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Re-making of the Protagonist: The Case of *Lal Shalu* and *Tree Without Roots*

Hossain Al Mamun

Abstract: Syed Waliullah's (1922-71) *Tree Without Roots* (1968), the English version or re-creation of his popular Bengali novel, *Lal Shalu* (1948) provides a panorama of rural Bangladesh in early forties, particularly, the fictional village Mahabbatpur, where poverty and religion collaborate. In these two novels, Majeed is found as a displaced poor man, fortune-hunter muezzin who hails from a Southeastern district of the country to this village, where he plays his confidence trick convincing the superstitious peasants, he replants fear into their hearts; frightens and feel them guilty for their neglect of an old overgrown grave of an unknown person whom he declares to be a saint. Majeed builds a mazar and becomes its self-appointed guardian; gradually owns lands and ladies, makes an ally with the local landowner Khaleque and also plays on the religious susceptibilities of the poor villagers to make an ease and comfortable life for him. In *Lal Shalu*, when Majeed thinks: not his lands and crops, but faith can save the mazar then his existence precedes his self-created value or the fake shrine as essence. But in *Tree Without Roots*, this essence precedes his existence at a certain point of his life when he realizes his presence at the mazar in a disastrous environment can be the only way to save him and his business. *Lal Shalu* focuses on the mazar and explores the revolving phenomena of this existence. On the other hand, *Tree Without Roots* remakes Majeed exploring his 'grandeur' and sense of being a 'slave' of his essence. This paper examines-what roles do the languages play in the process of translating *Lal Shalu* in Bangla (Source Language) into *Tree Without Roots* in English (Target Language). The paper also explores the effects of re-making the protagonist's activities and actions which may help the readers to consider *Tree Without Roots* as a "new text."

Keywords: Source Language; Target Language; Essence; Majeed; Re-making

Tree without Roots (1967) is the first English novel by Bangladeshi writer Syed Waliullah, who translates or re-creates his original book *Lal Shalu* (1948). *Tree Without Roots* is considered as "a revised and improved version of *Lal Shalu*" (Choudhury, 2010, p. ix). The courses of both the

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texts prove that *Lal Shalu* focuses on the mazar, and *Tree Without Roots* emphasises its protagonist, Majeed. Though *Tree Without Roots* is translated, it exists as a 'new' text. "Translation, it is argued, ensures the survival of a text. The translation effectively becomes the after-life of a text, a new 'original' in another language"-writes Susan Bassnett (2005) in the 'Introduction' to her book *Translation Studies* (p.9). This statement is true for the case of *Lal Shalu* and *Tree Without Roots*. This study considers the following questions to reach and achieve the study objective-to what extent and in what context Majeed has become a re-created protagonist in *Tree Without Roots*:

- i. What is the background of translating *Lal Shalu* into *Tree without Roots*?
- ii. What messages do the titles of the texts carry for the readers of two languages?
- iii. What changes and additions are found in the English version?
- iv. What are the effects of the omission and exclusion in the plot of the texts?
- v. What literary and aesthetic values does Majeed add as a re-created protagonist?
- vi. What significance does *Tree Without Roots* carry as a translated 'new' text?

Reading *Lal Shalu* and *Tree Without Roots* side by side, creates interests to follow their publication history, change of the title, several changes in, and omission/exclusion from the story events in the course of the novels; because, translation is an "interrelationship between SL and TL texts and author-translator-reader" (Bassnett, 2005, p.18). The translator must "focus on the SL text primarily and must serve that text with complete commitment. The TL reader must be brought to the SL text through the means of the translation" (p.75). As Paz suggests, "all texts are translations of translations and the lines cannot be drawn to separate Reader from Translator" (qtd. in Bassnett, 2005, p.85).

As an author and translator Waliullah had perfect knowledge of both source language (SL) and target Language (TL). *Tree Without Roots* was published by Chatto and Windus under the auspices of UNESCO in 1967, 19 years after the publication of *Lal Shalu* in 1948. Waliullah himself translated *Lal Shalu* as *Tree without Roots*, as his wife the late Anne-Marie Thibaud has left an unpublished memoir, "Wali, My Husband as I knew Him," where she states that her French version of the novel was done 'from Wali's own translation into English.' Significantly she does not mention any co-translators" writes Kaiser Haq (2005) ("Review").

In this regard Kaiser Haq (2005) writes more about the re-creation and function of both the texts:

Lal Shalu was written by a young man, probably when he was still a college student and was published in 1948. When he wrote *Tree Without Roots* he had matured, become better read, acquired a commendable mastery of the English language. He had also become an UNESCO official in Paris: this was perhaps the most important factor affecting his creative life, for in Paris he absorbed existentialism and successfully infused it into his writing. The Majeed of *Tree Without Roots* is more amenable to an existential analysis than his original. ("Existentialism")

Here, Haq emphasises Waliullah's maturity and mastery in English and different other experiences in later age that influence him to recreate the protagonist Majeed. Thus, *Tree Without Roots* provides more causes to read and re-read Majeed who runs after his existential concerns. In the story, Majeed creates a 'fake' and 'false' mazar for his earning, livelihood and prosperity. For doing so, he tries to control the social system of the locality with the help of Khaleque and some other people loyal to him and his tricks. He becomes able to create 'fear' of the mazar in the heart of general people to continue and conform his existential concerns.

Niaz Zaman (2016) also provides other information regarding Waliullah's concern and exploration in English:

For twenty years—from his posting in Karachi to his subsequent postings in different cities and his sojourn in Paris—Waliullah lived away from his Bangla-speaking milieu. Nevertheless, apart from one piece of fiction set in Paris, he continued to write about his homeland. However, as Professor Serajul Islam Choudhury has suggested in "Syed Waliullah and His Lonely Heroes," Syed Waliullah was often assailed by feelings that he was out of tune with his home country. He also perhaps felt a deep sense of nostalgia for the land that he had left behind. ("Syed Waliullah")

Zaman also observes that Waliullah's foreign connection and continuous living abroad along with his nostalgia for homeland helps him to translate *Lal Shalu* into *Tree Without Roots*. After nineteen years of the publication of *Lal Shalu*, Waliullah wrote and published *Tree Without Roots* which brings new approaches of language contextually, culturally and literally.

Edward Sapir (1956) claims that 'language is a guide to social reality' and that human beings are at the mercy of the language that has become the medium of expression for their society. Experience, he asserts, is largely determined by the language habits of the community, and each separate

structure represents a separate reality (p.69). Kaiser Haq's (2005) remarks are significant in this regard:

Translations from Asian languages can be annoyingly lumpy, with indigestible culture-specific material swallowed wholesale. But here was a novel set in a backward Bangladeshi village whose English version read remarkably smoothly. The few local words retained in italics wouldn't hold up any reader because they have been neatly and inconspicuously explained in the text. ("Existentialism")

Haq writes about the use of some words which are set in an explanatory form in the text that help the readers to understand the surroundings of Majeed and his new life in a new location better. Majeed uses his discourse of 'dead man is more powerful than a living one' to his followers or who still do not follow him. This application holds power and he becomes powerful gradually among the people not only as the caretaker of the mazarbut also the protector of them; which brings more fortune for him as he was a fortune hunter.

Translation theorist Scoops writes, "source and target texts may diverge from each other quite considerably, not only in the formulation and distribution of the content but also as regards the goals which are set for each, and in terms of which the arrangement of the content is in fact determined" (qtd. in Vermeer, 2004, p.223), which is reflected in Kaiser Haq's(2005) opinion, "the author performed his second act of creation with the same basic plot, the same setting, the same characters as in *Lal Shalu*" ("Existentialism").

Matthew Arnold also writes, "A translation should affect us in the same way as the original may be supposed to have affected its first hearers"(qtd. in Savory, 1968, p. 45). Jowett also extends similar issue: "an English translation ought to be idiomatic and interesting, not only to the scholar, but to the learned reader.... The translator...seeks to produce on his reader an impression similar or nearly similar to that produced by the original" (qtd. in Venuti, 2004, p.133). In this connection Serajul Islam Choudhury expresses:

Tree Without Roots, there are abridgements and alterations, and an important addition in the ending, which no one but the writer himself could have made. Moreover, in the original novel there are intricacies and suggestiveness of language, particularly in the dialogues, which would have been difficult, if not impossible, for an outsider to put into English as satisfactorily as has been done in *Tree Without Roots*. (ix)

Here, Choudhury writes about the significance and importance of used language as directed in *Tree Without Roots*, that creates satisfaction when readers read it and they find newness in the text. From the reading and re-reading of the new 'text' *Tree Without Roots*, readers come to the contact of shifting the themes of both the texts: *Lal Shalu* and *Tree Without Roots*. They test the treatment of the mazar and the protagonist Majeed newly, because Majeed gradually crossed the 'power' of the fake mazar by replacing his capacity to control people socially rather than religiously.

Waliullah also considers some substantial changes when translates *Lal Shalu* into English as *Tree Without Roots* several years later; e.g. main focus shifts from the mazar to the protagonist. Certain characters and episodes are added or subtracted in the later version. Significant scenes from the original (*Lal Shalu*) are missing, but new English version extends the beginning and the ending. Waliullah's long stay abroad by the time he translated *Lal Shalu* led to the changes that he made, some critics argue.

The change in the title of the new version of *Lal Shalu* indicates a shift of emphasis from the shrine to its caretaker. Although it is well-nigh impossible to separate the two, here the focus on the man is sharper than that it was in the original (*Lal Shalu*) one. (Choudhury, 201, p.xi) The change in the title of the novel itself evinces a narrowing from the public to the private, for while *Lal Shalu* literally refers to the red cloth used in mausoleums, Majeed is the "tree without roots" of the title of the transcreation. (Kamal, 2018, "*Tree Without Roots*") Madame Waliullah also draws our attention to 'a certain grandeur' that the protagonist Majeed displays in the English version but lacks in the original. (Haq, 2005, "Existentialism") Bassnett's (2005) views are relevant in these perspectives:

The translator, then, first reads/translates in the SL and then, through a further process of decoding, translates the text into the TL language. The interlingual translation is bound to reflect the translator's own creative interpretation of the SLtext. Moreover, the degree to which the translator reproduces the form, metre, rhythm, tone, register, etc. of the SL text, will be as much determined by the TL system as by the SL system and will also depend on the function of the translation. (p.86)

It is evident that the influence of Western thought and world literature on Waliullah is clear. Kamal(2018) asserts, "*Lal Shalu* too seems to have been re-written in the sixties keeping a Western audience in mind" ("*Tree Without Roots*").Waliullah was either trying to familiarise the Western audience with a situation unknown to them, or trying to catch their

attention by feeding them preconceived information. However, this extended opening also serves to create sympathy for Majeed—a man led by gnawing hunger to a profession of tricking others (Kamal, 2018, "*Tree Without Roots*"). Kaiser Huq (2005) writes,

In *Tree Without Roots*, Majeed is apprehensively aware of the 'game' he plays, but "once he has embarked on it there's no turning back: 'It was he who had created the mazar, and he could not destroy it,' he muses. 'For he was now its slave'—which is a good example of *mauvaise foi* (bad faith). But when a deluge threatens the mazar his decision not to abandon it is not made willy-nilly but in full consciousness of his freedom." ("Existentialism")

Haq explores and unveils the reasons why Majeed has to be with his own creation whatever vulnerability and vagueness it has. In the courses of the story, Majeed becomes the slave of his 'creation' inevitably. He considers the mazar as his source of living losing all faith on God to whom he should surrender. Majeed gets the return from his 'Frankenstein' living the very life as a so called 'guardian' of a fake shrine.

Niaz Zaman (2016) comments on the changes found in *Tree Without Roots* in comparison with *Lal Shalu*:

Translated several years after *Lal Shalu* had been written, *Tree Without Roots* has small but significant changes from its Bangla original. In the Bangla novel, Majeed is portrayed as a charlatan who exploits the religious beliefs of the common people to make a living for himself. At the end of *Lal Shalu*, Majeed sternly tells the villagers bewailing their losses, "Do not be ungrateful. Have faith in God." *Tree Without Roots* agrees with the Bangla original in the essential storyline but has a longer description of the Bengal landscape and introduces a nobility in Majeed's character towards the end, missing in the Bangla version. In *Tree Without Roots*, Majeed leaves his two wives with his friend and strides off alone across the flooded land. ("Syed Waliullah")

Here Zaman discusses Majeed's changes in approaches to his situation, direction and struggle for his survival on time and tricks. Majeed's voices become changed due the demand of the situation, person, interests, policy and problems which shape his life always. As Waliullah (2010) says: "The animal cry of the carrion-eating jackal of the night never gangs, but the voice of man does, sometimes tender, sometimes commanding, fearful or domineering, gentle or cruel" (p.20).

By following the changes found in both the texts: *Lal Shalu* and *Tree Without Roots*, we can also notice changes in the other characters who

supplement and support Majeed's role. Levý declares that "A translation is not a monistic composition, but an interpenetration and conglomerate of two structures. On the one hand there are the semantic content and the formal contour of the original, on the other hand the entire system of aesthetic features bound up with the language of the translation"(qtd. in Bassnett, 2005, p.16). This statement is true when we consider Kamal's (2018) opinion:

Among the significant changes in the later version is the omission of the chapter in which Majeed confronts the pir of Awalpur-his professional rival. While the Awalpur pir is mentioned in *Tree Without Roots*, the latter's presence does not aggravate Majeed until Khaleque, his patron, shows interest in him. Khaleque had ignored the pir till Amena, his childless wife, instigated him to bring holy water from Awalpur. Amena's request reflects her lack of faith in Majeed's power-Majeed's first wife, Rahima, too is childless. However, rather than facing the pir, Majeed in the transcreation, concentrates on chastising Amena. ("*Tree Without Roots*")

Majeed knows better that the mazar he creates is fake, so he runs after conforming other connections with the people to control and dominate them. Thus, he confronts the pir and the people who try to follow and submit the 'best' to the pir. Commenting on the exclusions from *Tree Without Roots*, Kamal continues:

The exclusion of Akkas in *Tree Without Roots* is shocking. His omission, along with the omission of Majeed's visit to Awalpur, marks a narrowing of the social dimension of the novel and a shift in focus to Majeed-the individual, for in the absence of these important episodes, we miss the chance to examine some pertinent social issues. (2018, "*Tree Without Roots*")

Here the critic emphasises the effects of two omissions that may create a 'dark room' in reader's mind not getting the true picture of the protagonist and social clashes between groups in the text. These omissions may be considered by the author due to change of the social pictures of nineteen years gap of publishing the two texts. In this regard, Kaiser Huq's (2005) views are noteworthy:

Intriguingly, the translation differs substantially from the Bengali original. The overture is longer and the finale completely new--the whole of Part Four, all of twenty-six pages. Within the main body, at least one incident--Majeed's encounter with the pir--has been left out, and throughout the text bits of detail have been altered or added. Glancing at the two texts side by side, one can only be amazed at the looseness of the correlation. ("*Existentialism*")

Here, Haq criticises the looseness of correlation reading both the texts in the milieu of changes found in the new text. In *Tree Without Roots*, Waliullah contextualises and also conceptualises his transcreation of *Lal Shalu* and for doing so, he discusses and expands some events in detail. This change of version may create that problem which is addressed by Kaiser Haq in his criticism.

It is noted that in the recreated version of *Lal Shalu*, the translation of some popular lines are in different direction i.e. "শস্যের চেয়ে টুপি বেশি, ধর্মের আগাছা বেশি।" ("There are more tupees than heads of cattle, more tupees than sheaves of grass"); even another popular line like "গ্রামের লোকেরা যেন রহিমারই অন্য সংস্করণ।" is absent in *Tree Without Roots*; though it is said that "The translator's decisions may be necessary or unnecessary, motivated or unmotivated." (Levy, 2004, p.151)

Harish Trivedi (2005) says: "The unit of translation was no longer a word or a sentence or a paragraph or a page or even a text, but indeed the whole language and culture in which that text was constituted," (p.254)-the reflection of this statement is found in *Tree Without Roots*, where Waliullah recreates his protagonist focusing his crises in an additional new section that contains 26 pages. Kamal also argues on the ending of the new version:

He [Majeed] must not, under any circumstances, abandon the mazar. Earlier that day, Majeed had visited his "friend" Khaleque only to receive a lukewarm response from him. The destitute peasants had also refused to seek consolation from him. Majeed knows that damage to the mazar can be repaired once the floodwaters recede, but he cannot mend the villagers' faith if he abandons the mazar at this time of distress. Leaving his wives under Khaleque's care, Majeed returns to the only place he can call home. (2018, "*Tree Without Roots*")

Waliullah (2010) writes, "The main source of his livelihood was not his land and his crops, but faith, and faith, he knew, though not as easily destroyed by natural calamity as material wealth, if once destroyed may never be restored" (p.113). Majeed knew why he was going to Khaleque. The man of religion must run to the man of material wealth; and the two must collaborate to preserve faith in the system. Majeed's seeking help from Khaleque is ironical, but realistic. And making him do this, the novelist adds substantially to the realism of his presentation (Choudhury, 2010, pp.xi-xii). But ultimately Majeed returns to the mazar which indicates that he becomes the slave of his own creation. Waliullah (2010) also writes, "The animal cry of carrion-eating jackal of the night never

changes, but the voice of man does, sometimes tender, sometimes commanding, fearful or domineering, gentle or cruel" (p.20). Thus, Majeed changes, changes and changes himself; and through the process, he is a recreated protagonist in *Tree Without Roots*. In *Lal Shalu* it happens to Majeed-"existence precedes essence," but in *Tree Without Roots* it goes opposite-"essence precedes existence."

Translation is "a re-creation, not a reproduction" (qtd. in Brower, 1959, p.55) and "The test of a real translation is that it should not read like translation at all" (Phillips, 1953, p.53). The echo of these statements is found in Serajul Islam Choudhry's (2010) comment: "This work [*Tree Without Roots*] is certainly a revised and improved version of *Lal Shalu* and as even those who have not read the original Bengali work will find out for themselves, this work is a great artistic achievement indeed" (p.ix).

Tree Without Roots recreates Majeed as more realistic than Majeed in *Lal Shalu* as he has to go his own way to expand the branches of the tree that does not have any root, he consciously knows-"For time was now precious to Majeed. He had to get back. With a firm, quick stride, he started on his way" (Waliullah, 2010, p.136). The long narrated ending of *Tree Without Roots* shows a significant change between the two texts. The ending also states and structures the role of the mazar and the protagonist Majeed: both are inseparably connected; Majeed creates the mazar but the mazar re-creates Majeed.

This study claims *Tree Without Roots* as a 'new text' because of its newness in the milieu of considering the role of the protagonist and from the perspective of translating *Lal Shalu* in English. There are some similarities between the Majeed in *Lal Shalu*, and the Majeed in *Tree Without Roots*, their dissimilarities remind readers and critics that one has crossed the other's 'sense of existence,' 'fear of truth' and the 'power of hypocrisy.' The author or the translator of the TL text should have moral responsibility to the TL readers-Waliullah has done it properly by recreating the protagonist Majeed in *Tree Without Roots*.

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Stakeholders' Perception about the Use of Information and Communication Technology (ICT) in the Secondary Level Education of Bangladesh: An Empirical Study

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Sakufa Chowdhury²

Abstract: *ICT is a part of the economic infrastructure that updates education systems of the country which is backbone of a nation. Though the developed nation proved their efficiency in education sector by using ICT in different level of education systems but the education sector in Bangladesh has been experiencing ICT application in preliminary level for ensuring quality education. Thus, the core objective of this study is to assess the stakeholders' perception about use of ICT on quality education in the secondary school level of Bangladesh and another important specific objective of this study is to focus on ICT's contribution to an increased quality in teaching and learning and a broad access to learning materials. This study has conducted based on the mixed method. Data were collected mainly from the primary as well as secondary sources. Student and Teachers are the main sources of primary data while report of ICT ministry, documents of the schools, and data from BBS were considered as sources of secondary data. Data were analyzed by using SPSS 22 and spread sheet analysis. Descriptive statistics, ANOVA, and regression analysis were used to analyze quantitative data but data from FGD were analyzed by using qualitative data analyzing technique. The study conclude that ICT has great impact on teaching learning quality at secondary school level of Bangladesh but practicing of ICT at this level far behind the standard which creates challenges to achieve one of the important SDGs of Bangladesh.*

Keywords: ICT; Quality Education; Secondary School; Teaching-Learning Environment

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1.0 Introduction

Information and Communication Technology (ICT) is one of the most important driving forces promoting economic growth of the country through different sectoral development of the nation. At the dawn of new millennium, silent but much dominant and omnipresent revolution is taking place around the globe is regarded as Information Technology (IT) revolution. ICT are technologies such as computers, the Internet, broadcasting technologies (radio and television) and telephony (Khan, Hasan & Clement, 2012). In this research, ICT is used interchangeably with Information Technology (IT). ICT are part of the economic infrastructure that updates education systems of the country which is backbone of a nation. ICT are means by which individuals, institutions and organizations network, undertake activities, and participate in the development process at local, national and global levels. During the last two decades, countries have invested heavily in ICT. Indeed, the use of ICT in education and training has been a key priority in most EU and OECD countries in the last decade, although progress has been uneven (Aristovnik, 2012). ICT has had a major impact on the education sector, on organization and on teaching and learning methods. There is however, growing evidence that ICT application to the core business of education can accelerate and improve learning on a number of fronts, from basic skills (Mann 1999; BECTA 2000); problem solving (Oliver and Omari 1999; Williams 1999), information management, work habits (Adnanes and Ronnig, 1998), motivation (Combs 2000; Diggs, 1997; Sherry, 2001), establishing life-long learning habits and concepts development (Yelland 1998). In addition, information and communication technologies are being applied to the management of learning and to the business models of educational delivery.

One puzzling question concerns the role of these technologies on educational outcomes or performance of quality education. Again the relationship between the use of ICT and educational performance is unclear and contradictory results are presented in the literature (Youssef and Dahmani, 2008). Again, by considering performance of using ICT in education sector in Bangladesh, a little study has been done to investigate efficiency and effectiveness in secondary level education. So, this is the very urgent to understand the level of impact of using ICT in secondary level to develop foundation of quality education in Bangladesh and role of ICT usage in learning process and academic curriculum is yet to be proved. According to Wong and Li (2008), ICT systems play a role in reengineering educational delivery and student learning, but sometimes

these systems are implemented in isolation instead of part of larger educational reform that is needed for ICT systems to be effective. ICT systems have moved beyond a pure teaching and learning aid to a movement of transforming education in the information society (Munoz-Repiso & Tejedor, 2012). (Roschelle et al. 2010) stated that there is a potential for increases in student learning and collaboration using collaborative system environments and careful planning for implementation is of vital importance for success, but the previous research does not identify a process or model for implementing these systems and the level of impact of using ICT in secondary school of Bangladesh. Thus the study is rational to understand whether the use of ICT at secondary school level impact positively in Bangladesh. ICT involves accessing, gathering, manipulating and communication of information techniques with technologies such as computer, software apps, internet etc. or other hardware or software devices. In spite of there is no single definition of ICT, ICT can be defined generally as all devices, applications, systems, networking parts that all together allow organizations which maybe profit, non-profit or others to interact with each other in the digital world (Search CIO, 2017). ICT includes all the technologies that are used to control telecommunications, audio visual processing and transmission, network based monitoring and control and broadcast media. Moreover, ICT covers all the uses of digital technology that are available to cooperate businesses, people and organizations that use information and ICT also covers product like personal computers, digital television, email, robots etc.

2.0 ICT in Quality Education

ICT has become not only a subject now-a-days but also a way to help all other subjects to be studied well (Ali and Proctor, 2005). More and more public and private stakeholders are supporting the 1-1 initiative in education i.e. every child gets a single computing device since last few decades and the shove towards the adoption of laptops and handled device has raised the importance of ICT (Valiente, 2010). The key of a school is to motivate students to gain knowledge and achieve a solid foundation of basic skills which is possible by adopting ICT. (William and Patrick, 2005). ICT not only influence the research and development (R&D) works but also have a significance impact on students' technical efficiency and teaching -learning potentiality. Besides the skilled workforce are greatly supported by the ICT for education. In Bangladesh, a National Road Map on ICT in Education with the focus for ICT for Education, not just ICT

Education to develop our children's competencies has been taken (Ahmed, 2017). The impact of ICT in quality education is significant and ICT will work as an agent to change the practices of educational system such as what is learned, how is learned, where and when it is learned and lastly who is learning or teaching. The EU and OECD countries were benefitted through the use of ICT in their education especially ICT helped them to get quality educational outcomes (Aristovnik, 2012). Though, smart phone seems to have both positive and negative effect on the learning of students (Philip and Garcia, 2015; Beland and Murphy, 2016), in twenty-first century the digital tablet has a significant impact on the daily life of students and it motivates students learning using communication as verbal, written and graphical (Ciampa, 2014; Bagdasarov et al., 2017). The biggest online learning school "10 minutes' school" launched smart books and it removed the need to buy large number of books and there by allow students to access high quality education through the use of ICT (Prothom Alo, 2018a). ICT is becoming a driving force for reforming educational system and which will help to ensure the quality of education (Achimugu et al., 2010). There are several ways in which the ICT can improve the quality of education and these are: (i) through enhancing teacher training (ii) through facilitating the acquisition of basic skills and (iii) through increasing learner motivation and engagement (Wadi & Sonia, 2002). A huge number of youths in Bangladesh and if they were provided with a quality education and ICT skill, Bangladesh will turn into an economically advance country (Prothom Alo, 2017a). The quality of education of private medical colleges and the use of digital arena were urged by prime mister of Bangladesh a few days ago (Prothom Alo, 2018).

Education system of Bangladesh was not pro-poor and the quality and curriculum would not effectively serve the goals related to human development and poverty eradication without the blessings of ICT because ICT helps to reach the education to distant areas where the deprived students can be benefitted (Haider, 2015). A massive revolution has occurred in the fields of science and technology and therefore the secondary school curriculum has to keep pace with this (Habib, 2011). For the holistic and balanced development of the education sector, the government emphasized the National Education Policy 2010 to ensure quality education for all using ICT (Rahaman, 2017). The emphasis has to be not only on expanding existing institutions and programmes but also on ensuring quality of the educational institutions (Ahmed, 2017). ICT and technical education and proper managements in secondary level educational institutions were emphasized to teach the students

interestingly (The Independent, 2015). Ensuring the quality of education always been in the top priority of the government of Bangladesh. Technology is one of the biggest boons for a country like Bangladesh. However, government should look into a more responsible way to use it to curb it from reaping its benefits (Ikhtear, 2018). ICT helps students to learn in a systematic way which make learning more interesting and improve the quality of education (Hoque, 2013). ICT helps to reduce teachers' workload and increased learners' participation through the use of digital devices and contents like e-books, projectors, laptops etc. (Babu and Nath, 2017). Moreover, ICT helped to improve the socio-economic factors which include education in rural and remote areas of Bangladesh (Ashraf et al., 2017). ICT helps e-governance and it stimulates better education and new employment for the country and ensures sustainable developments (Rahman, 2016). In spite of significant achievements in the ICT sectors, Bangladesh is far behind than many other countries yet and Bangladesh is moving slowly up in ICT. But the lack of computers, facility with internet connectivity, inadequate infrastructure, fund which hinders to maximize the benefits of ICTs especially in secondary education which could be minimized very quickly by the government's careful steps to ensure the quality of education (Rahman et al., 2012). Previous literature supports that ICT can give advantage to enhance quality education at secondary school level of Bangladesh.

Classroom education is significantly affected by ICT use (Richardson and Lee, 2014). The classroom will be more interested when the students will see the visual presentation through the ICT use (Habib, 2011). Using ICT in classrooms can provide students an opportunity to make themselves knowledgeable to accomplish the vision of becoming a middle-income country by 2021 and for that government has formulated policies and implemented it (Hoque, 2013). From January 2011 to June 2013, a total of 5000 and 18500 primary and secondary teachers respectively, received training on preparing contents using ICT tools that helped teachers to enhance classroom performance. In 2017, Bangladesh had over 23,000 multimedia classrooms in secondary schools and around 14,000 were proposed to be set up in primary schools (Ahmed, 2017). The good news is that most teachers and students welcomed ICT in the education and classrooms as a positive development which means ICT motivated both students and teachers radically which shifted their views forward. The ICT development really influenced the way of using emails, multimedia projectors, and internet in classrooms as it has become an integral part of modern days (Kalnina &, Kangro, 2007). For the improvement of

classroom teaching learning process the government of Bangladesh provided laptops and multimedia projectors to 20,500 public and private educational institutions in 2012 (Habib, 2011). Some factors emerged which encouraged people to adopt ICT in classrooms for better use and make classrooms efficient. The use of ICT in the classroom is very much beneficial and truly a boon for the students from poor families which make the class more exciting and qualitative increasing the attention of students. Digitalization creates pressure on teachers to use ICT in the education and classroom in spite of being somewhat perplexing to them initially (Howard, 2013). A central concern for the digitalization of schools is to keep them aware of the recent technologies and advantages for the well-being (Siddiq, 2016). As a result of the boon of the digitalization students are able to use their digital devices as a learning tool (Song, 2014). ICT helps students to involve in lively group discussions at any time anywhere and this provide a better result regarding to their study. Students are finding internet learning especially YouTube learning very beneficial to them and they finding it as informal learning which includes more independence and broad range providing a bunch of opportunities (Lee, 2013). Moreover, ICT has great contribution in the way of teaching and the teachers need to be more skillful to use ICT in teaching which will in turn contribute to the academic performance of students (Salehi & Salehi, 2012). ICT helps the secondary school students to get knowledge over web design, database management system, Microsoft office which helps them to have different job opportunities in that stage. Some do jobs as part-time and some do jobs as fulltime depending on their needs. Though secondary schools started using ICT in their education system, the use is not satisfactory yet mainly because of poor infrastructure. Surprisingly the classes are more student-centered because of the use of ICT and education policy in teaching and learning but it is also limited yet in a large number of schools (Imon, 2017). Now-a-days the role of technology in our daily life is quite undeniable. For example, mobile phone makes communication anywhere at any time and broadband data makes access to the internet, GPS advancements, video calling, and recording in a cheaper and easier way and all these ways are contributing to the knowledge creation with new ideas and perceptions. Students can share information with their peers, communicate with distant people, can be active in blog discussion, exchange emails, google information, use legal and authentic materials from websites thorough the use of ICT which certainly will help students to create knowledge through research and studies (Padurean & Margan, 2009). Besides, online schools are helping students of all level to acquire

knowledge about any subject related to their course syllabus which is very helpful for them to create new ideas. In Bangladesh, in spite of the availability of multimedia classrooms and funds from the government and private sectors, there is a lack of teachers' training and the required infrastructure that is why the teacher are not so abreast of the optimal uses of ICT in the classroom which is more common in bucolic areas (Khan et al., 2012). These hindrances are the most important to care about for the best use of ICT in knowledge creation. In developed countries the practices of ICT in classroom is more momentous than the developing countries. As a result, the adoption and the uses are more tremendous in developed nations than the developing ones and the students of developed countries, for their technology based teaching and learning opportunities, are getting more job opportunity which is far better than developing countries (Hamidi et al. 2011). Information and Communication Technologies (ICTs) play a pivotal role in job creation as well as growth (Reding, 2007). ICT enables students to gain access into information centers, participate in multimedia based information programs, concern about different social issues and centers cooperate with the students to gain job (Ashraf et al., 2017). 13,000 youths are taking professional outsourcing training and employment services, graphics design, web design and digital marketing which will contribute huge to the job market (Prothom Alo, 2017b). Moreover, leveraging the ICT enables youths to gain knowledge over different online activities can have a positive impact on job opportunity (Prothom Alo, 2014). However, the rate of unemployment among Bangladeshi graduates - 47% as earlier indicated by the Economist Intelligence Unit does not support that the digitalization occurred so far created more jobs and from this context the ICT is not enough for delivering quality education. Lack of motivation and training is responsible for most of the teachers are not using ICT as their regular instruments.

3.0 Objectives of the study:

The main objective of the study is to assess the stakeholders' perception about the use of ICT on quality education in the secondary school level of Bangladesh. The specific objectives of this study are as follows:

- i. To focus on ICT's contribution to an increased quality in teaching and learning and a broad access to learning materials.
- ii. To examine the existing relationship between teaching quality and teacher's motivation, intensity of ICT use and performance of student.
- iii. To draw out a guideline to improve quality of education through ICT application in secondary school level followed by possible limitations.

4.0 Hypotheses:

The following hypotheses are formed to conduct the study:

H1: Application of ICT can improve classroom performance at secondary school level of Bangladesh.

H2: Application of ICT can improve Academic performance at secondary school level of Bangladesh.

H3: Application of ICT can improve knowledge level at secondary school level of Bangladesh.

H4: Application of ICT can create foundation of Job enrollment for student at secondary school level of Bangladesh.

5.0 Research Methodology:

In order to achieve objectives, mixed method (quantitative as well as qualitative) in particular survey study method as a quantitative technique and FGD as a qualitative method have been used in collecting necessary data. The study was examined the opinion of the different stakeholders of the secondary school level. Thus every student, school teacher were the population of this study and every school were considered as an individual case. Forty (40) cases (high school) were selected conveniently from 4 districts of Bangladesh including Dhaka and Sylhet. So, all the students and teacher of these high schools were considered as working population of this study. All the respondents from the selected cases were selected using random sampling method. Sample size was determined for survey study using statistical method with proportion sampling rule for each category of respondents. Again five FGD were conducted with the school teacher to make better comment on the performance of the student and the main source of secondary data were the ministry of education and ICT. Others secondary sources were journals, books, documents of the schools and related publications. Data were analyzed by using SPSS 22 and spread sheet analysis. Descriptive statistics, ANOVA, and regression analysis were used to analyze quantitative data but data from FGD and in-depth interview were qualitative data analyzing technique.

6.0 Results and Discussion:

This study found that eight variables (ICT should be used in class room, should use ICT smartly, study purpose, great impact on teaching process, generate meaningful and engaging learning experiences, communication, enjoy learning and accelerate learning process) had mean scores above the 4.50. That means both students and teachers were appeared those as more concern.

On the other hand, there were just only one variable that was "ICT should not be used in teaching" had mean score less than 2. Both were disagreeing with this statement. This table shows other eighteen variables those had mean score more than 4. This result indicates that both students and teachers wanted to use ICT in learning purpose, because it helps to get more information than print materials. Though it is time consuming process, it helps to improve not only presentation skills but also communication skills of both teacher and student. Through using this, environment of teaching is enhancing and doing better preparation in examination. As a result, both teacher and students were enjoyed their learning. From this analyzed this study learned that ICT can help to access information better than library and can foster better teaching and improved academic achievement. Almost 80 percent respondents were agreed with the statement that ICT can affect delivery of education. It is interesting to learn that 50 percent respondents were believed that ICT motivates teachers to enjoy teaching and also can improve the quality of higher education. 60 percent respondents thought that they can study without the use of ICT tools. Chatting, surfing and sending email, literature search, online shopping and playing games are the common benefits of using ICT. Though using ICT has numerous benefits, there are some obstacles to use it. Such as, inadequate PCs, lack of time to use resources, lack of support, electricity failure, etc. Therefore, be concluded that variables are still concerned with the quality of education at secondary school level. The standard deviations values were high, which indicates the dispersion in a normally spread distribution. This means the effects of all variables on the impact of ICT on quality education in the secondary school level of Bangladesh is positive. The first interesting thing of the result is three variables had meant scores 5.00 out of 5.00. They are "Teacher should use ICT", "ICT have great impact on teaching process" and "ICT accelerate learning process" (Table -A2).

Reliability of the Study:

Reliability analysis was conducted prior to other analyses. For data to be considered reliable, the value of its Cronbach's alpha should be >0.7 (Nunnally, 1978). The reliability analysis of the student's sample produced a Cronbach's alpha of 0.908 and teacher's sample produced a Cronbach's alpha of 0.788 meaning collected data relate to all items used in the students and teachers' questionnaire were reliable.

Multiple Regression Analysis (Academic performance):

To study the existence of any associative relationship between the selected independent factors and academic performance and to test the strength of associations between the study factors, multiple regressions analysis has been conducted. Based on the study, there are 4 factors that are closely related with academic performance of the students in the board examinations. The multiple regression models for this study have been identified as follows:

$$AP = \alpha + \beta_1 (ICT1) + \beta_2 (ICT2) + \beta_3 (ICT3) + \beta_4 (ICT4)$$

ICT1 = Practices of ICT for improving class room performance

ICT2 = Practices of ICT for improving Academic result performance

ICT3 = Practices of ICT for increasing knowledge level

ICT4= Practices of ICT for improving job enrollment performance

AP = Academic Performance

α = Academic performance of the students in absence of all of the independent variables

β = Partial regression co-efficient which indicates a partial change in the academic performance due to one unit change in each of the independent variables while other things remain constant

Teacher's opinion regarding impact of ICT on quality education:

Following Table - 1 represented that, R value is .854 which indicates there is a moderate impact of these four estimated variables on overall estimated performance. This table also showed that the coefficient of determination i.e. the R-square is .729 which represented that 72.9% variation of the dependent variable (Academic Performance) can be explained by the independent variables.

Table 1: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
|--|-------------------|----------------|-------------------|----------------------------|--------|-------------------|
| 1 | .854 ^a | .729 | .698 | .05700 | | |
| a. Predictors: (Constant), ICT1, ICT2, ICT3, ICT4 | | | | | | |
| ANOVA^b | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| | Regression | .306 | 4 | .077 | 23.576 | .000 ^a |
| | Residual | .114 | 35 | .003 | | |
| | Total | .420 | 39 | | | |
| a. Dependent Variable: AP; b. Predictors: (Constant), ICT1, ICT2, ICT3, ICT4 | | | | | | |

An unstandardized coefficient indicates a partial change in the academic performance due to one unit change in each of the independent variables while other things remain constant. It has been found that, knowledge level is the most influential factor for academic performance with the highest β value = 0.092. Study found that, H2 and H3 is accepted and conclude that practices of ICT for academic result performance and practices of ICT for knowledge level performance has direct impact on overall academic performance (Table - 2).

Table 2: Coefficients^a

| Model | | Unstandardized Coefficients | | t | Sig. | 95% Confidence Interval for B | |
|-------|------------|-----------------------------|------------|--------|------|-------------------------------|-------------|
| | | B | Std. Error | | | Lower Bound | Upper Bound |
| 1 | (Constant) | .591 | .038 | 15.455 | .000 | .513 | .668 |
| | ICT1 | .037 | .020 | 1.852 | .072 | -.004 | .077 |
| | ICT2 | .060 | .022 | -2.749 | .009 | -.105 | .016 |
| | ICT3 | .092 | .022 | 4.214 | .000 | .048 | .137 |
| | ICT4 | .011 | .012 | .864 | .393 | -.015 | .036 |

a. Dependent Variable: Academic performance of the students in the board examination.

Multiple Regression Analysis (Student Satisfaction):

Again to study the existence of any associative relationship between the selected independent factors and overall satisfaction of the student's multiple regressions analysis has been conducted. Based on the study, there are four factors that are closely related with the satisfaction of the students. The multiple regression models for this study have been identified as follows:

$$OS = \alpha + \beta_1 (ICT1) + \beta_2 (ICT2) + \beta_3 (ICT3) + \beta_4 (ICT4)$$

ICT1 = Practices of ICT for improving class room performance

ICT2 = Practices of ICT for improving Academic result performance

ICT3 = Practices of ICT for increasing knowledge level

ICT4 = Practices of ICT for improving job enrollment performance

OS = Overall satisfaction of the students

α = Overall satisfaction of the students in absence of all of the independent variables

β = Partial regression co-efficient which indicates a partial change in the overall satisfaction of the students due to one unit change in each of the independent variables while other things remain constant

Students' opinion regarding impact of ICT on quality education:

Following Table-3 represented that, R value is .806 which indicates there is a moderate impact of these four estimated variables on overall estimated satisfaction. This table also showed that the coefficient of determination i.e. the R-square is .650 which representing that 65.0% variation of the dependent variable can be explained by the independent variables.

Table 3: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
|---|-------------------|----------------|-------------------|----------------------------|--------|-------------------|
| 1 | .806 ^a | .650 | .610 | .243 | | |
| a. Predictors: (Constant), ICT1, ICT2, ICT3, ICT4 | | | | | | |
| ANOVA^b | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 3.834 | 4 | .959 | 16.244 | .000 ^a |
| | Residual | 2.066 | 35 | .059 | | |
| | Total | 5.900 | 39 | | | |
| a. Dependent Variable: OS | | | | | | |
| b. Predictors: (Constant), ICT1, ICT2, ICT3, ICT4 | | | | | | |

An unstandardized coefficient indicates a partial change in the overall satisfaction due to one unit change in each of the independent variables while other things remain constant. It has been found that, class room performance is the most influential factor for overall satisfaction with the highest β value = 0.632. This study found H1, H3, H4 is accepted while H2 rejected and conclude that practices of ICT table also indicates that practices of ICT for class room performance, practices of ICT for knowledge level performance, job enrollment performance has direct impact on overall satisfaction of the students.

Table 4: Coefficients^a

| Model | | Unstandardized Coefficients | | t | Sig. | 95% Confidence Interval for B | |
|-------|------------|-----------------------------|------------|--------|------|-------------------------------|-------------|
| | | B | Std. Error | | | Lower Bound | Upper Bound |
| 1 | (Constant) | .217 | .163 | 1.334 | .191 | -.113 | .548 |
| | ICT1 | .632 | .085 | 7.458 | .000 | .460 | .804 |
| | ICT2 | .042 | .091 | -.415 | .074 | -.229 | .150 |
| | ICT3 | .040 | .093 | -.425 | .041 | -.229 | .150 |
| | ICT4 | .362 | .053 | -6.796 | .000 | -.470 | -.254 |

a. Dependent Variable: Overall satisfaction of the students on education quality
The following table shows qualitative findings from the study by FGD with the teachers:

Table - 5: Practices of ICT at Secondary school level of Bangladesh

| ICT at Secondary school level of Bangladesh | Student Opinion | | Teacher Opinion | |
|---|-----------------|------------|-----------------|------------|
| | Rural Area | Urban Area | Rural Area | Urban Area |
| Infrastructure: | | | | |
| Infrastructure: | Poor | Very Good | Poor | Good |
| Basic ICT infrastructure | | | | |
| Advanced ICT infrastructure | Very Poor | Poor | Very Poor | Good |
| Practice level: | | | | |
| Basic computing | Poor | Very Good* | Poor | Very Good* |
| Chatting and Internet Surfing | Very Poor | Very Good* | Poor | Very Good* |
| Sending E-mail | None | Very Good* | Poor | Good |
| Preparing Assignment | None | Very Good | None | Very Good |
| Preparing Presentations | | Very Good | | Good |
| Literature Search | None | Poor | None | Poor |
| Accessing E-resources and online resources | None | None | None | None |
| Downloading articles | None | None | None | None |

*Some cases Excellent.

7.0 Recommendations

This study recommends that government has to take necessary steps for increasing practices of ICT through creating better facilities, appointing counseling firm, providing motivational training, arranging seminar and workshops for student and teachers for practicing ICT in education purpose. Though there is sufficient opportunity to study on the impact of ICT on quality education at the secondary school level of Bangladesh, the previous studies have been failed to complete successfully with a very inadequate attempt. But this study could be helpful enough to describe the overall scenario of impacting power of ICT on quality of education at secondary school in Bangladesh.

This study explained relationship between ICT and educational quality, relationship among practices of ICT in class performances, academic performances, student's satisfaction on ICT and also teacher's satisfaction. Therefore, it provides clear cut guidelines to improve quality of education through ICT application in context of developing countries like Bangladesh.

ICT is considered in today's modern era a part of the economic infrastructure that updates education systems of the country which is a backbone of a nation. So, for developing this sector this study gives knowledge to find out the significant factor which played a vital influence on improving it. This study provides an adequate guideline that what, why, how factors related to the use of ICT process impact on the performance of the secondary education systems in Bangladesh.

Class room performance is most significant term, so it is clear that use of ICT impact much more on class room performance. To make class room performance better teachers can use lots of application though using ICT. Practitioners (education ministry, education board) can get appropriate methods of ICT application in education sector. The researcher also believes that the findings of this study will contribute to the policy makers to understand way of improving ICT application at the secondary school level.

8.0 Conclusion

Most of the teachers used ICT for improving the quality of education at secondary school level of Bangladesh. The study also found that the number of students in per class and duration of the teaching and also average teaching hour. Teachers also had a laptop or both for using ICT on improving the quality of education in Bangladesh.

The result of the multiple regression of the academic performance indicates that practices of ICT in classroom performance have no significant influence on academic performance of the quality of secondary school education. But the practices of ICT for improving academic result performance and increasing knowledge level have significant relationship with academic performance and statistically significant. Therefore, practices of ICT for improving other performances have no significant relation with academic performance. So, these all indicate that for taking better academic performances, institute have to improve and increase practices of ICT for improving academic result performance and increasing knowledge level. Students' overall satisfaction on the educational quality of the institute depends on practices of ICT on improving class room performance, knowledge level and also job enrollment performance. These three factors have statistically significant relationship with student's satisfaction. So it is clear from this result that for increasing student's satisfaction level on quality of education, institute must have to increase the practices of ICT on class room through using multimedia devices in class presentation that assist to make learning process interesting.

In conclusion, it is clear that practices on ICT on class room performance and others performances can increase and also improve quality of education. The study conclude that ICT has great impact on teaching learning quality at secondary school level of Bangladesh but practicing of ICT at this level far behind the standard which creates challenges to achieve one of the important SDGs of Bangladesh.

Appendix:

Table-A1: Descriptive statistics of the students

| Variables | Degree of agreement or disagreement attached to each variable (Strongly agree = 5, Strongly disagree = 1) | | | | | Mean | S.D. |
|--|--|----------|----------|----------|----------|------|-------|
| | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | | |
| Teacher should use ICT | 70 | 20 | 10 | 0 | 0 | 4.60 | .664 |
| Should use ICT smartly | 60 | 40 | 0 | 0 | 0 | 4.60 | .491 |
| Add ICT in Syllabus designing | 40 | 20 | 30 | 10 | 0 | 3.90 | 1.046 |
| ICT should use for learning | 60 | 30 | 10 | 0 | 0 | 4.40 | .918 |
| Getting more information print | 50 | 20 | 30 | 0 | 0 | 4.20 | .873 |
| Cannot study without ICT tools | 0 | 0 | 40 | 60 | 0 | 2.40 | .491 |
| ICT should not use in teaching | 0 | 0 | 0 | 10 | 90 | 1.10 | .301 |
| Time consuming | 40 | 40 | 20 | 0 | 0 | 4.20 | .750 |
| Study Purposes | 50 | 50 | 0 | 0 | | 4.50 | .501 |
| Chatting | 30 | 40 | 10 | 10 | 10 | 3.70 | 1.271 |
| Surfing | 20 | 40 | 10 | 30 | 0 | 3.50 | 1.120 |
| Sending e-mail | 20 | 10 | 20 | 40 | 10 | 2.90 | 1.302 |
| Preparing lectures | 20 | 20 | 20 | 30 | 10 | 3.10 | 1.302 |
| Preparing Handouts | 20 | 0 | 30 | 40 | 10 | 2.80 | 1.251 |
| Literature search | 20 | 20 | 30 | 30 | 0 | 3.30 | 1.102 |
| Online shopping | 30 | 20 | 10 | 30 | 10 | 3.30 | 1.420 |
| Playing games | 30 | 30 | 10 | 30 | 0 | 3.60 | 1.202 |
| Songs and movies | 40 | 40 | 0 | 20 | 0 | 4.00 | 1.097 |
| Inadequate PCs | 20 | 20 | 30 | 10 | 20 | 3.10 | 1.377 |
| Lack of time to use resources | 20 | 30 | 20 | 20 | 10 | 3.30 | 1.271 |
| Slow internet connectivity | 10 | 10 | 50 | 30 | 0 | 3.00 | .896 |
| Lack of access to printers in library | 30 | 50 | 20 | 0 | 0 | 4.10 | .701 |
| Electricity failure | 20 | 0 | 50 | 30 | 0 | 3.10 | 1.046 |
| Unwillingness of library staff for help | 30 | 30 | 20 | 20 | 0 | 3.70 | 1.102 |
| Lack of support from IT staff | 10 | 30 | 30 | 10 | 20 | 3.00 | 1.267 |
| Students are not interested to use ICT for learning | 20 | 40 | 20 | 0 | 20 | 3.40 | 1.359 |
| Lack of knowledge accessing e-resources and online sources | 20 | 60 | 0 | 0 | 20 | 3.60 | 1.359 |
| Lack of knowledge in advance searching | 10 | 40 | 10 | 10 | 30 | 2.90 | 1.448 |
| ICT have great impact on teaching process | 90 | 10 | 0 | 0 | 0 | 4.90 | .301 |

Stakeholders' Perception about the Use of Information and Communication Technology (ICT) in the Secondary Level Education of Bangladesh: An Empirical Study

| Variables | Degree of agreement or disagreement attached to each variable (Strongly agree = 5, Strongly disagree = 1) | | | | | Mean | S.D. |
|--|---|-------|-------|-------|-------|------|------|
| | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | | |
| ICT accelerate learning process | 80 | 20 | 0 | 0 | 0 | 4.80 | .401 |
| Generate meaningful and engaging learning experiences | 80 | 20 | 0 | 0 | 0 | 4.80 | .401 |
| ICT improve presentation skills | 60 | 20 | 20 | 0 | 0 | 4.40 | .801 |
| ICT improve communication skills | 80 | 10 | 10 | 0 | 0 | 4.70 | .641 |
| Enjoy learning | 70 | 20 | 10 | 0 | 0 | 4.60 | .664 |
| Enhancing teaching environment | 70 | 20 | 10 | 0 | 0 | 4.30 | .641 |
| Help to do better preparation in examination | 40 | 50 | 10 | 0 | 0 | 4.30 | .641 |
| Help to get resources for organizing examination | 20 | 50 | 30 | 0 | 0 | 3.90 | .701 |
| Help to access information better than library | 20 | 60 | 20 | 0 | 0 | 4.00 | .634 |
| ICT can foster better teaching and improved academic achievement | 30 | 50 | 20 | 0 | 0 | 4.00 | .634 |
| Get advantages | 20 | 50 | 30 | 0 | 0 | 4.10 | .701 |
| Open job market for graduates | 30 | 50 | 20 | 0 | 0 | 3.90 | .701 |
| Help to take competitive advantage | 10 | 70 | 20 | 0 | 0 | 3.90 | .539 |
| Support to take special benefits | 30 | 40 | 30 | 0 | 0 | 4.00 | .776 |
| Prepares candidates for future job market | 10 | 70 | 20 | 0 | 0 | 3.90 | .539 |
| Help teacher to improve research knowledge | 40 | 60 | 0 | 0 | 0 | 4.40 | .491 |
| Potentially powerful tool | 30 | 70 | 0 | 0 | 0 | 4.30 | .459 |
| ICT increase learner motivational and engagement | 40 | 60 | 0 | 0 | 0 | 4.40 | .491 |
| ICT facilitates the acquisition of basic skills | 10 | 70 | 10 | 10 | 0 | 3.80 | .750 |
| Affect delivery of education | 10 | 80 | 10 | 0 | 0 | 4.00 | .448 |
| Motivates teachers to enjoy teaching | 40 | 50 | 10 | 0 | 0 | 4.30 | .641 |
| ICT can improve quality of teaching at higher education | 30 | 60 | 10 | 0 | 0 | 4.20 | .601 |

Table - A2: Descriptive Statistics of the Teachers

| Variables | Degree of agreement or disagreement attached to each variable (Strongly agree = 5, Strongly disagree = 1) | | | | | Mean | S.D. |
|---|---|-------|-------|-------|-------|------|-------|
| | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | | |
| Teacher should use ICT | 100 | 0 | 0 | 0 | 0 | 5.00 | 0.00 |
| Feel fare in use of ICT | 20 | 0 | 0 | 0 | 80 | 1.80 | 1.608 |
| Syllabus does not support to develop basic ICT skills | 20 | 20 | 40 | 20 | 0 | 2.60 | 1.025 |
| Not interested in using it | 0 | 0 | 40 | 0 | 60 | 1.80 | .985 |
| Getting more information than print | 60 | 40 | 0 | 0 | 0 | 4.60 | .492 |
| Cannot teach without the use of ICT tools | 0 | 20 | 60 | 20 | 0 | 3.00 | .636 |
| ICT should not be used in teaching | 40 | 0 | 0 | 20 | 40 | 2.80 | 1.842 |
| Time consuming | 40 | 0 | 0 | 40 | 20 | 3.00 | 1.682 |
| Study Purposes | 80 | 20 | 0 | 0 | 0 | 4.80 | .402 |
| Chatting | 20 | 20 | 40 | 20 | 0 | 3.20 | 1.333 |

| Variables | Degree of agreement or disagreement attached to each variable (Strongly agree = 5, Strongly disagree = 1) | | | | | Mean | S.D. |
|--|---|-------|-------|-------|-------|------|-------|
| | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | | |
| Surfing | 0 | 20 | 40 | 20 | 20 | 2.60 | 1.025 |
| Sending e-mail | 0 | 0 | 20 | 20 | 60 | 4.40 | .804 |
| Preparing lectures | 60 | 40 | 0 | 0 | 0 | 4.60 | .492 |
| Preparing Handouts | 40 | 40 | 20 | 0 | 0 | 4.20 | .752 |
| Literature search | 20 | 0 | 80 | 0 | 0 | 3.40 | .804 |
| Online shopping | 0 | 0 | 60 | 0 | 40 | 2.20 | .985 |
| Playing games | 0 | 0 | 60 | 0 | 40 | 2.20 | 1.172 |
| Songs and movies | 20 | 60 | 20 | 0 | 0 | 4.00 | .636 |
| Inadequate PCs | 0 | 20 | 20 | 20 | 40 | 2.20 | 1.172 |
| Lack of time to use resources | 20 | 60 | 0 | 20 | 0 | 3.80 | .985 |
| Slow internet connectivity | 20 | 20 | 0 | 60 | 0 | 3.00 | 1.271 |
| Lack of access to printers in library | 0 | 20 | 0 | 40 | 40 | 2.00 | 1.101 |
| Electricity failure | 0 | 20 | 0 | 80 | 0 | 2.40 | .804 |
| Unwillingness of library staff for help | 20 | 20 | 20 | 40 | 0 | 3.20 | 1.172 |
| Lack of support from IT staff | 0 | 0 | 0 | 40 | 60 | 3.80 | 1.477 |
| Students are not interested to use ICT for learning | 20 | 0 | 0 | 60 | 20 | 2.40 | 1.363 |
| Lack of knowledge accessing e-resources and online sources | 0 | 20 | 20 | 40 | 20 | 2.40 | 1.025 |
| Lack of knowledge in advance searching | 0 | 20 | 40 | 40 | 0 | 2.80 | .752 |
| ICT have great impact on teaching process | 100 | 0 | 0 | 0 | 0 | 5.00 | 0.0 |
| ICT accelerate learning process | 100 | 0 | 0 | 0 | 0 | 5.00 | 0.0 |
| Generate meaningful and engaging learning experiences | 60 | 40 | 0 | 0 | 0 | 4.60 | .492 |
| ICT improve presentation skills | 40 | 60 | 0 | 0 | 0 | 4.40 | .492 |
| ICT improve communication skills | 40 | 60 | 0 | 0 | 0 | 4.60 | .492 |
| Student enjoy learning | 80 | 0 | 20 | 0 | 0 | 4.60 | .804 |
| Teacher enjoy learning | 80 | 0 | 20 | 0 | 0 | 4.60 | .804 |
| Enhancing teaching environment | 80 | 20 | 0 | 0 | 0 | 4.80 | .402 |
| Help to do better preparation in examination | 40 | 60 | 0 | 0 | 0 | 4.40 | .492 |
| Help to get resources for organizing examination | 20 | 60 | 20 | 0 | 0 | 4.00 | .636 |
| Help to access information better than library | 20 | 60 | 20 | 0 | 0 | 3.60 | 1.363 |
| ICT can foster better teaching and improved academic achievement | 40 | 60 | 0 | 0 | 0 | 3.60 | 1.363 |
| Get advantages | 20 | 80 | 0 | 0 | 0 | 4.40 | .492 |
| Open job market for graduates | 20 | 80 | 0 | 0 | 0 | 4.20 | .402 |
| Help to take competitive advantage | 20 | 80 | 0 | 0 | 0 | 4.20 | .402 |
| Support to take special benefits | 20 | 80 | 0 | 0 | 0 | 4.20 | .402 |
| Prepares candidates for future job market | 20 | 80 | 0 | 0 | 0 | 4.20 | .402 |
| Help teacher to improve research knowledge | 20 | 40 | 40 | 0 | 0 | 3.80 | .752 |
| Potentially powerful tool | 40 | 60 | 0 | 0 | 0 | 4.40 | .492 |
| ICT increase learner motivational and engagement | 40 | 60 | 0 | 0 | 0 | 4.40 | .492 |
| ICT facilitates the acquisition of basic skills | 25 | 75 | 0 | 0 | 0 | 4.25 | .436 |
| Affect delivery of education | 20 | 80 | 0 | 0 | 0 | 4.20 | .402 |
| Motivates teachers to enjoy teaching | 60 | 40 | 0 | 0 | 0 | 4.60 | .492 |
| ICT can improve quality of teaching at higher education | 40 | 60 | 0 | 0 | 0 | 4.40 | .492 |

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Postcolonial Capitalism in Ngũgĩ Wa Thiongo's *Petals of Blood: A Marxist Analysis*

Rumpa Sharmin

Abstract: Ngũgĩ Wa Thiongo exhibits the scenario of the existence of inequalities in the postcolonial capitalist societies in *Petals of Blood*. In many of the postcolonial countries like Kenya, people experienced new colonialism with the establishment of capitalism. Social injustice and inequalities between the bourgeois and the proletariat are clearly found in the novel by the portrayal of social elites like Kimeria, Chui and Nderiwa Riera and commoner's life of the four major characters Muriira, Karega, Abdullah and specially Wanja. Ngũgĩ has shown capitalistic traits like illusion as well as disillusionment and exploitation of men by men in this novel. In this novel, the concept of capital means nothing but 'money' and 'power'. The idea of 'freedom' is also found by the end of the novel. In postcolonial Kenya the establishment of capitalistic economy makes the situation more pathetic than colonial period as the rulers practice the ideology which is called "the ruling ideas of the ruling class" in Marxism. This paper examines Ngũgĩ's novel in the light of Marxism and its components i.e. 'capital', 'labour', 'value' and 'profit'. It explores the application of the idea of Marxist dialect of the dynamic relation between 'labour' and 'capital' that domination of the powerless by the realization and feeling of their sense of 'freedom' can ensure the contribution of these people's development in their own dominion.

Keywords: Capitalism; Inequality; Marxist Ideology; Postcolonialism

Introduction

Ngũgĩ Wa Thiongo has opined about his last English novel *Petals of Blood* in his *Writers in Politics* by saying, 'Imperialism can never develop a country or a people. This was what I was trying to show in *Petals of Blood*: that imperialism can never develop us, Kenyans.' (*Writers in Politics*, 1981, p. 37)

Ngũgĩ is a very conscious writer of Kenya and his writings always reflect his concern about the postcolonial situation there. In *Petals of*

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Blood he has chosen an area of Kenya which is barren and drought-stricken as the setting to show the postcolonial journey of Kenya symbolically. The main title of the novel is coined from Derek Walcott's poem 'The Swamp'. The plot of the novel is divided into four parts, i.e. 'Walking', 'Toward Bethlehem', 'To Be Born' and 'Again... La Luta Continua!'. The source of first three parts' titles is Irish poet William Butler Yeats' famous poem 'The Second Coming' where the poet portrays the vicious image of the world after the First World War and expresses his awful feelings about days to come. In each and every part Thiongo has shown different states of the life of the people of Ilmorog, the village where the plot of the novel is set. He has used flashback technique to show pre-colonial, colonial and postcolonial situations of the area and a deliberate contrast of the three periods of Kenya. With the end of colonial era Kenya enters into neocolonial phase with capitalist market economy. In the opening chapter two of the capitalists of the novel are introduced. They are Chui and Kimeria. The very first chapter informs us about the murder of the three elite class men including Chiu and Kimeria. The news is published in the newspaper named the 'Daily Mouthpiece' where they are identified as "well known as the African directors of the internationally famous Theng'eta Breweries and Enterprises Ltd". They are also credited to transform 'a tiny nineteenth-century village' into 'a modern industrial town' i. e. Ilmorog. So, from the very beginning we get an idea of capitalistic economy in postcolonial period of the area and its aftermath by the information of the business of Theng'eta, a local drink, transformation of a place and the murder of the said architect of the change.

Postcolonial Capitalism

In Postcolonialism the after effect of colonialism is shown. The cultural and economic impact on the colonized area becomes vivified in postcolonial time. In *Petals of Blood* these are visibly found in Ngũgĩ's portrayal of the village called Ilmorog and the life of the inhabitants living there. In this novel the Marxist idea of the capitalistic society and its impact upon people's life is very clearly projected. Capitalism spreads through imperialism and colonialism and its effect is found in the Postcolonial period. In this novel of Ngũgĩ there are four protagonists who become victims of this capitalistic economy. Abdullah and Wanja start a business of a local drink Theng'eta, which they popularize in Ilmorog. Later, the drink is captured by capitalists and they started their business. As a result, Abdullah and Wanja become jobless as the fruit of their labour is snatched away from them. Abdullah then begins to sell fruit on streets and within a few days becomes almost penniless when 'Trans-

African Highway' opens through Ilmorog and super shops took place instead of street shops. Being a freedom fighter of Mau Mau rebellion of his country, Kenya, Abdullah's contribution to his country's liberation and his patriotism are thrashed by capitalistic economy in postcolonial Kenya. This is how capitalism practices a kind of economic imperialism and undervalues underprivileged people's contribution to their own economy. Wanjia is one of the best examples of victimization of capitalism. She represents Kenya herself. In post-independent Kenya lots of changes occur but most of them are not beneficial for mass people. One of the changes is spreading of bars. In Ngũgĩ's words, '... bars which had mushroomed everywhere since independence.' (Thiongo, 2004, p. 155)

Wanjia changes her profession from barmaid to assistant shopkeeper and then runs a brothel because of the changing economic system of the country. Her prostitution is the result of moral degradation which comes from disillusionment and depression produced by the postcolonial capitalist market economy.

Exploitation

Postcolonial society experiences a kind of repetition of history. Colonial ghost haunts postcolonial generations particularly the rulers. Ruling class is guided by minority capitalists. They possess power and wealth and exploit the downtrodden wearing masks of neo-coloniser. This picture is found in *Petals of Blood*.

Kimeria repeatedly exploits Wanjia. He tortures her, uses her and finally abandons her. Wanjia explains her situation by informing readers that Kimeria is the person who has ruined her life. She highlights the inequality exist between the elite class and the peasants where one suffers, and others enjoy. She has to sell herself to Kimeria to save life of Joseph, Abdulla's adopted brother when the Ilmorog delegation come to Nairobi. Kimeria demands Wanjia in exchange of the treatment of Joseph and thus exploits her as well as the helpless people of Ilmorog who were badly in need of Joseph's treatment as they were strangers in the city. Wanjia ultimately learns one lesson from life that she must either accept the situation or raises voice against it. She declares, 'You eat or you are eaten. How true I have found it'. (Thiongo, 2004, p. 348)

Wanjia's realization is the picture of neo-colonial economic situation of Ilmorog as well as Kenya. Humanity is pathetically absent in such society and practice of domination with wealth and misuse of power are common phenomena there. Wanjia's bitter experience of suffering and the situation that make her victimized ultimately metamorphoses her into a very calculative business woman.

Human relationships turn into commodity in postcolonial Kenya. Wanja's relationship with several characters including Munira proves it. Even moral degradation is a part of this rising capitalistic society. It becomes more clear when Wanja demands money from Munira to stay with her and says, 'This is new Kenya. You want it, you pay for it....It was New Kenya. It was New Ilmorog. Nothing is free'. (Thiongo, 2004, p. 332)

Another picture of exploitation is found when Wanja talks about the miserable condition of female workers in the post-independent capitalist society of Kenya. She refers to a woman's common story of exploitation by elite class. In her words -

'One became a housemaid. She did all the work in the house.... She made supper, washed the children....and the wife was away the man wanted to share her bed. And all for what? Seventy shillings a month!' (Thiongo, 2004, p. 156)

Concept of 'capital'

The elite class owns the means of production and they have ownership of all kinds of capitals i.e. money, land, property, business etc. Mass people and proletariat are the least benefited group in a society. New imperial ideology of the ruling class is reflected in the ideas of capitalists. Capitalists ultimately possess power and wealth. Marxist philosophy talks about existing inequalities in the society regarding distribution of wealth and power between the bourgeois and the proletariat. Common people do not have any control over employment, capital or power.

Money makes everything in a capitalistic society. Marxist idea talks about the use of capital in exploiting people. Money is considered as the secret of power in such economy. Wanja has given up all her innocence and simplicity as a human being in the world of exploitation and inequality. She expresses her realization of the power of 'capital' in this way, 'Money moves the world. Money is time. Money is beauty. Money is elegance. Money is power. ... Money is freedom. ... With money we can get rid of our fears and our superstitions'. (Thiongo, 2004, p. 277)

Other Marxist Components

Trans-African Highway plays a prominent role in *Petals of Blood* to explore the core of capitalist economy and its wicked aspect when Ilmorog is transformed into a modern town from a tiny sleepy village. Abdullah and Wanja's full-fledged business of 'Theng'eta', a local drink is suddenly shut down after the establishment of new business, trade and industries in Ilmorog. The highway that goes through the village makes it a center of capitalist economy. Theng'eta Breweries and Enterprises Ltd is established and the directors of the company exploit peasants for their

personal benefit. Thus the majority of the population come under the domination of minority, the capitalists. The ruling ideas of ruling class - the Marxist concept is found here through the experience of the people of Ilmorog.

Spiritual corruption also spreads in postcolonial time. In *Petals of Blood* it is found when the delegate of Ilmorog reached at Nairobi with a sick child (Abdullah's adopted brother), Rev. Jerrod Brown (a native) prayed for them only instead of serving them with food or drink. Karega reacted in this way - 'Do you know the Reverend holy bastard could only offer us the food of the spirit, the bread and fish of Jesus? (Thiongo, 2004, p.179)'.

The picture of common people's suffering from the betrayal of the misuse of religious power is focused here.

Ideology in Capitalistic Society

Ngũgĩ upholds helplessness of peasants who are totally depending on the blessings of Nature for their harvest. In the novel people of Ilmorog live with same fear of drought and famine every year but the neo-colonialist authority does not show their minimum concern for this essential development. Local MP Nderiwa Riera is representing the neo colonial rulers in this novel. He plays the role of a very ironical politician who only knows how to use sugarcoated words with his people but never does anything to bring any meaningful change to their life. When the delegates of Ilmorog meet him on their issue of water supply for their land, he addresses them in this way -

Thank you. My people of Ilmorog. This is the happiest day of my life since you give me your votes and told me to go forward and forever fight as your servant in Parliament. ... I am glad that you brought the problem to your servant. (Thiongo, 2004, p. 217)

He continues his speech full of artificial concern for Ilmorog inhabitants with fake patriotism. Then instead of paying heed to their demand and problem he demands money from them for an organization called KCO. The mass then realise the hollowness of his ideology and one of them shouted as, 'These are the people who are misusing our freedom,' (Thiongo, 219)

When Ilmorog becomes focused in national and international media for some reasons like the problem between inhabitants of Ilmorog and the local MP and a sudden plane crash totally changed the scenario of the tiny village. Several organizations begin to donate for the area in the form of charity when they come to know about the famine and drought of the area. This highlights another face of neocolonial practice. Karega, the rebellious

character of the novel opposes this by uttering-

Charity...charity...we are a nation that believes in charity. I was fed up with charity. Why should I be the object of anybody's charity? Why should I continue an object of charity from foreigners in my own land? (Thiongo, 2004, p. 125)

Karega is a trade union leader, who is educated and very conscious regarding this neocolonial exploitation. He makes people realize that in the name of charity the underdeveloped areas of the world are remaining downtrodden by once colonial rulers of the world. They are destroying self-confidence and employability of the people of their country. He wants to free the peasants from the sense of dependency.

Concept of 'freedom'

Marxism focuses on the change that is brought by the cycle of history. Ngũgĩ shows this hope of meaningful change at the end of the novel. He urges to establish a society where no peasant or worker will be exploited by neo-colonialism. In *Petals of Blood* it is shown that situation compels the people to surrender to the demand and desire of life. Now the lost dedication and honest effort of common people to bring a change in their own life have to be revived. At the closing of the novel we find people are getting conscious about their new black landlords and their massive exploitation. It is indicated that the amalgamation of the two opposite classes is not going to exist in the future society. Ngũgĩ speaks through Karega that they must struggle for -

... a world in which the wealth of our land shall belong to us all, in which there will not be parasites dictating our lives, in which we shall all be workers for one another's happiness and well-being. (Thiongo, 2004, p. 389)

This reminds us of the last words of Karl Marx's Communist Manifesto of 1848 - "Let the ruling classes tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win. Workers of the world unite".

True transformation of people in postcolonial areas is possible only when their linguistic and cultural identity will be liberated from the shackles of neocolonialism and from capitalist economy. Kenyan people have to make their own fate by their own labour where labour will be a passionate activity not commodity.

Conclusion

Petals of Blood is a novel where the author closely relates the themes with Marxist concepts of capitalism, socialism and a hope of positive

change of the society. Socio-economic and political condition of postcolonial Kenya where oppressive neocolonial rulers and capitalists still play the role of bourgeois, is needed to be reshaped. United thoughts and efforts of peasants can bring a harmony in the society. Human labour should not be treated as commodity. Capitalistic economy demands commodity or product and people have to put their labour to survive but they have to make the capitalists realize the value of their ability and contribution. To bring this change commoners have to work in unity.

Ngũgĩ has upheld the helplessness of peasants who are totally depending on the blessings of nature and passing every year with the same fear of drought. Neocolonial government is least concern about this essential development. A transformation in true sense is needed for all walks of life. Self-dominated economy by self-conscious people is needed in postcolonial African areas where mass will enjoy freedom of ideas and intellectual sovereignty. This is what Marxist philosophy demands.

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Socio Economic Impact of Tea Workers in Bangladesh: An Empirical Study

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Abstract: Tea industry occupies an important position in relation to the other sectors in terms of gross output, high value addition, employment generation, poverty alleviation, income generation and a socio-economic benefactor for the country. This paper aims at studying the social and economic impact of tea workers in Bangladesh. A cross-sectional exploratory quantitative and qualitative approach has been used for this study. A semi-structured questionnaire survey was used to collect data from 326 tea workers in various tea gardens in Bangladesh. The data were analyzed by using the Partial Least Squares (PLS) method. Bootstrapping method was used to test the hypothesis. The study found that service and facility ($t = 12.7247, \beta = 0.6439, p < 0.05$) and social security ($t = 5.741, \beta = 0.3420, p < 0.05$) had positive influence on social impact of tea workers in Bangladesh, while working environment ($t = 0.5541, \beta = -0.0349, p > 0.05$) and health security ($t = 0.0344, \beta = 0.0153, p > 0.05$) had no significant effect on social impact of tea workers in Bangladesh. It was also found that wages and productivity ($t = 6.1996, \beta = 0.2802, p < 0.05$), employment impact ($t = 11.3191, \beta = 0.7128, p < 0.05$) and personal income ($t = 2.2632, \beta = 0.2421, p < 0.05$) had positive influence on economic impact of tea workers in Bangladesh, while job security ($t = 1.3216, \beta = 0.0813, p > 0.05$) had no significant effect on economic impact of tea workers in Bangladesh. The findings of the present study will contribute to the development of strategies and policies for tea industry in Bangladesh.

Keywords: Tea Industry; Social Impact; Economic Impact; SWOT Analysis

1.0 Introduction

Socio economic impact assessment is important for assessing the changes in a community's social well-being that result from development. Both social and economic development is vital for a nation's sustainability.

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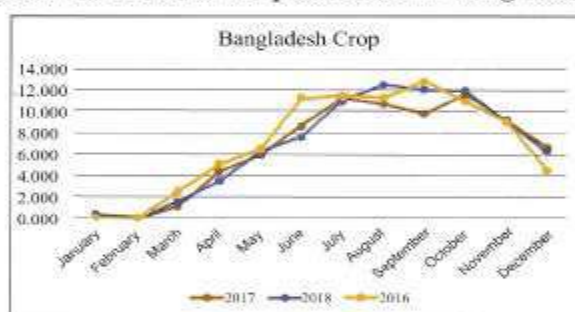
Economic development at expense of social condition can lead to severe socio economical disorder in the long run. In that case, the social and economic impact of tea industry is vital at each and every tea garden in Bangladesh.

Table 1: Summary of tea states of Bangladesh.

| Production | | | | | |
|---------------|--------------|----------------|--------------|--------------|-------------|
| District Wise | | Ownership Wise | | Valley Wise | |
| District Wise | M.kg | Owner | M.kg | Valley | M.kg |
| Moulvibazar | 47.08 | Pvt. Ltd. Cos. | 40.22 | Balisera | 26.05 |
| Habiganj | 17.49 | Sterling Cos. | 30.37 | MonuDoloi | 12.87 |
| Sylhet | 5.31 | Proprietary | 3.07 | Luskerpore | 11.05 |
| Chittagong | 3.74 | North Bengal | 8.47 | Juri | 8.68 |
| Rangamati | 0.04 | | | Lungla | 6.32 |
| North Bengal | 8.47 | | | North Sylhet | 4.74 |
| | | | | Chittagong | 3.95 |
| | | | | North Bengal | 8.74 |
| Total | 82.13 | | 82.13 | | 82.4 |

Source: Annual Report of Bangladesh Tea Market 2018-2019

Figure 1: Month wise trend of tea production in Bangladesh



Source: Annual Report of Bangladesh Tea Market 2018-2019

Figure 2. Last twelve years production performance of tea in Bangladesh.



Source: Bangladesh Tea Board 2019

Table 2: Bangladesh Tea Export, Consumption, and Import Statistics

| Year | Export (MT) | Local Consumption(MT) | Import Qty(MT) |
|------|-------------|-----------------------|----------------|
| 2011 | 1,300 | 57,830 | 5,000 |
| 2012 | 1,610 | 66,320 | 3,000 |
| 2013 | 543 | 65,717 | 6,000 |
| 2014 | 2,661 | 61,820 | 7,000 |
| 2015 | 248 | 65,404 | 8,000 |
| 2016 | 77 | 67,031 | 8,200 |

Source: Bangladesh Tea Board 2018

2.0 Literature Review

Literature review focused that a number of factors are concerned with the socio economic condition of the tea workers of Bangladesh. (Idris, 2018) found that the bigger issue is lack of enforcement of labour rights and women suffers a lot in the tea sector of Bangladesh. (Arif, 2018) mentioned that tea workers used to be represented by a number of different unions, but these were ineffective because of internal dissent. (Saha, 2017) identified occupation is one of the most important indicators of socio economic condition of tea workers in Bangladesh. Living status is at below subsistence level. It was observed that most of the tea workers did not have their own houses. (Saha, Acharjee, & Rahman, 2017) stated that self employment, encourage small entrepreneurs through owning or leasing land, create sound financial base for poor farmers in the rural areas, optimize commercial utilization off allow land in an ecologically sustainable manner, increase the tea production to cope with the fast increasing domestic consumption and finally to help the government for poverty alleviation of tea workers as the most socio economic factors influenced by the tea industry of Bangladesh. (Masum, 2016) addressed most of the cases of tea garden, female workers are facing big problem due to the lack of child care facilities means working mothers are often forced to leave young infants at home in the care of their older siblings, or keep their children with them in the open spaces around where they work. (Majumder & Roy, 2012) identified that tea pickers are often poor, with low wages, low job and income security. (SHED, 2014) reported while estimates for the total number of workers vary, there is consensus in the literature that the conditions of tea workers are extremely poor. (Ahmed, 2015) found that family structure, income, housing and utility facilities,

sanitation, health, trade union, politics, education, human rights status established that tea labors are deprived socially, economically and culturally. (Uddin, 2008) found that wages, working hours, working right and fringe benefits are the key socio economic indicators. (Ferdous, 2007) identified social security, attachment with labor union, overtime, savings/deposits, job security, working hours and the fringe benefits issues indicates positive indicators of tea workers in Bangladesh. (Al., 2010) identified standard of living and the deposit in bank are the important factors related to the social status of the workers at any industry around world. (Nahar, Ali & Begum, 2010) found the factors such as, health care and disease, hygiene, and working hours that are important factors for the development of socio-economic status of the workers. (Nancy & Katherine, 2002) identified that health care and disease, education, attachment with labor union are important for the workers while, (Islam & Zahid, 2012) found that social status, overtime, savings/deposits, working hours, working rights and fringe benefits are the important factors for the women garment workers. (Al. Z.e., 2003) found that the factors such as, health care and disease, transportation, housing, accommodation, and income distribution are the important factors for the women garment workers in Bangladesh. (Tiotangco & Nunag, 2012) identified transportation, housing and accommodation are the important factors for the better living of workers.

Figure 3: Socio economic constructs of the tea workers in Bangladesh

| Construct (Variables) | Source | | | | | | | | | | | | | |
|----------------------------------|-------------|------------|------------|-------------|----------------------|------------|-------------|-------------|---------------|---------------------------|------------------------|---------------------|-------------|-------------------------|
| | Idris, 2018 | Arif, 2018 | Saha, 2017 | Masum, 2016 | Majumder & Roy, 2012 | SHED, 2014 | Ahmed, 2015 | Uddin, 2008 | Ferdous, 2007 | Nahar, Ali, & Begum, 2010 | Nancy, Katherine, 2002 | Islam & Zahid, 2012 | Z. e., 2003 | Tiotangco & Nunag, 2012 |
| Social Security | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | | | ✓ | | |
| Cultural Adaptation | | | | | ✓ | ✓ | | | ✓ | | | ✓ | | |
| Safety Facilities | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Overall Social Security | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Torture Free Working Environment | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ |
| Labor Union Impact | ✓ | ✓ | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| Learning Facilities | | | ✓ | | ✓ | | | | | | | | | |

| Construct (Variables) | Source | | | | | | | | | | | | |
|-------------------------------|-------------|------------|------------|-------------|----------------------|------------|-------------|-------------|---------------|---------------------------|------------------------|---------------------|-------------|
| | Idris, 2018 | Arif, 2018 | Saha, 2017 | Masum, 2016 | Majumder & Roy, 2012 | SHED, 2014 | Ahmed, 2015 | Uddin, 2008 | Ferdous, 2007 | Nahar, Ali, & Begum, 2010 | Nancy, Katherine, 2002 | Islam & Zahid, 2012 | Z. e., 2003 |
| Housing Facilities | | | ✓ | | ✓ | | | | ✓ | | | | |
| Transportation Facilities | | | ✓ | | | | ✓ | | ✓ | | | | |
| Educational Facilities | | | | | ✓ | | ✓ | | | | | | ✓ |
| Health Care Facilities | | | | ✓ | ✓ | | | | | | ✓ | | |
| Accidental Facilities | | | | | ✓ | | | | | | | | |
| First Aid Treatment | ✓ | | | | ✓ | | | | | | | | |
| Standard of Living | ✓ | | ✓ | | | | | | | | | | |
| Social Status | | | ✓ | | | | | | ✓ | ✓ | | | |
| Overall Social Impact | ✓ | | ✓ | | | | ✓ | | | | | | |
| Rate of Working Hours | | ✓ | | ✓ | | | | | | ✓ | | ✓ | |
| Division of Labor | | | | ✓ | | | ✓ | ✓ | | | ✓ | | |
| Paid Leave Facilities | | ✓ | ✓ | | | | | | | | | | |
| Wages Status | | ✓ | ✓ | | | | | | | | | | |
| Poverty Reduction | | | | | ✓ | | ✓ | | | | | | ✓ |
| Ownership Facilities | ✓ | ✓ | | | | | | | | | | | |
| Job Access | | | ✓ | | ✓ | | | | | | | | |
| Job Security | ✓ | ✓ | | | | ✓ | | | | | | | |
| Job Satisfaction | | | ✓ | | | | ✓ | | ✓ | | | | |
| Fringe Benefits | | | ✓ | | | | ✓ | | | | | | |
| Increased Savings | | | ✓ | | | | | | | | | | ✓ |
| Bank Deposit Performance | | | | | ✓ | | ✓ | | | | | | |
| Overtime Facilities | | | ✓ | | ✓ | | | | | | | ✓ | |
| Augmented Income Facilities | | | ✓ | | ✓ | | | | ✓ | | | | |
| Personal Economic Development | ✓ | ✓ | ✓ | | | | | | | | | | |
| Satisfaction towards Earnings | | | | | ✓ | | | | | | | | ✓ |

3.0 Research Rationale

The tea industry of Bangladesh accounts for 3% of global tea production. Tea workers in Bangladesh are severely deprived from basic rights (Das and Jakirul, 2014). The main mission of Government of Bangladesh is to reduce poverty. It is very important to increase labour productivity to change this scenario. Many studies have been conducted for this concern but most of the research are qualitative in nature and mostly focused on factors influencing socio economic considerations of tea workers in Bangladesh. But there are no relevant research that focused on the impacts of these factors to the workers life. So, it is important to measure the social and economic impact of tea workers in Bangladesh. The present study focused on measuring the social and economic impact of tea workers in Bangladesh.

4.0 Research Objectives

The main objective of this study is to assess the socio economic impact of tea workers of tea industry in Bangladesh. The specific objectives are:

- ▲ To ascertain the current scenario of tea industry in Bangladesh
- ▲ To measure social impacts of tea workers in Bangladesh
- ▲ To measure economic impacts of workers in Bangladesh

5.0 Research Questions

This research aims to address the following question:

- i. What are the social impacts of tea workers in Bangladesh?
- ii. What are the economic impacts of tea workers in Bangladesh?

6.0 Methodology

6.1 Research Setting

The procedure for this study is quantitative and qualitative research in nature; the preliminary data collected through semi-structured interviews.

6.2 Sample Design and Selection

326 tea workers were interviewed that were selected by using convenience sampling method. Tea gardens were selected from the directory of companies distributed by the BTRI. Interviewed tea workers were covered from various tea garden of Bangladesh.

6.3 Questionnaire Design and Data Collection

It is noteworthy that the main instrument used to collect data for this study was the survey methods which represent values and levels of theoretical

constructs such as Service and Facility, Working Environment, Social Security, Health Security, Personal Income, Employment Impact, Job Security, Wages, and Productivity.

6.4 Data Processing

Filled-in questionnaires were tabulated and processed according to the given code marks. The collected raw data were prepared and analyzed with advanced statistical package (PLS, SPSS, Excel program) in the computer by using partial least square method. The structural model was constructed to identify the path direction and strength of relationships among the latent variable in this research. Bootstrapping method has been used to test the hypothesis.

7.0 Results and Discussion

Reliability and validity of the constructs should be assessed before testing the hypothesis (Bagozziet al., 1991). Average variance extracted (AVE) of each construct at least 0.50 and items loading are well above 0.50 (Hair et al., 1995). The reliability is considered to be satisfactory when composite reliability and Cronbach's alpha have value greater than 0.70. Table 3 and 6 presents the average variance extracted (AVE), composite reliability, R Square and Cronbach's alpha while Table 4 and 7 shows the item loading. Table 5 and 8 shows the structural parameter for social impact and economic impact analysis of tea workers in Bangladesh.

7.1 Research Question i : What are the social impacts of tea workers in Bangladesh?**Table 3: Validity and Reliability Test for measuring the constructs of social impact of tea workers in Bangladesh**

| Constructs | AVE | Composite Reliability | R Square | Cronbachs Alpha |
|----------------------|--------|-----------------------|----------|-----------------|
| Service and Facility | 0.7659 | 0.8730 | 0.7623 | 0.8697 |
| Working Environment | 0.7712 | 0.9230 | | 0.9118 |
| Social Security | 0.8795 | 0.8645 | | 0.8218 |
| Health Security | 0.7723 | 0.8534 | | 0.8196 |
| Social Impact | 0.7026 | 0.8241 | | 0.8246 |

Table 4: Item loading for measuring the constructs of Social Impacts of tea workers in Bangladesh

| Items | Service and Facility | Working Environment | Social Security | Health Security | Social Impact |
|----------------------------------|----------------------|---------------------|-----------------|-----------------|---------------|
| Social Security | 0.6363 | 0.0743 | 0.7122 | -0.0333 | 0.5508 |
| Cultural Adaptation | 0.4638 | 0.0549 | 0.8548 | -0.0772 | 0.5497 |
| Safety Facilities | 0.4289 | 0.1309 | 0.7561 | -0.1858 | 0.5351 |
| Overall Social Security | 0.5793 | 0.1724 | 0.7238 | -0.1763 | 0.5210 |
| Torture Free Working Environment | -0.1229 | 0.8292 | 0.2339 | -0.8692 | -0.0762 |
| Labor Union Impact | -0.0815 | 0.7565 | 0.1386 | -0.8361 | -0.0344 |
| Learning Facilities | -0.0123 | 0.6749 | 0.1834 | -0.8158 | -0.0242 |
| Standard of Living | 0.5235 | -0.0013 | 0.5331 | 0.0016 | 0.8225 |
| Social Status | 0.5243 | -0.1628 | 0.6585 | 0.1374 | 0.8147 |
| Overall Social Impact | 0.7087 | -0.0672 | 0.6755 | 0.0715 | 0.8259 |
| Housing Facilities | 0.7111 | -0.1326 | 0.5883 | 0.2153 | 0.6430 |
| Transportation Facilities | 0.7186 | -0.1184 | 0.4103 | 0.1024 | 0.6746 |
| Educational Facilities | 0.9077 | -0.0269 | 0.5186 | 0.0823 | 0.7238 |
| Health Care Facilities | 0.1238 | -0.7426 | -0.1722 | 0.8271 | 0.0455 |
| Accidental Facilities | 0.0812 | -0.6518 | -0.1652 | 0.8605 | 0.0750 |
| First Aid Treatment | 0.1757 | -0.7599 | -0.0573 | 0.8119 | 0.1854 |

Table 5: Structural parameter for measuring social impacts of tea workers in Bangladesh

| Hypothesis | Path | Coefficient (β) | Standard Deviation | t-statistics | Comments |
|--|---|-------------------------|--------------------|--------------|---------------|
| H1: There is a strong positive relationship between service and facility and social development. | Service and Facility -> Social Impact | 0.6439 | 0.0322 | 12.7247 | Supported |
| H2: There is a strong positive relationship between working environment and social development. | Working Environment -> Social Impact | -0.0349 | 0.6341 | 0.5541 | Not Supported |
| H3: There is a strong positive relationship between social security and social development. | Social Security -> Social Impact | 0.3420 | 0.0458 | 5.7412 | Supported |
| H4: There is a strong positive relationship between health security and social development. | Health Security -> Social Impact | 0.0153 | 0.0592 | 0.0344 | Not Supported |

The structural model was constructed to identify the path direction and strength of relationships among the latent variable in this research. Bootstrapping method was used to test the hypothesis. We tested the relationship between endogenous and exogenous variable. Table 5 showed the path coefficient (β) and t-statistics. According to Hair and Ringle (2013) T value should exceed 1.96. It was found that service and facility ($t = 12.7247, \beta = 0.6439$) and social security ($t = 5.741, \beta = 0.3420$) had positive influence on social impact of tea workers in Bangladesh, while working environment ($t = 0.5541, \beta = -0.0349$) and health security ($t = 0.0344, \beta = 0.0153$) had no significant effect on social impact of tea workers in Bangladesh. Therefore, among the primary hypothesis, H1 and H3 were supported, whereas H2 and H4 were not supported. The model explains 76.23% of the variance on social impact of tea workers in Bangladesh ($R^2 = 0.7623$).

7.2 Research Question ii : What are the economic impacts of tea workers in Bangladesh?**Table 6: Validity and Reliability Test for measuring the constructs of economic impacts of tea workers in Bangladesh**

| Constructs | AVE | Composite Reliability | R Square | Cronbachs Alpha |
|------------------------|--------|-----------------------|----------|-----------------|
| Wages and Productivity | 0.8289 | 0.8558 | 0.7121 | 0.8224 |
| Employment Impact | 0.7247 | 0.8229 | | 0.8628 |
| Job Security | 0.8467 | 0.9236 | | 0.8721 |
| Personal Income | 0.7928 | 0.9139 | | 0.8130 |
| Economic Impact | 0.8215 | 0.8128 | | 0.7433 |

Table 7: Item loading for measuring the constructs of economic Impacts of tea workers in Bangladesh

| Items | Wages and Productivity | Employment Impact | Job Security | Personal Income | Economic Impact |
|-------------------------------|------------------------|-------------------|--------------|-----------------|-----------------|
| Rate of Working Hours | 0.7566 | 0.8106 | -0.0894 | 0.0816 | 0.6891 |
| Division of Labor | 0.7488 | 0.5697 | -0.0199 | -0.0199 | 0.5995 |
| Paid Leave Facilities | 0.7741 | 0.6193 | -0.1764 | 0.0475 | 0.5225 |
| Wages Status | 0.8172 | 0.6204 | -0.1112 | 0.0776 | 0.6692 |
| Job Security | -0.2196 | -0.0636 | 0.9641 | -0.8219 | -0.1262 |
| Job Satisfaction | -0.1936 | -0.0369 | 0.9082 | -0.8051 | -0.0873 |
| Fringe Benefits | -0.1207 | 0.0127 | 0.9294 | -0.8107 | -0.0188 |
| Poverty Reduction | 0.6376 | 0.9567 | 0.0215 | -0.0334 | 0.6416 |
| Ownership Facilities | 0.7120 | 0.8130 | -0.1327 | 0.1629 | 0.7667 |
| Job Access | 0.6315 | 0.7289 | -0.0401 | 0.0594 | 0.8042 |
| Augmented Income Facilities | 0.5413 | 0.7125 | -0.1256 | 0.1909 | 0.8141 |
| Personal Economic Development | 0.7103 | 0.7119 | -0.1125 | 0.0975 | 0.8552 |
| Satisfaction towards Earnings | 0.6338 | 0.6981 | -0.0491 | 0.0792 | 0.9014 |
| Increased Savings | 0.0136 | 0.1442 | -0.8393 | 0.9642 | 0.1190 |
| Bank Deposit Performance | 0.0259 | 0.1502 | -0.8185 | 0.8641 | 0.0829 |
| Overtime Facilities | 0.0782 | 0.2198 | -0.8049 | 0.9620 | 0.1680 |

Table 8: Structural parameter for measuring economic impacts of tea workers in Bangladesh

| Hypothesis | Path | Coefficient (β) | Standard Deviation | t-statistics | Comments |
|--|--|-------------------------|--------------------|--------------|---------------|
| H5: There is a strong positive relationship between personal income and economic development. | Personal Income ->Economic Impact | 0.2421 | 0.0675 | 2.2632 | Supported |
| H6: There is a strong positive relationship between employment impact and economic development. | Employment Impact ->Economic Impact | 0.7128 | 0.0384 | 11.3191 | Supported |
| H7: There is a strong positive relationship between job security and economic development. | Job Security ->Economic Impact | 0.0813 | 0.0652 | 1.3216 | Not Supported |
| H8: There is a strong positive relationship between wages and productivity and economic development. | Wages and Productivity ->Economic Impact | 0.2802 | 0.0434 | 6.1996 | Supported |

Table 8 showed the path coefficient (β) and t-statistics. According to Hair and Ringle (2013) T value should exceed 1.96. It was found that wages and productivity ($t = 6.1996$, $\beta = 0.2802$), employment impact ($t = 11.3191$, $\beta = 0.7128$) and personal income ($t = 2.2632$, $\beta = 0.2421$) had positive influence on economic impact of tea workers in Bangladesh, while job security ($t = 1.3216$, $\beta = 0.0813$) had no significant effect on economic impact of tea workers in Bangladesh. Therefore, among the primary hypothesis, H5, H6 and H8 were supported, where as H7 was not supported. The model explains 71.21% of the variance on economic impact of tea workers in Bangladesh ($R^2=0.7121$).

There are some strength, weakness, opportunities, and threats of the tea industry in Bangladesh based on socio economic conditions of tea workers, which are given under:

Figure 4: SWOT Matrix at a glance

| <div style="text-align: center;"> Internal Factors <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 10px; margin: 5px 0;"></div> External Factors </div> | Strength | Weakness |
|---|---|--|
| | <ul style="list-style-type: none"> • Adequate workforces, availability of labor and low labor cost • Favorable geographical location | <ul style="list-style-type: none"> • Lack of skilled workers and modern quality control technology • Workers have dissatisfaction with the social status they are living within the garden |
| Opportunities | | |
| <ul style="list-style-type: none"> • Labor intensive; employment opportunities • Low wage workers convertible to skilled ones • Government huge initiatives to patronize tea industry in Bangladesh and to establish it as a tourists' place | <ul style="list-style-type: none"> • A long history of the tea cultivation and production • Management is satisfied with working conditions in the tea garden | <ul style="list-style-type: none"> • Poor R&D and laboratory facilities • Skilled designers and facilities for product design and development are unavailable |
| Threats | | |
| <ul style="list-style-type: none"> • Existence of social concern about inhuman living and working condition and security of labors • Smuggling and under-invoicing of products | <ul style="list-style-type: none"> • Government support to cultivate quality tea • Willing to make a change for financial gain | <ul style="list-style-type: none"> • Closed culture • Labor law ignored • Medical and education facilities not up to the mark |

8.0 Recommendations

The following recommendations can be suggested from the findings of this study:

- ▲ Measures need to be taken to set up eco-system between labor and management.
- ▲ Ensuring proper utilization of labour through skill building and development by establishing compliance system at all factories.
- ▲ Engaging labor in multi-facet activities.
- ▲ Tea industry should ensure sound working environment and health security system for the workers of tea gardens in Bangladesh.
- ▲ Providing life insurance facilities of all workers at all tea gardens in Bangladesh.

9.0 Conclusion

The Government of Bangladesh and the management of tea estates are providing huge benefits at present than before but this is not enough for all-round development of the socio economic condition of tea workers in Bangladesh. For this, owners, managerial staff and labor union, must come forward to solve their problems. There were virtually limited numbers of empirical studies on the tea industry of Bangladesh. This study partially filled that gap. However, further research could help reframe the findings of this study for environmental and livelihood sustainability of tea industry in Bangladesh.

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