your information will remain confidential.

Name of the organization:…………........Experience: …………...…….....

Age: …….………....Years. Educationational qualification:…......…….

Designation:………………. Salary: ………Gender: Male/Female

SL. No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01.	I want to continue my career with this organization for long time.	☐	☐	☐	☐	☐
02.	I am emotionally attached with this organization.	☐	☐	☐	☐	☐
03.	I feel happy to be a part of this organization.	☐	☐	☐	☐	☐
04.	I am proud to be a teacher of this university.	☐	☐	☐	☐	☐
05.	I am afraid of leaving this organization without having another job.	☐	☐	☐	☐	☐
06.	Another organization may not provide benefits that I am having here.	☐	☐	☐	☐	☐
07.	There are few options available for switching this job.	☐	☐	☐	☐	☐
08.	I think the organization deserve my loyalty.	☐	☐	☐	☐	☐

09.	Remaining loyal to this organization is important to me.	☐	☐	☐	☐	☐
10.	I don't think leaving this organization for better option would be ethical.	☐	☐	☐	☐	☐
11.	My job is secured in this university.	☐	☐	☐	☐	☐
12.	My compensation package is satisfactory.	☐	☐	☐	☐	☐
13.	My university provides sufficient scope for my career growth.	☐	☐	☐	☐	☐
14.	My university has sufficient research facilities.	☐	☐	☐	☐	☐
15.	I am satisfied with my current job.	☐	☐	☐	☐	☐

Thanks forp Cooperation!

Factors Determining Job Stress: A Study on Faculties of Private Universities in Bangladesh

Md. Atiqur Rahman

Abstract

University faculties, like other professionals, have been experiencing considerable amount of stress in their professions. This article aims at identifying the factors which lead to job stress on the faculty members of private universities of Bangladesh. In order to collect data for this study a personally administered questionnaire was distributed to 150 faculties of 10 private universities, of them 137 usable responses were received (drop-out rate: 8.67 percent). The finding of the study showed that, there were four factors primarily responsible for creating stress among faculties teaching in private universities. These contributing factors to stress at work place included job uncertainty, low pay structure, dealing with weak students, and delayed promotion. A further study may be required to analyze the impact of these influential factors on the stress in jobs of private university faculties.

Keywords: private university, private universities' faculty members, job stress, job stressors.

1. Introduction

Job stress is a common question for solution in every organization. As the day goes on, the level of stress in job is the increasing and sometimes exceeding the limit. The cost associated with stress is tremendous (Colligan & Higgins, 2006). People are increasingly realizing that occupational stress is putting a great impact on their activities, soundness of body and mind (Ali & Newaz, 2010). The European Foundation conducted a survey on the working condition which found that the health conditions of 57 percent European employees is adversely affected by work stress (Levi & Levi, 2006). The costs associated with the occupational stress step up further due to unwanted and immature deaths which pose a great concern today. Herbert & Landrigan in 2000 conducted a survey which revealed that, almost 65,000 people die every year from work related accidents and sickness in the United States alone (Clarke &

Cooper, 2004). According to a summary recently released by the Guardian newspaper which was further published in Bangladeshi daily newspaper 'Dainik Amader Shomoy' on October 2016 that, in Japan one of five employees die due to tremendous work stress. The govt. of Japan released this report conducting a new survey on the country's emerging culture of excessive work load. Each year in Japan due to huge work pressure the brain haemorrhage, heart attack, and suicide take place at an alarming rate.

However it is proved that human service oriented jobs like 'teaching' is stressful as dealing with people is ever challenging (Tytherleigh, Webb, Cooper, & Ricketts, 2005). Paradoxically it is the thinking of some people that teaching is a profession of relaxation. The activities of teachers are traditional. They also think that, teachers have ample opportunities for enjoying themselves as they have direct control over time scheduling, more autonomy, lack of accountability, and less workload. But such ideas are mere misconceptions and misunderstandings about teaching as the grass is always greener on the other side (Vanderberghe & Huberman, 1999)). The roles of a teacher are more dynamic, complex, and challenging than any other professions in the world (Johnson et al., 2005). Today world is not static, it is ever changing. To cope with these changing trends, newer knowledge and developments are to be installed rightly at the right time in the right place. Teachers do this great job by engaging themselves in research activities putting ceaseless efforts, investing enough time, and working under stress.

Johnson at al. (2005) conducted a research on 26 different occupations experiencing work related stress. Of the 26 occupations, six were reported as being the most stressful regarding physical and psychological well-being and teaching was found to be one of them. Based on similar other past researches, it can generally be summarized that teaching is a stressful occupation (Rahman & Avan, 2016). So far as private universities are concerned, the level of stress on faculties is severe. The purpose of this paper is to identify the leading job stressors that the private university faculty members of Bangladesh are currently experiencing.

This article is divided into four parts: the first part contains a literature review of job stress; the second part presents the research methodology used in this work; the third part comprises of the results and analysis. In this part the data are analyzed using a factor analysis. The final part consists of the conclusion and future research directions.

2. Review of Literature

2.1 Job Stress

Stress can simply be defined as a state in which someone feels pressure to perform the assigned tasks with the available resources according to the demand of the situation (Chothani, 2015). In fact, the mismatch or inconsistency between a person and the surrounding breaks out a stressful situation. As Shahid et al (2011) said, stress is the outcome of an oppressive interaction between an individual and the work that goes beyond the limit of one's available resources. A particular stress involves both uncertainty and importance. As defined by Robbins, Judge, and Sanghi (2009) job stress poses a dynamic situation where a job incumbent encounters with an opportunity, demand, or resource to reach the desired goal that is viewed to be both uncertain and crucial. Actually stress in job appears when an individual is brought face to face with an opportunity, a constraint, or a demand (Bickford, 2005).

Each trying or burdensome situation represents a success or a failure, a gain or a loss. Sometimes stress is viewed as a challenge or positive when it is okay, but when the stress is heavy exceeding the person's coping ability, it is termed as negative and then it severely affects individual's physical and psychological soundness (Canadian Centre for Occupational Health and Safety, 2000)

It is found that, too much stress and too little stress both are detrimental to the career growth of a person (Griffin, 1990). If individuals feel no stress, they may become complacent and apathetic and show little interest in creativity and innovativeness. On the other hand, if people face too much stress, it may produce professional dissatisfaction, absenteeism, low professional involvement, and high job switching tendency. In more extreme cases, it may even result in emotional exhaustion and depression causing huge cost to the psyche and body (Cooper & Cartwright, 1997).

2.2 Job Stressors of University Faculties

Rahman and Avan (2016) conducted a study to endeavor the relationship between workload and performance for private university teachers and revealed that increasing workload due to the strict maintenance of a definite time period, arrangement of extracurricular activities and other programs, performance of administrative works in addition to the usual job responsibilities create a huge pressure at work which negatively affects body and mind. The Guardian newspaper in the UK released a summery

that academic staffs are underpaid, that's why they are stressed out, demoralized and demotivated (Khan, Shah, Khan & Gul, 2012). Ahmad et al (2011) examined in their study that there is a positive and significant relationship between the role stress (role conflict and role ambiguity) and the work stress as experienced by the teaching staff of the university of Punjab. Bhatti et al (2011) conducted a research on public university teachers in Pakistan and found that workload pressure, homework interface, role ambiguity and performance pressure had a significant direct effect on job stress. According to Ahsan et al (2009), teaching stressors in most of the cases are the outcome of a tremendous workload originating from extended working hours, changing technology, variety of task and meeting performance deadlines. A study of Tytherleigh et al (2005) reported that the most significant source of stress for all higher education staff in UK is the lack of job security. Pearson and Moomaw (2005) identified three factors responsible to increase on-the-job stress of the university faculties: lack of professionalism, lack of recognition, lack of autonomy. Griffith, Steptoe & Cropley (1999) mentioned that a substantial proportion of teachers describe their jobs as stressful due to work load, lack of resources, poor professional relationships with colleagues, inadequate salary, lack of certainty in jobs, unruly behavior of students and difficult interactions with obtrusive parents. Schwab and Iwanicki (1982) conducted the teachers' stress survey on 469 faculty members of different schools to examine the relationship of role conflict and role ambiguity to teacher stress and found that these two variables were significantly related to stress.

2.3 The Research Gap

Job stress is a hot focus in human resource management researches. So, a number of researches were conducted by the researchers of India, Pakistan, Malaysia, and some western developed countries in identifying the factors of job stress, their possible consequences and the remedies to mitigate them. Bangladeshi researchers also did a lot of work on this topic. But their focusing areas were mainly on bankers or other corporate companies' employees. There were a few studies conducted so far on the private university faculty members experiencing huge stress at work.

Therefore, this study aims at identifying the major job stressors of faculties serving private universities in Bangladesh.

3. Research Methodology

This study is based on a survey method conducted in 10 private universities of Bangladesh located at Dhaka city. For this survey, 150 faculties were selected based on the researcher's convenience. A questionnaire survey was conducted from February 2017 to April 2017. The questionnaire includes 16 variables as the causes of job stress at work for faculties (Appendix 1). Both the primary and secondary data were used in the present study. Secondary data and information were collected from the existing literature in the said field.

Questionnaire was distributed to 150 faculties of 10 private universities in Bangladesh. Among the received questionnaire, 10 unfilled and 3 unusable responses were found. Eliminating those 137 responses were used for this study. The respondents were selected using convenient sampling method. A structured questionnaire with both closed and open ended questions were used for collecting primary data. For the closed ended questions this study used five point Likert scale, where 5= strongly agree, 4= agree, 3= neutral (neither agree nor disagree), 2= disagree, and 1= strongly disagree. Finally, the software of Statistical Package for Social Science (SPSS) was used to analyze and interpret the data.

4. Results And Discussion

4.1 Descriptive Statistics

The following Table (Table 1) shows typically, the mean, standard deviation and number of respondents (N) covered in the survey. The mean values of the stressors indicate job uncertainty, low pay structure, dealing with week student, delayed promotion etc. are the important stressors to the private university faculty members. Since the mean values of these variables are 4.06, 3.58, 3.33, and 3.04 respectively.

Table 1: Descriptive Statistics

Factors of Job Stress	Mean	Std. Deviation	Analysis N
Job Uncertainty	4.0657	.94872	137
Low Pay Structure	3.5839	1.16721	137
Undisciplined Students	3.5985	1.13410	137

Factors of Job Stress	Mean	Std. Deviation	Analysis N
Excessive Administrative Work	3.2409	1.13452	137
Dealing with Week Students	3.3358	1.20829	137
Work- Life Balance	3.4964	1.11226	137
Work Schedule in Evening and Holiday	3.1533	1.22409	137
Less Control over Curriculum and Scheduling	3.2920	1.15784	137
Long Working Hours	3.3358	1.17121	137
Imbalanced Teacher-Student Ratios	3.0292	1.03570	137
Teacher Evaluation System (by the Students)	3.0146	1.23661	137
Delayed Promotion	3.0438	1.14961	137
Autocratic Administration	3.1314	1.11023	137
Non-Cooperative Colleagues	1.5401	.58176	137
Role Ambiguity	1.7664	.83369	137
Insufficient Resources for performing duties	2.5255	1.07840	137

(The scale is 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree).

4.2 Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to proceed. If any pair of variables has a value less than this, consider dropping one of them from the analysis should be considered. Looking at the Table (Table 2) below, the KMO measure is 0.727 which indicates that the number of the sample was adequate for this study. **Bartlett's test** is another indication of the strength of the relationship among variables. In the following Table we see that **Bartlett's test** of sphericity is significant (.000). That means, there is a strong correlation among the variables.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.727
Bartlett's Test of Sphericity	Approx. Chi-Square	441.971
	Df	120
	Sig.	.000

4.3 Principal Component Analysis

To determine the most important stressors in the job of university faculties, principal component analysis was used. It focused on the following statistics:

4.3.1 Communalities

Communalities show how much of the variance in the variables has been accounted for by the extracted factors. For instance in the following Table, over 68% of the variance in autocratic administration, over 65% of the variance in delayed promotion is accounted for while 34% of the variance in less control over curriculum and schedule is accounted for. Rest of the variables is shown in the following Table:

Table 3: Communalities

	Initial	Extraction
Job Uncertainty	1.000	.470
Low Pay Structure	1.000	.617
Undisciplined Students	1.000	.427
Excessive Administrative Work	1.000	.493
Dealing with Week Students	1.000	.614
Work- Life Balance	1.000	.579
Work Schedule in Evening and Holiday	1.000	.491
Less Control over Curriculum and Scheduling	1.000	.338
Long Working Hours	1.000	.478

	Initial	**Extraction**
Imbalanced Teacher-Student Ratios	1.000	.443
Teacher Evaluation System (by the Students)	1.000	.435
Delayed Promotion	1.000	.647
Autocratic Administration	1.000	.677
Non-Cooperative Colleagues	1.000	.455
Role Ambiguity	1.000	.436
Insufficient Resources for performing duties	1.000	.581

Extraction Method: Principal Component Analysis.

4.3.2 Total Variance Explained

Total variance explained determines the number of factors extractable from the analysis along with their eigenvalues, the percent of variance attributable to each factor, and the cumulative variance of the factor and the previous factors. Notice that, the first factor accounts for 23.621% of the variance, the second 10.854%, the third 8.863%, and the fourth 7.790%. All the remaining factors are not significant.

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.779	23.621	23.621	3.779	23.621	23.621	2.803	17.522	17.522
2	1.737	10.854	34.474	1.737	10.854	34.474	2.361	14.756	32.277
3	1.418	8.863	43.337	1.418	8.863	43.337	1.562	9.764	42.042
4	1.246	7.790	51.127	1.246	7.790	51.127	1.454	9.085	51.127
5	.981	6.133	57.261						
6	.934	5.840	63.100						
7	.847	5.296	68.396						
8	.815	5.094	73.490						
9	.744	4.650	78.141						

10	.654	4.089	82.229						
11	.599	3.746	85.975						
12	.559	3.494	89.469						
13	.523	3.266	92.735						
14	.463	2.892	95.627						
15	.437	2.733	98.360						
16	.262	1.640	100.000						

Extraction Method: Principal Component Analysis.

4.3.3 Scree Plot

The scree plot is a graph of the eigenvalues against all the factors whereas the eigenvalues refer to the standardized variance associate with a particular factor. The graph is useful for determining how many factors to be retained. On the following graph we can see that factors 1 to 4 possess the eigenvalues more than 1 and the remaining factors (factor 5 to 16) have the eigenvalues of less than 1, so only four factors have been retained out of sixteen.
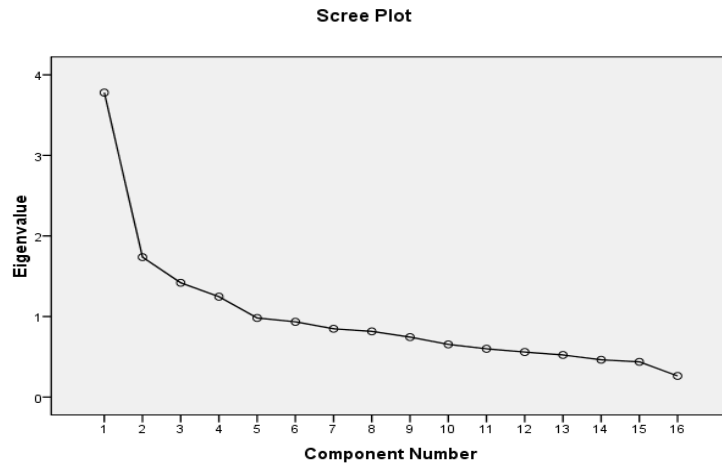
Graph 1: The Scree Plot

4.3.4 Rotated Component (Factor) Matrix

Rotated component matrix was used to determine the specific factor under each component. Looking at the Table (Table 5) below, we can see that the factors: undisciplined students, dealing with weaker students, work-life

balance, work schedule in evening and holiday, and long working hours are substantially loaded on Component 1; delayed promotion, autocratic administration, and insufficient resources for performing duties are substantially loaded on component 2; low pay structure, excessive administrative work are substantially loaded on component 3; job uncertainty, imbalanced teacher-student ratios, non co-operative colleagues are substantially loaded on component 4.

Table 5: Rotated Component Matrix[a]

	Component			
	1	2	3	4
Job Uncertainty				.630
Low Pay Structure			.760	
Undisciplined Students	.555			
Excessive Administration Work			.687	
Dealing with Week Students	.758			
Work- Life Balance	.691			
Work Schedule in Evening and Holiday	.671			
Less Control over Curriculum and Scheduling				
Long Working Hours	.614			
Imbalanced Teacher-Student Ratios				.548
Teacher Evaluation System (by the Students)				
Delayed Promotion		.799		
Autocratic Administration		.699		
Non-Cooperative Colleagues				-.610
Role Ambiguity				
Insufficient Resources for performing duties		.731		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

The most important factors determining the job stress of the university

faculty members will be extracted from the above Table on the basis of the loading values of each variable. From the above Table it is seen that dealing with weaker students, delayed promotion, low pay structure and job uncertainty have the highest loading values under each of the components. So, these are the most important factors that determine the job stress of the faculties.

5. Conclusion and Future Research Direction

There are 95 private universities approved so far by the University Grant Commission (UGC), out of which 89 private universities are operating academic activities in full swing (UGC, 2017). More than 4,00,000 students are receiving higher education from these institutions (ATN News, 2017). So there is no doubt that the teachers teaching in private universities are contributing greatly to build up an educated nation. Therefore, it is the responsibility of all concerned to ensure a favorable environment for the nation builders that can encourage them to provide the best service. But the reality is different from expectation (Lens & Jesus, 1999). In most of the cases, teachers serving the private universities are feeling less satisfied and secured. Unlike public university teachers, private university teachers are usually overloaded and are working under more stressful circumstances (Marwat, Shah, Khan & Gul, 2012.). The situation is going to be worsening day by day. This trend in private university teaching in Bangladesh negatively affects teachers' job satisfaction and performance at work. Understanding this fact, this study took an initial effort to reveal the prime job stressors experienced by the private universities' faculty members.

The author hopes that this study would be of further help for researchers to:

- analyze the impact of the identified sources on stress
- implement different intervention programs to reduce the negative consequences derived from working under stressful situation
- develop an agreeable environment that will be helpful for all the stakeholders of a university, faculty members by and large.

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Appendix 1

Survey Questionnaire

Dear Sir/Madam,

This is to inform you that Md. Atiqur Rahman, Lecturer, Department of Management Studies, Bangladesh University of Business and Technology (BUBT) is requesting you to fill-up this questionnaire related to" Job Stress of private university faculty members". We are declaring that all information will be kept confidential and used only for academic purpose.

Part: A (Basic Information of respondent)

1. I am: a. Male   b. Female

2. I am: a. Married   b. Unmarried   c. Divorced   d. Widowed

3. Highest education level: a. Bachelor b. Masters c. M. Phil d. PhD e. Others

4. Which best describes your current university setting:

   a. Urban   b. Suburban   c. Rural

5. In which range of age you are belong to:

   a. 18-30   b. 31-40   c. 41-50   d. over 60

6. Which of the following departments you work in:

   a. Business administration   b. Science and Engineering   c. Arts   d. Others

7. Which of the followings best describes your position here:

   a. professor   b. Associate professor   c. Assistant professor

   d. Sr. Lecturer   e. Lecturer

8. How long you have been staying in teaching profession:

   a. Less than 1 year   b. 1-3 year's   c. 3-5 years   d. Over 5 years

9. In which range of income you belong to:

   a. 20,000-35,000   b. 36,000-50,000 c. 51,000-65,000 d. above 66,000

Part: B (The Questionnaire)

Please tick ($\sqrt{}$) the suitable option for each of the following factors (causes) which may determine your job stress:

SL	Aspects	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1.	Job Uncertainty					
2.	Low Pay Structure					
3.	Undisciplined Students					
4.	Excessive Administrative Work					
5.	Dealing with Week Students					
6.	Work- Life Balance					
7.	Work Schedule in Evening and Holiday					
8.	Less Control over Curriculum and Scheduling					
9.	Long Working Hours					
10.	Imbalanced Teacher-Student Ratios					
11.	Teacher Evaluation System (by the Students)					
12.	Delayed Promotion					
13.	Autocratic Administration					
14.	Non-Cooperative Colleagues					
15.	Role Ambiguity					
16.	Insufficient Resources for performing duties and responsibilities					

Part: C (Open Questionnaire)

If you feel that there are some other causes which may influence your job stress at work place, then please mention here on priority bases-

1. _____

2. _____

3. _____

Thank you for completing the questionnaire.

Impact of Training and Development on Organizational Performance: A Study of SMEs in Dhaka City, Bangladesh

Shaila Sarmin

Abstract

Human resource is one of the important resources for every business especially for SMEs. Generally, SMEs have an access to limited resources and these organizations have to ensure the best use of its scarce resources all the time. One of the ways of making the best use of human resources is training and development. Training and development not only helps improving employees' skills and knowledge but also organizational performance. In this study, the impact of training and development on organizational performance of SMEs in Bangladesh has been analysed. Data have been collected from 220 employees from 60 SMEs in Dhaka city. The analysis indicated that selection procedure of employees for training, training design, delivery style, employee perception, and organizational culture are major factors of training and development. In addition, training design, delivery style, employee perception, and organizational culture have got a positive and significant impact on organizational performance while the selection procedure of employees was not statistically significant. This study has found significant impact of training and development on organizational performance of SMEs in Dhaka city in Bangladesh.

Keywords: Training and Development, Organizational Performance, Small and Medium Enterprise (SME), Dhaka City.

1. Introduction

Much of the human resource literatures and organizational performance measurements in Bangladesh have focused on established industries (e.g. banking, leasing, education etc.) but a little effort is made to highlight the importance of small and medium enterprise (SME) industry in the literature (Kim, Watkins and Lu 177-193; Rouf 67-72; Ali, Shoukat and Kamran 121-135). SME industry of Bangladeshis still in its development phase though it is contributing to the national income significantly.

Therefore, the importance of this industry in context of emerging economies like Bangladeshis of utmost importance.In the 21stcentury, it has become so important to manage human resources in the most effective way and it is crucial for SMEs as they employ a limited number of employees and has resource limitations as well(Ali, Shoukat and Kamran 121-135). In the management of employees, training is considered as an effective way. In case of SMEs, training employees in the most effective way may benefit these types of organizations.

It is well regarded that technical skills and knowledge of many employees might not be enough to achieve a competitive advantage rather than having a sufficient understanding of the competitive environment. As a result, SMEs suffer from   an efficient workforce to perform well despite having limited access to resources. In order to overcome this problem, many organizations provide training and development opportunity to its employees so that performance can be improved. Kim, Watkins, and Lu argued that employee training plays a significant role in improving organizational performance (177-193) while Rouf   found reduced motivation at work due to insufficient training (67-72). Furthermore, Ali, Shoukat, and Kamran did not find conclusive evidence concerning the relationship between the employee training and the development and organizational performance (121-135).Though literature on training and development and performance in context of SMEs in Bangladesh is few, there remains a dispute concerning the association between training and development and organizational performance.

Literature on training and SMEs performance in the context of Bangladesh is not widely focused. Although there are some literatures that have focused on SMEs but only a few have studied the impact of training and development on organizational performance (Loftus et al. 25-32). Understanding the role that training plays in improving performance of SMEs in the context of Bangladesh is therefore essential. Therefore, the aim of this study is to critically analyse the impact of employee training and development on organizational performance. Objectives of this study include: a) to understand the major factors of employee training and development and organizational performance; b) to assess the association between factors of employee training and organizational performance; c) to analyse the impact of employee training and development on organizational performance; d) to recommend strategies for effective employee training and development for further improvement in organizational performance.

2. Literature Review

According to the National Industrial Policy Order of 2010, SME is defined as those enterprises that employ 10 to 250 employees and have assets worth BDT 5 million to BDT 150 million(Bangladesh Bank).SMEs play a significant role in Bangladesh economy as it employs80% of job opportunities of the non-agricultural labour force and accounts for 99%of private sector industrial establishments (The Financial Express, 2015). As SME industry playsan important role in Bangladesh economy therefore it is important for these organizations to utilize its limited resources efficiently. Of many resources, human resource is considered one of the important resources and it can be utilized efficiently if training and development opportunities are provided (Talwar and Thakur 18). Training and development opportunities help employees to become knowledgeable and skilled which helps them to perform better to achieve organizational objectives.

Organizational performance, on the other hand, is referred to how well an organization is performing to fulfil its mission, vision, and goals (Paul10). For organizations, the assessment of organizational performance is important because it helps identifying strategic needs and what should be done in a better way to achieve the organization's objectives. Nevertheless, organizational performance can be assessed from different perspectives such as financial performance, market performance, employees' assessment, and shareholder value. Several empirical studies have a found positive impact of employee training and development on organizational performance (Yeager and Nafukho 388-408; Raza 67-72; Chauhan et al. 200-213). Yeager and Nafukho have argued that employee training in the form of group discussion has been found to be effective in improving employee performance (388-408). Chauhan et al., on the other hand, argued that employee training has got a significant impact on employee performance as it helps improving skills and knowledge of employees (200-213). In addition, Raza also found a positive impact of training and development on organizational performance (67-72). However, Paul (10) and Algharee (19-25)have found a mixed evidence regarding the association between training and development and organizational performance. Employee training has found to have negative association with organizational performance due to moderating effect of intention to leave (Paul, 10).

However, training and development programs arranged by organizations may vary but there are some vital characteristics or factors that influence

the effectiveness of training (Diamantidis and Chatzoglou 149-170; Loftus et al. 25-32; Talwar and Thakur 18; Rajeswari and Palanichamy 1-3; Saks and Burke-Smalley 104-115). Diamantidis and Chatzoglouhavestudied the behaviour of employees after training to evaluate the results of training process (149-170). In this study, a selection procedure of employee training has been found to be significant in affecting the performance of employees. This result may be because of the fact that not all employees are given equal training opportunities which negatively affect performance. Howeve, training need assessment should be conducted before selecting employees for training. Training assessment involves identification of business need, performing a gap analysis, assessment of training options, and reporting training needs and recommending training plans (Chauhan et al. 200-213). Thus, before selecting employees for training organizations must undergo the training need assessment for better results. In analysing the impact of training on performance Loftus et al. have found significantly positive impact of training design on post-training performance (25-32). Training design is an important aspect of training because it addresses the problems that employees face during their duties as well as any skill requirement.

The analysis on the impact of training and development on performance indicated that training delivery style has got a significant impact on the post-training performance of employees (Talwar and Thakur 18). Effective training delivery style keeps the employees focused and motivated on training objectives and it helps the employees in achieving new skills and knowledge. However, the impact of training and development on performance of public sector organizations has found employees' perception concerning training and development has a significant impact on performance (Rajeswari and Palanichamy 1-3). Perception of employees is very critical because the delivery style of training best fulfils the requirements of the employees. It helps them to perform better and the perception regarding training gets higher which has positive influence over performance. On the other hand, Saks and Burke-Smalley have studied the relationship between training and organizational performance (104-115). In this study, organizational culture has found to be a significant factor of training which positively impacts organizational performance.

Selection procedure of employee training mainly focuses on how the selection of employees for training affects performance of the employees as well as the organization. Diamantidis and Chatzoglou have argued that

HR department as well as the immediate supervisor affects the selection procedure of employees for training (149-170). It is also argued that discrimination among employees while selecting for training may create a negative impact on the performance. In addition, selecting employees based on their skills and professional experiences is considered appropriate for training and development purpose. Selecting employees for training without proper assessment creates a negative influence on an organization's productivity as well as performance (Diamantidis and Chatzoglou 149-170; Rajeswari and Palanichamy 1-3). Nevertheless, training design is defined as the development of new training and educational courses and lessons for existing employees (Loftus et al. 25-32).Loftus et al. have found significantly positive impact of training design on the post-training performance (25-32). Also it has been observed that good training design positively affects skills and performance of employees. Inefficient training design wastes training resources as well as motivation of the employees which negatively affects organizational performance and resources (Loftus et al. 25-32; Yeager and Nafukho 388-408).

Delivery style of training has been found to be one of the significant factors that determine effectiveness of training (Talwar and Thakur 18). Delivery style is defined as the way of explaining different cases or issues to the employees. For example, if the lecturer does not provide sufficient information regarding an issue or fail to point the solution to a problem, it might not be effective for the employees to understand and execute. The objectives of training and development is significantly associated to delivery style of training because ineffective delivery style may reduce concentration of employees; therefore reducing performance as well(Talwar and Thakur 18). Besides, perception of employees regarding training and development is another important aspect of performance enhancement. Rajeswari and Palanichamy have argued that employee perception has got a significant influence on effectiveness of training and development(1-3). Similar to this study, Paul has also argued that employee perception concerning training has strong association with performance (10). Saks and Burke-Smalley, on the contrary, have emphasized on organizational culture and its influence on training as well as performance (104-115). In this study it has been shown how organizational culture within an organization effectively delivers training and development to its employees in increasing their performance.

However, studies that have investigated the impact of training and development on organizational performance on SMEs indicated that training and development has a moderate effect on performance (Paul, 10; Raza 67-72). Studies have argued that as SMEs lack in financial strength as well as resources therefore it is very difficult for these organizations to generate greater benefit from training and development. The study of Algharee has indicated how SMEs can effectively utilize training and development programs through efficient resource allocation (19-25). It has been argued that, within limited resources, SMEs should focus on training it's most knowledgeable and skilled employees so that they can transfer their knowledge to their subordinates at minimal a cost (Chauhan et al. 200-213). Furthermore, it has been found that effective training and development programs can significantly benefit SMEs only if it is delivered effectively and the employees' perception towards training and development significantly improves (Rouf, 67-72).

The current study investigates the impact of training and development considering the factors that have been discussed in previous sections based on empirical researches. However, the factors that have been considered in the current study include selection procedure of employees, training design, delivery style, employee perception, and organizational culture. These variables explain training and development and impacts on organizational performance as per empirical discussion. Therefore, the theoretical model of this study is as follows:

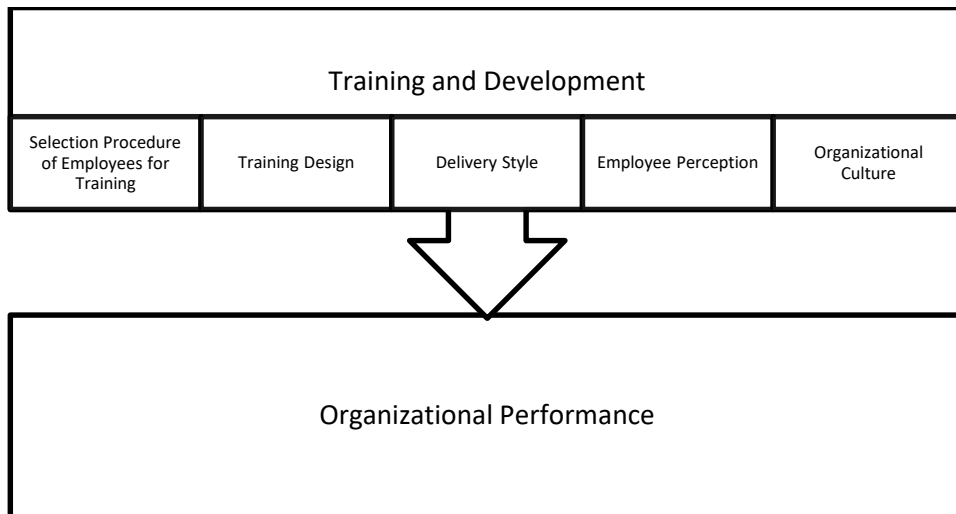| Training and Development				
Selection Procedure of Employees for Training	Training Design	Delivery Style	Employee Perception	Organizational Culture

Organizational Performance

Figure 1: Theoretical Framework of the Study

Based on the above theoretical framework the following research hypotheses have been developed:

H_1: Selection Procedure of Employees for Training has a positive and significant impact on Organizational Performance.

H_2: Training Design has a positive and significant impact on Organizational Performance.

H_3: Delivery Style has a positive and significant impact on Organizational Performance.

H_4: Employee Perception of training has a positive and significant impact on Organizational Performance.

H_5: Organizational culture has a positive and significant impact on Organizational Performance.

3. Methodology

This study has analysed the impact of training and development on organizational performance of SMEs in Bangladesh. More specifically, SMEs operating in Dhaka city have been considered in this study. These SMEs were surveyed by the researcher so that their activities in training and development activities could be understood. The questionnaire survey has been selected as the data collection procedure because it provides structured response concerning a scenario as well as saves time. However, the sample has been taken on a random basis based on the listing of Dhaka Chamber of Commerce and Industry (DCCI). In addition, SMEs that have operated for at least 10 years within Dhaka city have been considered as training and development programs are assumed to provide output on a longer time period. In the current study, organizational performance has been assessed based on the perception and belief of the surveyed employees. That is, whether employees' believed training and development helped the organization to achieve better outcomes was the basis of the assessment of organizational performance.

As it has said that the SMEs have been selected on a random basis therefore the initial sample size of this study became70 SMEs in the Dhaka city. Before approaching for data from these SMEs a consent letter has been forwarded so that they become aware of the objectives of this study and show their interest as well. In the consent form, confidentiality of data, voluntary participation, protection of participants, expected benefits, and an expected time schedule for survey have been mentioned in

detail. In response the researcher has received confirmation from 60 SMEs to conduct the survey. However, each of the SMEs agreed to provide response fromits5 employees at a specified time schedule. This study has used a 5 points Likert-scale structured questionnaire to the employees. Five points used in the questionnaire included "strongly disagree" as 1, "disagree" as 2, "neutral" as 3, "agree" as 4, and "strongly agree" as 5. After conducting the survey it has been figured out that 257questionnaires were returned from the organizations of which only 220were appropriately filled. Thus, the effective sample size of the current studywas220 employees from 60 SMEs in Dhaka City. Therefore, the response rate of this study was 73.33%.Reliability and validity is important for every research and to ensure reliability this study has analysed internal consistency of collected data through using Cronbach's Alpha analysis. Following table provides reliability analysis:

Reliability Statistics

Cronbach's Alpha	N of Items
.918	6

The results indicated that Cronbach's Alpha was 0.918, considerably higher which implies higher degree of reliability of data used in this study. In addition, this study has followed standard ethical considerations during data collection and analysis procedure.

4. Analysis, Findings and Discussion

Data collected from the respective SMEs exhibited that there were 123 male employees while 97 employees were female. In addition, 70 employees have been working in SME companies for one or less than a year, 79 employees are working for three years, and 71 employees are working for five or more than five years. However, analysis of the impact of training and development on organizational performance indicated that Selection Procedure of Employees (SPE) for training is perceived to be significant by the surveyed employees for improved organizational performance. Most of the surveyed employees have agreed about the importance of SPE for effectiveness of training and development which positively contributes to the performance of organization. Training design has found to be a positive factor of training and development which positively impacts organizational performance. Delivery style of training also has been observed to be strongly agreed by the surveyed employees

regarding its impact on organizational performance. In addition, the employee perception and organizational culture have also been observed to have a positive influence over organizational performance.

However, one of the objectives of this study was to assess the association between the factors of employee training and organizational performance. Pearson Correlation analysis indicated that all the factors of training and development were positive which implies that these factors have a positive association with organizational performance. In addition, all the factors of training and development were statistically significant which indicated the statistical strength of association between variables. Correlation coefficients for each variable were fairly high to signify their strong and positive relationship with organizational performance.

Correlations

		SPE	TD	DS	EP	LC	OP
OP	Pearson Correlation	.576**	.650**	.655**	.684**	.645**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	220	220	220	220	220	220

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

In order to observe the association of gender and experience with organizational performance chi-square test of association has been performed. Chi-square test of association between gender and organizational performance indicated that female employees agreed about the fact that training and development positively impacts organizational performance while male employees strongly agreed about this fact.

Gender * OP Crosstabulation

			OP					Total
			1	2	3	4	5	
Gender	Female	Count	11	6	16	34	30	97
		% within Gender	11.3%	6.2%	16.5%	35.1%	30.9%	100.0%
		% within OP	57.9%	42.9%	40.0%	45.3%	41.7%	44.1%
		% of Total	5.0%	2.7%	7.3%	15.5%	13.6%	44.1%

	Male	Count	8	8	24	41	42	123
		% within Gender	6.5%	6.5%	19.5%	33.3%	34.1%	100.0%
		% within OP	42.1%	57.1%	60.0%	54.7%	58.3%	55.9%
		% of Total	3.6%	3.6%	10.9%	18.6%	19.1%	55.9%
Total		Count	19	14	40	75	72	220
		% within Gender	8.6%	6.4%	18.2%	34.1%	32.7%	100.0%
		% within OP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	8.6%	6.4%	18.2%	34.1%	32.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.967[a]	4	.742
Likelihood Ratio	1.957	4	.744
Linear-by-Linear Association	.721	1	.396
N of Valid Cases	220		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.17.

Chi-squares test further indicates that there is no statistically significant association between gender and organizational performance as *x (1)* =1.967 with *p*= .742. Furthermore, the systematic measures indicate that the strength of association between gender and organizational performance is very weak as there is no statistical significance.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.095	.742
	Cramer's V	.095	.742
N of Valid Cases		220	

Experience * OP Crosstabulation

			OP					Total
			1	2	3	4	5	
Experience	Five Years or Mo	Count	5	5	14	23	24	71
		% within Experience	7.0%	7.0%	19.7%	32.4%	33.8%	100.0%
		% within OP	26.3%	35.7%	35.0%	30.7%	33.3%	32.3%
		% of Total	2.3%	2.3%	6.4%	10.5%	10.9%	32.3%
	One Year or Less	Count	10	4	10	19	27	70
		% within Experience	14.3%	5.7%	14.3%	27.1%	38.6%	100.0%
		% within OP	52.6%	28.6%	25.0%	25.3%	37.5%	31.8%
		% of Total	4.5%	1.8%	4.5%	8.6%	12.3%	31.8%
	Three Years	Count	4	5	16	33	21	79
		% within Experienc	5.1%	6.3%	20.3%	41.8%	26.6%	100.0%
		% within OP	21.1%	35.7%	40.0%	44.0%	29.2%	35.9%
		% of Total	1.8%	2.3%	7.3%	15.0%	9.5%	35.9%
Total		Count	19	14	40	75	72	220
		% within Experience	8.6%	6.4%	18.2%	34.1%	32.7%	100.0%
		% within OP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	8.6%	6.4%	18.2%	34.1%	32.7%	100.0%

Cross tabulation between experience and organizational performance indicates that employees working for one year or less within SMEs were more satisfied and agreed about the impact of training and development on the organizational performance. Employees working for three years agreed about this fact as well as with the employees who have been working for five years or more.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.010[a]	8	.341
Likelihood Ratio	8.844	8	.356
N of Valid Cases	220		

a. 2 cells (13.3%) have expected count less than 5. The minimum expected count is 4.45.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.202	.341
	Cramer's V	.143	.341
N of Valid Cases		220	

Chi-squares test further indicates that there is no statistically significant association between experience and organizational performance as x (1) = 9.010 with p = .341. Furthermore, the systematic measures indicate that the strength of association between experience and organizational performance is very weak as there is no statistical significance.

The degree of influence that training and development has on organizational performance is assessed by running a multiple linear regression analysis. The analysis indicated that overall correlation between the training and the development and organizational performance was significantly high. Regression model has reported that the value of *R* is 0.767 which implies that regression model has predicted 76.7% of the outcomes with an*R-Squared* value of 0.588. This implies 58.8% of the variations in organizational performance have been explained by the variations in independent variables; in this case, factors of training and development. In addition, the analysis of variance indicated that the regression model is significant at 5% level of significance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767[a]	.588	.578	.79278

a. Predictors: (Constant), LC, SPE, EP, DS, TD

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	191.732	5	38.346	61.013	.000[a]
	Residual	134.499	214	.629		
	Total	326.232	219			

a. Predictors: (Constant), LC, SPE, EP, DS, TD

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	191.732	5	38.346	61.013	.000[a]
	Residual	134.499	214	.629		
	Total	326.232	219			

b. Dependent Variable: OP

The coefficients of regression indicate that the constant of the model was 0.356 which was statistically insignificant. However, it is observed that SPE has a coefficient equivalent to zero (0) which indicates no impact on the organizational performance. Except for SPE, all other factors of training and development have got a positive coefficient with statistical significance. Positive coefficient values indicate that if 1 unit in each factor is increased it will result in an increase in organizational performance equal to respective coefficient value. This means, training design, delivery style, employee perception, and organizational culture have a positive and significant impact on organizational performance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.356	.207		1.723	.086
	SPE	.000	.072	.000	-.004	.997
	TD	.197	.071	.193	2.760	.006
	DS	.239	.068	.237	3.499	.001
	EP	.316	.069	.306	4.561	.000
	OC	.155	.070	.152	2.201	.029

a. Dependent Variable: OP

Therefore, the hypotheses of this study were:

H_1: Selection Procedure of Employees for training has a positive and significant impact on Organizational Performance.

H_2: Training Design has a positive and significant impact on Organizational Performance.

H$_3$: Delivery Style has a positive and significant impact on Organizational Performance.

H$_4$: Employee Perception of training has a positive and significant impact on Organizational Performance.

H$_5$: Organizational culture has a positive and significant impact on Organizational Performance.

From these hypotheses first research hypothesis could not be accepted rather rejected, because regression coefficient table clearly indicated it has no statistical significance. Except for the first hypothesis, all other research hypotheses have been accepted and null hypotheses have been rejected signifying the impact of training design, delivery style, employee perception, and organizational culture have a positive and significant impact on organizational performance.

From the findings of this study a positive impact of training and development on organizational performance has been observed. Previous studies have found a significant association between the factors of training and development and organizational performance. For instance, Diamantidis and Chatzoglou have indicated that the selection procedure of employee training has been found to be significant in affecting performance of employees (149-170).Current study has indicated that the selection procedure of employee training is neither positive nor statistically significant. Therefore, the current study contradicts with the findings presented by Diamantidis and Chatzoglou (149-170).

On the other hand, Loftus et al. have found a significantly positive impact of training design on the post-training performance (25-32).The analysis on the impact of training and development on performance indicated that training delivery style has a significant impact on the post-training performance of employees (Talwar and Thakur 18). The current study has also found a positive and significant impact of both training design and delivery on organizational performance. Moreover, the impact of training and development on performance of public sector organizations has found that employees' perception concerning training and development has a significant impact on performance (Rajeswari and Palanichamy 1-3). Additionally, Saks and Burke-Smalley have found organizational culture to be a significant factor of training which positively impacts organizational performance(104-115).The current study has also found evidence to support the findings of Rajeswari and Palanichamy(1-3) and Saks and Burke-Smalley (104-115).

5. Conclusion, Recommendations, and Future Research Opportunity

Based on the analyses and findings this study concludes that regardless of the state of employees' knowledge and skills they should be sent to training and development programs so that they can have the opportunity to contribute through their performance to their respective organizations. Although this study has found no significant impact of employee selection procedure for training on organizational performance, it can be said that the SMEs should properly assess its employees for training. In addition, it has been observed that training design and delivery style within training sessions had a positive effect on the organizational performance. Therefore, it can be argued that training and development programs must be designed in a way that best facilitates the motivation and enthusiasm of the employees for a better performance. Additionally, delivery style within a training session must also be in-line with the knowledge and skill-level of the employees so that they can get the best from such programs. Moreover, employees' perception concerning the training has been found to be positive and significant which indicates their motivation and wish for training. Furthermore, there must be organizational culture among employees because it will help them to concentrate and share knowledge with each other.

From the findings and discussion as presented in this study, aset of recommendations have been proposed for the SMEs concerning training and development and organizational performance. The recommendations are as follows:

- Employee perception regarding training and development should be increased through organizing seminars and workshops. It will help the employees understand the importance of the training as well as identify their weaknesses and career requirements.

- The management should give importance to engage all employees into training and development programs as all employees are equally important.

- Selecting employees for training based on nepotism must be discouraged. It will help enriching knowledge and collaboration among employees in managing critical business situations.

- Adequate training design is essential for the employees' encouragement and motivation.

The employees perceived that training and development opportunities offered by the companies helped improving the organizational performance. This finding implies that the employees have been able to contribute to the organizational performance after receiving training. Though, assessment of organizational performance based on the financial data of selected SMEs would have provided better estimates. Nevertheless, it was difficult for the researcher to collect the financial data from the SMEs, which is one of the major limitationsof the current study.It has been argued at the beginning of this study that research or literature on training and development and organizational performance of SMEs are very small in number. In order to make contribution to existing literature the current study has been undertaken but it mainly focused on 60 SMEs which is small to generate a generalised conclusion from analyses. Furthermore, comparison of organizational performance between large companies and SMEs would have increased the reliability and validity of the findings of this study. In addition, correlation, chi-square, and regression analysis are not enough to make generalized conclusion. Therefore, future researchers on the same topic must consider these shortcomings of this study to validate their analysis.

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1. Appendix A: Questionnaire

Please tick (√) on desired response based on questions asked:

Demographics

A. Gender:

☐ Male ☐ Female

B. Years of Experience in working in a SME farm:

☐ 1 Year or Less ☐ Three Years ☐ Five Years or More

Selection Procedure of Employees for training

1) Discrimination in selection procedure of employees for training has negative effect on organizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

2) Influence of HR department for preferred employees creates negative impression on the organizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Training Design

3) Effective training design helps identify skill and knowledge requirements of employees-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

4) Ineffective training design has negative impact on organizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Delivery Style

5) Delivery style of training ensures the objectives of development program-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

6) Good delivery style helps under stand training objectives and keeps employees motivated for better performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Employee Perception

7) Perception of employees regarding training and developmenthas association with performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

8) Are you satisfied about your post-training performance compared to pre-training performance?

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Organizational culture

9) Organizational culturefacilitates sharing of knowledgeand collaboration among employees-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

10) Favourable organizational culture within an organization improves organizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Organizational Performance

11) Employee training and development impactsorganizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

12) The more the employees get training the more the organizational performance-

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

1. List of SMEs

Name	Industry/ Product
Saju International Trading Company	Jute Products
Smart Leather Products	Leather Products
KPC Industries	Disposable Paper Cup and Plate
Opas Sign	Digital and Offset Printing
Hello Green	IT
Triangle Services	IT
OporajitaFashion	Fashion Design
Shetu Boutique	Fashion Design
Badhon Boutique Ghor	Fashion Design
Sweety Handicrafts and Boutiques	Handicrafts
S&F Boutique and Handicraft	Handicrafts
Rongima	Handicrafts

Name	Industry/ Product
Kazi Fashion House	Handicrafts
Nishan Gallery	Handicrafts
Shokh Crafts	Handicrafts
Bonny's Creation	Food Processing
Kashmiri Achar and Food Products	Food Processing
BTME Food Products	Food Processing
SomratEnterprise and Organic Food	Agricultural Food Processing
Trust Agro Food Products	Agricultural Food Processing
Bonty Food and Beverage Ltd.	Agricultural Food Processing
Excellent Wald Agro Foods and Cosmetics Ltd	Agricultural Food Processing
Moti and Sons	Agricultural Food Processing
B Organic Food Products	Agricultural Food Processing
Ahmed Food Products (Pvt) Ltd.	Agricultural Food Processing
Solid Modhu	Agricultural Food Processing
We Jute	Jute Products
ShotoronjeePolli	Jute Products
Ruby ShilpoKutir	Herbal
Eva Enterprise	Herbal
MXN Modern Herbal Food Limited	Herbal Products
The Touch	Fashion Design
Monpura Fashion House	Fashion Design
ShopnoKutirHostoshilpo	Fashion Design
Fairy Angel Fashion House	Fashion Design
ShiriHostoshilpo	Fashion Design
Heaven Touch	Fashion Design
Noborupa House	Fashion Design
Shopnil Collection	Fashion Design

Name	Industry/ Product
Nishorgi	Fashion Design
SR Handicrafts	Fashion Design
Expression Boutiques	Fashion Design
Shopnorup	Fashion Design
MomoJamdani House	Fashion Design
Ritu Boutiques	Fashion Design
Maliha Boutique	Fashion Design
ParthoHostoshilpo	Fashion Design
Bismillah Shopping Point	Fashion Design
DolaNokshiGhor	Fashion Design
Ava Fashion House	Fashion Design
Dot Sense	Fashion Design
Bikrampur Plastic	Plastic Products
FM Plastic Industries Ltd.	Plastic Products
Paragon Agro Engineering Ltd.	Light Engineering
Imtex Packaging	Light Engineering
Top Tech Enterprise	Light Engineering
Set Bangla	Electrical and Electronics
Smart Leather Products	Leather Processed Products
Peacock Crafts Ltd.	Leather Processed Products
Matts Cottage Ltd.	Leather Processed Products

A Critique of the Indicators of Decent Work: The Employment Dimension

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Abstract

Since the last two decades, decent work has received significant attention among the research communities and academics. This paper critically reviews the indicators of employment dimension of decent work along with an account of available statistical data. Although the decent work initiative of the International Labor Organization (ILO) has been appraised across the world, it is also being criticized for some of its limitations like the lack of uniform indicators of its different dimensions, conceptual differences of the indicator across countries, and data unavailability. A common set of core indicators is critical for the accurate evaluation of the concept of decent work. The paper aims to contribute to the literature as it is the first of its kind in the field. Policy options and research gaps are outline.

Keywords: Decent work, employment dimension, employment opportunities, working poor

1. Introduction

1.1 Background

The term 'decent work' was brought into the discussion in 1999 in the International Labour Conference by Juan Somavia, the Director General of the International Labor Organization. Juan Somavia stated that the primary goal of ILO is to promote "opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity" (ILO, 1999). Accordingly, the decent work has subsequently become the organizing framework for the ILO activities. Since work lies at the center point of human life and it defines the individual self-esteem and identity, decent work is certainly a fundamental dimension of the quality of human life. It is unavoidable that productive work is the driving force for sustainable development. Undoubtedly, the decent work agenda brings together the goals of employment, rights at work, social protection and social dialogue under one umbrella. This guides the economic and social policies of the different countries of the

world. The concept of the decent work is applicable to all working people in all societies.

The importance of the implementation of the decent work concept is particularly important for the United Nations' Sustainable Development Goals (SDGs). The UN Secretary-General Ban Ki-moon has described *2030 agenda* as the "most inclusive development agenda the world has ever seen". There are three dimensions of sustainable development as embraced in the 2030 agenda – economic, social and environmental. The 2030 agenda of the UN calls for creating over 600 million new jobs. Goal 8 of SDGs is to 'promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all'. Thus, the importance of decent work is clear.

However, the widely quoted definition of the ILO provides only a broad description of the basic elements of the decent work (Anker et al., 2002). There is no widely agreed upon indicators to measure the decent work; it is a board concept and it has different dimensions. Some of its dimensions are much more easily measurable than others. For example, it is easy to measure employment, but it is difficult to measure freedom of association. The measurement approach of the different dimensions of the decent work requires a deep understanding of the components of the decent work and its uniform indictors.

The structure of this paper consists of three parts. First, an overview of the concept of the decent work and its basic components are outlined. The paper then critically analyzes the key indicators of the employment dimension of the decent work. Finally, the paper concludes with the key findings and policy options.

1.2 Objectives

The basic objective of this paper is to critically analyze the key complements of the employment dimensions of the decent work. However, the paper also attempts to achieve the following objectives in addition to the main objective.

  i.   To explore the concept of the decent work and its basic elements

  ii. To explore the nature of interrelationships among the dimensions of the decent work

  iii. To identify and explain the indicators of employment dimension of the decent work

iv.   To justify the adequacy and applicability of the indicators of employment dimension

v.   To provide policy options to formulate unique indictors of employment dimension

1.3 Rationale

This study is particularly important for crafting a better understanding of the indicators of employment dimension of the decent work. Researchers and interested readers need to have a sound understanding of the indicators of the decent work. This will help them to carry out future research and interpret the reports published on decent work. The importance of a common set of indicators is obvious for measuring the decent work, especially the employment dimensions. But it is unfortunate that no significant review or empirical research was carried out in this regard. Most of the papers on the decent work deal with the analytical review of the concepts and models of the decent work. Thus, the research community and the society will be benefited from this study. Since the decent work covers the main dimensions of the work, it is particularly important for human resource managers for crafting a meaningful organizational labor policy. The study will also help the government officials, national and international policy makers, labor research institutes with an analysis of decent work indicators. Last but not the least, this study is supposed to open the door for future research and gives the fuel to the debate on the decent work indicators.

1.4 Methodology

As stated earlier, this paper aims at critically reviewing the indicators of employment dimensions of the decent work. So, this paper is mainly conceptual and descriptive. Literature review is particularly important when the field is new and concepts are not organized. Since the introduction of the decent work in 1999, no notable review work was carried out to analyze the indicators of the decent work, especially with real life statistical data. The methodology encompasses the desk research.

This desk research involves an extensive review of the research papers, working papers, e-documents, journals, books, online repositories, and publications of national and international organizations, ILO reports and so on. The documents were collected and chosen based on their relevance, acceptability and accuracy. Finally, an attempt was made to present the discussions of the paper in a consistent manner.

2 The Decent Work: An Overview

2.1 Concept of the Decent work

The Director-General of the International Labour Office (ILO) first proposed the decent work as a unifying framework and a central priority for the organization in his Report to the 87th Session of the International Labour Conference in June 1999 (ILO, 1999). International Labour Office (ILO) defines the 'decent work' as "opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity" (ILO, 1999). This definition of decent work consists of the following characteristics:

Table 1: Characteristics of Decent Work

Characteristics	Explanation
Employment fort All	All the people should have the opportunity to do work disregarding sexual identity. It encompasses all forms of economic activity, including self-employment, economic unpaid family work and wage employment in both the informal and formal sectors.
Freedom of Choice of Employment	There is a freedom of choice of employment. There should have no coercion for labor. It means that bonded labour and slave labour as well as unacceptable forms of child labour should be eliminated as agreed by governments in international declarations and labour standards.
Productive Work	There should have an importance on productive work i.e., the work should provide adequate income and ensure sustainable development and competitiveness of enterprises and countries.
Equity at Work	Employees must have a fair and equitable treatment and opportunity at work. There is no discrimination at work and access to work and ability to balance work with family life.
Security at work	Security must be ensured in the work as far as health, livelihoods and pensions are concerned. There must be steps to limit insecurity associated with the possible loss of work and livelihood.
Dignity at work	Employees are entitled to receive the respect for their work. Opportunity should be ensured to join the unions and give voice in decision making.

Source: Compiled by the author

Since employment refers to all kinds work and it has both quantitative and qualitative dimensions, the notion of the decent work is applicable not just to workers in the formal economy but also to "unregulated wage workers, the self-employed and home workers" (Ghai, 2002). Although the decent work has many dimensions, these dimensions or objectives have been criticized widely. Even the above listed characteristics of the decent work conflict with each other. For example, a massive campaign for reducing unemployment can be done by depressing wages which conflicts with the objective of productive work and choice of employment. Again, income and security at work cannot go simultaneously with the objective of employment for all as job security and increased income requires less entrance of new employees.

2.2 Components of the Decent Work

The definition of the decent work given by the ILO states four basic dimensions: employment, social security, rights at work, and social dialogue. Decent work is the mechanism that makes an endeavor to view the different dimensions of work within a single framework. In the past, various dimensions of the work like working conditions, social security, workers' rights, employment opportunity, remuneration, participation and collective bargaining were tended to be treated separately in isolation. Few attempts were made to view the different dimensions of the work and the interrelationships among them. The ILO has combined these basic features of the work in a single term which is now refereed to as decent work. The notion of the decent work also explains the sequential steps to be followed to ensure the quality of work. It also explains the interrelationships among the different dimensions of work.

2.2.1 Employment

Undoubtedly employment remains at the center of a decent work. The basic objective of this notion of the decent work is to reduce the unemployment rate. Employment in 'decent work' paradigm refers to all kinds of works including self-employed, wage-based employment and work at home. Thus, the scope of the definition of work has been broadened by the ILO. It refers to full-time, part-time, and casual work. In addition, it comprises the work done by men, women and children. Three basic conditions must be satisfied for ensuring employment in the decent work. First, there should have adequate employment opportunities for all disregarding age, sex, and nationalities. Second, the work should yield adequate remuneration. Finally, work should be freely chosen. Thus, the

employment dimension of the decent work has three basic indicators: employment opportunities, Remuneration, and conditions of the work

2.2.2 Rights at Work

Rights at work build up the ethical dimensions of the decent work. According to rights at work principle, work should be associated with dignity, equality, freedom, adequate remuneration, social security and voice, representation and participation for all categories of workers. This partly ensures the human rights agenda. Rights at work have been evolved since the nineteenth century. They now cover the major components of the human rights such as the rights of freedom of association, collective bargaining, abolition of forced and bonded labor, and safety at work. For Rights at work to obtain, three basic conditions must be fulfilled: no forced labor, non-discrimination at work, and the freedom of association. Unfortunately some of the workers' rights like social security and adequate remuneration may not be feasible in developing and least developed countries.

2.2.3 Social Security

By social security in the decent work, it means the protections of workers' rights against a variety of contingencies and vulnerabilities. The employment security of a worker is subject to suffer due to economic fluctuations, maternity needs, accidents, unemployment, destitution, natural disasters, civil conflicts, and so on. The dimension of social security stresses for designing a sound social security policy for the workers. This policy should aim to reduce suffering, anxiety, insecurity and material deprivation. There are two basic indicators to measure the social security of the workers in a society. They are public expenditure on social security as a proportion of GDP and adequacy of coverage of workers in respect of the contingencies.

2.2.4 Social Dialogue

Social dialogue is an important attribute of the decent work policy. These dialogues may take place among different economic and social groups to resolve inevitable conflicts of interest over economic and social policies in a cooperative framework. Social dialogue may take place at three levels: between employers and employees to settle the terms and conditions of employment, between the management and the worker for better functions of the organizations, and between social partners and public authorities to frame social and economic policy. For proper functions of social dialogue,

three things must be ensured. They are collective bargaining, economic democracy, and participation.

2.3 Interrelationships among the Dimensions

There are significant interrelationships among the four dimensions of the decent work. For example, social dialogue affects the scope and contents of social security. On the other hand, social security reduces bargaining inequalities and enhances the effectiveness of social dialogue. Again, rights at work provides normative and legal framework for social security. Social security facilitates expansion of social economic rights. The employment dimension deepens the social dialogue dimension and affects its contents. On the other hand, employment enhances innovation and policy changes for employment promotion. Employment dimension of the decent work also affects labor flexibility, innovation and productivity. In short, all the elements of the decent work are interrelated and a better integrated approach is required for attaining the objectives of the decent work paradigm.

However, the decent work is being criticized because of lack of clarity on the question of the nature and priority of its different components. For example, it is convenient to group different components of the decent work in two categories: employment and social security in one, and workers' rights and social dialogue in the other. Employment and social securities are primarily related to the level of economic development and somewhat easy to measure. But workers' right and social dialogue are a matter of legislation and administration and they are relatively difficult to measure. In the true sense, the first category of decent work dimensions depend more upon 'material forces' while the second group are largely determined by the ethics, values and legislation (Ghai, 2002).

3. The Employment Dimension

The main objective of the decent work program is to ensure work for all i.e., minimizing the unemployment rate. The employment scenario varies sharply among the different countries of the world. The main differentiating factor for this variation is the level of development or per capita income. Although factors like the share of public sector expenditure and the distribution of resource endowments contribute to this variation of employment in the world. There are three board indicators of the employment dimension of the decent work: employment opportunities, remunerative employment, and conditions of work. In fact, three

conditions must be fulfilled for the decent work to obtain. First, there must be the existence of employment opportunities for all who are available for and seeking the work. Second, the earnings must be adequate to support the households what the ILO terms as "adequate living wage". Finally, there must be standard working conditions in the employment such as occupational safety and health.

3.1 Employment Opportunities

The decent work paradigm states that there are adequate employment opportunities for all who are doing jobs and who are seeking jobs.

Thus, an essential element of the decent work is the extent to which a country's population is employed. Employment opportunities can be measured in both positive and negative senses. For example, one can consider the employment labor force activity relative to the population base. Again, he or she can consider the unemployment rate for measuring employment opportunities. There are six available indicators to measure the employment opportunities in an economy. They are labor force participation rate, employment-population ratio, unemployment rate, youth unemployment rate, time-related underemployment rate, share of wage employment in non-agricultural employment, and female share of non-agricultural wage employment. Among these indicators, the three mostly used indicators are labor force participation rate, employment-population ratio, and unemployment rate.

3.1.1 Labor Force Participation Rate (LFPR)

The labor force of an economy comprises the employed and unemployed people. LFPR indicates the size of the labor force relative to the size of the corresponding population. It is the ratio through which the total number of people employed and the unemployed to the population of working age is expressed. It is an overall indicator of the labor market activity. Its breakdown by sex and age gives a profile of the distribution of the economically active population within a country. LFPR provides a basic measure of decent work, especially the employment dimension. Labor force participation statistics should consider the involvement of older employees seriously. LFPR has been criticized for non-inclusion of factors that affect its proper calculation. Clark et al. (1999) conducted a study to examine the effect of economic development on labor force participation rates of older men and women using national data for 134 countries and found that changes such as a decline in the proportion of the labor force employed in agriculture lower the proportion of older persons in the labor

force. Therefore, it is critical to identify the different factors that affect a nation's LFPR.

Table 2: Labor Force Participation Rate (LFPR) in Some Selected Countries

Country	1990	2016	Country	1990	2016
Australia	64	65	Saudi Arab	53	55
Bangladesh	76	62	Nepal	85	83
Canada	67	65	Nigeria	57	56
China	79	71	Pakistan	51	54
Denmark	68	62	Singapore	65	67
Germany	56	60	South Africa	55	53
Greece	51	52	Sri Lanka	63	52
India	61	54	Thailand	81	71
Indonesia	66	67	United Arab Emirates	73	79
Japan	63	59	United Kingdom	63	63
Malaysia	62	63	United States	66	62

Source: ILO, 2016
Notes: total (% of total population ages 15+)

Table 2 provides a scenario of LFPR in some selected countries. Countries like Australia, Singapore, Saudi Arab, UAE, & Indonesia made a positive increase in LFPR. On the other hand, Bangladesh, Thailand, India, & China experienced a decline in LFPR. Again, the progress trend towards the participation rate varies. For example, Indonesia made only one percent progress to the labor force participation. On the other hand, UAE moved from 73% to 79% to the LFPR. The same scenario happened in case of decline in participation rate. United States experienced a lower percentage of participation (62%) in 2016 in comparison with the 66% in 1990. Bangladesh and Thailand saw a severe decline in labor force participation rate in the gap of two decades.

In 1990, the rates were 76% and 81% in Bangladesh and Thailand respectively. Now the rates are 62% and 71% in 2016 respectively. There might be several factors responsible for this decline such as recession, structural changes like aging work force, business cycle efforts and so on. The statistics of table 2 indicates that still there is more work to be done to attain the objectives of decent work paradigm.

3.1.2 Employment-to-Population Ratio (EPR)

Employment-to-Population Ratio indicates the proportion of the country's working age population that is employed. EPR is generally derived from household surveys of the labor force. EPR provides the statistics for ages between 15 and 64 years. It is important to note that country rates on EPR vary because of a number of factors like the definitions of the lower and upper age limits, the inclusion of the armed forces, the prison population, and definitions of employment. Another factor is that the ILO publishes data on EPR for only 76 countries. These issues challenge the attainment of decent work objectives. The ILO must develop a unique framework for measuring EPR by removing the conceptual differences. EPR is critically important as it provides the information on the number and proportion of persons in the working age population who are engaged in the production of goods and services. It also provides the information on the changing patterns of participation by age and gender. As a result, one can understand whether the numbers and proportion of people working in the economy are rising or falling. Thus, a comparison between countries on employment becomes easy.

According to the ILO, a person is considered employed if he has worked at least 1 hour in "gainful" employment in the most recent week. However, EPR does not give the information on hours worked. Thus, it conflicts with the ILO's definition of EPR. Moreover, it fails to distinguish between part-time and full-time employment, and it is silent on wages, benefits, and job conditions (Donovan, 2015).

Table 3 provides the statistics on EPR in selected countries that clearly portrays the inter-country differences. In North American countries, for example, EPR in 2016 in the United States and Canada are 59% and 61% respectively. However, a great variation is found between lower income countries. For example, the EPR in 2016 in Bangladesh and Pakistan are 60% and 51% respectively. There is a nine percent difference between these two countries. This will make the task of the ILO difficult, especially in mapping out the employment engagement strategies.

Table 3: Employment-to-Population Ratio in Some Selected Countries

Country	1991	2016	Country	1991	2016
Australia	57	61	Saudi Arab	50	52
Bangladesh	74	60	Nepal	83	80
Canada	59	61	Nigeria	54	54
China	75	68	Pakistan	48	51
Denmark	62	58	Singapore	64	66
Germany	56	58	South Africa	42	39
Greece	46	39	Sri Lanka	51	49
India	58	52	Thailand	78	71
Indonesia	64	64	United Arab Emirates	71	77
Japan	62	57	United Kingdom	57	60
Malaysia	60	61	United States	61	59

Source: ILO, 2016
Note: Employment to population ratio, 15+, total (%)

Again North American and European Countries like the United States, Canada, the United Kingdom, and Germany are consistent in EPR with the passage of time. For example, EPR in Germany was 56% in 1991 and it was 58% in 2016. However, countries of the southern Asia and Arab states are less consistent in case of EPR. The EPR in Bangladesh, for instance, was 74% percent in 1991 in contrast to 60% in 2016. Undoubtedly the EPR can vary over time within a country and between countries for a number of reasons including the rate of unemployment and the decisions of early retirement. Thus, the trends in EPR pose another challenge for decent work paradigm of the ILO.

3.1.3 Unemployment Rate

A good measure of employment opportunities in an economy is the unemployment rate (UR). The ILO (1990) defines an unemployed person as one 'who does not have a job but is available and actively looking for work'. There is a reverse relationship between the unemployment rate and the employment opportunities i.e. the higher the UR, the fewer the work opportunities. There is a considerable variation among countries on ER.

See Table 4. In industrial countries like the United States and the United Kingdom, for example, unemployment rates in 2016 are 4.9% and 4.8% respectively. The situation is extremely reverse in case of South Africa. UR in this country in 2016 was 25.9%.

Table 4: Unemployment Rates (UR) in Some Selected Countries

Country	1991	2016	Country	1991	2016
Australia	9.6	5.7	Saudi Arab	7.0	5.5
Bangladesh	2.2	4.1	Nepal	2.5	3.2
Canada	10.3	7.1	Nigeria	5.9	5.0
China	4.9	4.6	Pakistan	5.8	5.9
Denmark	9.1	4.3	Singapore	1.9	1.8
Germany	5.3	4.3	South Africa	23.9	25.9
Greece	7.7	3.5	Sri Lanka	14.7	5.0
India	4.0	5.6	Thailand	2.7	0.6
Indonesia	2.6	3.1	United Arab Emirates	3.2	3.7
Japan	2.1	3.3	United Kingdom	8.6	4.8
Malaysia	3.2	3.3	United States	6.8	4.9

Source: ILO, 2016
Note: Unemployment, total (% of total labor force)

The UR in Asian countries is generally less in comparison with European countries. For example, the unemployment rates in 2016 in Bangladesh, Malaysia and Nepal were 4.1%, 3.3% and 3.2% of total labor force respectively. Thailand reduced the UR significantly in last two decades. However, unemployment rates can give a misleading picture of work opportunities (Ghai, 2002) because of differences in sources, definitions and measurement errors. Thus, the comparison between countries based on UR is sometimes difficult.

3.2 Remunerative Employment

Nearly all the employees work for an adequate income to support the family and lead a standard life. Thus, remunerative employment is an important feature of the decent work paradigm.

It is related to the 'quality' of work. Besides providing adequate income, the decent work must also address dynamic aspects of continuing to provide adequate income (Anker et al., 2002). There are some common indicators of remunerative employment: real wage growths, income inequality, pay rate, and human development index. Among them, wage growth rate and poor income status are critically important for the analysis of remunerative work.

3.2.1 Wage Growth

Wage growth rate is an important indicator to measure the nominal *wage growth* of individuals. The rate of wage growth has important implications for a country's macroeconomy. Smith (2015) found a significant positive relationship between job satisfaction and pay growth. Work dissatisfaction arises because of earning cuts and below-median earnings growth. Table 5 provides a scenario of wage growth in three recent years in some selected countries.

Table 5: Wage Growth Rate by Country

Country	2013	2014	2015	Country	2013	2014	2015
Australia	1.5	-1.0	-0.2	Saudi Arab	5.6	9.3	5.2
Bangladesh	6.2	2.4	2.4	Nepal	-0.2	3.1	-0.3
Canada	0.8	0.7	0.7	Norway	1.4	1.1	0.4
China	8.8	6.2	6.9	Pakistan	2.3	-0.1	8.9
Denmark	0.3	0.6	1.1	Singapore	1.9	1.2	4.0
Germany	0.5	1.9	2.8	South Africa	0.0	-0.3	2.2
Greece	-9.3	1.9	0.2	Sweden	2.5	2.8	2.0
India*	5.2	5.7	5.4	Thailand	5.8	8.3	2.8
Indonesia	10.1	-4.3	-6.4	Saudi Arabia	5.6	9.3	5.2
Japan	-0.8	-1.0	0.3	United Kingdom	-0.5	-1.4	1.3
Malaysia	4.7	1.2	4.0	United States*	0.4	0.7	2.2

Source: ILO: Global Wage Reports 2016/17

In industrialized countries, for instance, the United Kingdom and the United States experienced slow rate of wage growth between 2013 and

2015. Australia conceived negative wage growth in 2014 and 2015. There is a consistent wage growth in Bangladesh, Sweden, Saudi Arabia and India. Although there is a positive wage growth in Malaysia and Singapore, the rates vary year to year at a significant difference.

3.2.2 Working Poor

Like the rate of wage growth, pay rate is also an important attribute of remunerative employment. A smart pay rate motivates the employees and accordingly increases the productivity. Rynes (2004) stated that changes in pay levels or the way pay is determined actually have on people's decisions to join and leave organizations. Poor income is a major obstacle towards the attainment of the decent work objectives. For the decent work to attain, the ILO should work for setting the pay rate at an acceptable level. The poor income statistics in some selected countries is highlighted in Table 6.

Table 6: Poverty in % of population below $1.90 a day (2011 PPP)

Country	(% of population & Year)	Country	(% of population & Year)
Argentina	1.7% (2014)	Saudi Arab	
Bangladesh	18.5% (2010)	Nepal	15% (2010)
Colombia	5.7% (2014)	Nigeria	53.5%(2009)
China	1.9% (2013)	Pakistan	6.1% (2013)
Dominicon Republic	2.3% (2013)	Senegal	38% (2011)
Georgia	9.8% (2014)	South Africa	16.6% (2011)
Ghana	25.2% (2005)	Sri Lanka	1.9% (2012)
India	21.2% (2011)	Thailand	1% (2012)
Indonesia	8.3% (2014)	Uganda	34.6% (2012)
Jamaica	1.7% (2004)	Zimbabwe	21.4% (2011)
Malaysia	0.3% (2009)	Vietnam	3.1% (2014)

Source: World Bank, 2016

The statistics of Table 6 reflects the income status of the employees of different countries and indicates that the ILO has more work to be done in this regard. The developing countries have high labor force participation rate, but the income status is very poor in these countries. For example, 18.5% of population of Bangladesh earns less than $1.90 a day as per 2011 PPP followed by 21.1% and 53.5% in India and Nigeria respectively. Among the developing economies, Argentina, Vietnam, Thailand and Malaysia have less poor income. Nearly 1.9% of population of China earns less than $1.90 a day as per 2013 statistics.

3.3 Working Conditions

Working conditions refer to all the factors of working environment that affect labor in the workplace It includes working hours, occupational safety, job security, legal rights and responsibilities. ILO emphasized the working conditions at the core of paid work and employment relationships. Raziq and Maulabakhsh (2015) conducted a study on working conditions and found that there is a positive relationship between the working environment and the employee job satisfaction. Since working conditions cover a broad range of topics and issues, the key factors in the context of the decent work are critically analyzed in this section.

3.3.1 Working Hours

The ILO defines working time as the period of time that a person spends at paid labor. As per the ILO, unpaid labor such as personal housework or caring for children or pets is not considered part of the working week. Working hours are regulated by laws in many countries along with the weekly holidays and a list of yearly public holidays. Man and Ling (2014) have conducted a study to examine the relationship between working hours and productivity and found a positive correlation between them.

Table 7: Average Working Hours/Decent Hours in Some Selected Countries

Country	Year	Mean weekly hours actually worked per employed person	Share of employees working more than 48 hours per week (%)
Algeria	2014	42	13.8
Morocco	2012	45	42.5

Country	Year	Mean weekly hours actually worked per employed person	Share of employees working more than 48 hours per week (%)
Kenya	1999	40	33.6
South Africa	2016	43	19.5
Argentina	2014	38	17.3
Peru	2016	38	26.4
Brazil	2016	39	6.4
Canada	2016	33	7.6
United States	2016	39	N.A.
Saudi Arabia	2015	44	30.2
Yemen	2014	41	24
China	2014	47	N.A.
Hong Kong (China)	2015	44	30
Singapore	2015	44	N.A.
Bangladesh	2015	49	N.A.
Sweden	2016	36	4.9
United Kingdom	2016	36	10.7
Cyprus	2016	38	10.2
Turkey	2016	46	33.3

Source: ILO, 2017
Note: N.A. refers to data unavailability

The average working hours of North American countries are less than 40 hours a week. In the United States and Canada, for example, the average working time is 39 and 33 hours respectively. On the other hand, most of the Asian countries have more than 40 working hours (See Table 7). Among them, Bangladesh is at the top of list having 49 working hours a week. ILO has also published a record of excessive working hours i.e. more than 48 hours per week. However, the statistics are not available for most of the countries in the list. Among the employees of Kenya, 33.6%

work more than 48 hours followed by 33.3% by the Turkish employees. Thus, it is a big challenge for the ILO to negotiate with its member countries to reduce the working hours at an acceptable limit.

3.3.2 Occupational Safety and Health

Occupational safety refers to a safe and healthy work environment. It consists of the safety, health, and welfare of people at work. Ensuring occupational safety and health across the world is a major challenge of the ILO. The occupational safety and health statistics indicate a wide variation between the developing and the developed countries. Moreover, the comprehensive statistics on occupational safety and health are not available in the developing and the underdeveloped countries. Heath related working conditions are also a big concern for developed countries because of chemical exposure. Gabriel and Liimatainen (2000) stated that there is also a growing evidence of ailments associated with stress and strain caused by certain types of work. Table 8 presents the fatal occupational injury rates per 100,000 employees by the region.

Table 8: Fatal occupational injury rates per 100,000 employees by region

Calculated rates by labor sector			
Region	Agriculture	Industry	Service
Africa	18.9	21.1	17.7
America	9.3	9.5	6.0
Eastern Mediterranean	13.0	14.9	12.3
Europe	15.7	10.3	5.5
South East Asia and the Pacific	24.0	9.7	5.1

Source: Workplace Safety & Health Institute, 2014

The fatal occupational injury rates vary in terms of labor sectors. The occupational diseases scenario is severe in agricultural sector among the low- and middle- income countries of the South East Asia region. The fatal occupation injury rates per 100,000 employees in agriculture, industry and service sectors are 24, 9.7 and 5.1 respectively. Although the injury rates are high in the South East Asian countries, it is comparatively low in American countries. Surprisingly, service sector occupational

injury rates are high in the African countries. It is near about 17.7 followed by only 6 per 100,000 employees in American countries. Whatever the statistics is, the scenario of health and safety related working conditions are not good at all disregarding the level of economic development. The ILO must address two issues in this case for attaining the decent work objectives. First, the ILO should strive for making the governments of its member countries to adopt adequate and timely measures for ensuring safety at work. Second, steps must be taken to develop unique indicators to measure the occupational health and safety status.

3.3.3 Freedom of Form of Association

One of the important attributes of the decent work program is that the employees must have the right to form of association. Indeed, freedom of form of association is an integral part of a free and open society. Workers' associations have played a significant role in democratic transformation to some extent. There are a number of indicators for measuring the extent of the freedom to form an association such as civil liberties indices, number of trade unions and the coverage rate of collective bargaining. Among these indicators, two most common measures are civil liberties indices and trade union density. Civil liberty index (CLI) is a numeric index and it indicates the state of freedom to form the association. CLI has been published by the U.S.-based Freedom House. It ranks countries by political rights and civil liberties in alignment with the Universal Declaration of Human Rights. The civil liberty scores of different countries are shown in Table 9.

Table 9: Civil Liberties Index (Score) in Selected Countries

Country	2015	1990	Country	2015	1990
Australia	1.0	1.0	Saudi Arab	7.0	6.0
Bangladesh	4.0	5.0	Nepal	4.0	4.0
Canada	1.0	1.0	Nigeria	5.0	5.0
China	6.0	7.0	Pakistan	5.0	4.0
Denmark	1.0	1.0	Singapore	4.0	4.0
Germany	1.0	2.0	South Africa	2.0	4.0
Greece	2.0	2.0	Sri Lanka	4.0	5.0

Country	2015	1990	Country	2015	1990
India	3.0	3.0	Thailand	5.0	3.0
Indonesia	4.0	5.0	United Arab Emirates	6.0	5.0
Japan	1.0	1.0	United Kingdom	1.0	2.0
Malaysia	4.0	4.0	United States	1.0	1.0

Source: Freedom House, 2015

The civil liberty index of Bangladesh has been decreased from 5 to 4 in the gap of 25 years. The scores are less in developed countries in comparison with the developing countries. The civil liberty scores of the United Kingdom, the United States, and Japan were 1.00 in 2015 which is much lower than India, Indonesia and Malaysia. Pakistan has made a progress in developing civil liberty. It scored 5 in 2015 which was 4 in 1990. Saudi Arab is at the top in the table with 7 score. Another important measure of freedom of association is the trade union density i.e., the proportion of the labour force or wage employees who are members of trade unions. This is an important indicator to measure the workers' voice and representation. A high trade union density generally indicates a stronger defense of workers' interests in negotiations with employers and the government affecting their jobs. However, trade union density is not an error-free measure of freedom of association. Burchielli (2008) stated that the unions are sometimes failure in maximizing the full potential of their human resources in order to increase their effectiveness.

Table 10: Trade Union Density (% of labour force)

Region	Country	Density (%)	Year	Region	Country	Density (%)	Year
Western Europe	Sweden	71	2007	Central & South America	Argentina	29	2002
	Finland	70	2007	Asia	Chile	15	2006
	Germany	20	2007		Peru	5	2002
Australia & New Zealand	New Zealand	22	2006		Bangladesh	35	2001
	Australia	19	2007		China	90	2000

Region	Country	Density (%)	Year	Region	Country	Density (%)	Year
North America	Canada	29	2007		India	8	2001
	Mexico	18	2005		Japan	18	2007
	USA	12	2007		Malaysia	18	2000
Eastern Europe	Romania	30	2005	Middle East & Africa	Kenya	33	2006
	Hungary	17	2007		Turkey	8	2004

Source: OECD, 2010

Western European Countries have high trade union density in comparison with the countries of other regions (See Table 10). The trade union density in Sweden, and Finland was 71% and 70% in 2007 respectively. Even the difference in density rate arises within the countries of the same region. Canada, for example, has 29% union density rate in 2007 in comparison with 12% in the USA. China scored high union density rate (90%) which is at the top of the list in the table. These inter-countries and regional differences in trade union density rate pose the challenges toward the achievement of the decent work goals.

Collective bargaining coverage also reflects the scenario of freedom of form of association. It is a key labor market mechanism in democratic societies. However, the rate of coverage varies across countries and regions. For instance, Visser et al. (2015) stated that collective bargaining is under pressure in many countries since the financial crisis of 2008.

4. Findings and Policy Options

The decent work agenda of the ILO brings together the basic dimensions of the 'quality' of work under one umbrella in a concrete and organized manner. This agenda provides the guidelines for policy adoptions across the countries in the world. Undoubtedly, a sound policy integration of the ILO with its member countries is critical to achieve the goals of 'decent work for all' campaign.

The above analysis of the different indicators of the employment dimensions indicates that still a lot of work to be done to achieve the objectives of the decent work. The first question arises regarding a common set of indicators of the employment dimension. Different countries use different indicators to measure the attributes of employment

status. Even there are conceptual differences of the same indicator. Again, it is very difficult to give a specific meaning to an objective of decent work. For example, the term 'remunerative employment' is somewhat complex to measure as the meaning of the word 'remunerative' varies across countries and disciplines. Thus, it is difficult to assign a specific indicator to measure the remunerative employment status in an economy. In this case, indirect measures are generally used but they cannot provide the actual measurement.

The employment dimension comprises of both quantitative and qualitative indicators. Although it is easy to measure the quantitative indicators, qualitative indicators like civil liberty are complex and difficult to measure. Another finding of the analysis is that the same indicator varies across countries and it is very difficult to compare the data of one country with that of another country. Unemployment rate, for example, does not reflect the accurate comparative picture between two countries. It differs due to economic fluctuations and business cycle reflections. Another problem towards the decent work is the data unavailability in developing and underdeveloped countries. Labor statistics availability in a timely manner is scarce in many countries of the world. Problems also arise in case of synthetic measures as they are derived from combining indicators from different dimensions. Human Development Index (HDI) is such an example. It covers the indicators of health, education and income. Thus, it is difficult to compare the countries based on HDI and one cannot say that a country having good HDI is perfect in all these three indicators. There is a wide variation in the accuracy of even some of the most commonly used social statistics like infant mortality, literacy and life expectancy (Murray, 1993).

Measurement errors are common in data collection because of the different definitions used for same indicator. The definitions used for data collection vary not only between countries but also within one country over time that makes the comparison difficult. The statistical evidence presented in different tables in the paper indicates the different positions of countries and regions in case of progress towards the notion of the decent work. However, based on the discussion of the various indictors of the employment dimension along with the statistics, the following policy options are outlined for the betterment of the decent work program.

i)   The first and probably the most important task of the ILO is to establish a list of core decent work indicators along with the comprehensive and clear measurement formula.

ii)   It is necessary to combine several indicators into an overall indicator or index in order to obtain an accurate picture. The ILO officials and labor specialists should take the decisions on whether to include quantitative and qualitative indicators as well as the weight to be given to different indicators.

iii)   Since data availability in a timely manner is an obstacle towards the decent work program, the ILO must set the timeframe for its member countries to produce the labor statistics.

iv)   Conceptual differences make the interpretation of data difficult and confusing. The ILO should specify the definitions of different elements and indicators of the decent work. It will help the member countries in collecting and presenting the data.

v)   Country specific measures should be adopted. It may be a wrong idea to impose the same target for developing the quality of work to all countries disregarding economic development and social issues.

vi)   Some objectives like improvement of working conditions and adequate pay rate will take time as countries vary according to economic and political issues.

vii)   The ILO should encourage countries and economic regions to measure decent work on a regular basis. The ILO should develop and exchange labor statistics assistance program with the member countries.

5. Conclusion

Since the introduction of the notion of the decent work by the ILO, lots of debates and discussions were held on regarding its meaning and indicators. The goals of the decent work paradigm are undoubtedly critical for the betterment of the working life. Creating employment opportunities for all, ensuring social security, promoting rights at work, and strengthening social dialogue are the four basic principles of the decent work. The integrated efforts toward these principles across countries will bring a transformation in the employment world. However, there are a number of challenges in this regard. The lack of common set of indicators, conceptual differences of the indicators across countries, data unavailability, and slow movement towards the decent work objectives create the tasks of the ILO difficult and challenging. Undoubtedly, there is a lot of works to be done to attain the objective of decent work. The ILO

should develop a unique set of indicators along with the easy and clear measurement techniques. Creating awareness among the member countries about the long-term benefits of the decent work paradigm is necessary. This paper is supposed to contribute to the fields of labor economics, human resources management, development studies, and the macroeconomics. There is a wide scope for the future research on different areas of the decent work notion like the meaning, applicability and measurement of indicators in national and international levels.

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Efficient Noise Aware Level Based Routing Protocol for Under Water Sensor Network (UWSNs)

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Abstract

Underwater sensor network is one of the most challenging and interesting research arenas that opens the door of pleasing a lot of researchers in this field of study. In many applications, underwater nodes are energy constrained, and nodes are mobile in water environment due to water current. Researchers have developed several routing protocols but those lost their appeal with the change of time. This is the demand of the age to provide an energy-efficient and scalable robust routing protocol. In this work, we propose a standard routing protocol named level based routing protocol (LBRP), aiming to provide robust, scalable and energy efficient routing. LBRP also promises the best use of total energy consumption and ensures that packet transmission is more reliable compared to other routing protocol. We use the level of forwarding node, residual energy and distance from the forwarding node to the sending node as an evidence in multicasting technique. In this work, we had a recognition result about 86.35% on average. Simulation has been experienced both in noisy and noiseless environment and executed to endorse a better performance of the proposed protocol.

Keywords: UWSNs, Better fitness, Multicasting

1. Introduction

Water is the source of human life. Water environment monitoring, management and protection of water resources are important for our country to uncover the huge resources under water. Underwater Sensor Network (UWSN) enables real time monitoring of selected ocean areas with the provision of remote real-time wireless data access. A number of issues need to be addressed while using sensor networks as an effective technology for underwater systems [1]. An underwater network is typically made up of many autonomous sensor nodes that perform data collection operations as well as store and forwarding operations to route the data that has been collected to a central node. Sensor network

technology is employed extensively in order to monitor the underwater environment effectively and efficiently. The underwater sensor networks have some unique characteristics: It is low cost, small in size, low power, multifunctional, and can easily communicate within short distances. Examples of sensors: Thermal, Visual, Light, Pressure, Temperature, Humidity etc.

The main challenges of deploying such a network are the limited battery storage and computation, low bandwidth and high error rates. Errors are common in:

i)   wireless communication

ii)   noisy measurements

iii)   Possible node failure; scalability to a large number of sensor nodes, and survivability in harsh environments.

Experiments are time and space intensive. In UWSNs, the node moves with the velocity of 3–6 km/h [7] because of the water current. So, it is not possible to progress routing protocols which work with the whole topology. Moreover, underwater sensor nodes cannot be recharged or changed because of the rough underwater surroundings. Underwater sensor nodes use an acoustic modem whose propagation speed is 1500m/s [2] to transfer data to each other. Our proposed routing protocol is devised based upon limited battery and limited bandwidth. This routing protocol provides shorter end-to-end delay, evades control packet to guide data packets to the destination entirely, which hoards up a large amount of energy. Considering the noise along with that, the appropriate better fitness of the nodes is calculated.

Our key concern is to establish a routing protocol for UWSNs so that we can send data packet from source to destination efficiently meeting the challenges of UWSNs. Our contributions to the work is listed below:

1)   Level Based Architecture

2)   Localization free

3)   Considering Noise Level in Link

4)   Better Fitness calculation

2. Related Works

One of the primary topics for any network is routing, and routing protocols are regarded as an indictment of determining and preserving the routes. Most of the research works pertaining to UWSNs were on the

issues related to the physical layer. On the other hand, routing techniques are a comparatively new arena of the network layer of UWSNs. Thus, providing an efficient routing algorithm becomes substantial.

Vector-based forwarding (VBF) [2] guides the packet from the source to the destination. Packets are forwarded only by those sensor nodes that are within the range R of the vector. The forwarding process of VBF is thought to be a routing pipe (virtual pipe) between the source and the destination nodes. The energy of the network is saved because only the nodes that come across the forwarding path are involved in packet routing. Nodes are mobile and sensitive to the routing pipe's radius. High communication time in dense networks is needed and multiple nodes act as relay nodes.

In this paper, Parabola is used as a forwarding region for optimizing energy through Parabola Based Routing (PBR) in Underwater Sensor Networks [3]. A New Energy Efficient and Depth based Routing Protocol (EEDBR) for UWSNs [4] is   proposed; a new protocol in which only the depth information of the nodes are used in the routing process. Also, to balance the overall energy consumption and thereby increase the network lifetime, residual energy of the nodes are considered in the routing calculations. The proposed method not only improves the overall energy consumption of the network; the end-to-end delay is also reduced. All of these discussed routing protocols for UWSNs are efficient and effective in their own ways. In this paper, we have developed a routing protocol to overcome the disadvantages of the vector-based routing protocol [2] and (EEDBR) [4]. We introduced a standard technique by considering noise to assess the target node. LBRP improves the VBF, EEDBR in terms of the network lifetime, energy consumption, and end-to-end delay but just in sparse networks.

3.   Efficient Noise Aware Level Based Routing Protocol

In this section, we have discussed Network Architecture, Protocol Overview and Protocol Design. Finally, we present the algorithm and multicasting technique of the proposed routing protocol.

3.1 Network Architecture

Efficient Noise Aware Level Based Routing Protocol UWSNs network architecture is very much useful in this proposed routing protocol. Assume that water depth is divided in different levels as a result data delivery is much easier and efficient. An example of such networks is demonstrated in figure- 3.1
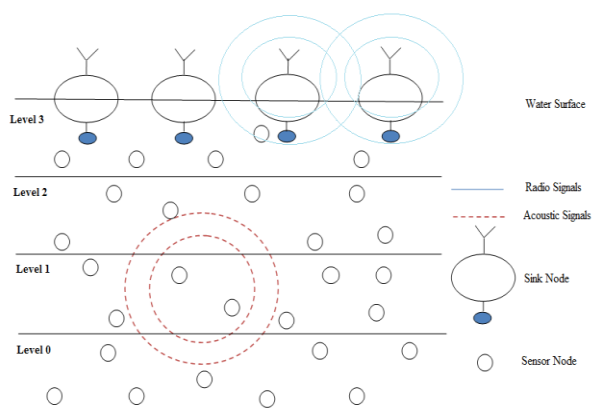
Figure 3.1: Noise Aware Level Based UWSNs Architecture

Water depth is divided in different levels which is calculated in following way.

Number of levels $= \dfrac{Water\ depth}{level\ distence}$,

Where Level distance is 300 meters.

In this Noise Aware Level Based network, there are multiple sink nodes available in our proposed network architecture which is fixed, where the forwarding node is always mobile. The water surface nodes that are called sink nodes are equipped with the modem that is capable of capturing both radio-frequency and acoustic signals. The nodes that send and receive only acoustic signals are deployed in the underwater environment. Underwater sensor nodes with acoustic modems are placed in the interested $3 - D$ area and each such node is assumed likely to be a data source. Underwater acoustic nodes can accumulate data and also assist to convey data to the sinks. When a sink node receives a packet from an underwater acoustic node, the sink node can converse with each other efficiently via radio channels. The protocol attempts to send a packet to any sink nodes on the surface because if a surface node receives a packet it can send the packet other sinks or remote data centers quickly due to the speed of radio-frequency (with a propagation speed of $3 \times 10^8 m/s$ in air) which is five orders of magnitudes higher than sound propagation (at the speed of $1.5 \times 10^3 m/s$ in water) [7]. Here, the protocol does not pay attention to the communication between surface nodes. Instead it tries to transmit a packet to any surface sinks and assumes that the packet reaches its destination. The protocol has been built by considering the fact that every node knows its depth which is the vertical distance from the node's position to the surface and its position.

3.2 Overview of Efficient Noise Aware Level Based Routing Protocol for UWSNs

The proposed protocol consists of two phases named as Candidate Node Selection Phase for calculating fitness by the sending node and Target Node Selection Phase by the information of routing table and select the forwarding node with highest fitness as Target Node. Each of these parts is discussed in this section.

3.2.1 Candidate Node Selection Phase

- Sending Sensor Node broadcasts RREQ message within upper one fourth portion of R circular range.

- Receiving RREP message by the Sending Node containing link capacity of the forwarding node whose level is higher than the sending Node.

- Calculating Fitness by the Sending Node based on Link capacity ratio, Node Life time ratio and Link Expiration Time

3.2.2 Target Node Selection Phase

In this section, Candidate Node Selection Phase calculates fitness of sending node which is stored in routing table. When all better fitness' sending nodes are stored in the routing table and using the routing table, we select best the fitness sending node. The best fitness node is forwarded by using the multicasting process. In the multicasting process, we select the forwarding node which is multicast to all nodes. We then consider the minimum threshold fitness and maximum threshold fitness and calculate the average difference between the maximum and minimum threshold fitness. Then we again consider the fitness of the forwarding node and then calculate the average of the fitness difference of those nodes from the maximum threshold. And finally, we calculate the number of forwarding nodes which multicasts the node.

3.3 Packet Format

Two kinds of packets [6] are introduced in this protocol. First, the sending node broadcasts a control packet named route request (RREQ) message to its neighbour within the upper one fourth portion of R circular range. In order to inform its neighbour of its location and depth, the route request message incorporates the sending node's ID and level of sender that are used by the sending node containing link capacity of the forwarding node whose level is higher than the sending node. The fitness is calculated by

the sending node being based on link capacity ratio, node life time ratio and link expiration time. The packet format of RREQ is illustrated in Table 3.1.

Other control packets include RREP message which carries the information of the forwarding node's link capacity to forward the packet and ACK which is used to confirm the packet received by the forwarding node. The RREP message is illustrated in Table 3.2.

Sender ID	Level of Sender

Table 3.1: Response Request (RREQ) Message

Forwarding node ID	Link Capacity

Table 3.2: Response Request (RREP) Message

3.4 Fitness Estimation of Proposed Protocol

In this section, we have calculated fitness based on the sending node. Our proposed fitness estimation equation is illustrated in equation-1. First, we calculate the link capacity ratio, node life time ratio and link expiration time. Then we placed the link capacity ratio, node life time ratio and link expiration time values in equation-1 and calculated the fitness of the sending node[7].

$$Fitness(FT_i) = Link\ Expiration\ Time(LET_i)$$

$$\times \frac{Life\ time\ ratio(LT^r) + Link\ capacity\ ratio(LC^r)}{1 + abs(Link\ capactity\ ratio - life\ time\ ratio)}$$

3.5 Life Time Prediction Ratio (LT^r)

In this section, we calculated the life time prediction ratio of the node. This is the limit on the battery lifetime of a network, which depends mainly on tier 1 nodes. The time that a node's transceiver is active during one update period is important for battery life considerations. Each node uses a store and forward mechanism to forward a sequence of packets as it receives them in order to minimize the active time of its transceiver. Taking into account collisions and retransmissions, the total active time for a tier 1 transceiver in one update period is [5]:

Total Time $(Ttotal) = 1.23\ (Nmax +\ Nmax/5)$

where $Nmax$ is the maximum number of packets in seconds. The next

step is selecting a power source. We consider that we have 3 off-the shelf 9V, 1.2 Amp-Hour batteries at each node. The total energy available at each node is: $E_t = 3 \times 9 \times 1.2 = 32.4$ in V.A hour. The total active time of a transceiver is therefore the ratio of the total energy to the power consumed in one frame[5]:

Total active time $(Tactive) = \frac{Et}{Pframe} = \frac{32.4}{Pframe}$

in hours. A node's transceiver is only active for a fraction of the time in each update period of R seconds. Therefore, the battery lifetime of a node is expressed by[5]:

$Life\ time\ of\ a\ node\ (LT_i) = \frac{Tactive}{Ttotal} \times \frac{R}{24}$

in days, where R is in seconds.

3.6 Link Capacity Ratio (LC^r)

In this section, we calculated the link capacity ratio of the node by using this equation:

$Link\ capacity\ of\ a\ reciver\ (LC_i) = B \times log_2\ (1 + SNR_i)$

Where B is the bandwidth of the channel and SNR_i is the signal-to-noise ratio of the link between the sending node and the forwarding node f_i.

The passive sonar equation indicates that the signal-to-noise ratio (SNR) per bit γ_b of an emitted underwater signal at the receiver is[6]

$\gamma_b = SL - TL - NL + DI$

where SL is the source level, TL the transmission loss, NL the noise level and DI the directivity index. The unit of all quantities is dB. Since omnidirectional hydrophones are used, DI is 0[6].

3.7 Link Expiration Time (LET_i)

Link stability of any two nodes means the duration of the connectivity of the two nodes within a fixed range R. Let n_1 and n_2 be two nodes within a fixed range R. These two nodes move θ_1, Φ_1 and θ_2, Φ_2 direction in three-dimensional space of underwater respectively. Let their initial position be x'_1, y'_1, z'_1, and x'_2, y'_2, z'_2 respectively after time t their new coordinates will be x_1, y_1, z_1 and x_2, y_2, z_2 respectively. Suppose they travel at the speed of v_1 m/s and v_2 m/s respectively and after time tn_1 passes d_1 meter and n_2 passes d_2 meter [7].

$$d_1 = v_1 t \quad \text{and} \quad d_2 = v_2 t$$

The distance between the two nodes at time t can be found as follows:

$$a = (x_1' - x_2'), \quad b = (y_1' - y_2') \quad \text{and} \quad c = (z_1' - z_2')$$

$$e = (v_1 \sin\theta_1 \cos\Phi_1 - \sin\theta_2 \cos\Phi_2)$$

$$f = (v_1 \sin\theta_1 \sin\Phi_1 - \sin\theta_2 \sin\Phi_2)$$

$$g = (v_1 \cos\theta_1 - v_1 \cos\theta_2)$$

Now, the distance between the two nodes after time t can be calculated as follows:

$$D^2 = (a + et)^2 + (b + ft)^2 + (c + gt)^2,$$

$$(t^2 + f^2 + g^2) + t(2ae + 2bf + 2cf) + a^2 + b^2 + c^2 = D^2$$

Now, we assume that after time t the distance between these two nodes is R which is the transmission range. We can calculate the time t as follows:

$$t^2(t^2 + f^2 + g^2) + t(2ae + 2bf + 2cf) + a^2 + b^2 + c^2 - R^2 = 0 \text{ Let}$$

$$m = e^2 + f^2 + g^2, \quad n = 2ae + 2bf + 2cg,$$

$$o = a^2 + b^2 + c^2 - R^2.$$

Now, it stands as follows:

$$mt^2 + nt + o = 0,$$

$$t = \frac{-n \pm \sqrt{n^2 - 4mo}}{2m}$$

3.8 The Routing Algorithms of the Proposed Routing Protocol

Our proposed routing protocol algorithm for the Routing Table Formation is illustrated in Algorithm-1. Here, n_s level of the sending node and f_n level of the forwarding node and Ft_i is the calculated fitness. One of the most substantial things we will be using here is the Level Based

Routing Protocol (LBRP). This is a level-based protocol, which is useful in reducing system energy consumption. We have used the following algorithm:

Algorithm-1

Require: Control Packet: RREQ, RREP, Data Packet
Ensure: Forwarding Data Packet

      Broadcast RREQ message by the sending ns

      for(i=fi ; i<=fn; i=i+1)

      if level of fi > level of ns

      forward RREP message to n_s

      else

      discard RREQ message

      end if

      end for

      for(i=fi ; i<=fn; i=i+1)

   Calculate fitness Ft_i

   Form a routing table

   Multicast packet

3.9 Multicasting Technique

In this section, we used the multicasting technique for forwarding the node. We have selected the best fitness of node from the routing table and had multicast this node.[8]

❑   Selection of Forwarding Nodes

❑   let maximum threshold fitness F_{th}^{max} and minimum threshold fitness F_{th}^{min}

❑   let the average difference between F_{th}^{max} and F_{th}^{min} be r_{avg}^{max}

❑   let fitness of forwarding nodes be $F1, F2, \ldots \ldots Fn$ and the average of the fitness difference of those node from maximum threshold fitness F_{th}^{max} is

$$r_{avg} = \frac{\sum_{i=1}^{n} (F_{th}^{max} - Fi)}{n}$$

❑ Then number of Forwarding Node

$$n = 1 + ceiling \left[\frac{N \times padd}{100}\right]$$

where $padd = \frac{pr}{r_{avg}^{max}} \times r_{avg}$

pr is the percentage of additional forwarding node.

4. Result and Analysis

In this section, the result and the analysis of the simulation are discussed in detail. The simulation of Level Based Routing Protocol (LBRP), Energy Efficient Depth Based Routing (EEDBR) [4] and Vector Based Forwarding (VBF) protocol [3] are explained.

In using the Level Based Routing Protocol (LBRP), a minimal amount of the total nodes is used in routing, while storing state information is not necessary. In doing so, the best use of energy consumption takes place and packet transmission is relatively more reliable. In order to transfer a packet from the source to destination, the LBRP calculates the noise, account residual energy, the level where the node is situated, and the distance from the forwarding node. The forwarding node is selected by using a formula proposed in this paper that uses the described terms. Simulations have been carried out and experienced in both noisy and noiseless environments, and executed to ensure improved performance of the proposed protocol. The LBRP aims to provide a noise aware, level-based and energy efficient under water routing protocol.

4.1 Network life time

The comparison of the performances of LBRP, EEDBR [4] and VBF protocol [2] in terms of network lifetime is illustrated in Figure 4.1.
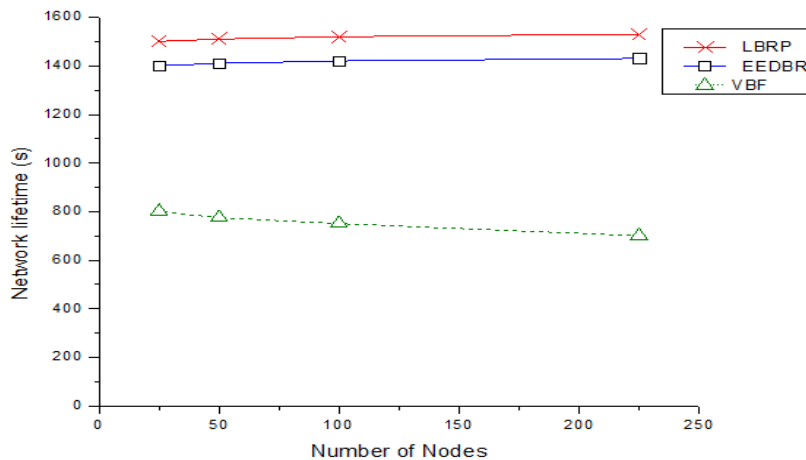
Figure 4.1: Comparison of network lifetime.

It is observed that LBRP offers improved performance over EEDBR in the perspective of network lifetime. LBRP exceeds the network lifetime of VBF, EEDBR because VBF always chooses the nodes within a fixed

vector, and as a result, a sensor node may be selected again and again to forward data. Consequently, the energy of such nodes is exhausted fast, and these nodes' lifetime expires soon. The chosen EEDBR forwarding node is based only on depth. Therefore, any node has a likely chance to die soon. EEDBR employs the energy balancing among the sensor nodes, so EEDBR needs more energy. On the other hand, LBRP does not forward data based on depth, it divides water depth in different levels. Packets are forwarded in higher levels and nodes are sent containing link capacity of the forwarding node whose level is higher than the sending node[10]. As LBRP uses the multicasting technique to multicast the better fitness to other nodes, data loss is minimal and requires less energy, leading to extended battery lifetime.

4.2 Total Energy Consumption

The comparison of the performances of LBRP, EEDBR [4] and VBF [2] in terms of energy consumption is illustrated in Figure 4.2.

It is seen that the proposed protocol consumes less energy than that of the VBF, EEDBR protocol. Since level wise divisions of monitoring environment reduces the energy consumption, no extra circuitry is needed in the sensor node to measure the depth under the water. In VBF, more than one node attends in forwarding the same packet; so higher energy is consumed in VBF protocol. In VBF, node mobility is not guarded; hence with the increase of nodes and node mobility, more energy is being consumed. The energy consumption in EEDBR is higher than LBRP. Because in EEDBR, more nodes involve in forwarding the same packets as it may happen that more than one node has the same depth and it causes the same holding time.
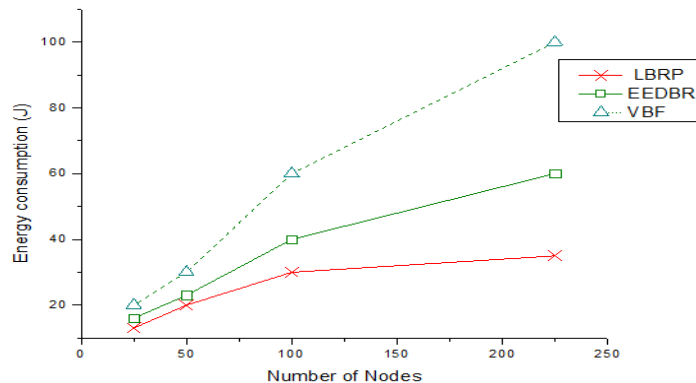

Figure 4.2: Comparison of energy consumption

4.3 Average End-to-End Delay

The comparison of the performances of LBRP, EEDBR [4] and VBF [2] in terms of Packet Delivery Ratio is illustrated in Figure 4.3. In VBF, only those nodes that are in the vector take part in forwarding packet. With the increasing node mobility, the node can be out of the vector, and this effect reduces the packet delivery ratio in VBF. In EEDBR routing protocol depends on depth and distributed energy of all nodes. So, the packet has little effect and reduces the packet delivery ratio in EEDBR. Contrarily, LBRP has much less end-to-end delay by comparing the VBF, EEDBR. LBRP always tries to send packets to higher levels where the forwarding node is higher than sending node, and calculates better fitness based on link capacity between the forwarding and the sending node. Contrary to LBRP, as the velocity of water current increases, the end-to-end delay decreases as in proposed protocols.
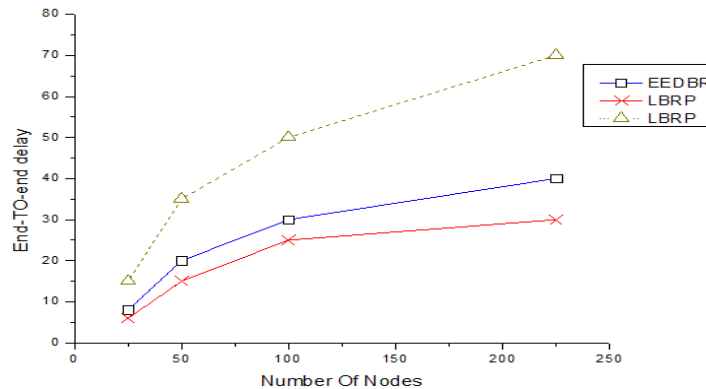
Figure 4.3: Comparison of end-to-end delay

4.4 Packet Delivery Ratio

The comparison of the performances of LBRP, EEDBR [4] and VBF [2] in terms of Average End-to-End Delay is illustrated in Figure 4.4. In VBF, it takes more time to discover the destination node and for the response to come from the destination node in VBF, so the average end-to-end delay in VBF is larger. For VBF to handle node mobility, no direct technique is applied. As a result, less number of the forwarding nodes attend in forwarding packet with increasing node mobility, and it increases the end-to-end delay. In EEDBR, every sensor node holds the packet for a certain time proportional to the depth of the sensor node. Therefore, EEDBR has a long end -to-end delay. In LBRP packet delivery ratio is better than VBF, EEDBR. Because the routing table selects higher fitness of forwarding

node, the node uses multicasting technique to multicast the better fitness to another node. So, packet delivery ratio is increased.
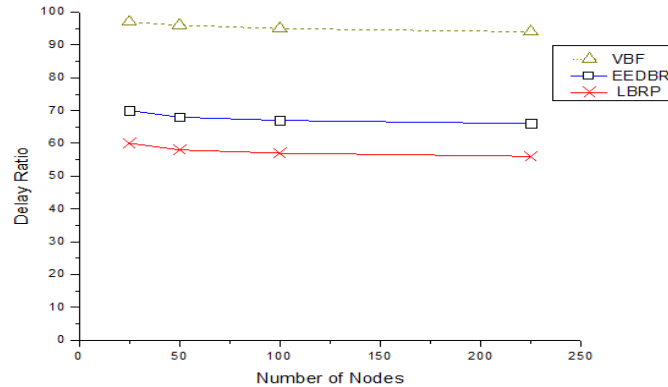

Figure 4.4: Comparison of packet delivery ratio

5. Conclusion

In wireless sensor networks, most routing protocols require location information for sensor nodes to calculate the distance between two particular nodes, based on signal strength so that an estimation of energy consumption can be made. The protocol performs better in terms of energy consumption and ensures that the link is less noisy. Level-wise divisions of monitoring environment reduce the energy consumption because no extra circuitry is needed in the sensor node to measure the depth under the water.

While UWSN is a promising new field and may help in exploring the unexplored world that lies underwater, there are many challenges as well. For example, the unpredictable underwater environment. Underwater conditions are extremely unpredictable - water pressure, underwater activities, and uneven depths of the underwater surface make it difficult to design and deploy UWSNs.

Another aspect is the physical damage to equipment. The sensors used in underwater devices are susceptible to routine underwater challenges, such as algae accumulation on camera lens and salt accumulation, which decreases the effectiveness of sensors cost. Lastly, the energy requirements and the cost of Underwater Acoustic Sensor Networks are relatively high compared to higher power and regular batteries. However, the amount of challenges in designing of UWSNs makes it an interesting area for researchers to continue work. With the advancement in sensor and

wireless technologies, UWSNs, more and more people are willing to research in this field, exploring great opportunities for more and more ideas.

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Design and Implementation of a 917 MHZ Coaxial-fed E-shaped Microstrip Patch Antenna for 802.11 AH IEEE Band Wireless Communication

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Abdullah Al Hadi

Abstract

This paper presents the analysis and design method of E-shaped microstrip patch antenna for commercial applications such as mobile radio and wireless communications that have almost similar frequency band. Due to its small size, low profile, easily mountable and low design complexity, the proposed antenna will be suitable for wireless communication especially in IEEE 802.11VARIANT standard. The proposed antenna provides excellent scattering parameters with s11=-18.005794 and VSWR 1.287 at operating frequency 917MHz and impedance bandwidth of this antenna is 10MHZ (912MHZ to 922MHZ). The overall simulation has been done by using Microwave Studio of Computer Simulation Technology (CST) commercial software and experimental result was obtained by using Wave and Antenna Training System (WATS-2002). The comparison between the simulated radiation pattern and experimental radiation pattern is also shown in this work.

Keywords: CST, IEEE 802.11ah, E-shape, Coaxial feeding, WLAN, GPS.

1. Introduction

Due to the dramatic development in the field of wireless communication the device size has become much compact without affecting the performance. Compared to conventional microwave antennas, microstrip patch antennas are smaller in size, light in weight, easy to manufacture, lower cost, and simple to integrate in mobile radio and wireless communication applications. In high-performance aircraft, spacecraft, satellite, and missile applications, where size, weight, cost, performance, installation, and aerodynamic profile are constraints, low-profile antennas may be the alternative. At present situation, there are many other government and commercial applications, such as mobile radio and

wireless communications which require similar specifications. To meet these requirements, microstrip antennas can be used [3-10]. In any communication system, either in transmitter or receiver section, antenna is a very important part. So, the size of the antenna must be taken into consideration and antenna size should be reduced without degrading the performance of the communication system. Some antenna provides larger bandwidth and high gain like Yagi-Uda, Helical, Parabolic reflector, Horn, etc. but the large structure of these antennas restrict their use in various compact wireless and moving communication devices [1, 3, 7, 12, 14]. Therefore, for wireless communication, microstrip patch antennas are widely used to meet this requirement. Now-a-days the use of E-shaped antenna is very useful in radio mobile and wireless communication. The design of an E-shaped printed antenna for IEEE 802.11ah standard will provide a global Wireless LAN, WLAN standard that operates within the unlicensed ISM, Industrial, Scientific, and Medical, bands that are available below 1 GHz. In this way IEEE 802.11ah will allow Wi-Fi-enabled devices to gain access for short-term transmissions in these frequency bands that are currently much less congested. In addition to gaining access to additional spectrum, the use of 802.11ah will provide improved coverage range because of the propagating characteristics of these frequencies. This will open the applications of available to IEEE 802.11ah users to new opportunities including wide area based sensor networks, sensor backhaul systems and potential Wi-Fi off-loading. Around 9MHz to 20 MHz impedance bandwidth with smaller size antenna are enormously used in Japan, and the USA for wireless communication and to support internet. So the design of the proposed antenna can be applicable for LAN, WLAN applications.

The slot length and the slot width are very important for the proposed antenna because an E- shaped antenna resembles a LC circuit. The value of inductance and capacitance can be varied by varying the slot length and width of the antenna. So, the operating frequency is adjustable. The fig. 1 shows the current distribution of ordinary patch antenna and E-shaped patch antenna and corresponding equivalent LC circuit respectively.

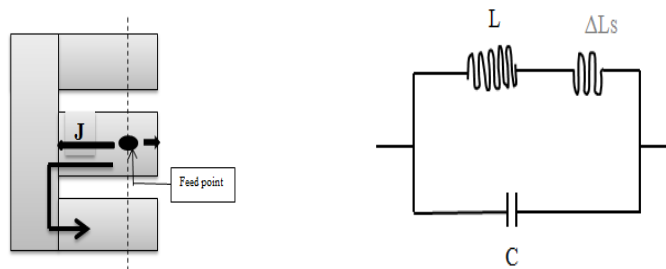**Figure1: Current distribution of normal patch antenna and equivalent LC circuit.**

Figure 2: Current distribution of E-shape patches antenna and equivalent LC circuit.

In an ordinary patch, current flows from the feeding point to the top and bottom edges and the values of C can be determined by these current path lengths. In E-shaped patch antenna, the current that flows in the middle part looks like an ordinary patch antenna. It represents initial LC circuit and resonates at the initial frequency. But at the edge of the patch, the current has to flow around the slots so that the length of current path is increased and affects the value of L and C. Hence the antenna changes the single resonate frequency to the dual resonant frequency [4] [10-16]. For the radio frequency, application of the designed antenna must be matched to the traditional 50Ω impedance of the front end circuitry. Therefore, the impedance network has to be plugged between the source and antenna. The coaxial line feed defines where the inner conductor of the coax is attached to the radiation patch, while the outer conductor is attached to the ground plane [1-3].

2. Design Methodology

The compact configuration of the proposed Dual E-shaped antenna is shown in Fig.4. The proposed antenna has a simple structure by printing it

on a FR4 lossy substrate with dielectric constant 4.3, loss tangent 0.025 and substrate height 0.163cm. The dimension of the designed antenna is 8.8cm by 3.4cm. Copper metal is used as radiating element with thickness 0.01cm. The coaxial feeding technique is used for this antenna. The antenna structure that is created in CST is shown in figure 3 and the 2-D plan of the proposed antenna is shown in figure 4. The fabricated prototype of the proposed antenna for WLAN, GPS system is shown in figure 5.
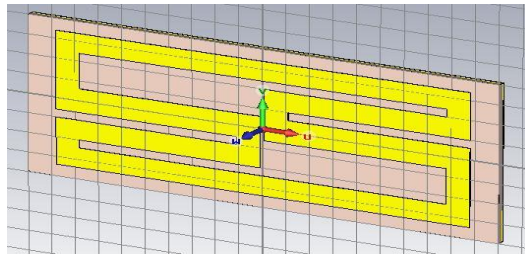
Figure 3: Dual E-shaped Antenna structure used in CST Microwave studio.
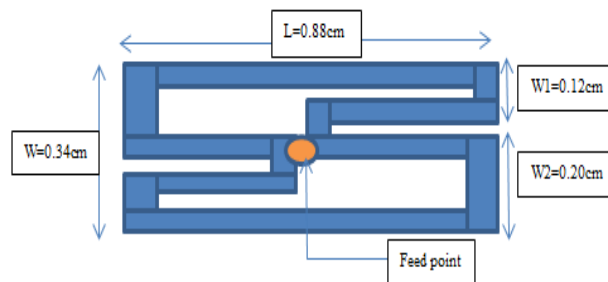
Figure 4: Design geometry of E-shaped patch antenna.

Figure 5: Hardware designed for the proposed   antenna.

For calculating the E-shape antenna length and width simple rectangular patch antenna designing equations are used which are given below [5]:

Width of the patch,

$$W = \frac{1}{2f_r\sqrt{\mu_0\varepsilon_0}}\sqrt{\frac{2}{\varepsilon_r+1}} = \frac{v_0}{2f_r}\sqrt{\frac{2}{\varepsilon_r+1}} \qquad (1)$$

Length of the patch,

$$L = \frac{v_o}{2f_r}\sqrt{\varepsilon_{reff}} \qquad (2)$$

Where ε_{reff} is the effective dielectric constant and given by:

$$\varepsilon_{reff} = \frac{\varepsilon_r+1}{2} + \frac{\varepsilon_r-1}{2}\left[1+12\frac{h}{W}\right]^{-0.5} \qquad (3)$$

Where the dimensions of the patch along its length have been extended on each end by a distance ΔL which is a function of effective dielectric constant ε_{reff} and patch width to length ratio.

$$\Delta L = 0.412\,h\,\frac{(\varepsilon_{reff}+0.3)(\frac{W}{h}+0.264)}{(\varepsilon_{reff}-0.258)(\frac{W}{h}+0.8)} \qquad (4)$$

So, the actual length of the patch can be calculated by using the following equation:

$$L = \frac{1}{2f_r\sqrt{\varepsilon_{reff}}\sqrt{\mu_0\varepsilon_0}} - 2\Delta L \qquad (5)$$

The dimensions of proposed E-shaped patch antenna is given below:

Table 1: Arm length of E shaped patch antenna

Name of arms	Length in cm
L	0.88
W	0.34
W1	0.12
W2	0.2

Length, height and width are very important in designing the proposed antenna. To decrease the resonant frequency of an antenna, current path must be maximized in the designed surface area. For maximizing the current path, the proposed antenna has been designed in dual E-shaped so that capacitance is increased and as a result resonant frequency is decreased. For efficient radiation the antenna size must be $\lambda/2$. If the size is less than $\lambda/2$, the radiation efficiency will be decreased with other antenna parameters. The miniaturization of the proposed antenna and improvement in bandwidth can be achieved by etching the slot in ground and patch in microstrip antenna of length and width value [1, 6].

3. Simulated and Experimented Results

The proposed antenna has been designed based on the 802.11ah IEEE frequency band standard. IEEE 802.11ah is a new Wi-Fi standard that operates in the sub-one-gigahertz region of the frequency spectrum and intended to support extended range Wi-Fi, and the Internet-of-Everything. The proposed antenna was simulated using CST Microwave Studio in order to extract its Electromagnetic wave properties. The resonant frequency of designed antenna has been found to be 917MHz. The excitation signal is supplied by a 50 ohm coaxial cable. This results in a return loss of -18.005 dB at resonance frequency and voltage standing wave ratio of this antenna is 1.287 which indicates the designed antenna can be used in 802.11ah IEEE frequency band for wireless application. It provides a -3 dB impedance bandwidth of 10MHZ from 912MHZ to 922MHZ. The simulated return loss (S-Parameter) and Voltage Standing Wave Ratio (VSWR) are shown in figure 6 and figure 7:
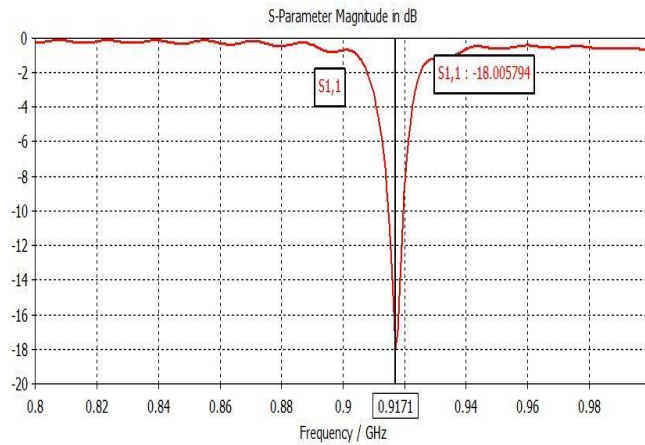
Figure 6: Simulated Return Loss of proposed antenna.

The key parameters that are used to measure the antenna performance are S-parameter and VSWR. The negative value of S-parameter indicates suitable impedance matching with the 50 Ohms feeder impedance. The S-parameter value of the proposed antenna is -18 dB that means the designed antenna is well impedance matched with the feed line impedance. Another important parameter for an antenna design is VSWR. The ideal value of VSWR is unity. The VSWR is unity when the antenna impedance is equal with the load impedance. But it is quite impossible to achieve unity VSWR for designing an antenna in wireless communication. In practical cases the acceptable value of VSWR is less than 2. The VSWR of our proposed antenna is 1.28. So, in respect to VSWR value, the designed antenna is suitable for wireless communication, especially for WLAN, GPS and so on.
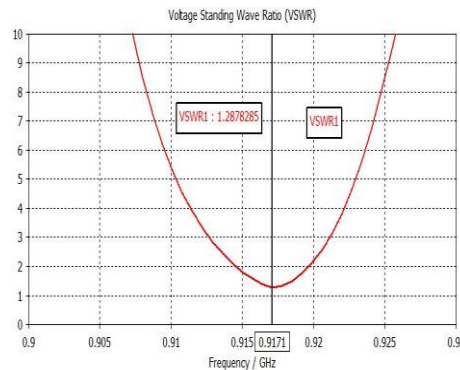

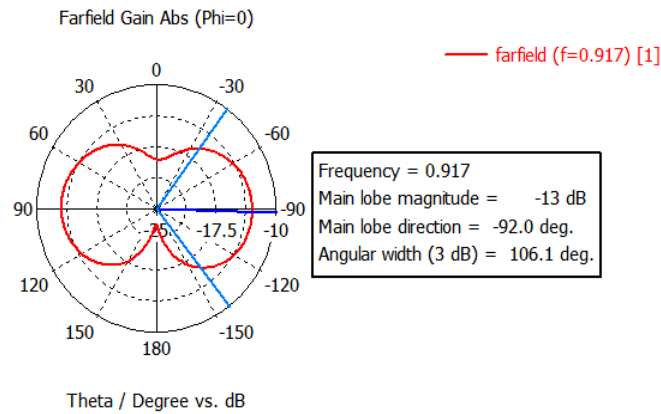**Figure 7: Simulated VSWR of E shaped 917 MHz patch antenna.**

Farfield Gain Abs (Phi=0)

farfield (f=0.917) [1]

Frequency = 0.917
Main lobe magnitude = -13 dB
Main lobe direction = -92.0 deg.
Angular width (3 dB) = 106.1 deg.

Theta / Degree vs. dB

Figure 8: E-palne Radiation Pattern of the proposed antenna

Farfield Gain Abs (Phi=90)

farfield (f=0.917) [1]

Frequency = 0.917
Main lobe magnitude = -8.14 dB
Main lobe direction = -79.0 deg.
Angular width (3 dB) = 100.0 deg.
Side lobe level = -3.0 dB
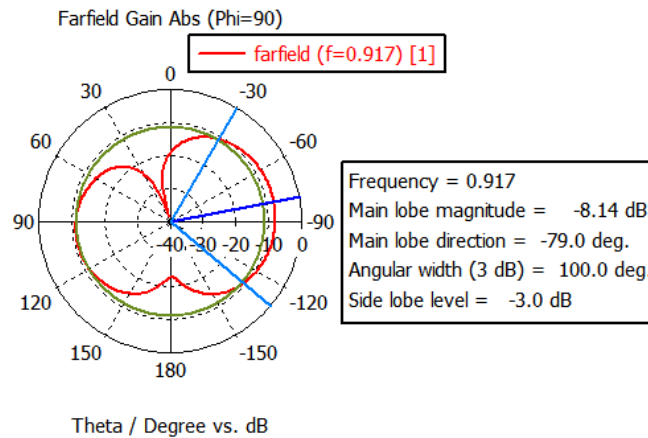
Theta / Degree vs. dB

Figure 9: H-palne Radiation Pattern of the proposed antenna

Figure 8 and Figure 9 show the simulated E-plane and H-plane radiation pattern of the proposed antenna at 917 MHz resonance frequency, respectively. Both E-plane and H-plane radiation pattern show that the proposed antenna provides wide 3-dB beamwidth and it is 100 degree. The main lobe magnitude, main lobe direction and side lobe level of the proposed antenna are also obtainble from the Figure 8 and Figure 9.

The proposed Dual E-shape antenna may be printed on PCB board and extracted far field radiation pattern using Wave and Antenna Training System (WATS) 2002. Experimental far field radiation pattern, shown in figure 10 (a) is quite similar to the simulated radiation pattern shown in figure 10 (b). The comparison of experimental results and simulated far field results are given below:

Simulated Far field pattern

(a)

Experimental far field pattern
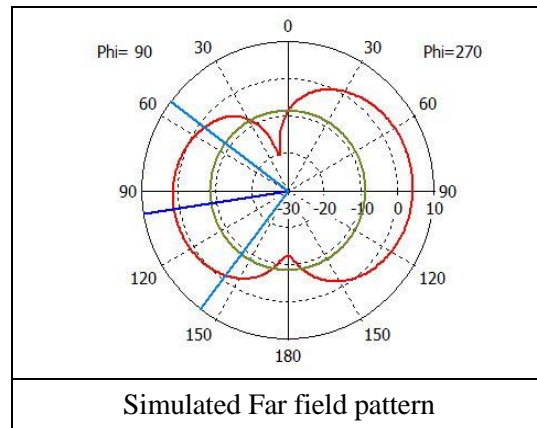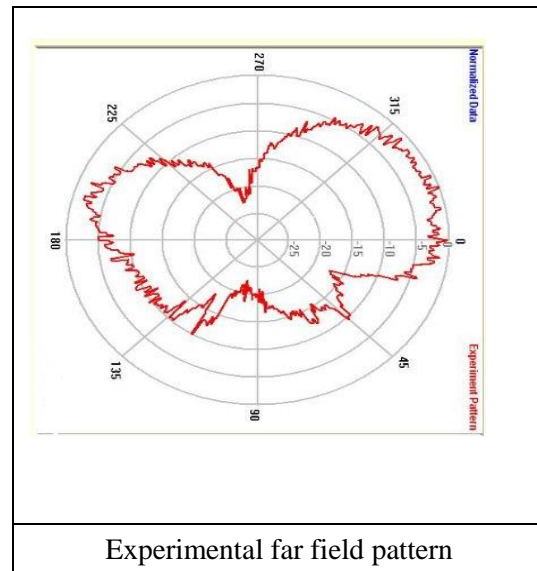
(b)

Figure 10: Comparison between simulated (a) and experimental (b) far field pattern of the proposed antenna.

The simulated radiation pattern and experimental radiation pattern of the proposed antenna are almost similar which ensure that the software design and hardware design are suitably matched.

4. Conclusion

In this paper a narrow band Dual E-shaped microstrip antenna has been designed for LAN, WLAN, GPS and Wi-Fi communication in the sub one

gigahertz 802.11ah IEEE band standard. The electromagnetics properties of the proposed antenna is observed by CST Microwave studio and radiation pattern of this antenna is obtained by software and Wave and Antenna Training System (WATS-2002). The experimental radiation pattern of the fabricated antenna is measured by WATS-2002. The experimental field radiation pattern is almost similar to the simulated far field radiation pattern that is obtained by CST Microwave Studio Suite. The proposed antenna provides value of VSWR as 1.28 and the return loss parameter is -18 dB. The designed antenna has been fabricated in PCB board and the laboratory result has been compared with simulated results. Due to Dual E-shape, the current distribution length is increased. Hence the value of C may be increased that will reduce the resonate frequency. This is the key achievement of this antenna because lower bandwidth is important for 802.11ah and various MIMO communications. So, the proposed antenna is suitable for all narrow band wireless communication.

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