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Editorial

NAEM is working relentlessly to upgrade its position in the field of education and research, and regular publication of NAEM journal is one of the most important activities of NAEM to reach its goal. A quality journal can play an important role in achieving the international standard to any organization. Considering this NAEM started publishing NAEM Journal in the Fiscal Year 2005-2006. Since then NAEM has been publishing NAEM Journal regularly .

Our country needs more quality research on current educational issues to achieve SDG. That is why our present Government always encourages and funds quality research work. Research and Documentation Division of NAEM invites research articles on key issues of education with a view to helping policymakers and administrators take different pragmatic steps to improve the standard of curriculum, policies, management and administration. It also aims to develop the professional competencies and practices of our teaching practitioners.

This issue of NAEM Journal consists of various types of topics including ISAS, Inclusive Education, Research Philosophy, Gender Inequality in Education. Achievement Theory, Inquiry-Based Teaching at Higher Secondary Biology Class. We hope that the articles in the current issue will be very much helpful to the researchers, policy makers and other concerned to work unitedly for the upliftment of the education system of Bangladesh.

I would like to offer my heartiest thanks to Professor Ahmad Sajjad Rashid, Director General of NAEM for his all out supports, co-operation and encouragement to bring out this issue of NAEM Journal. I do not want to miss the opportunity to convey my heartfelt gratitude to all the contributors for their invaluable endeavors and spending valuable time for preparing these articles despite their multifaceted commitments. I also thank the editorial panel of this issue for their hard work and sincerity in editing the articles. The writer himself is concerned for the Titles of Essays. Data and Information and Opinions published in the Journal. The Editor Panel is not liable at all in this regard.

I wish every success and sustainability of this Journal for a long time for the enthusiastic readers around the world.

Rokshana Bilkis

Director (Research & Documentation), NAEM
&
Editor, NAEM Journal

‘Actions and Consequences’: A right-based pedagogical approach for developing students’ understanding and sense of empathy to others whose rights are violated

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Dr. Muhammed Mahbubur Rahman²

Abstract

Children’s Human Rights Education (CHRE) in schools and right-based pedagogies are gaining significant attention all over the world. Though CHRE is not well developed in Bangladesh, aspects of CHRE including different issues of children’s’ human rights violation are reported in the secondary school curriculum and textbooks. This paper explores the concern of a government secondary school of Bangladesh about contemporary issues of child rights violation, and potentials of right-based pedagogies grounded with the approach ‘actions and consequences’ for developing students’ understanding and sense of empathy to others whose rights are violated. A qualitative case study approach was used with an action research component. Data were collected from two classroom teachers, the head teacher, two group of students and their respective parents using semi-structure interviews, focus group discussions and observation protocol.

Findings indicate that the school was concern for early marriage, child labour, eve teasing and juvenile delinquency as contemporary issues of child rights violation, and it was suggested that these issues should be addressed through education. However, the student-participants showed very limited understanding about ‘actions and consequences’ related to the issues of child rights violation including their own actions and consequences in the school. While the teachers were involved in collaborative action research and students were engaged in right-based pedagogies grounded with ‘actions and consequences’ approach, they were able to understand that all actions have positive or negative consequences. Findings also suggest their realisation of choosing positive actions for developing a culture of children’s human rights in the school and society, and demonstration of positive actions, and having sense of empathy. This paper also discusses the challenges of implementing this approach and possible implications.

Keywords: Actions And Consequences, Children’s Human Rights Education, Right-Based Pedagogies, Students’ Understanding, Sense Of Empathy.

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Background and rationale for the study

Children's Human Rights Education (CHRE) in schools and right-based pedagogies are gaining significant attention all over the world (Bajaj, 2011a; 2011b; 2012a; 2012b; MacNaughton & Koutsoumpas, 2017; Tibbitts, 2017b; Vesterdal, 2019; Zajda & Ozdowski, 2017). It is evident that CHRE "has expanded dramatically over the last few decades" (Russell & Suarez, 2017, p. 39). United Nations itself, Office of the United Nations High Commissioner for Human Rights (UNHCHR), United Nations Human Rights Council (UNHRC), United Nations Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), and different international organisations are working to ensure practices of CHRE in schools. UNICEF's 'A Human Rights-based Approach to Education for All' provides comprehensive guidelines for educators and policy makers globally for implementing CHRE (UNICEF & UNESCO, 2007). The recommendation of UN's (2015) Sustainable Development Goals (SDGs) for promoting human rights through education is an example of recent evidence of global attention to CHRE.

Evidence of CHRE research indicates positive impacts, for example MacNaughton and Koutsoumpas (2017) argue that "there is no doubt that there have been many successes at the local, national and global level, particularly in the last two decades, in improving human rights awareness and building a culture of human rights" (p.16). Research evidence also indicates positive influence on the students in developing their knowledge, skills and attitudes who participated in different CHRE programs in different countries (Bajaj, 2011a; 2011b; 2012a; 2012b; Covell, Howe, & McNeil, 2010; Jerome, Emerson, Lundy & Orr, 2015).

Countries across the world adopt different modes and approaches for promoting CHRE. As a member of UN, Bangladesh signed most of UN declarations and conventions of HRE and CHRE. The constitution of Bangladesh clearly pays attention to the rights of its citizens. Articles 17 and 28 demonstrate the constitutional obligations regarding education and human rights. Freedom of choice, rights and participation, democracy, respect for literacy and social needs, diversity and empowerment are the values of citizenship articulated in the Bangladeshi constitution (Government of the People's Republic of Bangladesh, 1999). Including global dimensions of education and local needs, the constitution of Bangladesh is considered by the government of Bangladesh in developing and enacting new education policy in 2010 declaring that, "The Constitution of the People's Republic of Bangladesh has been taken into consideration in the formulation of National Education Policy" (p. 8). The Ministry of Education (2010) argues that the UN Child Rights Convention (CRC) has been emphasized to ensure children's human rights through education, since Bangladesh is a member state and signatory to the CRC. It is reported that, "the primary objectives of this policy are directed toward the cultivation of human values" (p. 8). Different values and aspects of CHRE have been reported in the national education policy. Awareness of human rights, sense of justice, cultivation of free thinking and discipline, love for honest living, removing different forms of discriminations, developing fellow-feeling and respect for human rights; showing tolerance for different ideologies for the development of a democratic culture are some examples of CHRE-aspects included in the objectives of education (Ministry of Education, 2010). The secondary school curriculum has placed special importance on "the issue of human rights aiming to eradicate all forms of discrimination" (National Curriculum and Textbook Board [NCTB], 2012, p. 3). Different issues of children's human rights violation as well as human rights violation, for examples, early marriage, child labor, eve teasing, dowry, violence against women are reported as curriculum content in the secondary school curriculum (NCTB, 2012). A variety

of right-based pedagogies such as discussion, group-work, story-telling, writing, drawing, debate, role-playing, question-answer, and demonstrations are suggested in the curriculum.

However, evidence suggest that CHRE is not effectively developed in schools in Bangladesh (Mujeri, 2010; Tithi, Begum, Islam, & Faisal, 2016). It is also evident that human rights including children's human rights are still violated in Bangladesh, including in families, schools and the community (AtiqulHaque, Janson, Moniruzzaman, Rahman, Mashreky& Eriksson, 2017; AtiqulHaque et al., 2019; Hasanat&Fahim, 2014; Human Rights Watch, 2017; Mohajan, 2014; Mohiuddin, Khatun& Al-Kamal, 2012; Odhikar 2014). Based on the review of relevant literature, some examples of contemporary issues of human rights and child rights violation are violence against women, child labor, child trafficking, child marriage, child prostitution, and corporal punishment (Ahmed, 2014; Bangladesh ShishuOdhikar Forum, 2013; Islam & Amin, 2016; Hasanat&Fahim, 2014; Mohajan, 2014; UNICEF, 2016).

Theorists of CHRE suggest addressing different issues through education for the improvement of the situation of human rights or children's human rights in developing countries (Tibbits, 2008). We have already discussed that different issues of human rights and child rights violations are incorporated in the curriculum. Right-based supportive pedagogies are also included to support teaching-learning practices. However, it is not substantially evident in the literature about the concern of schools for child rights violations and implementation of right-based pedagogies for developing students' understanding and values about their own rights and rights of others. Equality and Human Rights Commission of England, Scotland and Wales (n.d.) provides open access resources for educators to strengthen CHRE. An approach in an individual CHRE lesson entitled 'Actions and Consequences' is suggested for educators to develop students' understanding that our actions can have positive and negative consequences. It is also suggested that application of this approach through engaging pedagogies can help students' selection of positive actions to improve human rights or child rights situation. Using this kind of approach for CHRE in Bangladesh context is not also well evident. Considering the importance of CHRE, contemporary issues of human rights and child rights violations, concern of secondary schools for the issues and pedagogical practices, importance of understanding actions and consequences, and gaps in the CHRE literate, this case study was conducted in a government secondary school in Bangladesh.

Objectives of the study

The objectives of this study were to:

1. explore the views and understanding of teachers, students, the head teacher and parents about the contemporary issues of children's human rights violation and the importance of developing students' understanding of actions and consequences
2. understand how right-based pedagogies grounded with 'actions and consequences' approach influence students' understanding and develop sense of empathy
3. identify the challenges of implementing right-based pedagogies and scope of the new approach.

Conceptualising children's human rights education and right-based pedagogies

The concept of HRE as well as CHRE originates from Article 26 (2) of the United Nations

Declaration of Human Rights (UDHR, 1948), which states that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms” (UN General Assembly, 1948 p. 6). It was further developed in the International Covenant on Economic, Social and Cultural Rights (ICESCR) (UN, 1966) as article 13(1) states that “education shall be directed to the full development of the human personality and the sense of dignity, and shall strengthen the respect for human rights and fundamental freedoms...”. The United Nations Convention on the Rights of the Child (UNCRC, 1989) has also made a significant contribution to the field of HRE as well as CHRE. Different scholars of CHRE provides different definitions from different perspectives, for example, Jerome (2018) argues that “human rights education (HRE) seeks to provide young people with an optimistic sense that we can work towards a more peaceful and socially just world, and that everyone can do something to contribute to securing improvement” (p. 46). Bajaj (2017) defines “human rights education (HRE) as a field that utilizes teaching and learning processes to educate about basic rights and for the broadening of respect for the dignity and freedom of all people(s)” (p. 1). Tibbitts (2017) argues that “HRE is a deeply practical expression of the high-minded ideals of the Universal Declaration of Human Rights (UDHR) - a deliberate attempt to foster a worldwide human rights culture” (p.69). According to Zajda and Ozdowski (2017), HRE “refers to the transfer and acquisition of knowledge concerning human rights and the necessary skills of how to apply them” (p.5). They also add that human rights education is “about adoption of universal values and behaviours” (p.5).

United Nations Declaration on Human Rights Education and Training, 2011 (United Nations Human Rights Council, 2011) provides a comprehensive framework for HRE pedagogies. Article 2(2) states that the pedagogy of human rights education should encompass as ‘education about human rights’, ‘education through human rights’ and ‘education for human rights’. While ‘education about human rights’ stresses on the content of education, other two components focus on right-based teaching learning approaches for developing students values, attitudes and skills (United Nations Human Rights Council, 2011). This framework can also be traced through the scholarly literature of CHRE or HRE. Jennings (2006) emphasizes on developing students’ appropriate attitudes and thoughts through discussions on human rights issues and participation (right-based pedagogies) in different planned activities in the classrooms and schools. He also points out that human rights instruments (UDHR, CRC) should be interpreted within students’ social and historical contexts. Importance should be given to developing “instructional activities that allow students to take positive action relative to their own human rights and their responsibilities to protect and promote the rights of others” (Jennings, 2006, p. 293). Mihr and Schmitz (2007) argue that the direct and indirect experience of human rights violations can serve as a link between cognitive knowledge and emotional reaction. However, they suggest that it is not necessary for the individuals having experiences of human rights violation rather they just need to learn about individuals who had experienced a human rights violation, which then inspires them to learn more and to take-action to stop human rights violation to others. These conceptual lenses were used in this study.

Methodology

We adopted a qualitative case study approach since the nature of this study was to focus on a deep analysis of the particular aspect of CHRE in a secondary school, in a particular place and time (Stake, 1995). We used qualitative case study to conduct this research as “a means for exploring

and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p. 4). Patton (2002) notes that this kind of research involves “studying real-world situations as they unfold naturally” (p. 40). We chose this approach because it allowed us to have direct contact with the people, situation and phenomenon under study. As teacher educators and researchers, we were able to use our own personal and professional experiences and critical insights, which are important part of the inquiry to understand the phenomenon (Patton, 2002).

For the successful implementation of human rights education, UNESCO (2011) emphasises the need “to link research and policy in a way that enables not only the identification of common problems and challenges, but also the design of practical and effective solutions” (p.15). The intention through the research was not only understand CHRE in the school but also to develop and change practices using rights-based pedagogies grounded with ‘actions and consequences’ approach. Therefore, we used an action research component as part of this case study to involve teachers in planning and implementing new approach. Action research is appropriate as “it provides an opportunity for educators to reflect on their own practices” (Creswell, 2012, p. 577) and to engage in cycles of planning, and reflection on planning and practice. We adapted the model of action research (Mertler, 2006) that involves planning, acting, developing and reflecting. One government secondary school was selected purposively (Patton, 2002). Similarly, the head teacher, two classroom teachers (who used to teach the aspects of CHRE) and two group of students (6 in each group) from their classes (grade 7 and 9), and two group of parents (6 in each group) were selected as participants for this study. We collected data from the head teacher and two classroom teachers using semi-structured interviews, and using focus group discussions, data were collected from the students and parents. Observation protocol and field notes were also used to collect data. We used the approach of thematic analysis of qualitative data through the categorisation by codes (Glesne, 2016). During the analysis and presentation of data, we used pseudonyms for the classroom teachers (Beauty for grade 9 teacher and Shumi for grade 7) and numbers were used for the students, and parents, for an example, G7S5 means the student-participant from grade 7 and his/her serial number what was provided to avoid using name during the FGD was 5.

It is important to note that parents were not involved in action research process. They were only involved in sharing their views and understanding of the issues of children’s human rights violations and role of education. However, their views were significantly considered for planning and implementing new approach of CHRE in the school.

Findings and discussions

Concern of the school for child rights violation and understanding the importance of new pedagogical approach

It is evident and we have already discussed that human rights as well as children’s rights are violated in Bangladesh including in the schools. One of the objectives of this study was to explore the views and understanding of the teachers, students, the head teacher and parents about the contemporary issues of children’s human rights violation and the importance of developing students’ understanding of actions and consequences. Findings from the analysis of data from interviews and focus group discussions indicate that school was concern for the issues of early marriage, child labour, eve teasing and juvenile delinquency as contemporary issues of child rights violation. As a school leader, the head teacher’s one of the main concern for the issues of child

rights violation was 'juvenile delinquency'. She claimed 'juvenile delinquency' as a significant and alarming issue for children's human rights violation in the society. She contended that some children are becoming big threat for children's rights. Both classroom teachers and both group of parents strongly supported the opinion of the head teacher. All of them urgently recommended educational measures to minimize the issue and protect children's rights. Findings from the field notes indicate that children's involvement for the violation of children's rights was also evident in case study school. Actually, it was evident in the school during the time of conducting this research where two group of students were engaged in a conflict and fighting; some of them were seriously injured and were admitted in the hospital. The teachers were very anxious and worried about the incident and they were discussing with the guardians of the students whose children were involved with the incident. It was noticed that the head teacher was very upset and she seek our attention to the issues, as we were involved in conducting research with students. She suggested that "teachers should motivate the students in the right way for encouraging their positive activities".

Both classroom teachers and we discussed how we could develop students' values and empathy to encourage positive actions in their life and in the society. Beauty said, "Actually students who are involved in violence, never think the impacts of their activities in their lives and in the society. We should encourage them to think before involving any activity. It is better to discuss some major issues of human rights violation in the classroom". Shumi pointed out that, "we can discuss some examples of violence in the classroom committed by children and their impacts. Actually we have to motivate our students for positive activities and empathy to others". Instructions from the head teacher, and views and opinion of Beauty and Shumi clearly reflects the importance of developing students' understanding about different forms of their actions and consequences. However, when we asked them about their experiences of right-based pedagogies grounded with the approach 'actions and consequences' to discuss the issues of child rights violations, both of them argued that they never thought about this approach. Therefore, it can be argued that right-based pedagogies suggested by Jennings (2006) and Mihr and Schmitz (2007) were not effectively implementing in the school before the action research for developing students' critical understanding, values and attitudes. However, the head teacher, both Beauty and Shumi were very willing to implement this approach through action research what is discussed in the following section.

Development of students' understanding, positive thinking and sense of empathy

Another objective of this study was to understand how right-based pedagogies grounded with 'actions and consequences' could influence students' critical understanding and developing sense of empathy. Considering the development of students' understanding of different child rights violations, understanding of different actions and consequences related to these violations, developing sense of empathy, and considering the recent incident in the school, the head teacher, both classroom teachers and we agreed to implement five individual lessons for grade 7 & 9 through action research. We planned lessons together and every individual lesson was dedicated to a single issue of child rights violation using right-based pedagogy grounded with 'actions and consequences' approach. Though we used the idea of 'actions and consequences' from HRE resources of Equality and Human Rights Commission of England, Scotland and Wales. (n.d.), we discussed in our planning meeting how we could use this approach in our context in a meaningful way. Therefore, the idea was customised as we decided. While document of the Equality and Human Rights Commission of England, Scotland and Wales recommends 'actions and consequences' as an approach of single lesson, we used this approach for addressing different issues of child rights violations following right-based pedagogies.

The aim of these lessons was to develop, values and empathy inside the students through developing their understanding that our actions have consequences- positive /negative. We wanted to make the students able to choose actions which have positive consequences, specially in regards to human rights or children's human rights. Following different participatory teaching and learning approaches such as group discussion, peer discussion, and quiz, both classroom teachers implemented different lessons. For every individual lesson, both teachers engaged students to identify the actions that cause different forms of child rights and human rights violations, and the positive actions that could ensure human rights and stop violations. According to the planning, both teachers also stressed developing students' understanding about their own actions and consequences in the school. All of the lessons of both classroom teachers were observed from the beginning to the end.

Based on the analysis of data from observations, reflections from the teachers and students, findings indicate that the approach 'actions and consequences' had potentials for developing students' understanding about different positive and negative actions and their consequences towards child rights or human rights issues. Findings also suggest that this approach influenced students' positive thinking and the development of values and empathy. Beauty claimed that her students enjoyed the lessons and the students were really benefitted. Beauty argued that the these lessons really touched the minds of her students who would be careful and concern for their actions and consequences. For an example, she said:

They shared their feelings in terms of good and bad consequences of different actions. They learned to think that these feelings and consequences are also applicable for others. I am sure they understood that if someone would misbehave with them they would feel upset and it is true that if they would misbehave with others, they would also feel upset. They would be concern whether their behaviours and activities lead to others' HR violation or not.

Shumi argued that these lessons were really effective and attractive for the students to develop their understanding and values to encourage good actions and discourage unexpected actions. She pointed out that she was sure about positive changes among her students in terms of understanding and attitudes. Both group of students' reflection was also supportive to Beauty and Shumi. When they were asked, "could you please explain, what you have learned and how do you feel?" some examples of their reflections are:

Y9S1: I learned that everything (action) has a positive or negative reaction (consequences). In future when I will be involved in any activity, I must think the positive and negative effects.

Y9S2: Sir, I believed that the seniors could give punishment to juniors for good purpose.

Truly speaking, sometimes I did in the school. I never thought its consequences; even I thought that I could do it as a senior. My concept has been changed. Now I understand the feelings of juniors to whom I punished sometimes. I would never do it in future.

Y9S5: My thinking skill has been improved. I never thought this way about the issues of child rights violations and my role.

Y9S6: We should think before we do anything.

Y7S1: We should think before doing any work and I will do the right work.

Y7S3: We should think the positive and negative consequences before involving any activity.

Y7S4: I have learned that every action has good or bad consequences. We should consider good actions.

Since one of the aims of these lessons was to enable students identifying some positive actions, they were asked to identify some actions having positive consequences to human rights as well as children's human rights. Both groups provided a list of actions and good characteristics of a human being, which can cause positive consequences. The extract based on both group response is:

Respecting seniors, caring juniors, respecting teachers, respecting parents, truthfulness, honesty, respecting neighbour, good relation with friend, keeping school environment clean, keeping playground clean, never throwing dust on the floor, using dustbin, tree plantation, never hitting friend, using real name of a friend.

Most importantly, we noticed and both classroom teachers and students confirmed the positive changes among the students; specially it was evident in the classroom and in the school area. During the final reflections, both group of students reported that they stopped committing misbehaviour to their friends what was evident in the past. Both classroom teachers confirmed the students' claim. In addition, Beauty proposed a regular practice of this approach by different subject teachers in the classroom. She added that any teacher can utilise this approach and can contribute to the remission of human rights violation and promotion of human rights. Since the head teacher was highly concerned for 'juvenile delinquency, and suggestive to creating good human being through education, she appreciated this approach, its impact, and she stressed on proper utilisation by the teachers. We observed that students could able to connect their understanding about action and consequences with the issues of different human rights/child rights violations.

Overall, the findings indicate possible impacts of right-based pedagogies grounded with the approach 'actions and consequences' for addressing different issues of children's human rights violation for developing students' values and sense of empathy what could encourage positive actions to their friends and community and discourage unexpected actions. The findings also informed the idea of Yamniuk (2017) who explained why feeling empathy for someone is important and how it could be developed inside the students without direct connections with others. Yamniuk, (2017) goes on to say:

When we feel empathy for someone, we feel a connection with them. And when we feel connected with someone, why would we want to hurt them? You don't have to completely understand the other person, but if you see them as someone who is a person just like you, who has feelings and fears and successes like you do, the chances of wanting to harm someone is greatly lessened. (p. 150)

Findings of this study also inform the potentials of the models/frameworks of right-based pedagogies recommended by United Nations Human Rights Council (2011), Jennings (2006) and Mihr and Schmitz (2007). However, the most significant insight from the findings is the potentials of 'actions and consequences' approach blended with CHRE pedagogies.

Challenges of implementing new right-based pedagogical approach

Though the findings indicate positive influence of new right-based pedagogical approach grounded with ‘actions and consequences’ for developing students understanding of human rights violations, understanding of their own actions and consequences, and developing sense of empathy whose rights are violated, some significant challenges were identified. One of the significant challenges was large number of students in a single classroom. There were around 60 students in Shumi’s class and around 45 in the class of Beauty. Though Beauty showed capability to manage the class using right-based pedagogies, it was difficult for Shumi to engage large number of students effectively. Another challenge was associated with class duration. Duration of the class was generally 40 to 50 minutes, which was not enough for implementing right-based engaging pedagogies in the classroom. Lack of practices of these kind of pedagogies in the school context was also identified as a potential challenge for the continuation of new approach. Lack of professional learning of the teachers, insufficient technological support in the classroom and teachers’ academic and administrative workload were also identified as potential challenges. However, findings suggest that, to some extent, both teachers were committed to practice this new approach in their classrooms in spite of having challenges.

Conclusion

It can be concluded that though the school was concern for some significant issues of children’s human rights violations such as early marriage, child labour, eve teasing and juvenile delinquency, children’s human rights education was not well developed in the school. While teachers, the head teacher and parents suggested these issues to be taught in the classroom, and supportive right-based pedagogies are reported in the existing sample curriculum, these were not evident in practices. The students showed very limited understanding about ‘actions and consequences’ related to the issues of child rights violation including their own actions and consequences in the school. However, while the teachers were involved in collaborative action research, planned and implemented lessons, and students were engaged in right-based pedagogies grounded with ‘actions and consequences’ approach, they were able to understand that all actions have positive or negative consequences. Students’ own realisations of choosing positive actions for developing a culture of children’s human rights in the school and society, demonstration of positive actions, and having sense of empathy provided significant potentials of the new approach.

Although the findings indicate positive influences of the specific pedagogical approach for developing students’ critical understanding about actions and consequences, encouraging positive thinking and developing sense of empathy to others whose rights are violated, we argue that a space was not yet established in the school to continue the practices of this pedagogical approach, and transform students’ learning and development into actions due to existing challenges. We recommend further studies to identify the way forward to establish a space for sustainability of this approach and transforming students’ learning into actions in the school and society. Though the findings of this case study is not generalizable due to methodological limitations, findings have implications for children’s human rights education in schools and teachers’ professional learning through action research.

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Why School Supervision Matter and How to Improve: A Study in Secondary Schools of Bangladesh

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Abstract

The intention of this study was to explore why school supervision matter for school overall performance focusing on its importance, challenges and way forwards of effective supervision. Adopting mixed method approach this study generated quantitative and qualitative data to get better and more credible information on the phenomena under investigation. The research design was based upon an open-ended questionnaire, interview and focus group discussion (FGD). 30 head teachers and 216 teachers participated in the study, who were chosen from thirty (30) randomly selected secondary schools located in six (6) districts of Dhaka division. Some major findings were derived from the study indicating headteachers supervise their schools regularly and almost every day. In contrast, education officers do not supervise schools frequently. They do their duty once in six months or in year. The study also identified the importance of school performance, like supervision helps teachers and staff to know the school's rules, control school administration, measures school progress and so on. Additionally, this study also explored some challenges that include irregular supervision, create threatening environment for teachers, sometimes supervision is fabricated by fake data, supervisors spend very little time for supervision and so forth. Some areas of improvement were also identified from the study that might have some policy implications.

Keywords: Supervision, Mixed Method, Importance, Challenges, Way Forward and Effective Supervision.

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Introduction

School supervision is one of the vital components of school functioning that basically help to run school effectively. Supervision is generally known as an interaction between at least two persons with an integration of processes, procedures and conditions, which are deliberately designed to monitor or measures the progress and effectiveness of individuals and groups work. According to Ogunsaju (1983), supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain groups with the hope of seeking their cooperation to be successful in their task. Adepoju (1998) defines school supervision as the process of bringing improvement in instruction by working with people, who are working with pupils. Supervision in school, therefore, is a vital process and combination of activities, which is concerned with improvement of teaching and education quality in the school framework. A mentionable studies explored the necessity of supervision for schools' academic and administrative improvement as given below.

- Supervision helps the school head to manage school's activities effectively which ultimately enhance the academic and administrative performance of schools (Mette, *et al.*, 2015).
- Supervision improves the teaching-learning process of schools because it has an immense impact on accelerating the professional skills of teachers and benefits the paradigm shift of instructional and administrative process of schools (Kotirde and Yunos, 2015).
- Schools' authority can compare the schools' performance against the goals and also can take necessary steps like arraigning training, hiring skilled teachers and improving the curriculum (Renata *et al.*, 2018).
- Supervision informs teachers about the professional and pedagogical requirements of effective teaching. Thus, it ensures the continuous professional development of the teachers (Malunda *et al.*, 2016).
- Supervision brings different stake holders like school authority, head teachers, teachers and government authority under one framework, which is essential for smooth operation of schools (Usman, 2015).

Therefore, supervision is essential not only for individual school but also for the entire education system.

In Bangladesh secondary education is managed by the Ministry of Education (MOE) and its main duties are to formulate policy, plan, monitor, evaluate, and execute plans and programs. The attached body of MOE is the Directorate of Secondary and Higher Education (DSHE), which basically manage and control all junior secondary, secondary and higher educational institutions in Bangladesh and it works with the help of subordinate offices located at division and district levels, and project offices located at the Upazila level. Mainly the District Education Office (DEO) supervise the academic activities and regular inspection of secondary schools. Additionally, academic supervision is also done by the Upazila Secondary Education Office (USEO) along with its other duties. In Bangladesh, secondary schools are supervised by two categories of people (Ayodele, 2002, Jaiyeoba, 2006), such as (i) internal supervisors, i.e. headteachers and (ii) external supervisors, who are designated officials (i.e. districts education officers and upazila education officers) of the Ministry of Education (MOE) and their primary responsibility is to see that schools

are maintaining high standards and following the rules and regulations ordered by MOE. The effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision (Kotirde & Yunos, 2014: P.55). Thus, it is rational to explore the effect of supervision on schools progress and performance in the context of Bangladesh. Many evidences can be found in many countries that assessed the relationship between school supervision, particularly instructional supervision and school performance implying that effective supervision promotes or enhances the effectiveness of school head or principals and teachers; and also promote students' academic performance (Oghuvbu, 1999 & Adediran, 1998). Unfortunately, the field of supervision at secondary schools and its impacts on school overall performance still remain unexplored in Bangladesh and there is a gap in our knowledge about what actually happens at schools during supervision. Thus, the proposed study has taken an attempt to adjoin new knowledge in the field of supervision for bridging this gap- (i) exploring the importance of supervision at secondary schools of Bangladesh, (ii) identifying the challenges of effective supervision and (iii) findings the way forward for improvement of supervision system, which can increase the quality of teaching-learning activities, student's learning outcome, student enrollment rates as well as decrease student dropout trend in secondary schools. It is expected that the findings of this study will contribute in policy making at secondary level education and to fill contextual gap of research evidences on school supervision (Malunda *et al.*, 2016) and provide some guidelines to improve secondary school supervision systems of Bangladesh.

Objectives of the study

The broad objective of this study was to measure why supervision matters for school performance at secondary schools in Bangladesh. In addition, challenges and way forward to effective supervision were also explored that are imperative for school performance.

Specific objectives

- To assess whether schools are supervised and how frequently supervision happen at secondary schools in Bangladesh.
- To explore why head teachers' and teachers' think school supervision is important for schools performance.
- To identify the challenges of effective school supervision at secondary schools of Bangladesh located in Dhaka division.
- To explore the way forward to effective supervision in secondary schools of Bangladesh.

Scopes of the study

School supervision has an important influence on school overall performance. Effective supervision helps to improve the teaching and learning activities in the school and also help headteachers and teacher to manage school effectively. Negligible works can be observed in this field in Bangladesh, albeit a significant number of studies were carried out on supervision and its impact on school performance in other countries (Oghuvbu, 1999 & Adediran, 1998). Inspired from the previous studies, the researchers have taken this qualitative study as an attempt to explore why supervision matter for school performance in Bangladesh. The best group to analyze the

information of this study was headteachers and teachers working in urban and rural secondary schools of Bangladesh located in Dhaka division. It is expected that the findings of this study will create a scope for headteachers and teachers to understand the importance of supervision system at secondary school. The findings would also be helpful for the educational researchers and policy makers to get a clear picture about the challenges of effective school supervision that headteachers confronted during their supervision and outline the way forwards to mitigate the challenges of effective supervision at secondary school performances. The selection of this research idea is a significant one as we strongly believe that the study would be able to explore some influential findings, which might have some policy implications to increase education quality, improving supervision system, headteachers' efficacy of supervision and ultimately school performance.

Methodology of the study

Research design

The nature of this study was exploratory and descriptive, where the researcher used mixed method, i.e. quantitative and qualitative research approaches to achieve more descriptive and in-depth information from the key informants (i.e. headteachers and teachers). Following convergent parallel mixed method design, this study used open-ended questionnaire, FGD and interview tools to generate quantitative and qualitative information. Quantitative research method was manipulated to find out the frequency of participant views only, whilst qualitative research method was used here as it allowed the researchers to articulate participants' attitudes, perceptions, feelings and beliefs in a much more explanatory way about why supervision is important, what are the challenges of effective school supervision and how to improve supervision system to overcome these challenges.

Sample and sampling techniques

Headteachers and teachers, who were generally involved in teaching and supervision of secondary schools were constituted the samples of this study. The headteachers and teachers were chosen from 30 selected schools located in six (6) districts of Dhaka divisions using simple random sampling. In order to achieve a representative teacher sample, 216 teachers of secondary schools were chosen. In total, six (6) FGDs were conducted in selected six districts. 30 headteachers of 30 selected schools selected purposively were participated in interview schedule. The following Table 1 represents sampling techniques, and number of districts, schools, headteachers and teachers.

| Samples | Sampling Techniques | Total number of districts/ schools/respondents |
|------------------------------------|------------------------|---|
| Districts | Simple random sampling | 6 |
| Schools | Simple random sampling | 5×6= 30 |
| Head teachers | Purposive | 1×30=30 |
| Teachers (Questionnaire survey) | Simple random sampling | 6×1×30=180 |
| Teachers (FGD) | Convenient | 6×6= 36 |

Table1: Sampling techniques and sample used in the study

Source of data and data collection tools

Headteachers and teachers of selected secondary schools were the sources of data. After getting permission from education officers of the selected districts and headteachers of the selected schools the researchers with their assistants visited the school for data collection. The questionnaires were distributed to the teacher participants. Interview schedules were arranged for headteachers and FGDs were conducted with teachers. Semi-structured questions were pre-determined for interview schedules keeping in mind that an interview is a social and interpersonal encounter that may prompt further questions and/or discussion (Cohen *et al.*, 2011). Similar procedure was followed for FGD sessions, i.e. a list of pre-determined questions was prepared for FGD.

Ethical consideration

Consents were taken from the headteachers and teachers before participating in the study. They were assured about confidentiality throughout the duration of and upon completion of the study. The participation of all participants (i.e. headteachers and teachers) was voluntary and all those involved were assured that they could withdraw from the study at any time. Measures were taken throughout the study to maintain the anonymity of the heads and teachers participated in the study.

Data analysis procedure

Once all open-ended questionnaires returned from the participants' and interview and FGD were completed, each participant (i.e. headteachers and teachers) was assigned a pseudonym or code number. For data analysis procedure, the researchers calculated "frequencies and occurrences of responses" (Cohen *et al.*, 2007:468) by using SPSS software and common trends and themes were categorized from qualitative data and a narrative form of participants' opinions were also presented focusing on major points or key comments.

Salient findings of the study

Findings derived from analyzing qualitative data are presented in the following sections.

Schools supervised by headteachers and education officers

Headteachers and education officers were asked to mention whether they do academic supervision and how frequently they do their supervision. Findings found from analyzing questionnaire survey as shown in Table 2 imply that all of the headteachers (100%) in the sample do their school supervision, where 86.7% headteacher claim that they do supervision every day and a very negligible percentage of headteachers state that they supervise their school once in a week (6.7%) or once in a month (3.3%). Similarly, teachers in the sample were also asked the same questions. A large number of teachers (N=174, 96.7%) reveal that their headteachers supervise their academic activities every day (91.1%). So, it is clear from the findings that almost all of the schools in the sample is supervised by the headteachers regularly albeit some schools need to be supervised regularly as 5.6% teachers in the sample opines that their headteachers do their supervision once in a week, while 2.2% state that their headteachers supervise their schools once in a month..

| | Supervision done by headteacher | | | How Frequently | | | |
|---------|---------------------------------|---------|-------------|----------------|----------------|-----------------|--------------|
| | Yes | No | Total | Everyday | Once in a week | Once in a month | Total |
| Head | 30 (100) | 00 (00) | 30 (100) | 26 (86.7) | 2 (6.7) | 1 (3.3) | 29 (96.7)*** |
| Teacher | 174 (96.7) | 5 (2.8) | 179 (99.4)* | 164 (91.1) | 10 (5.6) | 4 (2.2) | 178 (98.9)** |

Table 2: Supervision done by headteachers
Missing data: * 1 (.6%), **2 (1.1%) & ***1 (3.3%)
[Source of data: Primary data collected from fieldwork, April 2019]

Opinions derived from headteachers' interviews and FGDs with teachers are given below in narration form and it is found that their voices, in fact, reflect a similar view as presented in Table 2.

“Yes, headteacher supervise our school always during our teaching-learning activities. He also gives us some feedback after supervision,” (Assistant teacher, rural area).

“I believe, as a headteacher, supervision is important for good school management and performance. In order to improve my school's performance, I always supervise school activities” (Headteacher, urban area).

While asking about supervision of education officers, all headteachers (100%) and 92.8% teachers in the sample state that education officers visit their schools for supervision but they do not supervise schools on regular basis as findings of Table 3 reveal that education officers supervise schools once in a year (53.3% headteachers and 51.1% teachers), whilst a noticeable percentages of headteachers (26.7% & 20%) and teachers (28.9% & 18.3%) in the sample claim that the education officers supervise their school once in a month or once in six months respectively. This can be an area of improvement that needs to be taken into account.

| | Education officer's supervision | | | How Frequently | | | |
|---------|---------------------------------|----------|----------|-----------------|------------------|----------------|----------------|
| | Yes | No | Total | Once in a month | Once in 6 months | Once in a Year | Total |
| Head | 30 (100) | 00 (00) | 30 (100) | 8 (26.7) | 6 (20) | 16 (53.3) | 30 (100) |
| Teacher | 167 (92.8) | 11 (6.1) | 179 * | 52 (28.9) | 33 (18.3) | 92 (51.1) | 177 (98.3) *** |

Table 3: Supervision done by Education Officers
Missing data: N=1 (0.6%) & N=3 (1.7%)
[Source of data: Primary data collected from fieldwork, April 2019]

Views of headteachers and teachers derived from interviews and FGDs regarding education officers' supervision are described as follows and their opinion reflects similar views as given in Table 3.

“Education officers rarely visit our school. They come to supervise our school once or twice in a year” (Senior teacher, sub-urban area).

“Yes, education officers visit our school, giving a gap of two or three months but we don’t know anything about what they do with headteacher” (Assistant teacher, rural area).

“Yes, education officers come to supervise my school but very occasionally” (Headteacher, sub-urban area).

Importance of School Supervision

Headteachers (N=30) and teachers (N=216) were asked to describe how supervision increase schools overall performance. Findings depict that almost all headteachers and teachers in the sample believe supervision is helpful to improve all administrative and academic aspects of the schools. Some of these are illustrated in Table 4 as given below.

| Opinions | N (%) |
|--|-------------|
| • Help teachers and staff to know school’s rules and regulations. | 70 (28.46) |
| • Help to control school administration. | 89 (36.18) |
| • Help to measures school progress. | 115 (46.75) |
| • Help to identify the school’s problems. | 75 (30.49) |
| • Help to keep in record of teachers and student’s attendance. | 135(54.88) |
| • Increase effective coordination between school administration and teachers ensuring a good communication system. | 110 (44.72) |
| • School activities can be hampered if schools are not supervised. | 75 (30.49) |
| • Improve learning outcome (result), pass rate, quality of education, create a positive teaching-learning environment and reduce the dropout rate. | 109 (44.31) |
| • Create a platform for the teachers to present their problems to headteachers and education officers for getting solutions quickly from them. | 80 (32.52) |
| • Ensure whether formative (i.e., class test) assessment is taking within the prescribed time. | 85 (34.55) |
| • Monitor whether teachers and students do their work rightly. | 120 (48.78) |
| • Increase teachers’ awareness about their duty and teachers’ professional skills or efficiency. | 95 (38.62) |
| • Provide guidance to improve teachers’ inefficiency. | 120 (48.78) |

Table 4: Importance of supervision according to headteachers’ and teachers’ opinions

[Source of data: Primary data collected from fieldwork, April 2019]

Reflection of the above findings is observed in voices of headteachers and teachers regarding the importance of supervision. Few of their voices are present as follows.

“I believe, supervision is helpful for effective school management and students’ performance since it helps me to control school administration. I can monitor overall school matters through supervision, for example, measure school progress, identify school problems, monitor school’s teaching environment and so many tasks I usually have to do during my

supervision” (Headteacher, rural area).

“I think supervision is important to maintain school progress. Supervision helps us to know the school’s rules and regulations. Headteacher’s supervision especially can monitor teachers’ and students’ attendance, increase effective coordination between school administration and teachers, which creates a good communication system, improve students’ pass rate, attainment and reduce dropout rate” (Senior teacher, urban area).

Challenges of Effective School supervision

Headteachers and teachers are asked to identify the challenges of school supervision system that they seem to be improved. Findings are presented as follows.

| Opinions | N (%) |
|--|-------------|
| • Irregular supervision. | 168 (68.29) |
| • In supervision, there is a tendency of seeking only teachers’ faults. | 100 (40.65) |
| • As a supervisor, headteachers and education officers create a threatening environment for the teachers. | 90 (36.59) |
| • Sometimes supervision is fabricated by fake data instead of real data that is indeed harmful for the betterment of school and students. | 60 (24.39) |
| • Supervisors (headteacher or education officers) spend very little time for school supervision. | 190 (77.24) |
| • Supervisors sometimes misbehave with teachers during supervision. | 90 (36.59) |
| • Illegal activities in monetary terms are occurred and supervisors sometimes try to pressurize teachers with ill motive. | 90 (36.59) |
| • Ineffective communication between administration and teachers. | 120 (48.78) |
| • Supervisors do not care that teachers are overloaded with classes and class size interrupt effective teaching. | 160 (65.04) |
| • Supervise whether teachers are using multi-media but they never monitor whether there is an arrangement of multi-media in all classrooms. | 120 (48.78) |
| • Supervisors never monitor during teachers’ teaching in their classroom. So, they can’t assess whether teachers are using teaching aids in their classes. | 120 (48.78) |

Table 5: Opinions of headteachers’ and teachers’ regarding challenges of effective supervision

Note: Headteacher (N=30) and Teacher (N=216)

[Source of data: Primary data collected from fieldwork, April 2019]

Opinions of headteachers and teachers’ generated from qualitative data are presented below that echo similar finding as described in the above section in Table 5.

“Irregularity is one of the challenges of supervision as we still observe that education officers come to supervise our school very rarely. In order to increase school performance and improve school quality, school supervision should be on a regular basis not sometimes or infrequently” (Assistant teachers, urban area).

“Supervision is important for effective school management, but sometimes it creates a

threatening environment for us as the supervisors are not friendly and cooperative. It seems to me they supervise to seek only teachers' faults" (Assistant teacher, rural area).

"Supervisors do not pay their attention to teachers' welfare as most of the time they overlook teachers' superfluous class duties and they do not care about how teachers would manage big class size but they expect teachers will use textbooks, teaching aids and multimedia. They do not monitor whether there is an arrangement of multi-media in all classrooms as in my school we do not have multimedia for all classrooms but the supervisors expect we will use multi-media in our classes, which is ridiculous" (Assistant teachers, sub-urban area).

"As a headteacher, I've to engage in so, many duties every day. So, it is not possible for me to supervise all school matters every day. I do supervision sometimes and I can give very little time for supervision. So many problems I found in my school during my supervision, for example, I expect teachers will use multi-media or ICT in their classes, but I could not provide all facilities to my teachers. There is teacher scarcity in my school, so teachers of my school are always overloaded with proxy classes" (Headteacher, rural area).

Way forward to effective school supervision

In this phase, headteachers and teachers in the sample were asked to specify some suggestions that can be helpful to resolve the challenges of effective supervision. Analyzing their voices following aspects were raised up as presented in Table 6 that need to be taken into account for improving school supervision.

| Opinions | N (%) |
|--|-------------|
| <ul style="list-style-type: none"> Numbers of supervision should be increased and Education Ministry should ensure that headteachers and education officers supervise their supervision on regular basis. | 147 (59.76) |
| <ul style="list-style-type: none"> Proper steps need to be included in the supervision system that can detect what skills and trainings are important for improving teachers' teaching quality. | 126 (51.22) |
| <ul style="list-style-type: none"> Supervisors should be properly trained up for supervision. | 190 (77.24) |
| <ul style="list-style-type: none"> Class size should be monitored and it should be between 30 to 40 students. | 100 (40.65) |
| <ul style="list-style-type: none"> Supervisors should monitored whether the classes are taken by subject based teachers. | 100 (40.65) |
| <ul style="list-style-type: none"> Teachers' and students' attendance and teachers' check in-check out time in the classroom should be supervised on regular basis. | 160 (65.04) |
| <ul style="list-style-type: none"> It is important to supervise whether teachers are using a textbook, lesson plan, multimedia, teaching aids in the classroom and schools should have adequate facilities in science laboratories. | 140 (56.91) |

| | |
|---|-------------|
| <ul style="list-style-type: none"> Supervisors should maintain cordial and friendly behavior with teachers and should be supportive that will care about teachers' welfare, such as decreasing teachers' salary gap, workload etc. | 120 (48.78) |
| <ul style="list-style-type: none"> Headteachers' activities should be included in the supervision system. | 100 (40.65) |
| <ul style="list-style-type: none"> Easy communication between teachers and education officers, so that they can discuss about their problem with education officers. | 120 (48.78) |
| <ul style="list-style-type: none"> Assessment process, weekly assessment, completion of syllabus should be supervised regularly for the betterment of school performance. | 150 (60.98) |

Table 6: Way forward to effective supervision suggested by headteachers and teachers

Note: Headteacher (N=30) and Teacher (N=216)

[Source of data: Primary data collected from fieldwork, April 2019]

Discussion of the findings

The current study was conducted to measure why supervision matters for school performance and how to improve supervision system in secondary schools of Bangladesh. Findings derived analyzing data are discussed in the following section.

- It is observed from the findings that all of the schools in the sample are being supervised by the headteachers regularly. Irregularity is found for education officers. Since more than half of the headteachers and teachers in the sample report that they supervised their school once in year. It is, thus, clear from the findings that education officers do not do their job regularly. This point should be noted down as this less supervision may adversely impact on school performance as many of research evidences indicate that academic performance (Ankoma-Sey & Maina, 2016; Wanzare & da Costa, 2000) and effective teaching (Patricia & Osakwe, 2015; Sule et al., 2015; Usman, 2015) are positively related to effective supervision.
- Findings reveal that supervision helps to improve all administrative and academic aspects of the school and enable school administrators to establish whether teachers are employing effective pedagogical practices and meeting the set teaching standards (or not) (Milanowsik, 2011, cited in Malunda et al., 2016). The findings of this study are in line with other researchers' findings, for example, supervision helps the school head to manage school's activities effectively, which ultimately enhance the academic and administrative performance of schools (Mette et al., 2015). Additionally, instructional supervision benefits both teachers and learners (Nakpodia, 2006), improves the teaching-learning process of schools (Kotirde & Yunos, 2015) and help teachers to be groomed (NOUN, 2006). Veloo et al. (2013) also established in their study that supervision is helpful to improved teacher preparation, lesson development, learner assessment and classroom control. If schools are not supervised adequately, it will have inimical effects on the students' output and the educational objectives may not be achieved (Dangara, 2015: 160).

- This study also identified a number of challenges of school supervision, which are line with other researchers' findings that include- irregular supervision (Gashaw, 2008; cited in Ekyew, 2014), tendency to look at only teachers' faults, supervisors create a threatening environment for the teachers. Every so often, supervision is fabricated by fake data instead of real data that is, indeed, harmful for school and students' betterment. Supervisors (headteacher or education officers) give very little time in supervision and they sometimes misbehave with teachers. Ironically, during supervision in many cases, illegal activities in monetary terms occur that teachers cannot avoid. They sometimes try to pressurize teachers with ill motives. Communication is an essential factor for effective school management, which should be improved and should include in the supervision system as Zepeda (2010) claimed that supervision can only positively influence teacher effectiveness, when supervisors focus on strengthening the relationship between themselves and teachers by holding coaching discussions one-on-one after the observations but not on fault finding (cited in Malunda et al., 2016: 179). Teachers believe that their effective teaching is interrupted overloaded with classes as they have to take many classes per day and manage big class size. Additionally, lack of adequate professional support (Gashaw, 2008 cited in Ekyew, 2014), i.e. supervisors never check out whether all classes of the schools are facilitated by multi-media albeit they are very much interested to monitor whether teachers are using multimedia in their classes. Interestingly, since supervisors do not supervise teachers during teaching time, so they could not assess whether they use teaching aids in their classes.
- The findings of this study can identify a number of important suggestions that the policy makers can consider in policy making of school supervision. The major findings include the followings, some of which are supported by research evidences conducted in many countries- (i) frequency of supervision or regular supervision is imperative for good school management (Orenaiya, 2014; Peretomode, 2001) under the control of the Ministry of Education and numbers of supervision should be increased, (ii) trainings for teachers professional development (Sullivan, 2003 and Orenaiya, 2014) and supervisors should be properly trained up for using supervision rubrics (Milanowsik, 2011, cited in Malunda et al., 2016), (iii) reduce class size, (iv) class is taken by subject teachers, (v) teachers use text book, lesson plan, multimedia and teaching aids in their teaching (Usuman, 2015; Sule et al., 2015; Peretomode, 2001; Orenaiya, 2014; Musaaazi, 2006 and Bird, 1990 cited in Malunda et al., 2016); (vi) science laboratory should be well equipped, (vii) supervisors' cordial and friendly behavior and communication with teachers (Zepeda, 2010, cited in Malunda et al., 2016), teachers and students' attendance and on time present at school and (viii) assessment (class test), completion of syllabus should be supervised regularly to improve school performance (Orenaiya , 2014 and Musaaazi ,2006). Finally, supervision should be supportive that will focus on teachers' salary differentiation, which is one of the reasons of teachers' job satisfaction.

The findings achieved from the study have a great value for improving school quality as the researchers believe that the findings can provide some guidelines for the stakeholders, who are directly or indirectly related with supervision, for illustration, headteachers and education authority. The findings have some policy implications, which are described in the subsequent section.

Policy Implications of the Study

Some significant findings were achieved from the study, which have some policy implications and presented as follows.

- Regular basis supervision is imperative for effective school performance. So, the education authority should monitor whether schools are supervised by headteachers and education officers on a regular basis.
- The number of supervision and supervision time should be increased. Additionally, supervision should be controlled by the Ministry of Education.
- Headteachers' daily routine activities should be included in supervision system.
- Supervisors (headteachers and education officers) should give up their tendency to find only teachers fault and should not create any threatening environment for the teachers. Fairly, they should ensure teachers a friendly and threatening free teaching environment, so that teachers can enjoy their teaching and deliver their teaching effectively and efficiently.
- During supervision, all illegal activities either in monetary terms or misbehave with teachers should be controlled by education authority. Supervisors should not pressurize teachers with any ill motive.
- Good communication should be developed for effective school management, so that teachers can communicate with administration easily and discuss their problems with supervisors, i.e., headteachers and education officers.
- Supervisions should inform the issue of reducing class size to the education authority. It is difficult to reduce the class size into the prescribed proportion (i.e. 1:30) in Bangladesh for a number of reasons, like overpressure of student enrollment, inadequate number of schools in any catchment area, lack of funding to maintain a small classroom. So, the authority can think at least 1:40 teacher-student ratio.
- For effective teaching teachers should not be overloaded with classes. Supervisors should note down this issue and take proper initiative to solve this problem.
- Supervisors should monitor whether teachers are using textbook, lesson plans, multi-media, teaching aids and digital contents in classrooms and also monitors whether schools have adequate facilities in science laboratory.
- Supervisors should check out whether all classrooms are facilitated by multi-media and should take proper steps to arrange facility of multi-media for all classrooms.
- Supervisors should supervise whether the class is taken by subject teachers as in many schools Bangladesh, one teacher teaches so many subjects that are not their teaching area .
- Supervisors should be properly trained up and proper steps need to be included in supervision system to improve headteachers' and teachers' performance and skill, for example- organize training for them.
- Teachers' check in- check out time in the classroom and teachers-students attendance

should be supervised at regular basis, which is imperative for school's good performance

- The assessment process (weekly or formative assessment), completion of the syllabus should be supervised regularly by the supervisors to improve school's overall performance.
- Finally, in part of supportive supervision supervisors should pay their attention to teachers' salary differentiation.

Limitations of the Study

The researchers conducted their study handling all the limitations technically and negotiated with headteachers and teachers courteously. After taking all measures to make the study credible, a number of limitations were identified throughout the study, which are given as follows.

- The scope of this study was limited to only 30 head teachers and 206 teachers selected from 30 schools of 6 districts in Bangladesh. The researchers could not take into account the secondary schools located in other districts of Bangladesh.
- Other stakeholders, who are working in education sector and directly related to school supervision, were not included in the study. If they were involved in the study, different aspects of supervision could emerge.
- The researcher used only open-ended questionnaires survey, semi-structured interview and FGD to generate data. In-depth interview, case study or observation can be used to achieve more depth information about what happens during supervision in the schools.
- Headteachers and teachers initially were not interested to participate in the study as they do not like to spend their valuable time for research. The very difficult task for the researchers was to arrange FGD sessions. Researchers got their access for FGD after requesting the teachers several times.

Conclusion

School supervision is an important factor for school overall performance and it has a significant impact on teaching and learning activities. Supervision helps headteachers and teacher to manage school effectively. Given importance on this point, the researchers intended to measures why school supervision is matter for school performance and tried to identify challenges and way forward to these challenges for effective supervision. In this study, mixed data, i.e. quantitative qualitative data was generated from headteachers and teachers of secondary schools located in six districts of Dhaka division.

The study identified a number of valuable findings implying that there is a dire need for regular supervision, which is more pertinent for education officers as they supervise school very occasionally. Most of the headteachers and teachers believe that supervisions is advantageous for good school performance. Some challenges of effective supervision also identified, such as supervisors' ill-treat with teachers, create pressure on teachers and create a threatening environment that have a very negative impact on teachers' performance. It is expected that the factors explored from the study might have policy implications to increase the quality of supervision system at secondary level of education in Bangladesh. It is important to note that this study explored some

aspects of supervision and it is not possible to identify all aspects of supervision with a small-scale study. Finally, the findings of the study may draw the attention of other researchers to carry out research on school supervision to find out more robust predictors, which can help the policymakers, stakeholders who are directly related with school supervision. Thus, they can take essential steps for effective supervision and to improve the quality of secondary school performance. The researchers of this study recommend further studies on school supervision.

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Teachers' Attitudes towards Inclusive Education in the Secondary Schools of Bangladesh

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Abstract

Inclusive education is a growing movement through all the education levels around the world in recent decades. Over the past decades, much effort has been made by both government and non-government organizations through different programs and campaigns in the secondary education sector. However, limited studies investigate how these programs and campaigns had impact on teachers' understanding of Inclusive education. The present study attempts to explore what attitude teachers possessed towards inclusive education and how teachers implement inclusive education in their classroom. The study employed a mixed method research approach to collect both quantitative and qualitative data from 20 secondary schools (10 from rural and 10 from urban areas). For qualitative data, a total of 26 interviews and 2 FGDs were conducted with Headmasters (20) and teacher educators (6) and assistant teachers respectively. For quantitative data, a demographic survey and attitude scale on Inclusive education was administered on a total of 189 assistant teachers. The results show that teachers have positive attitude towards inclusive education, however, inadequate resource, practical training and awareness are the major constraints for teacher to implement inclusive education in the classroom of the secondary schools.

Keywords: Inclusive Education, Secondary School

Introduction

Inclusive education is a movement based on the idea that every child is valued equally and deserves the equal educational opportunities and experiences. This is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education” (Acedo, 2008). It promotes building friendships, membership and having opportunities like any other individual at school.

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate

in all respects of the life of the school (InclusionBC, 2020). Inclusive education has evolved from the idea that education is a basic human right for all children (United Nations, 1948; Convention on the Rights of the Child, 1989). In keeping with the Education for All means, it based on the principle that all learners have a right to education irrespective of their individual characteristics or differences. An inclusive policy does not only mean the right to access to school, but the right to be included on an equal basis within the main stream classroom, wherever possible. Inclusive education must therefore be developed as a total approach to over all school development. It not only requires teacher development, but also requires support and awareness from within the entire education system and the wider community in which the school exists.

Person's attitude towards disability can be formed from one's complex socio-political and present and past economic experiences (Šiška & Habib, 2013; Zheng et al., 2016). In Bangladesh, in many cases, exclusion particularly for person with disability are contributed from institutional discrimination, social and political injustice (Šiška & Habib, 2013). The notion of exclusion has been recently understood from social and environmental perspectives rather individual limitation or disability. This growing understanding about disability and exclusion often called as social model leads to a higher acceptance of person with disability. This social model of disability suggests that disability is not a personal tragedy, but rather a flawed social response. Disability discourses has shifted from the medical model to the social model (Oliver, 2004). The paradigm of the social model of disability is not only evolving in its way of thinking, but also in the activities of the disability movement from charity to right.

It is often appreciated that Bangladesh is ahead of generating policy effort in favor of inclusive education. Government of Bangladesh (1990) has a commitment to meet the Education For All (EFA) goals that all children have access to a completely free and compulsory primary education of good quality means that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities or children from other disadvantaged or marginalized areas or groups (UNESCO, 2005).

Bangladesh Compulsory Primary Education (CPE) Act 1990 is the basis of the latest policy, aiming to ensure that no child is deprived of education for lack of teachers, learning materials or adequate space, no child is subjected to disparities of access to primary education arising from gender, age, income, family, culture or ethnic differences and geographic remoteness, the quality and relevance of primary education program are improved and supplies ensured, and all possibilities are acted upon to improve learning contents and materials, to ensure physical facilities and to carry out necessary reforms in the primary education system.

Bangladesh Persons with Disability Welfare Act -2001 and later Rights and Protection of Persons with Disabilities Act 2013 provide specific scope to meet the commitments of Salamanca statement, 1994 and Dakar Framework, 2002. These comprehensive acts and laws create a platform for the person with disability to achieve their rights including definition, education, health care, employment, transport facilities, social security (Malak, Begum, Habib, Banu & Roshid, 2014). Students with special needs get right to be taught in the same class if possible. Bangladesh has embraced many international declarations that have set the agenda

for inclusive education practices worldwide, and these have provided clear principle to guide national policies. The success of these policies will be demonstrated by the level of inclusion provided to all children irrespective of their physical characteristics, ability or background, and by the quality of the education that is provided.

A study conducted by Rahman (2011) on Inclusive education practices in secondary schools of Bangladesh marked two positive developments. One, teachers' attitudes and beliefs about inclusive education were somehow positive, and two, teachers initiated inclusive education practice in their classroom. The study indicated that teachers realized inclusion could increase acceptance of students with disabilities both in the classroom and in the society. Not having the scopes to cover the needs of teaching students with hearing impairments, visual impairments, and students with moderate intellectual disabilities within existing professional orientation system, teachers were in a challenging to deal with it. The findings of the study report a wide difference within participants' practice in the reflection of differences in knowledge and viewing the situation. Due to the large class size and absence of support mechanism, teachers' practices are facing enormous challenges.

Another study (Tajuddin, 2011) investigated into Inclusive education of primary schools in Netrakona district of Bangladesh and found that primary schools enroll all boys and girls irrespective of individual's special needs to complete primary education cycle and to achieve the target of MDG and PEDP-II. There is no alternative to inclusive education. Inclusion, as a value, supports the right of all children, regardless of their diverse ability to participate actively in natural settings within their communities. There is no reason for segregated students with disabilities in a special classroom. A natural way of providing services to all children is in the regular classroom.

However, the perception of the secondary school teachers' on inclusive education is positive, yet they have limited knowledge of how to implement programs and mixed attitudes towards the concepts (Tania, 2012). The study further asserted that teachers were habituated with teaching for normal/ homogeneous learners and not with heterogeneous learners in a inclusive classrooms. Some teachers opined that changing teachers' mindset was not enough for an inclusive classroom, if the government might not provide necessary supports, such as training, teaching materials and inceptives.

At present, a number of efforts are being initiated by Government of Bangladesh, different non-government and private organization to implement inclusive education through different education level in Bangladesh. Through, initially primary education sector were being focused, initiatives for secondary education level are also being generated through a number of projects including Teaching Quality Improvement in Secondary Education Project (TQI-SEP) (phase 1 and 2) (TQI-SEP, 2010). However, limited literatures are available showing how these trainings have their impact on teachers' understanding of Inclusive education. Little we know, what attitude teachers possesses towards inclusive education and how they implement inclusive education having the received short trainings on inclusive education.

The main purpose of the research work is to contribute about the improvement of inclusive education in Bangladesh. The researchers have chosen the present study under the research frame work of NAEM, which is expected to be helpful in understanding, the strength and weakness of different aspects of inclusive education in Bangladesh and offering some

suggestions for its improvement. The objective of the study is to understand the attitude of secondary school teachers towards inclusive education in Bangladesh. The study is guided by the following specific objectives

To examine the nature, magnitude and patterns of teachers' understanding of Inclusive education

To measure teachers' attitude towards inclusive education

To measure the relationship between teachers' attitude towards inclusive education and their demographics characteristics

To identify challenges teachers perceive in implementing inclusive education in secondary schools

Methodology

The research employed a mixed method approach. The study was conducted within Dhaka division considering the study time frame and scope. *For qualitative study*, 6 key informant interviews including teacher education experts from NAEM, Dhaka TTC, Private TTC, IER and Directorate of Secondary and Higher Education (DSHE). Two focus group discussions were conducted with teachers from two schools. *For Quantitative data*, 20 secondary schools were selected, 10 from Dhaka urban school community and 10 from Manikong as rural community school. A total of 20 Head teachers and 180 assistant teachers were surveyed for the study.

Scale finalization and Pre-testing: As soon as the complete draft questionnaire was developed, the attitude scale was sent to relevant experts to obtain their expert feedback. After incorporating the feedback, the entire questionnaire was applied to a non-study group for pre-testing. Then, the attitude scale and other questionnaires were finalized in accordance with pre-test experience.

The study maintained guidelines to comply with conventional research ethical guidelines. Prior to interview conduction and recording, written informed consent was taken for interview, recording, any visual documentation, i.e. photo or video from teacher and stakeholder. Also prior to interview, the respondents were informed about the purpose of the evaluation and what thematic issues to be asked.

Findings

The study shows that more than half of the teachers have encountered children with special needs in their classroom in secondary schools. A total of 69 (37%) out of 189 teachers reported that they have children with special needs with different kind of disabilities in classes they thought.

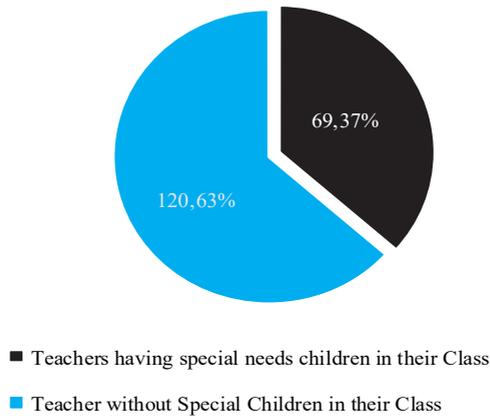


Figure 1 Number of Teachers having children with special needs in their classes

Though more than one third of the teachers reported having children with disabilities in their classes, both Headmasters and assistant teachers of the participated school had limited training on special or inclusive education. In Dhaka city, only 2 Headmasters have special training on education for children with disability out of 10 schools and in Manikgonj district, no headmaster had received any training on inclusive or disability issues. Compared to Headmaster, a higher number of assistance teachers (24%) received training on Inclusive education.



Figure 2: Number assistant teachers received Inclusive education training

However, though both male and female assistant teachers had limited training on inclusive education, female teachers received further less training on inclusive education, contrast to their male counterpart.

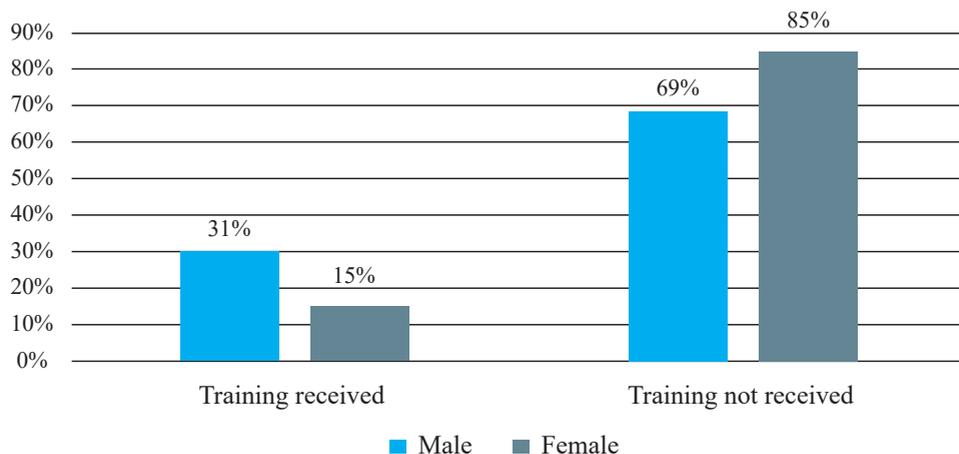


Figure 3: Inclusive education training by gender

Interestingly, data shows a distinct pattern of teachers' received training on inclusive education between urban and rural. It is appeared that Teacher from rural schools received more training (33% teachers) on inclusive education than urban secondary teachers (only 17%).

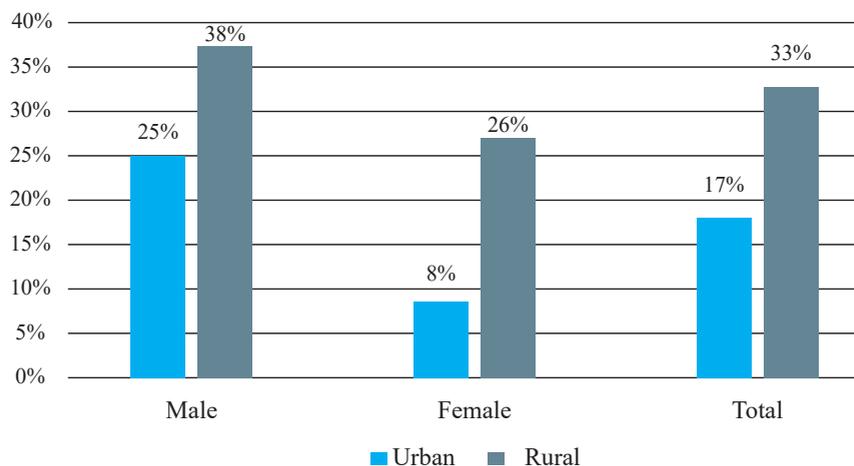


Figure 4: Number of teachers received Inclusive education training by location

The pattern further indicates the share of rural female teachers in receiving training on inclusive education is almost three times higher than their urban female colleagues.

Attitude towards Inclusive Education

Teachers showed an overall positive attitude towards Inclusive education. An 8-items attitude scale on inclusive education was administrated with assistant teachers. The five point scale carries a range of score 8 to 40. The mean score of the participants is 28 (SD=4.32) which is higher than the midpoint 16. The score range of teachers is 14 to 39 indicates teachers' comparative higher positive attitudes towards inclusive education

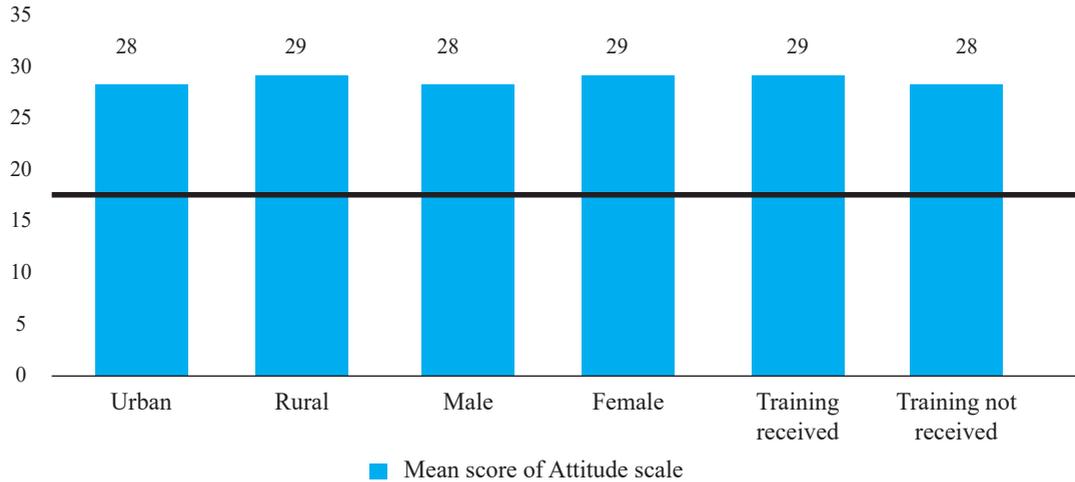


Figure 5: Teachers' mean score of attitude towards Inclusive education by location, gender and training received

In response to one of the items in the scale, whether teachers consider inclusive teaching learning practice is needed for classroom, about 90% agreed to this need whereas only 6% teachers expressed their disagreement.

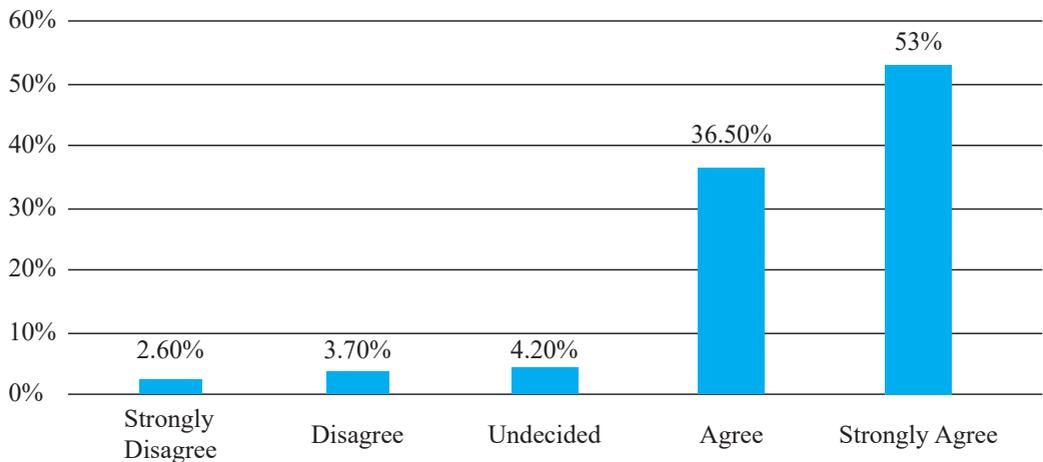


Figure 6: Teachers' response on the need of inclusive classroom practice by percentage

Teachers in response to the question whether children with disability do better in the regular class, almost 90% teachers indicated teachers' positive attitude towards inclusive education.

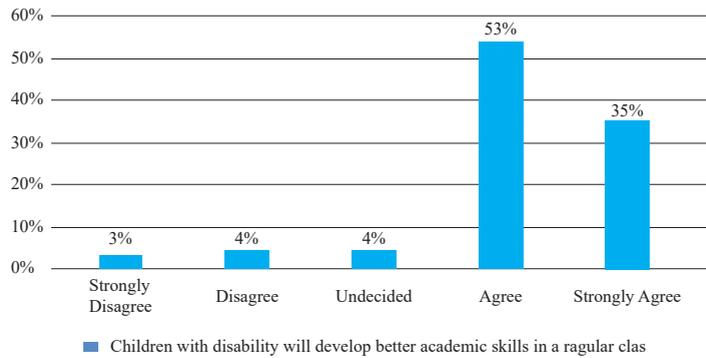


Figure 7: Teachers' response on children with special need performs better in regular class by percentage

However, when teachers were asked with a particular disability, for an example, whether children with visual impairment can be served through mainstream school, teachers showed a mixed response (Figure 12). Only 30% teachers believed that a student with visual impairment can be provided adequate education services in their class.

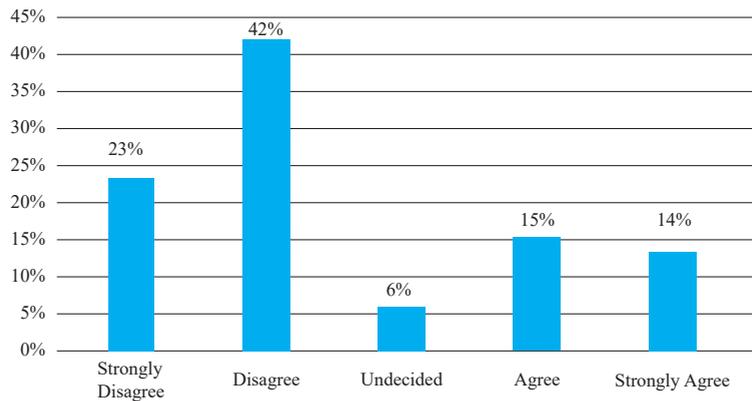


Figure 8: Teachers' response on the needs of visual impaired students could not be served through regular school by percentage

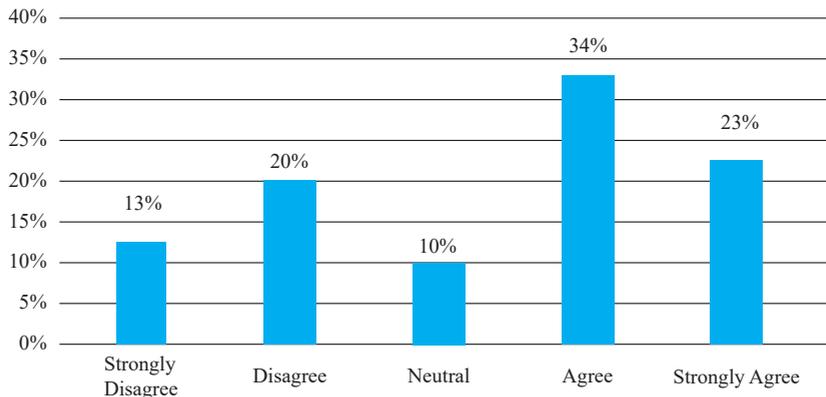


Figure 9: Teachers' response on inclusive education promote academic growth for all by percentage

Most of the teachers (57%) showed an overall positive perception that inclusive education can bring benefit and growth for all the children (Figure 13). However, a considerable part of the teachers (13% and 20%=33%) still disagree with the notion of inclusive education indicate the attitude towards inclusive education still exists.

Qualitative findings

Qualitative part of the study used in this study not only complements the quantitative data but extends the explanation of quantitative data. Qualitative data emerged from focus group discussion (FGD) with the teachers and key informant interviews (KII) with inclusive education experts. In response to how teachers perceived inclusive education, teachers came up with two major concepts, one, education for all children and two, reduce obstacles of learning.



Education for all children-Precipitants perceived that inclusive education is a newer concept of contemporary education. Education for all children in a classroom is the idea of inclusive education. In words of a participated teacher, inclusive education is “education where the students were taught irrespective of their race, religion & color. In this system all student are provided educational opportunities where everybody learn together (U-1). Teacher further identified inclusive education as an educational platform where students from different economic background, academic ability or language learn together in the same school. It is a teaching-learning activity that ensures all children regardless of their individual challenges will get high quality instruction.

Reduce obstacles of learning-Inclusive education is a system that puts effort to reduce the obstacles so that all the children having whatever challenges they have can learn with all other children together. In the study one of the respondents indicated that, “in this system (Inclusive Education) everyone’s needs can be fulfilled by this system.” (N-1)

Teachers’ acceptance of inclusive education

Qualitative data provide a dichotomous understanding regarding teachers’ perspectives of accepting inclusive education in the secondary school. In one hand, teachers expressed positive attitude and opinion towards education of the children with special needs. On the other hand, teachers were found less confidence to implement inclusive education in their own school or class.

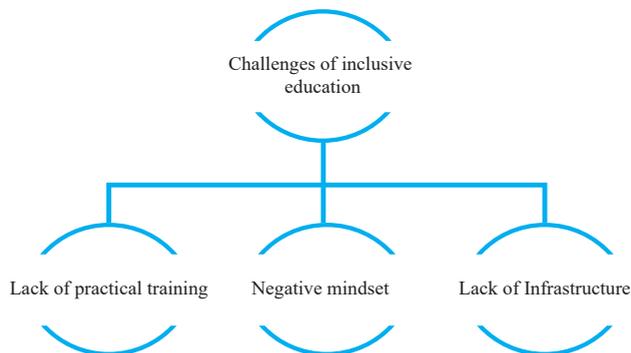


Positive attitude towards inclusive education – Most of the participants considered that the idea or concept of inclusive education is accepted by the secondary school teachers. As one of the participants commented that “70% of the secondary teachers accept the idea of inclusive education very well (N-3).” One of them indicated that “the teachers of secondary level feel enjoy to take class inclusively but they need more training to make the class more enjoyable to the students (Ulas-3).” These comments suggest that teachers possessed a positive attitude towards inclusive education and considered the necessary of inclusive education in secondary schools.

Challenged to Implement: Though through different training and campaign, teachers found internalized the concept and philosophy of inclusive education, many have not got training and know-how to implement this newer educational approach in the classroom. One of the participants stated that, “most of the time the application of their training is hard in the classroom because of over populated classroom. To take class inclusively they need to reduce the number of students to at least 30 students (Ulas-4).” Description of Experts’ opinion also explains teachers’ negative attitude towards inclusive education in terms of implementation as one of the teacher educators commented that, “the teachers have only ‘knowledge’ but they do not know how to ‘apply’ (N-1)”. The teachers of secondary schools are not trained enough to apply classes inclusive way of teaching learning. One of the participants stated that, “secondary teachers lack experience training & responsibility. (N-2)”

Challenges of implementing inclusive education

Three major challenges were identified to implement inclusive education in the classroom and in teaching learning process.



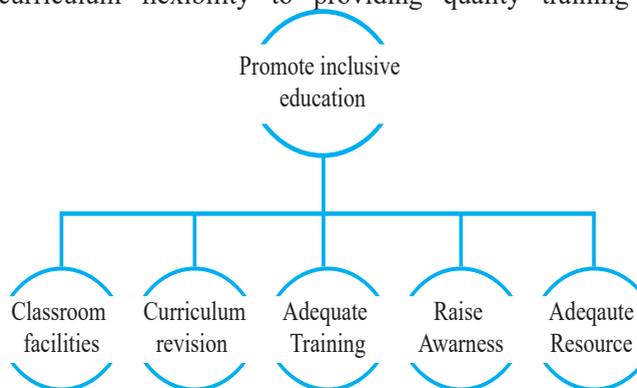
Inadequate training-Lack of practical training is the main challenge to apply inclusive education in secondary schools. Participants perceived that the reluctant attitude of policy level is one of the major challenges to take necessary steps applying inclusive education in secondary schools. The training arranged for the teachers to apply inclusive education in secondary classroom is not sufficient. Teachers consider that many teachers “do not have efficiency of taking inclusive class because of obscure idea of inclusive education. They do not know about the technique of teaching in classroom to ensure inclusive education (U-1).”

Insufficient infrastructural support: Participants of this research indicated that the lack of infrastructure is one of the major obstacles to apply inclusive education in secondary schools. Most of the secondary schools infrastructure is not suitable for disable students. One of the participants indicates that, “the infrastructure is not accessible for disable students. If the classroom is above the ground floor there is no scope for disable students for attend the class without the help of others because of no lift in many schools (N-1).”

Negative mindset-Negative mindset towards the children with special needs is indicated as another obstacle to apply inclusive education in secondary school. These negative approach or mentality comes from the “society (N-1)” & “parents (N-4)”. This mentality needs to be changed to apply inclusive education. One of the participants stated that, “lack of practical training (with hands-on activities) is the main reason why inclusive education is not applicable by the teachers (N-1).” No practical instruction of the curriculum is also a bar to apply inclusive education in secondary schools.

Way to increase efficiency and motivation to implement inclusive education

Qualitative data from teachers’ and teacher educators generated a number of ways outs to existing challenges teachers are confronting including increasing resource development to curriculum flexibility to providing quality training to raise awareness.



Classroom facilities-The classroom facilities should be increased in order to implement efficiently inclusive teaching learning practice. The participants highlighted several classroom facilities as in words of a teachers, “specific sitting arrangement for the students, environment with sufficient lights and air, enable to see the board from every corner of the class (N-1)”. In addition, availability of multimedia facility in the classroom (N-2) is necessary to present the lesson in many different ways. Accessibility to reach every student in the classroom is essential so that teacher can ensure students learning (U-2).”

Curriculum revision-Teacher opined that existing curriculum was not enough to meet the needs of special children. Curriculum needs to be revised so that all students including students with disability and learning issues can be taught flexibly in the classroom as one of the participants uttered, *“new curriculum can ensure inclusive education for all (N-3).”*

Adequate training-To ensure efficiency of the teachers in inclusive education system adequate number of special trainings can be arranged by the experts. Two of the participants of this research indicated about *“special training for teachers who are interested towards inclusive education (N-4, U-1).”*

Awareness raising- Campaign for massive awareness on inclusive education across teachers and parents were identified as one of the important aspects to accelerate the implementation of inclusive education in the secondary school. The process of raising awareness should start from *“School principal, SMC & parent’s (N-1).”*The inclusive education should be highlighted into different training program and conferences to spread the notion of inclusive education. One of the participants extended that *“the positive sides of inclusive education should be bring up to the mass people (U-1)”*. It is also suggested that donor assistance and aid support needs to be gathered from various sources to improve motivation towards inclusive education.

Adequate Resources: Resources both in terms equipments or assistive device and school physical infrastructure are identified to enhance in schools. Teachers considered that to create motivation towards inclusive education, new equipments should be introduced to the students. This will motivate students to participate in learning process. One of the participants support this stated that, *“by helping the students with new equipments (N-4).”* Similarly, school infrastructure development is pivotal to bring all students in the classroom. The infrastructure includes ramps and elevators for high rise secondary schools. One of the respondent indicated that *“infrastructural development will be an addition to motivate students and parents towards inclusive education (N-1).”*

Discussion, recommendation and conclusion

Teachers play a pivotal role implementing inclusive education at school. Their stronger understanding of inclusive education is vital to embed inclusive education practice in school teaching learning process. The present study shows that teachers understanding of inclusive education is quite aligned with the national and international concept of inclusive education. Teachers’ identified two major component of inclusive education that inclusive education refers an education supportive for all and it reduces obstacles of learning of an individual. This concept of the teachers echoes the *“a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education”* of UNESCO (2005).

This finding of the present study appears quite opposite from the similar study conducted in 2012, which shows that secondary teachers had inadequate, fairly vague and broader rather than focused and specific understanding of inclusive education (Khan, 2012). One of the reasons could be the massive training and campaign efforts conducted over last 7 years through different government and non government programs in the secondary education sector. Teaching Quality Improvement in Secondary Education Project (TQI-SEP), for example, is government project initiated a number of reform programs to enhance inclusive education including strengthening

school capacity to provide effective learning environment for all children including disabilities, inclusive education awareness program for head teachers, members of school management committee, government education officials and orientation program on inclusive education for the teacher educators of teacher training colleges (TTSSs) (Malak, 2014). Teachers who have attended training under TQI-SEP project received two types of inclusive education training, a three day awareness raising program for head teachers and school management committees, and fourteen day program on inclusive education for classroom teachers (Khan, 2012). Through these initiatives 195,000 number of teachers received training as continuous professional Development (CPD) which consists of participatory and inclusive approaches in the classroom (Malak et al., 2014). These comprehensive awareness and sensitization effort might be reflected in the present study that despite having no direct training on inclusive education (75% had no training), teachers are aware of inclusive education and have adequate understanding of the concept of inclusive education.

The present study reveals that secondary teachers hold a comparatively higher positive attitude towards inclusive education. Increasing number of studies indicate that teachers' positive attitudes towards inclusive education affect successful implementation within mainstream schools (Ewing, Mosen & Kielblock, 2018). Interestingly, through teachers of the secondary school teachers of Bangladesh shows positive attitude towards inclusive education, their attitudes expressed through dichotomous perspectives. While some teachers showed their positive attitude in terms of mindsets and psychological acceptance while several others' attitude based on in terms of the practicality or implementation process. Earlier group believes that children with special needs have right to attend regular school and they can learn with the regular students and teaching learning process. The second group though believes that children with special needs have right to attend regular school, yet it is not possible to educate them in regular school.

This finding is not surprising as many other studies (Kuittinen, 2017) across countries and culture identified that teaches reverse attitude and great concerns for including students with special educational needs in their own classrooms. However, in whatever perspectives teachers have, research evidence indicated that teachers who have higher self-efficacy in implementing inclusive practices in their classroom, also had more positive attitudes towards inclusive education (Kuittinen, 2017).

Teachers' attitude towards inclusive education is distinctly varied in this study. The study findings shows teacher in rural areas have higher positive attitude than their urban colleagues. This finding may have link with how teachers' received training on inclusive education. Higher number of teachers' both male and female in rural areas received training than that of urban areas. The significance of training on teachers attitude towards toward inclusive education have been studied widely across different countries and culture (Sharma, Forlin, & Loreman, 2008; Leung & Mak 2010). Training provides better understanding of the children with special needs and know-how to facilitate their teaching learning. Research (Subban & Sharma, 2005) indicates that teachers who have training on inclusive education had increased competence and confidence. If teachers are provided adequate knowledge, instructional techniques, and curricular adaptations skills through training, teachers found with increased confidence which lead to positive attitudes towards inclusive education (Pappas, Papoutsi & Drigas, 2018). However, informative and general training on inclusive is not enough for true implementation of inclusive education in the classroom (Shatri, 2017). Teachers need specific and learning focused training so that they can put their best effort for the students.

Recommendation

From the evidence of teachers' data, there are number of recommendation, the study put forward and discussed below.

Sharing Good Practice-As it is clear from the study that teachers' attitude towards inclusive is positive, it is know-how impede them to believe and implement inclusive education. This indicates, adequate number of good practice sharing can bring teachers believe and confidence to implement inclusive education in the secondary school

Training- The study indicates that adequate number good and expert training can enhance teachers' confidence to enhance their teaching learning process for the diverse need of the special children. Teachers need to provide adequate training of teaching aid specially made for special needs, understanding different needs and referral service and scope in local areas could help them to handle efficiently with special needs children.

Supply of adequate teaching resource-Teachers need adequate number of diversified teaching resource to provide optimal teaching and learning environment for the children with special need. Further, teachers also need training on how to develop teaching materials locally for his/her class.

Infrastructure-Through there many schools now have ramps. But it is to remember that ramp is not the only infrastructure issue need to fix. There are schools with limited washroom access for students with disability, limited or no facilities of mobility support for visual impaired.

Raise awareness-Creating awareness will be a great help to enhance motivation to the secondary level. Awareness can be raised through different media such as telecast, advertises poster, banner and campaign which will help to create awareness towards inclusive education.

Limitations of research

The study conducted within a limited budgetary and time frame which limits the study to extent a wide range of population and sample size. Providing the small sample size, the study only provides a snap shot of inclusive education status of the secondary school of Bangladesh, however, the result of the study could not be generalized.

Direction for further Research

The study reveals that teachers of the secondary school in Bangladesh have a positive attitude towards inclusive education. However, teachers both in terms mindset and classroom practice were reluctant to implement inclusive education due to lake training and resources. The study could not bring details of what particular training, resources and know-how knowledge is necessary to implement inclusive education. This may open new research avenue for the future researchers to investigate further details on specific training need to implement inclusive education. Similarly separate research can be initiated on what resource and curriculum revision to comply inclusive education in the secondary schools.

Conclusion

Despite inadequate training and resources, most of the teachers have strong and positive mind sets towards inclusive education. This positive attitude can be a great reinforce towards successful implementation of inclusive education in the secondary schools of Bangladesh. The challenges at the moment that hinder implementing inclusive approach in teaching learning practice are lack of learning focused trainings, infrastructural and learning resources and awareness across school community. Inclusive education is comparatively a newer concept in many part of country. A massive and comprehensive campaign for inclusive education, ample supply if learning resources and promotion of accessibility and awareness would certainly accelerate implementation of inclusive teaching learning practice in the secondary school of Bangladesh.

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Effectiveness of “Geography and Environment” curriculum: A critical review of secondary level environmental education program for humanities discipline in the light of SDGs

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Abstract

After adoption of sustainable development goals (SDG) in 2015, significant progresses have been made in Bangladesh regarding formulation of environmental policies and management strategies. However, how effectively environmental sustainability has been incorporated into Bangladesh's education system remains a question despite the fact that statements of 10 out of 17 SDGs directly or indirectly advocate for a quality environmental education. This study attempts to explore the present scenario of secondary level environmental education in Bangladesh by analyzing the curriculum and the textbook in the light of SDGs. The curriculum and textbook of “Geography and Environment” of grade nine and ten has been analyzed using document review method. This textbook is the sole source of environmental education for more than a million secondary level students of humanities discipline. For 38.3 percent of these students, this textbook becomes their final source of formal environmental education as many of them cannot afford to continue further education. The curriculum and the textbook have been analyzed according to Bloom's Taxonomy and technology integrated SAMR model. Through this analysis, this study has attempted to identify how this academic course has been ensuring cognitive, psychomotor, affective development of the students and technological integration in the curricular activities. The study revealed that more emphasizes have been given on cognitive development whereas psychomotor and affective domain of learning and technological integration are poorly addressed. Based on these findings, a set of strategies has been recommended to provide quality environmental education as advocated in the SDGs.

Keywords: Curriculum, Environmental Education, Secondary Education, SDG, Sustainability, Geography

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Introduction

The world leaders are working together to ensure a livable world for future generations by achieving the sustainable development goals (SDGs). The United Nations has set these 17 goals for sustainable development in the world by 2030, to ensure development by overcoming global challenges. These goals were set at the 70th UN General Assembly on September 25, 2015 (UNESCO, 2016). All the necessary aspects of development have been considered among the prescribed goals of SDGs (Borreguero, Jiménez, Núñez and Correa, 2020). Although 17 goals have been set, where eight goals are directly related to environmental sustainability, more emphasis is being placed on sustainability education (UNESCO, 2018).

Education brings about such changes in human behavior that accelerates positive change in society (Malek, Begum, Islam, & Reyad, 2009). In both developed and developing countries, all the stakeholders are concerned about environmental education and with the government they are working to develop knowledge and positive attitude towards environmental sustainability (Verma & Dhull, 2019). Human interaction with the environment is eternal and therefore people have to come forward with a positive attitude towards sustainable development of the environment through environmental and sustainability education, otherwise there will be extensive planning, money will be spent, time will go by but expected outcome may not come (Zelenika, Moreau, Lane, & Zhao, 2018).

Rationale of the study

Quality and livable environment is one of the most important demands of the time for the survival of all beings (Verma & Dhull, 2019). In that context, considering the present and the future, the United Nations has set 17 goals as SDGs, eight of which are directly related to the environment. Bangladesh is moving forward through its education system to meet the global demand to develop its people's knowledge, understanding, skills and positive attitude towards environment. The Government of Bangladesh has incorporated the issue of environment in its education system from primary to tertiary level. The curriculum contains overall instructions on the teaching-learning process. So, whatever we expect to attain by the learners must be prescribed in the curriculum which should be in agreement with the learning frameworks such as Bloom's taxonomy, SAMR model and Dale's cone of experience. For many of the learners, secondary level is their terminal stage of formal education therefore, at this stage they need proper guidelines about environment. This study looks at how effectively environmental and sustainability issues are presented in this curriculum in the light of SDGs. The result of this study will be helpful for further development of the 'Geography and Environment' curriculum and the textbook.

Objective of the study

The overall objective of the study is to analyze the effectiveness of Geography and Environment curriculum of secondary level humanities discipline as this curriculum and the textbook acts as the sole source of environmental education for millions of Bangladeshi students. This broad objective of the study has been achieved by reaching the following specific objectives:

- To analyze "Geography and Environment" curriculum and textbook of grade nine and ten in the light of SDGs
- To analyze the curriculum and the textbook according to Bloom's Taxonomy, SMAR

model and Edger Dale’s Cone of Experience to assess the effectiveness of environmental education

- To explore the present scenario of secondary level environmental education in Bangladesh by analyzing the education policy and curriculum in the light of SDGs
- To recommend strategies to make secondary level environmental education more effective as reflected in the SDGs

Literature review

At present, the world environment is in turmoil for various manmade causes. Therefore, there is no alternative to changing attitudes and behaviors of the world’s people (Koc & Kuvac, 2016). That is why the United Nations has called for quality education in goal four of the SDGs, which will help them to make positive changes in their knowledge, skills and attitudes that will help them meet the remaining goals of SDGs (UNESCO, 2019). Like the rest of the world, Bangladesh is involved in the environmental protection movement and is facing the worst of environmental disasters due to its geographical location and unusual levels of environmental pollution (Baten, González, & Delgado, 2018 and The Daily Star, 2018).

In Bangladesh, the subject ‘Geography and Environment’ has been taught from the early primary level and it continues up to tertiary level as formal education but in informal sense, it continues throughout life as lifelong education. But, from grade IX this subject starts to teach separately in the secondary schools following the same curriculum throughout the country (Chowdhury, 2014). This educational design reflects through curriculum as it is called the total plan of education of any particular level of with answering the questions like, what to teach?, why to teach?, for whom the program will run? who will teach?, how long the program will continue?, what methods will be applied? how to evaluate? etc. (Tithi & Hossain, 2013). Curriculum has four major elements, where all four elements are interrelated. Their relationships are given in the following diagram:

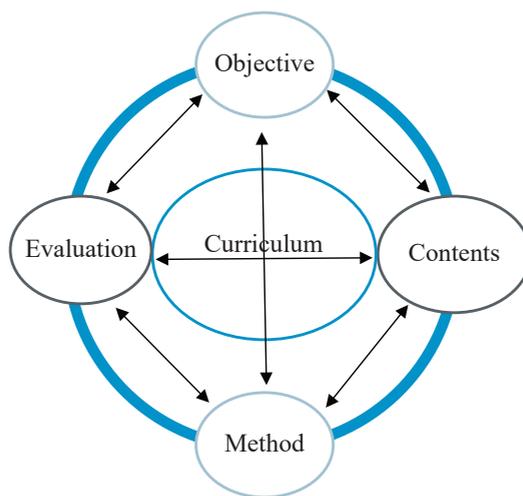


Figure 1: Relationship among the elements of curriculum (Samad, 2013)

Curriculum design is a complex process where the objectives and the contents are determined by following objectives-contents metrics (Samad, 2013). According to Crossland (2015), Bloom's taxonomy is being considered as backbone of educational philosophies. Where, the domains deal with the particular areas of behavioral aspects. In 1956, Bloom's taxonomy was considered as Taxonomy of Educational Objectives and the cognitive domain was designed as: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Later in 2001, a revised copy of Bloom's taxonomy has been published with a title called A Taxonomy for Teaching, Learning and Assessment, with some modification in the cognitive part. Those are as: Remembering, Understanding, Application, Analyzing, Evaluating and Creating (Anderson and Krathwohl, 2001). The educational objectives in the bloom's taxonomy are selected as follows:

| Cognitive (Knowledge) | Affective (Attitudes) | Psychomotor (Skills) |
|---|---|--|
| Remember: (recognizing, recalling) | Receive (awareness) | Imitation (copy) |
| Understand: (interpreting, classifying, comparing, explaining, summarizing) | Respond (react) | Manipulation (follow instructions) |
| Apply: (executing, implementing) | Value (understand and act) | Develop precision |
| Analyze: (differentiating, organizing, attributing) | Organize personal value system | Articulation (combine, integrate related skills) |
| Evaluate: (checking, critiquing) | Internalize value system (adopt behavior) | Naturalization (automate, become expert) |
| Create: (generating, planning, producing) | | |

Table 1: Bloom's Taxonomy of Educational Objectives3
(Anderson & Krathwohl, 2001 & Crossland, 2015)

Learning outcomes formulated based on Bloom's taxonomy generally indicates, what to learn and why to learn. Later the contents are being developed accordingly considering the issue needed for sustainable behavioral change among the learners (Anderson & Krathwohl, 2001). During development of curriculum for 'Geography and Environment' of secondary level it should be the prime concern about effectiveness weather the prescribed environmental issues from SDGs, policy guidelines, and other contemporary local and international issues are being properly incorporated or not.

Curriculum must have the clear directions about the methods and strategies of teaching-learning for every particular contents of a subject. Edger dale (1956) in his book's 'Audio visual methods in teaching' stated about 'Cone of Experiences', where he stated about the learning materials (audio-visual) and learning processes (Maheshwari, 2016). Cone of experience should be a good platform to transform the knowledge among the learners fruitfully, as it focuses

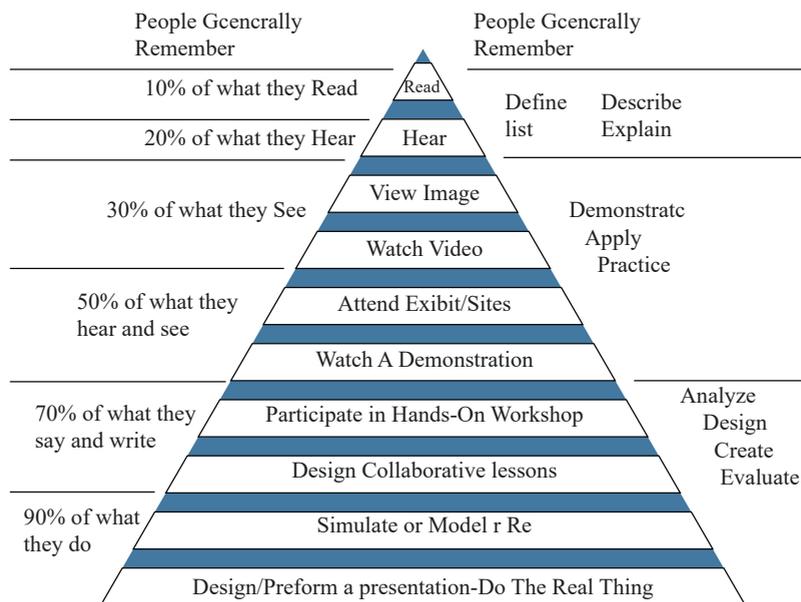


Figure 2: Dale's Cone of Experience (Maheshwari, 2016)

21st century is based on ICT (Information and Communication Technology) and it expands the opportunities to our learners to learn the complex issues through technology integration in the classroom, therefore, Puentedura (2013) develop a four stage model of technology integration in the classroom called SAMR model. The stages of the model characterized are as follows:

| | | |
|----------------|---|----------------|
| S-Substitution | Technology act as a direct substitute, no functional change | Transformation |
| A-Augmentation | Technology act as a direct substitute, with functional improvement | |
| M-Modification | Technology allows for significant task redesign | Enhancement |
| R-Redefinition | Technology allows for the creation of new tasks, previously inconceivable | |

Figure 3: SAMR model of ICT integration in the classroom (H.L., 2017)

This model is currently important as it emphasize on ICT integration in classroom facilitation with essential actions that will enable the learners to attain the expected educational objectives with the proficiency of ICT (H.L, 2017). In Bangladesh, detailed information was collected from multi-stakes during the formulation of the National Education Policy 2010 and the curriculum has been developed by NCTB accordingly. This study focuses on the elements of 'Geography and Environment' curriculum of secondary level with a focus on its suitability to develop sustainable positive change about environment and its related issues among the learners.

Methodology

Research design and research method

This qualitative study has been conducted through document analysis method. According to Bowen (2009), “document analysis is the type of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a researchable topic.”

Bowen also states that two or more documents should be analyzed to ensure credibility of the extracted data (Bowen, 2009). For this study, two primary documents have been analyzed thoroughly. These two documents are:

1. Curriculum of the geography and environment textbook published by national curriculum and textbook board in 2012
2. Geography and Environment textbook for the students of grade nine and ten of humanities discipline published by national curriculum and textbook according to the 2012 curriculum in 2018

A range of secondary documents on sustainable development goals, Bloom’s taxonomy, SAMR model and Edger Dale’s cone of experience have been studied to analyze their agreement with the curriculum and the textbook.

The research has been designed in accordance with O’Leary’s eight step design for document analysis study (O’Leary, 2014). The eight steps of conducting this study are described below:

Collecting relevant texts- Sampling

The primary documents and secondary documents for the study were collected through criterion-based purposive sampling method. According to Patton (2011), this sampling enables the researcher to identify data sources, which meet several pre-determined criteria. The criteria for being primary data sources in this study are as follows:

- Curriculum and textbook of “Environment and Geography” subject which are published by the national curriculum and textbook board (NCTB) have been considered as primary data source.
- In this way, credibility of the data sources has been ensured as curriculum and textbooks published by NCTB are studied in most of the secondary level institutions nationwide.

The secondary sources have also been selected through criterion-i purposive sampling. The pre-determined criteria for secondary documents are as follows:

- Documents published by UN on SDGs
- Researches on Bloom’s Taxonomy, SAMR model and Dale’s cone of experience
- Researches on environmental and sustainability education, curriculum analysis

Data management plan

Data extracted from the documents have been categorized through a data management and analysis rubric as recommended by Bowen (Bowen, 2009). The details of the rubric and data analysis process have been described in the data analysis section of this paper.

Taking annotations

The third step of the study was taking annotations from the analyzed documents. The coverage of SDGs in the curriculum and textbook has been searched thoroughly. The use of words, phrases and lessons that are connected to SDGs have been noted. Several copies of the annotations were made to ensure backup of data.

Assessing authenticity of documents

Authenticity of the primary and most of the secondary documents has been ensured by collecting original copies of the primary documents from the actual publishers. Several secondary documents have been retrieved from the internet. In these cases, these documents have been accessed only on the certified websites to eliminate any chance of mixing unreliable data.

Exploring documents' biases

As this study is based on analyzing documents published by the state-run organization, two primary documents have been selected for the study. Analysis of curriculum and textbook were done simultaneously to check the reflection of curriculum on the textbook contents. In this way, the study also managed to shed light on how far the curriculum has been implemented while authoring the textbook. Multiple secondary documents have also been analyzed to eliminate researchers' biases on the particular topic.

Collecting background information

The sixth step of this study-design is to collect background information about the selected documents. These information include the context in which the documents were prepared and published, the policy or principles that guided the documents and background information about their authors.

Understanding the context of the documents

Besides collecting background information, the context of the studied documents have also been analyzed thoroughly. The profile of the authors of the documents, national education policy that guided the documents, the national and global issues that are related to the documents have been taken into careful consideration.

Exploring the documents

The final step of the study is to exploring the documents. As recommended by O'Leary, the documents have been thoroughly analyzed to search words, phrases, lessons related to SDGs. For this purpose, a set of questions based on the objective of the research were developed to guide the researchers through the documents.

Data collection and analysis:

Relevant data have been extracted from the document by designing a data collection rubric. According to the rubric, at first, the chapters have been thoroughly analyzed to identify contents related to the listed SDGs (Goal number 6,7,9,11,12,13,14 & 15). Then, the contents have been analyzed in the light of Bloom's taxonomy, SAMR model and Dale's cone of experience.

In accordance with the rubric, the extracted data have been categorized under three broad

categories which allow better understanding of the data pattern. These categories are as follows:

Data from content analysis

These data showed coverage of SDGs in the Geography and Environment textbook and curriculum. Each and every chapter of the textbook, tasks at the end of every chapter, learning outcomes were carefully reviewed to determine their relationship with the SDGs. Data obtained from the content analysis are used to analyze the context of the document.

Data from context analysis

The contents of the textbooks, particularly which are related to SDG related issues are analyzed to determine their compatibility with the mentioned learning frameworks that is Bloom’s Taxonomy, SAMR model and Dale’s cone of experience. The analysis shed light on the existing teaching learning context of the analyzed documents in which students are learning about environment and sustainability.

Data from consequence analysis

Interpretation of data from the context analysis reflects on the consequence analysis data of the study. Consequence analysis data means the set of data obtained from context analysis that focuses on the effectiveness of the curriculum and the textbook. After interpreting the context analysis data, insights into the shortcomings of the curriculum and the textbooks, reflection on their coverage of SDGs, insights into the teaching-learning process of environmental issues have been obtained through this study.

The analysis of the primary document was done according to the following rubric:

| Chapters in the Geography and Environment curriculum and textbook | Sustainable development goals related to environmental education | Relevance of the textbook contents with SDGs in the light of Bloom’s Taxonomy | Relevance of the textbooks contents with the SDGs in the light of SAMR model | Relevance of the textbook contents with the SDGs in the light of Cone of Experience |
|---|--|--|--|---|
| 1. Geography and Environment | Goal-6: Clean water and sanitation; | Recalling information from the textbooks that are directly related to SDGs | Using technology as a substitute to traditional tools to learn SDG related information from the textbook | Reading and hearing |
| 2. The Universe and Our Earth | Goal-7: Affordable and clean energy | Interpreting SDG related information from the textbooks based on previous learning | Using technology to augment learning experience | |
| 3. Map Reading and its Uses | Goal-9: Industry, innovation and infrastructure | Applying SDG related information from the textbook to solve problems | Technology helps analysis of the SDG related information | |
| 4. Internal and External Structure of the Earth | Goal-11: Sustainable cities and communities | | | |

| | | | | |
|---|---|--|---|--------------------|
| 5. Atmosphere | Goal-12: Responsible consumption and production | Comparing and contrasting the sustainable and unsustainable development | Technology enables application of SDG related information to solve problems | Seeing and hearing |
| 6. Hydrosphere | | Integrating SDG related ideas and information to form new ideas | Technology enables to invent new ideas based on the information on SDGs | |
| 7. Population | Goal-13: Climate action | Evaluating Bangladesh's progress in achieving the SDGs based on the lessons of the textbook | | Saying and writing |
| 8. Human Settlements | Goal-14: Life below water | | | |
| 8. Resources and economic activities | Goal-15: Life on land | Topics of analysis: <ul style="list-style-type: none"> • Content: Discussion of SDGs in the contents of the textbook • Context: Contents' agreement with Bloom's taxonomy, SAMR model and cone of experience | | |
| 9. Geographical description of Bangladesh | | | | |

Table-2: Data analysis rubric

Presentation and interpretation of findings

In accordance with the rubric, data obtained from content, context and consequence analysis have also been categorized into three categories. These categories are as follows:

1. Coverage of SDGs in the textbook and curriculum content
2. Contents' agreement with Bloom's Taxonomy, SAMR and cone of experience
3. Efficacy of the curriculum and the textbook

Coverage of SDGs in the textbook and curriculum content

Since the curriculum was adopted in 2012 and was not revised, the curriculum does not contain and specific mention of SDGs. However, the curriculum gives special emphasize on environmental education. In fact, the revision of former curriculum in 2011 which was enacted in 2012, changed the course title from "Geography" to "Geography and Environment". Thus, this curriculum first formally introduced environmental education in the secondary level humanities discipline.

The analysis of the textbook with the given rubric reveals that environmental and sustainability education has been disseminated directly in 9 out of 14 chapters of the textbook. These chapters are: Geography and Environment, Atmosphere, Hydrosphere, Human Settlements, Resources and Economic Activities, Development Activities of Bangladesh, Resources and Industries of Bangladesh, Environmental balance and Natural Disaster of Bangladesh.

In these chapters sustainability related issues have been covered but there is no any specific mention of sustainable development goals. As a result, issues such as preservation of natural resources, environmental pollution, sustainable development have been dispersed in various parts of the book.

Such dispersion of contents may affect the learning process in two ways. These are:

Lack of content cohesion

A direct example from the textbook may explain the issue of content cohesion clearly. While students are learning about water and water cycle in the hydrosphere chapter, students are learning about water pollution in the chapter titled “Environmental Balance” which is one of the last chapters of the textbook. Even in this chapter, water pollution and its impact have been discussed within a few paragraphs. Besides this chapter, students also learn about the causes of pollution sparsely in chapter 13 (Development activities of Bangladesh and Environmental Balance), chapter 11 (Resources and Industries of Bangladesh) and chapter eight (Human Settlements). Due to such sparse distribution of similar contents, it is difficult to relate one lesson with another to construct an integrated coherent form of knowledge about environment and sustainability.

Lack of synchronization with the SDGs

Disconnected distribution of environment and sustainability related information throughout the textbook means that it is almost very difficult to practice these knowledge in line with the sustainable development goals. Students will learn about some extremely important lessons about environmental issues and sustainability in several chapter of this book without knowing anything about how these issues have been addressed by the United Nations in the SDGs which reflect on the mankind’s recent experience and challenges with these issues. As a result, students are memorizing information and churning them out in the exam paper but the might find it difficult to relate it with the current global trend. Due to such disconnection and lack of synchronization, students, although are learning about environmental sustainability, may fail to update their knowledge on these issues.

Contents’ agreement with Bloom’s Taxonomy, SAMR and cone of experience

Thorough analysis of the curriculum and the textbook reveal resourceful information about the textbook’s compatibility with the three major learning frameworks namely Bloom’s Taxonomy, SAMR and Dale’s cone of experience.

Agreement with Bloom’s Taxonomy

The curriculum, learning objective and learning outcome of the textbooks’ contents have been designed according to Bloom’s Taxonomy. However, the analysis reveals that only primary learning domains of this learning framework has been covered in the curriculum and the textbook. The findings about the curriculum and textbook’s agreement with Bloom’s Taxonomy are as follows:

Heavily focused on cognitive domain

The most salient feature of the Geography and Environment curriculum is its centricity to cognitive domain. In eight out of 14 chapters of the book, the curriculum does not mention any learning outcome that covers psychomotor and affective domain. For the rest of the chapters, the number of learning outcome related to psychomotor and affective domain remains limited to one or two.

Paper-pencil based evaluation

According to the curriculum, the students have to exclusively concentrate on reading and understanding information. As a result, the obvious option to evaluate their learning performance is traditional paper-pencil based assessment. Only in three chapters of the book, the curriculum mentioned about activity based learning, however, even in those cases, the evaluation of learning outcome depends on the traditional exam method. The few and rare practical learning activities have been kept just to facilitate better understanding of the study topics not to assess understanding of the lessons. Such visible reluctance towards activity based learning encourage teachers to focus mostly cognitive domain while doing the classroom activities and evaluate their students' performance through traditional exam method.

Psychomotor and affective domains not covered

Coverage of psychomotor and affective domain in the learning outcome and evaluation method is extremely scarce. Only 13 lessons in four chapters out of 14 chapters encourage students to use learning materials that warrant psychomotor engagement from students. Learning activities that cover affective domain is largely absent in the curriculum.

Agreement with SAMR model

According SAMR model, traditional learning materials will be substituted with ICT based learning equipment which will augment students' learning experience. This will encourage students to actively participate in the learning process by gathering and integrating more information with the help of ICT to positively modify and customize the existing knowledge. Such customization of knowledge ultimately encourages students to launch new ideas and to create new knowledge (Puentedura, 2013).

However, this study reveals that ICT integration in Geography and Environment curriculum and textbook is negligible. Out of 14 chapters, ICT based learning activities have been mentioned only in five chapters. However, these activities have also been kept as optional or supplementary learning activities. In these five chapters, the word "internet browsing" has been used only three times, instruction related to audio visual learning materials has appeared only in one instance and ICT based peer review or group discussion has appeared in two occasions.

Such rare presence of ICT in geography and environment textbook reveals that SAMR model has been totally ignored while designing the curriculum and the textbook and thus there is very little or no agreement of the contents with the SAMR learning framework.

Agreement with Edger Dale's Cone of Experience

Analysis of the curriculum and textbook in the light of cone of experience reveals the nature of academic experiences offered to the students through Geography and Environment subject. For the purpose of analysis, action verb mentioned in the curriculum and learning outcomes and end tasks of every chapter of the textbook were thoroughly analyzed. The analysis reveals that 50 percent of the action verbs mentioned in the textbook and the curriculum emphasize on just reading the contents. In other word, it can be said that, the learning experience students achieve by studying the textbook is mostly lower level learning experience that involves reading and memorizing which according to Dale (1956) is "passive learning."

30 percent of the action verbs emphasize on listening to the instruction of the teachers and

following it. Only 10 percent of the action verbs are about seeing and hearing and rest of the 10 percent are about seeing and writing. This means that the curriculum encourages a hierarchical relationship among teachers and students and thus promote lecture based classroom environment.

Efficacy of the curriculum and the textbook

Interpretation of the findings from the above mentioned content and context analysis reveals some significant flaws that may trigger questions about the efficacy of the curriculum and the textbook. These flaws are described below:

Behavioral change of students remain unattainable

The study reveals that the curriculum and the textbook covers mostly cognitive domain. That means the students engagement with the textbook is based on reading. On the other hand, analysis based on Edger Dale's cone of experience reveals that students' academic experience with this subject is mostly reading and hearing that is passive learning. Following the teaching-learning process, the curriculum also encourages traditional, paper-pencil based exams. The combination of passive learning and traditional assessment method ensures that students hardly can apply and practice the learnt lessons in their real lives. According to the study, it can be apprehended that most of the students forget their lessons soon after the exam. As a consequence, the current geography and environment curriculum and textbook can play little role in changing students behavior about environmental concerns in a positive direction.

Lack of up to date knowledge

Although knowledge about environmental issues and sustainability are constantly changing, this curriculum remains unchanged for more than eight years. As a result, there is no specific mention of SDGs in the entire curriculum and textbook whereas SDG has become the main source of environmental education all over the world.

Lack of provision for ICT based teaching-learning and assessment

While modern education system is focusing more on ICT based teaching-learning process, this curriculum has very little provision for ICT based learning. This shortcoming deprives students of augmented learning facilities offered by ICT based educational equipment. Teachers are also being affected by this aversion of technologies. Teachers cannot make them updated with ICT based educational equipment and assessment techniques.

Lack of community based learning approach

Environmental education warrants a community based approach where students will venture into the nature, neighborhood to get an insight into human-nature inseparable relationship. This community based pragmatic learning approach help students to learn responsible attitudes towards environments. Besides, community based activities also enable students to apply and practice the theoretical knowledge for the betterment of their surroundings. However, lack of such opportunities confine students to rote learning which sometimes make environmental and sustainability education completely futile.

Limitations of the Study

The limitations of the study are as follows:

Lack of adequate data from the primary documents

One of the biggest matters of concern for document analysis research is that primary documents often do not provide with sufficient data. As a result, a range of secondary documents have to be gathered and studied side by side with the primary documents (O’Leary, 2014). The same concern was also present in this study. The curriculum and textbook selected as primary documents also provide very little or no information about various important issues such as SMAR model, Dale’s cone of experience etc. for which, a lot of secondary documents had to be studied thoroughly.

Accuracy of data in the documents

Accuracy of data was a big concern in this study. The study was conducted on documents which are published by state run organizations. There was every risk of discrepancy and biasness. To remove the risks, data obtained from the curriculum were checked with the data obtained from the textbook.

Time constraints

Analyzing two primary documents and wide range of secondary documents in the light of three learning frameworks was a tedious job. Compared to the enormity of the works, the study was conducted relatively within short time frame.

Recommendations

The researchers put forward a set of specific recommendations to overcome the aforementioned shortcomings to make Geography and Environment curriculum and textbook effective and sustainable. These recommendations are as follows:

- The curriculum and the textbook should be revised to incorporate discussions about SDGs, particularly the goals that are directly related to environmental and sustainability issues.
- More emphasize should be given on practical lessons that cover psychomotor and affective domain of learning. Community based learning activities should be introduced so that students learn to behave responsibly with their natural surroundings.
- Necessary revisions should be made in the learning outcomes of the curriculum and the textbook to make that focus on tangible behavioral changes of students instead of memorizing certain lessons.
- ICT based learning materials should be introduced to make lessons appealing for the students.
- ICT based assessment should be introduced to get rid of the harmful rote learning culture which has been perpetuated by the existing traditional method of assessment.
- Adequate training should be provided to teachers and administrative staffs so that ICT based training materials can be maintained and ICT based assessment can be introduced properly in the institutions.

- The curriculum should be revised to make way for multi-tasking, student -centric learning environment. The existing curriculum encourages authoritarian classroom environment where lecture method is the most common form of instruction.
- The curriculum and the textbook should put special focus on sustainable development while teaching about industries and use of natural resources.
- The curriculum and the textbook should encourage students to study about near ideas about the environmental issues and come up with innovative solutions to solve environmental problems in their communities.
- The curriculum and the textbook should go through overall update immediately. In the fast changing world, concept regarding climate change and sustainable development are being updated frequently whereas the curriculum here is more than eight years old.

Conclusion

The study has strived to assess the effectiveness of Geography and Environment curriculum and textbook which is studied by millions of secondary level students of humanities discipline. The study revealed that there is stark discrepancy between the aim and objectives of the curriculum, which is to create awareness about emerging environmental issues, and the teaching-learning the curriculum is promoting. By revealing this fact, this study has created a path to conduct further research on the curricula and textbooks published by NCTB. More research on these issues will be essential to positively reform the curriculum and the teaching-learning process in the institutions as well.

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ICT for Inclusive Classroom: Teachers' Perception and Practice in Primary Education

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Abstract

This study set out to identify teachers' perception and practice of ICT utilization in inclusive classrooms at primary level education of Bangladesh. The study was explorative in nature and both qualitative and quantitative approaches of data collection were considered according to the objectives of the study. Another aim of this project was to understand the role of ICT for successful inclusive practice focusing on the three key areas of Inclusive Education i.e. presence, participation and achievement (Ainscow, 2005) for all students specially students with disability in the primary classroom. Data were collected from Government primary school teachers' interview (16) and subject experts' interview (2). Besides, the classes of the interviewed teachers (32) were also observed. It was found that ICT facilities are available in their school, but not in the classroom, which is important to encourage and facilitate ICT usage in teaching-learning. The study found that teachers, who have received 12 days training on 'ICT in Education' (provided by Directorate of Primary Education (DPE), MOPME and a2i) do not have proper knowledge for integrating ICT in inclusive classroom teaching-learning. Different areas were identified by the teachers how they use and apply ICT facilities in their classroom like increasing attention and motivation, maintaining classroom discipline, ensuring participatory learning, giving well presentation, implementing Inclusive Education etc. Class pressure, necessity for differentiated content, load shedding, classroom decoration and setting, limited number of laptop and projector, no internet connection, large number students, control on class, negative attitude towards disability, negligence to ICT and unconsciousness were identified as challenges for ICT usage. The interviewed Inclusive Education Experts were not satisfied with the areas and topics on Inclusive Education covered in the Government provided trainings. They claimed these trainings are not enough to

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understand the real theme of Inclusive classroom practice; moreover they are not given sufficient knowledge to integrate ICT to manage diversity in the classrooms. The most obvious finding emerge from this study was that it is imperative to take initiatives for integrating ICTs in implementing Inclusive classroom for ensuring presence, participation and achievement of students with disability.

Keywords: ICT Pedagogy, Inclusive Education, Primary Education, Students with disability

Introduction

Education is a constitutional right in Bangladesh. To meet this right, Inclusive Education (IE) is defined as a strategy to ensure 'Education For All' (Ainscow, Booth, & Dyson, 2006). From this point of view, it is also mentionable that there is little doubt, however, that inclusivity, rather than exclusivity, will characterize the schools of the next century. Internationally in the developed and developing countries, education systems are going through major reforms and changes. Inclusive Education for students with special educational needs (SEN) in regular primary schools is to be one such reform in current education system. Batanero & Ruiz (2016) reported that currently the development of inclusive education requires constant analysis of educational practices and processes of school change. It is essential to recognize the essential role that the teachers have in the process of inclusion, since it has to meet the needs of the students and provide a quality education to all the students in classroom (Fernandez-Batanero & Colmenero-Ruiz, 2016).

ICT has not only changes the nature of resources, communication and information, but it has correspondingly transformed contemporary society by changing the way of life, work and education (McGrail, 2005). Therefore, many countries of the world have introduced ICT into different level of education via different courses of action and use of ICT is also underlined by OECD (2001) as a necessity for improving quality in teaching and learning (Gulbahar & Guven, 2008). Hence, the government of Bangladesh has made huge investment through Ministry of Education (MoE) and the Ministry of Primary and Mass Education (MoPME) in the hope of attaining the goal of improving the quality of education through enriching the learning environment with the help of educational software and technologies (SFYP, 2015).

Inclusive Education refers to all students being valued, acknowledged and respected regardless of ethnic and cultural backgrounds, socio-economic circumstances, abilities, gender, age, religion, beliefs and behaviors ((Forlin, 2004); (UNESCO, 1994). In a word, in an inclusive school, children are given equitable support so that every child can be able to participate physically, socially and academically with their peers ((Pearce, 2009). This means in an Inclusive Education setting the environment, curriculum, teaching methods, assessment and reporting need to be adjusted or differentiated according to needs of all students.

Batanero and Ruiz (2016) along with other authors ((Mooij, 2004; Tejedor, García-Valcarcel & Prada, 2009; SáezLópez, 2010; Area, 2008, 2010; Fernández-Batanero & Bermejo, 2012 as cited in Batanero & Ruiz, 2016) identified ICT as a powerful tool to favour inclusive teaching-learning practice (Fernandez-Batanero & Colmenero-Ruiz, 2016). As in an inclusive class, teacher teaches different types of students together and also needs to be careful about effective learning, ICT helps the teacher in this regard. ICT assists to present any subject in a simple and interesting way, create a joyful learning environment, gives a clear idea by visualizing abstract concepts and increase sustainability of students' learning. Thus ICT plays a very helpful role in ensuring effective

learning of all students in the classroom. The most critical factor of this inclusive process is the teacher (Fernandez-Batanero & Colmenero-Ruiz2, 2016). So, considering the need for teachers' perception and practice towards incorporating ICT in classroom teaching-learning, the current article tried to explore the potentials of ICT at primary level of education. In connection with this objective, the article discussed the classroom culture of Government primary schools from the view of ICT usage. It also identified the role and areas where ICT can be used as a supportive tool along with the challenges that teachers are facing to use ICT in classroom perspective.

Importance and Rationale of the Study

Preparing teachers for inclusive classroom is a major pedagogical shift in recent years. It is apparent that with the gradual inclusion of students with disabilities into the regular classroom, there is a need for using ICT in the classroom. It is also important to merge practical experiences to effectively teach all the students regardless of their disabilities. For that at first teachers need suitable teaching preparation. So, there is an obvious need to revisit the teacher's perception towards inclusion and using ICT as a supporting tool.

Stilz & Wissenbach (2016) reported that ICTs have the potential to play a supportive role in making available, facilitate, and/or support educational processes by providing innovative ways of transmitting, storing, transforming, and publishing information, which is seen as a basic prerequisite for inclusive and equitable quality education (2030 Agenda for Sustainable Development). But, little interest is paid towards incorporating ICT as a supporting tool to promote inclusive education in Bangladesh. The relationship between ICT and Inclusive teaching-learning is not established yet in Bangladesh. Therefore, the main goal of the study is to explore the role of ICT in bringing inclusive learning friendly environment in primary level classrooms.

According to the Global Initiative for Inclusive ICTs, there are three aspects of accessibility. A user must be able to perceive, understand, and operate every control, instruction or output. In Bangladesh various attempts are taken to make digital classroom, but there is need to focus on aspects of accessibility and teacher's belief towards using ICT for an inclusive class. In this paper, we report teachers' perception and practice of ICT usage along with the classroom challenges.

Research Question of the study

A research work funded by NAEM was conducted to find out answers of the following questions:

1. What is the classroom culture from the view of ICT usage level of Inclusive Primary Education?
2. What are the areas where ICT can be used as a supportive tool in inclusive setting?
3. What is the role of ICT in inclusive and equitable change process? and
4. What are the challenges that teachers are facing to use ICT in classroom perspective?

Theoretical framework

Ainscow, M (2005), a professor of the University of Manchester indicated the levers of Inclusive Education that can move education system in an inclusive direction in his paper titled

‘Understanding the development of Inclusive Education System’.

Ainscow (2005) suggested that “Inclusion is about the presence, participation and achievement of all students. Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results” (p. 15).

He also showed inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement (Ainscow, 2005).

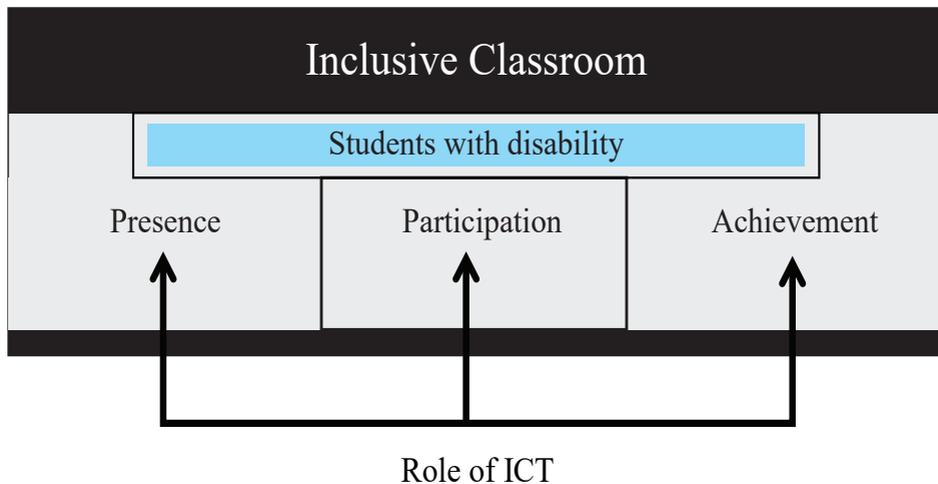


Figure 1: Conceptual Framework of the study (Adapted from Ainscow, 2005)

Evidence and examples from different countries suggests that ICT should fortunately determine the entrance and achievement of all levels of participation in classroom. Still no information is available in Bangladesh on the role of ICT in these three areas identified by Ainscow (2005). This paper aimed to understand the role of ICT in Inclusive primary classroom in Bangladesh focusing on the three areas identified by Ainscow.

Methodology of study

This explorative study conducted through a mixed-method approach to meet the specific objectives of the study i.e. both qualitative and quantitative data collection process as well as analysis procedures had been applied.

According to the information obtained from DPE’s APSC report 2017, they categorized the 64 districts of Bangladesh into seven categories. These are – a) Rural low coverage, b) Rural others, c) Urban (4-old city corporations), d) Island, coastal and riverine upazilas with chars, e) Ethnic & indigenous children, f) Tea garden and g) Haor. The Government primary schools (GPs) were also placed in these categories which were sampled considering these seven categories. But we could not cover f and g categories due to time and financial constraint. Four (4) districts namely Rajshahi, Natore, Rangpur and Pabna (from Rajshahi and Rangpur divisions) among the 64 are

selected purposively which represents the first five categories of all GPs. In the second layer, we have selected respondents purposively based on the issue of study interest, availability, timeframe and level of engagement. Thus, two (2) schools were selected from each districts; one from rural area and another from urban area. In the final stage, one (1) primary school teacher was selected purposively from each of the sampled schools as respondents mainly based on their previously received trainings on ICT and/or Inclusive Education ($2 \times 4 = 8 \times 4 = 32$). Classes of the selected teachers were observed to understand the reflection/ impact of the training of ICT/ IE in classroom perspective ($32 \times 2 = 64$). Other selection criteria of respondents' were i.e. primary school teachers' experience, education level, age and gender.

Three types of data collection techniques were applied for data collection. Related documents, reports, articles and books were identified and analyzed to find out the practice of ICT in inclusive education worldwide. Two types of Interview schedules were used to collect data from primary school teachers and ICT and Inclusive Education subject experts. The Interview schedule for primary school teachers had both open and close ended questions about their perception and practice of ICT as a supporting tool to enhance inclusive pedagogy. Another Interview schedule which was used for collecting data from subject experts contained open ended questions on various aspects of using ICT in classroom. That schedule included various items on prospects, possibilities and challenges of ICT usage in primary level classrooms of Bangladesh. Classrooms of interviewed primary school teachers' were observed to trace out the available facilities and equipment along with teachers practice in classroom. An observation checklist was made to conduct for this purpose.

For analyzing data obtained from Interview, document review and observation checklist descriptive approach were used. Different themes related to "inclusive education" and "role of ICT" were identified and data were analyzed under each theme. Data from the interviews and document review were presented in both quantitative and narrative form. Different computer based statistical package were used to analyze data. Respondent's opinions and views were analyzed thematically.

Findings of the study:

Findings of the study is discussed dividing it into three major parts: classroom culture from the view of ICT usage level, the areas where ICT can be used as a supportive tool in inclusive setting and the role of ICT in inclusive class and the challenges faced by the teachers in classrooms for using ICT.

Classroom culture from the view of ICT usage level

In this paper, 'classroom culture' of classrooms of primary education is discussed focusing on two themes; i.e. availability of ICT equipment and teacher's attitude towards ICT using in their classroom teaching-learning.

i. Availability of ICT equipment

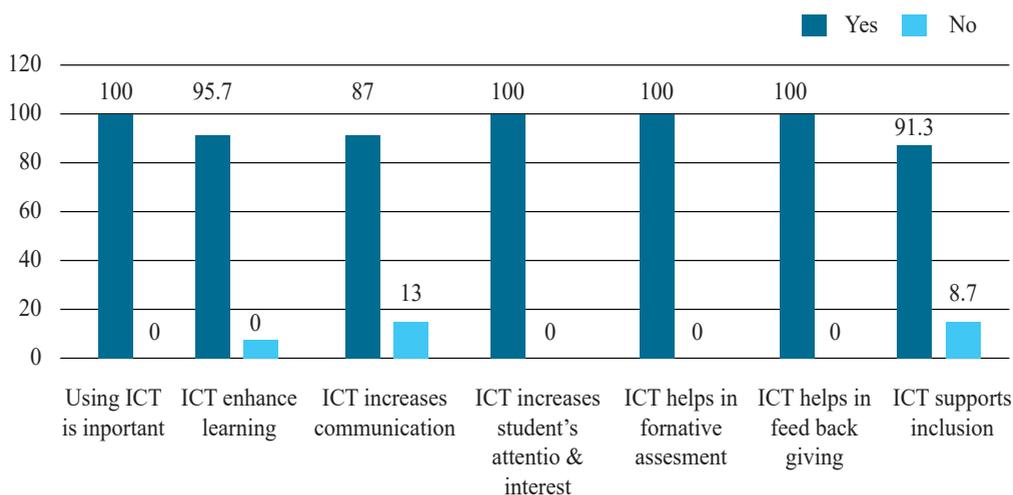
91.3% respondents said ICT facilities like laptop, multimedia projector etc. are available in their school. If they want to use these equipment, at first they have to bring it in the classroom as these facilities are not available in classroom. And only after arranging the device setup they can use it. At the end of the class, the teachers have to open the devices again and bring them back to

the office. Thus it takes a lot of time to install and bring back the device so that the teachers are not very interested in using it. Observation also supports the information. Different literatures said, availing ICT facilities in the classroom increase and encourage applying it in teaching-learning (Liverpool, 2002)(Kawooya, 2004).

Besides, 60.9% teachers think their school doesn't have enough infrastructural facilities for using ICT. The space and accommodation of the classroom need to modify for using ICT in classroom. They also think that internet facilities need to expand and electricity facilities need to be strengthened. 82.6% respondents have computer access at home but only 47.8% have personal internet connection.

ii. Attitude towards ICT using

A five point rating scale was administered to investigate teacher's attitude towards using ICT in their classroom. Surprisingly, 100% teachers believe using ICT helps to improve their teaching practice and 95.7% said ICT acts positively in enhancing learning experience in classroom.



Graph No. 1: Attitude of the respondents towards using ICT in classroom

87% respondents gave positive responses about ICT as an effective tool in increasing and improving classroom communication between teacher and student. Moreover, all the interviewed teachers agreed ICT helps to motivate students and retain their attention. All the respondent teachers viewed they use ICT as a supportive tool in formative assessment and giving feedback in their classroom. 91.3% teachers' opinions are positive about the role of ICT in implementing inclusive education. They said, Integrating ICT in teaching and learning can be utilized in any school to implement inclusive education.

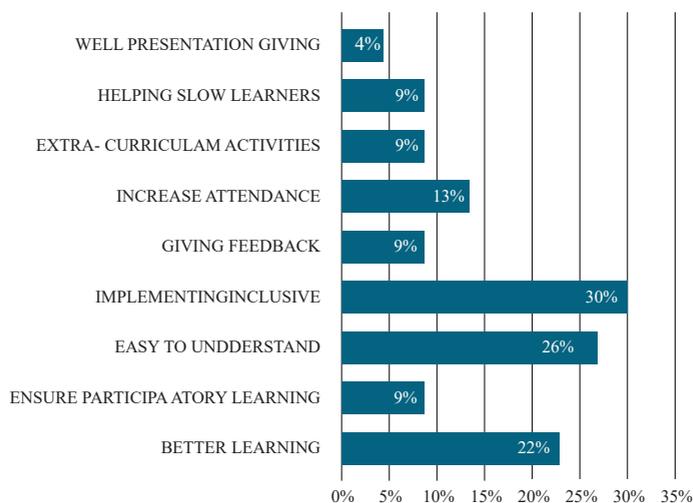
The study also revealed issues related to knowledge and training on inclusive education and ICT. It was found that all of the respondent teachers completed training on inclusive education in their compulsory Diploma in Education program (DPED), 75% received specialized inclusive education training. 45% teachers don't have ICT related training. The

55% respondent teachers have basic orientation with ICT, but they were not familiarized with ICT usage as a supportive tool in inclusive teaching-learning.

The areas where ICT can be used as a supportive tool in inclusive setting and the role of ICT in inclusive class

The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2005). A good number of researches in different countries have proven the benefits to ICT for improving the quality of education (Amin, 2013). A number of areas were identified by them. They claimed, ICTs have the potential to innovate, accelerate, enrich, and deepen skills. It also motivates and engages students in learning. Moreover, Using ICTs in teaching-learning help to relate school experience to work practice, create economic viability for tomorrow’s workers. Most importantly, ICTs help teachers in explaining complex ideas simply and help students for getting clear ideas of abstract concepts. Thus it contributes in quality teaching-learning and helping schools for bringing positive changes (Amin, 2013).

Different areas are suggested by the respondent teachers how they use and apply ICT facilities in their classroom like increasing attention and motivation, maintaining classroom discipline, better learning, ensuring participatory learning, giving feedback, giving well presentation, implementing Inclusive Education etc.



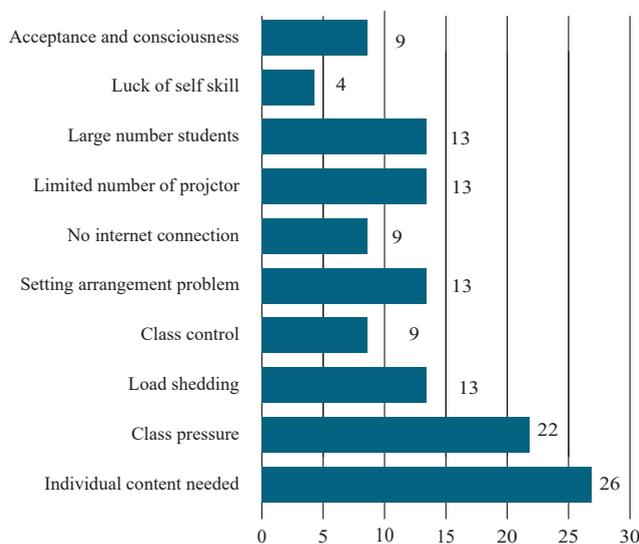
Graph 2: Identified areas of using ICT in classroom

From the data obtained in the study, it can be said that the way ICT is being used in the classrooms of government primary schools in Bangladesh is a part of classroom discussion. Aligning with the conceptual framework of Ainscow (2005) this finding falls in the participation level of Inclusive Education. From, document review, it is found that ICTs can also be used in another two levels (presence and participation) of Inclusive Education. Bednet, a NGO of Belgium supported pupils with long-term illness to join their mainstream class activities through inter-connected computers. Thus, ICT helps to ensure presence of those students in the mainstream classroom. Different examples in Belarus, Denmark and Belgium showed how ICTs can be used

to increase the achievement rate of students with disabilities (UNESCO & European Agency for Development in Special Needs Education, 2011). But this study did not find any evidence of using ICT in these areas in Bangladesh. So, it can be concluded that these types of activities and initiatives are totally absent in our country.

Challenges faced by the teachers in classrooms for using ICT

Because of the benefits, current educational practice suggests that teachers are trying to use some form of technologies in classrooms – but many teachers face difficulties in doing so. Cost, access, and time often form considerable barriers to classroom implementation, but another obstacle is a lack of knowledge regarding how technology can best be used to benefit students across diverse subject matter (Mishra, 2006). Similarly the present study found 45% of the respondent teachers do not have ICT orientation for using it in the classroom. Directorate of Primary Education (DPE) & Access to Information (a2i) is running a 12-day ICT training program for primary school teachers. However, most of the teachers have not yet received this ‘ICT in Education’ training. It has been seen that only 1/2 out of 8/9 teachers in each school have received this training. Also, those who received this training were not taught how to use ICT in an effective way for an inclusive classroom. 4% teachers agreed they lack necessary knowledge for using ICT for Inclusive Education. 22% teachers complained they do not get the opportunity to use ICT due to high number of classes and stress. They (26%) think that it takes a lot of time to create individualized content which in most cases is not possible for them. Other challenges identified by the teachers were load shedding (14%), classroom setting arrangement problem (13%), limited number of projector (14%), no Internet connection (9%), large number students (13%), controlling class (18%) and acceptance and consciousness (9%).



Graph No. 3: Challenges faced by the teachers for using ICT in inclusive class

Recommendations of the study

Respondents of the study suggested many ways to incorporate and integrate ICT facilities in all the three areas proposed by Ainscow (2005) of Inclusive Education in our country.

Presence:

Bangladesh lack statistics of actual number of disable students, so it is quite impossible to track out of school children. Experts recommend a central data base which will locate information of all disable children in Bangladesh; which will help easy tracking of these students.

They encouraged to disseminate success stories of people with disability to change negative mind set up among general people to eradicate social stigma and taboo about disability and promote their access in education.

Different songs, play, drama and demonstrations for replacing negative attitude towards disability are also encouraged by the experts in educational setting to increase acceptance of disable students in classroom.

Participation

‘Participation’ in education relates to the quality of students’ experiences whilst they are there and, therefore, must incorporate the views of the learners themselves. Experts informed, using related pictures and videos increase understanding of all learners including slow learner, students with intellectual disability, visual and hearing impairment. Different software helps to learn mathematics and other subjects for students with learning disability (Dyslexia, Dyscalculia etc.).

From literature we found that Belarus use a special software to support learning mathematics for students with different learning needs; Belgium provides ICTs to support students with serious reading and writing disorders. No such software or technology was found to be used in the classrooms of our country. However, such technologies can also be used in our country for the better participation and effective learning of all types of students along with students with disabilities.

Achievement:

From document review, the study found that different assistive technologies like Tablet, iPad, touch screen, synthetic voices, screen reader and other software help students with disability to learn. Allowing students with disability to use such technological devices and using technology while teachers are teaching in the classroom makes learning easier which helps to increase students’ achievement. “Students with visual impairments can type in their own examination scripts when given the opportunity to give the test using computer keyboard” said one of the subject experts. For this reason, it was suggested by the respondents that it is necessary to take necessary actions for integrating ICTs in these areas of teaching-learning in classroom. Thus ICT will contribute to achieve inclusive education for ensuring access, participation and achievement of students with disabilities in mainstream class.

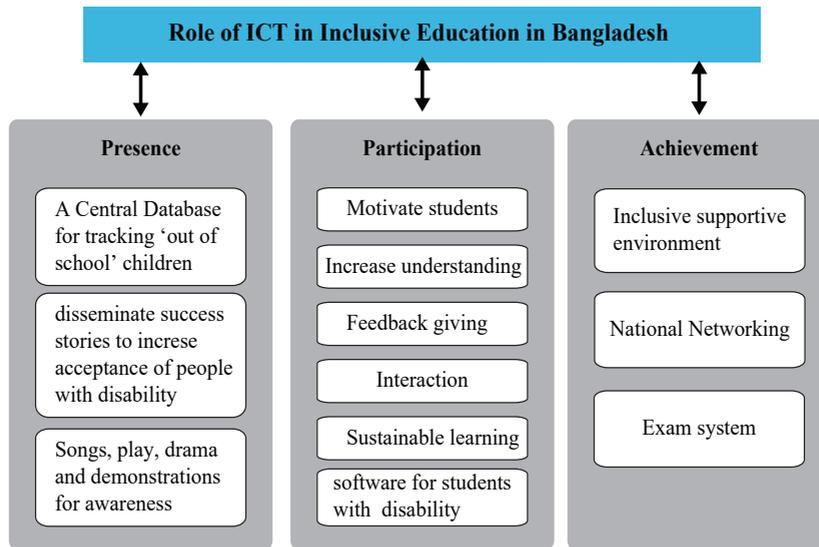


Figure 2: ICT for the three areas of Inclusive Education

The figure above summarizes the proposed role of ICT in the all the three areas of Inclusive Education (presence, participation and achievement) in Bangladesh.

Conclusion

The study's findings shown that usually teachers' do not use ICT, as classrooms are not equipped with these facilities and they don't have enough skill to integrate ICT in inclusive pedagogy. Even questions raised about the effectiveness of the provided trainings on ICT and Inclusive Education. The most obvious finding to emerge from this study is that existing 'Inclusive Education training' and 'ICT for education' training for primary school teachers should be redesigned by incorporating necessary knowledge on using ICT for implementing inclusive education. These findings are relevant to both practitioners and policy makers of relevant fields. This new understanding will prove useful in expanding our understanding on how to train teachers and trainers for ICT facilitated inclusive pedagogy.

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Representation of gender in Secondary level English language textbooks by NCTB

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Umme Mustari Tithi³
Chameli Das⁴

Abstract

In order to explore the ramifications of gender inequality in Bangladesh, this study aims at bringing the invisible representation of women onto scholarly platforms by examining gender inequality and stereotypical gender role modeling in Bangladeshi textbooks, with special focus on junior secondary level textbooks published by the National Curriculum and Textbook Board (NCTB). The study employed quantitative approaches in order to investigate gender representation in the 4 English Language textbooks prescribed by NCTB for Grades 6-10 was sampled for the purpose of the content analysis; as these textbooks are common for all the government approved secondary schools. An imbalanced representation of gender both in the texts and visuals in textbooks is found in English Language textbooks of NCTB for Grade 6-10. A male biasness in terms of textbook writers existed. No female textbook editor is found for the sampled textbooks in any of the grades. A pro-male representation is found in terms of using noun, pronoun, and paired words for male and females. Gender stereotypes prevailed in the textual and visual representation of s social and occupational roles. A gender policy should be developed to guide the textbook contents to ensure gender-sensitive textbooks for students.

Keywords: Gender sensitivity, Secondary level education, Textbooks, English language, Bangladesh

Background

In the educational arena, the concept of gender equality has come to the forefront since the Jomtien Declaration 1990 and later in the World Education Forum: the Dakar Framework for Action 2000. The issue of gender equality has also been included in both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). The increasing global concern on promoting gender equality has recently been reflected in the development of curriculum and textbooks. Textbooks are one of the significant components in the school education system as well

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as in the socialization of children (Blumberg, 2007). They present essential messages to children on how social relations in their society should be organized (Blumberg, 2007). Therefore, it is essential that how male and female characters, roles and occupations are presented in textbooks. It has been well documented that gender-biased pictures and text in books have an adverse effect on female students, leading to a feeling of exclusion, and a low sense of self-esteem (Marshall & Arnot, 2007). Not only female students but also for male students, gender-biased textbooks have a negative impact, including gender stereotypic attitudes towards their female counterparts. Such gender stereotypes that stem from textbooks may have a long-lasting effect on children and may hinder the creation of a gender-sensitive society as a whole. According to the Global Monitoring Report (2015), the pace of textbook reform receives very low political priority and public support in developing countries. The situation is not so different in Bangladesh, where curriculum and textbook reforms, particularly the investigation of gender bias in textbooks is an emerging issue and immediate action.

Statement of the problem

Promoting a gender-sensitive society and ensuring gender equality in all sectors has been one of the priority sectors of Bangladesh and the country has achieved tremendous success regarding the female enrollment rate in both primary and secondary levels and closing the gender gap in school enrollment (Marshall & Arnot, 2007). However, education progress cannot rely on access to data alone. Yet, perceptions of appropriate gender roles in rural Bangladeshi society today still accord mostly with traditional stereotypes such as woman should not earn more than her husband as this can lead to tensions within the home; boys need more nutrition than girls to be strong and healthy; and that the husband should have the final say in all important family matters (Asadullah, Huq, Islam, & Wahhaj, 2017). In this regard, a question may emerge that why have traditional gender stereotypes persisted despite the significant increases in the schooling of girls? It has been widely evidenced that the answer may lie in the school curriculum and textbooks (Knudsen, 2005; Jabeen & Ilyas, 2012; Marshall & Arnot, 2007). Students' attitudes towards gender roles are strongly shaped by the characters and roles they encounter in the textbook pages (Marshall & Arnot, 2007). Gender bias in textbooks remains a concern in countries like Bangladesh that have achieved gender parity in access to schooling but prevailed strong traditional gender stereotypes. Hence, it would be worth investigating how gender roles have been presented in secondary school textbooks in Bangladesh.

Importance and Rationale of the Study

In order to explore the ramifications of gender inequality in Bangladesh, this study aims at bringing the invisible representation of women onto scholarly platforms by examining gender inequality and stereotypical gender role modeling in Bangladeshi textbooks, with particular focus on junior secondary level textbooks published by the National Curriculum and Textbook Board (NCTB). The focus of the research is to identify the area of gender stereotyping and the construction of gender roles that create gender apartheid pictures in these textbooks. As textbooks are significant agents of change and socialization, children can be socialized in the existing social order, or their thinking may be transformed with the help of textbooks to change the existing social order (Zafar, 2005). Thus, it is imperative to investigate whether there exist any stereotypical images and texts in textbooks and to be replaced with gender-balanced material. In this study,

researchers will try to explore gender role modeling in the textbooks of Bangladesh with particular focus on the secondary level. The results will highlight the issue of gender disparity in the existing system and how gender stereotypical role modeling in the textbooks encroaches on the mindset of children regarding certain gender roles. The findings will also help to facilitate policymakers to identify the areas of gender inequality and to promote gender-sensitive curriculum and textbooks.

Research Questions

The following research questions have been formulated to fulfill the aims of this research:

1. How is gender represented in terms of textbook writers and editors?
2. How is gender represented in the reading passages in the secondary level English textbooks in terms of lexis and grammar?
3. How do males and females represented in terms of frequency of occurrence (both ‘types’ and ‘tokens’); and ‘categorization’ (family relationship and occupational roles)?
4. What is the frequency of (a) the ‘generic’ use of he, man and man-compounds and (b) the ‘generic’ use of she, woman and woman-compounds when the sex of the referent is not specified?

Methodology

The study employed a content analysis approach to investigate gender representation in the English Language textbooks published by NCTB.

Sampling

The study followed a non-random: purposive sampling technique. Four English Language textbooks prescribed by NCTB for Grades 6-10 were sampled for the content analysis, as these textbooks are conventional for all the government-approved secondary schools.

Tools of data collection

A textbook analysis checklist (NCERT, 2013) was adapted to use for analyzing the selected textbooks to investigate the gender-focused situational analysis in the sampled textbooks. The content analysis of gender representation includes only textual analysis. The textual analysis was based on linguistic analysis (including nouns, adjectives and verbs) as well as an investigation of the use of gender-biased language (i.e., sexist language) in the textbooks. Both manifest and latent content was analyzed. 4 C’s (Coding, Categorizing, Comparing and Concluding) as prescribed by Cohen (2007) was followed for content analysis. To ensure the reliability of the content analysis, Inter-rater reliability was employed by using Cohen’s kappa. The calculated Cohen’s kappa = 0.80, which indicates very good agreement between the pairs of raters.

Data Analysis and Presentation

Quantitative measures (e.g., frequency distribution and percentage) were used to analyze the texts in the textbooks. The findings were presented in graphical and tabular forms.

Results

Gender representation in terms of textbook writers and editors

The content analysis was initiated by investigating the gender representation of textbook authors and editors. The figure below shows the gender representation of textbook writers across different grade levels in terms of frequency

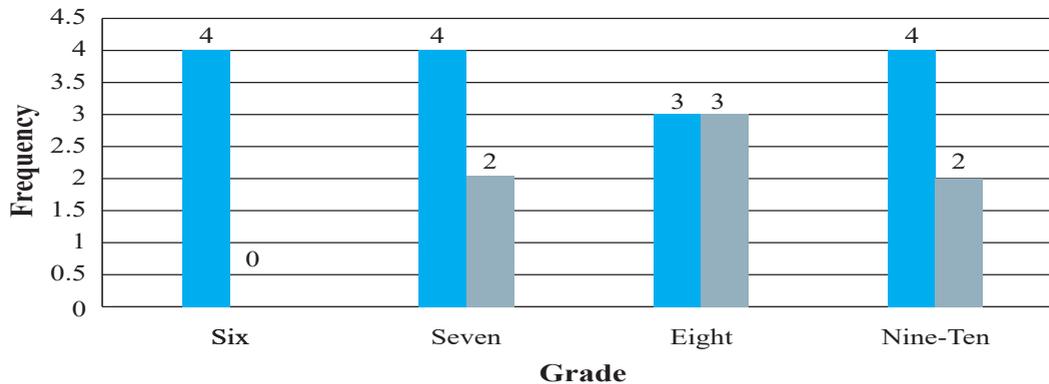


Figure 1.1 Gender representation of textbook writers across grade levels

Figure 1.1 presents that there exists a male biasness in terms of textbook writers. No female author name is found in Grade 6. An imbalance is found in both Grade 7 and 9-10, where the number of male authors is double the number of female authors. However, a balance between male and female writers is found in Grade 8.

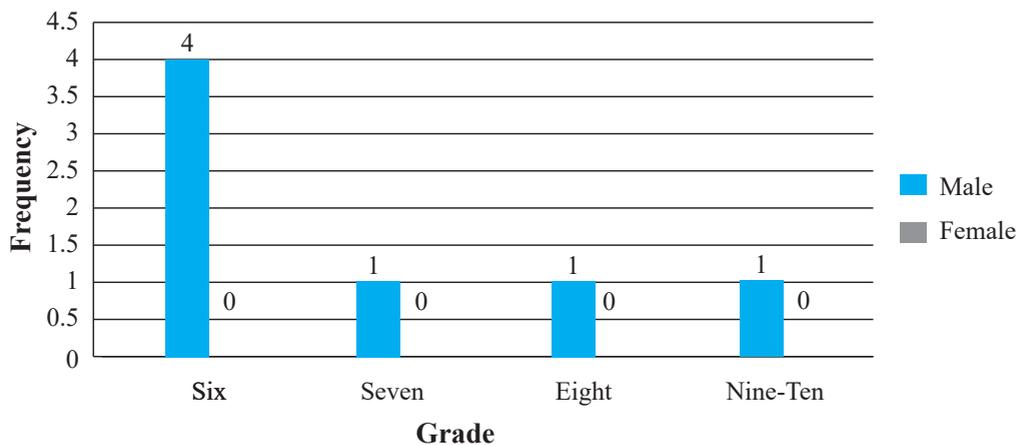


Figure 1.2 Frequency of textbook editors across different grade levels

Figure 1.2 shows that an absolute male biasness exists in terms of textbooks editors. No

female editor is found in any of the sampled English Language textbooks in any of the studied grades. Figure 1.2 shows that an absolute male biasness exists in terms of textbooks editors. No female editor is found in any of the sampled English Language textbooks in any of the studied grades.

Textual representation of gender

| Grade | Gendered terms for males | f | Gendered terms for females | f |
|-------|--------------------------|----------------------------|----------------------------|----------------------------|
| Six | He | 82 | She | 46 |
| | His | 68 | Her | 39 |
| | Him | 15 | Teacher | 12 |
| | Father | 15 | Mother | 12 |
| | Dad | 14 | Mom | 16 |
| | Son | 12 | Daughter | 02 |
| | Brother | 03 | Sister | 04 |
| | Mr. | 11 | Mrs. | 13 |
| | Boy | 05 | Girl | 01 |
| | Sir | 04 | Mam | 03 |
| | Men | 03 | Women | 05 |
| | Man | 03 | Lady | 01 |
| | Husband | 02 | Wife | 02 |
| | King | 11 | Queen | 02 |
| | Uncle | 03 | Aunt | 11 |
| | Himself | 01 | Ms. | 01 |
| | Doctor | 06 | Nurse | 01 |
| | Farmer | 03 | Grandma | 03 |
| | Pilot | 01 | Apa | 01 |
| | Waiter | 01 | Waitress | 01 |
| | Accountant | 01 | Lawyer | 01 |
| | Postman | 01 | Student | 01 |
| | Businessman | 01 | Architect | 01 |
| | Salesman | 10 | | |
| | Cleaner | 01 | | |
| | Rickshaw puller | 01 | | |
| | Newspaper Hawker | 01 | | |
| | singer | 01 | | |
| Total | Total no. of 'Types': 28 | Total no. of 'Tokens': 280 | Total no. of 'Types': 23 | Total no. of 'Tokens': 179 |

Table 1.2.1.: Pairs of gendered terms for males and females and their frequency in Grade 6

Here, Table 1.2.1 represents the pairs of gendered terms for males and females, including their frequency of Grade Six. The table shows that in the English textbook of Grade six, there's a

variation of using male terms and female terms where male terms dominated female terms. The total frequency of using male terms is 280 (61%) and the frequency of the female terms is 179 (39%). There are 28 types of gender terms used to represent male where female represents 23 types. Most uses male terms are HE (f=82), HIS (f=68), FATHER (f=15). On the other hand, most uses female terms are SHE (f=46), HER (f=39), MOM (f=16), TEACHER (f=12). The difference shows that the uses of male types represent twice than female types.

| Grade | Gendered terms for males | f | Gendered terms for females | f |
|-------------|--------------------------|-------------|----------------------------|-----|
| Seven | He | 150 | She | 64 |
| | his | 67 | her | 72 |
| | him | 32 | | |
| | himself | 4 | herself | 1 |
| | man | 12 | woman | 4 |
| | | | lady | 2 |
| | men | 4 | women | 5 |
| | boy | 7 | girl | 7 |
| | Mr. | 8 | Miss | 4 |
| | | | Mrs. | 4 |
| | | | Ms. | 7 |
| | father | 13 | mother | 28 |
| | | | mum | 3 |
| | brother | 7 | sister | 11 |
| | husband | 7 | wife | 1 |
| | | | daughter | 5 |
| | uncle | 7 | aunt | 2 |
| | male | 1 | female | 2 |
| | giant | 26 | witches | 2 |
| fairies | | | 2 | |
| grandfather | 1 | grandmother | 1 | |
| Total | Types: 16 | 345 | Types: 20 | 227 |

Table 1.2.2.: Pairs of gendered terms for males and females and their frequency in Grade 7

Table 1.2.2 represents pairs of gendered terms for males and females and their frequency in the English textbook of class seven. The table shows that there is a visible difference in using male terms and female terms. The total frequency of using male terms is 345 (60%) and the frequency of the female terms is 227 (40%). There are a total of 15 types of gender terms used to represent males where females represent 20 types. Most used male terms are He (150), HIM (32), MAN (12), HUSBAND (7), GIANT (26) and the most used female terms are HER (72), WOMEN (5), MOTHER (28) and SISTER (2). Hence, it can be said that the represented data of this table shows a clear dominance of males over females.

| Grade | Gendered terms for males | f | Gendered terms for females | f |
|-------|--------------------------|--------|----------------------------|-----|
| Eight | He | 70 | She | 49 |
| | His | 33 | Her | 65 |
| | him | 11 | | |
| | Man | 27 | Woman | 29 |
| | Mr. | 18 | Mrs. | 1 |
| | Father | 15 | Mother | 7 |
| | dad | 1 | | |
| | Brother | 2 | Sister | 3 |
| | Uncle | 8 | Aunt | 3 |
| | Gentleman | 1 | Ladies | 3 |
| | Himself | 2 | Herself | 1 |
| | Son | 5 | Daughter | 1 |
| Male | 1 | Female | 3 | |
| Total | Types: 13 | 194 | Types: 11 | 165 |

Table 1.2.3.: Pairs of gendered terms for males and females and their frequency in Grade 8

Here, Table 1.2.3. demonstrates the pairs of gendered terms for males and females, including their frequency of Grade Eight. The table shows that in the English textbook of Grade Eight, there's a variation of using male terms and female terms where male terms dominate the female terms. The total frequency of using male terms is 194(54%) and the frequency of the female terms is 165 (46%). There are 13 types of gender terms used to represents male, whereas female represents 11 types which are less than that of male types. Most uses male terms are HE (f=70), HIM (f=11), MAN (f=27), Mr. (f=18), and FATHER (f=15). On the other hand, most used female terms are SHE (f=49), HER (f=65), WOMAN (f=29). The difference shows that the uses of male types represent twice than the uses of female types.

| Grade | Gendered terms for males | f | Gendered terms for females | f |
|----------|--------------------------|------|----------------------------|-----|
| Nine-Ten | He | | She | |
| | He | 228 | She | 126 |
| | His | 136 | Her | 143 |
| | Him | 48 | | |
| | Man | 27 | Lady | 01 |
| | Mr. | 27 | Ms. | 10 |
| | | | Miss | 02 |
| | Father | 22 | Mother | 69 |
| | | | Mamma | 12 |
| | Brother | 11 | Sister | 05 |
| | Himself | 10 | Herself | 06 |
| | Men | 06 | Women | 13 |
| | Son | 06 | Daughter | 05 |
| | Prince | 05 | Empress | 01 |
| | Husband | 04 | Wife | 04 |
| Uncle | 03 | Aunt | 01 | |

| | | | | |
|-------|-----------|-----|-----------|-----|
| | Dad | 01 | Mom | 02 |
| | Widower | 01 | Widow | 02 |
| Total | Types: 15 | 535 | Types: 16 | 402 |

Table 1.2.4.: Pairs of gendered terms for males and females and their frequency in Grade 9-10

Table 1.2.4 demonstrates the pairs of gendered terms for males and females, including their frequency of Grade Nine-Ten. The table shows that in the English textbook of Grade Nine-Ten, there's a variation of using male terms and female terms where male terms dominate the female terms. The total frequency of using male terms is 535 (57%) and the frequency of the female terms is 402 (43%). There are 15 types of gender terms used to represent male, whereas female represents 16 types. Most uses male terms are HE (f=228), HIS (f=136), HIM (f=48), MAN (f=27) and FATHER (f=15). On the other hand, most used female terms are SHE (f=126), HER (f=139), MOTHER (f=69).

| Grade | Words | Collocates | f |
|-------|-------|------------|----|
| Six | He | Father | 15 |
| | | Brother | 03 |
| | | Dad | 14 |
| | | Son | 12 |
| | | Uncle | 03 |
| | | Husband | 02 |
| Total | | Types: 6 | 49 |

Table 1.2.5.: Family relationship roles associated with different node words for males in Grade 6

Here, Table 1.2.5 demonstrates the categorization of family relationship roles associated with different node words for males of Grade six. The total number of Collocates, which is related to the family relationship of male representatives are 06 and the total frequency is 49. Here, collocates using for Male terms are Father, Brother, Dad, Son, Uncle and Husband, where the most frequently used relationship in male terms is 'FATHER (f=15)' and 'HUSBAND (f=2)' is the less frequent.

| Grade | Words | Collocates | f |
|-------|-------|------------|----|
| Six | She | Mother | 12 |
| | | Sister | 04 |
| | | Mom | 16 |
| | | Daughter | 02 |
| | | Aunt | 11 |
| | | Wife | 02 |
| | | Grandma | 03 |
| Total | | Types: 07 | 50 |

Table 1.2.6.: Family relationship roles associated with different node words for females in Grade 6

Here, Table 1.2.6 above shows the categorization of family relationship roles associated with different node words for females of Grade 6. The total number of Collocates, which is related to family relationship of female representatives, found to be 07 and the total frequency is 50. Here, collocates using for female terms are mother, sister, mom, daughter, aunt, wife and grandma where the most frequently used relationship in female terms is 'MOM (f=16)' and 'WIFE (f=2)' is the less frequent.

| Grade | Words | Collocates | f |
|-------|-------|-------------|----|
| Seven | He | Brother | 7 |
| | | Father | 13 |
| | | Husband | 7 |
| | | Uncle | 7 |
| | | Grandfather | 1 |
| Total | | Types: 5 | 35 |

Table 1.2.7: Family relationship roles associated with different node words for males in Grade 7

Here the Table 1.2.7 above shows the categorization of family relationships along with different node words for the male of Grade seven. The number of collocates that are related to the family relationship of male representative types are 5 in total where the total frequency is 35. Here the collocates using for male terms are father, brother, husband, uncle and grandfather, where the most frequently used relationship in male terms is FATHER (f=13) and the less frequently used relationship in male terms is GRANDFATHER (f=1).

| Grade | Words | Collocates | f |
|-------|-------|-------------|----|
| Seven | She | Sister | 11 |
| | | Mother | 28 |
| | | Daughter | 5 |
| | | Aunt | 2 |
| | | Wife | 1 |
| | | Mum | 3 |
| | | Cousin | 2 |
| | | Grandmother | 1 |
| Total | | Types: 8 | 53 |

Table 1.2.8: Family relationship roles associated with different node words for females in Grade 7

Here Table 1.2.8 shows the categorization of family relationships along with different node words for females of Grade seven. The number of collocates which are related to the family relationship of female representatives are 8 in total where the total frequency is 53. Here the collocate use for female terms are mother, sister, daughter, aunt, wife, mum, cousin and grandmother where the most frequently used relationship in female terms is MOTHER (f=28) and the less frequently used relationship in female terms is WIFE (f=1) and GRANDMOTHER (f=1).

| Grade | Words | Collocates | f |
|-------|-------|------------|----|
| Eight | He | Brother | 2 |
| | | Father | 15 |
| | | Dad | 1 |
| | | Uncle | 8 |
| | | Husband | 4 |
| Total | | Types: 5 | 30 |

Table 1.2.9.: Family relationship roles associated with different node words for males in Grade 8

Here, Table 1.2.9 demonstrates the categorization of family relationship roles associated with different node words for males of Grade Eight. The total number of Collocates that are related to the family relationship of male representatives is 05 and the total frequency is 30. Here, collocates

using for male terms are father, brother, husband, uncle and dad, where the most frequently used relationship in male terms is ‘FATHER (f=15)’. On the other hand, the less frequently used relationship in male terms is ‘DAD (f=1).

| Grade | Words | Collocates | f |
|-------|-------|------------|----|
| Eight | She | Sister | 3 |
| | | Mother | 7 |
| | | Aunt | 3 |
| | | Daughter | 1 |
| Total | | Types: 4 | 17 |

Table 1.2.10.: Family relationship roles associated with different node words for females in Grade 8

Here, the 1.2.10 table shows the categorization of family relationship roles associated with different node words for females of Grade Eight. The total number of Collocates that are related to the family relationship of female representatives is 04, and the total frequency is 17. Here, collocates using for female terms are mother, sister, daughter, and aunt, where the most frequently used relationship in female terms is ‘MOTHER (f=7)’ and ‘DAUGHTER (f=3)’ is the less frequent.

| Grade | Words | Collocates | f |
|----------|-------|-------------|----|
| Nine-Ten | He | Father | 22 |
| | | Brother | 11 |
| | | Son | 06 |
| | | Husband | 04 |
| | | Uncle | 03 |
| | | Grandfather | 01 |
| | | Dad | 01 |
| | | Forefather | 01 |
| Total: | | Types: 08 | 49 |

Table 1.2.11.: Family relationship roles associated with different node words for males in Grade9-10

Here, Table 1.2.11 demonstrate the categorization of family relationship roles associated with different node words for the male of Grade Nine-Ten. The total number of collocates, which is related to the family relationship of male representatives are 08 and the total frequency is 49. Here, collocates using for male terms are father, brother, son, husband, uncle, grandfather, dad and forefather, where the most frequently used relationship in male terms is ‘FATHER (f=22)’. On the other hand, the less frequently used relationship in male terms are ‘DAD(f=1), GRANDFATHER(f=1) and FOREFATHER (f=1)’.

| Grade | Words | Collocates | f |
|----------|-------|------------|-----|
| Nine-Ten | She | Mother | 69 |
| | | Mamma | 12 |
| | | Sister | 05 |
| | | Daughter | 05 |
| | | Wife | 04 |
| | | Mom | 02 |
| | | Cousin | 02 |
| | | Aunt | 01 |
| Total: | | Types: 08 | 100 |

Table 1.2.12.: Family relationship roles associated with different node words for females in Grades 9-10

Here, Table 1.2.12 shows the categorization of family relationship roles associated with different node words for females of Grade nine-ten. The total number of Collocates that are related to the family relationship of female representatives are 08 and the total frequency is 100. Here, collocates using for female terms are mother, mamma, sister, daughter, wife, mom, cousin and aunt, where the most frequently used relationship in female terms is 'MOTHER (f=69) and 'AUNT (f=1) is the less frequent.

| Grade | Words | Collocates | f | Words | Collocates | f |
|--------|-------|-----------------|----|-------|------------|----|
| SIX | He | Doctor | 06 | She | Teacher | 12 |
| | | Salesman | 10 | | Waitress | 01 |
| | | Pilot | 01 | | Lawyer | 01 |
| | | Businessman, | 01 | | Nurse | 01 |
| | | Salesperson | 01 | | Architect | 01 |
| | | Newspaper | 01 | | Student | 01 |
| | | Hawker | 01 | | | |
| | | Rickshaw puller | 01 | | | |
| | | Waiter | 01 | | | |
| | | Cleaner | 01 | | | |
| | | Postman | 01 | | | |
| | | Accountant | 01 | | | |
| | | Farmer | 03 | | | |
| Singer | 01 | | | | | |
| Total | | Types: 13 | 29 | | Types: 06 | 17 |

Table 1.2.13.: Social (occupational roles) categorization associated with different node words in Grade 6

Table 1.2.13 demonstrates the occupational roles that dominated by males over females. This diversification of social, occupational roles in the textbook of Grade six shows that the male plays various roles in various types of workplace where it is limited for women. The types of collocates (male: 13, female: 6) and total frequency (male: 29, female: 17) for male and female occupational roles are shown in the table. From the table, it is seen that the occupational choices for males are diverse, whereas, for females, few options are available in the textbooks.

| Grade | Words | Collocates | f | Words | Collocates | f |
|-------|-------|-----------------|----|-------|---------------|----|
| Seven | He | Teacher | 1 | She | Teacher | 26 |
| | | Shop Assistant | 1 | | Swimmer | 1 |
| | | Principal | 2 | | Social Worker | 2 |
| | | Head Teacher | 7 | | Shooters | 1 |
| | | Doctor | 13 | | Singer | 2 |
| | | King | 1 | | Student | 1 |
| | | Sir | 1 | | Player | 1 |
| | | Player | 8 | | | |
| | | Manager | 5 | | | |
| | | Striker | 2 | | | |
| | | Coach | 3 | | | |
| | | Footballer | 1 | | | |
| | | Football Player | 5 | | | |

| | | | | | | |
|--|--------------|--------------------|-----------|--|-----------------|-----------|
| | | Football Organizer | 1 | | | |
| | | Cricketer | 1 | | | |
| | | Captain | 2 | | | |
| | | Landlord | 2 | | | |
| | | Inventor | 3 | | | |
| | | Deputy Magistrate | 1 | | | |
| | | Newspaper Editor | 1 | | | |
| | | Director | 1 | | | |
| | | Social Worker | 1 | | | |
| | Total | Types: 22 | 63 | | Types: 7 | 34 |

Table 1.2.14.: Social (occupational roles) categorization associated with different node words in Grade 7

Table 1.2.14 demonstrates the occupational roles that dominated by males over females. This diversification of social, occupational roles in the textbook of Grade eight shows that the male plays various roles in various types of workplace where it's limited for women. The types of collocates (male: 22, female: 7) and total frequency (male: 63, female: 34) from the table show the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

| Grade | Words | Collocates | F | Words | Collocates | f |
|--------------|-------|---------------------|-----------|-------|-----------------|-----------|
| Eight | He | Teacher | 9 | She | Teacher | 9 |
| | | Doctor | 11 | | Fashion | 1 |
| | | Driver | 3 | | Designer | 3 |
| | | Captain | 1 | | Seller | 1 |
| | | Immigration Officer | 8 | | Queen | |
| | | Hair Dresser | 2 | | | |
| | | Director | 6 | | | |
| | | Prime Minister | 1 | | | |
| | | Snake Charmer | 1 | | | |
| | | Class Captain | 2 | | | |
| Sir | 6 | | | | | |
| Total | | Types: 11 | 50 | | Types: 4 | 14 |

Table 1.2.15.: Social (occupational roles) categorization associated with different node words in Grade 8

Table 1.2.15 demonstrates the occupational roles that dominated by males over females. This diversification of social, occupational roles in the textbook of Grade eight shows that the male plays various roles in various types of workplace where it's limited for women. The types of collocates (male: 11, female: 4) and total frequency (male: 50, female: 14) from the table show the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

| Grade | Words | Collocates | f | Words | Collocates | f |
|----------|-------|-----------------------|----|-------|------------------|----|
| Nine-Ten | He | Chairman | 10 | She | Teacher | 9 |
| | | Poet | 7 | | Lawyer | 4 |
| | | Boatman | 5 | | Social Scientist | 2 |
| | | Professor | 4 | | Social Worker | 2 |
| | | Farmer | 4 | | Maid | 1 |
| | | Painter | 4 | | Doctor | 1 |
| | | Doctor | 4 | | Homemaker | 1 |
| | | Governor-General | 3 | | Engineer | 1 |
| | | Chief Executive | 3 | | Head Teacher | 1 |
| | | Head Teacher | 3 | | Crew Member | 1 |
| | | President | 3 | | Scientist | 1 |
| | | Clerk | 2 | | Part-time worker | 1 |
| | | Fisherman | 2 | | Artist | 1 |
| | | Teacher | 2 | | Professional | 1 |
| | | Scientist | 2 | | Garments worker | 1 |
| | | Leader | 2 | | Best friend | 1 |
| | | Olympian | 1 | | Girls | 10 |
| | | Sportsman | 1 | | | |
| | | Policeman | 1 | | | |
| | | Day laborer | 1 | | | |
| | | Slum dweller | 1 | | | |
| | | Hawker | 1 | | | |
| | | Merchant | 1 | | | |
| | | Moneylender | 1 | | | |
| | | Musician | 1 | | | |
| | | Science Teacher | 1 | | | |
| | | Historian | 1 | | | |
| | | Artist | 1 | | | |
| | | Mime | 1 | | | |
| | | Photographer | 1 | | | |
| | | Co-founder | 1 | | | |
| | | Adviser | 1 | | | |
| | | CEO | 1 | | | |
| | | General | 1 | | | |
| | | Lawyer | 1 | | | |
| | | Space Traveler | 1 | | | |
| | | Politician | 1 | | | |
| | | Archeologicalsurveyor | 1 | | | |
| | | Principle | 1 | | | |
| | | Freedom fighter | 1 | | | |
| | | Writer | 1 | | | |
| | | Banker | 1 | | | |
| | | Bureaucrat | 1 | | | |
| | | Dramatist | 1 | | | |
| | | Friend | 1 | | | |
| Total: | | Types: 45 | 89 | | Types: 17 | 39 |

Table 1.2.16.: Social (occupational roles) categorization associated with different node words in Grades 9-10

Table 1.2.16 demonstrate the occupational roles that dominated by a male over female. This diversification of social, occupational roles in the textbook of Grade nine-ten shows that the male plays various roles in various types of workplace where it is limited for women. The types of collocates (male: 45, female: 17) and total frequency (male: 89, female: 39) from the table show the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

| Grade | Generic use of he | f | Generic use of man | f | Man-compounds (list) | f |
|--------|-------------------|---|--------------------|---|----------------------|----|
| Six | - | - | Love for Man | 1 | Postman | 1 |
| | | | Mankind | 1 | Businessman | 1 |
| | | | | | Salesman | 9 |
| Total: | | | Types:2 | 2 | Types: 3 | 11 |

Table 1.2.17.: Frequency of generic use of he, man and man-compounds in Grade 6

Table 1.2.17 shows the frequency of general use of He, Man and Man-compounds. In Grade Six, there are no uses of the generic term 'He' whereas the total types of 'Man' and 'Man-compounds' are 02 and 03. Here, 2 and 11 are the frequency of generic use of 'man' and 'man-compounds.'

| Grade | Generic use of she | f | Generic use of woman | f | Woman-compounds (list) | f |
|-------|--------------------|---|----------------------|---|------------------------|---|
| Six | | 0 | | 0 | | 0 |
| Total | | 0 | | 0 | | 0 |

Table 1.2.17.: Frequency of generic use of she, woman and woman-compounds in Grade 6

Table 1.2.17 shows that in Grade Six, there are no uses of generic use of 'She,' 'Woman' and 'Woman-compounds.'

| Grade | Generic use of he | f | Generic use of man | f | Man-compounds (list) | f |
|-------|-------------------|---|--------------------|---|----------------------|---|
| | | | | | | |
| Seven | | 0 | | 0 | | 0 |
| Total | | 0 | | 0 | | 0 |

Table 1.2.18.: Frequency of generic use of he, man and man-compounds in Grade 7

Table 1.2.18 shows the frequency of generic use of He, Man and Man-compounds. In grade 7, there are no uses of the generic term 'He,' 'Man,' and 'Man compounds.'

| Grade | Generic use of she | f | Generic use of woman | f | Woman-compounds (list) | f |
|-------|--------------------|---|----------------------|---|------------------------|---|
| Seven | our mother earth | 1 | | 0 | | 0 |
| Total | | 1 | | | | |

Table 1.2.19.: Frequency of generic use of she, woman and woman-compounds in Grade 7

Table 1.2.19 shows the Frequency of generic use of She, Woman and Woman-compounds. In Grade 7, there are no uses of the generic term of ‘Man’ and ‘Man-compounds’ whereas the total types of ‘She’ is 01 and the frequency is also 01. For example, Our Mother Earth: The earth takes care of us like a mother.

| Grade | Generic use of he | f | Generic use of man | f | Man-compounds (list) | f |
|-------|-------------------|---|--------------------|----|----------------------|---|
| Eight | | | love for all | 1 | | |
| | | | men | 1 | | |
| | | | gentlemen | 2 | | |
| | | | early man | 1 | | |
| | | | man | 1 | | |
| | | | men | 2 | | |
| | | | mankind’s | 1 | | |
| | | | happy the | 1 | | |
| | | | man | | | |
| | | | happy man | | | |
| Total | | | | 13 | | |

Table 1.2.20...: Frequency of generic use of he, man and man-compounds in Grade 8

Table 1.2.20 shows the total types along with the frequency of generic use of He, Man and Man-compounds. In Grade Eight. There are total 9 types of generic use of ‘He’, ‘Man’ and ‘Man-compounds’ each and the most frequently used term are EARLY MAN (F=2) and MANKIND’S (f=2). For example Happy the man: Happy the man, whose wish and are a happy man: What things does a happy man have?

| Grade | Generic use of she | f | Generic use of woman | f | Woman-compounds (list) | f |
|-------|--------------------|---|----------------------|---|------------------------|---|
| Eight | ladies | 3 | | | | |
| Total | | 3 | | | | |

Table 1.2.21.: Frequency of generic use of she, woman and woman-compounds in Grade 8

Table 1.2.21 demonstrate the frequency of generic use of ‘She,’ ‘Woman,’ and ‘Woman-compounds.’ In Grade Eight, there is just one type of generic use of ‘She’ term with frequency 3. There’s no use of ‘Woman’ and ‘Woman-compounds’ in Grade Eight. For example:

Ladies: The Meena Mela in Sylhet was sponsored/arranged/organized by Dhaka Ladies Club.

| Grade | Generic use of he | f | Generic use of man | f | Man-compounds (list) | f |
|----------|------------------------------------|---|----------------------|---|----------------------|----|
| Nine-Ten | Forefathers | 1 | Man-made | 2 | Bad Men | 1 |
| | Founding Father of Bangladeshi Art | 1 | Mankind | 3 | Englishman | 1 |
| | Forerunner | 1 | Old gypsy Man (time) | 4 | Chairman | 10 |
| Total: | Types: 3 | 3 | Types:03 | 9 | Types: 3 | 12 |

Table 1.2.22...: Frequency of generic use of he, man and man-compounds in Grade 9-10

Table 1.2.22 shows the total types along with the frequency of generic use of He, Man and Man-compounds. In Grade Nine-Ten, there are total three types of generic use of ‘He,’ ‘Man’ and ‘Man-compounds’ each and the frequency is sequentially 3, 9 and 12. The following example represents the generic use of he, man and man compounds:

“Majumder, he is undoubtedly a forerunner in the field of mime in Bangladesh”.

“Time, you old gypsy man, you will not stay.”

“Bad Men appear good and they hide their inner ugliness under fine clothes.”

| Grade | Generic use of she | f | Generic use of woman | f | Woman-compounds (list) | f |
|----------|--------------------|---|----------------------|---|------------------------|---|
| Nine-Ten | | | Mother of Gods | 1 | | |
| | | | Goddess of Love | 1 | | |
| | | | Goddess of Wealth | 1 | | |
| | | | Goddess of Health | 1 | | |
| | | | Mother of Humanity | 1 | | |
| | | | Motherland | 1 | | |
| Total | | | Types:6 | 6 | | |

Table 1.2.23.: Frequency of generic use of she, woman and woman-compounds in Grade 9-10

Table 1.2.23 demonstrate the frequency of generic use of ‘She,’ ‘Woman’ and ‘Woman-compounds.’ In Grade Nine-Ten, there are six types of generic use of ‘woman’ term with the frequency six. There is no use of ‘She’ and ‘Woman-compounds’ in Grade Nine-Ten. For example, this little girl would one day become the mother of humanity.

Discussion

The present study shows that an overrepresentation of males in texts exists and does not reflect the actual number of the male and female population in Bangladesh. Males were represented more than females in the reading passages as there is a more significant number of node words for males than females when counted as 'tokens,' and there is a higher frequency of occurrence of masculine than feminine pronouns. Because of the higher number of 'tokens' of node words for males than females, the frequency of occurrence of masculine pronouns in the reading passages found to be higher than that of the feminine pronouns when counted as 'tokens.' This finding is similar to the findings of the cross-cultural study conducted by Islam and Asadullah (2018) where they found a high degree of gender stereotypes in the form of 'exclusion' and 'the quality of representation' in all the sampled English Language textbooks in Bangladesh and Pakistan.

Moreover, female characters were mostly associated with traditional and low wage occupations, as well as more passive personality traits. Previous studies of social categorization through occupational roles (Amini&Birjandi, 2012; BahiyahDato' Hj. Abdul Hamid et al., 2008; Gharbavi& Mousavi, 2012a; Lee & Collins, 2008) have tended to show women engaging in fewer or a more limited range of occupations than men, or in occupations that are stereotypical for females such as teacher, nurse, and housewife. Better-paid and higher-status jobs (e.g., engineer, pilot) or physically demanding jobs (Lee & Collins, 2009) tended to be engaged in by males. However, In this study though males were represented in a more excellent range of occupations and activities than females, females no longer only engage in stereotypical occupations; they were seen to be involved in an occupation like divers, lawyers and scientist which is compatible to findings of Islam and Asdullah (2018).

At the grammatical level, no 'generic' use of he and man-made compound words found in some places of the textbooks. However, the prevalence is much negligible. Overall the findings suggest there exists an over-representation of males and a manifold gender stereotype both in textual and visual contents of the textbooks. It can be said that despite laudable efforts for reducing the gender gap and gender stereotype from the society, the country is yet to free its textbooks from gender stereotypes.

Recommendations

Because of the findings derived from the study, the following recommendations can be:

- A participatory approach that ensures a broader consultation of teachers, authors and reviewers of both genders in curriculum and textbook review and development process should be adopted. Such participatory consultation processes should also include comprehensive expert reviews of textbook gender contents such as this one.
- There should be specific policy guideline that ensures a gander balance in term of selecting textbook authors and editors.
- A gender policy should be developed to guide the textbook contents to ensure gender-sensitive textbooks for students.
- A national-level gender audit should be conducted with textbooks from other subject areas and other streams of education (e.g., Madrasah) to understand the notion of the portrayal of gender as a whole.

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Education and Socio-economic Situation Analysis in Chitmahal Areas: Opportunities and Challenges

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Abstract

Enclave is a portion of territory of one state surrounded by territory of another or others, as viewed by the surrounded territory. This study aims to explore the present status of education and socio-economic lives in enclave area of Bangladesh. This study has been conducted following mixed method research approach based on qualitative with some quantitative evidences along with primary and secondary sources. A multiple instrumental approaches have been adopted for this study. The primary data have been collected through semi-structured interview, questionnaire, KII and FGD guideline. Following mixed method analyses it is found that in previous years there were few educational institutions in the enclaves. Education was an ambitious service to most of the enclave dwellers and was hard to reach. Therefore, literacy rate was very low. However, the situation has been dramatically changed just after merging the enclaves with the main land of Bangladesh. These no state people at last have got their identity as well as other services as citizens of the country. Government, community people and NGOs are now establishing educational institutions in these areas for the people. In all the enclaves, students go to schools and the doors are now open to go for higher education. But in some context, all the facilities are provided to enclave child are not enough compared to the children of mainland. Moreover, the study suggested increased infrastructural facility is one of the main needs for the development of the education of the children of the enclaves.

Keywords: Education; Socio Economic Situation, Enclaves

Introduction

Enclaves are small and scattered pieces of landmass belonging to one country located in or surrounded by another. The Indo-Bangladesh enclaves are also known as chitmahals. The problem

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of enclaves belonging to India and Bangladesh is the historical and geographical result of the partition of Bengal in 1947. In 1996, Bangladesh-India Border Conference identified 111 enclaves of India within Bangladesh and 51 enclaves of Bangladesh within Indian Territory. Under the agreement signed by the Prime Ministers of the two countries in September 2011, the enclave residents may continue residing at their present location or move to the country of their choice. But Problems related to other enclaves still remained unresolved. Including other basic human rights, the residents of Chitmahals lack of education. Therefore, this study aimed to explore and analyze the current education and socio-economic situations in Chitmahal.

Statement of the problem

For several years, Bangladesh was dealing with 111 Chitmahals under its different districts. Government of Bangladesh, along with different organizations has been working for their protection and essential services to the Chitmahal people. However, their education opportunities and possibilities were not identified properly for taking necessary course of actions from human rights perspective. Thus, this research study disclosed the existing education and socio-economic situation, challenges and other human rights issues of the people of Chitmahals for the holistic development of the country.

Significance of the study

The people of enclaves (previously known as Chitmahal) are facing various types of challenges including security, health, nutrition, education and communication etc. Before the exchange in 2015, they had no identity and official citizenship. They were treated as most disadvantage community in both countries. A study reveals that only three primary schools (including one government primary school), a high school and a madrasa (Islamic education centre) found in Angorpota-Dohogram enclave. The literacy rate is not satisfactory i.e. more than 43% of the people are illiterate in this enclave (Rahman, Morshed & Sultana, 2013). However, a very few study focused on the education and socio-economic situation in the enclave areas to date. Therefore, the study conducted to explore the existing situation of education and socio-economics' in the enclave areas.

Objectives

The main purpose of the study was to detail out of basic education opportunities considering the existing socio-economic situation of the population in proposed area. The specific objectives of the study were to:

- explore the situation of access to basic education of the children of Chitamahal areas;
- identify the existing educational provisions and practices by different organizations;
- Unveil the community people's perception on their educational and socio-economic challenges and issues.

Limitation of the study

The study also unfolded as much as possible the challenges and issues of Chitmahals areas in 4 districts (Panchagar, Lammonirhat, Nilphamari and Kurigram). The prime limitation of this study was to take over only 23 chitmahals among 111 chitmahals. Therefore, the sample may be not representative to generalize the findings within the limited time.

Methodology

Research approaches

The study were both qualitative and quantitative in nature. Both primary and secondary sources have been used for collecting data, such as empirical analysis of field survey data through questionnaire survey and literature survey. The data has been collected from field survey in form of personal interaction, interviews, group discussion and answers to the questionnaires and also from Govt. reports / press releases, relevant reports of previous researchers, concerned experts opinions, articles etc. A questionnaire containing series of effective questions setted out to collect information from erstwhile chitmahals people, Govt. officials, representatives of erstwhile enclaves union, public representatives, representatives of political parties, local administrative personnel, local residents around enclaves and from all other concerned persons / authorities, including previous researchers / academicians / experts in relation to the matter of undergoing study.

The sampling

This study covered 23 out of 111 Chitmahals of 4 districts namely Panchgram, Lalmanirhat, Kurigram and Nilfamari. A total of 230 household (10 from each Chitmahal) was selected purposively as the representative portion of population by considering the large and small area and people. The criteria was selected a household as sample based availability of 7 to 10 years old children. A total of 23 groups (1 from each Chitmahal) of parents and local community have been selected from the respective Chitmahals for FGDs. The parent groups consisted of at least 10 persons. In selecting the parent and local community people, gender equality was maintained. 23 Primary Head Master were selected for interview to collect data regarding present situation. A total of 23 presidents were selected for interview to collect data regarding present situation. A total of 2 Upazilla Chairman (Pathgram-1, Kurigram-1) and TNO (Pathgram-1, Kurigram-1), 09 education officials (DPEO-2, TEO-2/ATEO-3/USEO-1/AUSEO-1) personnel were interviewed in this study. A total of 05 NGO Education personnel (RDRS-2, ASA-2, BRAC-1) were interviewed in this study.

Source of data and methods of data collection

The prime method of data collection was mainly participatory field investigation. Questionnaires were distributed to the concerned and collected from them. The semi-structure interview were conducted and recorded. Finally, Focus Group Discussion (FGD) was held on participation. The secondary source of data has been analyzed chitmahal related documents, study reports and reviewed of related literature. The whole study was personally administrated by the researchers; therefore no further data enumerator was required in this study.

Tools for data collection

A checklist was developed for household survey and educational institutions for stock taking of educational situation on basic and functional indicators. This checklist were included all the indicators for assessing the access to education, quality of existing provisions at home, parents' literacy

status, parents and community engagement and people perception on the education provisions and practices. Interview schedules were developed focusing the education and socio-economic situation of the study areas and identifying the challenges of identified indicators. FGD guidelines to collect data in the light of group perspective were prepared. FGD guidelines were developed for stakeholders to explore different socio-economic strata. A school information checklist was developed for analyzing the existing school situation in respect of student, teacher, infrastructure and classroom teach.

| SL | Tools | Respondents | Strategy |
|----|--|---|--|
| 01 | Checklist | - Household Survey, and - School Survey | - Conduct & Recording |
| 02 | Semi-structured Interview schedules | - UNO/ Upazila Chairman President, - USEO/AUSEO/UEO/AUEO, - Head Master/ Superintendent/ Madrash Teacher - NGO personnel, and - local leaders | - Following participatory approach conduct & recording |
| 03 | Focus Group Discussion | - Parents and Local Community people | - Following participatory approach conduct & recording |

Table-1: Data Collection Tools, Respondents and Strategy

Methods of data analysis and presentation

Quantitative data were analyzed with using MS Excel and SPSS. Statistics for example frequency, percentage, and means were used for the analysis of data collected from different sample groups. Qualitative data were analyzed following data driven thematic analysis method. Final findings have been presented thematically incorporating different tables, charts, figures, diagram and graphs in the report.

Findings of the study

The significant findings of this study were as follows:

Education in enclaves

There are 5 tire' institutions in Chitmahal area. Every Chitmahal belongs to 100% govt. and non-government primary school. SSC and HSC level institution is same portion (17%) in our study area. Half portion (50%) enclaves were facilitated with Ebtadae and one fourth (25%) enclaves were facilitated with Madrasa education. There were no affiliation and permission of Madrasa institutions. Inhabinats of Chotmahals are religious minded. They were fascinated with madrasha education.

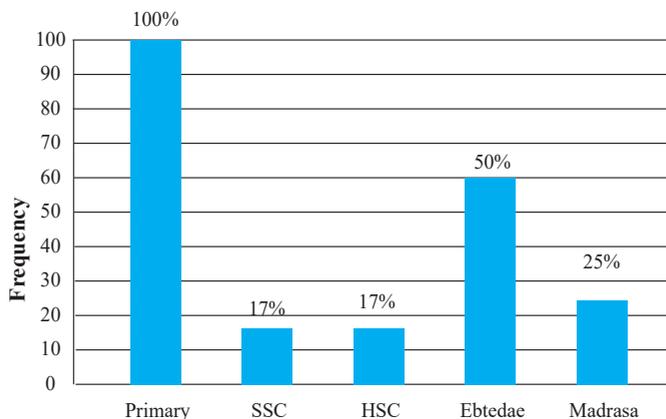


Figure 1: Level of Educational Institutions

According to the data from KII reported that after exchange, there are many schools were established in the enclave initiated by local influential people. There are 432 schools that are yet to registered by govt. These schools are operated by locally appointed teachers; most of them are relatives to the founder. In every school, there were only 3 teachers and 12 students on average. There were very few numbers of chair and table but in most of the schools have no bench even. The total scenario of schools was beggar descriptions. One of the respondents expressed that;

We live in imagination. We have a lot of issues. When we asked the DPEO about educational inefficiency, he said the government has a declaration. No educational institutions will be nationalized in the abolished enclave just now. If any new institution is needed, government would bulid that.

According to the household survey report, there are no children from the enclave outside the school. They are continuing their education program at the school located in Bangladesh outside the enclave. But before the exchange, they did not get any kind of stipulation or school feeding from the school. All of the inhabitants generally had homes in two places. Using the address of Bangladesh, they used to enjoy other facilities, including education. They were interested to make relationship with Bangladeshi with marital relations. Through all of these, they ensured family security. But now the situation has been changed. A respondent named Javed Ali (32) said that:

In previous we were interested to marry educated women of Bangladesh, without any dowry to ensure the child's education in our family. We were also interested to make relation to Bangladeshi people with our daughters or sisters. But now, all these problems have been

solved. They are highly pleased with Sheikh Hasina's government initiatives.

Infrastructural facilities of primary schools

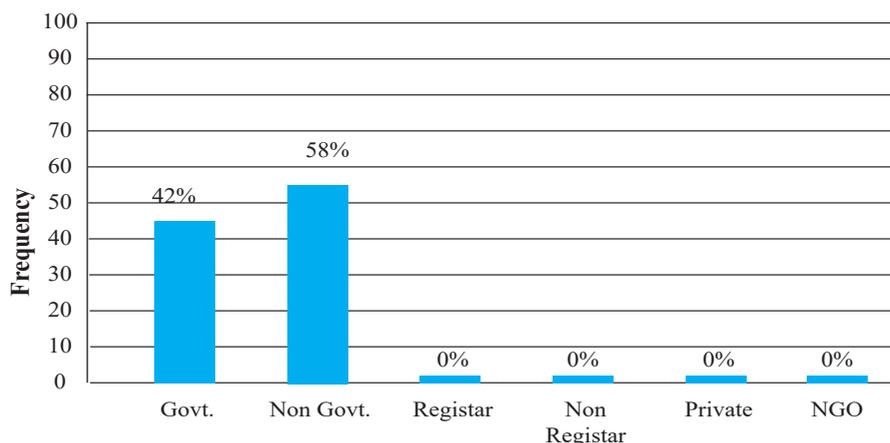


Figure 2: Type of Primary School in Chitmahal

There are four types of school in enclaves' area as discussed before. Children of Chitmahal are receiving their basic education below the facilities of these 4 categories of primary school.

In govt. school, there are four rooms on average. One is for teachers and official purpose and other three for class room. Every room is well furnished with electricity, light, fans, low and high bench, pictures and black board but there are short of teachers. Every teacher works in this school with deputation. One of head teachers said that they are number in two. DPEO office of Panchagorh disclosed this data but they have no such kinds of facilities to run the school except tin shed gorh. The tin shed gorh consists of four rooms. There had very small number of chair, table and bench. They have students in registrar. They are trying to nationalize the school. Every president of Chitmahals established such kinds of school. Almost all of the Chitmahal (91%) has pre-primary school of Islamic Foundation. There is Autism School in Vogungamari Upazila but their infrastructural condition is not up to the mark.

Data revealed that more or less every educational institutional needs infrastructural development. Educational environment is totally absent in enclave area. It was not effective and joyful teaching learning system. One of the teachers said,

"I have no training on education. I need training and want practice in my class. We need infrastructural development to continue."

All students are interested to read in enclaves area's school but there are only two teachers. They went to outside school of Chitmahal. Main road is pacca but linkage road is row. So it is very hard for them. One of the students claimed,

'We want to get all kinds of facilities in our nearby school. We want to go no far from school.'

Educational facilities of NGOs

There were five NGOs (RDRS, ASA, BRAC, TANANGO and Rotary International) in enclave areas those are active to develop their socio-economical life along with education. **RDRS** is active all over the North Bengal. They are doing mainly micro credit and agriculture based activities but they have no educational project. **ASA** have introduced various program as like as RDRS. ASA is running an educational program named pre schooling support program. They appointed a female teacher who serves class 1 to 5 the students for 2 hours based on NCTB curriculum & Text book. Students will get these facilities with payment system of BDT 30 per month. ASA has 7 types of educational chart. They are Bangla & English Letters, Birds, Arithmetic, Flowers, Day & Months. Teachers of ASA teach them with this TLM (Teaching Learning Materials). Respective primary school also supports them before or after the schooling time. Students and parents received it cordially. **BRAC** has pre-primary schooling program. There were another NGO named **TARANGO** that was active only in Lalmonirhat Sadar. Moreover, all sorts of activities and facilities provide by NGOs in enclave areas are mainly as follows:

1. Educational Support: They have operated pre-primary and primary school, scholarship facilities, Biscuit and feeding facilities.
2. Health Support: They have provided primary health support, medical support, support to the people who affected with cataract, Support to the leper.
3. Social Support: They have helped to grow cultural environment; prohibit the under-aged marriage, work to grow awareness of people.
4. Agricultural Support: They have got agricultural based training, seeds and fertilizer support from every NGO.

Mosque based education

Data reported that most of Chitmahal (83%) had Mosque. Most of the people are religious minded. In every enclave, Mosque plays a vital role in the field of education. All of the children come to mosque for their basic Arabic education from Imam. Imam teaches them about basic education. This education program is conducted by Islamic Foundation. Every mosque has arranged Moktob education for their next generation. However, most of the Chitmahal have no Hindu family. Government established a Mondir where there are at least three families in a Chitmahal. But there were no educational activities at Mandir.

Status of computer training for educated abolished enclaves

There is no special training center for enclave people without Upazila Parishad Digital Center (UPDC) of Pathgram Upazila, Lamonirhat. These centers mainly serve out the Chitmahal`s people who are interested to get training for financial benefit. There was a Computer Training Center for educated abolished enclaves sponsored by VIZRT. UPDC is a door to learn about computer and website but the people and students are not interested to receive this training for the lack of information. Very little number of students has received this training.

Socio-economic situation: people of chitmahals

There were no scopes to admit in educational institutes without national identity. After exchange in August 2015 they got new identity. A joint census in 2010 found 51,549 people residing in these enclaves: 37,334 in Indian enclaves within Bangladesh and 14,215 in Bangladeshi enclaves within India. There are 1513 people in Vurugamri Upazila and 8923 at Dachiarchora chitmahal of Fulbari under Kurigram district. Every family consists of 4/5 members. They are not conscious about birth control so population growth rate is high from plan land.

National ID card

The biggest gift of the enclaves is their national identity card. All citizens have already got National ID card. They do not have any difficulty in using them as a Bangladeshi citizen. They are very happy to apply their franchise in the elections of the Union Parishad under the local government. However, they have an outrage in this regard. The government has divided small enclaves into several wards and large enclaves in multiple unions. Government wants everybody lives here in Bangladeshi identity not the Chitmahal identity. After some decades nobody will feel their as a deprived citizen. This is main motto of Government.

Agriculture

The only resort of livelihood for the people of the enclaves is their agriculture. They produce three crops a year on agricultural land. Paddy, Maize and Tobacco are their agricultural produce crops. It takes about four months to complete the cultivation of maize. On the other hand, it takes six months to cultivate tobacco. Tobacco is profitable more than other so farmers are interest to cultivate it. Due to financial considerations, Tobacco is more profitable. They have a kind of rice cultivation in China. In Panchagorgh, they produce a lot of bean and tomato. In producing agro crops they are mainly getting facilities from NGOs working in chitmahal. As President of Paniashala Enclave Md. Rafiqul Islam expressed;

We depend on NGOs. They organized us under an umbrella than trained us how to cultivate in proper way. NGOs provided us with seeds, information, loan and fertilizers. We are really grateful to them.

Land acquisition complications in enclaves

Land is the main asset of enclaves that is very closely related to maintain lives of people there. Data disclosed that each and everybody depend of land but they have no valid documents related to it and the future of this ownership is absolutely uncertain. There is no such registration even in small enclaves, where there is no Chit Council. There the land is switched in verbally in the presence of local dignitaries. As a result, the price of land of the enclaves is much less than the price of the surrounding land. In accordance with their occupation in 2015, the Bangladesh government has registered their land in their name. In this case, the people around the land have been signed as witnesses. All of them have expressed satisfaction in this regard. Since the exchange of enclaves in 2015, there has been a new problem. Because they have no official paper related to their land, they cannot afford to sell because the land government declared these as Khas land of 9 acres. The inhabitants of Kagoldhigi named Md. Akber Ali exposed his feelings such ways;

We cannot buy and sell my lands without proper legal papers in this time. We are very dissatisfied at this moment. We need an immediate solution about land.

Communication infrastructure

There have been a radical changes in communication system of enclave areas. There four types of roads in chitmahals area. a) Full Pacca (macadamized road) b) Under Construction C) Brick Road and d) Kacha Roads (Un-metal led road). Government has stepped to macadamize all kinds of road. Some chitmahals are separate from main land. Those will be connected with main land by bridge very soon.

Community center

Government has also established a community center (CC) in big enclaves for multipurpose with of cost of 68 lakh but its quality is under marking. Data revealed that one third (33%) enclaves have got community center. But, there are no chair, table and electric facilities though it is yet hand over to local authority. Now it is controlled over by the local influential people. It is used as a godown of local people.

Social allowances program

Government has introduced all kinds of allowances in the abolished Chitmahals. They are provided VGF card to carry on their daily livelihood. Although there are some sort of nepotism and unfair distribution but this some of the people are satisfied with this program. As one of the inhabitants of Kajoldighi mentioned,

Every eligible citizen has got his expected allowance from this government such as aged, widow, autism allowance. There is nepotism and bribes in this connection by the UP chairman and members to allot these allowances. We are also getting BDT. 10 per Kilogram rice for two years. Without this program we are not capable to survive their lives with this support.

Socio-economic status

Livelihoods on the enclave depend on agricultural activities and animals. The households have tried to depend on multiple sources of income and rely on agriculture, animal rearing and small businesses. Most of them worked as a daily labor. Some of them are also migrated to big city as a rickshaw puller. A small portion of young those who have bought an auto rickshaw to lead the life. Their financial condition is really beggar description. They have also gone to earn foreign currency.

Types of house in enclaves

Four types of dwelling units are found on the enclaves. These are similar to the dwelling units found in the four districts. In most of the enclave, 10% of the house is made of polythene, bamboo and pillars where 1% is one roof house made of galvanized tin sheet, wall of bamboo/galvanized tin sheet/brick. On the other hand, 40% have 2 roof house of galvanized tin sheet, concrete pillars or coconut poles, walls of galvanized tin sheets or wood and a cement floor whereas 48% have Four roof galvanized tin sheet/tin-shed house. There were very few number of house was building.

Status of women: a case of fatima

Women are not very visible on the enclave as they do not venture outside their home space. Most of them are out of education. Child marriage is common scenario in enclave. There were no scope of working in outside. After exchanging the enclaves they have got voting right as they had not before. Every adult woman has got National Identity Card (NID) from Bangladesh government. There are many child widows in enclaves` area. To understand the situation of women the participants collected one illustrative story of women with different positions in society. There was no woman who passed MA or equal qualifications.

Fatema, enclave women lives with her husband and four children. They are 8, 6 , 3 years old girl, and a 6 month-old baby boy. She is a housewife. Her daily chores consist of gathering firewood, fetching water, cooking and caring for her children. When her children fall sick she takes them to a pharmacy at nearby bazaar. She spends her free time chatting with her friends who live around her home. She obeys her husband and that is why she doesn` t take up any paid work. Her husband buys groceries for two or three days at one time. Her husband earns about 320 taka daily. All her dreams and aspirations are focused around her husband and children. She feels very happy when her husband romances her with gifts after coming home at night. On the other hand, when her husband uses slang, scolds or shouts at her she feels very unhappy and sits in the corner of her home. She thinks that if she was educated her life would be better and that is why she wants her child to be educated and have more opportunities in life. She was very serious for her children education. I don` t want to such kind of life for my next generation. She worked her household work without any help of other. She tried to save some money for issues so that they lead a good life in future.

Major challenges in enclaves

Based on the finding the major challenges in education and socio economic lives in enclave areas identified in this study are as follows:

- Data disclosed that all of teachers are suffering from government appointment issue. They are confused that their service will be continued or not. These teachers have no salary, no payment. How months we will serve in this ways. That is why they are living below in unsolved position. They demanded that government will clarify it within short time.
- People of Chitmahals are religious minded. They like Madrasa education. 58% chitmahal has ebtedai madrasha but they have no affiliation and permission from government side.
- Every student have two admission one is government primary school and another is Chitmahal school. 75% school has participated in PEC examination by name. Though number is less than 5. According to teacher`s interview reported that Students don` t get stipend and feeding facilities from chit school so they admit in Govt. School.
- There is no ICT equipment e.g., computers, laptops, Internet Connection etc. There are some high and low bench in classroom.
- There is no scope to use of computers and laptops by the Teachers but they have some idea about MS-word, document printing, internet. Even, very few number of teacher received ICT training.
- There were no ICT infrastructural facilities in primary school. The pedagogical practices of teachers in classroom were also unsatisfactory as they have no professional training in service.

Recommendations

The following recommendations have been made based on the findings emerged from the collected data and analysis:

- To make a quick decision about those school and the teachers;
- To clarify the location and its necessity of school
- To sanction stipend for every Chitamhals student and provide feeding program
- To ensure special monitoring and supervision for them
- To ensure Chitmahal Quota in every sector for required time
- To provide agricultural facilities for proper cultivation
- To sanction special loan program for chitmahal
- To ensure the tube wells and sanitation facilities for all for safe and healthy life
- To expand the NGOs activities especially in education sector along with GoB.
- To ensure second chance education program to come into mainstream
- To ensure ICT and pedagogical training for the teachers such as in house training under the supervision of TEO/ATEO
- To provide ICT based classroom for teaching learning activities providing sufficient equipment such as multimedia projector, sound system, PC, laptop, internet along with digital content.
- To increase various kinds of awareness program for quality education

Conclusion

As education is the backbone of a nation but the scenario of Chitamhals is not in satisfactory level on average. They have got new life in 2015. They were really deprived of education. Since most enclaves are small in size, so their expecting educational institutions in all enclaves are not practical. But in medium size and some large-sized enclaves it is very important to have at least one primary school. The people of the enclaves are also concerned about the education of children. The total educational system is in chaotic situation. Government should take necessary steps to solve that and make road map for the Chitamhals They were depriving of every sector from 68 years. They are very weak in economically because they have short of working opportunists. They are fighting for their lives and government should more attentive for them e.g. education, law and order situation, local administration, health, communication. Otherwise they will not able to come in main stream.

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The Role of Instrumental Motivation in English Language Learning (ELL) at Tertiary Level

Md. Alaul Alam¹

Abstract

This paper investigates the effectiveness of instrumental motivation in learning English language at tertiary level. Besides, it explores the outcomes of motivation Bangladeshi tertiary students achieve through learning English. This study was mixed method in approach. Data were collected from the students of the first semester of Prime University and the teachers of two private universities. From the analyzed data of the students, it is found that instrumental motivation has significantly positive influence in learning English language. Moreover, the findings from the teachers determine that instrumental motivation accelerates English language learning more than integrative motivation and students can achieve the pragmatic output such as getting good jobs with better salaries, achieving good grades in the examination, undertaking higher studies, maintaining international business and so on that may be the prime causes of learning English language. However, a few number of students and teachers did not give accord to instrumental motivation in developing English language learning.

Key words: Learning English, Instrumental motivation, Tertiary level, Outcome

Introduction:

Motivation plays significantly in respect of learning foreign language, especially in the universal language, English. Learning English language can result in success where motivation is a discourse in achieving one's goal (Gardner, 1985). Learning English for the tertiary students is somehow influenced with pragmatic goals because at this level, they remain well aware of their performance and target what they are going to achieve being motivated instrumentally. They think that external pressure motivates them to learn with a view to fulfilling their target and in this case, learning English is believed to be the key weapon to overcome all the obstacles on the way to getting success. Gardner & Lambert (1959) explained the reasons of setting certain goals of the learners in learning English language. Students acquire knowledge ultimately thinking two goals characterized by the integrative and instrumental motivation dichotomy. Integrative motivation bears the inner interest of the learners to learn foreign languages and grows an attitude towards the target language community that is learning language from the passion of heart, on the other hand, instrumental motivation provides the learners a sense of external pressure for fulfilling some

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pragmatics aims (Gardner & Lambert, 1959).

Instrumental motivation is more utilitarian for the purpose of language acquisition because of meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status (Norris-Holt, 2001). Motivation and learning should go simultaneously for bringing positive results in regard to language learning (Ausubel, 1968). Having the controversies present the study focuses mainly on the influences of instrumental motivation in learning English language of the tertiary students. It also investigates the teachers' significant findings about the instrumentally motivated learners of the tertiary level.

Theoretical overview:

According to Gardner's approach, motivations are of two types; integrative motivation and instrumental motivation. Basically, integrative motivation shows the fact that students are interested by self in foreign language and want to integrate themselves into such a culture or want to be the part of that L2 community that focuses the characteristics like showing interest, desiring to learn and showing attitudes towards the target language. On the contrary, instrumental motivation reflects the utilitarian purpose in mind, such as a better job, a higher salary or the purpose of going abroad (Gardner & Lambert, 1972). Hudson (2000) stated that instrumental motivation is the desire to obtain something practical or concrete from the study of a second language and it depends on a student's needs and goals. Gardner and Lambert in their early studies found that integrative motivation was superior to instrumental motivation but later they claimed that instrumental motivation also contributes to learning second language. Moreover, these two important theories of motivation have been the widely discussed theories of motivation that have remarkable outcomes in the field of teaching –learning of a foreign language. But the present study mainly focuses on the benefits of instrumental motivation in terms of learning English. VIE theory and Goal Related Theory work together behind the fulfilment of the achievements in learning a foreign language. Dörnyei (1990) found the instrumental motivation more important than the integrative motivation because foreign language learners have hardly sufficient knowledge and experience to get engaged in the culture of the people who speak the target language in their early stage of language learning. Brown (2000) took the middle way as he thought, these two approaches are not separated each other, rather they contribute together and Gardner's importance to integrative theory has been criticized in many studies of motivation .

Research questions:

1. What role does the instrumental motivation play in language learning at tertiary level?
2. What outcomes do the teachers find in language learning of the tertiary students?

Literature review:

Motivation is a prime factor that can influence in learning a language and without motivation, a person with maximum capabilities may face the hardship in picking up a language. Gass and Selinker (2008) stated that motivation plays a very important role in learning second language. Actually in the field of motivation, a good sum of studies have been accomplished in the EFL context. Gardner and Lambert (1959), Clement, Gardner and Smythe (1977) are very popular in

this field. Don August G & Delgado (2016) stated that there may have many reasons of learning a second language but without the accomplishment with motivation, no performance is achieved properly. Cook (2001) supported the conception and claimed that without motivation, students find hard to learn a second language. Gardner and Lambert (1959) said that motivation is of two types; instrumental motivation and integrative motivation. Integrative motivation deals with being familiar with second language by growing interest to understand the tradition and culture of a community who speak second language whereas instrumental motivation depends on the pragmatic gains and attitudes. There are some contradictions regarding two types of motivation. The researchers like Deci and Ryan (1985) & Dornyei and Clement (2000) found that integrative motivation is more powerful in learning a foreign language than instrumental motivation. In Bangladesh, Maniruzzaman & Haque (2000) experimented that integrative motivation had greater influence among the learners of English.

However, Dornyei (2001) claimed that to fulfill the target goals, there is no other alternative to instrumental motivation because it directly leads to have pragmatic goals. Of course, in this regard, Brown (2000) stated that integrative and instrumental motivations are in many cases, inseparable that work together to come out success in learning a second language.

It was found from the study of Qaiser Khan et.al (2012) that the University of the Malakand's students in Pakistan shows a high level of instrumental motivation towards language learning (cited in Khan, Sultana, Naz, & Bughio, 2012). In this connection, Muhammad Reza Ahmedi (2011) in his study found that the Iranian EFL learners have a strong instrumental motivation to learn English (Ahmadi, 2011).

Chalak & Kassaian (2010) and Roohani (2001) in their studies stated about their respondents to be more instrumentally motivated. Besides, Al- Tamimi and Shuib (2009) said that Arab EFL students are instrumentally motivated more than that of integrative motivations.

Yang (2003) found that Chinese learners are strongly instrumental oriented than the learners of Japanese and Korean. In addition, Rahman (2005) claimed in his study that instrumental motivation has stronger impetus in learning English whereas integrative seems to be fruitless.

From the previous studies about motivation the researcher can come to conclude that findings revealed from different studies are associated with instrumental and integrative motivation, playing role individually or together towards learning English but this study only deals with instrumental motivation in learning English.

Methodology:

The study was a mixed method approach. Data were collected from 40 students of Prime University who studied in the first semester at CSE, EEE, Business and Law departments. Among the forty students, the half of the respondents were female. All the selected respondents had a compulsory English language course in their first year of study. Eight teachers from two private universities were interviewed and for this purpose, semi-structured questions were used. The collected primary data from the students were analyzed following quantitative approach and the data from the ELT teachers were analyzed thematically and quantitatively.

Analysis of the Study (Students' part):

| Response of Students | Increase | Neutral | Decrease |
|--|----------|---------|----------|
| Instrumental motivation in language learning | 53.13% | 21.88% | 18.75% |

Table: -1 What is your opinion about instrumental motivation in language learning?

Source: Field Survey

The table 1 shows that when students were asked to give their opinions regarding language learning with instrumental motivation, 53.13% of the respondents were motivated whereas 21.88% students remained neutral and the rest 18.75% found the decrease rate of instrumental motivation.

| Response of Students | Encourage | Mildly Encourage | Discourage |
|-------------------------|-----------|------------------|------------|
| Classroom participation | 46.88% | 31.25% | 21.87% |

Table: -2 What role does instrumental motivation do in classroom participation?

Source: Field Survey

The table 2 shows the classroom participation of the respondent students. When they were asked about the role of instrumental motivation in regard to classroom participation, their response indicated that the majority of the students (46.88%) are encouraged in participating the language class and at the same time, the percentage of the mildly encouraged is 31.25% whereas 21.87% respondents are discouraged.

| Response of Students | Yes | No | Sometimes |
|--|--------|-------|-----------|
| Does instrumental motivation improve effective learning? | 75% | 10% | 15% |
| Does instrumental motivation improve teacher-student relationship? | 62.5% | 17.5% | 20% |
| Do you feel any reinforcement with instrumental motivation? | 81.25% | 13.5% | 5.25% |

Table:-3 Opinions about effective learning, teacher-student relationship and reinforcement:

Source: Field Survey

The table 3 shows the opinions about effective learning, teacher-student relationship and reinforcement. In the first question regarding the improvement of effective learning through instrumental motivation, the majority (75%) of the respondents claimed that instrumental motivation improves effective learning and another 15% stated that instrumental motivation sometimes improves effective learning and the rest 10% replied in the negative. In the second question, 62.5% of the respondents demonstrated that instrumental motivation improves teacher-student relationship and 20% stated as 'sometimes' whereas the rest 17.5% addressed negatively. The last question of this table discusses the reinforcement by the instrumental motivation and in regard to this, more than eighty percent (81.25) respondents felt reinforcement instrumentally motivated and the other 5.25% thought it as 'sometimes' whereas the rest (13.5%) responded with negation.

| Jobs | Higher Study | Communication | No Comment |
|--------|--------------|---------------|------------|
| 34.38% | 28.12% | 25% | 12.5% |

Table:-4 Students' response about purpose of learning language:

Source: Field Survey

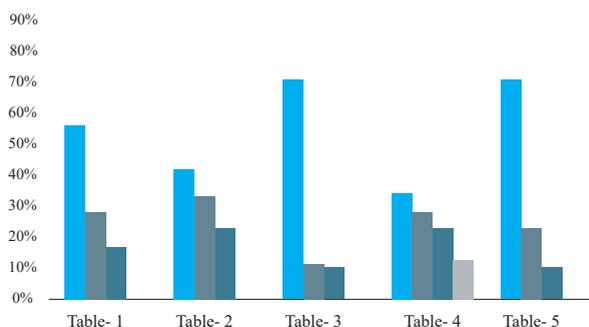
The table 4 presents students' response about their purpose of learning, motivated with materialistic view. The findings pointed to that 34.38% respondents were motivated to learn language for jobs and another 28.12% respondents for higher study whereas the other 25% for communication and the rest (12.5%) did no comments in this regard.

| Response of Students | Largely | Moderately | Slightly | Not at all |
|---|---------|------------|----------|------------|
| To what extent do you feel motivated instrumentally? | 78.12% | 15.63% | 6.25% | |
| To what extent does instrumental motivation fulfill your purpose? | 75% | 15.63% | 9.37% | |

Table:-5 Overall motivation:

Source: Field Survey

In response to the first question of the table 5, majority of the students (78.12%) stated that they feel motivated 'largely' and 15.63% claimed that they are 'moderately' motivated and the rest 6.25% are 'slightly' motivated. So, the findings reveal that 100% students are motivated more or less instrumentally though the range of motivation in percentage may differ. In regard to the answer of the second question, the highest percentage of students (75%) stated that instrumental motivation paves the way to achieve their target 'largely' and 15.63% respondents said that motivation serves the purpose 'moderately' whereas the rest (9.37%) feel it 'slightly' in their life.



| | | | | | |
|---|-------|-------|-------|-------|-------|
| Increase/ Encourage/Yes/Job/ Largely | 56.25 | 46.88 | 72.92 | 34.38 | 76.56 |
| Neutral/Midly Encourage/No/ Higher Study/Moderately | 28.12 | 31.25 | 13.66 | 28.12 | 15.58 |

| | | | | | |
|---|-------|-------|-------|------|------|
| Decrease/Discourage/ Sometimes/ Communication/Slightly | 15.63 | 21.87 | 13.42 | 25 | 7.81 |
| No Comments/ Not at all | | | | 12.5 | 0 |

Figure 1

The graph concentrates on the overall motivation level of the learners while applying instrumental motivation at the tertiary class. It was found from the students' perspective that any kind of motivation to achieve the target has been the best suited phenomena among all the genres of motivation. Every stage of the five figures confirms the positive role of motivation in case of learning English language of the tertiary non-native speakers. If we analyze the findings of five tables based on the questionnaire, it is found that motivation and learning are inseparable on the way to achieving one's goal. In the table-5, the data show that the highest number of students become instrumentally motivated, which shows 76.56% in case of fulfilling achievements conveying a sign of positivity in learning.

In the table 3, it is found that regarding effective learning, teacher-student relationship and reinforcement the average percentage is 72.92 though a few respondents are found with negative attitudes. Besides, the strongly motivated attitude helps them to get different types of material outputs including the options (Jobs, Higher study, Communication and No comment) presented in the table 4. The table 1 reveals the majority(56.25%) of the students' positive attitude towards instrumental motivation that decreases the dropout rate of the students and in most cases, encourages the classroom participation revealed from the data is 46.88%. However, a small number of respondents did not take instrumental motivation positively.

Teachers' data (analysis)

Learning with pleasure:

Findings from the teachers revealed that students learn with pleasure when they are fully motivated. Majority of the teachers (6 out of 8) stated that they apply the theory of instrumental motivation in the tertiary class and get maximum output in language teaching. One of the teachers pointed out that instrumental motivation has greater possibility to make every student in touch with learning language because during the tertiary level, each learner has a dream to be materialized in future and through instrumental motivation, teachers give the pragmatic directions of the learners that make the students learn with pleasure. A teacher said,

Instrumental motivation has stronger influence on the undergraduate students in learning English than the other types of motivation investigated. Besides, learners are at this level pretty matured and for they think of high paid jobs, honor and dignity in the society; consequently, considering the advantages of learning English, they feel relaxed and learn with pleasure, thus teaching and learning have become easier.

The data also revealed that due to the fact of being the learners motivated instrumentally, there is hardly any chance of the learners to drop out of the institution and so, they attend all the classes and do classroom activities altogether, which ultimately bring the learning atmosphere with full satisfaction. However, a few teachers made comments in favor of integrative motivation for learning language effectively.

Achieving long term goals:

From the interview, it was found that students get long term benefit in learning English language and basically with an aim to get materialistic satisfaction, they are devoted to learning. Majority of the teachers (6 out of 8) stated that the purposes of learning English make the learners target oriented and so, they become successful in learning and getting long term goals in life. One of the teachers stated that most of the students become interested to learn English language, considering the best application in their life as English opens up a range of opportunities for the learners. Moreover, the students with strong motivation can have not only the rewards in terms of getting good grades, or monetary support from the institution but also have the long term benefits like getting good jobs, studying overseas, doing international business. A teacher responded,

Students who get instrumentally motivated, have the huge possibility to overcome all the obstacles, which ultimately pave the way of achieving long term goals in their life. However,

one of the teachers claimed that only instrumental motivation does not help to achieve long term goals in learners' life.

Developing a sense of self- control:

Teachers opined that instrumental motivation helps students to create a sense of self- control. By applying motivational approaches, teachers keep the students busy in their right track that helps to develop a sense of self- controlling among the learners as well as to make them self-motivated to fulfill the target level. One of the teachers said,

Motivated students bear a sense of self control at heart and so, they are able to focus their mind to get the pragmatic values that obviously enhance their good intention with an aim to enlighten the learning capacity of a language.

However, few teachers claimed that integrative motivation is much better than instrumental motivation in language learning.

Positively task- oriented:

Findings from the teachers revealed that when applying instrumental motivation in the class, the learners remain willing to get engaged in tasks and keeping proactive to meeting any obstacles on the way to learning English language. As they are determined to achieve the meaning, they get out of success in the course of time. One of the teachers stated that students set their goals in life and for this, gradually invest a high level of efforts which lead them to achieving the target in learning. Another teacher responded,

"Learners are not disturbed or frustrated with the lack of understanding or difficulties in learning, rather, they believe in patience that is the example of positive mind in performing all the tasks and assignments related to learning English language"

More than fifty percent of the teachers (5 out of 8) claimed that before getting motivated in learning , teachers found some negative attitudes into the learners' feedback in the class , especially in the speaking class, students get scared and show the utmost negativity to participate in the classroom activities . But hard determination along with strong motivation helps them to be positive in learning English. However, two teachers said that they get some students who give importance to learning

having integrative motivation. Besides, there are a group of students who never get motivated and do not exactly know why they come to the university.

| Teachers' Opinion | Integrative | Instrumental |
|------------------------------|-------------|--------------|
| Developing language learning | 25% | 75% |

Table:-6 What type of motivation works to develop students' language learning? Integrative or Instrumental?

Source: Field Survey

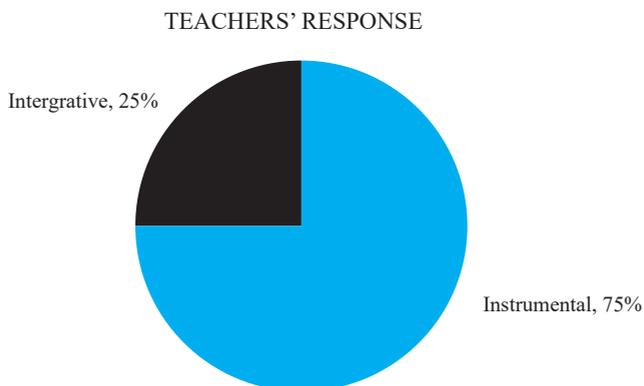


Figure 2

The pie chart demonstrates that 75% ELT teachers talked in favor of instrumental motivation for better outcomes in learning English because they think that to reach the target is one of the prime concerns and so, target oriented students like to be motivated instrumentally. Besides, English language assures them a wide range of opportunities for their life. However, 25% teachers supported the integrative approach of motivation and claimed that through integrative motivation, learners want to integrate themselves in the target language group that ensures learning significantly.

Major findings and discussion:

This study reveals that instrumental motivation contributes to language learning. The findings such as positive opinions, classroom participation, effective learning and teacher- student relationship rose to the higher peaks in percentage amongst all tables and charts that demonstrated the necessity of instrumental motivation in learning language. In this connection, Dornyei (2001) found the similar findings as stated between the integrative and instrumental motivation, the later has the better pragmatic output and learners can easily be engaged in classroom activities, considering the benefits of learning English. However, a small number of students and teachers raised some ambiguities regarding the outcomes of instrumental motivation. Again Gardner and Lambert (1959) found that of the two motivational approaches, integrative motivation reveals the better outcome in learning and this was also supported by Gardner and Lambert (1972) and Spolsky (1969) that integrative motivation accompanied higher scores in a foreign language.

Findings from the students and teachers, it is found that instrumental motivation does support

the learners greatly to fulfil their purposes. Besides, it makes the students help to decide the right choice and find out the reasons to learn so that they get strongly agreed, that develops learning and understanding skills. In this connection, Saville (2006) & Ahmadi (2011) give similar opinions that instrumental motivations are goal-oriented and students are found to be deeply engaged in learning in order to achieve the pragmatic gains and so, learning skills are developed. However findings from different studies show the controversies in case of higher possibilities of bringing the maximum outcomes with different motivational approaches but the present study is not identical as findings in a body talk in favor of instrumental motivation working better in the EFL learning.

Recommendations:

Based on the findings of the study, the researcher likes to present some recommendations as follows:

- Teachers' choice in teaching approaches and personal styles should be allowed in the class.
- Teachers should make students inspire to set their goals.
- Teachers should give more emphasis on contextual teaching –learning than content memorization of the learners and task- oriented learning should be highly encouraged.
- Classroom should be students -friendly and teachers should play role as the facilitators to ensure students' learning with ease.
- The integration of culture and language should be presented in the class to make the learners more motivated.
- Teachers should take initiatives based on the analysis of students' level.
- Classroom should be equipped with adequate technological tools.

Conclusion:

The study was conducted with a view to exploring the importance of instrumental motivation in learning English. The findings from the students and teachers showed that instrumental motivation works more significantly than any other motivations in the field of teaching and learning as has been come out as the most influential factor in learning English. So, considering the effectiveness of instrumental motivation, it may be taken as the most recent significant phenomena to handle the target population regarding learning English despite having some limitations likely to bring out more other findings if studies are done in future at a large scale .

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