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Effectiveness of Formal Institutions' Management of Marine Fisheries for Sustainable Development in Bangladesh

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Abstract: This study is designed to examine formal institutions' effectiveness in managing marine fisheries for sustainable development in Bangladesh. Formal institutional management details the structure accountable for marine fisheries management, including government agencies and other stakeholders, and examines the difficulties they face. Subsequently, it will look at fisherman's compliance with fisheries rules and the elements that influence it, as well as the viability of the Fisheries Master Plan. This study used a mixed method of qualitative and quantitative approaches for data collection. The findings of this study show that formal institutions including government agencies and other stakeholders' fisheries legislation and policies have failed to solve the concerns related to marine fisheries. The understanding of the efficacy of formal institutions as well as the elements that influence their success is critical for adapting and enhancing present marine fisheries management for sustainable development in Bangladesh.

Keywords: Effectiveness, formal institutions, marine fisheries, sustainable development, management

1. Introduction

This research is conducted to study the effectiveness of formal institutions in marine fisheries management for sustainable fisheries development in Bangladesh. The study provides an overview of the institutional set-up that oversees marine fisheries management, with relevant government agencies and other interested parties. Moreover, it will analyze fishermen's consent to fisheries regulations and its causes, as well as discuss the feasibility of a fisheries master plan (FMP). For natural marine fish production requires a combination of well management and technical efficiency components that sustain the lifestyles of appropriate fishermen while allowing coastal communities, fishermen, and other marine users to actively engage. Fishermen in Bangladesh rely heavily on the marine fishing sector as a major or secondary source of income, employment, and livelihood. The coastal region's first-largest source of part-time and full-time jobs comes from this industry (M. A. R. Hossain et al., 2015, p. 84). It is a major source of food and money for the people living around the coast of Bangladesh (Nyawade et al., 2021, p. 3). Fishers' involvement has boosted marine and coastal fish output in the last decade, placing Bangladesh in the 12th place globally (FAO, 2020, p. 20). In 2019-20, Bangladesh's fishing sector contributed 3.52% to GDP

and 26.37% to agricultural GDP, 13% of Bangladesh's 170 million people rely full- or part-time on fisheries and aquaculture (DoF, 2020, p. 2). Since the early 2000s, the amount of marine fish caught has steadily increased, showing that the country's large population can be fed without sacrificing quality. Bangladesh gained a total of about 118,813, square kilometers and more sea area in a case with Myanmar and India for the Island of St. Martin, 12 nautical miles of state-owned sea area, up to 200 nautical miles of Bangladesh, Myanmar's bilateral monopoly economic zone borders and the right to the continental shelf Bangladesh through an International Arbitration Court (IAC) ruling on March 14, 2012 (Islam & Shamsuddoha, 2018, p. 45).

There is now excess fishing in most offshore waters where most artisan fishermen concentrate (Lokina, 2000, p. 2). As a result, governmental action is required to prevent the stock from depreciating. These should include licensing, seasonal closures, alternative economic activities for fishers, and community-based conservation measures. This study examines a variety of theoretical economic principles related to fisheries exploitation management as a means of ensuring economic sustainability. Mismanagement, violation of rules by intermediaries, fishermen's ignorance of natural catastrophes, a lack of adequate boats, ignorance of ship captains, and a lack of proper enforcement of government rules are all key issues in the marine fisheries.

It is vital to study about the configuration of management for marine fisheries as well as the difficulties that this pattern faces in management of marine fisheries in order to comprehend how formal institutions operate. Government agencies and other stakeholders involved in marine fisheries formal institutional management in Bangladesh are described in this document. Furthermore, the issues that government agencies and other stakeholders confront are examined in order to gain a better understanding of their success in regulating marine fisheries.

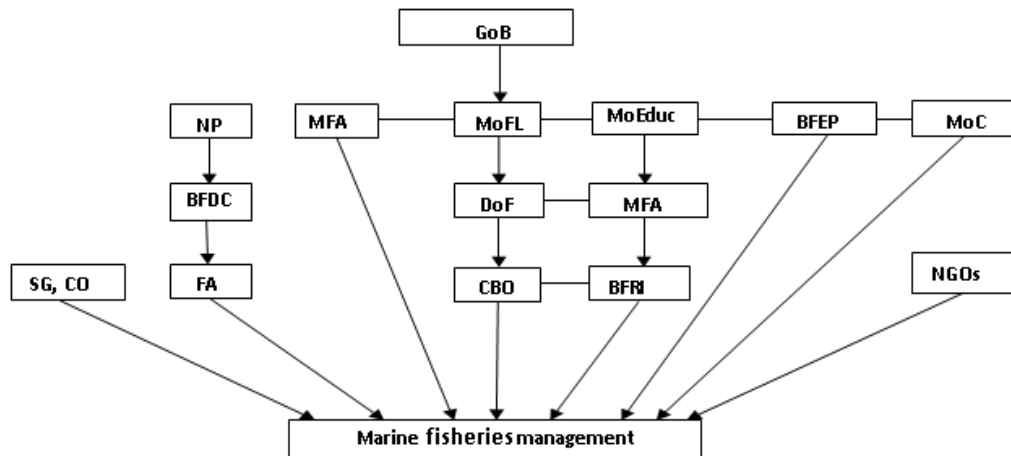
The objective of this paper is to assess the current state of marine fishery management in Bangladesh and highlight the strengths and weaknesses of the formal institutions responsible for doing so in the interest of long-term sustainability. To achieve this, using a methodologically consistent strategy based on cross-sectional data. The effectiveness of formal institutional management for marine fishing in Bangladesh has not been the subject of any written works to far. Fisher's groups, community norms, fisher expertise have all contributed significantly to local fisheries management despite the formal institutions' failure. According to this paper's findings, the depletion

and decrease of marine fishing resources have been exacerbated by the inefficiencies of formal institutions.

2. Literature Review

2.1. The Marine Fisheries Management Institutional Structure

The formal institutional structure and the complexity of managing marine fisheries must be studied. This structure in marine fisheries management is required to explore to carry out the activities of formal institutions. This section defines the government agencies and other stakeholders in charge of Bangladesh's marine fisheries. Complex institutional and governance challenges, involving formal institutions, government, corporate, and civil society players, characterize the fisheries sector. Several organizations and institutes work in Bangladesh to improve and maintain fisheries. The Ministry of Fisheries and Livestock (MoFL) of Bangladesh is the main administrative body in responsibility of developing fisheries policy. The Department of Fisheries (DoF), Bangladesh Fisheries Research Institute (BFRI), Bangladesh Fisheries Development Corporation (BFDC), and Marine Fisheries Academy are the four agencies under MoFL. NGOs and social-political groups like Farmer's Associations (FA), Solidarity Groups (SG), and Co-management Organizations (CO) also contribute money, information, and encourage local fishers to participate in the management process (figure 1).



Source:(M. A. Rahman et al., 2018, p. 383; Sultana et al., 2003, p. 57)

Figure 1: Marine fisheries management in Bangladesh (Government institution and other stakeholders)

2.2. Legal and Institutional Management for Marine Fisheries Resources

2.3. Institutional Activities

The DoF is an important part of the institutional environment; many other organizations are involved in or have an influence on the fisheries industry, its resource base, and associated livelihoods. Figure-1 depicts a simplified sketch of essential formal institutions; to this must be added numerous informal processes and interactions, both traditional and new that make up the institutional environment. Many formal institutions have an influence on the sector at the macro level, which may be

divided into those that have a wide impact across sectors, such as the Ministries of Finance and Planning, and those that have a more direct impact, such as the Ministries of Land and Water Resources. Many other ministries, such as those in charge of health, social welfare, and education are equally important to fishermen and their livelihoods.

2.4.Sanctioning a Different Coastal Law

Some laws directly influence our coastal fishing resources, yet they are ineffectual owing to irregularity with other policies, lack of inter-sectoral coordination, regulatory and institutional capacity, obsolete environmental laws, confusion about these laws, and public awareness. It is because of this that fish production is decreasing on a daily basis; a large number of fish species have been designated as endangered; and many coastal areas of Bangladesh such as Himchari, Nijhum Dwip, the Sundarbans, Sonadia and Teknaf, have already been designated protected areas due to their vulnerable status (Islam, 2004, p. 317).

Inshore fisheries of the Bay of Bengal's are overexploited, as confirmed by decreased catch per unit fishing effort and decreasing shrimp and fish populations (Hussain et al., 2010, p. 1). Destructive fishing is mostly blamed on the usage of some destructive gears such as set bag nets and monofilament gillnets, especially when fishing for small fish. The vast shrimp fry collection is another cause of overexploitation. An assessed yearly loss of 75.75 million non-target fin and shellfish larvae occurs during the wild capture of 1 million (Quader, 2010, p. 85). Fishermen in *hilsa* sanctuaries, in particular, frequently violate ban period rules and endure to employ a prohibited monofilament gillnet. As a result, disobedience with fishing laws and restrictions is leading to increased fishing pressure, the employment of damaging fishing methods and gears, and a proclivity to fish whatever is available, counting larvae and juveniles (Murshed-e-Jahan et al., 2014, p. 68). Pollutants from both point and nonpoint sources frequently end up in Bangladesh's coastal region. Ship-breaking activity in Chottagram, metropolitan trash from Khulna City (about 120-130 tons of wastes), and metropolitan wastes from Chottagram City via the Karnaphuli river are all point sources (Hossain & Islam, 2006, p. 12). Bangladesh's coastal population has doubled during the 1980s, reaching more than 16 million (about 10% of the overall population), the majority of whom are poor and vulnerable to fast experimental changes (Fernandes et al., 2016, pp. 1-2). Overfishing, indiscriminate slaughter of the young species, pollution, disease defects, and insufficient fish protection regulations, among other issues, are now plaguing marine fisheries (Planning Commission, 2015). Increased fishing pressure, usage of damaging fishing procedures and gears, and a predisposition to fish whatever is accessible, containing larvae and juveniles, come from non-compliance with fishing laws and rules and attempts by marine fishers to sustain their livelihoods by any means feasible (Murshed-e-Jahan et al., 2014, p. 66). Not only does this harm marine fisheries resources, but it also fosters friction between fishermen and other resource users (Eftakhairul Islam, 2004, p. 317) (Hussain et al., 2010, p. 3). In Bangladesh, there is no particular policy or legislation for the management and regulation of marine fisheries; however there are certain general fisheries rules that govern the coastal fisheries. A plethora of laws,

norms, and policies control fisheries management, but their execution frequently encounters disputes as well as non-compliance by parties, resulting in bad governance (Islam et al., 2017, p. 144). Bangladesh's coastal and marine fisheries are poorly managed for a variety of reasons, one of which being a lack of adequately enforced rules (M. Rahman et al., 2003, p. 708).

2.5. The Main Aspects of Essential Coastal Fisheries Policies and Legislation

It is difficult to determine the presence of maritime fisheries in terms of legal identity despite the fact that they have similar characteristics. This situation also pertained to identifying regulatory difficulties in the context of having a distinct legal agreement (Ehsanul Habib, 1999, p. 112). In the implementation of inland laws in coastal regions, there is a contradiction between their jurisdiction and that of marine laws. In our nation, there are certain interior laws, marine laws, and legal authorities that are applied to coastal fishing, either directly or indirectly (Ehsanul Habib, 1999). Permanent Settlement Regulation 1, 1793; The Private Fisheries Protection Act, 1889; State Acquisition and Tenancy Act, 1950; The Protection and Conservation of Fish Act 1950 and Rules 1985; The Marine Fisheries Ordinance 1983 and Rules 1983; and National Fisheries Policy 1998 are the legal instruments in question.

Policies, laws, and ordinances appear to exist. The procedure for producing the 1983 marine fisheries policy, the 1998 fisheries policy, and related publications used a "top down" approach, giving the national development plan mechanical primacy. It was found that most policy papers contained regulatory elements such as definitions and provisions, administrative roles and responsibilities, ordinance imposition, delegations of powers, fishing and vessel license, local marine fishing operations; local vessel registration; vessel certification; and prohibited fishing. Some policy documents included a line or two about ecosystems, habitats, marine reserves, and sanctuaries. People who live off the water, estuaries, offshore islands, mangroves and their contents appear to have been disregarded in the policy-making process. The legal criteria related to coastal fisheries are discussed here, both directly and indirectly.

2.5.1. Species and Fishing Gears Influence

Despite not being expressly mentioned in contemporary fisheries and marine fisheries policies and legislation, some forms of fishing tend to substantially influence marine fisheries policy (most prominently Hilsa and black tiger shrimp). Fishing license issuance, legislation controlling fishing vessel operation, and seasonal fishing limitations all impede Bangladesh's vital shrimp and Hilsa fisheries. Increased knowledge and representative involvement among persons related to certain major fisheries may influence national policy formulation. Environment Policy-1992 urged for maintaining the status on exploitation of coastal and marine fish in one of its subsections. The 1997 Environment Conservation Rules amended numerous provisions of the 1992 Environment Policy.

2.5.2. Modernize on Marine Fisheries Policy

A five-year policy review is not realistic in Bangladesh. In the same vein, technological advancements, recent events such as the International Tribunal for the Law of the Sea (ITLOS) rulings and protection of Large Marine Ecosystem (LME) and Marine Protected Areas (MPAs) should be included. Stakeholders should agree on explicit sectoral decisions. The development of marine fisheries requires study. Other maritime nations' policies can be used to validate existing policies and determine if revisions are required. Bangladesh's Environment Department has published various outdated environmental standards. A national action plan usually addresses maritime environmental concerns. Bangladesh typically creates national action plans in response to transient situations. Some components of current fisheries and marine policies appear to be contained in a "Coastal and Marine Strategy".

2.5.3. Long-Term Policy Perspective

A long-term perspective for resource monitoring and management is lacking in present marine fisheries policy and literature. Every 10 years, marine fisheries policy should be evaluated to reflect changes in government law, climate, and international rules of behavior. To facilitate national policy improvements, all research initiatives should incorporate fisheries research. The Bangladesh Fisheries Research Institute and the DoF often improve fishing conditions. A bigger national marine development strategy and planning framework are required to include all critical components of long-term sustainability.

2.5.4. Marine Environmental Policy Process

Due to sudden understanding of climate change issues and/or periodic needs of the country's Department of Environment (DoE), Bangladesh does have some type of national environmental planning that encompasses biodiversity protection strategies. The Bangladeshi government declared a region "ecologically crucial area (ECA)" in an official gazette. However, further notice is required to avoid ECA violations. The 1992 Environment Policy promoted coastal and marine habitat conservation. Similarly, Bangladesh's Environment Protection Act of 1995 mandated an ECA. New coastal and marine policy problems addressed by the 1997. Forest-related ecological problems are normally raised by the DoE.

2.5.5. Policy Implementation on Monitoring and Evaluation

Fisheries policy implementation is largely dependent on effective monitoring of policy status as well as evaluation of the effectiveness of fisheries and marine fisheries management and mitigation approaches. This ensures the desired reduction of marine fisheries stresses as well as improvements in fish and fisheries quality on an output basis, which is a major part of the job. It indicates that fisheries and associated policies do not have enough evaluation and monitoring provisions, as well as effect evaluations based on policy implementation and interventions, at least at this point.

2.5.6. Participation of Stakeholders in Policymaking

When writing policy documents, a top down approach should be avoided, and broad involvement should be guaranteed when drafting a national development plan. The policy papers are not like sacred texts; they are alive and thriving. All aspects of coastal and marine fisheries should be included in policy documents on marine fisheries. The future design of maritime policy should involve actual and diverse players in the sector, and the policy conversation should not be limited to the capital city. The majority of stakeholders in maritime fisheries live outside the designated zones, and their views should be obtained through on-the-spot inspection and comprehensive conversation.

2.6. Other stakeholders

2.6.1. Problems of Social – Political Groups

In Bangladesh's general political system, socio-political groups are a formal and vital feature. These groups play a critical role in aiding government agencies with credit and extension services, as well as raising public understanding of fisheries rules. There are many socio-political groups; yet this unit only contains the most of three significant and participating groups involved in the study site's marine fisheries management.

Local farmers can join the Farmer's Association (FA) regionally and nationally. The FA's role in marine fisheries management is to help local governments. The fishing commune has a head, a vice head, and FA executive board members. Fishing enthusiasts are more inclined to observe the regulations of the water and work together as a consequence of the FA's efforts. The FA also gives information about fish markets and the prices they might anticipate to pay for their catch. To foster technical progress and transmission of innovative technologies, the FA collaborates with local governments.

The commune authority also formed six Solidarity Groups (SGs) in addition to the FA. The SG's goal is to bring together fishermen who use the same fishing gear to share their knowledge, assist one another in fishing, and raise members' understanding of the need of maintaining marine fisheries. A non-salaried executive board, consisting of a head, a vice head, and the group members, leads each organization. The commune government regulates and oversees all of these groups. The members of the group contribute to the budgets for the group's operations.

Co-management Organization's (CO) major goal is to get local fishermen to participate in approved fishing practices and conserve marine fisheries in the area. An unpaid executive board, which includes the organization's president, vice president, treasurer, clerk, and other members, also oversees the operation of the organization. The vice president of the commune also serves as the CO's head. CO is made up of the villagers' elected formals. The commune authority is also in charge of and responsible for this organization.

The first steps of co-management are critical in laying the groundwork for adaptive knowledge and allowing partners to change resource management plans and strategies, as well as decision-making norms (Berkes, 2009, p. 1692; Chuenpagdee & Jentoft, 2007, p. 658). Co-management of fisheries necessitates the creation of a new organization to bring stakeholders together for decision-making and execution. The legislation of a country can guide the establishment of a co-management structure, which can even be built on top of pre-existing committees and agreements. Depending on the size and style of the fishery, these committees may be created in landing centers, fishing communities, or on the shore.

The management of inland fisheries resources in Bangladesh has used community-based fisheries management (as a template for co-management systems) for a long time (Firoz Khan et al., 2016, p. 1) but little research has been published on the country's estuary or coastal fisheries (Ayers et al., 2017, p. 390). According to the Bangladeshi government's National Conservation Strategy 2016, there is a need to build a legal framework that recognizes and supports community-based co-management methods in fisheries systems (Islam, 2016, p. 33). Recent policy initiatives include the decentralization of power to village-level management, promoting increased engagement of a wide range of groups and organizations. As a result, the Bangladeshi hilsa shad fishery was able to begin the implementation of a co-management approach.

2.6.2. Non-Government Organizations (NGOs)

To achieve better co-management governance and to achieve more beneficial results, such as improved compliance with the established norms, varied actors (such as communities, civil society groups and government agencies) may contribute, commit and collaborate in order (Chuenpagdee & Jentoft, 2007, p. 658; d'Armengol et al., 2018, p. 213). Donors and NGOs were given roles in open-water fisheries management under the New Fisheries Management Policy. To increase local fishermen's involvement in fisheries management, government plans to "work in partnership with NGOs and fishing communities, mobilizing NGOs' experience in human development training and organization building to create alternative or supplementary income opportunities for fishermen and thereby reduce pressure on the fisheries" (Pomeroy & Carlos, 1997, p. 448). NGOs have been involved in a variety of community-based management initiatives.

Fisheries co-management requires an appropriate allocation of power in order to achieve favorable outcomes (Cinner et al., 2012, p. 5220). To achieve both socio-economic and biological objectives, communities should be given the opportunity to participate in decision-making under co-management systems. It is imperative that implementing partners (NGOs) support communities in strengthening their own capacity by providing them with educational opportunities, raising public awareness, and creating management plans. NGOs, on the other hand, should only be participating in the process for a short period of time before they are phased out (Pomeroy et al., 2001a, p. 199). If the local political system is against the

co-management model, it is quite improbable that it will last (Pomeroy et al., 2001a, p. 200; Sultana & Thompson, 2007, p. 528). With suitable national law, local governments can utilize their authority to structure and balance their interactions with non-governmental organizations (NGOs) (Wilson et al., 2006, p. 527). This would improve the ability to adapt to new problems in aquatic resource management, such as dispute resolution (Ratner et al., 2012, p. 133).

As mentioned before, marine fisheries in Bangladesh are managed by an established institutional framework. Marine fisheries resource management has been unsuccessful because of this formal system's inefficiency. As a result, there is a pressing need to revamp Bangladesh's existing approach to marine resource management by encouraging the presence of formal institution structures dedicated to ensuring the marine sector's continued growth and sustainability. The long-term survival of the people living along the coast of Bangladesh depends on the health of the marine fisheries, which this plan seeks to protect by reducing the pace of overfishing.

3. Methodology

The study employs an interdepartmental holistic approach to understanding organizations using a case study. Participatory observation, a family survey, and focus groups, were all employed to cross sectional data for the study, which was a combination of qualitative and quantitative methods. This article makes use of both secondary and primary sources. The Fisheries Master Plan (FMP), Fisheries Laws (FL), decrees, and circulars can help in understanding formal institutions, while annual reports from the local government can provide insight into the physical and social dynamics of the study area. The research survey was conducted on 85 households in the study area along with 10 interviews, 04 group discussions to gather primary data. The researcher interviewed three key informants to learn more about marine fisheries management and its problems, as well as the reasons for noncompliance with fisheries regulations and FMP measures. The purpose of the household survey was to collect information on mesh sizes, fish sizes, fishing distance, and surveyed households' perspectives on the quantity of fish species compared to that was caught five years earlier and on the shifting of jobs from fishing. Fishers' compliance with fishing distances in contrast to their boat's engine capacity was investigated in this article using the data analysis approach crosstab. The one-sample T-test was performed to see if the average mesh size of fishing gear and the average size of the smallest fish caught differed from legal minimums.

4. Performance and factors of formal legislative framework

This section assesses the effectiveness of the formal legislative framework for managing marine fisheries, which might provide light on the efficacy of formal institutions more generally. This part begins by examining the efficacy of the Fishery Law and other supplementary documents by looking at fisherman's compliance levels with fisheries rules and the elements that influence this level of compliance. Local fisheries managers and policymakers will utilize the research results to establish plans

for managing marine fisheries effectively and sustainably. The viability of the FMP is next assessed by looking at how successful it is in practice.

4.1. Fishermen's Compliance to Fisheries Rules

This section assesses fishers' adherence to fishing distance, fishing gear mesh size, and minimum aquatic species size. These are the most significant regulations for marine fisheries protection, restoration, and development. The fishermen's adherence to these regulations can also help determine the ecological component of sustainable development.

In practice, all boats violate the fishing distance rule. The Bangladeshi maritime fisheries management plan requires industrial boats with a total engine capacity of 716-1850 hp to operate offshore routes over 40 nm, and boats with a total engine capacity of 420-600 hp to run inshore routes within 40 nm, and 1-20 hp to operate coastal routes (1 – 10 nm)(DoF, 2021, p. 6). Contrary to the results of the household survey, 78% of shrimp boats with 716-1850 hp total engine power fish along the coast and inshore routes (Table 1). Coastal fishermen most commonly use dinghi boats, with 70% breaking the law. Champagne boats come in third, breaking the rules 62% of the time. Only 20% of bamboo baskets do not meet the criterion (Table 1).

Table 1: Violation of fishing distance of Shrimprawler, Champagne boat, Dinghi boat, and bamboo basket

Boat	Hp	Respondent and percentage	fishing distance (nm)			Compliance fishing location (nm)	% of violation
			1-10	11-40	41 - above		
Shrimp trawler	716–1850	n= 85	5	66	14	41- above	78%
		% of shrimp trawler	6%	78%	16%		
Champagne boat	420 – 600	Count (n= 18)	0	10	6	11-40	62%
		% of Champagne boat	0%	62%	38%		
Dinghi	1-20	Count (n =10)	3	7	0	1-10	70%
		% of dinghi boat	30%	70%	0%		
	21-50	Count (n = 10)	2	8	0	11-20	20%
		% of basket boat	20%	80%	0%		
Bamboo basket	Coastal area	Count(n = 15)	12	3	0	1-10	20%
		% of bamboo basket	80%	20%	0%		

Source: Household survey, 2021

All of the fishing gears on the research location have average mesh sizes that are less than the required standard. According to the Marine Fisheries Rules, 1983 (No. S.R.O. 349-2/83, Section 55, Article 14), fishermen are not authorized to use fishing gear with mesh sizes less than the prescribed specifications (MoA, 1983, p. 5798). The findings of the household survey show that the average lowest mesh size of a single trawl net employed by offshore fishermen is 16.60 mm, which is much less than the authorized size of 50 mm ($P < 0.001$) (Table 2). Furthermore, according to the report, a large percentage of single trawl nets (78%) utilized by shrimp boats with engines with a total capacity of more than 716 hp are employed to fish in coastal sea regions (Table 3). The analyzed result clearly shows that offshore fishermen employing single trawl nets break the regulations in terms of lowest mesh sizes and fishing distance.

Table 2: Single trawl net average mesh size

Test Value = 50 (mm)								
Average mesh size (mm)	N	Mean	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	35	16.60	-18.530	34	.000	-21.20	-23.50	-20.80

Source: Household survey, 2021

Table 3: Violation single trawl mesh size

No.	Trawler distance (nm)	No. of single trawl net used by shrimp boat (716–1850 hp)	Percentage (%)
1	1 – 10	4	10%
2	11– 40	28	70%
3	41 –above	8	20%
Total		40	100%

Source: Household survey, 2021

Coastal fishermen that use three-layer nets, like offshore fishermen, infringe the law in two ways: the lowest mesh sizes and the fishing distance. Coastal fishermen utilize three-layer nets with a mesh size of 50 mm on average, which is less than the required size of 54 mm ($P < 0.001$) (Table 4). Furthermore, according to the report, 20% of the three layer nets utilized by bamboo baskets with motors with a total capacity of less than 20 hp are used to fish inshore rather than on the coast (Table 5).

Table 4: Average mesh size of three layer net

Test Value = 54 (mm)								
mesh size of three layer net (mm)	N	Mean	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
	15	41	-4.70	14	.000	-3.000	-6.40	-3.50

Table 5: Violation of fishing distance three layer net

No.	Fishing distance (nm)	No. of three layer net used by bamboo basket (1 – 20 hp)	Percentage (%)
1	1 – 10	8	80%
2	11 – 40	2	20%
Total		10	100%

Source: Household survey, 2021

4.2. Reasons of Non-Compliance of Fisheries Regulations

The ability of government entities to enforce fishery restrictions is limited in the studied area. First, as previously noted, ineffective enforcement has come from an unreasonable organizational structure as well as budget, human force, and facility constraints. The Divisional Fisheries Resources Surveillance Forces (DFRSF), which operates at the divisional level, is in charge of enforcement at the research site. However, due to human resource, financial, and equipment constraints, the DFRSF is unable to do so. Meanwhile, the lower levels of government, such as the district and community levels, are not permitted to enforce or monitor anything. Even if the district and community levels had the power, they would be unable to police fishing operations due to a lack of personnel, funds, and infrastructure. Furthermore, according to the fisheries authorities, the fines are not severe enough to prevent fishermen from breaching the law.

The main reason for non-compliance, according to both fisheries officials and experienced fisherman, is regulation inconsistency. Part 1 of Bangladesh's marine fisheries management plan controls boat capacity and fishing distance. To operate on offshore routes beyond 40 nm, boats with 716-1850 hp total engine capacity are necessary. Experts say vessels with less than 450 hp cannot fish offshore using bottom trawl nets. In offshore seas, thicker nets allow more fish to escape, resulting in fishing failure. This is due to the fact that the offshore fishing route currently has higher input costs than the coastal fishing route.

The household study found that local fishermen's main worries are the rise of input prices and the decrease of fish catches. Living cost increased mentioning as a problem by 90% of families questioned. Fuel costs, which account for around 80% of input costs, have climbed from 20% to 25% every year, although fish prices have only risen by 3%. Second, 90% of households questioned see a decline in fish yield. Overfishing happens due to the use of damaging fishing gear and population increase, resulting in a drop in fish productivity (Group discussion, 2021). The challenges of growing input costs and declining fish yields drive fishermen to capture as much as they can by destroying fishing gear and fishing in areas where they can catch more fish (Group discussion, 2021).

The fisheries officers state that the dramatic growth in the population and quantity of fishing boats have resulted in a slew of management challenges that far outnumber the government's capacity to address. The authorities are unable to

monitor all of the operations of such a vast number of fishermen, particularly given the limited budget, facilities, and managerial team.

5. Results and Discussion

The formal institutions have failed to manage marine fisheries due to inadequate management structures, high levels of non-compliance, and a lack of fisheries policy implementation. Human resources, finances, and equipment are few in government and socio-political institutions, limiting managerial ability. Given the illogical organizational structure, enforcement is poor. Resource management studies show that regular surveillance of a broad fishing area is impossible owing to lack of experience and funds (Dirhamsyah, 2005, pp. 264–267). A lack of severity and certainty of punishments also limits the government's ability to enforce. Normally, fishermen follow guidelines based on their own cost-benefit calculations (Pomeroy et al., 2001b, p. 204). If the costs of breaking the rules outweigh the benefits, users will break them. This is especially true when enforcement is weak (Kuperan & Jahan, 2020, p. 109). In the research area, penalties for violating fishing laws are substantially lower than fishermen's revenue.

Weak enforcement leads non-compliance with fishing laws (Boonstra & Bach Dang, 2010, p. 1266). Moreover, non-compliance by fishermen is due to incompatibility of fishing rules with reality (Raakjær Nielsen & Mathiesen, 2003, p. 411). One of the primary causes, non-compliance is the incompatibility of boat capacity, fishing distance, and fishing tactics. In addition, the rise of input costs and the expansion of population drive local fishermen to catch as much as possible regardless of the rules. Increasing input costs and degrading fisheries encourage fishermen to use harmful fishing gear and fish in illegal areas to get more fish (Boonstra & Bach Dang, 2010, p. 1266). Increasing immigration rates and population increase result in the government being unable to oversee and monitor all fishing operations. Also, population difficulties put stress on coastal resources, causing deterioration. Fish stock depletion diminishes fishing revenue and exacerbates poverty in fishing communities in developing nations (Pomeroy, 2012, p. 522). To avoid losing money, fishermen may bypass restrictions and other management measures (Pomeroy, 2012, p. 523).

In terms of policy failure, there is a clash between development and conservation goals (Cochrane, 2000, pp. 10–11). There is often a contradiction between resource protection and economic growth. In spite of its significance, resource conservation receives little attention from fisheries management. Most fisheries managers are worried about the economic advantages (Christie & White, 1997, p. 175; Cochrane, 2000, p. 6). The local administration prioritizes socio-economic goals over marine fisheries protection in the study area. While the marine fisheries are reduced, the number of vessels has grown. Also, present regulations fail due to a top-down approach that ignores local realities and environment (Acheson, 2006, p. 125). So the policies are unlikely to be generally adopted (Asafu-Adjaye, 2000, p. 924). As a result, the FMP supports non-fishing

occupations. However, due to their lack of education, the fishers in the study area are unable to obtain work. Moreover, local fishermen do not want to give up fishing since they enjoy it. In terms of natural circumstances, sandy ground, lack of water storage capacity, and large waves restrict local fishers from aquaculture and farming. The FA, SG, and CO were unable to give aquaculture instruction and assistance to local fishermen due to their shortcomings. A lack of formal institutions leads to the failure of sustainable fisheries development via socio-economic growth and conservation of marine fisheries for long-term livelihoods of coastal people. Locals continue fish despite the decline and depletion of marine fisheries (Charles, 1994, p. 202). Institutions must be successful in order to achieve ecological, socio-economic, and communal sustainability. Marine fisheries play a crucial role in regional economies and in the daily lives of local residents. But the number of fish harvested annually is diminishing because of damaging fishing practices and increased demand upon fish sources by a fast growing population. Protecting this resource requires the participation of formal institutions, such as government agencies and other stakeholders, and a legislative framework for managing maritime fisheries.

6. Recommendation

Marine fisheries of Bangladesh have more opportunities of development to enhance the national economy and in its SDG 2030, set a target to attain the goals and self-efficacy in fishing sector. To take an appropriate long-term policy Bangladesh gaining the self-sufficiency in marine fish production. In the design of marine fisheries policy, to require departmental management of inter-government, alliance between governmental and NGO's and community based participation are of vital importance. So that realized the latent, it requires to regulate the principle laws and legislation for the sustainable marine fisheries management and protection of marine fisheries resources in Bangladesh. The fisher's, boat owners, *arotders*, suppliers, fish processors, traders and consumer's overall are required to realize these staples to be involved the marine fisheries management policies for getting advantage from the whole process. The marine fisheries management procedures should consist of regulating fish intensity at an ecological level, regulate gear selectivity, mesh size, and gear type implementation of ban period, barred fish sanctuary, and distribution of marine fisheries resources for example manpower, funding, subsidy etc. Following the marine fisheries policy, the government of Bangladesh essentially to formulate a complete legal framework for the appropriate management and application of its resources for the resolve of the sustainable development of Bangladesh and prosperities of its peoples.

7. Conclusion

Apart from the FL and additional papers, the FMP is significant in the formal legal framework since it directs the development of the fisheries industry not only for the present but also for the future. As a result, this paper investigates the FMP's capacity to clarify the efficiency of the formal legal framework, as well as whether

the FMP's goals of sustainable fisheries development in terms of socio-economic growth and marine fisheries conservation can be met. Furthermore, this study is necessary to comprehend the elements that contribute to the FMP's infeasibility. The FMP promotes sensible offshore fishing development in order to decrease strain on coastal marine fisheries. This concept, however, appears to be hard to implement by local fishermen since offshore fishing necessitates a substantial financial commitment that surpasses their capabilities. To manage marine fisheries in Bangladesh, formal institutions, including government agencies and other stakeholders, have been developed and structured from the national to the local level. Despite this, formal institutions have failed to manage marine fisheries owing to lack of capacity, non-compliance with rules, and policy failure. Formal institutions' inefficiency leads to the failure of sustainable fisheries development via socio-economic growth and conservation of marine fisheries for long-term livelihoods of coastal people. Finally, the study concludes with a discussion of the issues that affect the performance of formal institutions in marine fisheries management. For sustainable fisheries development, it is important to understand the factors that affect the effectiveness and efficiency of formal institutions in adjusting and improving the current management of marine fisheries resources.

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Islamic Attitude towards Environmental Sustainability

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Abstract: Some of the major environmental disorders such as water, air, sound, and soil pollution are taking place in Muslim as well as non-Muslim countries. Over the last couple of decades, academics from numerous disciplines have questioned whether religion, particularly Monotheism, is actually to blame for our environmental crisis. Unfortunately, Islam has received little attention in this debate. Surveying relevant literature, this study shows that Islam can play an important role in reducing the existing environmental pollution. This research elucidates that Islamic environmental teachings and eco-friendly moral precepts are viable agents for environmental sustainability. It concludes that Islam is an environmentally-friendly religion that forbids all irresponsible use of natural resources.

Keywords: Environment; Islam; Religion; Monotheism; Pollution

1. Introduction

An environmental catastrophe is a phenomenal fact caused by humans' irresponsible environmental behavior and their erroneous beliefs that they are lords of the world. While monotheistic religions are criticized for believing that the earth is ours to do with as we please, Islam, the third Abrahamic religion after Judaism and Christianity, takes the opposite stance on environmental sustainability. Islam claims to be a pro-environmental religion that instructs on maintaining a responsible and harmonious relationship between humanity and all living and non-living elements of nature to ensure a sustainable environment. As followers of Islam believe that Allah (swt)¹ created the whole natural world with perfect wisdom (*hikmah*) and perfect environmental balance, the environment and natural ecosystem are considered a fundamental part of faith in Islam (Ozdemir, 2002). Approximately 500 verses of the holy book discuss nature and instruct on how humanity should handle environmental matters (Al-Hafiz, 1992). Islam teaches humanity to use natural resources wisely to maintain the environmental equilibrium set by God. It states that Allah (swt) created the environment in a harmonious and well-balanced manner where there is no imperfection. Islam clarifies that The Creator created all things, and ordered them in due proportions (Qur'an, 25:2), and no imperfection will ever be detected in God's manufacturing of the whole creatures (Qur'an, 67:4). Furthermore, Muslims judge Allah (swt) sets up a discipline in nature that cannot be violated. The performance of every part of it is par excellence. Islam explains that, the Almighty Creator merges the two bodies of fresh and saltwater, yet between them is a barrier they never cross (Qur'an, 55:19-20).

According to Islam, a healthy environment is designed to serve a higher purpose. Allah (swt) created humans with distinct cognitive abilities and freedom of choice so that they could carry out their duties and responsibilities as His representatives

on Earth. They have a duty to themselves, their families, others, and all of God's creatures. Humanity can choose to be virtuous or wicked, or go against the teachings of the Qur'an. The Creator instructed that He has already shown them the way to judge whether they are grateful or not (Qur'an, 76:3). In addition, He teaches the humanity that they are blessed with two eyes, a tongue, and two lips, as well as the knowledge of right and wrong (Qur'an, 90:8-10). It is all about balance and modest living on the earth.

According to Muslims' belief (Sharif, 2016), they are Allah's representatives on the earth; it has been given to them in trust. As Allah's vicegerents and trustees, their duty is to respect the trust and preserve it carefully, never wasting its natural resources when using or consuming them. Environmental concerns are becoming more apparent as a result of human mistreatment of nature. Greed, the negative effects of industrialized economic activity, the widespread use of technology and science, the lack of a religious lifestyle, and other factors are all taking their toll on the environment. Man has abused his trusteeship in God's world. He has employed his scientific knowledge to exploit nature rather than to use it wisely following God's will (Yarnold, 1959). However, the environmental catastrophe has become a serious issue in the mid-twentieth century. Environmental pollution, depletion of natural resources, extinction of various species, and over-exploitation of the environment for the sake of rapid development activities have all taken their toll. While the development has been impressive and laudable, it has not been without adverse impact on the natural environment (Sani, Hadi, and Jahi, 1993). A crisis in ecological balance emerged from aggressive development.

To identify the reason behind the crises Lynn White Jr. (1967) finds out that theological attitude is responsible for the ecological crisis and claims that present scientific and technological approaches to nature are a result of a Judeo-Christian influence. Arnold Toynbee (1972) blames monotheistic religions for eliminating the traditional veneration of the natural world, which was also common practice in polytheistic and pantheistic religions. In addition, McHarg (1977) referred to the Bible as an environmental-unfriendly text which has encouraged a strong utilitarian and ultimately destructive attitude toward nature (Passmore, 1975). Eco-feminist theologians McFague (1975) also criticized the traditional Christian faith for its anthropocentric and hierarchical position. Likewise, Singer (1981) characterizes it as "human centeredness". Similar criticisms have been made by secular environmental ethicists and activists.

Some scholars, on the other hand, attempted to answer these accusations with specific clarification. As for White and Toynbee, both endorse pantheism for environmental sustainability. However, Toynbee advocates for monotheism to be replaced with pantheism whereas White suggests modifying Christian dogma. Both scholars are criticized for their superficial treatment of religions on the environmental issue (Moncrief, 1970). In their works, neither White nor Toynbee has attempted to articulate the religious concept of stewardship. As a result, their assessment of monotheistic religions appears one-sided and inadequate. Perhaps

the answers to their questions can be found in what they have overlooked in terms of religious stewardship (Sayem, 2019).

Christian scholars clarify that White and his followers misinterpreted the Old Testament passage that read: “Then God said, let us make man in our image, after our likeness; and let them have dominion over the fish in the sea, the birds in the sky, the cattle, all the wild animals on the earth and all the reptiles that crawl upon the earth” (DesJardins, 2001). The Biblical word ‘dominion’ is not a strong usage as it was used to refer to rules in general and peaceful ruling in particular. Misuse of the natural order created by the Almighty is considered a sinful activity (Ferguson & Roach, 1994). Since humans have been created in the image of God, they must function as stewards of God.

In this line argument religious academics such as Seyyed Hossein Nasr, John B. Cobb, the late Pope John Paul II, and the current Pope Francis, among others, are attempting to portray religion as an influential and helpful agency and power to fight for environmental sustainability in response to such criticisms. Their common response to criticism is that religions did not produce an anthropocentric vision of nature; rather, European Renaissance humanism and secular ideology did, and modern science and technology reinforced it. Religions take a theocentric rather than an anthropocentric approach to life. Humans and other creatures are both considered agents of God; each allocated a specific duty by God Himself, in the theocentric perspective. Humans and nonhuman creatures are fellow creatures of the same God in this way. God is the center of everything. However, God has established a hierarchy: people have some advantages over other animals, but this does not give them the right to devalue and exploit the rest of the world. Religions should not be held responsible for attitudes that are not their own (Sayem, 2019).

For Nasr, any truth found in the religions of the world is derived from the same Absolute Source, whether the Heaven of Taoism, nirguna Brahman of Hinduism, the “primordial monotheism” of the indigenous peoples, the metaphysics of the alchemists, or Western hermeticists, or the Creator God of the Abrahamic faiths (Johnston, 2012). None of these traditions have lost sight of the divine connection that exists between humanity and nature.

The present study aims at exploring the Islamic approach to some basic elements like water, air, sound, land, and soil of the natural environment to examine whether and to what extent this observation can play a significant role in diminishing environmental pollution. For doing so, this study uses the passages, admonitions, and instructions of the Holy Quran and the Hadiths as the primary sources of data. It also uses qualitative data from secondary sources like books and journals to make an in-depth analysis of the issues concerned.

2. Environment and Its Implication in Islam

Environment is a comprehensive idea that includes everything in heavens and earth and whatsoever in between. It contains everything external to the identified organism, including the biotic and abiotic (Vasi, 2010). Nasr (2001) views that

human's environment is God. God is known as the "All-Encompassing" or *Muhit*, which translates to "environment." He explains that the environmental crisis may in fact be said to have been caused by man's refusal to see God as the real 'Environment' which surrounds man and nourishes his life (Nasr, 2001).

Allah (swt) created the universe for specific and relevant reasons. The Qur'an gives three primary reasons for the creation of the universe. The foremost reason is to serve as signs of God's power and goodness. According to one author nature has no meaning apart from God: without Divine purpose, it simply does not exist (Manzoor, 1984). Nature, as a symbol of God, is meant to guide humanity and also to test their faith and behavior. Creation's second purpose is to serve God. The third purpose of creation is for the use of humans in their quest to serve God. The almighty gives humans the earth as a test to see how well they use it. The environment serves not only the present generation of humankind, but all ages, past, present, and future (Deen, 1996). Similarly, Haq (2001) asserts that the world was created for humanity, but not just one generation. The Qur'an also makes it a point to state that the earth is for the use of all creatures, not just humans (Timm, 1994).

For Islam, as humanity is God's *Khalifa* (deputy), and human beings are thus global trustees, accountable for their treatment of nature and other creatures; hence mistreatment brings punishment. While the Qur'an makes nature subject to humanity, it does not grant unbridled exploitative powers over it, for it ultimately belongs to God (Attfield, 2018). Human beings are also responsible for other creations including birds, animals, living and non-living things, nature and natural resources, and so on. Mankind should be merciful and compassionate to the creations of Allah (swt). The Prophet (pbuh)² said, "He who is not affectionate to Allah's creations, Allah will not be affectionate to him and He is the most favored of Allah from whom the greatest good cometh to His creatures (Suhrawardy, 1990). Islam demonstrates that all living and non-living objects in nature have value, and that humans are accountable for their preservation and all associated costs.

In addition, the earth is only given to humans in order to facilitate their duties toward God. Humans have no right to "subdue" or "dominion" over God's property (Haq, 2001). Despite holding a position of responsibility, humans are still a part of nature. Any injury to the natural world is also an injury to humankind and more importantly is tantamount to a revolt against the Creator (Haq, 2001 and Manzoor, 1984). In fact, earth is the place where mankind rectifies himself abstaining from unlawful activities. The Prophet (pbuh) says: "The earth has been made for me purifying and as a mosque" (Sunan Abu Dawud 489, Book 2, Hadith 99). Within the limits set by Islam, humans can partake in the earth's bounty. Humans are encouraged to enjoy the bounties of God's sustenance but do not overindulge (Manzoor, 1984). According to the Qur'an (7:31): "Consume but do not waste. Surely, Allah despises the wasteful". Every element of the environment that is interdependent forms an ecosystem that collaborates to achieve a common goal. According to the Qur'an, Allah (swt) is both creator and sustainer of the universe. It is humankind's responsibility to participate in

sustaining and caring for God's creation (Engineer, 2001). Humanity must serve the needs of the earth; beautify it and keep it clean. (Akhtar and Gul-e- Jannat, 1995).

Since natural environment is created as the reservoir of organism, the relation between mankind and the rest of the elements of the environment is just like community. The Sustainer of the creatures guided that all living beings roaming the earth and winged birds soaring in the sky are communities like you (Qur'an, 6:38). The universe and all its elements are sacred because they were created by God. Nature is a means through which God Almighty communicates with humanity (Haq, 2001). Every element of the environment is imbued with value. Nobody can harm them because Allah counts them. According to the Quran, neither the weight of an atom nor anything smaller or larger than that is hidden from humans' Lord on earth, but is written in a perfect record (Qur'an, 10:61). Then The Prophet (pbuh) stated that first of all, He created the heavens and the earth and wrote everything in the Book (in the heaven) (Sahih al-Bukhari 3191, vol. 4, Book 59, Hadith no. 2). Islam points out that everything has value since it is documented and serves a certain purpose. While conducting activities on Earth, humans should remember that they are responsible agents of God and they should not make decisions based on selfish desires. Each human will be called to account for their behavior on the Day of Judgment (Ateshin, 1989). According to Nasr (1968), "nature is a universally lawful organism. It is a cosmos, not chaos..." It is a vital source of life. The Quran mentions, "Have we not made the earth a receptacle" (Qur'an, 77:25) and "He laid out the earth for all beings" (Qur'an, 55:10-12).

3. Islamic Attitude towards Some Basic Elements of Nature

The attitude that Islam shows to some of the fundamental elements of nature like water, air, sound, land, and soil is as follows:

3.1 Water

Water is mentioned in numerous verses of the Qur'an as the source of life. The Qur'an places a high value on the water as an important aspect of the ecosystem, as Allah (swt) declares in the Quran that every living thing is made of water (Qur'an, 21:30). All living beings need water to live their life. In another verse the Qur'an indicated that the all-powerful pours down water from the sky and by it brings the dead earth back to life (Qur'an, 16: 65). The merciful reminded the human being that His blessing pouring down from sky that grows plant and trees in the garden and planted grains are reaped by His grace (Qur'an, 50:9). Islam warns mankind to ensure the proper utilization of water so that it remains pure and fresh. The sustainer of the universe prohibits irresponsible and mischievous tasks on earth. The omnipotent wished that the humankind should eat and drink of the sustenance provided by Him, and do no evil or mischief on the earth (Qur'an, 2: 60).

The Prophet (pbuh) of Islam warns his followers to cover up the water pot for maintaining purity of drinking water to keep it safe from contaminated by insects (Jamil and Hajar, 1997). Through these lines, the Prophet called for guarding

against pollutants that may be transmitted through the air or against insects that pass on viruses and parasites like crickets, mice, ants, and gnats. Jabir, one of his disciples, reported that the Prophet (pbuh) instructed that no one should urinate in stagnant water and wash from it (Hanaoui, 1995). Furthermore, the Prophet also gave high value of not urinating in running water, not to defecate in water, in shades (where people rest), and in the path and walk way which people use for trafficking. Defecating pollutes water due to parasites, offensive smells, and a decrease in the rate of oxygen in the water. These have a significant impact on aquatic species such as fish and the like. It also spreads water borne diseases like cholera, diarrhea and the others. The messenger was highly cautious about safe drinking water and sensible about every small ingredient of the nature. He also provided instruction on how to deal with the scarcity of drinking water. In addition, Islam inspired the followers community that water shall be shared between them (Qur'an, 54:28) as well as not to be wasted anyway, even in the prayer time ablution. It also suggested them that water is the community property and for that reason no one can prohibit other using water in one need.

Islam discourages excessive use of water for humanitarian ground, even in the time of abundance. The prophet was extremely caring about scarce resources of water and instructed his pupil of proper utilization. Once he found excessive use of water in the case of ablution he then call upon his disciple that even if they were on the bank of a following river should not use more than required (Ibn Majah, 425). Islam reveals that a drink of water is the best charity. Once, in a case of his companion's mother's death, concern person asked the prophet which charity is the best for his deceased mother's behalf, the prophet replied a drink of water (al-Nasa'i, 3664).

The learning points of Islam about water as scarce resources for humanity can be stated in that way: (1) water is treated as the great clemency and grace of the almighty to the whole creatures including humanity; (2) it is a community resources and for this reason, none can be prohibited in need; (3) to ensure proper and cautious utilization of available water without making any single drop wastage; (4) no filthy things, pollutants, organic or nonorganic litter shall be thrown into the water; (5) excessive use of water, even in the sacred purpose, is prohibited. Summarizing above discussion the inference can be drawn that Islam fittingly mull over the water as part of environmental issue and motivates and inspires its followers for maximum benefit of the whole creature, not only the advantageous use of human being. These principles denote that Islam robustly advocates for sustainable utilization of water for the wellbeing of entire creature and stand against irresponsible use of this invaluable resource.

3.2 Air

For the continuation and preservation of life, the air is simply as vital as water. The majority of terrestrial animals are completely reliant on the air they breathe. Other functions of the air are not less important to man. The Almighty creates air as a vital and essential element of nature for the purpose of nourishing and developing

His creations. The sustainer, according to Islam, “sent the fertilizing winds” (Qur’an, 15:22). Furthermore, Muslims believe that Allah, The Bountiful One, sends the winds as heralds of glad tidings, going before His mercy: when they have carried the heavy-laden clouds, He drives them to a land that is dead, makes rain descend thereon, and produces every kind of harvest therewith: thus, shall He raise the dead: perhaps you may remember (Qur’an, 7:57). Islam terms the air as Allah’s gift and holy sign, and thus encourages and instructs humanity not to pollute it. The Quran mentions that The merciful sends the winds heralding good news, and that He may make you taste of His mercy, and that the ships may sail by His command, and that you may seek His grace, so that you may be thankful,” (Qur’an, 30:46).

Since multidimensional functions of air including biological and social ones are unique aspects in terms of cherishing God’s creations in the heavens and on the earth and in between them, the conservation of its pure and unpolluted form is inevitable to maintain the congenial atmospheric state of all organisms. Imam Al-Hilaly states that air is the property of Allah the Exalted. Hence, contaminating the air with smoke is an encroachment on nature and a threat to the life of mankind and all other living things (Smith, 2002).

According to Islam, any activity that pollutes the air or impairs its function is an attempt to thwart and obstruct God's wisdom toward His creation. Islam encourages humanity to preserve the quality of air and its authentic character in order to maintain a healthy environment in which all organisms can benefit from God's bounty and flourish.

3.3 Sound

Sound has a particular level of standard for the ear to receive and transmit to the nervous system. The natural average of its standard is good for humanity and the environment. But, when the strength of the voice exceeds the normal average, the healthy state of the environment gets upset. This unusual situation results in noise pollution that harms the human body and mind causing headaches, the disorder in the blood cycle, high blood pressure, nervous system diseases, digestion troubles, and some physiological diseases. (reference?)

Islam prohibits causing noise and fuss and raising voices inside mosques and during the recitation of the Qur’an. Allah, the Almighty states, “Do not recite your prayers too loudly or silently, but seek a way between.” (Qur’an, 17:110). Muslims believe that loud voice washes away any potential compensation for good deeds, while those who speak quietly are forgiven and rewarded greatly. Allah (swt) declares do not raise your voices above the voice of the Prophet, nor speak loudly to him as you do to one another, or your deeds will become void while you are unaware” (Qur’an, 49:02). Islam speaks against noise pollution. It continues that some noise kills. Allah says in the Qur’an that, “The (mighty) blast overtook the wrongdoers, and they lay (dead) prostrate in their homes before the morning” (Qur’an, 11:67). The Qur'an satirizes those who speak in loud voices. It states that “their prayer at the House (of God) is nothing but whistling and clapping of hands” (Qur’an, 8: 35). This indicates that loud

voices gain nothing positive due to its harmful influence on atmospheric domain. Islam instructs, call upon your Lord humbly and secretly. Surely He does not like the transgressors” (Qur’an, 88:11).

Islam encourages people to speak gently and claims that there is no noise pollution in Paradise. It persuades, “Where they shall hear no (word) of vanity.” No frivolity will they hear therein, nor any taint of ill, only the saying, ‘peace! Peace (Qur’an, 56: 26). The Prophet (pbuh) was never heard speaking loudly in His meetings. He rejected the use of loudspeakers or drums in calling for prayer but preferred Bilal because he had a melodious voice. The Prophet (pbuh) forbade noise. According to Abu Mussa, one of his companions, while traveling, men began raising their voices in praise of God, to which the Prophet (pbuh) replied, “lower your voices, for you are not addressing a deaf or absent being, but you are addressing Allah, who is nearby and can hear everything” (Al Fakhi, 1993).

Islam is an opponent of noise as it destroys the bounty of good thought and silence and disrupts creative and innovative thinking. Allah says, “Be moderate in your pace, and lower your voice, for the ugliest of all voices, is undoubtedly donkey braying” (Qur’an, 31:19). Noise pollution is strictly prohibited in Islam because it degrades the healthy environment.

3.4 Land and Soil

All living creatures rely on land and soil to survive. The Qur’an mentions that the Creator spread out the earth for (His) creatures” (Qur’an, 55:10). The solid elements of human bodies and those of all living animals and plants are used to create the earth’s minerals. Islam presents that the Creator created you from dust; and then, - behold, you are men scattered (far and wide)!” (Qur’an, 30:20). He also made the land the home of human beings and the abode of all terrestrial creatures. The Qur’an mentions that the sustainer produced you from the earth growing (gradually), and in the end, He will return you to the (earth) and raise you forth (again at the Resurrection)?” However, the land has value as open space in addition to being your home: And He made the earth a carpet (spread out) that you may go about therein, in spacious roads” (Qur’an, 71:19-20).

For humans and other living beings, Allah (swt) created the earth as the source of sustenance and livelihood. The omnipotent made the earth rewarding for the growth of the flora that nourishes both human beings and animals. Islam states that mountains are created to capture and store rain and to serve in the stabilization of the earth's crust. Allah (swt) said in the Quran that have we not made the earth (as a place) to draw together, the living and the dead, and made therein mountains standing firm, lofty (in stature); and provided for you water sweet (and wholesome) (Qur’an, 77:25-27). It continues “He has extended (to a huge scope); He draws out there from its dampness and field, and He has safely set the mountains; For utilize and comfort to you and your creatures” (Qur’an, 79:30-33). In another occasion, He states that “the earth We have spread out (like a carpet); set thereon mountains firm and immovable and produced

therein all kinds of things in due balance as well as we have provided therein means of subsistence, - for you and for those for whose sustenance you are not responsible” (Qur’an, 15:19-20). Islam admonishes that Mankind should not harm the mountain in any way in order to maintain a multifunctional role in ecological equilibrium. The most genuine way to express gratitude to the Creator is to keep the land fertile and productive rather than exposing it to destruction. Because undermining God's gift, on which so many forms of life rely, is tantamount to denying God's immeasurable blessings. Any action that destroys or degrades it inevitably leads to the devastation or dilapidation of life on the earth. Such conduct is strictly forbidden in Islam.

In addition, any disorder in a system necessarily affects others. Man alters the natural system as represented by the soil through his systems (cultural, technological, social, and economic). Thus he throws away his solid waste and house garbage, buries his excretions, increases the use of insecticides and pesticides, and abuses chemical fertilizers as well as heavy mineral wastes such as lead, mercury, and cadmium. All these activities cause soil pollution which is in turn transmitted to the human body through food chains. (Reference) As a result, man suffers from a variety of diseases, including cancer, kidney failure, and nervous disorders. Islam prohibits all sorts of mischief in the land. The compassionate says that if any one slew a person unless it is for murder or for spreading mischief in the land, it would be as if he slew the whole mankind” (Qur’an, 5 :32). Many Islamic experts pointed out that these types of mischief include tree felling and all types of pollution since they cause death. The Prophet forbade causing harm and inflicting harm on others. He declares, “No harm and no inflicting harm (IbnMajja),” and “Allah shall inflict harm on him who caused harm (Abu Dawud).” Finally, the Prophet (pbuh) declared “The whole earth has been created as a place of worship for me, pure and clean (Al-Bukhari, Muslim (Referece).” As for cleanliness, the Prophet (pbuh) says: “Cleanliness is half of belief” (Musnad Ahmad, vol. 5, p. 342). He continues, ‘Surely Allah (swt) is clean and loves the clean, so clean your courtyard” (Nahj al-Fasaaha, No. 703). The Prophet (pbuh) continued, “Except for graveyards and *hammad*, the entire earth is a mosque” (IbnMajah 745, Book 4, Hadith 11).

Likewise, the earth is introduced as ‘a mother’ to humans. The Prophet is quoted as saying “preserve the earth because it is your mother” (Nahj-al-Fasahah, No. 1130). The loyalty of man to the earth and his longing to it is like the longing of the child for its mother. Man was created from the earth, he eats and drinks from its wealth and in its bosom he will be buried. According to Islam, as a place of worship, the earth should be treated with reverence and care, and it should be kept clean and unpolluted,

4. Conclusion

Allah (swt) made the nature with perfect balance and discipline. As signs of God, all objects of nature have been carrying out their assigned duty for certain purpose. The Creator created human beings by providing cognitive faculty and freedom of choice and gave them natural environment as a text to how well they use it. As a representative of God, human beings are global trustees, accountable

for the treatment of nature and other creatures. In this theocentric stance, humans and other creatures are considered as co-creatures of the same God where everything is revolving centering God. While the Qur'an renders natural world subject to humanity, it does not grant unrestricted exploitative powers over it, because it ultimately belongs to God. Human beings are responsible to God. Man's responsibility to Him signifies the responsibility to the God's creations. In order to maintain a healthy environment, Islam teaches humanity to use natural resources in a sustainable manner. The environment serves not only the present generation of mankind but all ages. Men should not harm the God's creation with their thought and deeds. They are prohibited to do any harm on the natural environment. In fact, the earth is a place where mankind rectifies himself by refraining from illegal activities. Islam encourages reverence for all forms of life, including the fair treatment of inanimate natural elements.

In order to maintain a harmonious relationship with nature, humans are encouraged to live a simple life while prohibiting extravagance and luxury. Excessive use of natural resources is regarded as serious deviation in Islam. The religion commands us not to spread corruption on the land. Similarly, Allah forbids waste. Greed and reckless behavior are prohibited in Islam because it envisions humanity as a community on the middle path. As eco-friendly religion, Islam established cosmic discipline and order, including a harmonious relationship between humans and nature. Four elements of the environment (Water, Air, Sound, Land, and Soil) are discussed in the study. There are other elements of the environment like trees, mining, mountain, concerning aquatic ecology, etc. are not discussed here. Hence, Islamic attitudes towards them are not explored in the study and are left for further research.

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Note

¹. Subhanawtala.

². Peach Be Upon Him.

Socio-Cultural Vulnerabilities of Agrarian Santal Women in the Barind Tract

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Abstract: This article is about the socio-economic background and cultural system regarding present status of drought affected agrarian livelihood of Santal ethnic women. As the minority, the Santals face numerous challenges to adapt social, political, cultural, natural and economic changes in their life. This study aims at finding the socio-cultural vulnerabilities of Santals ethnic women to drought hazard period who involved in agrarian task. Data was collected through mixed method approach using structured and semi-structured questionnaire at Naogaon District. Focus Group Discussions and Key Informants Interviews were also used to attain detail understanding of target people. Because of lack of quality education, the Santal agrarian women hardly get any employment opportunity. Illiteracy and unawareness, an absence of hazard free residence and lack of institutional support, have taken Santal women far from developing their living standard. Natural vulnerabilities have made their living highly challenging and they used to cope with scarcity of overall assets. This study also observes at the socio-economic and cultural life systems of the drought-prone Santal ethnic groups and how vulnerable these aspects are to drought. The Santal women deserve more attention due to their poor condition as one of the most disadvantaged population of Bangladesh.

Keywords: Santals, Sociocultural, Vulnerabilities, Ethnic Women, Drought, Barind tract.

1. Introduction

The Santals is one of the oldest ethnic minority groups in Bangladesh. Santals ethnic people generally living in the Northern part of Bangladesh especially in the greater districts of Rajshahi, Naogaon, Chapainawabganj, Dinajpur and Rangpur. It is one of the most disadvantaged vulnerable communities. Santals are dependent on agro-based livelihood activities and natural resources. They also depend on the agriculture-based economy for their livelihood. Due to natural hazards like drought the respondents have to face multi-dimensional changes in the economic, religious and cultural aspects of their lives.

The Santal is a major ethnic community of Bangladesh, practice wildlife hunting as part of their traditions (Barkat, et. al., 2021). Their socioeconomic and cultural status is old but not so good like mainstream people in Bangladesh. Their socioeconomic status is usually molded by the combination of various indicators of their daily life, like their population, education, gender, profession, income, landownership, residential pattern, living arrangement, health system, food system, communication

system etc. There is no evidence which suggests that a considerable number of people from this community avail to improve their economic, social and financial conditions. The Santal community do not have the opportunity of getting loans from different banks and failing to fulfill the condition of getting loans (Sarker, et al., 2016).

Traditionally, the Santals are mainly involved in farming work while about 95% of the Santals are involved in agricultural activities (Ahmed et. Al., 2019). In the past, the majority of the Santals was landowners but due to the increase of population, exploitation by money lenders and landlords, poverty and illiteracy and natural calamities, the vast majority of the Santals in Bangladesh have lost their land properties. At present, nearly 80% of the Santals are landless which is forcing them to earn their livelihood depending on the mercy large farm holders and availability of work in the field of their Muslim or Hindu neighbors for their mere survival.

Male domination is prominent in the Santal society although, the role of women in the family is by no means insignificant (Banglapedia, 2021). Santal women rather take a leading role in earning livelihood or in farming activities (Elahee, 2013). Most of the families from Santal are engaged with agricultural activities though they do not have their own land. During drought women are to manage family expenses by saving from basic expenses. The drought makes these ethnic women more vulnerable as they are depend on agrarian task.

The number of Santal people living in Bangladesh is still debatable. In a survey conducted in 1941, the Santal population was recorded as 829,025 (Banglapedia 2006). In the censuses conducted after the Partition in 1947, the Santals were not distinguished from other minority groups. As a result, the accurate statistics of their population in the then East Pakistan (present day Bangladesh) are now vague and unclear. In the 1980s, the Christian missionaries estimated that the Santal population in northern Bangladesh was over 100,000. The 1991 census recorded the Santal population as over 200,000. In 2001, according to one estimate, the Santal population in Bangladesh was numbered around 157,000 but the World Bank report (2008) has estimated the number around to be 300,000 (Francesco Cavallaro& Tania Rahman, 2009). Last census (2011) recorded especially my research district in Naogaon the Santal population was 24409 and Sapaharupazila was 1851 (BBS, 2011).

This article will focus on impact of drought like situation and other crisis on agrarian livelihoods of Santal women in Northern Bangladesh. The on-going study has been designed to analyze vulnerabilities of Santal women in the face crisis like drought and their socio-economic scenario of Santal women in Northern Bangladesh.

2. Review of Literature

National Adaptation Program of Action (2005) presented a paper and focus on impacts of climate variability (and quite possible also of climate change) on the biophysical system and consequences on different sectors and these are already evident in different parts of the country. Shahid and Behrawan (2008) focus on

the drought characterization and risk assessment are of great significance due to drought's negative impact on human health, economy and ecosystem. The inclusion of the assessment of agriculture, socio-economic and physical related vulnerability is essential in drought study. Department of Environment under Ministry of Environment and Forests of Bangladesh (2008) focused different types and context of vulnerability especially how drought creates externalities on women in Bangladesh. The impact is particularly important in Bangladesh where agriculture is the largest sector of economy. Bangladesh Center for Advanced Studies (2010) presented a research paper that the Regional Climate Change Adaptation Knowledge Platform for Asia (RCCA-KPA) has been developed to respond to demand for effective mechanisms for sharing information on climate change adaptation and developing adaptive capacities in Asian countries, many of whom are the most vulnerable to the effects of climate change. Habiba, Shaw and Takeuchi (2011) focus their paper that disasters come along with a lot of collisions. Bangladesh has been facing various natural calamities almost every year. Drought is found to have a substantial negative social and economic impact on farmers and others employed in the agricultural sector. Abarghouei, Amin, Zarch, and others (2011) published their paper on the agrarian community which has been affected from last decade by the increasing drought. The unavailability of water supply owing to the drought brought beggar description in the crops production. The ethnic community in the Barind region needs to manage more water resources for production and drinking. Germany based researchers published an article on Women Farmers Adapting to Climate Change (2012). They observed in Bangladesh that indigenous knowledge has been used by women from generation to generation. It became evident throughout the study that the entire homestead agriculture activities are traditionally done by women while the firm activities are carried out by men, especially during periods of flood and drought. Women learnt how to use local and indigenous technologies from their ancestors or through their own experience for adaptation and resilience. Solh and Ginkel (2014) jointly presented that the drought is a climatic event that cannot be prevented, but interventions and preparedness to drought can help to: (i) be better prepared to cope with drought; (ii) develop more resilient ecosystems (iii) improve resilience to recover from drought; and (iv) mitigate the impacts of droughts. Preparedness strategies to drought include: (a) geographical shifts of agricultural systems; (b) climate-proofing rainfall-based systems; (c) making irrigated systems more efficient; (d) expanding the intermediate rain fed-irrigated systems. The paper presents successful research results and case studies applying some innovative techniques where clear impact is demonstrated to cope with drought and contribute to food security in dry areas. Bhandari and Panthi (2014) focus that climate change is the world-wide biggest natural disaster which impacts on the human livelihoods. The agrarian ethnic people who greatly depended on the agriculture are suffered most. Drought nowadays is the biggest issue especially in Bangladesh. And the agrarian ethnic society is the sufferer. The

agricultural productivity is greatly hampered because of inadequate and inappropriate rainfall. Shiferaw, Tesfaye, and others (2014) presented on their paper that the vulnerability can be used both in the loss of bio diversity as well as socio economical. Drought is the result of climatic heavy temperature and that is why shortage of rainfall in the full monsoon. The mostly affected people by drought are the agrarian ethnic people. Drought has vulnerable impacts on the biophysical and socioeconomic bases of the ethnic people.

3. Justification of the Study

It is disappointing but fact that little can be done to stop or alleviate the devastating impacts of slow onset disaster drought upon the livelihoods of much of the ethnic population in northern Bangladesh. In fact, little attention was given to focus on the drought affected agrarian livelihood adversities of ethnic women and their consequent adaptation and survival strategies undertaken by them in their own ways. The fact is that this slow onset disaster inflates annually the existing unemployment, and finally the grueling poverty in Bangladesh. A very little socioeconomic research has been carried out to understand its devastating effects of drought on the agrarian livelihood of ethnic women in precarious habitat of Barind Tract. The findings of the present study would thus be useful for policy-makers of national planning, and development workers at village level and also for international development agencies in developing insights into their program contents. Since there has not been any study especially on drought affected agrarian livelihood adversities of the ethnic women in precarious habitat of Barind Tract in northern Bangladesh, the present study would serve as a baseline for further studies. It would bear a great deal of importance in sociological research providing new facts in this line.

4. Objectives

The study was conducted with following objectives that includes- (1) to investigate the socio-economic status of agrarian Santal women of the study area and (2) to know the socio-economic vulnerabilities they have to face during water crisis in lean season.

5. Methods

It is a descriptive study and the data was collected by conducting a sample survey. The quantitative approach was applying for making analysis and draw a conclusion. The tool for gathering primary data was a set of survey questionnaire. Two unions of Sapahar upazila under Naogaon district was purposively chosen as the study area and 106 Santal women who involved in agrarian tasks were taken as respondents purposively. The data collection period was June to September of 2019 and again March to April of 2022. Secondary data (various research reports, journals, periodicals, magazine, newspapers, articles, books collected from websites) were used to understand the origin, culture, economic and social conditions of target group.

6. Findings and Discussion

6.1 Socioeconomic Profile of the Respondents

A noticeable fact from table 01 is the highest number of the respondents of this study was 24 to 36 years age group that is 60.4% of total respondents. Educational status of the Santals women was miserable as most of the respondents (73.6%) could sign only their name. Lack of institutional education kept those women far from modern technology in agriculture. Regarding religion, almost 80.0% of the women belongs to Christianity and rest of them still practice traditional belief system. Most of the respondents were married and belonged to nuclear family. The highest number of respondents (43.4%) earn Tk. 8000-16000 per year. Income range defined between Tk. 24000-32000 was confirmed by 18.9% respondents. Less income made a family poor to fight with drought and overcome from that hazard. During drought men have to manage family expenses by staying far from the village in searching of work that led a woman to struggle. The head of the families usually takes all the decisions of the families, so women were always dominated by male in all aspects.

Socioeconomic Profile	Category	Santal	
		(N=106)	
		n	%
Age	18-24	24	22.64
	24-36	64	60.37
	>36	18	16.98
Education	Sign only	78	73.58
	Class1-5	5	4.71
	Class 6-10	16	15.09
	SSC	4	3.77
	HSC	2	1.88
	Graduation	1	0.94
Religion	Sanatan	24	22.64
	Christian	82	77.35
Marital Status	Married	103	97.16
	Widowed	3	2.83
Types of Family	Nuclear family	85	80.18
	Joint family	14	13.20
	Extended family	7	6.60
Income	<8000	19	17.92
	8000-16000	46	43.39
	16000-24000	10	9.43
	24000-32000	20	18.86
	>32000	11	10.37

Sources: Survey data 2019

6.2 Residential Status of the Respondents

Residence is the place, especially the house, in which a person lives or resides. This table shows that the highest number of Santal people (38.7%) live in self-owned residence. Living room is very important than other room in house. Almost all of the respondents live in shanty. Living room is a place where a man spends most of the time especially in leisure time. So, living room is needed to be well decorated. A large number of respondents (77.4%) replied their living room wall components were bamboo twigs. Second largest number of respondents of this community ensured their living room wall components was a slip of bamboo. Roof of any room or house is like a protection from numerous facts. This study shows that almost all of the targeted people live in such living room made of tin. The drought free housing structure was absence in Santals community. Their housing pattern increased the vulnerabilities during drought.

Residential Status	Category	Santal	
		(N=106)	
		N	%
Owner of residence	Self	41	38.67
	Parents	3	2.83
	Father-in-law	14	13.20
	Other person	29	27.35
	Plot belonging to the government	19	17.92
Components of living room	Shanty	106	100.00
The account of living room wall components	Soil	106	100.00
	A bamboo twig	82	77.35
	A slip of bamboo	32	30.18
	Straw/a kill of hemp	4	3.77
	Tin	10	9.43
	Brick	0	0.00
The account of living room roof components	Straw/a kind of hemp	2	1.88
	Tin	104	98.11
	Tile	0	0.00

Sources: Survey data 2019

6.3 Agrarian Land and Cultivation Situation of Respondents

Majority of agricultural operations in Bangladesh are mostly land-based. But the target groups of the Santal community (76.4%) were far behind in terms of their cultivable land ownership which severely limited their ability to create viable livelihoods. As depicted in below table, 79.24% respondent didn't own any leased agrarian land at all. To a share cropper 76.41% of the respondents informed that they didn't have any leasing land. A little number of women (34.0%) replied that they were able to meet up the yearly expense in these terms. Since they work on domain land, they get very little profit by farming. A certain portion of the profit had to pay to the moneylender. Most of the people are found without own land although agriculture is their main occupation (Ghosh, et. al., 2020).

Agrarian Land and Cultivation Status	Quantity	Santal	
		(N=106)	
		n	%
Own cultivable land	No land	81	76.41
	1-5	21	19.81
	>5	4	3.77
Lease agrarian land	Yes	22	20.75
	No	84	79.24
Leasing land to a share cropper	Yes	25	23.58
	No	81	76.41
Meet up the yearly expense from agriculture activity	Yes	36	33.96
	No	70	66.03

Sources: Survey data 2019

6.4 Animal Husbandry of Respondents

Other than land property, very few respondents possessed some other forms of physical assets and livestock. 57.54% respondents ensured they had cow. As found by the study, nearly 34% of the respondents family did not own any cow and the ratio stood 55% in the case of goat for in this community. And, more than 90.0% of respondents' families had no sheep. Although more than half of the surveyed people had no hen. Large number of respondents (74.52%) in this community didn't own any duck. Cattle are one of the resources of Santal women in time of crisis. During the dry season they sold cattle to managed meal.

Types of Domesticated Animals	Category	Santal	
		(N=106)	
		n	%
Cow	None	36	33.96
	1-3	61	57.54
	>3	9	8.49
Goat	None	58	54.71
	1-3	37	34.90
	>3	11	10.37
Sheep	None	96	90.56
	1-3	4	3.77
	>3	6	5.66
Hen	None	59	55.66
	1-5	29	27.35
	>5	18	16.98
Duck	None	79	74.52
	1-5	18	16.98
	>5	9	8.49

Sources: Survey data 2019

6.5 School Going Children of Respondents

Educating a child is very important for a family. More than half of the respondents from this community had school going children who were going to the school out of their own village rather than own village. A significant finding was that, the proportion of surveyed peoples' family without school going children was 42.5%. Near half of the respondents stated their children attain their own villages' school. Literacy Rate for 6 years and above kids was not satisfactory among this group that takes places average half of the surveyed people as positively. This table presented that about advantage and disadvantage of combined education of children. More than half of the (63.2%) respondents reported that, whether children getting the opportunity to receive education with all caste's together at school. They were asked about their own language alphabet. Very few bellow respondents of Santal community replied positively. Answer being positive, children feeling problem in alphabet and linguistic receiving education in Bangla medium to the Santal this proportion stood 29.2%. Almost all the families have more than 2 or 3 school going children. Most of the Santal family have more than 2 school going children who learn in their own and Bengali language. They were badly affected by the severe impact of drought in case of paying educational expenses.

Concerning the Education of Children	Category	Santal (N=106)	
		n	%
		Children going to school	Yes
	No	45	42.50
Location	Own village	52	49.10
	Other places	54	50.90
Literacy rate (6 years and above kids)	Male	44	42.72
	Female	59	57.28
Advantages of co-education system	Children receive education with all caste's together at school	67	63.20
	Having own language's alphabets	4	3.80
	Children feeling problem in alphabets and linguistic receiving education in Bangla medium at school	31	29.20

Sources: Survey data 2019

6.6 Food Habit of the Respondents

Healthy and sufficient food taking habit is very important for sound health. Almost all of the respondents from Santal community were taken 1 times food in a day and this ratio for this community was also applicable in terms of taking meal for 3 times in a day. More than three times inadequate food taker respondents of the Santal was 92.5%. More than half of the respondents from this community stated that they have taken hobby food according to their liking which stood 67.9%. About 22.6% of the respondents informed that they have taken

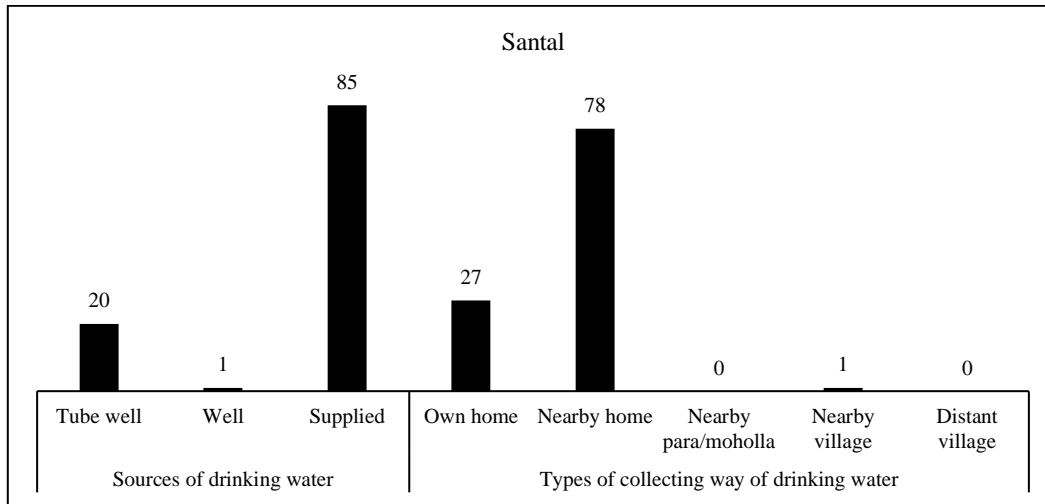
hobby food in a month. A few numbers of respondents of this community had never taken any hobby food. Most of the respondents of this community habitat to taken sort of cake according to their liking. In the dry season there was seen considerable changes in their food habit. They spend their day eating dry foods sometimes as they unable to purchase rice. They took two times meal in a day and sometimes it was hard to manage one time meal for many families.

Table 06: Respondent's Food Habit				
Food habit		Category	Santal	
			(N=106)	
			N	%
Daily	1 time	In proportion to	106	100.00
	2 times	In proportion to	106	100.00
		Inadequate	0	0.00
	3 times	In proportion to	106	100.00
	More than 3 times	Inadequate	98	92.45
In proportion to		8	7.54	
Occasion of family	Protein food	In a week	42	39.62
		In a month	28	26.41
		According to liking	36	33.96
	Hobby Food	In a week	2	1.88
		In a month	24	22.64
		In a year	6	5.66
		According to liking	72	67.92
		Not at all	2	1.88
	Sort of Cake	In a week	1	0.94
		In a year	1	0.94
		According to liking	103	97.16
		Not at all	1	0.94

Sources: Survey data 2019

6.7 Access to Drinking Water Sources

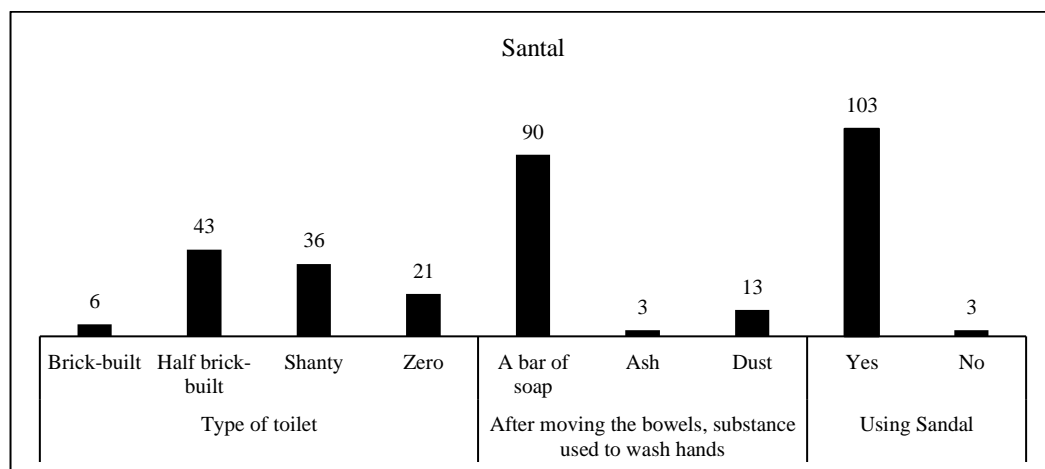
There were numerous water sources in the region. Large number of respondents (85.0%) ensured about their source of drinking water was supply water. The distribution of water by public utilities, commercial organizations, community endeavors, or individuals, usually via a system of pumps and pipes, is referred to as supply water. The figure below also depicts the number of respondents and their collecting way of drinking water. Large number of respondents from Santal (78.0%) had collected water nearby home. That means, they had no personal watering system at their own house. Small number of the respondents from this community indicated their own home as collecting way of drinking water. The government had provided a number of deep tube wells which could not meet the water needs of the entire villagers. Those who did not get tube well facility had to fetch water from far away which costs a lot for them during drought.

Figure 01: Drinking Water Sources

Sources: Survey data 2019

6.8 Toilet Facilities of the Respondents

Health and hygiene are an important factor in social life. According to the result, less than half of the respondents (40.6%) used half brick-built toilet. On the other hand, small number of respondents used shanty-built toilet. About 90.0% respondents used a bar of soap after using toilet. It was notable that, small number (3.0%) of respondents used ash and it stood 12.3% for dust. Almost all of the respondents used sandal. In most of the Santal community, half brick built and shanty-built toilets were seen near their houses. Now they didn't have to use open spaces for toilet.

Figure 02: Respondent's Toilet Facilities

Sources: Survey data 2019

7. Recommendation

Santal community is one of the deprived and disadvantaged groups among the ethnic communities of Bangladesh. To make the future, existence of Santals community, they should be given a favorable environment for income generation with proper motivation, training and others strategies.

Education level of these women are miserable, they don't think about any alternative strategies in supporting family financially. Educating Santal and Oraon women is an important indicator that will make them aware of their livelihood. If female are educated then they will be able to think about alternative way of income. Service providers can organize old age education program by volunteer's women as their education level is so poor.

Santals women are found in unskilled in facing hazards. Different levels of training facilities in dealing with any natural calamity including drought are needed to be provided. Local authorities can arrange seminar or meeting in this regard where experts will teach them about drought fighting mechanism, cost-benefit way to reduce drought risk and so on.

Water scarcity in drought season is a common scenario in this community. It will be better if it is possible to provide access to water for irrigation throughout the year. Collaboration with local pond owner and ethnic community will be effective in this case. Again, local leaders may play role to build the deal with pond owner and themselves as a result owners give the opportunity to use water.

Necessary steps are needed to be taken to prevent exploitation in non-agricultural sector to keep the livelihood normal during drought. Women should get the opportunity in doing alternative of agricultural task in drought period. Small business, homestead gardening, handicraft, rearing domestic animals can consider for this case.

8. Conclusion

This study focuses on the agrarian Santals women in Northern part of Bangladesh. Most of the time, male members of Santal family are to stay far from the village in searching of work that led women to struggle for survival. Low income women are poor to fight with the scarcity of many necessities. Being ethnic community, Santals are different from others because of their livelihood pattern and some of their special characteristics. In the dry season they have to cut the kids' educational cost as well as considerable changes in their food habit. Women are used to collect water from supply station but it kills their time. The lack of challenge free housing increased their vulnerabilities. The infrastructure of their community is also vulnerable compared to majority people of the country. A particular part of their earnings has to pay the moneylender as Santals family are deficiently land owner. They have to face difficulties in cultivating land especially in the lean season. Selling domestic animals result of coping strategies with scarcity of water. The study suggested that Government should take necessary initiatives in reducing scarcity of water crisis of Santal women and therefore,

SDGs goals will be achieved. The water crises make Barind Santla women more vulnerable in the interface of lean session with other type of socio-economic helplessness. There are many dimensions of the scarcity of water lead to socio-economic vulnerabilities in the agrarian Santal women folk are not addressed in this research, could be studied in future.

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Social Capital for Upholding Social and Psychological Wellbeing of the Family with Migrant Members in Northern Bangladesh

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Abstract: This research paper attempts to explore how social capital works for upholding socio-psychological wellbeing among families with migrant members due to the absence of the family member (s). A structured questionnaire survey based quantitative study was carried out among 400 families in the four Unions of the four Upazilas in the Northern region of Bangladesh. Respondents who had at least one family member in abroad for 2 years or more. Moreover, it has been identified few important things by this research. The highest level of communication (both internal and external communication) is existed by migrant both inside of the family and outside of the family. Consequently, social bonding as well as network facilitate to stretch social cooperation among them. In terms of preserving social and psychological wellbeing, this research revealed that there is a connection between social capital, and social wellbeing along with psychological wellbeing. Therefore, social cooperation is more important thing for upholding social and psychological wellbeing through social capital.

Keywords: Social Capital, Social Wellbeing, Social Cooperation, Psychological Wellbeing

1. Introduction

Social capital understandably refers to preserve social attachment. The key purpose of using social capital concept is to improve connectivity among all social beings. At this point, there are three types of social capital (bonding, bridging, and linking), which is mainly discussed in this research paper. The link between social capital and social wellbeing along with psychological wellbeing is manifested, but the application of its facilitation is not properly used toward the betterment of personal, family, and community settings (Babaei et al., 2012). Particularly, in the context of Bangladesh, the practice of social capital in the different type of societal issues is not up to the mark. Dealing with social issues, it is high time to use social capital for the betterment in almost all life events (Bottrel, 2008). However, in this research paper, the key purpose is to explore how migrant communicates with rest of the family members, neighbors, near relatives and others, and how social capital works for upholding social wellbeing and psychological wellbeing to the families with migrant members particularly. There are few important areas that has been focused in this research paper, namely; (a) types of communication between migrant, family members, neighbors, and near relatives; (b) the facilitation of social capital for preserving social cooperation and overall wellbeing among them; and (c) what ways social capital helps them for keeping social and psychological wellbeing. After conducting this research work, it is found that the highest percentage of the

respondents has claimed, migrant can communicate frequently with rest of the family members, neighbors and near relatives. That means, they keep highest level of bonding and bridging social capital to continue that attachment and relationship among them. In terms of having social wellbeing, social cooperation along social bonding is also important, because these (social cooperation and others wellbeing) are inter-connected in achieving societal goals or overcoming crises (Halliwell, 2014). One of the key things is important to ensure or preserve social wellbeing or overall wellbeing, which is related to psychological wellbeing as well. Here, the role of social capital is instrumental because of social bonding and relationship (Cramm, Mollar & Nieboer, 2012). If persons can communicate with one-another frequently, and normally they can psychologically feel comfortable whether meaningful communications or not. According to other view, whereas a person is a social being by born, this connectivity is never lost due to physical distance. Hence, social capital facilitates relationship among migrant, neighbors and near relatives for upholding social cooperation, social bonding, social and psychological wellbeing.

2. Literature Review

There are few relevant studies already done by scholarly people across the world. The notion of social capital is not newly apparent, but till date, very limited research in the context of Bangladesh has been conducted in the concerned issues. Here, the word “Social Capital” conveys social interactions. It also facilitates individual to preserve good relationship with all corresponding people (Aral & Alytynne, 2011). As conceptualizing social capital, there are four important pillars that are existing, namely; a) personal relationship, b) social network support, c) cooperative action, and d) community engagement. These pillars instrumentally contribute to preserve a wider range of societal wellbeing (Scrivens & Smith, 2013). Individual usually do communicate purposively. In case of homogeneous communication, it has bigger impact on bonding. Wang (2014) found that homogeneous social network has negative effects on bonding relation as well. Consequently, the preservation of social wellbeing is essential. Therefore, social capital is applied for upholding social wellbeing. Because it helps individual to face and to overcome crisis situation. Van Deth & Zmerli (2010) found that there is a correlation between social capital and social crisis in both family and community setting. Many of the experts claimed that social capital enables individual to get rid of social crisis. To measure the effectiveness of using social capital to the societal issues, it demands to conduct further research. However, a study conducted among 222 senior respondents in the University of Sydney, Australia. The purpose of that study was to explore nexus between internet user and social capital. It revealed that social capital has significant association to ensure wellbeing particularly social wellbeing (Sun et al., 2008). A study was conducted in 2012 among 9,604 respondents to measure a relationship between social capital and wellbeing through a cross-sectional study. Result revealed that individuals who have maximum level of trust upon corresponding people are much happier other than individuals who are trustless (Bai et al., 2019). Similar

type of research was carried out in the context of Poland. Research objective was to measure whether or to what extent social capital helps migrant workers to deal with life event by taking adaptation strategies. Study found positive association between variables (Ryen et al., 2008). In case of ensuring social wellbeing, there is a research gap to explore how social capital works to the concerned issues. Social capital in building networking skills and strategies depends on which ways individuals carry out a good communication with corresponding people. Because, in nature, individuals are used to communicate with family members, friends, and community people (Ryan, 2011). Another study revealed that social capital is used as a fixed asset of community activities in order to build social relationship toward social wellbeing. That study was conducted among Sri Lankan migrants in order to explore social phenomenon and wellbeing (Pathirage & Collyer, 2011).

3. Objectives of the Research Paper

Objectives of this research paper are following:-

- a) To explore what types of communication and bonding maintain among migrant, family members, neighbors and near relatives; and
- b) To investigate whether or to what extent social and psychological wellbeing exists between migrant, and community people including near relatives through bonding and bridging social capital.

4. Methodology of the Research Paper

As designing of this research paper, quantitative approach was used to collect necessary data from the respondents. This was a cross-sectional study in nature. It was conducted in the four unions of the four districts in Northern Bangladesh.

In this regard, a structured questionnaire was developed for collecting quantitative data from 400 respondents who has a member living in abroad for earnings in Northern Districts of Bangladesh. In this case, four districts were chosen purposively, as namely; Bogura, Joypur Hat, Rangpur, and Gaibandha. In terms of selecting Upazila and Union of each district, it was also taken purposively. Whereas, total migrant families at union levels of Northern Bangladesh are unknown. Respondents were selected by using Systematic Random Sampling (SRS). Sample was determined through following formula for unknown population (Kotheri, 2014).

$$n = \frac{z^2 pq}{e^2}$$

Here,

n= Sample size

z= Confidence level (at 95% probability = 1.96)

e= Acceptable error (error limit 5%, i.e., 0.05)

p= Estimated population proportion (0.5 this maximizes the simple size)

q= 1-p = (1-0.5) = 0.5

$$n = \frac{z^2 pq}{e^2} = \frac{(1.96)^2 * 0.5 * 0.5}{(0.05)^2} = \frac{0.960}{0.0025} = 384.1 \approx 384$$

Moreover, 400 respondents were equally distributed into four selected districts (100 respondents in each district). As the techniques of data analysis and presentation, both descriptive and inferential statistics were used to present data. Here, confidence level was 95% by using IBM Statistical Package for Social Sciences (SPSS) version 22.

5. Results and Discussion

Results of this research paper are based on objectives. Those are demonstrated category-wise which is presented in the below tables. It is also covered discussions of the study findings. These are following: -

5.1 Types of Family of the Respondents

In general, there are two types of family existing in the context of Bangladesh. One is nuclear family, and other is extended family. In past, extended family was familiar, but now-a-days, nuclear family is popular than nuclear family. People in almost every class as well as community are likely to build small family due to challenging situations in daily life. Migrant families are not different too. According to the outcome of this research work, majority percent of the respondents who came from nuclear family other than extended family (See in details at table 1).

Table 1: Distribution of Different Types of Family of the Respondents

Name of District	Types of Family		Total (%)	Pearson Chi-Square	95% Confidence Interval		Sig.
	Nuclear (%)	Extended (%)			Upper Bound	Lower Bound	
Joypur Hat	79	21	100	0.005	0.002	0.004	
Gaibandha	79	21	100				
Rangpur	72	28	100				
Bogura	59	41	100				
Total	289	111	400				

Source: Study Data 2022

Based on table 1, it suggests that there are two types of family of the respondents distributed into four districts of Northern Bangladesh. Majority percent of respondents lives in nuclear family as it is expected. In addition, above 70% of the respondents is from nuclear family in each district (except in Bogura). Study data also suggests that there is an association between dependent and independent variables, where significance level is below **0.05**.

5.2 Types of Communication between Migrant and Family Members

To carry out family life, a decent communication between family members is essential for several reasons. For instance, taking regular update, caring children and aging people, negotiating with social and economic issues, mental and psychological refreshment, and so forth. In this study, communication between migrant and rest of the family members is important not only for having economic development and sustainability, but also for negotiating with other societal issues. This research paper suggests that migrant family members likely want to keep

attachment with family. Moreover, social capital facilitates not only to make a connection in both societal and financial matters of them, but also it helps to create a linkage between those matters (Haug, 2008). For instance, family management, decision making, children education and so forth. In addition, migrant never feels alone or far behind from family. In terms of giving more or less time by migrant to the family members, it is a researchable issue to explore. Because migrant family member is used to communicate with family members with a purpose or not. Table 2 is based on that in details (see in below).

Table 2: Distribution of Communication Differences of Family Members with Migrant

Types of Communication	With All Family Members		With Aging Members		With Children	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Always	270	67.5	182	45.5	160	40
Often	72	18	153	38.3	122	30.5
Sometime	41	10.3	36	9	51	12.8
Seldom	11	2.8	16	4	27	6.8
Never	4	1	10	2.5	29	7.3
No Answer	2	0.5	3	0.8	11	2.8
Total	400	100	400	100	400	100

Source: Study Data 2022

According to table 2, it represents types of communication between migrant and family members as internal communication. Here, it is clearly seen that highest percent of total 400 respondents have given statement “Always” (67.5% of all family members, 45.5% of aging, and 40% of children respectively). That means that communication among them is very satisfactory level. A list percent of respondents has claimed that they can communicate with migrant family member “Often” or “Sometime”.

5.3 Types of Communication between Migrant, Neighbors and Near Relatives

As living in a community, family members, whether living with family or living outside of the family, are responsible to carry a good relationship with their neighbors and near relatives. Because it is a fundamental requirement of connectivity with community people or near relatives. However, in reality, migrant needs to communication with neighbors and near relatives along with his or her family members. Because family members are inter-connected with both neighbors and near relatives in regular activities. So, it is important for migrant to stay connected with them, not only for economic transaction and all, but also for other societal issues. This argument is supported by a research article. It says that in terms of tackling crisis situations, social capital helps migrant to face or to overcome the unexpected circumstances of the family (Palloni et al., 2001). Types of communication are slightly different carried by migrant with neighbors and

near relatives. Here, communication differences have been quantified (Details in the table 3), as under:-

Table 3: Status of Communication Differences of Migrant to Neighbors and Near Relatives

Types of Communication	With Neighbors		With Near Relatives	
	Frequency	Percent	Frequency	Percent
Always	122	30.5	89	22.3
Often	125	31.3	161	40.3
Sometime	87	21.8	84	21
Seldom	41	10.3	43	10.8
Never	22	5.5	20	5
No Answer	3	0.8	3	0.8
Total	400	100	400	100

Source: Study Data 2022

Table 3 illustrates communication differences between migrant, neighbors and near relatives. At a glance, it is clearly seen that there is a steady communication difference in each category. Here, about 30% of the respondents has claimed that migrant “Always” or “Often” can communicate with neighbors, while 40.3% of them has stated that migrant often communicates with near relatives. Although, a decent percent of the respondents has given answer that migrant always communicates with near relatives. Similarly, the highest percent of the respondents (above 60% in total) has also claimed that migrant can communicate with their neighbors in a regular basis.

5.4 Facilitation of Social Capital between Migrant and Family Members

At earlier discussion, it firmly defines that communication between family members is connected with bonding social capital. Because, bonding social capital in family that works to preserve family relationship. It also facilitates among both migrant and rest of the family members to engage with social cooperation and psychological wellbeing in particular. Table 4 indicates how social capital works for promoting social cooperation and psychological wellbeing. Opinion differences have quantified in the table 5.4, as following:-

Table 4: Distribution of Opinion to the Social Cooperation and Psychological Wellbeing between Migrant and Family Members

Types of Opinion	Social Cooperation		Psychological Wellbeing	
	Frequency	Percent	Frequency	Percent
Strongly Disagreed	6	1.5	19	4.8
Disagreed	37	9.3	57	14.3
No Opinion	93	23.3	95	23.8
Agreed	174	43.5	137	34.3
Strongly Agreed	90	22.5	92	23
Total	400	100	19	4.8

Source: Study Data 2022

Table 4 suggests that there are different types of statement given by the respondents on how migrant denotes with social cooperation and psychological wellbeing of the family members. Here, 43.5% of the respondents as highest has agreed that migrant does play an active role to keep social cooperation, and another 22.5% of them has strongly agreed too. Similarly, 34.3% of the respondents also has agreed that migrant pays a decent attention to preserve psychological wellbeing. On the other hand, less than 20% of the respondents has provided opinion that the way migrant communicates with their family, which is not enough for conserving psychological wellbeing of them.

5.5 Facilitation of Social Capital for Promoting Social Cooperation and Overall Wellbeing

The concept of bridging social capital has been defined by scholarly people. It refers, when individual purposively communicates with neighbors and near relatives which is so called bridging social capital. A study was conducted among 250 household respondents who had at least one migrant family member. Result suggests that social capital is significantly connected in a sense of community, place and neighboring (Prayitno et al., 2014). Here, table 5 is also reflected by study data that how social capital negotiates migrant for upholding social cooperation and overall wellbeing with neighbors, and near relatives.

Table 5: Distribution of Opinion to the Social Cooperation and Total Wellbeing between Migrant and Neighbors Including Near Relatives

Types of Opinion	With Neighbors		With Near Relatives	
	Frequency	Percent	Frequency	Percent
Strongly Disagreed	16	4	12	3
Disagreed	61	15.3	61	15.3
No Opinion	85	21.3	116	29
Agreed	139	34.8	152	38
Strongly Agreed	99	24.8	59	14.8
Total	400	100	400	100

Source: Study Data 2022

Table 5.5 shows how social capital upholds social cooperation between migrant, neighbors and near relatives. Here, it is clearly seen that about 55% of the respondents (agreed and strongly agreed) has claimed that migrant plays a role toward social cooperation and wellbeing to the neighbors. Similarly, 38% of the respondents has agreed that role to the near relatives. But very least percent of total respondents has given opinion either “Strongly Disagreed” or “Disagreed”. It means that social capital denotes for keeping social cooperation and overall wellbeing among them as a whole.

5.6 Facilitation of Social Capital for Promoting Psychological Wellbeing

As promoting psychological wellbeing, social capital helps migrant to continue attachment with neighbors and near relatives as external communication. Because when migrant communicate with them purposively or not, it obviously reflects on psychological refreshment too. However, in the study findings, data shows that migrant is used to have attachment with them by keeping bridging social capital (See in details at table 6).

Table 6: Distribution of Opinion to the Psychological Wellbeing between Migrant and Neighbors Including Near Relatives

Types of Opinion	With Neighbors		With Near Relatives	
	Frequency	Percent	Frequency	Percent
Strongly Disagreed	28	7	20	5
Disagreed	64	16	77	19.3
No Opinion	97	24.3	78	19.5
Agreed	140	35	135	33.8
Strongly Agreed	71	17.8	90	22.5
Total	400	100	400	100

Source: Study Data 2022

Table 5.6 suggests how social capital promotes psychological wellbeing between migrant, neighbors, and near relatives. About 50% of the respondents (“Agreed” and “Strongly Agreed”) has claimed that migrant plays a role toward psychological wellbeing to the neighbors. Similarly, 33.8% of the respondents as highest has agreed that role to the near relatives. But the lowest percent of the respondents has provided “Strongly Disagreed” statement in both occasions (only 7% with neighbors, and 5% with near relatives respectively).

6. Concluding Remarks

The Key findings of this research paper show that regular communication is important for conserving and improving social capital among migrant and their family members including other corresponding people. Study data suggests that highest percent of the respondents opined with “Agreed” or “Strongly Agreed” option. They claimed that migrant from outside of the family can communicate regular basis. For the reason that, migrant contributes instrumentally by discussing family, community and other societal issues. Communication of migrant with neighbors and near relatives is slighter irregular rather than family members as communication differences. In this regard, most of the respondents have the opinion that migrant do communicate all family members including spouse, while a less than half of them has claimed that migrant can communicate

with neighbors and near relatives. But a few respondents have not responded on this question. Based on the study data, it is clearly seen that there is a strong communication and bonding network existing among them. Therefore, migrants maintain to preserve a strong bonding with rest of the family members, and a decent level of communication has been kept by migrant to the neighbors and near relatives on the whole.

Findings also suggests that social capital works to preserve social and psychological wellbeing among them. Here, majority of the respondents answered positively on this issue. That implies social capital plays a key role for upholding social and psychological wellbeing. In this regard, respondents thought that social cooperation that is social capital much more important for preserving social and psychological wellbeing. Without having social cooperation, it is impossible to ensure psychological wellbeing among them. Therefore, social capital always offers individuals to keep social cooperation which is related to promote psychological wellbeing as well.

The study also suggested there is wider scope of further enquiry for academics which will explore whether or to what extent communication gap occurs among individual at person, family and societal settings in the context of migration and to investigate what ways communication gap can be reduced by an effective and meaningful communication.

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Critical Reflection on Applying Active Learning, Formative Assessment and Hidden Curriculum in the Course ‘Intermediate Microeconomics’

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Abstract: This investigation is intended to explore the relevance of three pertinent concepts: active learning, formative assessment and hidden curriculum in the context of student centered learning. To assess the reflection of these concepts of contemporary educational process in Bangladeshi government colleges, the course ‘Intermediate Microeconomics’ has been selected from the economics honors syllabus. Evaluating the students’ reflection and achievement four model lesson outlines prepared and applied in the consecutive four classes. The result was more than expected level and student engagement observed fantastic. The study outcome suggests that incorporating these three techniques in the four lesson plans makes the teaching procedure more intensive, attractive and fruitful. Here active learning, formative assessment and hidden curriculum function as complementary activities to each other. Each of the techniques has innate quality to intensify learning outcome.

Keywords: Active learning; Formative Assessment; Hidden Curriculum, Student Centered Learning, Teacher centered Learning

1. Introduction

Like many others things teaching and learning methods is now science. It means teaching and learning process is not a random phenomenon rather its methodology abide by the scientific rules. The education methodology now tells us how teaching would be more effective, system loss would be reduced and learners would be able to enhance their learning outcome efficiently. In fact the whole concept of teaching and learning procedure has been changed from teacher centered to student centered. According to new concept of teaching role of a teacher as an instructor has been changed as a facilitator. To achieve the goal of the new paradigm of teaching lot of scientific procedure and techniques has been introduced by the education researchers. Active learning (AL) (Freeman, McDonough, Smith, Okoroafor, Jordt & Wenderoth, 2014), Formative Assessment (FA) (Haghi, 2014) and Hidden Curriculum (HC) (Alsubaie, 2015) are three influential techniques among these. AL engages students in the time of learning during class session. FA is a continuous evaluation and feedback procedure throughout the teaching procedure. HC is the circumference of teaching procedure except direct teaching activities. Four lesson plan of a 2nd year course ‘Intermediate Microeconomics’ has been designed incorporating AL, FA & HC to

assess how all these modern techniques do impact on the learning procedure of our students, department of economics, Rajshahi College (RC). As a result, how our education system as a whole can be benefited by introducing all these new paradigm of the student centered teaching (SCT) theories in our day to day education practices.

1.0 Operational Definition

2.1.0 Active Learning

AL is a new concept in modern education science though it has history of ancient practice. It becomes the subject of interest among educators since 1970s (Corrigan, 2013). After the formulation of constructivism theory of learning in the second half of twentieth century the concept of AL begins to utter again and again by renowned educationist in the advanced countries (Bull, 2009). By this time AL has been incorporated in the education system in advance countries and it has taken a concrete shape. Though for long, the term was ambiguous to them. In our country we are not still familiar with the concept and do not know the benefits and utilities of AL. In national level incorporating of AL in our education system is not still an agenda. Throughout 1980s education researchers constantly insisted college and university faculty in advance countries to involve and engage students actively in the process of learning. As a result they have turned their traditional lecture based teaching to AL (Park, 2003). Despite the importance of AL, still in our country, traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms. In fact our teacher does not know the meaning of AL. They think that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom. It does not mean that anything not related to lesson plan are done by the student in class time or outside class is called AL. A teacher may ask a question to a student and immediately call on for answer is not AL. Similarly, teacher may give students a break in a long class session for removing tiredness and boringness (wearysome) but it is also not called AL. What the students do not related to course is not AL (Felder&Brent, 2009).

2.1.1 Definition and Overview of Active Learning

Broadly AL is a process which engages students in the learning procedure directly but narrowly AL define the shape of the learning activities. Here activities do not include home work but meaningful involvement and thinking activities to assimilate the lessons only during class session (Prince, 2004). The objectives of AL are to involve students in reading, writing and discussing, or be engaging in solving problems. AL engages students in two aspects – doing things and thinking about the things they are doing. According to Felder & Brent (2009) in spite of merely passive hearing the lecture of the teacher, something related to course are asked to do or involve all the students in the class is called AL. In a different article Felder(2007) said AL means learning has to be ensured not mere getting information by the teacher in class rather it is a direct involvement technique by

which students involves in the learning process. Intensity of AL varies on the level of involvement (Michael, 2006).

2.1.2 Rationale for Choosing of Active Learning

AL promotes deep learning, helping to develop critical thinking and writing skills of the students, is linked with engagement and understanding of course material and with student's motivation. But it does not mean total giving up of lecturing and making the class always a place of festive temperament rather avoid lecturing the only mode of teaching. A lecture session with inclusion of relevant activity for a minute here or 30 second there enhance visible and mentionable learning outcome at the end of the session (Felder, 2009). AL has been found to assist in the creation of learning environments that engage, inspire and motivate students to learn both the unit material and the soft skills require for their future careers (Auster & Wylie 2006; Richards & Marrone, 2014). Due to active learning, teaching session always remain agile, students does not become bore. All the mentioned characteristics of AL has been provoked me to introduce AL teaching techniques in the 'Intermediate Microeconomics' course with hope that its positive impact will lead us introduce modern teaching techniques in place of traditional teaching techniques in our education system. Further I have convinced that AL is the

2.1.3 Impact of Active Learning on Teaching and Learning Experience (TLE)

Hoke & Robbins (2005) in concluding remarks in one of their article regarding impact of AL on nursing students cited that AL provides encouragement to nursing students those who are exposed to the AL environment, and the impact can be more if systematic studies can be ensured. Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt & Wenderoth (2014) do a meta analyses on 225 studies on student performance of AL in science, engineering, and mathematics subjects find that on average AL increases exam performance. It raises average grades by a half a letter or average examination scores improved by about 6% in AL sections and that failure rates under traditional lecturing increase by 55%. Gibbs & Coffey (2004) mentioned in an article that training regarding AL do effect on the teaching qualities of the university teachers and afterward of training due to positive teaching performance learning of the students have improved measurable by improve scores of the learning scale. Prince (2004) in his article with the citation of different educator tried to prove that AL has profound impact on learning procedure.

2.2.0 Formative Assessment

Evaluation or assessment is the associate activity of formal education system. Assessment can be categorized like diagnostic, formative and summative ("Assessment Types," n.d.). Traditionally we used to with summative assessment which occurred at the end of the course. By summative assessment one able to assess the overall progress of the learner and can give the verdict whether the learner would pass or fail. But summative assessment does not give any feedback to the learner for their correction and development; on the other hand teacher also

cannot judge his performance of teaching in terms of learning of the students (Ronan, 2015). This lacking of summative assessment can be overcome by introducing FA in education system. In advance countries FA has already been introduced in their education system. Like advance countries introducing FA association with AL will impact on our learning outcome solidly.

2.2.1 Definition and Overview of Formative Assessment

In order to achieve the learning goals combination of both formal and informal evaluation, done by the teachers, during teaching session for awakening the learning state of both teacher and students is called FA (Crooks, 2001). Crooks (2001) further mentioned with citation of the Ministry of education New Zealand that regular basis formal and informal assessment, which is done by the teacher, during class session in order to modify and enhancing learning and understanding procedure of the students is called formative assessment. According to Carol (2002) in order to enhance the learning outcome of the students, response and identification of the learning progress of the learners both by teacher and students during the learning procedure, is called FA. Haghi (2014) mentioned FA provides information both to teacher and student as feedback to assess and modify both teaching and learning procedure to enhance the learning outcomes.

2.2.2 Rationale for Choosing Formative Assessment

Goal and the central theme of FA are to improvement of learning outcome and feedback. Incorporating FA in teaching learning procedure depends on its innate qualities that is it enable teacher to know the state of students' standards, to modify their teaching instruction to reach the maximum students, to design for appropriate lesson plan and to guide and inform students of their current state of learning. On the other hand through FA students become motivated, responsible to their learning and able to assess themselves. For better learning assessment and teaching both should be proportionate. The intrinsic outcomes of FA with introducing AL must enhance the learning outcome further, this hope appeal me to introduce FA in the 'Intermediate Microeconomics' course.

2.2.3 Impact of Formative Assessment on TLE

FA does positive impact on learning impact. In favor of FA Association of American Medical Colleges on their curriculum reforming report proposed for FA (Krasne, Wimmers, Relan and Drake, 2006). In the same article (Krasne & et al., 2006) mention that other researchers have also found that due to formative assessment performance of subsequent summative assessment has also improved. Though Karee & Sean (2009) is not certain regarding the degree of impact of FA but Black & Wiliam (2010) cited that meta-analysis indicate significant learning gains occurred in the areas of knowledge, skills, content areas, level of education due to ensuring formative assessment on regular basis. "Hanover Research" (2014) in their publication cited that formative assessment may do disproportionate benefit to the students but it has great impact on learning outcome.

2.3.0 Hidden Curriculum

Education is a wide concept. Learning is influenced by various ways, some has direct impact and others have indirect impact (Alvior, 2014). AL, FA and many other things influence learning mechanism directly but teacher's attitude, the mood of the teachers or the students, behavior, the peer influence, the teacher-learner interaction, lecture style, internal class environment, routine, disciplinary measures, timetables, physical facilities all these influence learning activities slowly and shape the mentality of the learner over time (Alsubaie, 2015). Learning is a psychological phenomenon so the things which have positive psychological impact on learners to enhance learning should take into account. All these act as a catalyst to enhance learning. Until now in our country the catalyst of learning procedure have not gotten due attention but in advance countries the catalyst has taken seriously. In education literature all these catalyst named as HC. Thus, awareness of hidden curricular issues becomes a consideration in education system, which has both negative and positive influences.

2.3.1 Definition and Overview of Hidden Curriculum

Education literature classified two sorts of curricula. The principal one is formal or official curricula prepared by the recommended authorities contains a details description of objectives and activities. The second one is not included in the formal curricula and is not clearly and definitively laid out even it is not written down (Yüksel, 2005; Lempp&Seale, 2007). But every institution has its own agenda; the agenda may be influence by locally or nationally, which the institution wants to achieve through educational procedure is called HC (Yüksel, 2005). According to Lempp& Seale (2004) HC is the set of factors that influences the institutional structural attitude e.g. customs and rituals of the institutions which ultimately do impact on the discipline of the student, time management, responsibility to carry out certain tasks in or out of class. In short the school or teacher's methods of classroom management may be called unstudied or HC(Kentli, 2009).

2.3.2 Rationale for Choosing of Hidden Curriculum

Intellectual and moral development should be the aim of education. The educational institution can inject the ethical principles into the students to make them a free and powerful character. 'However, Hidden Curriculum is more effective than the official curriculum in the process whereby values are learned' (Yüksel, 2005, p.330). Not only moral development is amplified by the influence of HC, intellectual development is also augmented by HC. Cleanliness, orderliness, punctuality, discipline, scenic beauty of the campus, easy availability of utilities, and good mannerism of the surroundings make a learning friendly environment which make smooth and easy the learning procedure. HC is implemented by the side of teaching stuffs; student does not engage here actively, they are just influenced. Impact of introducing AL and FA will solidify more by the HC. So as a course teacher I shall also give attention how HC do impact positively on learning outcome.

2.3.3 Impact of Hidden Curriculum on TLE

HC has both positive and negative impact but level of degree is not measured yet sufficiently. Research literature regarding quantitative impact of HC is not available. Among few Bayanfar(2013) in his research article mentioned that there is correlation between HC and academic achievement though it is not significant at the level of 0.05. Further with the aid of R^2 he claimed that at least a quarter of students' academic achievements have been influenced by HC. Çubukçu(2012) in his article on Primary School Students' Character Education Process concludes that supportive activities and included values in elementary schools' curriculum for HC have great importance in internalizing and the development values of the students. Nami, Marsooli & Ashouri(2013) do a research on 97 university students to verify the effects of HC. They concluded that there exists positive correlation at significant level between social environments, organizational structure of the educational institutions, and appearance of faculty members, student-student relation, and student-teacher relation with the quantity of academic achievement. But no relation has been found between academic achievement and physical structure of the educational institutions.

3 Model Lesson Outline for Assessing Feedback

I apply the above mentioned three techniques to teach the 1st chapter of the 2nd year 'Intermediate Microeconomics' course, Department of Economics, Rajshahi College. The learning outcomes of the full chapter were divided into four lesson plans. Total 36 students were planned to participate in the session. According to plan class room were arranged with 10 tables, each for one group comprised of four students. Group arrangement was not 100% random rather emphasis has been given to gender mixing and new rapport building. For every session 50 minutes has been allocated. The Outline of the four lessons is as follows.

3.1 Cardinal and Ordinal Utility

Lesson Outline			
Subject: Microeconomics	Topic: Cardinal & Ordinal Utility	Course: BSS Economics 2 nd Year	Total Time: 50 minutes
Learning Objectives: The learner will be able to <ul style="list-style-type: none"> • Describe utility, cardinal utility, ordinal utility and diminishing marginal utility • Explain the reason of decreasing marginal utility • Develop a situation where marginal utility decrease • Analyze why cardinal utility does not match with real world 			
Hidden Objectives: Achieving learning objectives of the text are not the only targets rather students have to attain the following attributes during sessions: <ul style="list-style-type: none"> • Orderliness • Discipline • Cleanliness • Attentiveness • Tolerant • Accommodative • Caring • Amicability • Patriotism 			
Starter Activity to engage student	Divide class into 9 groups and each group have to mention the name of the measuring unit one for tangible and other for intangible things.		5 minutes

Introducing with key words	<ul style="list-style-type: none"> ● Utility ● Cardinal utility ● Ordinal utility ● Diminishing marginal utility 	
Description of Activities	Students' Activity & level of learning Outcome:	30 minutes
	Activity 1: Each group will read the definition of one key word in sound and will give the answer of other group's query on it. (Knowledge).	08 minutes
	Activity 2: Group members will discuss among themselves regarding the reasons of gradual decreasing of utility and write a 100 words paragraph. (Understanding).	08 minutes
	Activity 3: Each group will read diminishing marginal utility from the text and will graphically present the concept with the help of new example in a mojo paper. (Application).	08 minutes
	Activity 4: Each group will write a reason why the assumption of constant utility of money is not realistic. (Understanding).	06 minutes
	Teachers' Activity & assessing hidden objectives:	12minutes
	<p>PPT presentation for the whole session will be prepared.</p> <p>For Activity 1, Teacher will give his/her opinion and amend the opinion of the students if necessary.</p> <p>For Activity 2, Teacher will ask some groups to read the paragraph and will invite opinion from the students.</p> <p>For Activity 3, Teacher will give his/her opinion and invite eager student to correct the graph.</p> <p>For Activity 4, Teacher will ask some group to read the written paragraph, and will give his/her opinion.</p>	
Review and assessment of learning (Keyword Identifying)	Every group will be asked to write the keywords of the today's learning outcome.	3 minutes
Looking Forward: Identify next steps for learning	<p>Topics : Indifference Curve (IC)</p> <p>Activities : Students have to make a chart for keywords related to IC</p>	

3.2 Indifference Curve (IC)

Lesson Outline			
Subject: Microeconomics	Topic: Indifference Curve (IC)	Course: BSS Economics 2 nd Year	Total Time: 50 minutes
Learning Objectives: The learner will be able to <ul style="list-style-type: none"> • Describe Indifference Curve, Budget line and Consumer equilibrium • Explain the reasons of Consumer equilibrium attained at the tangent point between IC & budget line • Develop a situation of consumer equilibrium if price of the both goods or any one is changed 			
Hidden Objectives: Achieving learning objectives of the text are not the only targets rather students have to attain the following attributes during sessions: <ul style="list-style-type: none"> • Orderliness • Discipline • Cleanliness • Attentiveness • Tolerant • Accommodative • Caring • Amicability • Patriotism 			
Starter Activity to engage student	Step by step portion of the consumer equilibrium picture will be unfolded and students will be asked what it is?		5 minutes
Introducing with key words	<ul style="list-style-type: none"> • Indifference Curve • Budget line • Consumer equilibrium 		
Description of Activities	Students' Activity & level of learning Outcome:		26 minutes
	Activity 1: Each group has to explain one characteristic of IC. (Understanding).		8 minutes
	Activity 2: Each group has to read how consumer equilibrium is achieved and have to draw imaginary consumer equilibrium. (Application)		8 minutes
	Activity 3: In case of price change of the product what may happen to equilibrium. Every group has to do group presentation in mojo paper. (Higher Order)		10 minutes
	Teachers' Activity & assessing hidden objectives:		14 minutes
	PPT presentation for the whole session will be prepared. For Activity 1, teacher will give his/her opinion and amend the opinion of the students if necessary. For Activity 2, Teacher will ask every groups to pass the consumer equilibrium graph to the next group for peer evaluation. For Activity 3, Teacher will give different case for different group. At the time of group presentation teacher will give his/her opinion and invite eager student to correct the graph.		
Review and assessment of learning: (MCQ)	At the time of departing session every student has to solve a multiple choice questionnaire of 10 marks.		5 minutes
Looking Forward: Identify next steps for learning	Topics : Separation of price effect Activities : Students have make three short questions of the topics		

3.3 Separation of Price Effect

Lesson Outline			
Subject: Microeconomics	Topic: Separation of price effect	Course: BSS Economics 2 nd Year	Total Time: 50 minutes
Learning Objectives: The learner will be able to <ul style="list-style-type: none"> Describe Price effect, income effect, substitution effect, normal goods and inferior goods Separate price effect into income and substitution effect for normal and inferior goods- using Hicks and Slutsky's methods. 			
Hidden Objectives: Achieving learning objectives of the text are not the only targets rather students have to attain the following attributes during sessions: <ul style="list-style-type: none"> Orderliness Discipline Cleanliness Attentiveness Tolerant Accommodative Caring Amicability Patriotism 			
Starter Activity to engage student	Pictures of different goods will be displayed through multimedia projector and student has to say whether it's consumption increase or decrease with the increase of income.		5 minutes
Introducing with key words	<ul style="list-style-type: none"> Price effect Income effect Substitution effect Normal goods Inferior goods 		
Description of Activities	Students' Activity & level of learning Outcome:		25 minutes
	Activity 1: PowerPoint presentation how price effect is separated into substitution and income effect. (Application).		20 minutes
	Activity 2: Group presentation of new equilibrium for compensatory budget line. Each group do different situation e.g. Hicks, Slutsky, normal and inferior goods. (Higher Order).		15 minutes
	Teachers' Activity & assessing hidden objectives:		15 minutes
	PPT presentation for the whole session will be prepared. For Activity 1, teacher will give his/her opinion and amend the opinion of the groups if necessary. For Activity 2, Teacher will give different case for different group. At the time of group presentation teacher will give his/her opinion and invite the opinion regarding best one.		
Review and assessment of learning: (Departing Assessment)	At the end of the learning before departing classroom each student has to submit a sheet on how price effect can be separated.		5 minutes
Looking Forward: Identify next steps for learning	Topics : Deriving demand curve Activities : Students have to watch a video clip on demand curve		

3.4 Derivation of Demand Curve

Lesson Outline			
Subject: Microeconomics	Topic: Deriving demand curve	Course: BSS Economics 2 nd Year	Total Time: 50 minutes
Learning Objectives: The learner will be able to <ul style="list-style-type: none"> Define Price consumption curve, Income consumption curve, Engel curve, Marshallian and Hicksian demand curve Draw different demand curves Interpret the both Marshallian and Hicksian demand curves and analyze which one is realistic. 			
Hidden Objectives: Achieving learning objectives of the text are not the only targets rather students have to attain the following attributes during sessions: <ul style="list-style-type: none"> Orderliness Discipline Cleanliness Attentiveness Tolerant Accommodative Caring Amicability Patriotism 			
Starter Activity to engage student	Showing students a selection of images and ask them to explain how it is related with the previous lessons.		5 minutes
Introducing with key words	<ul style="list-style-type: none"> Price consumption curve (PCC) Income consumption curve (ICC) Engel curve Marshallian demand curve Hicksian demand curve 		
Description of Activities	Students' Activity & level of learning Outcome:		30 minutes
	Activity-1: Each group has to identify four differences of PCC, ICC and Engel curves. (Understanding)		6 minutes
	Activity-2: A debate has to be done among the groups regarding better one between Marshallian demand curve and Hicksian demand curve. (Higher Order).		14 minutes
	Activity-3: Each group has to be draw Marshallian and Hicksian demand curve in a mojo paper. (Application).		10 minutes
	Teachers' Activity & assessing hidden objectives:		10 minutes
	PPT presentation for the whole session will be prepared. For Activity 1, Teacher will give his/her opinion and amend the opinion of the groups if necessary. For Activity 2, Teacher will initiate & anchoring the debate and finally will give his judgment. For Activity 3, Teacher will ask the groups to present the graph and give his/her opinion.		
Review and assessment of learning (Short Exam)	After ending formal learning session students have to give a short exam, 5 questions 5 marks.		5 minutes
Looking Forward: Identify next steps for learning	Topics : Equi-marginal utility Activities : Students will read on the differences between IC and Equi-marginal utility		

4.0 Critical Reflection on Teaching the Lessons

Applying AL, FA and HC techniques was new to students. They were curious what's going to be. Seeing the group sitting arrangement instead of traditional bench sitting arrangement their curiosity increase many fold. Due to positive feedback from the student side starting of the class was soothing and friendly for me. Prior starting class whiteboard, board marker, multimedia projector, sound system, necessary PowerPoint presentation, mojo paper, sign pen, scotch tape all the necessary materials were arranged. Even for refreshment of the student tea and some snacks has been arranged by me.

4.1 A Description of Usual Classroom Practice

Traditionally the class is compact of 120 students and above. After roll call, which takes 10 minutes, I start to give lecture. Within lecture I sometimes give real world example and do some jokes for making class alive. Asking question is a regular phenomenon of my teaching method even some time I asked student to come in front of whiteboard for presenting the learning outcome. But none of the mentioned activities was 'group work' but 'individual work' and random. No systematic effort was done by me as though the entire student can participate actively in the learning procedure. No formative assessment for implementing feedback was done by me. I was not even formally conscious regarding the impact of HC and no conscious effort was taken by me to achieve the HC objectives during class.

4.2 Using the Lesson Plan in the Classroom

It has already mentioned that at the time of implementing prescribed lessons plans, sitting arrangement has been rearranged and number of students has been reduced to 35. The session has been continued at a stress of 3.5 consecutive hours. The above mentioned 4 lessons comprised of the whole 1st chapter out of six of the 'Intermediate Microeconomics' course. Every lesson was comprised of 50 minutes, so four lessons were taken 3 hours and 20 minutes. After ending of first two lessons 10 minutes were given for refreshment. To achieve the objectives of HC class and teaching environment has been arranged accordingly, simultaneously cited examples to enhance learning objectives has been matched with the objectives of HC. Lastly at the end of the sessions participants had to fill up a questionnaire.

4.2.1 Observation

Traditionally, six classes have been conducted in six hours to complete the 1st chapter of the 'Intermediate Microeconomics' course. But here we became successful to complete the whole chapter within three and half hours. However, it is observed that this teaching learning procedure was more successful in terms of accruing learning outcomes more intensively and time management more efficiently. By these three and half hours four assessments were completed and both teacher and my students have got the feedback of learning achievement. Though, the lesson plan was developed completely prior the session thus, the session could continue smoothly and steadily. Throughout the session, participants not only have tried to achieve the learning outcomes of the text but also have tried to acquire the HC objectives.

4.2.2 Main Trends in Students' Feedback

Learning outcomes of these four lessons tries to achieve all the tiers of Bloom's taxonomy that means students have to know and understand the concepts; have to apply the knowledge in new situation and have to analyze and synthesize. After completing every lesson formative assessment has taken; and prior starting next lesson through starter activity knowledge and understanding of the previous lessons has revised again. In fact a starter activity in this case has worked as formative assessment also. No doubt in my assessment student's response in every cases were lively, authentic and up to the learning outcome. Students were active and lively throughout the session. Students have also maintained orderliness, discipline, cleanliness, attentiveness, tolerances, accommodativeness, caring and amicability within the class during session. During session it has penetrated in their mind that achieving learning objectives of the text are not their only aim rather achieving the above mentioned attributes are also their aim.

4.3 Outcome of Designed Lesson Plan

This type of implementation in teaching procedure was new both to me and to our students. First of all I should say we were not used to do this sort of formal lesson plan, usually we do some plan regarding the teaching content of the class. But formal lesson plan with detail description like these were first to me. I have taken 4 lessons plans at a stress which has taken 3.5 hours. The session was unhindered, discipline and guided. The whole 3.5 hours were compact and productive.

To make the session fruitful some physical, mental and behavioral steps have taken prior starting session. Classroom was arranged compatible with active learning and achieving objectives of HC; classroom was also cleaned and brightened sufficiently. Students has been inspired not only to keep and maintain orderliness, discipline, cleanliness, attentiveness, tolerances, accommodativeness, caring and amicability during session but also to integrate all these attributes into their daily practices. At the end of the two sessions light food and tea was arranged for refreshment.

At the end of the session to get the feedbacks of the students a questionnaire has been distributed among the participants to give their opinion regarding the session. The questionnaire was divided into three parts. First part was regarding personal information; second part was regarding AL, FA & HC. Both the first and second parts were closed questionnaire but the third part was open to give suggestion on AL, FA & HC.

4.3.1 Observation

On the basis of the first part of the questionnaire this subsection has been written. As per **Error! Reference source not found.** in Appendix-A number of participant in my session were 35, among these 13 were male and 22 were female, not in this these particular session in fact female students is double than male students in the whole class. Only 22 students out of 35 students have easy access to internet facilities, in percentage it stands 57%. Almost 94% students have smart phone,

none has tab but 17% have computer. This finding is important for complete implementation of active learning, though not for present session, because for group communication, flipped classroom, brainstorming, assignment writing having modern gadget is important.

4.3.2 Main Trends in Students' Feedback

There were 12 questions in the second part of the questionnaire. As per **Error! Reference source not found.** in Appendix-A, among 12 first 5 questions were regarding AL, middle 4 questions were regarding FA, the next 2 questions were regarding HC and last question was regarding the complete transformation of teacher centered teaching to student centered teaching.

Out of 5 in case of AL related questions most of the students strongly agreed with the statement of 4 AL related questions that means most of the students strongly agreed that AL increase critical and creative thinking, problem-solving quality, adaptability, communication and interpersonal skills; it increase enthusiasm for learning of the students; it cover more learning outcome in the same duration period than the traditional lecture-based delivery and all teaching procedure should be taken applying AL procedure. In case of question 3 participants does not strongly believe that AL improve the student's perceptions and attitudes towards information literacy but they agreed with the point. In case of question 4 only 1 student disagreed with the statement.

For the next 4 questions most of the students did not strongly agree with statements of the questions, but they agreed with the statements. In case AL learning uncertainty regarding statements of the questions were very few but in case of FA number of uncertainty regarding statements of the questions has increased. The feedbacks of the participants indicate that they are less certain regarding the positive impact of FA than the positive impact of AL. But above all, all the participants are agreed with facts that timeliness of FA enables teachers to adjust instruction quickly, while learning is in progress; Students can use the FA results to adjust and improve their own learning; FA-Questioning, Peer/Self Assessments, Constructive Quizzes-accelerate the impact of AL and FA should be taken on regular basis at the end of every lesson.

Like AL most of the students strongly agreed with the statements of HC related questions. It means most of the students strongly agreed with the facts that fine-looking and clean campus of RC has positive impact on the students to shape their attitude and teacher's discipline, regularity, orderliness, smiling face and cordial behavior are as important as the effective delivery of lecture.

In response to the last question most of the students either strongly or moderately agreed that Teacher centered teaching should be changed into Student centered teaching. Only one participant was disagreed with the statement of the question.

In the questionnaire in section three there were three open ended questions. The first one was 'In your opinion, how teaching could be more interactive in a large

classroom?’ No students have become able to give answer specific to the question rather their desire for group teaching has expressed by the opinions. In response to this question most of the students have suggested to make several groups of the students in time of teaching. Almost every student have appreciated the benefits of group works and some students specifically have admitted that in spite of only hearing teacher’s lecture some un-solving problem become clear through group discussion. Three students have said they have no opinion and one student has said not always but once in a week this procedure may become helpful

The second question was ‘In your opinion, what will be the motivating factors of a teacher to enhance student’s learning?’ In response of this question most of the students have given opinion that teaching is a moral responsibility of a teacher so out of responsibilities a teacher would teach the students. Some added that student’s performance is desirable matter to a teacher so a teacher would teach one’s student more adorably.

Third question was ‘In your opinion, how formative assessment has helped you to achieve the learning outcomes of this courses?’ In response of these questions almost all students have admitted that FA assessment is important, it helps them to perfect their learning and they desire that assessment should be held more frequently.

4.3.3 Outcome of Assessment

In section two of the questionnaire, participants have given their opinion more decisively in favor of AL, FA and HC but in section three, where questions were open, it seems that the participants were indecisive and irrelevant regarding their opinions. But overall outcomes of the assessment were positive. Participants have given their opinion positively to the impact of AL, FA and HC and in favor of implementation of AL, FA and HC in teaching procedure.

4.4 Impact of theoretical idea on the lesson Plan

On the basis of students’ reaction and my personal realization it can say without hesitation that AL, FA & HC have huge impact on students learning procedure. In the following section with the support of theory it has explained why all these has huge impact on learning procedure.

4.4.1 Impact of Active Learning

As per **Error! Reference source not found.**in Appendix-A, in the prescribed four lesson plans there were 11 learning outcomes, among these 4 were knowledge related, 2 were understood related, 4 were application related and the 2 were higher order (analysis, synthesis and evaluation) related (Cullinane, 2009). To achieve all these outcomes 11 activities along with lecture were applied in the teaching procedure. It is seemed that at least group wise learning outcomes have been achieved. During the time of activities all the group members were participated to complete the activities. Traditionally students do not read text, do not discuss problem related with peer students, do not do brainstorming activities

during class session but here they have involved with all the activities. As a result most of the learning portion has done during the class session.

4.4.2 Impact of Formative Assessment

As per **Error! Reference source not found.**in Appendix-A, in four lessons plan there were 4 formative assessments, each were different. Each formative assessment has taken only 5 minutes. Every group or group member has participated in the assessment procedure enthusiastically. Both activities and assessment along with lecture accelerated the lecturing outcome. At the end it could say confidently that students were able to absorb the learning outcomes in the class time. Traditionally we have remained blank whether students have received the teachings objectives. But through FA in every session it gives me confidence that students have received teaching objectives.

4.4.3 Impact of Hidden Curriculum

In addition with achieving learning objectives of the academic curriculum my hidden objective was also to transmit norms and values of orderliness, discipline, cleanliness, attentiveness, tolerance, accommodative, caring, amicability & patriotism into the students. Throughout the session motivational and affectionate attitude towards the students was shown. To sum up the impact of HC it should say that it is a continuous and long run phenomenon, overnight its impact cannot be measured but it can say that all the activities in the session was completed in time, students were discipline, calm and attentive. Their attitude towards each other was friendly. At the end of session classroom was also neat and clean. Traditionally students have remained alienated with most of the students but through sessions they feel amicability with each other. At the time of individual work during formative assessment most of the students have done it without coping or taking helps from others. Traditionally all these attributes has not addressed and measured seriously but throughout session most of the students were cautious.

4.5 Strength and Weakness of the Lesson Plan and the Lesson

I have implemented three modern educational concepts in four lesson plans in a day. Not all the students of the whole class were participated in this practical session, only 35 students out of 120 were the participant. The session has given me mixed feelings.

4.5.1 Practical and Theoretical Strength

As mentioned in education literature students of the practical session have responded accordingly to AL, FA & HC which have already been mentioned in the previous section. AL, FA & HC are not only beneficial to enhancing learning outcome but it also make the teaching procedure comfortable for the student. Due to AL, FA & HC learning procedure has become smooth and easy; student did not feel boringness or tiredness. Class size was small so interaction between me and the students were more interactive and productive. In response to these special classes most of the students has shown positive attitude for transforming the whole teaching procedure into like this or student centered teaching procedure. As

a teacher we should also welcome this sort of teaching and learning procedure because it is less tiring but more productive. If lesson plan could be done wisely fewer hours would be needed to complete the learning outcomes or syllabus.

4.5.2 Practical and Theoretical Weakness

Theoretically it is suggested that class size should be small for AL & FA but in Bangladesh it is hardly possible to implement. In such a big class group work and complete FA is not practically possible. So I have to apply AL, FA and HC on a portion of students of the whole class. The session was not also value neutral because students were highly influenced positively by the new arrangement. The students were ready to get something from the session. True response of the students can be measured only after neutralizing the enthusiasm. Only one session is not enough to measure the impact of AL, FA & HC on the students. Nationwide implementation of these techniques in our education system thinking stagnation is the main barrier. Psychologically and mentally teachers and education administrator of our country is not still prepare to implement all these modern techniques into our education system. Preparing proper lesson plan is another important hindrance to implement student centered teaching techniques. For implementation modern techniques in teaching procedure lesson plan has to be made very carefully, for these every course teacher has to spend much time at the beginning, every teacher has to be honest in this regard. Like AL and FA impact of HC is a long run procedure, overnight or in a day subject material of HC is not possible to change and improve. Implementation of HC and impact of HC is a lengthy and continuous procedure.

4.5.3 Areas for Improvement

True implementation of AL, FA and HC that is components of SCT techniques in our education system we have to do many things. Improvements have to be ensured in many areas. In the following section major areas have been mentioned: (1) **Segmenting Class size:** Class size comprises of 200+ students is not compatible to implement AL and FA. This large class should be segmented into various sections and each section should not exceed more than 70 students; (2) **Arranging Class Room:** For implementing SCT, class has to be rearranged and decorated according to need. In place of bench square tables has to be replaced, for group presentation required equipment e.g. necessary space, multimedia projector, hanging supporting accessories has to be arranged; (3) **Compatible Class Routine:** Traditional class routine is not suitable to implement AL learning. Instead of 45 minutes class duration it should be at least 2 hours indeed a handsome quantities activities can be done in a session; (4) **Introducing Lesson plans:** We are not used to take class guided by lesson plan but for implementing SCT, lesson plan is must. Every session has to be abided by lesson plans. Lesson plan will ensure implementing AL, FA and HC in the teaching procedure; (5) **Incorporating Bloom's Taxonomy:** Bloom's taxonomy has to be incorporated in the lesson plans. Learning outcomes, AL, FA and HC activities has to be arranged targeting different stage of learning of Bloom's taxonomy; (6) **Motivating Stake Holders:** Institution's administrators, teachers, students and guardians all should have to be motivated first that SCT procedure is beneficial.

Course teacher mentally and intellectually has to be taken it as challenge; (7) **Ensuring Class Attendance:** Habits of irregular attendance of students in class have to be changed for ensuring benefits of SCT. Group work-very important component of AL- will not take shape if regular attendance is not ensured; (8) **Ensuring Teaching Materials:** For AL, teaching materials e.g. hand note, reading materials, group presentation accessories has to be ensured as if time is not waste in vein; (9) **Training of the Teacher:** Teachers need training to know the inside and outside of AL, FA and HC that is components' of SCT techniques. By this teacher would become familiar with the techniques and be able to choose the appropriate one.

5.0 Conclusion

AL, FA & HC are the components of SCT. There are various mechanisms, besides these three, to provide education following student centered methods. But for assessing the impacts of student centered teaching only these three techniques have been selected in our case to apply in the teaching procedure. Feedbacks of the participants suggest that incorporating these three techniques in the four lesson plans makes the teaching procedure more intensive, attractive and fruitful. Here AL, FA & HC function as complementary activities to each other. Each of the techniques has innate quality to intensify learning outcome. AL is directly related with teaching activities, FA is related with evaluation activities and HC is related with the teaching environment. Incorporating these three components from three regions of the learning procedure makes an environment where each one has been accelerated by the influence of others. The responses of the participants demonstrate a positive indication that our age old teacher-centered teaching practice could be replaced with student-centered teaching method.

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Using Facebook and the Students' Engagement in Learning History

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Abstract: Notwithstanding the rising value of Facebook in the lives of college students, the researchers hardly extend their venture to investigate the potential role of this virtual communication tool in the academic sphere. The present study used experiment in a compulsory course at a post-graduate college under the National University of Bangladesh to know students' perceptions toward FB and the learning associated with this tool. The pre-test indicates that a few students used FB as a learning tool; the post-test, on the other hand, reveals significant changes in their outlook regarding the value and functionality of FB, especially the FB discussion forum. Students enjoyed the familiarity and navigability of this tool and reported that they became better acquainted with classmates, felt like valued participants in the course, and learned more course material. This study suggests that Facebook may help to enhance college student engagement in learning by developing a community inspired by the academic discourse.

Keywords: Facebook; History Student; Student's Perception; Learning Engagement.

1. Introduction

Traditionally, learning means the transmission of knowledge from teacher to learner. But in a modern sense, learning is an active knowledge construction process in which a teacher provides support and guidance in students learning (Rasku-Puttonen, Eteläpelto, Häkkinen & Arvaja, 2002). Without having active participation of the learner, this process could not be effective. Though many reasons are involved in choosing an institute for higher study, success and growth depend on learners' participation. What work they do within the time of their learning is the fundamental question or issue that affects their success. Students' engagement is a potentially malleable proximal impact that ensures shaping students' academic withholding, success, and tractability (Skinner, Kindermann & Furrer, 2009).

Educators are persistently penetrating strategies to enhance students' engagement and ensure taking part inside and outside the classroom (Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). They make it an agenda of the meeting and consider themes to implement. Certainly, now students' engagement, in terms of the learners' experience and research-based teaching, is a cutting-edge issue (Trowler, 2010).

Higher education institutions in Bangladesh are trying persistently to develop the quality of instructions to satisfy their students and make them successful and prolific citizens. But their aims are remaining unachieved. Some challenges like declining resources and swelling class sizes make them bound to follow the traditional approaches. But incredible progress in technology achieved within a decade makes us ambitious. Implausible innovations in this field offer a wider scope for creativity in learning that endures unlocking countless potentials and bringing out the learning from the obsolete one-way teaching system (Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012; Yancey, 2018). Facebook is one of the important tools being considered today as a promising facilitator to enhance interaction between teacher and student. It provides an opportunity for the student to be engaged in learning inside and beyond the classroom.

Facebook is very popular for its easy using facility and economical in terms of time and effort invested. Availability of modern gazettes and extensive spread of internet facility reach its using in incredible progress. Educators are intended to utilize this tool as a positive means of learning. Accordingly, it takes place in the education field and promptly becomes a universal tool of learning (Bosch, 2009).

Modern electronic devices, like mobile phones and personal computers, change the fundamentals of human behavior and social communication systems. As a member of modern technology-based society, we avail the facility of browsing the Internet, corresponding e-mail, and communicating on Facebook, WhatsApp, and Twitter (Bolman & Deal, 2017). Students in higher education also have the experience of availing of these facilities. The higher education institutes also insist them, indirectly, to be habituated with the culture of digital learning, to where they contribute as much as they desire (Wenger, White & Smith, 2009; Rennie & Morrison, 2013; Said, Tahir & Ali, 2014). In most cases, the environment of the higher education institutes is technology enriched which encourages the students to be highly connected with social network sites (Said, Forret & Eames, 2013). It is already stated that Facebook has some special features that draw the attention of the student, consequently, it performs a significant role in ensuring students' engagement in the learning process (Friesen & Lowe, 2012).

Bangladesh, a country is being digitized fast and the number of smartphone users is increasing rapidly therein. Huge people of this country (about 163 million people; 18.3% of the total population) actively penetrate the internet and practice social networks (House, 2017). The young people, 18 to 24 years old, amounted to about 30% of the total population, are far ahead in using technology than the old. They are very interested in opening a Facebook account and spend more time on its usage (Hassan, 2014). This group of people represents worldwide the student community enrolled in colleges or universities for higher education, most of whom are in the undergraduate program (Irwin, Ball, Desbrow & Leveritt, 2012; Hassan, 2014).

1.1 Statement of the Problem

The system of education followed in Bangladesh is teacher-centered learning (TCL). The teacher delivers lectures, and students listen to them passively. In this system, students are the inactive audience and hardly engage in the learning process. They have no scope to express views on the topic to be taught and enjoy hardly any chance to exchange ideas with their teachers. The system eventually makes the learning boring, becomes the students reluctant to the lesson, and hardly produces any good output. Students remain under-skilled and the target of realizing worthy education appears to be unsuccessful. However, it meets the immediate demand of an overpopulated and inadequate infra-structured country where the class size is inappreciably large, and the teacher-student ratio is extensively high (Ara & Hossain, 2016; Rahmatuzzman, 2018).

The schooling time, in addition, is not sufficient. Usually, students get 10 to 15 classes for a course they take. National University, the controlling authority, gets an examination a year after eight months from the commencement of the class. There are 137 holidays in a year (52 weekends, 85 holidays). Our classrooms, in most cases, are used for conducting various examinations that hamper the class. In addition, the time allocation for getting classes is very short (usually 45 minutes) within which a teacher delivers a lecture before a big audience. Under this situation, students can hardly comprehend the subject matter (Ara & Hossain, 2016; Rahmatuzzman, 2018).

The teacher is extremely busy with the burden of some clerical jobs like enrollment of the new student and filling up the form of the examinee along with his scheduled duties. S/he usually leaves students after the class, even though they require some clarifications and eventually, are deprived of learning (Ali, 2011).

To meet the challenges, an in-depth study is necessary for testing the usefulness of Facebook for learning purposes. Facebook provides the scope of having students in touch and helps to enhance students' engagement in the learning process. It increases teacher-student interaction time and gives students the chance to meet frequently with the teacher when they desire. The tool eventually makes learning easy. This study examines the effectiveness of Facebook usage in enhancing students' engagement in learning historical concepts. It seeks to find out the answer to how history students use Facebook, how it affects their engagement in learning, and how we can positively ensure its usage.

1.2 Research Objectives

This study focuses on the impacts of History students' Facebook usage for engagement in learning. It seeks to examine how using Facebook impacts learning and enhances the engagement of the students in comprehending historical concepts. The study has the following objectives.

1. To explore how Facebook is being used by students of history.
2. To identify the relationship between using Facebook and students' engagement in learning.

3. To determine the way through which using Facebook can be optimal to enhance students' engagement in learning.

1.3 Significance of the Study

Focusing on the contribution of FB to education, this study tries to explore student engagement in learning, and how it enhances students' academic results. In Bangladesh, though considered a crucial issue, and an essential requirement for higher education, student engagement (behavioral, emotional, and cognitive engagements) cannot be ensured for many reasons. The extremely large class size, non-logical student-teacher ratio, and lack of logistic support primarily make it difficult (Ara & Hossain, 2016).

In Bangladesh, the knowledge of using FB for educational purposes in practice is limited. Scholars hardly extend their effort to examine the feasibility of FB as a learning tool, especially in college-level studies. However, some works are conducted in this field but are confined solely to science subjects, particularly within STEM (Science, Technology, Engineering, and Mathematics). However, a little literature exists in Arts, and the study of history is almost nil. This study, on the contrary, investigates and explores the effects of FB on learning historical concepts and demonstrates how FB impacts history students' engagement in learning.

1.4 Operational Definitions

The following sections denote the terminology used in this study that requires explanations.

a) Student Engagement: there are several types of students' engagement in learning which have been stated above. Engagement means in this study is students' attention, curiosity, and interest to learn. Their devotion and passion for the learning process during the learning time, and their motivation and progress in learning (Alexson & Flick, 2011).

b) Student Performance: Student performance denotes what a student achieves in their short or long-term learning outcomes along with their academic activities (Steinmayr, Ricarda Meißner, Anja, Weidinger Anne F., Wirthwein Linda, 2014).

2. Literature Review

Nevertheless the universal impacts, most of the research on Facebook is confined solely to the North American context (Bosch, 2009). But in recent times a few numbers of researchers from other parts of the world start research on this subject that can be split into four groups. These are social networking and social capital, construction of identity, privacy concerns, and prospective use for the academic sphere (Bosch, 2009). The present study deals with learning matters so that we will be limited within the academic sphere.

2.1 Student engagement in learning

Engagement is a crucial issue that draws the attention of educators and policymakers. To enhance learning in higher education, they make heading the

agenda of the meeting and consider themes regarding students' engagement. In terms of learners' experience and research-based teaching, students' engagement is also the cutting edge (Trowler, 2010). Time and effort allocated for and spent on the learning activities is the single best indicator of students' learning and growth (Pace, 1980; McGarity & Butts, 1984; Pascarella & Terenzini 1991; Astin, 1984, 1993; Sandholtz, Ringstaff & Dwyer, 1994; Kuh, 2009).

As an important subject, student engagement in learning draws the attention of the scholars, and consequently, lots of studies have been directed on the subject (Astin, 1984; McGarity & Butts, 1984; Sandholtz, Ringstaff, & Dwyer, 1994; Pike, Kuh, & Massa-McKinley, 2008; Spires, Lee, Turner, & Johnson, 2008; Kuh, 2009; Minocha, 2009; Strydom, Mentz, & Kuh, 2010; Gachago, & Ivala, 2012; Chambers, Chiang, 2012; Ivala & Gachago, 2012; Junco, 2012; Kioko & Ivala, 2013; Ivala & Kioko, 2013; Mutwarasibo, 2014; Ngah, Vadeveloo, Aziz & Mohammed, 2018). Alexander Astin, a leading education theorist, defines engagement as the volume of physical and emotional effort devoted by the students to their learning experience (Astin, 1984). He develops a theory of student engagement containing the following creeds. Firstly, student engagement denotes the speculation of physical and emotional energy. Secondly, it occurs along with a variety. Thirdly, it has both quantitative and qualitative features. Fourthly, the amount of learning and development of the learner related to the scholastic program is directly connected to the quality and quantity of his engagement. And lastly, effective learning exercise is directly linked to the ability to improve student engagement.

Students' curiosity, attentiveness, optimism, and learning desire, indicate their level of motivation, estimate the learning progress, and are considered the student engagement in learning (Alexson & Flick, 2011). Apart from the widespread confusion, most scholars divide it into three major categories- behavioral, emotional, and cognitive engagements (Fredericks, Blumenfeld & Paris, 2004).

a) Behavioural engagement: Behavioural engagement includes participation in the learning- taking part in societal or co-curricular activities and are measured in performance. It emphasizes attaining optimal outcomes (results) and tends to prevent dropouts of the learners from the learning sphere, positive conduct of the learner demarcated by some researchers (Finn, 1989; Connell & Wellborn, 1991; Finn, Pannoza & Voelkl, 1995; Finn & Rock, 1997; Fredricks, Blumenfeld & Paris, 2004). Obeying rules of the institution, running through the classroom norms, and not articulating disruptive conduct are considered the Behavioural engagement in learning.

b) Emotional engagement: Emotional engagement includes the interest and value of the student and emphasizes the response (positive and negative) to the tutors, peers, teachers, or institution. The sense of being significant to the institute, and thankfulness for success in institute-related outcomes, are considered the measuring parameter (Finn, 1989; Voelkl, 1997).

c) Cognitive engagement: A student's level of investment in learning is defined as the cognitive engagement in learning. It includes being thoughtful, strategic, and enthusiastic to give the effort required to comprehend intricate ideas or achieve expertise in difficult skills (Meece, Blumenfeld & Hoyle, 1988; Fredricks & McColskey, 2012).

What is meant by student engagement in use? Conflict is being prevailed among the theorists. Some of them mean it as a responsible measure that gives a universal index of student participation, while others consider it as a variable in education research that is intended to know, explain, and foretell learners' behaviour in learning settings (Axelson & Flick, 2011). The formerly mentioned concept cannot be considered fit for the study purpose. Many types of engagement and their connections with education and learning settings make it complicated to define and measure explicit examples of engagement which impede the study of the issues (Axelson & Flick, 2011). Thus, a more contracted definition of the term is necessary would be confined to learners' level of participation in the learning process. Even though, we should be more specific in asking questions on this issue (student engagement). We could sharpen up the questions by including specific learning objectives, settings of learning, types of learners, and the processes of learning (Axelson & Flick, 2011). As Axelson and Flick instruct, "we might ask, how do we engage (cognitively, behaviourally, and/or emotionally) type X students most effectively in type Y learning processes/contexts so that they will attain knowledge, skill, or disposition Z" (p. 41).

2.2 Facebook as a learning tool

In 2004, Mark Zuckerberg, a Harvard student created Facebook using for the students of that institute only. During that time, prospective students can attach brief written files and pictures to their profiles. Now it is an open and worldwide used tool that deals primarily with six components: profiles, status, networks, groups, applications, and fan pages (Reuben, 2008). It provides prompt messaging, opening email accounts, dealing with newsfeeds, organizing events, and playing games. A user can be connected with his friends by messaging notes, adding images or comments, and importing messages on Facebook (Roeder, 2008). Open Platform of Facebook, in addition, offers the third party to participate directly and his posts will be shown also in the directory (Arrington, 2008).

Notwithstanding educators' recognition of the possibility of using Facebook as a learning tool, the literature on this subject is not growing rapidly (Bosch, 2009). Some researchers examine students' feelings about instruction through Facebook (Hewitt & Forte, 2006), measure the effects of student-teacher relations on Facebook in learning (Mazer, Murphy & Simonds, 2007), and the danger of using Facebook to destroy both- the instructional tools and the classroom (Bugeja, 2006).

Following the above-mentioned scholars, a researcher considers Facebook usage in the education sphere as an opportunity (Matthews, 2006), while others mention it as an online version of the Blackboard (O'Neill, 2007; Bosch, 2009). Nowadays,

Facebook is considered distinct from other social sites for its strong roots in the educational field.

2.3 Facebook and students' engagement

Although Facebook is primarily a networking platform for social connectivity, now it is being used and recognized as an effective teaching-learning tool (Bosch, 2009). Unlike other institutes that provide traditional websites (e.g., Moodle and other tools), students are choosing Facebook and are engaging their-selves with its using (Irwin, Desbrow & Leveritt, 2012, 2012). The facebook-supported learning environment provides students to form an individual learning sphere within and beyond the existing educational settings (Barron, 2006; Ivala & Gachago, 2012). It can extend on-campus learning outside the institutes. Availability of cell phone usage in developing countries, and this being the main means of penetrating the internet, mobile technology should be used to enhance students' interaction and engagement in learning (Ivala & Gachago, 2012).

There are a few studies on the role of social media on student engagement in learning (Barron, 2006; Junco, 2011; Ivala & Gachago, 2012). They find out the relationship between time spent online and student engagement with the practical world (Astin, 1984). Another two major works were conducted by the Higher Education Research Institute (2007), and Heiberger and Harper (2008). The former studies include all social websites, while the latter concentrates on Facebook use only (Junco, 2011).

Some scholars advocate for incorporating Facebook into the learning sphere (Bosch, 2009; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). They are in favor of utilizing the potential of this tool for learning and getting benefits connected with augmented communication among the students.

2.4 Knowledge gap

There is a lot of research conducted on Facebook, and its usage for educational purposes shows the advantages and disadvantages of its usage in the educational sphere as a teaching-learning tool. A few of them extend venture to examine what extent using Facebook draw students' attention to use it for educational purpose. Even though, they hardly observe how FB affects students' engagement in learning. The context they get to examine and the perceptions they tend to explore are different. Usually, they take science students, more specifically, the students within STEM (Science, Technology, Engineering, and Mathematics) as the population. In most cases, the range of these studies is confined to a secondary level, though, some of them are conducted at the undergraduate level. So far as the researcher knows, no study on History students' perception of using Facebook has been conducted yet, at least in Bangladesh.

The study, of course, has immense importance for showing paths to which student engagement could be enhanced, and eventually, the quality of teaching-learning could be improved. In the absence of adequate research, this study ushers to fill the gap and contributes to developing the instruction system of Bangladesh.

3. Research Methodology

To address the objectives of the study mixed method approach has been applied. Both primary and secondary data have been used to reach the conclusion. To collect the quantitative data a cross-sectional survey was adopted in this research. There are total 246 students in first year honors at the history department in the Rajshahi College therefore 246 is considered as population for the study. Through random sampling method 60 students taken as sample, that is the respondents for the research. In addition, the in-depth interview has been conducted with six participants for knowing deeper understanding of the respondents regarding using Facebook in learning purpose. Moreover, a FGD has been conducted for qualitative analysis.

3.1 Ethical Consideration

At the time of data collection, permission was a shout to the participants. Initially, a briefing mentioning the pros and cons of participation was delivered. The assurance was given to them that their name and address would not be used in the research, and their answer and views would be preserved and used confidentially.

A general information sheet and a consent sheet were given to every participant. They carefully read the sheets and gave their consent. Accordingly, they participate and provide data to the researcher.

3.2 Searching Answer to Research Questions

60 participants who were chosen randomly from the students of first-year honors history class, divided purposively into two groups, the 'experimental' and the 'control', with equal quantity (30 in each group). The 'experimental group' was converted into a Facebook group and was provided virtual learning along with the classroom settings. On the other hand, the 'control group' had not had such a chance. They were retained in the traditional learning settings. The feedback from both groups was taken into consideration for exploring answers to the RQs. The following experiments were conducted to search for the answers.

a) Experiment 1: Pre-test

A pre-test was conducted with the Likert-scale questionnaire developed by Lari (2014) containing ten statements based on five levels stretching from 1 to 5 (strongly agree, agree, not sure, disagree, strongly disagree) format. The questionnaire was distributed among 60 participants (in both groups) and collected after having a response. These reflect the perception of the participants toward using Facebook and eventually showed the answer of RQ 1 (how do students use Facebook in the learning process?).

b) Experiment 2: Post-test

For three weeks, the researcher provided instruction purposively by two different means. Firstly, the lecture-based traditional learning method was applied to the controlled group. A tutor (the researcher) provided two one-hour classes a week with PowerPoint slides but in a conventional manner. On the other hand, by adding FB as

a learning tool and making an FB group from the learner of the 'experimental group, the researcher offered all communication facilities to them.

A survey through a questionnaire to explore participants' perception towards the FB was conducted, and like the pre-test, a Likert scale of 5 levels stretched was applied therein. This test included the 'experimental group' only. The intention is to know how FB effectively dis/engaged the participants in learning.

c) Experiment 3: Assessment

To assess the motivation progress of the learner an in-course test was conducted. Questions of the test were developed by the Department of History, Rajshahi College, Rajshahi under National University, Bangladesh. 20 multiple choice questions on the instructed topic (History of the Emergence of Independent Bangladesh; Chapter 1: Description of the country and its people) were selected for the test. The total mark allocated for the test was 20. Each question yielded 1 mark.

The test included both groups to compare the performance of the 'experiment group' with the 'controlled group' so that the impact of FB use in the learning process could be determined.

3.3 Procedure

Five students (female 2, and male 3) from the participants, knowledgeable in the subject, were chosen and seated for an interview with a semi-structured questionnaire. The result of the initiative was impressive and helpful for clarifying the overall assessment.

To know participants perceptions toward FB use in learning and to show its changing trend, tests were carried out (a pre-test and a post-test). The former, conducted with all participants at the initial stage of the study, was concerned solely with finding out how History students were using FB; the latter applied to the experimental group aiming the question- to what extent using FB affects student engagement in learning? It also tried to observe how FB changed students' perception of its usage in the learning sphere.

To assess the progress of participants' learning, all participants, both experimental and controlled groups, were seated at a short exam. The researcher compared the results of two groups to decide the impact of FB use on the learning progress.

Finally, the researcher arranged an FGD with the participants and the summary of the responses presented before them to rectify the data that helped clarify the conceptions and ensure the reliability and validity of the data.

3.4 Methodological Limitations

There are some limitations to this study. Self-report questionnaires and interviews of the students are used widely for data collection for their practical utility and easy administering in classroom settings. If the participants are biased, then their answer does not reflect the facts regarding students' engagement in learning

(Appleton, Christenson, Kim & Reschly, 2006; Hartini, Yaakub, Abdul-Talib, & Saud, 2017). In further research, both methods, quantitative and qualitative, should be followed to ensure consistency of the results.

Secondly, a limitation coming out from the context of the study is the sampling method. About 1500 students studying in the Department of History could participate in the study. But only a portion of the first-year honors students was considered. The reason is simply the time constraint that affects the data collection methods. Researcher applied the cross-sectional method for data collection to ensure more consistent technique, whereas the longitudinal method also effected the result (Hartini, et. al., 2017).

Finally, to determine the trend of participants' responses, IBM SPSS version 20 was used. But there was no tool (software), to assess student engagement levels in FB usage, was used in the study.

4. Findings

At the initial stage of the study, the researcher took a pre-test to know students' reception regarding Facebook usage in the learning process and the time they spent for the learning purpose. How were they enthusiastic in their learning and punctual in doing their assigned task? The students, it is observed, were not likely to be interested in using Facebook for educational purposes. The means of the responses to the questions regarding this issue and their standard deviations indicate the inconsistency of the participants' perceptions of using Facebook for educational purposes (table 1 in appendix 2.1). The statement of an interviewee, "I always thought that Facebook using would waste the time I could read or prepare for the class, reflects the results. But in the post-test, we see a tremendous change in it." Here the participants are consistently in favor of Facebook use for learning purposes. The new experience in the Facebook group, opened by the tutor, testing learning facilities on Facebook brought a change in perception.

In terms of students' engagement in learning, three questions were chosen some questions from the National Survey for Students' Engagement (NSSE) and set accordingly in the instruments (see table 3 in appendix 2.3). They, although, were asked before the interviewee, included in the questionnaire, and measured by the Likert scale (1 to 5). The pre and post-test results are different.

In the pre-test, three questions were asked intentionally to the participants to understand the fact; how much the participants were regularly taking part in the class and class tasks (behavioral engagement)? Secondly, how much they are attentive in those tasks (emotional engagement). Finally, did they do the work with care and punctuality (cognitive engagement)? The means of these three factors are 1.93, 2.63, and 2.43, respectively (see table 3 in appendix 2.3). These results do not exhibit any consistency for their high standard deviations (828, 1.033, and .971).

The results in the post-test are changed significantly. The means of the responses increased dramatically from the pre-test. Simultaneously, the standard deviations decreased except in Q1, representing progress in value. Using a familiar tool (Facebook) for learning purposes inspired students to participate in the learning process, eventually increasing students' engagement. An interviewee observes, "Learning in others' support makes my study easy. You never are fatigued because of having joys in learning with Facebook that encourage me to be involved." The participants who were present in the FGD expressed similar views.

Student engagement links with student performance reflected in academic achievements (Skinner, Kindermann & Furrer, 2009). The result of the experimental group in the examination was satisfactory compared to the controlled group (see Table-5 in appendix 2.5). There was a correlation between FB usage and academic performance. Using FB in this respect enhanced the student engagement reflected positively in the result.

Though there was a positive co-relation in FB use for academic purposes, the participants mentioned some limitations. These are as follows: (1) though most students have smartphones, some even use no phones or the backdated gazettes that do not support Facebook; (1) Internet connection is not available and speedy enough to use Facebook and communicate smoothly with tutors and peers; (2) unexpected adds disturb often injure attention and engagement in learning; (3) it could affect the social position of the user by reducing communication with others. To improve using Facebook to enhance engagement in learning, participants provide several suggestions in the recommendations.

5. Discussion

Online forum discourse is one of the imperative pedagogical tools that can enhance students' engagement in learning and stimulate academic discourse (Zhu, 2007; Palmer, Holt, & Bray, 2008; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). But taking part in an online forum could be threatened for many reasons. The lack of students' familiarity with online discourse and slow progress in conversation discourage students from online discussion. Shifting the mode of Internet discourse, Facebook, as a fast-developing technology tool, can explicitly address these issues (Goodwin, Kennedy & Vetere, 2010; Yang, Wang, Woo & Quek, 2011). Then a vital question is remained to be raised. Would students receive Facebook as a learning technology tool? Recommendation from the findings is enthusiastically positive.

This study showed some significant arguments about the prospective importance of FB in education. Firstly, FB presents an incomparable comfort and accessibility that attracts many students (Bosch, 2009; Smith & Caruso, 2010). In the pre-test, in terms of using technology, this study supports the result of other studies that students in higher education use FB extensively (Christofides, Muise

& Desmarais, 2009; Bosch, 2009; Juceviciene & Valineviciene, 2010; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012).

Usually, the learners are unwilling to raise questions in the classes because of their shyness. They are hesitant to stand for face-to-face askings before their classmates and the teacher. But on FB, they feel it easy. An interviewee observes, "if you ask a question to 100 students in a class, nobody will raise their hand, but they will reply boldly on Facebook." FB provides students with a hesitation-free environment in raising queries and reduces fear of the tutor by increasing interaction with teachers and peers. These draw learners to the education sphere and engage them in learning.

Senior learners customarily do not be mixed themselves with the juniors, which deprives the latter of having to learn from the senior. FB makes them virtual friends, provides scope to share their knowledge, and enthusiastically increases learners' interest (Bosch, 2009). Consequently, it enhances their engagement in learning.

To ensure student engagement in class sessions, FB proves an effective tool. Most of the problems were solved by participating in FB conversations. In this situation, students are confident, and the tutor is conscious of the class task that makes the class interactive, ensures effective student engagement, and consequently strengthens the previous research (Maloney, 2007; Bosch, 2009).

FB creates appeal in the students for its using facility that helps to minimize many common obstacles in participating the online discourse. Many students, who were upset initially, became spontaneous in online conversation and excitedly favored FB. The reasons are the familiarity of FB, its frequent use, and its navigation facility also reveals earlier research (Dwyer, Hiltz & Passerini, 2007; Pempek, Yermolayeva & Calvert, 2009; Smith & Caruso, 2010; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). In addition, participants mentioned that- (1). FB helps to feel more connected to fellow learners. (2) It influences to exchange of information. Advantages of knowing fellow learners, learning subject matters, determining the way of thinking about the subject, and feeling as worthy members of the course results FB more positive scores by the participants. FB also develops a learning community. It helps to share ideas and get to know each other in a helpful setting, which may be considered one of the significant strengths of FB that also support prior evidence (Bosch, 2009; Mazman & Usluel, 2010; Grosseck, Bran & Tiru, 2011; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). How these explicit features enhance the community building? Future research might intend to investigate the issue.

In terms of students' engagement in learning, the result is enthusiastic. It is shown that learning with Facebook is more systematic and logical which helps students to comprehend effectively the subject posted and discussed. The students go to the internet in a relaxed mood, see posts, share ideas and seek clarification that allows them to understand the subject clearly. FB draws students' attention and eventually

enhances their engagement in learning, makes learning easy, and follows the result of the previous study (Maloney, 2007; Bosch, 2009). Teachers can post their lesson by creating a group, introducing journals, and call the students to solve or discuss an assigned subject. These enhance relation and interaction between teachers and students. It also develops the relationships of fellow students. How does FB support these positive results? It might help to reflect on the successes in the courses where online group discussion (OGD) on FB happened. The member of FBG showed considerably higher scores in the post-test in all variables.

The ability and strategy of the researcher could impact OGD. He posted links to literature related to the class instructions and blogs to clarify them. In addition, he shares five to ten discussion issues of the course a week. Students participate in OGDs that motivate them to be engaged (Al-Shalchi, 2009). Which encouraged them to be more engaged? It is because of the variety in his posting, e. g. links to literature, PDF files, PPT from reputed institutions, raising questions for discussion, etc. Moreover, as it is an explanatory discussion of our national history, the course content encourages them to be engaged emotionally.

The department of History used D-Alert software to provide information to the student, bearing no facility for the students to communicate with the tutor when they needed. They could use e-mail to communicate with the tutor and post their materials, that were a complicated process. On the other hand, FB offered them an easy way to meet this demand. Students mentioned that it was easier to communicate and post material on FB than on other means. It encouraged students to contribute more frequently to the learning process, and insisted the learners to shape a solid sense of learning community (Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). The interview data also support the decision. A participant stated, "OGD on FB gave us scope to know the potentials of our friends which insists us to respect each other, reduces our distance, and makes our relationship more firm-footed."

However, used as a prolific learning tool, FB has some limitations. Firstly, it may engage students outside the learning elements that make them trackless from the study assigned by the institute. A few participants showed this sentiment that also supports the result of the previous research (Madge, Meek, Wellens & Hooley, 2009; Kirschner & Karpinski, 2010; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012).

Some participants thought that learning is work and using FB is a recreation and should not be used for the both purpose, makes students reluctant to use FB as a learning tool (Madge, Meek, Wellens & Hooley, 2009; Goodwin, Kennedy & Vetere, 2010; Grosseck, Bran & Tiru, 2011; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012). Jurisdiction of personal matters and relationships on the internet was another concern. Some participants, though a few, argued that using FB in the learning sphere could threaten the privacy and virtual safety issues is a vital concern. (Lewis, Kaufman& Christakis,

2008; Madge, Meek, Wellens & Hooley, 2009; Debatin, Lovejoy, Horn & Hughes, 2009; Young & Quan-Haase, 2009; Bair & Bair, 2011; Hurt, Moss, Bradley, Larson, Lovelace, Prevost, Riley, Domizi & Camus, 2012).

6. Conclusion and Recommendations

In general, we can conclude, based on the collected data, FB could be an effective tool for academic enhancement. Notwithstanding some reverse responses, the findings indicated that Facebook was optimal in enhancing students' engagement and effective in comprehending historical concepts. Although it occasionally appears that the some college teachers are unfriendly to the use of Facebook in the learning sphere, many participants are in favor of the opinion that Facebook is beneficial as a learning tool. In addition, the study suggested that if concerned department takes some measures to facilitate learners, use of FB brings more benefit in collaborative teaching-learning environment. Accordingly, their most significant recommendations are as follows: (1) free Wi-Fi using facility could be provided to the student so that they can access the internet easily; (2) department of History can give loans to poor students to purchase smartphones; (3) the department should provide ICT training to the students and teachers to improve their technological knowledge.

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Appendix

Table 1: Students' perception on Facebook usage in educational sphere (pre-test)

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Q2: Facebook helps to understand the subject easily.	30	1	3	1.77	.626
Q4: It helps me to learn more content elements.	30	1	4	2.50	.900
Q5:It requires extensive time.	30	2	5	3.63	.928
Q7: I prefer learning without Facebook effort.	30	1	5	3.53	1.106
Q8:I can take better notes from the posts.	30	1	4	2.57	1.006
Q9:It helps to review key points of the lesson.	30	1	4	2.80	1.031
Q10: I prefer lessons with Facebook.	30	1	3	1.87	.571
Valid N (list-wise)	30				

Table 2: Students' perception on Facebook usage in educational sphere (post-test)

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Q2:Facebook helps to understand the subject easily.	30	2	5	3.73	.868
Q4: It helps me to learn more content elements.	30	2	5	3.60	.770
Q5:It requires extensive time.	30	1	4	2.13	.730
Q7: I prefer learning without Facebook effort.	30	1	4	2.20	.805
Q8:I can take better notes from the posts	30	2	5	3.57	.935
Q9:It helps to review key points of the lesson	30	2	5	3.77	.858
Q10: I prefer lessons with Facebook.	30	2	5	3.93	.785
Valid N (list-wise)	30				

Table 3: Students' perception on using Facebook to enhance engagement in learning (pre-test)

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Q1: I attend regularly in the class and other activities of the college	30	1	4	1.93	.828
Q3: FB holds my attention in and beyond the class	30	1	4	2.63	1.033
Q6: I do all class works timely and carefully	30	1	4	2.43	.971
Valid N (list-wise)	30				

Table 4: Students' perception on using Facebook to enhance engagement in learning (post-test)

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Q1: I attend regularly in the class and other activities of the college	30	2	5	3.50	1.042
Q3: FB holds my attention in and beyond the class	30	2	5	3.77	.817
Q6: I do all class works timely and carefully	30	2	5	3.43	.898
Valid N (list-wise)	30				

Table 5: Student performance in in-course examination

	N	Minimum	Maximum	Mean	Std. Deviation
Marks (Experimental Group)	30	4	16	12.40	2.414
Marks (Control Group)	30	8	12	7.73	2.712

Instructional Leadership as a Method of Improving Teaching and Learning at Government Colleges in Bangladesh

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Abstract: The investigation will examine the traits and nature of instructional leadership for the development of the learning-teaching situation in Bangladeshi college education in relevance with contemporary global context. Instructional leaders are regarded as guidance traits which can reshape an institution into remarkable change and progress. Due to its focus on the development of teaching-learning environment, instructional leadership is essential to direct educationists. The higher education of Bangladesh is facing the challenges of poor physical facilities, insufficient number of qualified teachers, less involvement of teachers in decision making process and weak educational administration. In this respect, an effective instructional leader must handle these challenges for the improvement of teaching-learning environment at college. The review paper identified that in the government college of Bangladesh, the introduction of instructional leadership practices would undoubtedly be of benefit in teaching-learning. Although, it has been revealed that a significant number of challenges still remain in this context. Initially, these challenges are internal and external in nature. Obviously, the determination for some modification is present, but overcoming the hierarchical structure and deeply centralized system will not be easy. So, the paper recommended that the reformation of the colleges' governance is needed to be pertinent.

Keywords: Instructional Leadership, Teaching-learning, Educational Administration, Policy Reference

1. Introduction

This study intended to identify the leadership trait in the context of college education in Bangladesh with the fitting global relevance. Internationally, instructional leadership has been regarded as an important method of effective development of educational institution (Hallinger & Walker, 2014). However, as Rigby (2013) points out, the concept is far from fixed or even generally agreed upon. As she says, the effect of any educational institution will depend upon a range of different traits like skills, roles and responsibilities, strategic focus, abilities and behavior of leaders. Supporting the above, Neumerski (2012) mentioned that an instructional leader, principal has some qualities like knowledge in monitoring and supervising, visiting class, specialization in curriculum, selecting vision and the like are historically conceived. Actually, educational leadership is not the creation of present educational system. To know the instructional leadership culture, it is required to know what leaders do, how they do, role of situation in influencing their doings. Elaborately,

leadership is defined that it affects clarification of a group members on different issues, selection of objective, activities of the organization, motivation and abilities of individual, mutual relations and other common issues (Hoy & Miskel, 2010). In fact, an effective instructional leadership focuses on teachers' instructional strategies for teaching and learning process. Many studies reveal (Elmore, 2000, Smyle et al. 2002) that without practicing instructional leadership at colleges, it is impossible to achieve quality education which is focused on SDG-4. The basic objective of instructional leader is to produce quality teaching and learning environment. The central argument of the paper will be that instructional leadership can be applied as a method of improving teaching and learning.

2. Objectives

The paper will explore the traits and nature of instructional leadership, looking at the extent to strategy for the change and development of teaching-learning in general and it can be applied in higher education of Bangladesh in particular.

3. Methodology

This paper is basically literature survey based study. Qualitative approach has been used here. There are a few researches allied to instructional leadership at higher education in Bangladesh. Regardless of the nature of instrumental leadership as a theoretical construct, as a practice, it is little evident in Bangladesh, that, it has been argued, (Mansplainer, 2016) retains a centralised educational system in which the overall leaders are remote from the teaching and learning process. It is said that the receptiveness of teachers to a more distributed style of leadership has been noted (Cossiper, 2016). There is a lack of study related to instructional leadership in the perspective of Bangladesh; therefore, many of the literature for this study have been taken from the perspective of developed countries. Two selected case studies have been taken for the collection of in-depth data. The relevant information for the paper collected from secondary sources like books, journals, magazines, reports, websites and other related necessary materials. After classifying, collected data have been interpreted in descriptive form only.

4. Statement of the Problem

4.1 Instructional Leadership in Government Colleges of Bangladesh

Instructional leadership play a significant role to achieve the target of SDG-4 in higher education of Bangladesh (Jones, 2011). In colleges of Bangladesh, Principal, Vice-Principal, Departmental Heads and teachers act as instructional leaders. But, the role and responsibility of the principal are more visible than those of others at colleges. Principals are expected to conduct a wide variety of functions though it is not clear which roles and responsibilities are most essential for principals to enhance teaching and learning (Sebastain & Allenswoth, 2012). Because, the general teachers are not conscious enough about the concept and practice of instructional leadership and they think, principals are administrators or managers than leaders. In Bangladesh, educational leadership is formed by the tradition of British colonial rules under which position is important (Thornton, 2006) and top down approach to management is

exercised (Salaudhin, 2012). Hossain (2019) also claims that the leadership is positional in most of the schools and colleges of Bangladesh. Unfortunately, several studies on leadership are failed to notice the role of the leadership in colleges (Smith and Wolverson, 2010). In most cases, instructional leadership in Bangladesh focuses clearly on primary and secondary level education. In contrast, studies on educational leadership in college education of Bangladesh are relatively ignored and limited in number. Findings of the study of Afroz (2019) strongly supported the statement. Besides, the empirical evidences clearly prove that colleges in Bangladesh are performing poor leadership and management. Noriey (2016) affirms that both universities and colleges in particularly eastern countries perform poorly in leadership and management. The main issue of college leaders (principal) is that they are not playing their role properly, and they need to understand leadership.

4.2 Improvement of Instructional Leadership in Government Colleges

Though the proper leadership practices are intended to influence college education system, but, instructional leadership is yet to expand much in Bangladesh. The recent trend of education considers colleges as a social centre and principals act as the leader (Hossain, 2019). As a leader, principals hold some sort of authority which they have inherited from self-experiences and the practices of senior colleagues. Besides, principals embrace the official administrative characters for the enhancement of the colleges. But, the instructive leadership practice is limited to management and the general concept of good principal as an administrator is attached to autocratic or democratic style of leadership. In this regard, Bargh et al. (2000) rightly observed that institutional leadership is clearly dependent on managerial skill rather than collegial leadership. As a result, there are question marks on not only the presence of instructional leadership in Bangladesh, but also what type of instructional leadership can be present when it can be found. So, it is necessary to develop the exercise of instructional leadership in government colleges of Bangladesh.

4.3 Fostering CPD in Government Colleges through Instructional Leadership

To develop continuous professional development, educational leader can play an important role in college education of Bangladesh. In the process, leaders, teachers and staffs can produce a teaching and learning environment which will ultimately accelerate professional development. Hallinger (2010) explored relationship of instructional leadership and teaching learning on the basis of reviewing past literature. Assessing the present reality of education of Bangladesh, it is suggested that teaching and learning need to be improved in the higher education, especially in colleges of Bangladesh. Continuous professional development can play a significant role in improving teaching-learning process in the colleges. An active instructive leadership can be originated to highlight staff meetings and data-based gatherings for the improvement of their abilities. In this process, continuous professional development will be gained. Eventually, the teaching and learning will be improved.

5. Review of Literature

5.1 instructional leadership

In fact, there is no universal definition of instructional leadership (Rigby, 2013). Elaborately, instructional leadership involves in the planning, evaluation, coordination and improvement of teaching-learning process (Robinson, 2010). It highlights on the major functions related to educational institution to teaching-learning, by explaining vision, objectives, instructional functions and improvement of the institutions' environment (Hoy & Miskel, 2008). Murphy (1988) claims that the responsibility for leading teaching and learning has moved from being a principal-focused activity to one that is the responsibility of a wide range of actors which has received general agreement (Rigby, 2014). However, as Harris (2003) points out, leadership distribution is ultimately dependent on the assent of those in hierarchical positions.

Observing the various factors related to instructional leadership, Honig & Loeb (2010) prepared a broad definition that would seem to be suitable for the colleges providing higher education. A distributed pattern that activates the talents of a wide range of staff members would gain the general endorsement of recent researches on the matter. So, instructional leadership, as the combination of those sets of activities, can control, manage, administer, and improve syllabus and instruction for the betterment of teaching-learning.

5.2 Instructional Leadership and CPD

Instructional leadership is crucial to enhance professional practice (Wood and Thomson, 1993, Speak, 1996). At present, educationists are trying to redefine the functions of principal focusing on effective teaching-learning to lead a professional community (Blasé & Blase, 2004). To create healthy connections with learners and the team, encouragement of professional improvement and advancement of teacher leadership are necessary. An instructional leader can perform active role to trigger the continuous professional development through his closely supervision and monitoring. Principals are found of taking thought or group-based leadership style and induction or work-based leadership approach for the promotion of effective teaching-learning environment. Principals are found to reshape the aim of general staff trainings and have data-based meetings for staff improvement and professional development of the teachers.

5.3 Effectiveness of Instructional Leadership

Many studies show that effective instructional leader has a clear vision of college goals, and as a communicator, includes those goals through pragmatic decisions which influence college activities. A fruitful instructional leader focuses on teachers' instructional tactics for active teaching and learning. The practices of instructional leadership in establishment of curricular goals, knowledge of qualified teacher, active involvement with staff on the improvement of instructional skills and continual monitoring of school performance are main elements. The effective leader also inspires the attainment of students by

encouraging, fostering and supporting a school program and instructional activity favourable to students' teaching-learning and professional development of staffs (Dufour, 2002). But, vision of leadership, management of classroom, management of time, sound academic environment and effectiveness and success are the major challenges of improving instructional leadership. As a result, the complete development of education in colleges is being hampered due to lack of instructional leadership practices. An effective instructional leader has to maintain establishing of goals, improving knowledge of quality instruction, increasing of staffs' instructional skill, monitoring performance of the institution, ability to resolve problems for the betterment of teaching and learning and so on.

6. Case Studies

It has been mentioned earlier that a scanty amount of study has been directed on instructional leadership especially in college education of Bangladesh. Some studies related to educational leadership have been conducted to describe the strengths and weaknesses of instructional practices. But, these studies did not focus on how leaders implement instructional practices in education and how those culture chain networks with student achievement. For this reason, some case studies will be reviewed. These case studies will emphasize on the development of instructional leadership in teaching practices as well as student learning.

6.1 Case Study-1

The first literature focuses on instructional leadership based on the case study of Malaysia's research universities' which is conducted by Mehmaz Fahimirad, Khairuddin Idris and Sedigheh Shakib Kotamjani in 2016. The study tried to determine the practices of instructional leadership in teaching and learning environment in selected universities. The study also aims at evaluating the roles and responsibility of instructional leaders and to conceive effective instructional leadership for the improvement of instructors in higher education. Though the research was carried out in qualitative approach for the collection of data, it allowed an in-depth analysis of instructional leadership which is currently practised in higher education. The study provides some basic ideas and thoughts regarding future guidelines for leadership and this will assist to develop the value of instructional leadership in teaching and learning.

The researchers considered current practices in a few pre-selected research universities. However, in the study, leaders from selected universities provided as unit of analysis and Deputy Vice-Chancellors/ Deputy Rectors are the participants. For the collection of primary data, an intensive interview using structured interview schedule was directed, exclusively with instructional leaders. Moreover, some technical and strategic plans, resources and papers allied to academic as well as administrative policies of universities were also used. But it is questionable that how far the findings were relevant to a more distributive notion of instructional leadership, as advocated by many researchers as the optimum route to educational or professional improvement. The fact that the research focused on the 'lived experiences' of the participants causes doubts

about generalizability to be a natural reaction to the results. The study discovered that instructional leaders play a significant part to conceptualize the learning-teaching activities in higher educational institute and the obligation of leader is to oversee instructors, academic and administrative duties. Instructional leaders provide opportunity for professional development of instructors coordinating an advisory team which meets regularly. It is also found that the higher educational institutions arranged ineffective programs for academic improvement, adopted ethics of effective teaching-learning and formulated sound learning environments for learners. For the exercise of these principles, academically supportive culture is needed. Eventually, making a good learning environment depends not only on well-educated, healthy individual academics but also on a professional community which runs together to establish a student-centred tendency.

Developing engagement of instructors to promote teaching and learning, leadership functions towards the future of the universities. In fact, educational leadership acts as an important part in teaching-learning and academic development. These caveats in place, the findings were of a piece with the prevailing tone of studies in this area. A strong logic that leaders should focus on the processes of teaching and learning came through. Even more attractively, the researchers discovered that instructional leaders have a major role to play on the culture of their organisations. Giving focus on distribution in contemporary thinking on this matter, this clearly suggests that an instructional leadership organization is one in which a significant leadership impact can be detected. It is being somewhat arguable as to what is the source of the leadership, the principal or other teachers.

6.2 Case Study-2

This study has been conducted by Islam et al. (2019) on the challenges and solutions of instructional leadership practice at tertiary college education in Bangladesh. This exploratory research intent to come up with the crucial issues for the departmental heads at the tertiary educational institutes and suggests considerable observation in the college-level higher education of Bangladesh. The prime goal of the study is to critically examine the challenges and experiences of instructional leadership of head of the departments and to evaluate the effects of these practices.

The results and discussion of study provide indication that instructional leaders usually provide way, manage the resources, aid to teachers and learners, and confirm congenial atmosphere for better teaching and learning at college education. The study reveals, the roles and responsibilities of the instructional leaders imitates the practicing culture of developed countries. The practices remain absent in Bangladesh. The study also identifies some issues that affect the role and responsibility of principals at higher education in Bangladesh. These are in absence of pre-service preparation, lack of administrative and managerial skills, unpleasant working environment, deficient professional development and resources, insufficient skilled personnel, absence of proper training, inattentiveness to classroom observation and feedback, poor interpersonal relationship within and outside of the college, political

pressure, unethical references, lack of academic knowledge etc. Contrary, the major obstacles of instructional leadership are lacuna of clear mission, lack of inspiration and motivation, absence of training, insufficient leadership knowledge and skills, absence of devoutness and scanty resources.

The study suggested adequate and proper administrative training for the principal on instructional leadership is crying needed. So, training programme, workshop and seminar for the leaders should be arranged. Instructional leader should define the mission and vision clearly to improve their college outcomes. Besides instructional leader needs to be more careful about his personal integrity and credibility and decision-making capacity at the right place in the right time. He must follow and enhance the existing culture and practices as well.

Though the education system has been changing gradually since the independence of Bangladesh, the leadership in education still depends on colonial ideas and concepts. So, it is significant for the decision makers of Bangladesh to avoid imitating the colonial tendency. Besides, college leaders need to change from positional leadership to distributive and democratic leadership method to shape capability for further achievement in college education.

It is undoubtedly a significant study in educational leadership particularly at higher education in Bangladesh. Because the goal of the study is the formation of leadership in higher education in Bangladesh. The study analyses some basic challenges and suggestions of instructional leader clearly. It is popularly known that principals are instructional leaders at colleges of Bangladesh and as a representative of Ministry of Education, they are undoubtedly playing a crucial role, but the study regarded departmental heads as instructional leaders. It is observed from the practice that every leadership type has also some potential strengths which is noticeably uncovered here. Although the study has some limitations, but this will help academicians as well as metro understand the problems and prospects of instructional leadership especially in college education in Bangladesh. The findings of the study also subsidise in several ways to understand instructional leadership and provide a basis for future study in the same field. It has been stated earlier, so, the number of studies on instructional leadership at college education is very limited. In this perspective, some of the findings and observations like perspective and challenges of instructional leader, strategic plans for the implementation of instructional leadership at college education are very much relevant to the evidence of my paper.

6.3 Guideline for using instructional leadership

Instructional leadership arises when the principal offers guideline, materials and aid to teachers and students for improving teaching-learning environment. Basically, effective instructional leadership is the means of quality teaching and the leaders confirm a congenial atmosphere of learning and teaching in their institutions (Krugar, 2003). Supporting it Blasé & Blase (2000) identifies that well

networking among the teachers are necessary for successful teaching. Actually, principal and teachers are the instructional leaders who need to be trained, skilled and should have managerial capacity. But there is lesser possibility for the teachers to obtain leadership training in our country. So, training has to be made accessible for the teachers focusing on instructional leadership. As a result, they can meet their internal and external obstacles using rules and regulations of ministry or through own capacities. Besides, selecting procedure of teacher is needed to be modified or a new evaluation technique of teachers is essential to be established. Consequently, the teachers should not only be considered on managerial and institutional features, but also on empirical experiences about educational issues. Side by side clear cut job description is needed for educational leader for the betterment of college education. The features like idea of leadership, academic excellence, good learning culture, student involvement and performance etc. are essential for establishing instructional leadership.

7. Implementation of Instructional Leadership

7.1 How government colleges can be benefited from implementing instructional leadership

For the development of college education of Bangladesh, it is requisite for the improvement of instructional leadership. Because, instructional leader can inspire the progress of the staffs, teachers and students in the institutions, enable the mutual interaction and get ready to create a democratic environment (Kesan and Kaya, 2011) which ultimately lead to ensure quality education. According to case study-1: instructional leaders must be expert in learning events, engagement projects, planned developments of study initiatives, structures, and growth of quality and priorities, which are linked to their objective to endure development in working environment. They must also confirm the changes that have been approved on are executed fruitfully and they are continuous and workable (Scott et al. 2008). On the other hand, Bush (2007) mentioned an educational leader should be formed for growth prospects as he is conscious about the institution, atmosphere, instructional methods and the level of achievement of these processes. Can (2007) rightly pointed out that instructional leader has clear idea and concepts on administrative processes and current changes and, he tries to implement these processes. Eventually, instructional leaders deliver opportunity for professional development of instructors at higher education. Reviewing the different research findings, focus has been placed on contextualizing the applications for educational leadership development in colleges of Bangladesh. In this way congenial climate for teaching and learning will be created and quality of education will be confirmed at higher education in Bangladesh.

7.2 How to implement instructional leadership in government colleges

It is noted that in last 20 years Bangladesh has evidenced a remarkable change in education especially, in higher education. Instructional leadership can organize groups of college leaders in Bangladesh in a specific direction. Generally if one person stands up to lead a group of people, they can be better made and encouraged to

do what is wanted to be done. For the implementation of instructional leadership in government colleges of Bangladesh, some important issues can be highlighted based on the review of related literature and selected case studies.

It is mentionable that both case studies demonstrate that skill and training in educational leadership are useful for the development of teaching and learning programme: the detail in case study to reveal that humanitarian, pedagogical, administrative and managerial skills and academic knowledge are essential factors for the interpretation of instructional leadership at colleges (Sergiovanni, 2001). Besides, dedication to job, specific mission and vision, proper training, pedagogical and leadership knowledge, effective communication skill, stakeholder's co-operation, devoting more time for instructional issues, positive attitude toward teachers, staffs and students may help to apply the instructional leadership in colleges of Bangladesh. Some researches reveal that congenial and student friendly environment, adequate academic knowledge of the teachers should be considered as essential elements of instructional leadership. The organizational support like continuous power supply, abundant modern technology, plenty of teachers and classroom, residential facilities of the students are also required to achieve the benefit from the instructional leadership. Endorsement of all kinds of academic and logistic provisions, relating the students with the sound academic surrounding, leads to implement the effective instructional leadership at colleges (Theo, 2011). This statement is supported by case study 1: the role of instructional leadership has an impact on students' learning and improvement of the quality of teachers and staff's performance. This can be achieved through increasing inspiration, assurance, skills, knowledge and working environment.

7.3 Strengths in government colleges support the implementation of instructional leadership

In spite of having some challenges for the implication of instructional leadership government colleges in Bangladesh have some strength as well. In the colleges, principal is the sole authority of providing annual confidential report for the teaching and non-teaching staffs. As the representative of Ministry of Education, he can recommend transfer of any teaching and non-teaching staffs to another institution for the welfare of the related institution. He also holds the power to supervise the academic matters as well as environment of the college. It is said that an institution means a teamwork, so principals have strength to include all teachers and non-teaching staffs in various committees for the developmental activities at colleges. All these strengths lead to the implementation of the instructional leadership at college education. But in many cases, the role of leader is questionable. Some principals have no knowledge and capacity to direct the institution and behave like an instructional leader.

Instructional leader provides opportunity for professional development of instructors and develop congenial teaching and learning atmosphere at higher education (case study-1). As Horng & Loeb (2010) argue, for instructional

leadership to flourish in an institution, there needs to be a constant exchange of different ideas and concepts related to teaching and learning among academics, sponsored by those in leadership roles-wherever that leadership might emerge. As case study-1 demonstrates, this should be constructed into the culture of the institution in question, to the extent, indeed, that an instructional leader needs to be a culture changer. In this regard, Bangladesh government colleges have not traditionally been hospitable to this type of leadership (Dutta & Islam, 2010). Rigidly hierarchical, resistance to the kind of distributed leadership which is beneficial for the preparation of the environment for successful instructional leadership has been the regulation. Spillane et al. (2005) rightly observed leadership is not only functions of leaders' individual character but rather is distributed among leaders and followers. Given the highly centralized nature of the Bangladesh system (Salahuddin, 2010), finding an environment that is similar of that described in the case study would be difficult, even in the less regulated private sector.

7.4 Potential challenges to the implementation of instructional leadership in government colleges and the way to overcome it

Though instructional leaders promote direction, resource management, assist teachers and students, and confirm friendly environment for teaching-learning (case study-2), but there are several barriers to implement the instructional leadership in colleges of Bangladesh. The conservative tendency of principal and lack of administrative skill is one of them. In this respect, Salauddin (2012) argued that insufficient stock of knowledge of principal's attitude, lack of training are main barriers for the improvement of leadership in colleges of Bangladesh. Besides, lack of qualified leader and limited scope of administrative training in education, absence of proper training for the principal (Bangladesh Education Commission-1974) are also creating obstacle to implement the instructional leadership. More practically, less administrative and financial power of the principal is a major challenge for the implementation of instructional challenges in colleges of Bangladesh. Some college teachers think that their workload makes an obstacle for them to be a leader. Most of the principals also acknowledge that their work pattern creates a barrier for instructional leadership (Ersozlu & Saklan 2016).

From the review of literature and case studies some new potential but important challenges are identified such as irregular trend of promotion of the teachers, lack of research experience in education, less administrative and financial power of leader, flexible attitude of leader, lack of interpersonal skill etc., which are closely related to working environment. As a result, the teacher leader is not capable of playing his responsibility rightly in college education of Bangladesh. However, the necessary change in mind-set of leader is not impossible.

Indeed, most of the research articles reviewed for this assignment was carried out in secondary and primary schools, but there is no cause to trust that it could not be extended to higher education. The key finding was that majority of the teachers supposed that training is required to be provided for the leader for establishing

leadership in their institutions. This suggests a recommendation for implementation, and it is that instructional leadership is unlikely to appear in college education instinctively. So, suitable administration and leadership related to training needs to be provided. The teachers in the Malaysian research universities described in case study-1, likewise, benefited from the leadership-focused training. This, again, has an apparent impact on student outcomes (though, as was stated in the previous section, that a correlation, not a causal link, was all that could be proved in this instance). Though the case-1 depicts instructional leadership has an effect on learners' outcomes and raise of standard of the teachers' performance, Hallinger's (2011) study cannot be ignored. The instructional leader has a direct impact on the students' success of effective educational institution. Certainly, in some contexts, it has demonstrably not worked (Aliakbari, 2016). So, possible caution should be kept in mind at the time of applying it to Bangladesh. Further research, perhaps, the setup of pilot projects, is necessary.

8. Summary of the findings

In searching an answer to the question as to what impact of instructional leadership can have on the government college educational process, several issues have been identified. The relevant literatures rightly recommended that instructional leadership has key role in successful teaching and learning (Ersozlu & Saklan, 2016), even with their being some rebellious voices. The consensus supports present notions of the term that emphasizes distribution of leadership. The same inclination was visible in the case studies. In this context, both case studies were a little more problem-oriented, the evidence for impact on college related education being somewhat deficient. As far as government colleges of Bangladesh our prime concern, the introduction of instructional leadership practices would undoubtedly be of benefit in teaching-learning. Although, it has been revealed that a significant number of challenges still remain in this context. Initially, these challenges are internal and external in nature. Obviously, the determination for some modification is present, but overcoming the hierarchical structure and deeply centralized system will not be easy. So, it is recommended that the reformation of the colleges' governance is needed to be pertinent. Principal is the suitable person to bring change in academic environment of colleges in Bangladesh. His investment in the instructional leadership mission and vision is essential. In this regard, it is possible that traditional ideas of instructional leadership will be in evidence before leadership appears as more of an institutional performance (Hallinger & Murphy, 1993). This is not certainly undesirable; the recommendations in the implementation section will need a strong 'champion'-definitely, they will only happen if the head of the institutional hierarchy approves them. It may be, then, that improvement will come in points. Initially, principal-centred leadership will bring about change, followed, in time, by greater involvement from a range of stakeholders. The paper might have implications for leadership practice in higher education in Bangladesh.

Conclusion

The inference can be drawn from the study that the quality education is an indicator for the development of a country. It is also a precondition for achieving sustainable development goal. In addition, it suggests that making sure of quality education is impossible unless appropriate instructional leadership and congenial teaching and learning climate can be implemented. Since, instructional leadership displays a vigorous function in teaching-learning process in higher education. While educational knowledge is required for effective leadership, only it is not considered enough. A leader must also create trustworthy relationship if they are eager to produce and sustain improvement in teaching and learning. The findings might provide significant source of information for leaders of colleges and aspiring higher education leaders to reflect on their leadership. Moreover, the research outcome denoted that policy makers of Bangladesh will take initiatives to integrate befitting instructional leadership more firmly into the field of higher education of the country. Expectedly, it will also assist the concerned authority to develop quality education as well as instructional leadership in training, teaching and learning in the government colleges of Bangladesh.

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Teacher Leadership and Classroom Management for Quality Education

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Abstract: There is a similarity between teacher and leader where both play a vital role in managing and controlling the situation positively. A teacher is obviously a leader in the learning situation who shows his/her leadership quality through the proper management. The prime goal of a teacher is to ensure quality education which ensures overall sustainable development. However, its implementation cannot be imagined without academically skilled and sound teacher leadership. The main focus of this paper is to know the effectiveness of teacher leadership in managing classrooms, the challenges to implementation and the capabilities of government colleges regarding Bangladesh. In this study, secondary data and information have been used to understand the real scenario of teacher leadership in managing classrooms.

Keywords: Teacher, Leadership, Classroom-management, Education

1. Introduction

1.1 Status of Teacher Leadership in Managing Classrooms

This academic search will examine the effectiveness of instructional leadership in managing classroom in the government runs colleges in Bangladesh. At the present, movement of educational development, classroom management is a significant issue to ensure quality education. For achieving desired results from the education sector, the quality of education should be ensured first. It is known that the role of teachers is very much significant in administering the classroom and making the class productive. It is not possible to develop the classroom educational procedure and student learning effect without enhancing the efficiency of a teacher (Cheng, 1994). In my opinion, the effectiveness of a teacher is dependent on his skill and devotion, organizational support (Wasley, 1991), student learning outlook and social behaviour (Cheng, 1994). An educator who is skilled and academically efficient can manage the class effectively as a perfect teacher leader (Wasle, 1991). The students get help from those teachers who are intensively connected to the students. So, the detachment of a teacher and disengagement of a student is closely related that also hampers to manage the classroom (Schlosser, 1992). Organizational support means the institutional support in managing classroom. If the classroom remains well arranged in respect to seat capacity, electricity facilities and multimedia presentation then it becomes very easy to control a classroom through an educator leadership where students remain very attentive to the class. In the context of Bangladesh, there is no enough seat capacity in most of the colleges compared to the number of learners. So, from very beginning of their classes, the learners gather an unexpected experience and gradually

become reluctant in their classes. An educator also becomes demoralized and incapable of inspiring them to come to the classes regularly because of a limited number of seats. Thus, in managing classroom, the educator leadership cannot play the desired role. On the other hand, student learning attitude and social behaviour are so significant for educational achievement (Cheng, 1994). But in the context of Bangladesh, learning attitude of learner and social behaviour are not always positive. So, a teacher leadership can bear no fruitful result in managing classroom to ensure quality education. But if they get a chance, they will be able to build up the future generation according to the desire of a nation.

1.2 The Need to Develop the Teacher Leadership in Managing Classroom

A leader can manage his followers due to his leadership quality. Such as, humour can be considered a valuable part of the quality of a teacher because it is a valuable teaching technique to establish a learning friendly classroom environment (Kher, Molstad and Donahue, 1999). The teachers are also a leader in their classrooms. If they have quality, management of classrooms will be easy. So, teacher leadership is needed to be developed for the improvement of educational atmosphere. Theo Wubbels (2011) showed that an educator leader can connect the learners in a significant academic atmosphere and it assists his pupils for being social, moral and honest in their lives. Socially and morally developed learners obey their teachers always and can shine their lives. Frost and Durrant (2003) said that there are four arguments for a concentration on teacher leadership. These are the school effectiveness argument; the school improvement argument; the teacher moral and retention argument and finally, the democratic value's argument. All these are closely related to the improvement of quality teaching. It is known that an educator leader can educate the learners effectively and for better feedback a teacher leader gives them extrinsic rewards and inner inspiration. Properly motivated learners always help the educators in managing classroom. The educator in our society tries to motivate the learners to create a learning atmosphere which will make a helpful social interaction (INTASC, 1992).

2. Literature Review

Here, I would like to study some research reports investigated by different researchers to get clear conception about teacher leadership and managing classroom.

2.1 Teacher Leadership?

There is a controversy to define teacher leadership though it was supposed to be an essential issue recognized by all. Many of parents, educational administrators and even the teachers of our society don't recognize teacher leadership (Wenner and Campbell, 2017). But different authors define teacher leadership in different ways. On the other hand, Wasley (1991) revealed that the teacher leadership is the capability of the teachers that encourage other teachers as a teacher leader. Achieving this leadership quality, one can handle the classroom well, and the students can enjoy a significant class. Examining the work of three outstanding teacher leaders, she showed that their success depends on their experience. In the

study, she mentioned some dilemmas faced by the teachers those are not critically discussed. Boles and Troen (1994) added more and said that teacher leadership is a combination of some qualities. Practicing these qualities with their colleagues, a teacher can develop expertise gradually. They have again noted that a teacher leader works within and outside of the classroom and thus a teacher leader becomes a powerful leader and learner at a time. They have tried to emphasize on collaborative work for achieving quality of teacher leadership.

Frost and Durrant (2003) mentioned that Teacher leadership is frequently talked on short-term and long-term management roles. Short-term management role refers to a chair of a working party and long-term management refers to sustainable development of education assured by the teachers. Without the direct engagement of teachers, implementation of quality education will not be possible. In addition to that Muijs and Harris (2003) paid their attention to define teacher leadership focussing empowerment and mutual and collective efforts which are also closely related to the distributed leadership theory. They again tell that all institutional members also can achieve leadership quality. Their study also focuses the way of distributed leadership working in school and the way of distributed structures of leadership that can be improved for the development of school.

2.2 Teacher Leadership in Managing Classroom

Cheng (1994) said that without enhancing educator efficiency, classroom educational procedure and student educational outcomes are impossible. A classroom is considered a small social association where class educator and learners are considered leader and followers respectively. In the study, the researcher has tried to focus on organizational behaviour, social interaction between educators and learners, effective leadership and students' performance to handle the classroom meaningfully. According to Darling-Hammond, Bullmaster and Cobb (1995), learning is a great deal to the educator leaders who try to make the learning possible for others. But sometimes, a teacher leader makes a new identity as a leader that hampers educational process at all. Such teacher leader thinks himself different from his/her colleagues. As a result, a complicated, stressful and problematic situation is created. Wenner and Campbell (2017) showed that a teacher leader can guide school by teacher collaboration, empowering teacher learning, centering on content-specific subjects and spreading best practices. Analyzing the literature of Freiberg, Huzinec, and Templeton (2009), the researchers state that a teacher leader influences not only students and teachers but also influences the entire school, community, and profession. A teacher leader should have capability to manage the classroom since the classroom management is the janitor to student learning. Marzano and Marzano (2003) opined that the best job of a classroom educator is managing the classroom effectively and the success of the learners is mostly dependent on this classroom management. They have also focused that learners cannot gather knowledge in a disorganized and poorly managed classroom. Their study

underpins the significance of classroom supervision. The educators, who are much closer to their learners maintaining their personality, can monitor the students and become a friend, guide, and mentor concurrently.

2.3 Review of Related Studies

Reviewing related literature is important to do any research. There are some related studies which can help understand the topic clearly.

According to Yuen (2015) most of the researches have been conducted on teacher leadership absolutely in primary and secondary schools. He has tried to examine how the role of teacher leaders was visualized within recent school leadership models. He showed that for creating a secure environment, teacher leadership can play a vital role. Aliakbari and Sadeghi said that teacher leadership is considered as a key alternative for the development and reformation of a school. They have tried to examine the practice of teacher leadership in some sampled Iranian schools. The objective of the study was to show the perceptions of teacher leadership practiced in the schools. From the study, it is also seen that how the perceptions of teacher leadership are influenced by some variables like age, sex, teaching experience and school level.

A large number of literatures (from 1980-2004) reviewed by York-Barr and Duke (2004) showed that what is broadly measured to do an influential literature review about educator leadership. Depending on seven questions based on definition, function of educator leader, identity of educator leader, pre-condition of educator leadership, preparation of educator leader and the effects of teacher leadership, they have tried to organize their findings. Sebastian, Allensworth and Huang (2016) focused on principal and teacher leadership in their study. They said that principal and teacher leadership are separate but interrelated. There is a directional relationship between these two. In their study they explain the processes how principals' persuade on teaching and how the success of a student is reconciled through teacher leadership.

Frost and Durrant (2003) mentioned that teacher leadership is more comprehensive in respect to management responsibility. Learning centred development work is focused by it in which teachers play strategic role to develop the quality of educating and learning. They also added that teacher leadership is involved with actual power sharing. For supporting teacher leadership, descriptive cases and proposals for strategies are included in their articles. Cheng (1994) said that if the teachers put emphasis on task oriented achievement neglecting human relations with learners, their headship will be basically task-oriented. To measure initiating structure (IS) and consideration (CN), the researcher developed a tool named Leader Behaviour Description Questionnaire (LBDQ). This instrument can be used to identify the provision of companionship, mutual trust and honour, connection between the pioneer and members of the group. Greenlee (2007) stated that collective action to change school successfully and develop student learning will be impossible if the concept 'teacher leadership' remains

ambiguous. As a vital aspect of successful school and teaching profession, teacher leadership has been advanced. The results of the study show that teacher leaders achieve qualification and skill because of professionalization. Greenlee gave importance on professionalization for success and development of a school.

Wenner and Campbell (2017) reviewed a handsome amount of literature on teacher leadership to know the definition, effects and facilitating factors of teacher leadership and to know how teacher leaders are prepared. The findings of their paper were (a) teacher leadership focuses on the roles of a teacher outside and inside of the classroom (b) a number of studies are not always hypothetically grounded; (c) due to marginalizing or empowering teacher leaders, norms, and school structures are so important; and (d) the number of teacher leadership research is very poor.

2.4 Effectiveness of Teacher Leadership in Managing Classrooms

In managing classroom, teacher leadership is a vital issue that has an effective role. It is mostly dependent in managing classroom and besides managing the classroom a teacher leader also plays the certain duty for the overall development of the students. According to Frost and Durrant (2003), the teachers should not limit their concentration only to their individual classes avoiding holistic responsibilities because the teacher leadership features numerous impacts on the people of the society. Wubbels (2011) opined that students' assumption of accountability and Teachers' effectiveness in managing classroom support each other jointly. Wubbels' paper has analyzed various teacher classroom management strategies which are needed especially for the fresh teachers to manage the classroom well.

According to Sebastian, Allensworth and Huang (2016) teacher leadership can be effective by delegating authority and empowering teacher. In true sense, we can say that an empowered teacher can manage the class and make the class fruitful. The findings of their paper suggest that teacher leadership is used by the effective principals to develop the school learning environment. Cheng (1994) explained that the impact of teacher leadership is not so direct on academic success rather it may influence student learning approach and social behaviour and can influence academic success finally. Cheng (1994) also added that teacher leadership affects educational performance potentially in the individual and the group level. Katzenmeyer and Moller (2001) demonstrated that for maximizing students learning, teachers should take more responsibility in changing school as a teacher leader. The teacher leaders themselves are also influenced by the effects of teacher leadership and four general themes mentioned in the study are taking stress, changing relations with fellow men and management, increasing interest and particular development and increasing leadership aptitude. With these qualities, a teacher leader can manage a class perfectly.

2.5 Challenges to Implementation in Respect to Bangladesh

Hammerness (2011) said that newly appointed teachers are gotten especial emphasis for training in classroom management in the USA. The success of classroom

management is highly dependent on the early practice of a newly appointed teacher. So, for early entry candidates, coursework is mandatory in managing classroom. In such ways, a newly appointed teacher gets opportunity to learn practically gathering foundational and practical knowledge. Freeman, Simonsen, Briere and MacSuga-Gage (2014) opined that teachers need to receive classroom management skills to conduct the class effectively but unfortunately; most of the teachers do not receive adequate training in classroom management before starting their journey in the teaching field. So, the newly appointed teachers remain unprepared to control the undesired behavior of the students and cannot fulfill the demand of the students managing classroom well. Freiberg, Huzinec and Templeton (2009) described that the management of classroom is a matter of concern for those educators who are engaged in youth education and it is also a growing challenge for the most teachers in all geographic locations. They have also found that the classroom atmosphere plays an important role to create positive and helpful conditions for overall teaching and learning. Teacher leadership in managing classroom and students' involvement in managing classroom is interrelated to ensure quality education. Braden and Smith (2006) illustrated that classroom misbehavior is one of the challenges in the 21st century to managing the classroom. There are two types of teachers (introvert & extrovert) who manage the classroom depending on their personality. Our teacher leaders sometimes face difficulties to manage the classroom because of these disruptive students but I think, these disruptive students may be controlled with the right goals, preparation, and techniques.

2.6 Suggestion for Using Teacher Leadership in Managing Classroom

Ovando (1994) illustrates that the success of an educational organization is mostly dependent on the implementation of teacher leadership and the success of an individual teacher is also dependent on giving more time to act as a team with their partners. In the study, giving more time has been emphasized for getting more success. Seashore-Louis et al. (1996) have come to an agreement in this regard. Katzenmeyer and Moller (2001) said that for a teacher's adaptation to the new roles, mentoring, workshops, action research and collaboration among different groups need to be included. Here, the authors have emphasized on the way for a teachers adaptation. Clemson-Ingram and Fessler (1997) demonstrated that teachers' self-confidence is important, which helps the teachers to build up their capability. For teacher leadership, structured programs of collaboration need to be set up. Little (1995) illustrated that secondary teachers depend in mediating organizational and mutual effort on their teaching. She emphasized on mentoring, peer coaching, mutual reflection and observation for effective teacher leadership.

3.1 Teacher Leadership in Managing Classrooms in Government Colleges, Bangladesh

In managing classrooms in government colleges in Bangladesh, teacher leadership obviously can play a vital role through which quality education can be assured. With the teacher leadership, authority also plays the vital role in this regard.

Teacher leadership and authority are interrelated in respect to managing the classroom and student learning (Sebastian, Allensworth and Huang, 2016). Because of poor facilities, social dignity and job satisfaction, a lot of talented teachers leave this profession. As a result, qualities of teaching and student outcomes are being hampered (Tartwijk and Hammerness, 2011). At the same time, considering the limitations if the teachers can pay their full attention with sincerity, interest and devotion then the classroom management will be very easy in government colleges of Bangladesh.

3.2 How the Government Colleges Can Get Benefit from Implementation of Teacher Leadership in Managing Classrooms

In this modern era, for the development of a country, the development of education gets the first priority and to develop educational system, teacher leadership in managing classroom should be developed. According to case study - 1, reading is very vital to develop teacher leadership to learn classroom management techniques and teaching techniques. Sadika and Akbuluta opined that a skilled teacher can manage the class within very short time. Muijs and Harris (2003) said that all teachers are capable to be leaders, but it doesn't mean that all teachers will lead outside of their classroom. They want to generate knowledge by doing a study in their classrooms. The government colleges can be benefited using these enthusiastic teachers and implementing teacher leadership in managing classrooms to ensure sustainable development friendly education. If we can implement teacher leadership in managing classroom in Bangladesh, students will be interested and regular in the classrooms and students' absenteeism will be reduced. When the students will be regular; their behaviour will gradually be changed positively. Thus, the relationship between teachers and students will be developed. Because of healthy teacher student relations and interactions, education friendly environment will be created that is important for quality education. Besides this, early training will help to newly appointed teachers to manage the classroom perfectly. Because of early training, newly appointed teachers will be expertise and effective on curriculum and classroom management techniques and will achieve managerial capabilities. In this way, quality education will be ensured in the Government Colleges of Bangladesh.

3.3 Analysis of Implementing Teacher Leadership in Managing Classrooms

For the implementation of teacher leadership in managing classroom, some key points can be focused on the basis of previous discussion. Devotion to the job, positive attitude towards students and becoming students friendly may help to implement teacher leadership in managing classroom. Besides this, soundness of academic knowledge of a teacher should be especially considered implementing teacher leadership for getting the highest benefit. On the other hand, to get a benefit from teacher leadership, organizational support is very essential. Uninterrupted electricity facility, technology oriented equipments (like-laptop, multimedia projector), sufficient classroom, sufficient teachers, accommodation

facility according to the number of students, essential materials related to the classroom can be considered in this regard. Connecting the students with the meaningful academic environment (Theo Wubbels, 2011), teacher leadership can be implemented. Proper motivation, socialization from family (Muijs and Harris, 2003), Social behaviour (Cheng, 1994), empowerment of teachers and enhancement of teachers' effectiveness (Muijs and Harris, 2003) are considered essential that can help to implement teacher leadership. Early training program for newly appointed teachers is another important factor in this regard. If a newly appointed teacher gets this opportunity, the quality of the class will be assured. Concurrently, presence of students should get especial consideration. Finally, in broader sense, following Frost and Durrant's (2003) four arguments (school effectiveness, school improvement, the teacher moral and retention and the democratic values) can be followed for getting desired benefit from teacher leadership in managing classroom in government colleges of Bangladesh.

3.4 Capabilities of Government College that will Support the Implementation of Teacher Leadership in Managing Classrooms

Though the Government Colleges of Bangladesh have a lot of limitations to implement teacher leadership in managing classroom, these colleges have some capabilities as well. Recently appointed large number of teachers can play the vital role to implement the teacher leadership in managing the classroom if they are properly utilized by the authority. The newly appointed teachers are so young, energetic and enthusiastic. They have devotion to the profession as well. Concurrently, there are a large number of experienced skilled teachers working in the Government Colleges in Bangladesh. If the authority wants to utilize their skill and experience, the aforementioned purpose obviously will be served. The importance of modern technology is recognized almost all the Government Colleges because education related information can be delivered to the students and teachers easily within short possible of time. So, the application of modern technology will help to increase the capabilities of Government Colleges. There is a reputed training academy (NAEM) to provide training to the college teachers to make them as a teacher leader. It can be said that a teacher leader always concentrates to manage the classroom and try to make a bridge among the students and teachers for making the class fruitful, and the managing classroom helps to develop the skills and effectiveness of a teacher. Though NAEM has some limitations to provide sufficient training but appointing some scholars from home and abroad, the capability of NAEM can be enhanced.

3.5 The Challenges to Implementation of Teacher Leadership in Managing Classrooms and the Ways to Overcome the Challenges

A teacher leader faces a lot of challenge like- inappropriate behaviour in the classroom, effective use of time during lessons, big size classroom, lack of modern facilities, unhealthy classroom environment etc. Among these, inappropriate behaviour (Barden and Smith, 2006) is a big challenge to manage a classroom. A

teacher leader can manage the classroom imposing some powerful preventive components like rules and routines which can control the inappropriate behaviour of the students (Colvin, Kame"enui, and Sugai, 1993). Effective use of time during lessons is another challenge to the implementation of teacher leadership to manage a classroom properly (Tartwijk and Hammerness, 2011). Observation shows that because of high pressure of examination and answer sheet evaluation, to give enough time for preparing the lesson well, are big challenges for Bangladesh for implementing teacher leadership. In Bangladesh, desired number of classrooms is unavailable following the number of students. So, in between two classes, both students and teachers are to wait for their class and thus, both teacher and student loss time from the schedule time. Besides this, the size of a classroom is big following the number of the students. Teachers cannot make satisfied to the students because of the big size of class. In the Government Colleges of Bangladesh, some teacher leaders stepping out of the boundaries of the classroom represent a new identity. They think differently about the common teachers and change their working style in the institution. Obviously, this process is complicated, stressful, problematic and challenging. Because of lack of institutional capabilities, the teachers of the Government Colleges do not get enough training facilities. Only, National Academy for Educational Management (NAEM) provides training programs that are so insufficient. We can face above mentioned challenges giving enough time to the students, motivating the students properly, providing enough training, more classrooms and teachers. Finally, the authority should pay the prime attention to face these challenges for ensuring quality education.

4. Conclusion

The findings of the study implicated that the development of a country is mostly dependent on the quality education of that country and to ensure that quality education, student learning should be in an appropriate way. The three key concepts (Teacher leadership, classroom management and quality education) of this study are highly interrelated. Without teacher leadership, perfect classroom management is impossible and quality education cannot be assured. Again, the achievement of students depends on quality education and that is interlinked with the sustainable development of a country. To ensure quality education, a teacher should be skilled and academically sound and instructional leaders with above mention trait can manage the class properly. An educator like this obviously becomes students friendly. A good teacher is always having sincerity, devotion and positive attitude. Positive attitude of a teacher towards students helps to build up an effective communication between the teachers and students. From the above analysis, it can be argued that organizational support is very essential to develop teacher leadership quality in managing classroom. At this juncture, organizational support means, providing all types of facilities along with different training programs. In the third world country especially in Bangladesh, the facilities of the teachers are not available compared to developed countries. Teachers are considered less empowered and less dignified. Then, a teacher is unsatisfied to be a teacher leader in managing classroom.

Reviewing some literatures, related to this investigation, the inference can be drawn that active engagement with teaching procedure can help an educator to be a teacher leader and a teacher leader applying his/her techniques can manage the classroom well and make the lesson students' friendly. The teacher leaders are always self-confident and dynamic and because of their self confidence and dynamism, they can control the situation managing the classroom and gradually they become the teacher leaders. The teacher leaders can make a bridge between teacher leaders and students. Their constructive mutual interactions play the vital role in managing the classroom.

The success of a classroom management is largely dependent on some aspects. Among these, the training is most important. In Bangladesh, when the teachers are appointed in a Government Colleges, they get a chance for four months' mandatory foundation training course which helps the teachers to be a teacher leader however observers thought that it is less than enough. Sometimes, a teacher leader is considered as a role model to the students. The students follow that teacher in their daily life as their guide, mentor and philosopher. Thus, the students can remove their timidity and be friendly with the teachers. Then, teaching and learning process becomes very effective both for teachers and learners. A teacher leader always thinks a student friendly teaching method to address the demand of the learners in the classroom and becomes a risk taker and visionary. His/her mission and vision is to develop the educational qualities of the students overcoming all types of obstacles faced during his/her professional life so that the quality education can be guaranteed for the sustainable development of the country.

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A Review on the Common Practices of Instructional Leaderships in Bangladeshi Colleges

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Abstract: This is a literature review article that attempts to assess the instructional leadership condition in Bangladeshi colleges. The objectives of the study are to identify the common practices regarding instructional leadership in the colleges of Bangladesh and to find out the ways of improving instructional leadership in the colleges of Bangladesh. Guided by these objectives this paper analyzed existing literatures on this issue. There are a few numbers of literatures in Bangladesh context as the concept of 'Instructional Leadership' is still new in this country, especially in the sector of college education. It has been found from the existing literatures that the instructional leadership condition is not satisfactory in Bangladesh. Finally, this paper suggests to arrange trainings for principals and teachers of Bangladeshi colleges and to conduct action research in order to improve the instructional leadership condition.

Keywords: Instructional Leadership; Leadership; Instruction; Quality Education; Bangladeshi college education.

1. Introduction

1.1 Background of the Study

Bangladesh has experienced a rapid expansion of education in last few decades like many other countries in Asia (Islam, 2008&Chapman, 2000). Not only in primary level, the enrollment rate in both secondary and higher education has been increased tremendously in last decades(Hassan, Prof. Zohara Ummay; Bhuiyan, Md. Farhadul Islam; Hoque, 2010&Islam, 2008). But ensuring quality education to so many students is a great challenge. Colleges of Bangladesh are the Institutions that provide both secondary and higher education. There are several issues and problems in the education sector of Bangladesh and the principals of the colleges have to deal with them directly. Primary, secondary and higher education are the major levels of education in Bangladesh (Nagashima et al., 2014). The secondary stage includes class XI and XII that are popularly considered as higher secondary and thought in the colleges. After completing higher secondary level the students can select appropriate stream for their higher education according to their quality (Ministry of Education, 2010). At this point, the colleges under the National University come again to provide higher education besides different public and private universities(Nagashima et al., 2014). Additionally, there are different types of colleges in Bangladesh. Some colleges are government and some are non-government. Some colleges offer only higher secondary education whereas some offer higher education (graduate or post graduate level). Furthermore, there are some other colleges that offer both (higher

secondary and higher) level of education. Unquestionably, college education is crucial in the education system of Bangladesh. The principals are the administrators and managers who have to maintain all necessary activities of their colleges. Instruction is a thing that can be found in the heart of a principal's duty (Msila, 2013). As the leaders of their institutions, principals ensure the learning environment and find ways of improving the performance of the students (Ail et al., 2015). In order to ensure quality education, the principals have to set up a clear goal and then follow an appropriate action plan including managing, monitoring, allocating resources and evaluating. Essentially, the instructional leadership of Principal matters a lot in the performance of a college. Therefore, effective instructional leadership is essential in Bangladeshi colleges to bring expected changes in the sector of college education. This is a literature review study that attempts to identify the common practices regarding instructional leadership and the ways of improving the instructional leadership condition in the colleges of Bangladesh.

1.2 Research Questions

The study has guided by certain research questions that are given below:

- i) What are the common practices regarding instructional leadership in the colleges of Bangladesh?
- ii) How can instructional leadership be improved in the colleges of Bangladesh?

1.3 Rationale

According to the *National Education Policy- 2010*, secondary education is the preparatory period for higher education whereas the aim of higher education is to produce skilled manpower in Bangladesh. But the problem of governance is common in both levels of education in this country (Hassan, Prof. Zohara Ummy et al., 2010 & Islam, 2008). Since, colleges of Bangladesh provide both secondary (Class XII & XII) and higher level of education, it is really important to ensure good governance in these institutions. A good instructional leader can contribute to enhance this situation. In most of the studies, role of instructional leadership has been described in school level institutions. Nevertheless, it is equally important in the colleges also. College principals deal with growing problems while managing their multifaceted responsibilities (Sala, 2003). They have to maintain the teachers, the students, the supportive stuffs and so forth which are impossible without effective instructional leadership. In this regard this study examines the instructional leadership status in the colleges of Bangladesh. Bangladesh has already achieved rapid growth in literacy rate (Mahmud, 2019), and now it is high time to improve the quality education. Improving quality of education needs the qualitative development of educational institutions. In this situation, there is no alternative to enhance the leadership skill of the principals. This study can help the situation by identifying current situation and possible ways of development of instructional leadership in the colleges this country. So, this study can be helpful for the educational administrator

and the policy makers as well. Finally, this study can contribute to improve the quality of education in college level.

2.0 Review of Literature

2.1 Concept of Instructional Leadership

Instructional leadership is one of the most popular and preferred type of organizational leadership in education (Shatzer, 2009&West & Angel, 2008). The concept of instructional leadership was developed in early 1980s as a result of research on school effectiveness and accepted internationally as principal leadership in 1980s and early 1990s (Hallinger, 2003). “Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluate teachers regularly to promote student learning and growth”(“Leadership Insights,” 2013). Instructional leadership can be described as a type of leadership that is related to the instruction of teachers and learning of students (Shatzer, 2009). Instructional leadership opens a door to the collaboration between the principal and the teachers on different issues related to teaching-learning process like curriculum, assessment etc. (Marks & Printy, 2003). Bendikson, Robinson, and Hattie (2012) found that instructional leadership is more effective style of organizational leadership in educational institutions than any other type of leadership. There are two types of instructional leadership – direct and indirect (Msila, 2013&Bendikson, et al., 2012).Bendikson, et al.(2012) described direct instructional leadership as leadership that focuses on the quality prevailing practices of the teachers and indirect instructional leadership as leadership that involves providing the teachers with good teaching environment.Bendikson et al. (2012) identified that secondary schools are different from primary in terms of size, organization type and age of the students. They argued that the type of instructional leadership should also be different in primary and secondary education. The principals of primary schools are more likely to practice direct instructional leadership whereas the principals of secondary schools should practice the indirect form (Bendikson et al., 2012).

2.1.1 Dimensions of Instructional Leadership

There are 4 dimensions of instructional leadership- first, ‘Vision, Mission and Learning-focused Culture’; second, ‘Improvement of Instructional Practice’; Third, ‘Allocation of Resources’; and fourth, ‘Management of Systems and Processes’ (Fink & Rooney, 2015). The same document argues that the first dimension involves the students, the stuffs and the stakeholders in order to set a clear goal for achieving desired success for all the students; the second one involves the stuffs in order to assess the current teaching practice of the teachers and providing the teachers with the chance of self-development through different types of activities like- giving feedback, coaching, training and so forth; the third one involves identifying the needs and ensuring proper distribution of different types of resources like- time, money, space, technology etc.; and, the fourth and the final one involves the process of putting right man in the right place, creating

an providing good working condition, chance of professional development and planning for future development.

2.1.2 Effective Instructional Leadership

Blase & Blase, (2000) recognized two strategies of effective instructional leadership named 'talking with teachers to promote reflection' and 'promoting professional growth' through their study. The talking strategy with teachers includes suggestion giving, providing feedback, modeling, providing advice based on active inquiry and admiring the teachers and on the other hand, to promote professional growth the effective strategy includes emphasizing pedagogical study, backing collaborative activities among teachers, facilitating teachers' coaching relationship, inspiring reform of programs, implementing knowledge of andragogy in developing all level stuffs, and applying action research in order to notify making of instructional decision (Blase & Blase, 2000). According to Bendikson et al., (2012) the developmental stage of an institution determines the effective instructional leadership for its principal. Educational institutions of different developmental stage need different types of instructional leadership.

2.1.3 Traditional VS new thinking on instructional Leadership

Now-a-days the principal don't have enough time or skill to be instructional leader as traditional view expect from them (Hoerr, 2008). But still Hoerr (2008) argues that principals can be instructional leaders at even present time by facilitating learning of the teachers'. The principal can just put some basic questions related to class instruction and then let the teacher find the answer of those question by self which will contribute to professional development of the teacher (Hoerr, 2008). Horng & Loeb in their study of 2010 argued that the traditional ideas on instructional leadership emphasizes mainly on the part related to teaching-learning of an institution. They also found that recently a different view has been emerged on instructional which emphasizes on organizational management for achieving instructional development instead of daily teaching-learning process. In fact, the new concept is more effective in terms of getting success than the former one (Ail et al., 2015).

There are several literatures that describe the concept of instructional leadership from different point of views. The concept is mainly related with the role of the heads of educational institutions. It focuses on the managerial works of school/college principals. One thing is common among all the literatures that all of them consider instructional leadership as an important concept in terms of educational leadership. Even, the explanation of the concept is changing to fit with the needs of current time. There is no doubt that instructional leadership is really important for educational institutions to get desirable success.

2.2 Instructional Leadership in Educational Institutions

Good leadership always contributes to better performance if educational institutions (Horng & Loeb, 2010). Instructional leadership is able to enhance the

teaching-learning quality of both the teachers and the students which result into the improvement in academic performance (Ail et al., 2015). Marks & Printy (2003) found that Instructional leadership promotes collaboration between the principal and the teachers on issues like curriculum, assessment and instruction that has a direct impact on teaching quality. Instructional leadership has a strong positive correlation with the degree of teachers' commitment (Ail et al., 2015). Msila (2013) argues that the intention of an instructional leader is to enhance the performance of learners through empowering stuffs. The study concludes that even an institution with insufficient resources can succeed if handled by a good instructional leader (Msila, 2013).

2.2.1 Instructional Leadership in Primary Schools

In most of the cases schools that got instructional leaders are more effective than others (Neumerski, 2013). Southworth concluded in his study of 2010 that now it is needed to emphasize on instructional leadership more than before. Horng and Loeb (2010) argued that new form instructional leadership that stresses on organizational leadership is more effective for schools. They also found that the old form emphasizes on daily instructional activities like- observation which sometimes affect class performance. They revealed through their study that, most of the better performing schools had good organizational leaders. There is positive correlation between activities related to organizational and school outcome.

2.2.2 Instructional leadership in secondary schools and colleges

Bendikson et al. (2012) show that the instructional leaders of secondary schools or colleges have to lead multi-layered institution and that's why their leadership is likely to be an indirect one. Bendikson et al. again argues that the secondary schools are divided into departments and the principals have to deal directly with the persons who got the responsibility of individual departments. In these cases, head of the departments are the direct instructional leaders (Bendikson et al., 2012). Burke (2014) developed a new model of instructional leadership that is applicable for community colleges. He developed the model focusing on the possibility and necessity for creating negative correlation between the administrators and the teachers with the intention to get effective instructional plan. Developed through an action research this model was able to enhance the leadership practice in the community colleges (Burke, 2014). According to Marion & Gonzales (2014), the college principals have to face different types of problem in their workplace. This study also found that, the qualities of principal determines the performance of the students and the college as well. The characteristics of effective college principals of U.K. identified by this study are very similar to the qualities of effective instructional leadership.

From the prevailing literatures, it is confirmed that instructional leadership is an essential topic in the discussion of educational leadership. In fact, it can be considered as one of the major duties of a school or college principal to become an instructional leader. From primary school to colleges, in every kind of

educational institutions effective leadership contributes to the performance of the institution. The leadership form also varies in different types or levels of educational institutions. Moreover, the success of an educational institution depends widely on the effectiveness of leadership in that particular institution.

2.3 Common Practices of Instructional Leadership in the Colleges of Bangladesh and Neighboring Countries

Chapman(2000) explored that many Asian countries experienced rapid growth in terms of literacy rate over last few decades, but the crisis of educational management system still exists in these countries. As a result, it is essential for these countries to enhance the leadership system in their educational institutions in order to improve the quality of education(Chapman, 2000). Like many other countries, Bangladesh is suffering from the same problem that is, the problem of effective leadership in education. But the educational institutional, especially those where higher education is provided (like Bangladeshi government college) cannot be operated like any other institution (Ara, 2015). A good educational management system is needed to ensure quality education in the Asian countries.

2.3.1 Common Practice of Instructional Leadership in Bangladeshi Colleges

Different types of leaderships exist in Bangladeshi colleges as they serve different purposes. In the secondary colleges, the monitoring and supervision system is frustrating which causes low level of accountability of the teachers and the students and resulted into lower quality performance (Ali, Prof. Dr. M. Sultan; Akhter, Begum Zakia; Maleque, 2007). Most of the colleges that provide secondary education are non-government colleges and that's why they experience different sort of problems regarding educational management (Hassan, Prof. Zohara Ummi; Bhuiyan, Md. Farhadul Islam;&Hoque, 2010 and khan, Md. Arizul Islam; Hossain, Md. Iqbal & Haque, 2010). The principals of non-government colleges have to obey the decisions of the government body and they enjoy less freedom in terms of leading their institution; but still some non-government colleges are doing very good in secondary level and their leadership practice is really good (khan, Md. Arizul Islam; Hossain, Md. Iqbal and Haque, 2010).

Although some non-government colleges are doing really well at the urban area, the colleges situated at rural areas fail to provide quality education in most of the cases (Hassan, Prof. Zohara Ummi; Bhuiyan, Md. Farhadul Islam; Hoque, 2010). It's because, the leadership practice at the colleges of urban area is more effective which includes proper recruitment, sufficient and appropriate allocation of resources, proper monitoring and supervision, teacher assessment etc. (khan, Md. Arizul Islam et al., 2010). But the common leadership practice in the non-government colleges of rural area is totally different as their students are mostly the children of poor people (Hassan, Prof. Zohara Ummi et al., 2010). Neither the government nor the principal of these colleges are sincere on providing quality education or practicing effective instructional leadership (Noor, Sarout; Kabir, Shaikh Ekramul and Haque, 2012). There bad practices start from bad recruitment and end with low quality education

(Hassan, Prof. Zohara Ummyet al., 2010). Only occasional monitoring takes place and no kind of teacher assessment is performed which allows the teacher to be careless about their job (khan, Md. Arizul Islam et al., 2010).

The leadership situation is quite different at the government colleges from the non-government colleges. Most of the government colleges of Bangladesh offers higher education besides or without secondary education (Ali, Ayet et al., 2011). In secondary level the performance of government colleges are satisfactory, but in tertiary level education (higher education) the quality of education is not up to the mark (Karim, 1995). In the government colleges the principals are relatively free as leaders who work under the 'Directorate of Secondary and Higher Education' and the 'Ministry Of Education, Bangladesh' (Raju & Rahman, 2012). The performance of the government colleges of Bangladesh depend largely on the activities or managerial skill of their principals (Hassan, Prof. Zohara Ummy et al., 2010). The National Academy for Educational Management arranges different type of training programmes in order to enhance the leadership quality of the college principals (Ali, Ayet et al., 2011). In many government colleges, the principals are active and effective in terms of leadership in the secondary level, but the same person, at the same time is indifferent on the issue of effective leadership in higher education which is really surprising (Ali, Ayet et al., 2011).

Effective leadership practicing is a very tough thing in Bangladeshi colleges because, the higher education allows student politics that make some students more powerful than even the principals as they don't have any accountability to anyone (Hassan, Prof. Zohara Ummy et al., 2010). Moreover neither the authority nor the students of these government colleges are interested in providing or getting quality education, they just want the quantitative growth in terms of the rate of higher education (Islam, 2008).

2.3.2 Common Practice of Instructional Leadership in the Colleges of Neighboring Countries

The study of Sharma (2012) was on four Asian country's successful principals in terms of instructional leadership perspective. The countries covered in the study of Sharma (2012) are India, Malaysia, Thailand and United Arab Emirates. In this study Sharma collected useful data from near about fifty-five principals of these countries on the issue of instructional leadership. The study findings show that instructional leadership helps for both the teachers and the students in many ways (Sharma, 2012). The study of Sharma (2012) concluded that, effective leadership can help the students' overall development and continuous professional development of the teachers.

In Pakistan, the college principals understand their duties in terms of the changing local or global patterns of teacher education (Bana & Khaki, 2014). The same study of Bana & Khaki (2014) found that Pakistani principals believe in controlling their institutions in order to ensure smooth functioning in their institution. The study concluded that at present, many places of Pakistan are so

dangerous that the principals have life threats in their workplaces and the principals work really hard to get desired results.

In the context of United Arab Emirates, effective leadership is considered as the main elements of fruitful delivery of instruction (Pettaway et al., 2015). Pettaway et al., also found in their study that the issue of effective educational leadership got importance in U.A.E. with the development of the country. Instructional leadership is considered as important and suggested to be imagined from a holistic perspective (Pettaway et al., 2015).

The common practice regarding instructional leadership varies from country to country. In this section the common practices of instructional leadership in Bangladesh and some other Asian countries has been discussed with references of existing literature. The findings from existing literatures indicate that the current practice of instructional leadership in Bangladesh must be improved if the country wants to ensure quality education.

2.4 Excepted Level of Instructional Leadership in the Colleges of Bangladesh

According to the 'National Education Policy, 2010', the main goal of education is to produce better human being in this country. The process of transforming a person in a better one is not an easy task; rather, it needs proper guidance (Raju & Rahman, 2012). There is no doubt that this complex process needs to have an effective leadership practice.

2.4.1 Expected Level of Instructional Leadership in Secondary Education

According to the 'National Education Policy, 2010', secondary education is the second level of education in Bangladesh that comes after the primary level and before the. The objectives of secondary education in Bangladesh are: to develop the students' internal or hidden talent; to enhance the students' expertise in order to prepare them for future job market; to make the students prepared to get higher education with the consolidation of the knowledge that they gathered from their primary education; to alleviate discrimination among the secondary educational institutions and the students in terms of gender, socio-economic background, ethnic identity etc.; and to implement the curriculum (Ministry of Education, 2010). To fulfill the objectives of secondary education of Bangladesh there is no alternative to effective instructional leadership. The 'National Education Policy, 2010' advocates for proper recruitment, that is, right man in the right position; infra-structural development; technological development; effective assessment system for students; training for the teachers' professional development; and effective monitoring and supervision by the authority. If any principal can ensure the above conditions, no doubt that he/she is a good instructional leader and exactly this type of leader is expected in the secondary educational institution of Bangladesh.

2.4.2 Expected Level of Instructional Leadership in Higher Education

According to the ‘National Educational Policy, 2010’ of Bangladesh, the objectives of higher education in this country are: to support the students in acquiring world class knowledge; to facilitate the students in developing free thinking; to help the students in enabling themselves to identify the problems and possible solutions of those problems that are prevailing in Bangladesh; to expand knowledge through original and practical research; to introduce the students with advanced and modern world; to produce citizens with secular, liberal, progressive and scientific mind set; to explore new areas of knowledge; and creating a wise, creative, humane and patriotic generation (Ministry of Education, 2010). To meet these objectives, the possible strategies described in the policy are: providing higher education according to the quality of the student; ensuring residential facilities for students; ensuring infra-structural and technological support; improving the quality of higher education by any means, encouraging research work, providing training to the new teachers at urgent basis, encouraging teacher-student collaboration in terms of research work, ensuring necessary resources, following a common academic calendar; etc. (Ministry of Education, 2010). Again, like the secondary level educational institutions the principal who is able to fulfill all these requirements of the education policy will be an effective instructional leader and his/her leadership type will be the expected level of instructional leadership for higher education of Bangladesh.

After waiting for a long period of time Bangladesh has got its first and only education policy in 2010. The policy is about the whole educational system of Bangladesh. It includes each and every important issues related to education from primary to higher education. It includes the aims and strategies to meet the aims as well. The expected level of instructional leadership is also found in this document, but in an indirect way.

3.0 Case Studies and Best Practices

3.1 An International Case Study with Best Practices of Instructional Leadership

[Collected from work of University of Aucland, New Zealand by Helen S. Timperley (2005), titled “Instructional Leadership Challenges: The Case of Using Student Achievement Information for Instructional Improvement”]

The study of Timperley (2005) focuses on the challenges of instructional leadership through four stages of an action research project. She involved an assistant principal and a group of teachers who were supported by a consultant in her research work as the school teachers find it more difficult to practice instructional leadership. During the research project, the participants of the project learned the ways of using achievement data in order to improve instruction to help their students with weak performance. At first, did not believe that the project will work or they will be able to influence the performance of their weak students. After eighteen months from the project started, the participants used the achieved data to prepare their instruction in a more precise way targeting the low achieving

students. They did this to examine the usefulness of their teaching practice and refined their programmes. In each stage of the research, they faced multidimensional challenges concluded that instructional leadership is necessary in reality and it should be practiced effectively.

The study was undertaken in the context of New Zealand. The research area was one of New Zealand's poorest areas, that is, a suburban area of South Auckland. This was an action research project and the techniques of data collection were observation and interview. The respondents were selected by the participants of the project. To record the interviews, the participants used audio taped and the interview questions were mainly unstructured. The four phases of the action research were: understanding the problem, making links, more authentic testing, and generalization.

The result of the study was also discussed according to its four phases. In the first phase, the participants keep data as individual student profile. Data were kept as running record and read carefully and accurately. In the second phase, the teachers were asked to set a benchmark for planning instruction. It was decided to spend two years in gathering cohort data. In the third phase, the participants passed through more authentic testing. Finally, in the fourth and last phase, the researcher generalized the result of her research that concluded with significant development in the performance of weak students through the action research.

The study of Timperley ends with the conclusion that proper practice of instructional leadership is able to improve the situation and contributed to the improvement of school performance. In this study the instructional leader sets a goal first and then work with a proper planning. The whole process includes various phases. The leader had patience to give enough time and, as a result, she was able to improve the performance of comparatively weak students.

This case of Auckland, New Zealand can be considered as an international case with best practice of instructional leadership. The reason behind choosing this case is, the case identified a less beneficiary area, selected a particular problem and found the solution of that problem.

3.2 A National Case Study with Best Practices of Instructional Leadership

[Collected from the dissertation of Sheikh Mohammad Ali(2011), titled "Head teachers' perceptions and practices of school leadership in private secondary schools in Sirajganj district, Bangladesh"]

Although discussion on educational leadership is very common in developed countries, the concept of educational leadership has not been discussed much in the context of Bangladesh. It is very hard to find literatures on instructional leadership in Bangladesh context. Although there are a few works on educational leadership, finding a case study in Bangladesh context on instructional leadership is really very tough.

The work of (Ali, 2011) identified the instructional leadership condition in Bangladeshi secondary schools. This study was a qualitative research where the method was case study. The researcher conducted unstructured interviews in order to gather data. In this study, the researcher interviewed four head teachers of different secondary school and presented four case studies based on the data gathered from the interviews.

From existing literatures, the researcher found that teaching is not as easy task and it needs high standard of professional performance. Instructional leadership plays an important role in ensuring and enhancing the teaching-learning environment.

In the answers of the researcher's question each and every head teacher answered that they try to ensure good teaching-learning environment in their institutions in order to get desired success of their students. In fact, the goal of all the head teachers is to develop the performance of their students and their institutions as well. All of the leaders also stated that their teachers can get him any time for their professional needs as he allows easy access to him. They also acknowledged that working as a leader of an educational institution is not easy in Bangladesh. Sometimes they have to be diplomatic in some issues, but they always try to work honestly and allocate the resources properly.

Shahid, who is a head teacher of a renowned school of Sirajganj stated that, all time he tries to lead his school in such a way that everyone remains satisfied. He also tries to maximize the achievements of his students. He desires to get the best performance from both the teachers and the students of his school.

Rahim, the head teacher of another famous school of the same district says about his faith on effective communication and collaboration. He makes himself easily accessible to other persons. He also tries to ensure a favourable teaching-learning environment in his school in order to reach his ultimate goal.

All four head teachers gave almost same answers to the questions asked to them by the researcher. All four cases indicate that there is good practice of instructional leadership in the secondary schools of Bangladesh. All the head teachers have some target or goal to reach and all of them practice good collaborative activities in their schools.

The condition of Bangladeshi colleges is almost same to that of secondary schools. So, the case studies on secondary schools are also applicable to understand the situation of Bangladeshi colleges. But there is a big problem with these cases and that is, here, the head teachers themselves were the respondents. That's why it tells about the leadership condition from the leaders' point of view. If some other stakeholders were included as respondents, the study could be more reliable. Moreover, the readers could get a holistic picture of the situation if the situation would have been discussed from some other people's point of views.

4.0 Suggestions on Implementation of Best Practices in Bangladesh

4.1 Summary of the Findings from Related Literature

Different literatures on instructional leadership have been discussed in this paper in earlier section. Here, the findings from those literatures will be discussed. The existing literatures established instructional leadership as an essential for the college principals. Instructional leadership is a form of educational leadership that starts with setting a clear goal and ends with qualitative development of the institution. In the developed countries, the concept of instructional leadership is being renewed or refined in order to cope up with changing needs of postmodern era. In the developed countries instructional leadership is a widely discussed and practiced leadership form for last few decades. But in Bangladesh context, there are very few literatures on this issue. The literatures on Bangladesh context indicate that the instructional leadership condition in Bangladeshi colleges is not satisfactory at all. In some urban colleges good example of instructional leadership can be found, but the condition of rural colleges is simply frustrating. More over the instructional leadership condition in secondary level education is much better than that of higher education. The National Educational Policy, 2010 of Bangladesh described clear objectives of college education and the strategies of meeting those objectives. The way of getting desired quality education as per the education policy also suggests the effective implication of instructional leadership.

4.2 Ways of Improving Instructional Leadership Condition in the Colleges of Bangladesh

The previous sections of this paper explored that the instructional leadership situation in Bangladeshi colleges is not satisfactory yet. The government or the proper authority should take necessary steps to improve the current situation. There are several ways of improving this situation. One way could be increasing the amount resources allocated to the colleges. It's because no kind of development is possible without any resource. Moreover, previous section found that infrastructural and technological development is essential in Bangladeshi colleges which are impossible without sufficient resources. But this is not easy as Bangladesh is not a very rich country. Furthermore, the allocation of money depends on the government's policy regarding the whole economy of the country. The second way could be arranging a lot of trainings for both the principals and the teachers. Trainings are essential to change the attitude of any professionals. Effective training can turn an ineffective leader to as effective leader. The study of teaching-learning process should be also encouraged. Action research projects could also be conducted to identify particular problems in this issue and then find their possible solutions.

4.3 Recommendations

There are several ways of improving instructional leadership condition in any country. But in this section the specific recommendations will suggest the more effective ways for Bangladesh.

Arranging training for the principals and teachers: the most effective way of improving the instructional leadership situation in Bangladesh can be effective training arranged for the principals. Many of the college principals of Bangladesh are aged people who possess traditional thinking and are not willing to work so hard in their work place. Effective training can change their attitude to work place and transform them into good instructional leaders. Bangladesh has an excellent academy for teacher training named 'National Academy for Educational Management' (NAEM) that can be used to arrange the trainings for college principals. Overseas trainings should also be arranged in order to introduce the principals with world class instructional leadership of developed countries. Training should also be arranged for the college teachers as they are also an active part of effective instructional leadership and the future principals.

Conducting action research: this can be a very effective way of improving leadership practice in the colleges. Action research is a kind of research that needs very minimum resource and can be conducted in small issues. Moreover, action research provides possible solutions for selected problem. The college principals can conduct action research in their own colleges to solve particular problems of that college. The performance of other teachers can also be enhanced through action research. In this way the college based problems can be solved and the instructional leadership condition can be improved. Furthermore, it will not cause huge amount of money. So, this can be applied to very small colleges with limited resources also.

5.0 Conclusion

5.1 Concluding Thoughts

Bangladesh is a least developed country of South Asia that is starving for development. Education is one of the preconditions of development. That is why the government of Bangladesh is now emphasizing a lot on ensuring quality education. Instructional leadership is related with educational leadership. In this paper it has been found that there is no alternative to instructional leadership in order to ensure quality education. This study assessed the prevailing condition of instructional leadership in Bangladeshi colleges and found that the condition is not up to the mark. The leadership situation in the colleges must be improved if quality education is to be ensured. This paper also found some ways of improving the situation. Considering the economic condition of the country the study recommends two ways that will cost minimum. The first recommendation is to arrange training for the principals and the teachers of Bangladeshi colleges. Training will cause some expenses, but there is no alternative to this. The second way is to apply action research to solve particular problem with the help of very minimum resource. However, the main limitation of this study was scarcity of previous works in this area, especially on the Colleges of Bangladesh. Only a few published papers were found in the context of Bangladesh where most of them were done several years ago. More studies are invited in this field to explore the problems and prospects of Bangladeshi colleges in future.

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Embryonic Principles of Policing in Ancient India

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Abstract: The outline of this study is to portray the methodology of the SOP (Standard Operating Procedure) or the principles of crime controlling strategy in ancient India. This SOP or the principles of crime controlling strategy may be treated as crime control model in ancient India. The social justice system, criminal justice, eco-socio-religious, crime control, conviction and punishment, social and ritual value's role to govern the then ancient society are defined well. It is said that the ancient Indian vicegerency is amorphous but according to the Indologist and well-rich ecclesiastical literature proves about the India's initial republican flourished institutions. This study is an effort to trace out the pellucid stratified bureaucratic administration peeping in ancient India.

Keywords: *Dharmaniti, Dandaniti, Rajya, Criminal Justice, Manu, Matsyanyama.*

1. Introduction

This article will investigate the formation of policing in ancient Indian society to identify the principles and forms of maintaining law and order in the society in the earliest period. That policing era is considered as the embryonic shape of the beginning of policing in Indian subcontinent. Predominantly Indian administration carries out three legacies: (i) ancient administration which is evolved from tradition of this soil; (ii) medieval administration brought out by Islamic rulers and blended with native tradition during Muslim rule; (iii) British rule and onward. Generally the ancient age denotes the period of 5000 BC to 1066 AD (Champion and Hooper, 2003, P.38). This piece of research would confine to only in the ancient period to identify the root and core of policing in that period of time.

Some of the occidental scholars considered that India was the land of anarchism as there was no formal policing structure before the establishment of British rule in India (Curry, 1931, p. 30). Thus, they visualized the past of Indian land as the happy hunting ground for plunderers (Edmund, 2018, p. 31). In addition, they presented pre-British Indian society with 'state of nature' in Europe compared with synonymous Indian terminology 'Matsyanyam' (Slakter, 2011, p. 27) means anomie where might was stand for right. However, some experts regarded that this variety of observations featuring incomplete picture about the sub-continental society. There was some sort of instinctive virtues among people and they have the innate impulsion of setting out king or state for their peaceful living in orderly

manner (Slakter, 2011, p. 27). Nevertheless, there was also some in-continuation of centrally organized rule and the 'Matsyanyam' was prevailed in the different period of the past (Mishra, 1987, p.11) for instance, between the decline of Mauryas and the rise of Gupta (200 BC to 400 AD) regime (Mishra, 1987, p.11).

On the other hand, some scholars argued that the formation period, policing was based on social and religious customs. These customary regulations and codes were the basic principles of policing when moral obligation thought to be the core of social order in the Indian society (Spellman, 1964, P.4) but very little information we have about police in ancient India. A group of scholars claimed that in ancient India there was also the existence of states like small republic for example, Avanti, Gandhara, Kausal, Magadha, Panchal as well as other parts of the world similar to Greece and Rome (Aggarwal, 2000, p.38). The creation of state and police (Military Police) is instantaneous because the state shows its entity by the policing. The creation of state synchronized with the creation of police. Since, the idea of republic and central administrative stratified bureaucracy was invented though did not develop (Spellman, 1964, P.4). The civilization of India is almost like old as Roman or Hellenic or Grecian. The advent Aryans and multiple classifications in the society prove that antiquary. The *Reg-Veda*, the *Ramayana* and the *Upanisad* are antiquary ecclesiastical literature that described the ancient society. The *ArthasastrabyKautilya* in approximate timewasbetween 321 to 200 BC, during the Mauryan period. India had powerful state system like Greece, Athens and Rome (City State) what had well organized policing system(Madan, 1980, P.3.). The invasion of Greek triumphant general Alexander and the *Kushan* Empire proves as were the antiquary of ancient India. The then role of *RajaAmbi* of Taxila and *RajaPuru* of Panjab are well known in the ancient history in India(Aggarwal, 2000, p.38). That policing system worked like the eyes of the king and king himself worked like the chief of police(Madan, 1980, P.3.). According to '*Manu's*' description king's principal duty was to prevent crime and punish the guilty and the king himself appointed the police as a chief of criminal justice administration system(Madan, 1980, P.3.). This criminal justice administration system was the '*Dandaniti*' (Mishra, 1987, p.11).

The existing literatures indicated that earliest Indian policing founded on the principles of: (1) Protecting the king, family and the state by implanting values of honoring kings and respected the divinity of king as well as king viewed synonymous to the state; (2) the maintenance of order put forward in the customary practices as preventive mechanism than corporal punishment; (3) the system of beliefs and values incorporated with societal practices as no one dear to break them (Mishra, 1987/(Giriraj 1999/ Doongaji, 1986/Spellman, 1964). Accordingly, the repressive four caste system intertwined with religious belief bounded the society in an indomitable bond which reproduces an order of low binding citizenry.

At the present time, the study of policing has become an academic practice in various parts around the world in colleges, universities and research institutions, especially the post period of enacting the 'London Metropolitan Police Act-1829 (Barrie, 2008, P. 6). Nowadays, the advancement of the study of policing is gaining momentum with the title as 'police Science' (Lee, 1901, P. VII). Consequently, identifying the elementary form of policing in the ancient age of the subcontinent can help the academic research and development of knowledge and understanding significantly in this field. Furthermore, it is perceived that policing is not only the matter of enforcement, it is also the moral obligation of both parties- citizens and law and order maintaining forces. Thus, an effective law and order maintenance depends on the level of value system in a society and in the police personnel. As the study attempted to trace out the core idea of a fundamental form of law enforcing in earliest Indian policing which was grounded on social value. Accordingly, the researcher has the conviction that the embryonic principles still have relevance in modern society for enhancement of the all-inclusive welfare of human beings. For that reason, the current study is expectedly contribute considerably both academic and implementation in the context of improving policing as well as services to the people and the state.

Taking into account the above reality objectives of the study are: (1) to find out the social and moral values and codes of policing as well as (2) how those values and codes maintained the order in ancient Indian society.

2. Methodology of the Study

The study is conducted based on literature review. Principally, historical material and research activities are investigated to have insight from relevant document analysis. Considering the nature of the investigation philosophy of history seemed pertinent rather than evolutionary historical approach to find out pattern, nature and organizational structure of the understudy period of sub-continental society. As it is conceived that society is a multilayer entity thus existing document can enlighten us about the fact of uniqueness of some layers of the society and its changeability and context. For this reason, analyzing and identifying the moral fiber and characteristics of the society the enquiry would follow the qualitative approach as researcher's in-depth understanding and subjective elucidation would be the key to reach an inference. The investigation reviewed several research works as well as the mythological Indian literary works since sufficient elaborative account not available. Nevertheless, mythology and folktales always not reflect the true picture of social settings; they help sociological analysis to identify structure of social organizations and system of values and morality of the understudy society to some extent. The weak side of using mythological sources is that it can be distorted the true reality as the power relation sometimes shadowed the accurate scenario of the social world.

3.0 Discussion

The study found some evolutionary process of advancement of Indian society which the dynamics of group life that is outcome of tradition, system of belief and caste based social structure. Society is always a universal moral order which is prone to make stability by solidifying collective moral sentiment (Durkheim, 1895). This sort of trend also found in ancient Indian society for maintaining dynamic social assortment. Once members of society found disorder and identified the phenomena as The '*Matsyanyam*' or '*Matsyanyaya*' (Spellman, 1964, P.4) that can be termed as absolute disorder or social anomie in the sociological context ((Durkheim, 1895). Consequently, society needs to come forward to order and to be precise, that was evolving of state (Justice Rama, 2016 P. 575), in Indian expression it is *Rajy*. State is the institution of legalizing enforcement by king who comes up from caste system that is the social by product of religious beliefs and value system. Hence, the king is a part of sacredness and thereby source of power and enforcement. When enforcement is a necessity, he is the root of force and he himself beyond legal boundary nevertheless he is the law and centre of legitimacy. Accordingly, His power and legitimacy, no doubt supreme but not only dependent on his sword but his divinity and moral obligation of loyalty of citizens onto him engendered by religious institutions((Mishra, 1987, P. 12)). As a result, he can impose punishment on violators)(Giriraj, 1999, p.15.), in Indian terms '*dharma neti*' religious principles and '*dandaneti*' punishment principals) (Doongaji, 1986, p.5.). These two principles also coupled with two more Indian terminologies *trivarga*(Three folds)and *barna protha*(Caste system). Additionally, religious version of human emancipation imposed by Brahmanic religion *Mokasa*(*Mokasa*'connotes the meaning '*Mukti*'- that is'to be freed out')- the theory of loyalty to *Brahaman*also help us to make clear the concept of policing in ancient Indian society. Subsequently, it can be inferred that the earliest Indian policing systems' key principles based on above mentioned points.

The following paragraphs will portray how the principles engendered policing systems in primordial Indian society. Consequently, that will give us light to find out root of modern policing in prehistoric Indian society. (one by one)

3.1 *Matsyanyam*

The extinct of peaceful natural state, Semiotic Relevancy and Manifestation of emergence of State just antedate of '*Matsyanyam*' or '*Matsyanyaya*' in Ancient India. The '*Matsyanyam*' or '*Matsyanyaya*' in the history in Ancient India is frequently discussed. After the extinct of natural peaceful states grievances, disparity, deprivation, anarchy, despondency and unrest grew in the society and the mighty took control over the society. The situation worsened and deteriorated, stability disappeared, and lawlessness originated the restlessness. The society without controlling authority indulged into dissatisfaction, fear, disobedience, competition, demand, desire, dishonor and concept of personal belongings. The

selfishness, displeasure, exploitation and evil competition arose and split the unity of the society. The efficacy discontinued dominating the society increasing and deteriorating the worldly desire arose in them. Retaliation and revengefulness became the equilibrium method to balance the society.

The society was infatuated by worldly pleasure forgetting the divine rituals. Muscle-power became the controlling instrument in the society; the mighty part exploited and torments the weakened section. Tyranny spread all over the society and anarchy took place instead of order and authority. The concept of the doctrine of *matsyanyaya*- the analogy of the big fish eating up the little fish connotes the meaning that in natural state anarchy is as like as without laws and a king to rule; the strong will dominate ruthlessly to exploit the weak, as big fish eat up their smaller companions (Spellman, 1964, P.4). *Matsyanyaya* or anarchy operates in the absence of a king (*Arajaka*) or when there is no fear of punishment. This picture was all over the world without a king is a frightening one. The *SantiParvan of Mahabharat* gives this illustration of what it would be like. If the king in the state or in organization like state did not exercise the duty of protection (The *Rajdharm* or Policing or *Rajdanda* or *Dandaniti*) the strong would forcibly appropriate the possessions of the weak for the lack of their security, and if the latter refused to surrender them with ease, they will be killed by the stronger. Ruin would overtake everything if the king did not exercise the duty of protection applying the *Rajdanda* or *Dandanity*.

In contemporary India due to '*Matsyanyaya*' hole region was affected by lawlessness, chaos, anarchism and 'Might is right' was dominant scenario that all the inhabitants desired for craving for peace and protection. 'Might is right' was the motivating and driving force in the society at that time in ancient India (Mishra, 1987, p.Chapter-1, Introduction, P.10). It is the principle of rulership to ensure safeguard of the subjects against anarchy. The idea of *matsyanyaya*, however, became more than simply an anarchical situation for kingship. The doctrine of *matsyanyaya* was, then, an important consideration in establishing the theoretical basis for the origins of kingship (Spellman, 1964, P.8).

This miserable anarchical disorder time is treated as '*Matsyanyam*' or '*Matsyanyaya*' in the ancient Indian society as the political philosophy (Spellman, 1964, P.8). Just before the emergence and genesis of statehood in the contemporaneous world this type of stateless anarchy was in effect all over the world. Might is right, Darwin's 'Survival for the fittest', in Middle East 'The age of dark' (*Ayame Jāhiliyyah*), Marxist opinion 'The class struggle' and in India the '*Matsyanyam*' or '*Matsyanyaya*' are almost the same political philosophy. '*Matsyanyam*' or '*Matsyanyaya*' is- 'in the absence of law, stronger would attack the weaker just as bigger fish swallowed the smaller in the ocean' or in a nutshell - 'the strong will swallow the weak' (Giriraj, *Encyclopaedia of Crime*, 1999, Vol-1, P. 17). In this context as consequences the war *Kurukhetryat* took place and relevant ambience of emergence of statehood formed. After

Kurukshetrar Yudhistira wanted to know to *Bhishma* about the origin or genesis of state and who will be master of state and *Rajdharmato* reveal the law governing king (Justice Rama, 2016 P. 575.).

3.2 Creation of State

The aftermath consequences of *Kurukshetrar* originated the statehood and the kingship. The ancient Indian scripture persuaded the perception that after the war of *Kurukshetra* originated the state (*Rajya*) formally and the state is consisted of State (*Rajya*), King (*Raja*) and Kingship (*Rajdharma*). In *Mahabharat* it is said- 'There was neither kingdom nor punishment nor the guilty to be punished. People acted according to *Dharma* and thereby protected one another' (Mahabharat Shanti Parba). *Dharma* controlled everything with good faith without any dissatisfaction and fear or any disobedience or dishonor to anybody (Justice Rama, 2016 P. 575). In oriental political philosophy this stateless society is called the state of nature according to Rousseau, Grotius, Locke, Hobbes and Hooker (Spellman, 1964, P.4). At that stage this was perceived by Lord Sree Krishna to instigate Arjuna to fight against the anarchy with the aims of establishing *Rajya* (State) as Arjuna refused to fight in *Kurukshetra against the anarchy*. About the necessity of creation of the state it is said in the *SreemathbhagabathGeeta* that the Righteousness (*Dharma*), Rule of Law (*Dandaniti*) and Kingship (*Rajdharma*) emerged when anarchy (*Adharma*) is strong (*SreeMathbhagabathGeeta*).

3.3 The principles of Policing in Ancient India

At the end of *Kurukshetrar* with the help of Lord Krishna and Police Chief Arjuna King Yudhistira established Hastinapur *Rajya* (Mahabharat, Ashwamedparba). The authority of enforcement of law was requisite factor for the stability (Status Que) of the statehood. King Yudhistira was instructed to enforce *Dandaniti* (criminal administration and jurisprudence) as *rajdharma* (Kingship) establishing *Rajya* (state, the jurisdiction of enforcing rule of law). So the statehood (*rajya*) came into being and for the maintenance of rule of law policing emerged as inevitable instrument of state. During this righteous and religious age the following features played the effective role of policing in ancient India.

3.4 Dharmaneti

Philosophically '*Dharma*' was dominant in personal, social, religious and political sphere in ancient India. Thus the word '*Dharma*' is used to mean 'Justice' (*Nyaya* in Sanskrit). The word 'Justice' is used to mean right, moral, religion, pious, righteous conduct in a condition (Justice Rama, 2016 P.1) with a lot of connotations and significances and most of them are synonymously ethical in nature. The Sanskrit word '*Dharma*' connotes the meaning in English virtue, right action, the law of nature, accordance with what is proper and right, universal truth, code of customs, traditions and conventions, righteousness, the eternal unchanging order, law and variations of all these with religious, social and

political implications. Customary in ancient Indian social life nothing was dominantly higher as '*Dharma*' restrained the human behavioral pattern. '*Dharma*' was functional as instrument of policing policy and instrument of truth (Spellman, 1964, P-98) at every sphere of life that even a weak man could rule a strongman ethically. According to Indologist's anthology '*Dharma*' is understood as righteousness and played as political concept as law universally in favor of king to control the law and order situation in the society of Buddhist and Hindu as sacred or divine law (Mishra, 1987, P. 12). In ancient Indian society divine scriptures '*Aitareya Brahmana*' and '*Satapatha Brahmana*' the king was declared as the patron, warden and curator of '*Dharma*' and the then policing policy '*Danda*' was inevitable to uphold '*Dharma*'. The indologists described '*Dharma*' as law, king as police and '*Danda*' as the implementation procedure of policing as '*Dharma*' emerged as the guarantee of peace and security.

In the ancient Indian religious scriptures *Shantiparva* in *Mahabharat*, the king is addressed as '*Dandika*' and in *Kautilya's Arthashastra Dandadhara*' ((Mishra, 1987, P. 12)). The king applied '*Danda Dharma*'. The king played the role as patron to save '*Dharma*' applying '*Danda*' and saving the '*Dharma*' is king's '*Dharma*'. In ancient India peace, order and justice were preserved through the maintenance this state controlled policing procedure. These all together are called '*Dharma Sutras*' along with '*Srauta Sutras*' (Manual of Scriptures) and '*Griha Sutras*' (Manual of Domestic life). '*Dharma Sutras*' played the most important and significant role in ancient Indian social life. It is said, '*Dharma Sutras*' were written by *Gautama Baudhayana*, *Vasisths* and *Apatambha* ((Mishra, 1987, P. 12)) as the solution to the eternal problem confronting the human being originating from natural human instincts (Justice Rama, 2018, P.4.).

In ancient India '*Dharma*' was used as 'Law'. 'Law' is derived from the Roman word 'Lus'. 'Law' or 'Lay' or 'Laydown' or 'Lag' connoting the meaning to ensure or make certain crime against certain law as Roman axiom is 'there is no crime without law' (Doongaji, 1986, p.4.). In ancient India '*Dharma*' was considered as law (Doongaji, 1986, p.5.). The meaning of '*Dharma*' simply considered as law which begets happiness and beatitude and more religious besides law. The Sanskrit word '*Dharma*' is derived from the root of '*Dhar*' or '*Dhr*' signifying to uphold or to support. Therefore '*Dharma*' denotes the meaning to uphold the rules, regulations, customs and agreement of the society. Another ontologically '*Dharma*' means religion signifying individually in relation with his Creator. The social ontologist described that the law does not possess any ethical significance but '*Dharma*' absolutely possesses the religious ethics (Doongaji, 1986, p.4.). Some occidentalists' concept prevails as well. '*Diritto*' or '*Droit*' or '*Derecho*' are synonymous with law connoting the meaning of religious regulations. The ancient Roman word '*Ius*' denotes religious law signifying 'no crime without law' (Doongaji, 1986, p.4). In English 'Law', in Sanskrit '*Dharma*', in ancient Rome '*Ius*' and in some Occidental countries '*Diritto*' connotes the

same consensual significance. The 'rule of law', 'administration of justice', 'criminal jurisprudence' and the '*Dharma*' connotes the same philosophical significance (Giriraj, 1999, p.15.). The functional '*Dharma*' significantly played the role as instrument of policing in ancient India

3.5 *Dandaneti*

Equal and without making any discrimination effective execution of the '*Danda*' (Rule and jurisprudence of punishment) was necessary for the crime free society in the ancient Indian society. Quoting *Kautilya's Arthashastra* the renowned criminologist ex-police officer Giriraj cited in his book that '*Danda*' (punishment), meted out by the ruler according to offence equally (without discrimination) to sons and enemies alike, protects alone this world and the others' (Giriraj, 1999, p.15.).

Indian policing is inevitably influenced with religious ontology '*Danda*'. The threat to the miscreants of '*Danda*' of '*Dharma*' combat the crime as it was perceived as sin as well as considered as '*Adharma*' (unlawful) (Giriraj, 1999, p.15). This very '*Danda*' was considered as the instrument of law enforcing to execute the SOP (Standard Operating Procedure) 'Rule of law' in the ancient Indian society. In *Rg. Veda* thieves are mentioned as '*Tayas*' and robbers as '*Satayas*' or '*Taskars*'. Their misdeed and misdemeanor (Champion & Hooper, 2003, P.52.) activities (*Adharma*) were controlled applying '*Danda*' to uphold the public peace and security. The king prevented criminal's crime in the society. At absence of king's *Dharma* (*Dandaniya* or Rule of Punishment or Policing or Enforcement of Law) the society would watch anarchism (*Matsyanyayam*) and the king himself incurs sin' (Giriraj, 1999, p.16). '*Danda*' is known as the law of Punishment and '*Dandaniti*' is known as 'Science of Government' (Giriraj, 1999, p.17.).

'*Danda*' is state's coercive power of king which was the first postulation step for the formulation of police in ancient India. The application of '*Danda*' is the SOP (Standard Operating Procedure) of policing and simultaneously most important duty of king as the chief of police (Giriraj, 1999, p.31.). To bring the culprits under the justice is premier motto of policing. '*Danda*' is derived from '*Dada*' or '*Dam*' that means 'root' (Ghosh, 1993, P.5.). '*Danda*' means coercive authority that culprits restrain from occurring crime. The concept of '*Dharma*' is cited in the '*Pancavinsra Brammana*' (Ghosh, 1993, P.5.) signifying 'a stick-a symbol of the right to punish'. The applying of '*Danda*' is essence of state and government (Giriraj, 1999, p.31.). The meaning of '*Danda*' is 'Rod' or 'Staff' but symbolically it is king's power and authority of the king to punish the offenders. Simply it is punishment (Giriraj, Vol-8, 1999, p.25.). '*Danda*' is the enforcement of law that plays the effective role to institutionalize the kingship as well as kingship becomes effective applying '*Danda*' or through enforcement (Tripathy, Vol-5, Issue-1, January 2018, p.15.). The effective '*Danda*' proves the stability and social order. At absence of '*Danda*' '*Raja*' (King) fails to ensure the stability and social order, people suffers, society sink into darkness and even the '*Raja*' (King) falls into confusion to deal with the kingship. Gradual advancement of society the concept of '*Danda*' turned into

military or policing power as '*bala*' (Force) which originated the basement of policing (Giriraj, 1999, p.32.) as well as an important political philosophy in ancient India (Ghosh, 1993, P.5.). Truth to tell this '*Danda*' was the origin of police (Giriraj, 1999, p.31.) and was considered as sixth '*anga*' (Organ) of the state (*Rajya*) which was known subsequently as '*bala*' (Force, strength, power or authority of enforcing agency) (Giriraj, 1999, p.31.).

3.6 Trivarga- the three folds theory

With the advent of Aryans the society was divided in many classes (castes) and as a result the society became unstable. Jealous, envy, malice and unfair competition spread and the society became conflictive, envious and malicious. Conflict and clash took place there (Doongaji, 1986, p.8.). To control the society the religion's '*Trivarga*' (Three folds or *Kama*, *Artha* and *Dharma*) theory played effective role. This theory gave administrative advantages to the king and people got protection as the king prevented the misdemeanors from the unrighteous path (Giriraj, 1999, p.26.). Implementation of '*Dandaniti*' or '*Rajdharm*' enable the people to follow the '*Trivarga*' (Giriraj, 1999, p.26.). The man who fulfills the '*Trivarga*' is called '*Dharmaprabartaka*' and he is the man to promulgate the law making effective '*Dandaniti*' or '*Rajdharm*' (Justice Rama, 2018, P.19.). The '*Trivarga*' (Three folds) includes the balanced combination of '*Dharma*', '*Artha*' and '*Kama*'.

Dharma: '*Dharma*' denotesto follow the path of righteousness.

Artha: Incontinent material pleasure

Kama: Greed and desire

The conjoint and combination of these three issues policed the ancient Indian society. In making effect the '*Dandaniti*' or '*Rajdanda*' king plays the role as the chief of police in those days (Doongaji, 1986, p.79.). To remove the '*Matsyanyayam*' the concept of '*Dandaniti*' or the law of regulating human conduct by punishment was essential to be established (Mishra, 1987 P.11.) and this '*Dandaniti*' or '*Rajdanda*' was the way of law enforcement procedure of the law enforcing authority (Giriraj, 1999, p.31.).

3.7 Barna Protha/Gotra Tradition and Mokasa- the theory of loyalty to Brahaman

In Sanskrit '*Mokasa*' connotes the meaning '*Mukti*' (eternal release of soul). The '*Mokasa*' helps human being to get free from ignorance, self-realization, actualization and knowledge. If man follow the '*Mokasa*'- the three path (*Trivarga* -Three folds or *Kama*, *Artha* and *Dharma*) will eternal release. For the continuation of Aryan's supremacy the Aryan invented the religious theory '*Mokasa*' (Doongaji, 1986, p.9.). The peculiar family, social and demographic system derived in the the society destroying the equity due to drastic preemptory '*Gotra Tradition*' (Majumdar & Pusalker, 1951, p.450). The religion theory '*Mokasa*' taught the sons of the soil '*sudra*' to obey the Aryan's (*Brahman*) supremacy for their eternal release. It was '*Sudra Dharma*' which was essential to be obeyed for the worldly order (Justice Rama, 2018, P.5.). This '*Mokasa*' theory

is titled as 'Sacrificial' theory of the 'Sudras' of the state as the 'Sudras' sacrificed for the peace in favor of Aryans (Spellman, 1964, P.9.). For the sacrifice of the 'Sudras' the then state in ancient India was saved and in opinion of the Aryans the 'Sudras' earned ultimate salvation. The classification in the society was inevitable for the preservation of Aryan's supremacy through aryanization (Doongaji, 1986, p.9.). According to 'Mokasa' Brahmanas is the religious leader of Hindu society who can protect religion (Doongaji, 1986, p.9.). The values and beliefs in the society was that 'a man without *Dharma* is an animal in humanform' (Mullik, 1969, p.1.). The Aryans leader had forced in make effect their 'Mokasa' ideology on the other castes to regain the authority like former (Doongaji, 1986, p.). 'Mokasa' theory helped to maintain peace and order controlling over other casts.

3.8 Police Administration in Ancient India

It is believed even in ancient India that the police is the primary and primeval constitutional force in a state for the protection the individuals in the exercise of their fundamental, legal and economic rights and for the protecting and upholding the constitution, the country and the nation. Just as the origin of the police goes back to the earliest stages of human development from the savage stage, similarly the police will exist so long as man decides to live in an organization and cultural society (Mishra, 1987, Chapter-1, Introduction, P.6.). *Apasthambain* ancient India it is said that the king should appoint the police officer in town and village who are pure and truthful for the protection of the subjects against the thieves (Giriraj, 1993, p-13.). It is very much clear that from the genesis of human civilization police was as operational. In the ancient Indian religion scripture is telling-

(*Bhagavad Gita*)

Meaning in English is that-

O descendent of Bharata, whenever there is a decline in

Dharma and a rise of Adharma, I personally appear.

To protect the pious living beings and to put an end to

Malevolence, I appear in every age to establish Dharma.

Here the deity in the Hindu religion *Sree Krishna* is telling that when the world is cursed by the malevolence, he descended to the world to save the pious with the help of people. In the description of Rig Veda we got the information of King *Indra* established the kingship for the first time steadfast. In the coronation ceremony that joined prayed for the perpetuation of *Indra's* kingdom and wanted blessings of *Varuba*, *Brhaspati* *Agni* for *Indra's* kingship (Spellman, 1964, P.13.).

Through the creation of 'Ksatrya' (Ruler) 'Brahma' created *Rajya* (kingdom) and *Raja* (Spellman, 1964, P.13). In such way the *Rajya* and *Raja* was created and the golden age of crime free *yoga* (Certain age) was finished. *Matsyaynama* started and to bring the end of the *Matsyaynama yoga* the gods revealed through the

creation of *Rajya* and *Raja*. The *Rajya* (king) appointed police to uphold the *Dharma* through the implementation of *Dharmaniti*.

An effective *Dandaniti* (punishment system) was introduced to prevent crime and unlawful acts on behalf of king as chief of police (Doongaji, 1986, p.79.). Crime-free country is expectation of all subjects or citizens but to make the country crime-free is '*Dharma*' or '*Rajdharma*' of a *Raja* (King). The ancient police system and administration in India was based on the principle of local responsibilities and mutual cooperation *Panchayat* (The mini republic) according the *Rajdharma*, *Dharma*, *Dharmaniti* and *Dandaniti*. To combat the crime and chaotic anarchism new system in the society emerged with policing under the kingship. In this way the police administration evolved for the maintenance the law and order in ancient India (*Mahabharata*, *Shantiparba*,) through appointing police by the king (Doongaji, 1986, p.79.).

4. Conclusion

Emergence of state basing on non-negotiable coercive policing authority was apparently pejorative and derogative for the '*Satapatha*, *Brahamana*' but emergence of controlling authority was the derived imminent entity for the Aryan's dichotomy policy to divide the society for their advantage to rule and exploit the mass people in ancient India. In each society especially in ancient age divine ritual and custom were in effect as driving instrument to control the society. In ancient India the aforesaid divine ritual and customs were the due regulations to preserve the domestic tranquility in the *Rajya*. Those due policing regulations stood between the mighty and weak to prevent oppression, crime and breaching the social customs and agreements. Those divine ritual and customs were functional as amateur policing regulations for the puritan zealots in the Indian ancient society and those amateur policing regulations didn't emerged spasmodically in the then society. Rather were in effect as criminal code for the meddlesome. The ancient divine scriptures in India portrayed the divine ritual police regulations though the policing policies were amorphous but those ensured the rule of law.

The study is examined the origin of policing in Indian society through reviewing existing documents and available sources to identify the law and principles of evolving maintenance of order in the social ground. The inquiry identified that the early Indian society immersed in the state of anomie or *Matsyanam*. To get off from the total chaos and anarchy a social mechanism evolved for obtaining universal order which is the mixed form of caste system and sacredness of kingdom. Nonetheless, the king has the power of imposing force comes from the religious explanation of three fold law and social mechanism of caste system. On the one hand the king is the source of legitimacy and power for maintaining social order. On the other hand, different layer of the society operated in orderly manner based on moral obligation and loyalty engendered in the mind of common people from existing value system. Generally citizens followed the moral obligation for the loyalty to king and upper caste. In the case of violation, social constraint forced

people obey the existing rule for their natural loyalty to social value. In the need of punishment, either social organization of caste empowered by religious explanation and in the extreme case, the king impose enforcement which originated from his divinity, also comes from religious explanation. The finding of the study suggests that policing in the earliest society essentially not based on the enforcement and power. However, majority part of policing depends on moral ground, value system of the society and religious belief which instigate people to obey the order of the society though that was not grounded in righteous human rights.

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