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NIDA International Conference for Case Studies on Development Administration 2015

NIDA-ICCS

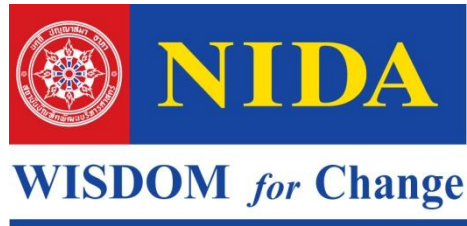
CaseStudies
on Development Administration

August 6-7, 2015

At Chira Boonmark Hall, 3rd floor, Sayamboromrajakumari Building,
National Institute of Development Administration (NIDA),
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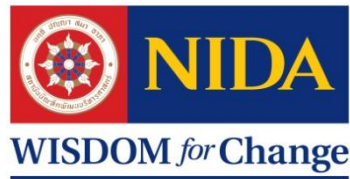
**NIDA International Conference for Case
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Preface

The Fifth NIDA International Conference for Case Studies (NIDA-ICCS) will be held in Bangkok Thailand, August 6, 2015, at NIDA's Bangkok campus. The conference brings together scholars and experts from a wide range of development administration fields to discuss practical and research issues related to teaching case studies.

NIDA proudly invites scholars and experts to send their case study in various fields of development administration relating to the conference theme and sub-themes.

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National Institute of Development Administration (NIDA), is established in 1966, is a unique higher education institute in Thailand that offer exclusively graduate degree programs. NIDA was originally established to support national development in Thailand; this objective has now been expanded to encompass regional development in countries outside of Thailand, with the aim of producing advanced degree graduates who can serve in the public, business, and nonprofit sectors. NIDA holds its academic conferences and publish at least two journals regularly—NIDA Development Journal (in both English and Thai) quarterly, and NIDA Case Research Journal (in English) semi-yearly. For more information please visit our website: <http://www.nida.ac.th>.

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Gender and Diaspora: The Bihari Community in Bangladesh

Anisur Rahman Khan¹

Abstract

The Urdu-speaking Biharis are descendants of Muslim refugees who migrated from India to East Pakistan (now Bangladesh) after the partition of 1947, primarily fearing communal riots. During the Liberation War of Bangladesh in 1971, the Biharis supported and acted in favour of the West Pakistan. After the independence of Bangladesh, they moved into refugee camps and continue to live in an extremely dilapidated situation without a clear identity and political status. The Biharis in Bangladesh belong to a typical diasporic community since they consider Pakistan as their homeland but live in Bangladesh. The repatriation issue of the Biharis remained as one of unresolved problems between Pakistan and Bangladesh for long which has added fuel to their diasporic feelings. Women are the worse suffers in the case of diasporic situation. In this paper, through content analysis, a critical examination was made on the relationship between gender and diasporic identities of the Bihari community living in Bangladesh. The findings suggest that diaspora has a different modality for women of this community.

Keywords: Bangladesh, Pakistan, Bihari community, Gender, Diaspora

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INTRODUCTION

The Biharis, an Urdu-speaking non-Bengali community, have been living in Bangladesh in a refugee-like situation. Bangladesh achieved independence in 1971 at the cost of millions of lives. After independence of Bangladesh the lives of the Biharis have been seemingly uncertain. Today, they have no state, no identity and they are, in fact, in a typical diasporic situation. However, as a concept diaspora has been explained by many scholars. The fundamental features of their explanations include: i) dispersal from original centre to foreign region; ii) retention of collective memory, vision and myth about the home of origin; iii) the belief of non-inclusion/acceptance in the host country; iv) the thought of return home when situation is normal; v) a commitment to the home country, and vi) the prevalence of strong ethnic group consciousness (Reis, 2004). In short, diaspora is a collective trauma, a banishment, where one dreams of home but lives in exile (Cohen, 1997). This definition is quite applicable to the Biharis because they live in Bangladesh but most of them consider Pakistan their homeland. Diaspora is a state of indeterminacy that is articulated under different social circumstances. Thus, it is a multidimensional construct. According to Avtar Brash (1996), diasporas are heterogeneous since these depend upon multiple modalities such as gender, race, class, religion, language and generation. Each of the modalities can stand as a reason to constitute diasporic experiences since people may become the victims of such modalities at any time and place. In this essay, I examined how does gender as a modality add fuel to the diasporic experiences of the Bihari community in Bangladesh? In the process of developing the paper, I relied on secondary sources of information.

HISTORY OF THE BIHARI COMMUNITY

The colonial era in the Indian subcontinent was ended in 1947 by giving birth to two different independent states named India and Pakistan (East and West) on the basis of two major religious identities, historically known as ‘Two Nations Theory’ (Nair, 2003). The partition was both preceded and followed by a number of communal riots that forced many Muslims of India to migrate to Pakistan and Hindus and Sikhs from Pakistan to India. According to the UNCHR, in 1947, around one million Muslims from the Indian state of Bihar migrated to East Pakistan (UNCHR, 2000). It is said that many of the migrated Biharis were the victims of the ‘Great Bihar Killing’ of 30,000 Muslims which took place during October-November in 1947 (Sen, 1999). They migrated to East Pakistan because they wanted to escape from the communal bloodshed and to preserve their religious identity (Haider, 2003 quoted in Farzana, 2009). On the other hand, a huge number of railway workers and technicians from Bihar, and Uttar Pradesh (UP) also migrated to East Pakistan and were designated as Central Government Employees. Apart from that, many Muslims from the surrounding Indian states also moved to East Pakistan during that time. They belonged to the Bengali linguistic group and shared the same culture with East Pakistani Bengali Muslims. As a result, they faced no problem to assimilate in the new state while the case with the Biharis remained very complex. They shared the Urdu linguistic heritage with the original inhabitants of West Pakistani people, felt a shared identity with them and enjoyed favour from the central government in all respects over the majority Bengalis in East Pakistan.

(Paulsen, 2006). In fact, they identified themselves more closely with West Pakistan, and received more privileges and advantages from the central government (Farzana, 2009).

The migrated Biharis were formally accorded with Pakistani citizenship in 1951 and accepted West Pakistani ruling elites as their patrons and protectors. During the long period of East Pakistan's struggle for independence the Biharis sided with the West and many of them joined Pakistani militias, auxiliary forces² and helped the army in the war against Bengalis in 1971 (UNCHR, 2000). However, the disintegration of Pakistan changed everything. Thousands of Biharis were forced to reside in camps in urban areas in appalling conditions awaiting repatriation to Pakistan (Paulsen, 2006).

Except for the initial few cases the process of repatriation was always very slow, and in fact, there was no repatriation after 1993 (UNCHR, 2000). Those who could not repatriate are now on the horns of a dilemma since neither Pakistan nor Bangladesh is willing anymore to offer them citizenship and to shoulder the responsibility thereof. Pakistan fears that a mass influx of Biharis may destabilize the country, and Bangladesh scorns them for having supported the enemy country (Lynch & Cook, 2006). In the mean time, many of the Biharis have deserted their camps and managed to leave Bangladesh for unknown destinations (Begum, 2003a). Today, the Biharis are living in an extreme diasporic situation in the camps where their life is ruled by uncertainty, hunger, poverty, disease and dejection. Neither Pakistan nor Bangladesh has taken any significant steps to resolve the problem of the Bihari community (Farzana, 2009).

GENDER AND THE BIHARI DIASPORA

The Bihari issue is one of the long lasting unresolved refugee/settlement issues in the world. The possibility for a concrete solution to the problem has been faded with time and it cannot attract significant attention from the international community now-a-days. Even in the political, social, cultural discourses and policy discussions this forgotten community gets little focus. Keeping such reality in mind, I would analyze how gender or the relationship between men and women as an important social modality impacts on the Biharis' diasporic experiences. In fact, in refugee and statelessness analyses the issues related to gender relations are discussed less. The problems of men and women are seldom viewed separately and expected to be solved through a political or legal dialogue. This is also a case with the Bihari diaspora. In the available leading documents, writings and publications the Bihari issue is addressed predominantly in historical, political and legal rims. These are firstly on Hindu-Muslim migration during and after the partition in 1947 where Biharis are viewed as a group who under certain circumstances migrated to East Pakistan; and secondly, on their role in the liberation war of Bangladesh and debates related to statelessness and repatriation.

² Razakar, Al Badar, Al Shams are the auxiliary forces formed during the liberation war to assist the Pakistani Army. Many Biharis and Bengalis who were in favour of the integration of Pakistan were the members of such voluntary forces, acted against the independence of Bangladesh.

There are some situational portraits of the camps too; but these are rather descriptive with a very limited distinction of the experiences of men and women in their respective positions.³

As we know, in any third world poor country women are found to be the most vulnerable group who have to constantly fight to find their feet. In addition, the condition of women aggravates if supplemented by diasporic notions like statelessness, displaced, migrated and refugee identity. Such notions might limit their chances of exposure to other ways of being and doing (Sweetman, 1998). It is said human displacement not only underlines unequal relations between men and women but also places women and girls in extreme danger since they have less access to resources (Marfleet, 2006). Therefore, men's and women's diasporic experiences deserved to be addressed and analysed separately and specifically so that pragmatic measures might be taken to find out the ways and means to alleviate the situation.

However, the Biharis have a gender culture too but it is very complex in nature. In that culture, women's position is very much peripheral. Refugee International estimates 250,000 to 300,000 Biharis live in some 66 camps across the country (Lynch & Cook, 2006). After the independence of Bangladesh these camps were set up on public land which were overcrowded instantly with new arrivals of refugees and disposed families. These were and still today, are not places where people can live with human dignity since they are characterized by poor basic amenities, unhygienic and unsanitary living conditions. Nevertheless, one remarkable feature was that since so many male members of the community were crushed to death as alleged collaborators with Pakistan these camps hold a large number of widows (Whitker, 1972). The loss of male members instantly made the families more vulnerable in terms of economic, social and psychological security. The South Asian women consider marital bondage as a respectable social institution and view husbands as their solemn protectors. In fact, this is nothing new in patriarchal social structure; the loss of breadwinners brings women nearly to the level of extinction.

³ For more information see i) Ahmad (2004) *Standard Pakistani: A Tale of Broken Dreams and Deception*; ii) Mirza (1998) *The Internment Camps of Bangladesh*; iii) Paulsen (2006) *The Citizenship Status of the Urdu-speakers/Biharis in Bangladesh*; iv) Rahman (2003) *A Community in Transition: The Biharis in Bangladesh*; v) Sen (1999) *Stateless Refugees and the Right to Return: The Bihari Refugees of South Asia-Part 1*; vi) Sen (2000) *Stateless Refugees and the Right to Return: The Bihari Refugees of South Asia-Part 2*; vii) Whitaker (1972) *The Biharis in Bangladesh*.

BRIEF CASES ON BIHARI WOMEN'S DIASPORIC EXPERIENCES

Following the tale of a Bihari woman named *Jainab bibi*⁴ may be regarded as a good example of gender-based diasporic example in the community. She used to live in an extended family with her husband, five sons, brother-in-law along with his wife in a district of Bangladesh with harmony and peace until the liberation war in 1971. Her husband possessed a huge property including homestead and agricultural land. In 1971, she lost all the male members. Two females, then, were dispossessed from their home and agricultural land and could somehow manage a dwelling place in a camp. She found no shelter over her head, no source of income, no relatives to stand by and she sleeps in a small room which has no lavatory. She became compelled to beg from door to door for the sake of survival. *Shamim Akhtar*⁵, a pregnant woman of nine months gave birth to a baby girl on December 23, 1971 just a few days after the independence of Bangladesh. No midwife was available and her husband helped her at childbirth. Late at night, a gang of armed Bengalis raided their house, grabbed her husband and trucked him away. She begged them in the name of God to spare him but they murdered him. After five days, they returned and ordered her and her children to vacate the house as they claimed that it was now their property. Today, there are thousands of *Jainab Bibi* and *Shamim Akhtar* in the Bihari ghettos who are the worse victims of armed conflict. In a typical patriarchal society, women have no resort without their husbands since they are not learned to sustain without the help of men.

In fact, when women live in extreme diasporic situation they long for a base, and in such cases most of them consider marriage or husband as a base which will give them social security. Sometimes the cost of such security becomes too much for them. However, for the sake of social security through marriage, women in the Bihari camps surrender themselves to the fake assurance of love, help and escape in life. Foreign businessmen, mostly coming from Pakistan and the Middle East, find a way to secure clean and decent girls; marry them, pass their time and walk out on them (Mirza, 1998). This is like a pleasure trip in Bangladesh. The sad tale of *Shakila*⁶ is something like it. A so-called Pakistani widower doctor named *Rana* according to his statement came to Bangladesh to handle a legal matter, but seeing the camp he decided to marry through a broker to help a girl and her family! He chose *Shakila* as a scapegoat, passed time with her in a Bangladeshi hotel, left her in the hotel without paying the huge bill with the false promise that he would be coming back within three days and take her to Pakistan. If one kind person had not been there on that day in the hotel she would have been forced to prostitution to avoid arrest from the hotel. Even after such cheating *Shakila* refused to believe that *Rana* would not return (Mirza, 1988). The above example *Shakila* indicates how men toy with diasporic women's weakness, simplicity and with their desire of escape.

⁴ Summerised from an anecdote titled, 'Tale of Jainab Bibi' in 'The Bihari Community from a Human Rights Perspective' by Haider et al. (2003).

⁵ The case was Summerised from a book titled 'Blood and Tears' (1974)

⁶ Summerised from an anecdote titled, 'Honeymoon in Bangladesh' in *The Internment Camps of Bangladesh* (1998)

The Bihari camps in Bangladesh may be compared with the hell where people live just because they have no place to live in. In a field investigation in a camp it was found by Refugee International there were only ten latrines for 5,000 people (Lynch & Cook, 2006). In a such a situation women need to wait in a cue with men in nature's calls, and in extreme circumstances they have to sit here and there which undoubtedly a merciless situation since women's privacy in any culture is one of the top priorities in life. Another study reveals that men were getting inside the bathrooms where women were bathing to respond nature's call (Ahmad, 2004). In the camps, each family was allotted a small eight feet by eight feet or eight feet by ten feet room. Various reports confirm that though the size of the each Bihari family has increased but the size of the room has not been changed, and often people have to live jointly even with domestic animals in that small room. Such dwelling is a serious threat to human dignity and individual's privacy of any gender; but woman in particular.

The struggle of *Rasulan Bibi*⁷ to maintain her daughters' privacy is a unique example of inhuman life-style of diasporic people. After the birth of Bangladesh she had to move to a camp with her only son and seven unmarried daughters. She could manage to marry her daughters at the cost of giving a dowry of Tk. 9,000 each. Three of her daughters left for Pakistan. Now she is living with her son and four daughters with their husbands in a single eight feet by eight feet room. She tries to ensure conjugal privacy of her daughters by making partitions with saris. She condemns herself in the sense that her presence is an intrusion into her daughters' private life.

The tale of *Rasulan Bibi* not only reveals the indigent condition of men's and women's privacy but also indicates some of the chronic gender issues such as the prevalence of dowry in marriage, the extra economic burden on women since in the above case sons-in-laws are living in mother-in-law's house. In a patriarchal society it is not a normal phenomenon unless the son-in-law is unemployed or helpless. It also indicates that marriage is a problem for both the genders in the camps. Unemployed males may be accepted as desired husbands. On the other hand, the young Bihari males find it extremely difficult to find the space and income needed to marry and lead traditional lives. That is why thousands of unmarried girls living in the camps who are the easy targets for sex traffickers. For many girls, any life seems more promising than one in the camps (Anonymous, 2004). The fate of *Parvin*⁸ is an example of women trafficking. *Parvin* was taken to Pakistan by some men but she had never been handed over to her relatives there. Her relatives in both the countries even after 10 years of her departure could not trace her whereabouts. She was undoubtedly a worse victim of women trafficking. The demand of dowry also creates avenues for women trafficking. Since these Urdu speaking girls do not have education they cannot find job and earn to live and to manage the dowry (Ahmad, 2004). In women trafficking men play the

⁷ Summerised from an anecdote titled, 'Unique Displacement' in *A Community in Transition –The Biharis in Bangladesh* (2003)

⁸ Summerised from an anecdote titled, 'Trafficking in Women and Children' from the source above.

dominant role, and sometimes use women against women to make the trap a success. Hence, from the above examples it is clear that gender relations impact on existing Bihari diaspora from different angles and dimensions. In the diasporic situation women become the worse sufferers, devalued and oppressed by the situation.

The liberation war of Bangladesh was costly for the women from Bangladeshi women as well as Bihari women. Many Bangladeshi and Bihari women lost their husbands or other breadwinners in the war, and losing husbands or breadwinners in a patriarchal society is like losing everything in life. These women suddenly became deserted and helpless. On the other hand, during any armed conflict women become the targeted objects for raping and other sexual abuses by men. It is estimated that about two hundred thousand women and girls were raped by the Pakistani forces and many of them were burdened with war babies (Begum, 2003b). Eminent journalist Anthony Mascarenhas (1971 quoted in Sen, 1999) reported that not only were Bangladeshi women raped or sexually abused in the war, many Bihari women were also raped. Such sexual oppressions have made them socially excluded for rest of the life. It is men who are liable for the situation because men create war and do war, but it is women who suffer mostly in the war. War invites diasporas.

CONCLUSION

It is a matter of regret that for around forty-five years a community has been living without statutory identity; this identity crisis making cumulative impacts upon their diasporic experiences. The condition of the Bihari people offers a classical example of human diaspora since the host country is indifferent to understand their demands, needs and the rights *vis a vis* the country whom they consider as their homeland. This country is also showing an ambiguous attitude to them. It is time to take necessary steps to stop any further violation of human rights. The Biharis have suffered a lot by the sharp edge of politics. On the other hand, the Bihari issue has never been looked at in terms of gender specifically; it was always an issue of citizenship and was completely gender-blind. In the mean time, chronic gender elements have pierced their diasporic experiences from different angles and directions. As a result, women have almost lost their spirit, determination and vivacity of life.

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Developing Pervasive Online Learning Resources: Case Mobile Learning

*Muhammad Anshari*¹

Abstract

Recent development of mobile learning (mLearning) is very interesting as the smart mobile technologies offer highly attractive features. mLearning offers various learning opportunities such as interactivity, comprehensiveness, flexibility in time, and rich contents delivery. In fact, the main advantage of mLearning is the ability to access learning and teaching from anywhere and anytime. However, at the same time it poses a great challenge for learning institution to grab the opportunities. Those challenges range from technical issues, human resources readiness, and content delivery strategies. This paper discusses how students in Brunei Darussalam (Brunei) especially at the pre-university level responded to the use of multi-channels online learning resources through mLearning. Researchers deployed focus group discussion for mLearning implementation focusing a module of Information Technology (IT). We analyzed the sources of pervasive online learning resource that can be generated from mLearning into three categories personal, social, and standard knowledge creation. Regardless of the limitations of the study, the students have responded with a great support for the abilities of mLearning. The acceptability of mLearning in delivering online learning resources is impressive and researchers found that the potential to extend the study to enhance the concept of mLearning.

Keywords: Online Learning Resources (OLRs), Learning Management Systems (LMS), Smartphone, Mobile Learning (mLearning), Brunei

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Introduction

The use of ICT in education namely online learning provides a rich online learning resources to deliver better education's experience for students. It is very convenient to the point where we will only need one single device to do multiple tasks. Online learning resources refer to a wide range of information available on the Internet including text, images, videos, case studies, journals, databases, and curriculum (Elbaum et al, 2002). Online learning can be accessed through smart mobile devices like laptop and smartphone is also known mobile learning (mLearning) provides many advantages such as learning everywhere & anytime, education cost efficiency, student centred learning where they can easily share and generate knowledge with other students, and ensuring quality of education due to pervasive knowledge can be loaded from multi resources. Anshari and Alas (2014) mentioned that online learning offers to connect diverse audiences to have the same access of quality of learning for everyone. Furthermore, mLearning can offer more diverse audience that cannot presence physically for lecture. mLearning also extends the scope of conventional learning boundaries. Instructors can provide teaching over the Internet without even meeting their students physically.

The adoption of mLearning has been promising a new experience to the students, education provider, instructors, and community at large. In fact, the trends of Learning Management Systems (LMS) continue to enhance their functionalities with the 'mLearning enabled' by providing Apps or microbrowsers for convenience and promote learning interactive anywhere anytime (Anshari, Alas, & Guan, 2015). From education provider, providing mLearning becomes easier because the emergence of cloud computing has improved capabilities of learning process in which mLearning is easily deployed and managed with less effort in huge ICT infrastructure's investment (Fernández et al, 2014). Most LMSs in the market offers cloud computing based services that promises cost efficient, ease of management, quick implementation, and improve reliability of service delivery (Bogdanović et al, 2014).

The aim of this study to examine mLearning's experience for pre-university students. The study revealed the facts that mLearning is much demanding among students and important tool to support their learning process due to its learning flexibility and pervasive online learning resources offered for sharing. To draw the findings, the structure of the paper is designed as follow. In sections 2, we discuss background of the study. The methodology and discussions are discussed in Section 3 and 4 respectively, and finally we conclude our findings in section 5.

Background of Study

In many higher education institutions, ICT and mLearning have become a standard online learning practice used by majority of learners for teaching and learning purpose (Looi et al, 2014). There are two types of electronic learning: Asynchronous (learners can log-on anytime, facilitated by emails, online forums, discussion boards, podcasting) whereas Synchronous e-learning involves student-teacher immediate interaction/ contact like chatting, video conferencing (Yamagata-Lynch, 2014; Anshari et al, 2015).

New technological adoption in education is not replacing previous one rather than it adds more features or sometime different approaches in delivering contents. Starting from 2011, the rich media content, and collaborative concept were used into online learning tool and resources (Figure 1). Social learning have empowered students more to the students centric approach that they are able generate contents in any form of online learning resources and share with other students. By then, learning technology promotes pervasive knowledge to support multi channels of generating knowledge from multi users and resources (Bersin, 2012).



Figure 1: Technology in Education Source: Bersin (2012)

As students become more attached to ICT, variety of tools that leveraged users to interact, generate contents, and share information in social media platforms. Then the adoption Web 2.0 or social network in education setting can increase in students' participation (Gu, Churchill, & Lu, 2014). For instance, less sociable students have become more confident and participatory to ensure all students engaged. However, there is less imperative evidence that there is correlation between social network and students' performance. Furthermore, adoption of mLearning in education gives opportunity for students to learn anywhere and anytime beyond the classroom.

Starting from 2014, we used LMS of Canvas Instructure for 189 students of Pre-University programme namely Unibridge. The initial aim of using the Canvas was to have a medium to share notes with the students. The reason to use Canvas was because it is the LMS that the university uses throughout the programmes and the features have similar with social media where students are familiar with. After few months using it, we have used it for giving assignment, grading students work, taking attendance and giving them online discussion. The students' comments were that they found it easier to use as it is similar to social networks site (SNS).

Furthermore, its Apps can be downloaded and installed into their smart phones. Instead of printing notes, students have used it to view their notes. They also used it for saving their work as it also acts as online storage. One of the main reasons students like the system is that they can review the notes anywhere they want. It is repeatable because students may have to sit in a class for a long time, but this can be paused and retrieved with as many times as they like.

Learning Management System

Learning Management System (LMS) is a tool that organizes and regulates classroom administrative tasks, supports teachers and students in the teaching and learning process, and informs parents of their children's progress and school activities (Coates, James, & Baldwin, 2005). The LMS is available online and outside the classrooms so students who are unable to attend classes would not be left behind. If a student went on holiday with their parents and they have an assignment to do, they can access the Internet and access the LMS, do their assignment there and pass it online. LMS has been around for quite some, a paradigm shift on how to convince teachers to include technology tools into their teaching and learning is needed (West, Waddoups, & Graham, 2007). There were teachers who had been trained to use the blended teaching method but only some of them are really using it. They should apply the knowledge they had gained about LMS and introduce it to their respective institutions. LMS is a tool to enhance a teacher's capability in teaching and learning. Some examples of LMS: Moodle, Edmodo, Canvas, Blackboard Inc., OLAT. One of the leading LMS product in the market is Canvas Instructure. In this study, we used Canvas Instructure for mLearning' case study.

Canvas Instructure is a Web/Apps based technology used to plan, implement, and assess a specific learning process (Figure 1). It is just like any other LMS's product, Canvas provides an instructor with a way to create and deliver content, monitor student participation, share multimedia and assess student performance. It also supports media-rich contents with videos, audios, texts, and animations can be easily to understood and more engaging (Figure 2).

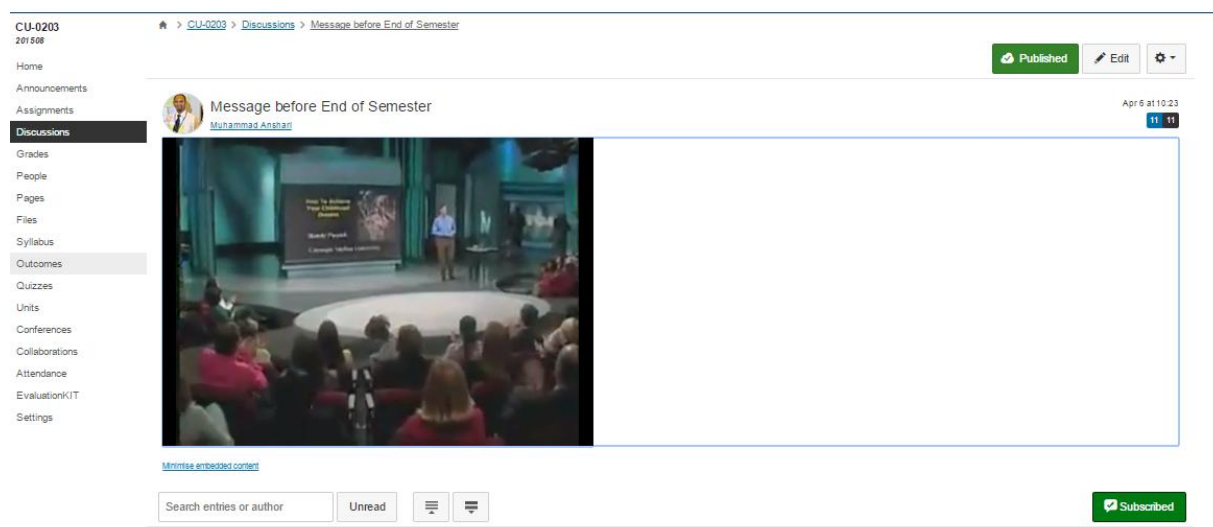


Figure 2: Canvas Instructure Source: Authors' Compilation (2015)

In this module alone, we are employed blended mLearning approach, allowing us to explore and implement the convenience of its functions. Blended learning combines online with traditional form of learning (face-to-face) and it provides the most efficient and effective instruction experience combining delivery modalities (Osguthorpe & Graham, 2003).

In using Canvas, students were enrolled in the online course and given access to course material where students could find the instructor managing the learning materials, quizzes, assignments, tutorials and many other activities. On usual basis, Canvas was the medium for submitting completed assignments where students were graded (Figure 3).

Student name	Secondary ID	University study in the digital age Out of 2	Study at Digital Age Out of 9	Big Data, how big it is? Out of 2	Tutorial 10 Out of 9	Assignments	Total
1410228_DYG FAF	1410228 @ ubd.edu.bn	2		2	-	100%	100%
1418101_DYG LJM	1418101 @ ubd.edu.bn	1.5	-	1	-	62.5%	62.5%
1418102_AWG SH	1418102 @ ubd.edu.bn	1.5	-	1.8	-	82.5%	82.5%
1418103_AWG MC	1418103 @ ubd.edu.bn	2		1.5	-	87.5%	87.5%
1418104_AWG MU	1418104 @ ubd.edu.bn	2		1.8	-	95%	95%
1418105_AWG AB	1418105 @ ubd.edu.bn	1.5	-	1.5	-	75%	75%
1418106_DYG UM	1418106 @ ubd.edu.bn	2	-	1.5	-	87.5%	87.5%
1418107_DYG NG	1418107 @ ubd.edu.bn	2		2	-	100%	100%
1418108_DK SITL	1418108 @ ubd.edu.bn	1.8	-	1.5	-	82.5%	82.5%
1418109_AWG AR	1418109 @ ubd.edu.bn	2		2	-	100%	100%

Figure 3: Grading Interface Source: Authors' Compilation (2015)

Internet Literacy

The study was conducted in Brunei Darussalam (Brunei) for convenience sampling data. However, the data analysis and recommendations could be used to extend the research into different context and scenarios. Brunei ranked 21st in its Government ICT promotion, and 17th in incorporating technologies in pursuit of its Vision. World Economic Forum in 2014 mentions that Brunei was overall ranked 45 out of the 148 economies listed in the Networked Readiness Index (NRI), where the previous year (2013) it was ranked 57 out of 144 economies. This put Brunei in the top 30th in 2014, an improvement from 2013 where it was on the 60th percentile mark. This is similar to the usage of internet individually, ranked 48, which put Brunei just above the top 30th percentile line. The “Households with internet access” and “Impact of ICTs on access to basic services” were both ranked 30, putting Brunei clearly on the top 20th percentile for accessing the Internet (Shen, 2014).

Brunei had ranked 19 for using the virtual social networks, placing Brunei clearly well within the top 15th percentile. According to the report, these figures were collected to provide useful conceptual framework to evaluate the impact of ICTs at a global level and to benchmark the ICT readiness and usage of their economies for decision makers to focus on how to develop strategies that would allow them to benefit based on the new opportunities that the Internet offers, as ICTs continue to rank high on the list as one of the key sources of new opportunities to foster innovation and boost economic and social prosperity, in order to consolidate growth, generate new employment, and create business opportunities.

Methodology

Our main objective is to use LMS as both a tool and a strategy to develop pervasive online learning in mLearning scenarios. For this purpose we used Canvas Instructure LMS to support the research. We use the purposive sampling methods in which respondents were intentionally selected from pre-university students in Brunei under module of IT. Before study was conducted, we trained students in the first week of meeting to use the systems to make them familiar with the features and functionalities. Most of participants used smart mobile devices either laptop or smartphone in using the system for the rest of semester. There were 189 participants in the study which was conducted for the whole semester from August to December 2014. Online focus group discussion was used to gather students' experience in term of online learning resources through mLearning. Data gathered was examined, interpreted and eventually analysed to develop a model of pervasive online learning resources setting.

Discussions

The recent development of Web 2.0, cloud computing and their related technologies contributes towards pervasive knowledge delivery in mLearning platform (Anshari & Almunawar, 2015). Web 2.0 offers students the ability to have greater control of information flow and ownership in social networks, hence active participation is highly possible. Students' participation is important for adult learning approach and the system provides the platform of learning participation in ways that are more engaging and fun. More than often, students realized most of students have becoming more active in responding, sharing their thoughts on topics subject related on the discussion, getting in touch with the facilitators as well as their colleagues anytime. Some of students opinions on mLearning are summarized in table 1.

Table 1: mLearning Pros and Cons

Advantages	Limitations
Students can be active rather than passive, be responsible for their own learning	Students may be reluctant to attend class
Time management skills are required	Poor internet connection
Students can develop knowledge and skills	Time consuming, too dependent on Internet and smart mobile devices
Cost saving & cost effective	Less real interaction with human beings
Personalization & Customization	Not designed for stand alone

Some challenges delineated from the focus group discussion on the use of mLearning are as follows. The challenges is classroom becomes more technological overwhelmed where students who always carry and depend on a laptop or a smart mobile device that is used on a regular basis. Students should consider seeing technology as a means to enhance learning not temporal short-term ideas. There are also some drawbacks in using LMS such as some students may not sufficient internet connection, leaving them at a disadvantage if assignments or project are given through LMS. In addition, social networks allow students to maintain interaction but it is lack emotional relation compare to face-to-face interaction. The other challenge is how to draw a line to ensure technological demands, social balance, and educational achievement.

Pervasive Online Learning Resources

From the group discussions, we have categorized thee types of students activities that generates knowledge through mLearning. Firstly, personal knowledge creation is activity of student with the system directly without intervention from instructors or friends. mLearning enables students with the ability of personalization and customization based on their own needs, though the role of techers provides guidelines and directions. Secondly, social interaction among students generate shared knowledge. Thirdly, standard interaction between teachers and students transfer knowledge from teachers to students either synchronous or asynchronous.

Figure 4 shows that there are three online learning resources that can generate pervasive knowledge through mLearning; personal knowledge creation, knowledge sharing from social network, and knowledge creation from standard interaction teachers or instructors with students. The system is designed to acquire multiple source of knowledge that is relevant to the students based on subject matter and interests due to open systems approach and flexibilities of features.

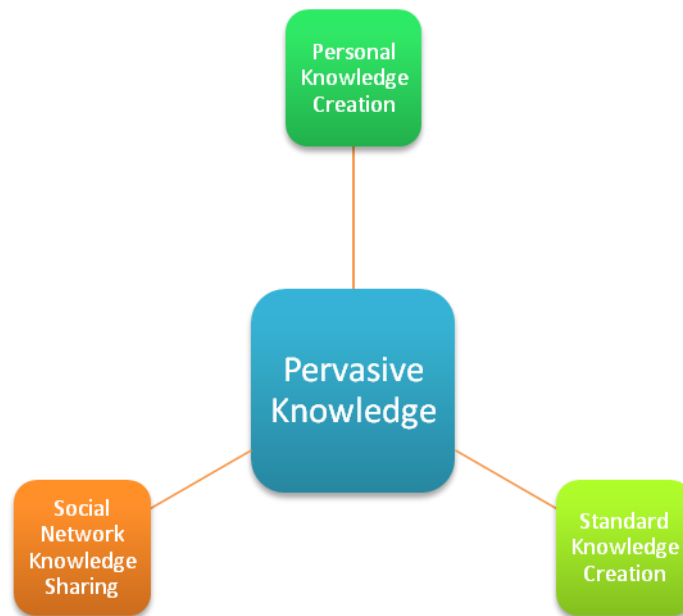


Figure 4: Pervasive Knowledge from mLearning

Personal Knowledge Creation

mLearning provide students an easy access and generate knowledge experience from various sources. Personal empowerment in mLearning can be achieved through a process of recognizing, promoting, and enhancing personal abilities to meet his/her own needs, solve one's own problems, and mobilize the necessary resources in order to feel in control of those information and knowledge (Anshari et al, 2013). Personal knowledge creation is an ability for personal customization and personalization of service where it has empowered student to have greater access to any online resources. Everything is converted digitally for students conveniences such as taking pictures (web cam), e-reading (news, books journals, and novels), calling (via skype), calendar, maps, blogs, make notes, watching videos (YouTube) etc. Those resources are available to students as they are being integrated with the LMS (Conde et al, 2014). mLearning offers student to have a greater role in active learning process as they are empowered with the ability to control and generate flow of information that fits with their personalized needs to acquire content's rich of knowledge from various channels that is relevant per subject basis. mLearning enables students to become independent learner and self knowledge discovery which is good to train the skill of personal decision making. The role of teachers should provide a syllabus online before the program

started so that students understand the road map of the module, record the due dates for assignments, arrange personal calendar and reminder, review lecture materials, join discussions, and check the grading. The aim of personal knowledge creation develops student skills like initiative, self-confident, empowerment, time management and self-improvement.

Social Network Knowledge Sharing

Social network facilitates peer-to-peer collaboration and easy access to real time communication (Low & Anshari, 2013). Student to student interactions can affect to students participations, interactions, and empowerment in mLearning service. Student-to-student interaction is designated mLearning that enables interaction, conversation, and networking among students and instructors at the same time. It adds value to the network such as multi-way conversations and sharing of experience and knowledge. In addition, knowledge sharing takes place in social network encourages consistent and quality in contents as well as promotes equality to everyone (Digmayer, C., & Jakobs, 2014; Almunawar & Anshari, 2014). For instance, introvert students who feel shy to speak at class can be easily get involve in knowledge sharing and knowledge creation. Social networks offer students to browse for information quickly and allow them to collaborate on projects in their learning process, offer apps schoolwork. Students who share information and knowledge, often in the form of unstructured communication, provide new insights for other students involved in the topic discussion. For instance, some students shared a new term or theory that other students does not recognize before enriching equality to all students. mLearning with the feature of social network has enabled students to dynamically enrich their personalized information. They have been empowered with the ability to conduct conversations with other students to share and exchange experiences through discussions in their social networks.

Standard Knowledge Creation

Standard knowledge creation refers to the knowledge transfer from teachers or facilitators to students through mLearning (Hannafin et al, 2014). It defines interaction between students and their teachers in the process of teaching and learning. The different is mLearning offering varieties of knowledge that enables teachers and facilitator to share the subject rich content materials and resources such as articles, short video to comments, presentation slides which they find useful and of good quality. In addition, mLearning teachers monitor their students' progress online, which is convenient for both parties. For example, when students are assigned a task or project, they do not have to travel all the way to a school because they can have access to this same program by using the online service provided. Thus module can save both time and money. The role of teachers for knowledge creation delivers module's contents regularly, post assignment, trigger discussions, answer students' questions. Responding students' query is other critical role for instructor. They need to response the questions in reasonable times because delaying to answer for sometime can create feeling discouragement to progress further. The other challenges for instructor is their responsibility to develop skill set of self discipline and motivation due to physical barrier. Therefore, instructor needs

actively monitor students' performance and they must to ensure on how to measure students' performance through mLearning without sacrificing quality.

There are some considerations for teachers and mLearning' facilitators to ensure successful implementation for three dimensions of knowledge creation. First, teachers should carefully plan syllabus, course online and materials that facilitates components of self learning, social knowledge sharing, and contents' delivery from teachers. Secondly, teachers need to consider different methods and approach for each of knowledge creation mode. For instance, teachers provide sufficient resources for self study. The methods can be designed on essays, journals & reports, research projects, assignments. Social knowledge sharing can be delivered through topic discussion and debates, brainstorming sessions, online groups presentation, group conferencing, collaborative learning and more. While for standard knowledge delivery can use approaches of lecture, explicit teaching, practice & tutorial, demonstrations, questioning. Thirdly, the components of assessments should cover three broad spectrums of teaching and learning experiences.

Conclusion

Learning Management Systems involves applying smart mobile devices and tools used in mLearning to create the best learning education system possible for students. It involves in facilitating learning and teaching performance in education system in regards to its effectiveness and efficiency. Students found this approach very useful because it allows students to work on their own time and pace, and should students encounter problems or have enquiries over the lesson, students could communicate or discuss via the Web/Apps. The study reveals that pervasive online learning resources in mLearning can be generated from three domains; personal knowledge creation, social network knowledge sharing, and standard knowledge creation. mLearning promotes integration, participation, and interaction) that are beneficial for students and education provider.

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The Struggle and Strategies to Balance between Work and Life: A Case Study on Women Professionals in the Ministry of Public Administration in Bangladesh

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Abstract

The purpose of this case study is to analyze the work-life balance (WLB) of women professionals (WPs) working in the Ministry of Public Administration, Government of Bangladesh in order to picture the whole scenario of this ensemble. This study employed qualitative approach where data were collected from the primary source through in-depth interview. It was also supported and strengthened by secondary data. Balancing between work and life fundamentally depends on the nature of work, organizational policies, behavior of supervising officer, and socio-economic factors of professionals as well as the introduction and practice of WLB) policies. Traditionally women in Bangladesh have the role of performing household activities and it becomes problematic when they enter the paid job. It was found that career choice is highly influenced by family members, society, social norms, and organizational benefits. Initially WPs emphasize career and later they become home-centered and make the career a secondary issue because of family activities. WPs suffer in terms of appointment, placement, assigning jobs, professional development, entitlement and enjoyment of job benefits. It accelerates the tension and creates snags when a WP needs to get married, become pregnant, have child(ren) and take care of them along with other household activities such as cooking, maintaining house, taking care of elders. Balancing between work and family activities becomes difficult when they encounter the malpractice of WLB policies, particularly non-compliance behavior from the policy implementers. Working in paid job does not always bring economic empowerment, it also creates burden while performing both in office and home and the issues of either domains permeate and relentlessly affect each other. WPs try to make transfer to desired place, get support from family members in household activities and colleagues in official activities, and utilize government and organizational policies. Sometimes avoidance of some placements and career benefits serves as the balancing issue which ultimately lacks the professional experiences.

Keywords: Women Professionals, Work-life balance, job responsibilities, household activities, strategies, WLB policies

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Objectives of the Case Study

The objectives of this case study are to understand myriad issues of work-life balance (WLB) and analyze the strategies followed by women professionals (WPs) working in the Ministry of Public Administration, Government of Bangladesh in order to picture the whole scenario of this ensemble. The case study aim to achieve some specific objectives such as identifying socio-economic factors that influence in choosing the career of a woman professional; analyzing impediments that a woman faces in her professional career and their effect on personal life and career; and ascertaining strategies typically followed by a woman professional to overcome the barriers to balance her work and life.

Summary of the Case Study

The case presents the work-life balance issues of women professionals which have been pictured through one woman working in the ministry. It focuses on WP how she chooses the civil service, managed her professional career and maintained family life. Father had a pivotal role in choosing this service and husband to continue although her in-laws tried to restrict to enter the civil service. Good academic and family background provided as strong basis for choosing this job. Realization of identity crisis of one lady also served to achieve a prestigious job. The case shows that it was not easy to work in the office as well as manage family particularly with her young children. The job at the very beginning needed to complete some basic trainings, performed well to learn about job, required to confirm the service through experiences and simultaneously she had to take care of breastfeeding baby, giving birth second child. Performing well in the office and childrearing and caring came together and none of these could not be given less emphasized. The adverse situation in the office, challenging jobs at the field level, men's mentality about women at the workplace, lack of good facilities at work created her life difficult at office and home as well. It also found that Ms. Tahmina felt better when she worked in BPATC and MoPA in Dhaka as she was helped by family members and these offices maintained the specific office timing and colleagues were very much cooperative and helpful. She had quite different experience in two areas i.e. Dhaka and outside Dhaka. Findings of the case shows that the first three years of the service was difficult to bring balance in her life because of critical issues of family and job requirement whereas later she enjoyed her work and life.

Opening Section

In 2002 Ms. Tahmina Akhter starts her civil service career as an Assistant Secretary, an entry level officer of Ministry of Public Administration (MoPA). It is an attractive job. However, she joined this service through a mutually agreed on the decision taken by her in laws. After joining the service, problems accompanied her because of transferable job and giving birth to child. She faced and managed everything altogether. Taking care of child, imparting professional training and performing official activities went on side by side. She maintained but struggled a lot. This case study was conducted on women professionals in the MoPA, Government of Bangladesh.

Starting the Career

Ms. Tahmina joined the Bangladesh Civil Service (BCS) examination as the member of BCS (Administration) which is one of the most attracted cadres in the civil service. Currently she has been working as a Senior Assistant Secretary in this Ministry since April 2012. She is looking after the foreign training programs. The main activities are nominating officials for training programs offered by foreign institutes. The nomination covers from Assistant Secretary to Secretary Level. Before joining this present post, she had an experience of about 8 years at the field level and different attached departments.

Ms. Tahmina went through a rigorous process of BCS examination conducted by Bangladesh Public Service Commission (PSCⁱ) and was selected from more than 100000 candidates along with her about 200 colleagues in the same cadreⁱⁱ. As the process takes time about 2 years for finalizing an intake, she started after bachelor degree in Sociology from the University of Chittagong. Both studying the Masters in Sociology and appearing at the BCS examination went together. After completing her Master degree she got married to her boyfriend with the consent of both families. Her husband is a university teacher. Ms. Tahmina began her family life and was passing happy time with husband family members. Within the year she was blessed with a baby boy. The baby boy came with good news for its mother as well. She got the chance as a member of BCS (Administration) Cadre.

Academic Background

The minimum qualification for BCS is graduation in any discipline. Although she studied in Sociology, she did not want to study this subject. She had intension to study medicine in a renowned medical college to be a doctor. This willpower was infused by her father, not driven exactly by her own choice for which she was sent to a good school at Brahmanbaria to study in Science group at the high school level as it is the pre-condition for studying medicine. As a continuation of fulfilling the dream of becoming doctor she studied Biology, Physics, Chemistry and Mathematics at college level (A level) in a good college in Dhaka. After A level, she appeared at the examination for Medical Colleges. However, she did not get the chance because of very less number of students' intake in each year. The unsuccessfulness in the mid of academic path provided her a different direction for study and career followed by a grand success in the civil service. She completed her Bachelorⁱⁱⁱ and Master degree from the University of Chittagong. Later she completed her second Master degree in Public Policy from a university in Australia in 2011 obtaining AusAid Scholarship. It was a two year program where her research area was on rural woman how rural women can be empowered through their traditional knowledge and human capital.

Socio-economic Backgrounds

She got the opportunity to study at very good academic institutes because of her good academic preceding records and financial and family support. Her father was a higher educated and high official of Bangladesh government. The father's guidance helped her to be on the right track. It is always expensive to study in private schools and colleges particularly for O and A level as government support is very less. However, it was not a problem as her father received handsome salary from the government and her family was quite small consisting of only two sisters and one brother along with parents. Tahmina, as the eldest daughter, first child of the family, got advantage from both father and mother. Besides, she was the best among others. The family culture provided a strong base to move forward. Educated family follows a standard for maintaining structured family, valuing everybody that Ms. Tahmina has been taught from the environment. Her father, being a very high official, used to help in household activities in family. It is a culture in Bangladesh society that only female members in the family usually do all internal works such as cooking and serving foods, cleaning utensils, washing clothes, cleaning rooms, keeping beds tidy, keeping all household things rightly, entertaining guests, helping younger children. As a norm, these were all supposed to do by her mother or her. However, these so called feminine jobs were also performed by her father meaning that all children can get lesson that house activities must be shared and it is all about mutual sharing for strong bondage among the family members. He did not allow her daughters much to do household activities thinking the social culture that she won't get rid of doing these activities after she would get married. As a father he was so caring thinking that her daughters at least got the family support which she might not get from the in-laws' house. It was his personal feeling for daughters and helping role to his wife in spite of being criticized by his colleagues in office and friends in the society. She mentioned ... *"I saw my father used to work and help, even nurse my mother when she had been sick. It is more than 25 years back. My father was teased by his colleagues because he, as male, used to help my mom. I can recall clearly when he would go to social program; his male colleagues would utter bad words because of helping his wife, my mother. That.. 'you go to kitchen, do the feminine jobs, help your wife, these are not for men's jobs'".* Ms Tahmina was taught to be friendly, helpful in family ignoring the social negative customs.

Ms Tahmina got married to a university teacher and is blessed with two sons who are 11 and 8 years old respectively. Both are going to school near the residence, 15-16 kilometer away from the secretariat. Her parents live with her.

Primarily she was encouraged by her father; she was also influenced by a doctor working in the area who used to live with family members. Her name was Dr. Halima. Her father, Dr. Hasan was also a renowned physician in the same area. He was so popular among all for his good treatment and behavior with the patients. Dr. Halima took over the charge of her father's chamber when he died. Tahmina was a student of class X that she could remember everything how Dr. Halima was addressed in the society. She was also very good doctor and became very popular among the people. Everybody knew her as 'daughter of Dr. Hasan'. Her real name was only on the signboard and on the prescription. Her identity crisis went on. When she got married to Mr. Alam, Dr. Halima was renamed by 'wife of Mr. Alam'

although she was very popular doctor for her own capacity, invaluable experiences. Unfortunately, she faced a critical social problem in her life that her husband divorced her with a son. The reason was unknown. But known and widely circulated thing is bearing the former husband's name. People would address her as 'wife of Mr. Alam'. She felt why it happens. Woman must have her own identity and should be popularized by her own name. She must do such a prestigious and powerful job that she can perform better and can be socially accepted and honored.

Professional life: How does a WP come to job?

Becoming successful in getting a prestigious job is a battle-winning situation in Bangladesh. After completing her masters she attended some job recruitment tests including BCS. Although getting a cadre in BCS is more prestigious and desirable, it takes much time meanwhile a candidate usually joins another job. Her BCS processing started since 2000 and finally ended with joining in 2002. By that time, she was selected for the post of officer in a government bank, named Agrani Bank and posted in a branch situated in the heart of the Capital. Her service life started and by that time, she got married to a university teacher who had been known before. She commuted to the office from her husband's house and was frequently accompanied by her father-in-law as he also used to go to office to the same direction. She shared her experience from the previous office at Bank that women had to do more jobs than male colleagues because women usually did not move from the desk unless it needed to use washroom. She thought it also happened because women are more reliable, committed to work as well as everything was done manually unlike today's work. After working for two years there, she quit the job to my husband who had been in Tokyo for his PhD. Everything was ready, ticket, visa, passport and suitable accommodation for their future baby as she was then pregnant. Here comes the most turning point of her life. The most desirable news came. She has been selected as the member of the BCS (Administration) cadre along with her two hundred colleagues. She also got job in Bangladesh Bank. Deciding on the issue of choosing the job and family was a critical and crucial matter for her life. It was a million taka decision whether she should choose the family life only or career along with family. Her father was requested to come and sit in family meeting in the house of father-in-law. Her husband was also informed to seek his help who supported her wife to take any decision whatever she felt better for her. In the family meeting, father-in-law raised the issue and he insisted on joining in Bangladesh Bank and to decline the BCS job which was and is still most attractive job in Bangladesh. She was also told to join husband as she had achieved all success and her husband has a good job. Setting the decision in place, father in law of Ms. Tahmina sought her father's decision. He could not speak well. He just uttered some words saying that it was his desire that his daughter would be member of prestigious job like BCS where she could be proud of that. However, as a married woman is always under the husband's family, it is their decision. Ms. Tahmina mentioned her father could not speak well, his throat was vibrating, eyes were full tears because he could not express the truth what he really had been nourishing for many years! However, it would be the different case of a father of son. When this critical situation came, her husband stood beside her and

provided strong support saying that she had achieved this opportunity through many hurdles and it was rare opportunity for a woman to obtain such position. She repeatedly mentioned her husband's contribution for coming to this job. Finally she became a member of BCS (Administration).

Working in Different Places across the Country

In 2002, she was sent to Sylhet Division from the MoPA to join there. Her new life with new challenges started. She joined the service with four months pregnancy. She was accompanied by father-in-law and mother-in-law. The office provided them rented two rooms of an NGO with other male colleagues who used to use a common toilet. The room had a high cart which could create an accident at any time. For a pregnant mother it was a risk situation to live on high cart and share the toilet with males. After joining to the Commissioner of the Division, entry level officers are again posted in the office of Deputy Commissioner of a District. Seeing her condition, the Private Secretary to the Commissioner who was kind enough, met sir and requested to place her in the Sylhet district so that she could get the medical facility there and other facility. Commissioner did accordingly to the request of PS (Personal Secretary) while he learnt all about her and told her in-laws that she could think otherwise whether she would continue that challenging job. Her father-in-law again got the issue and requested her to leave the job and join the Bangladesh Bank. At that moment, her father came to Sylhet who used to live in Barisal and started staying with his daughter. Father had been with her as he had been always from her childhood. She then finalized her job and continued. After six months of her job, she gave birth to a baby boy and went the four month maternity leave as the circular of six month leave was enacted later. The real crisis started after with the little boy who was kept with her father to take care and Ms. Tahmina used to come out from house at 8:30 in the morning and come back at around 8 at night. She found her boy sleeping with the help of its grandpapa. As she knew the nature of job, she made the boy accustomed to feeder for which she did not need to feed breast milk. I found her sad while uttering this issue. She told me that she still feels guilty for not breastfeeding which she could not do because of job.

The struggle continued as she was female. It was not only for her, it was the similar situation for other female colleagues in the office where they were repeatedly told who asked them to come to job. Male bosses told that they were female and they were sacrificing their lives, they were not giving due to children, husband etc. These discouraging words were every day's good morning wish! As females were accustomed to listen these unwelcoming words, one can easily guess how difficult to get benefits in that situation. She shared an experience of another colleague who was not given leave during pregnancy period and she was continuing her job with the critical condition. One day she got sick and was sent to hospital and kept in ICU. This incidence gave a lesson the authority as she was survived of critical situation luckily. She was then sent to Dhaka Medical College Hospital for better treatment and family association. It could turn into an accident because of negligence to the pregnant mother.

However, women professionals were lucky in one sense as they could get leave for meeting their husbands, family members or joining social programs which male officers could not able to join. They used to stay in and around the office during the Eid^{iv} or Puja^v or other big family gathering. For the privilege, women are often undermined by male colleagues.

After three years, completing her professional training at BPATC and BCS (Administration) Academy, she was transferred as Assistant Commissioner (Land) in the same district. Her first baby was two years old. When she was nominated to attend the Foundation Training Course, she could not attend that made delay other training as well. She attended FTC^{vi} at BPATC^{vii} with her 6 month baby who was kept with mother at Dhaka and she used to travel in the weekends. Later she completed her Law training at BCS (Administration) Academy in Dhaka at the age of 1 year of her baby. Both mother and son had to face problem because of training and commuting whereas these training are mandatory to complete within two years which she could not do that resulted in delayed confirmation of service. However, she was helped by parents and her husband also came back from doing PhD. She was posted as AC (Land) when her service length was about three years. And it was also high time to conceive the second baby.

Problems that come sometimes can be treated as personalized issue. The pains and pleasure are embedded with the job responsibilities. The immediate boss was quite helpful and sympathized as well as his wife who was also working lady. It is a culture practiced in the administration to maintain protocol for wife of senior officials. Wife of immediate boss asked her not to do those formalities as Tahmina was pregnant. While she was not given released her for a personal matter of senior official who went for fishing and he asked everybody to accompany him. It is curtesy to accompany, but not a compulsory issue and she had sufficient reason to say no as she was pregnant. It might be the case for a man who can not realize the critical problems of pregnancy and a pregnant woman. As it was denied, she was threatened saying that she would achieve a critical comment (she is unsocial) in her ACR. Although it was not done in the ACR, the threatening caused a psychological pressure. If the personal issue comes in, the consequence is also carried further. This experience may not be compared with other; she was not helped in some official matters. As an AC (Land), Ms. Tahmina had to visit remote areas using the rickshaw^{viii} on zigzag road or boat to perform her duties. One day she was ordered to visit a remote *Char*^{ix} where she needed to use rickshaw for few miles, boat, and then ferry and even on walking. Her immediate boss was sympathized for this duty. However, he could not assign another person as it was an order from the controlling officer who was personally annoyed to her thinking that she complained to the senior most official in the Division. Personal disliking may affect very badly. She mentioned that it could have been dangerous for her life as she was then seven-month pregnant and she could have faced severe complicity. However, she was sympathized by the senior most official and ordering supervising official not to assign such tasks which might be harmful for her. He did it from moral duty. However, it was not taken positively by the controlling officer thinking that she complained this. She grieved just for being woman or pregnancy, she had to face that problem whereas it was a natural issue and she could have been supported from everybody.

While performing duties at office, it was a common phenomenon of longer working hour that starts from 9am to ends at around 8pm or 8.30pm which means young kids miss for about 12 hours. Being a junior official in the hierarchy, they are not entitled to enjoy vehicle facility for which they had to commute by rickshaw. She mentioned that senior officials, male in particular who were entitled for full-time vehicle, would pass us waiting for rickshaw whereas he was the only person using that car or jeep. It was not their problem whereas problem was with the society that it would have taken negatively. Even, sometimes wife of particular male officer would make it an issue. It is still in the society that moving with male colleagues or friends is not welcomed and it creates problem in family. Male colleagues cannot accept female easily thinking that they are not suitable for some posts like AC (Land). A male sub-register^x mentioned why she had been posted for AC (Land) which was not best-fit for a lady and she was advised to make *tadbir*^{xi} to quit this posting and be placed in the ministry. Although the Sub-register can't dictate AC (Land) about the placement of a person, he advised as a male as if he had the duty to play for woman.

While she was performing as AC (Land), BPATC was searching women professionals to make balance in office and work with the gender sensitizing project which gave opportunity to end the field level job and come to near to Dhaka. The experience of training institute was better than field level. The structured job, specific working unless in special work, good male-female working relation, less bossing, good academic working environment provided her a very good feeling about job. Again, she mentioned the personal issue of the head office who provided the opportunity to women for some specific positions such as Finance, Administration, and Evaluation which were not assigned to women. The male colleagues did not accept it easily thinking that they were given special benefits to women. It is confessed that they don't want to accept challenging jobs and are not provided as well that ultimately creates obstacles for gaining experience and makes room for other for backlash. Her experience explains that working environment in the MoPA is more women-friendly where every male colleague is very cautious when they talk to women professionals. Ministry creates the environment for female officials and provides better benefits, for example, they can easily get the maternity leave sanctioned, casual leave if they need, rest and recreation with full payment, informal flexibility in case of emergency of children, more over specific time duration of office i.e. 9 to 5. Colleagues sympathize and extend their cooperation. It is found that head of offices outside ministry don't want to accept women professionals to work. They sometimes request the ministry not to send women particularly women with young kids. Ministry also provides daycare facility although it lacks sufficient facility.

She enjoyed maternity leave for both of the children which was four months for each issue. She did not face problem of getting that leave. However, she felt that sanctioning authority did not seem to be happy. Ms. Tahmina expressed that she could not enjoy the rest and recreation leave because of non-compliance of sanctioning authority. This was not the case happened to her. It is one kind of malpractice.

Work-life Balance Policy Issues

Typically WLB issues are the policies; benefits provided to the employees particularly to women employees that help them work in the organization without any tension, problem arisen due to external and internal factors. WLB policies are broadly defined as arrangements designed to level the organizational playing field for women at the workplace competing with the complex work environment, demand of outside work^{xii}. Flexible working (FW) arrangements (FWA) are interchangeably used as WLB policies. FW is the arrangements of annualized hours, compressed hours, flexible time, flexitime, job rotation, job sharing, weekend working, evening working and opportunities to work at home with the benefit of both employers and employees with or without children^{xiii}. It is an alternative way of traditional 9-5 work culture and is an important element to secure family friendly workplace. Many organizations are using this policy. Various types of FW time arrangements are in the organisation. Holt and Thaulow (1996:83-85) identified informal flexibility besides formal flexibility in their research that comprises the unwritten rules or working culture which is allowable and these arrangements are made for the personal needs of parents and these informal rules exist alongside the formal rules and this informal flexibility is more widespread than formal flexibility. The research evidence identifies that flexible working brings benefit for potential employees and employers because it helps manage non-work demands, such as child care responsibilities, follow non-work interests, such as sports and hobbies, engage with the community, for example through volunteering, carry out their work in ways which suit their personal work style and achieve a better WLB. However, management fears of adaptation and practice for some reasons such as lower hourly rates, less predictable or anti-social hours, exclusion from training, promotional opportunities, support from the colleagues, supervisor and service seekers^{xiv}. However, mainstreaming flexible work helps minimize negative responses from colleague and reduce resentment since these options are available for all. These packages include number of options shown in the table below:

Table-1: Work-life balance options frequently practised in organizations

WLB Options	Explanation
Flexi-time	It provides employees to choice about their actual working hours, usually outside certain agreed core times (official time) which can vary their starting and finishing times each day at work and sometimes also their break times during the day.
Staggered hours	It is such WLB practice where employees within a workplace exercise different start, finish and break times. However, employers particularly in private organization may use staggered hours as a way of covering longer opening hours but it can also be a good opportunity to offer people more flexibility provided they are consulted first.
Time off in lieu	This is system where employees agree with supervisors to take time off at a mutually convenient time to make up for extra hours worked. It is often used as a way of compensating employees who have to attend meetings in the evenings or attend breast feeding babies.
Compressed working hours	It allows working people to work their total number of agreed hours over a shorter number of working days. For example, if someone is full-time worker who have work 40 hours a week, he or she can make up this time within three or four days.
With shift working	Here management or employers have the choice to extend the use of plant or facilities in a factory or supermarket or services that may need 24/7 where groups of working people have to work their hours on the same job one after another through a 24-hour period. It is created for business purpose as well as emergency services. It is also another type WLB that staying open longer can give more scope for flexibility about how shifts are organised, which means you can have more choice.
Shift swapping	This type flexibility provides the freedom to employees to negotiate working times to suit their needs and re-arrange shifts amongst themselves or within teams provided the needs of the business or service are met.
Self-roistering	It has been introduced in some hospitals and other care services in the UK. It looks at the number of staff and skill mix required during each working day which are agreed, then allows the individual to put forward the times they would like to work. Shift patterns are then compiled, matching as closely as possible the individual preferences of staff to the agreed staffing levels.
Annual hours	These systems organise working time on the basis of the number of hours to be worked over a year rather than a week. It is usually used to fit in with peaks and troughs of work.

Source: www.dit.gov.uk/work-life-balance

The WLB policy options practised in organizations provide numerous advantages to the organization with a benefit to the working women. The WLB is hence the balancing between official and family activities for greater satisfaction of life performing all together with the same weightage. WLB definitions evolve as the issue of spending more time for family activities while doing the official activities. WLB policies are adapted for both working employees as well as organizational benefits as these initiatives accelerate performance^{xv}.

However, WLB is beyond the above mentioned arrangements that encompass organizational financial, non-financial benefit packages, promotion systems, women-friendly working culture, women-friendly policies, working facility for spouses, children's education facility, organizational practice that can expedite employee's life. Although WLB is an issue for all employees working in the organization, it is much emphasized for women.

In order to provide WLB to the WPs, Bangladesh formulates some policies which are related to the policies for family friendly in nature. Family-friendly policies (FFPs) are defined as the provisions of traditional benefits, such as health insurance and paid vacation, and may even assert that the most important elements of family-friendliness are a secure job and adequate pay. The purpose of FFPs is to minimize the competing demands between office and family amidst the copious organizational initiatives intended to assist employees to maintain the balance. These policies encompass many issues such as maternity leave, paternity leave, dependent care benefits, medical leave benefits, time-off and flexible work schedule benefits. As the broad concept of public policy, it entails government actions, administrative rules, procedures, decisions, court opinions and orders which are directly government's goals dealing with a problem or matter of concern^{xvi}. Friedrich in Anderson (1994:5) terms public policy as 'a proposed course of action of a person, group, or government within the given environment providing obstacles and opportunities which the policy was proposed to utilize and overcome in an effort to reach a goal or realize an objective or purpose'. So the decision, procedures, orders of bureaucrats, political leaders, executives, and judiciary will be the public policies. There are some policies defined according to this broad term are treated public policies related to the employment for public servants including WPs.

Maternity Issue

It is policy issue that emphasizes the working women in the public offices in order to provide facility for childrearing and child caring meaning that it will encourage women to enter job, continue and nurture their children. It is reproductive responsibility that must be done by women. However, they should be given support from organization covered by the public policies for the social wellbeing. It allows a woman to enjoy the benefit of fully 6 month-leave with full payment. This benefit is given by the organization to every employee. Practice of granting leave for all pregnant women is obligatory by the law. Benefits are given for twice with the full financial allowance. It is a special type of leave which is not deducted from any leave. This facility is only for women employees. Although primarily it had so many conditions that were against of women, women's reproductive rights, now it is applicable for all WPs including temporary employees. So any woman within their probation period in the service can enjoy the benefit.

Medical Facility and Healthcare Benefits

This policy is embedded with the national pay scale to provide allowance to all public employees drawn as allowance with the monthly salary. However, providing leave or financial benefit for health care depends on individual needs. It is a leave with full pay or half-average pay and varies up to 4 months and 12 months in special case such as severe illness. As an employee any women is entitled to enjoy this facility. It is followed by every organization. However, it requires grounds for medical leave such as, sickness of oneself, family members, frequency of sanctioning, past record of the organization, salary payment issues, maximum duration in options and to be provided, and Medicare service with minimum charge for employees, family members particularly in the government hospitals. Every WP enjoys free life insurance although it is limited to minimal payment.

Posting of Spouses in the Same Office or Area

This policy indicates the placement of employee or her husband to the same place they are work if it is the same organization or near to her husband or her husband to her nearer place. This decision is emphasized by the Prime Minister that indicates the need is felt from feminine perspective. It is done due to the pressure from women particularly who are dual earners and work in the managerial level with high degree of organizational responsibility. It is preferential policy decision that can provide benefit both male and female and permeates positive effects in the social and familial wellbeing. The conditions are spouses are working people, who work in the same organization, or other organization. However, this creates another problem of external pressure to be posted in the capital city or big city area where private jobs are available.

Childcare Facility

This is a policy decision and output of public administration reforms that the policy where organization provides facility of caring children of below the age of 3 years of working women during the day time until the office hour finishes at 5 pm. After the interventions of Managing at The Top 2 (MATT2) project taken by the MoPA, a performance improvement project initiated as the condition of their responsibility. Then the initiative has been adapted by most public offices to provide benefit to the working mothers. It provides the mother's belongings to the organization. Sufficient number of experienced care givers is working in these childcare areas, sufficient facilities such as toys for children are provided. Employees who do not have elderly family members, ability to keep maids, they can utilize this facility with a minimum rate of charges. As it is done by the organization they try to maintain the issue of enough space for children, ratio between space and children, comfortable space for lactating babies, emergency medicare services for children. This facility increases the productivity of women, better understanding between organizational and personnel.

Pension Policy

Bangladesh government maintains the policy to provide the financial benefit to all employees after their job.

Rest and Recreation

It is deemed as one of the important WLB policies in Bangladesh that provides the entitlement of 15-day leave with one month basic salary to enjoy with the family members in order to be fresh and reduce the fatigue and boredom. It serves as the issue of balancing between office work and family responsibilities.

Necessity of Family Support

During the total service life Ms. Tahmina developed her through practical experience at field level for policy implementation and in the ministry for both policy making and implementation. At the very beginning she had to miss training because of pregnancy and later she had to miss some foreign training for small kids. She would always deny attending any program of more than two weeks in abroad. This creates dislocation and arrangement of many issues such requesting family members to take care of children, manage husband's leave. Although this foreign training was helpful for career development and financial benefits, she felt her family was more important and both of them could easily manage their good life with their income. The most important thing was the husband's wholehearted support and support from family members help her keeping with the pace. Here the mental support is more important than financial support. While doing her Masters in Japan, both children and husband had been with her. Husband managed his leave without pay only because of her although he could not manage leave at the time of her giving birth child as the government does not have the option for parental leave. Support from husband is extremely needed for a woman to maintain her job and family. She cited an example of one of her colleagues who had to leave her husband as he told to quit the job. The logic was that she could not give more time to family for which she was asked to choose either husband or job. Thinking her dignity and self-dependency she had to divorce her husband. If husband is not much considerable, it is really difficult for woman professional to continue in the service. During the last 11 years in service, Ms. Tahmina was entitled to enjoy rest and recreation twice which she could not enjoy because office did not allow showing the reason of workload. Problems also come from outside of work and enter family. One of her colleague whose husband was working in the below rank of her status and her husband's friends and colleagues instigated that he would need to address his wife 'sir' in future and have to show her respect in office or in the society. It created trouble for that person and became mentally ill that finally broke the family. Higher position of wife is not taken positively by the husband and society. She also found that women who are more active, competent and capable of performing better than other male and females, they are severely criticized by everybody irrespective of gender. Personal jealousy creates hindrance for better performance and creates an opposing group who try to place them badly before others. Those who are very careful survive well, or face difficulty in office or at home. Women professionals have two types of professional's enemies, male and female which may create because of better performance where enemies try to suppress with bad names or presenting their beauty^{xvii}. If the better performing person is female, a group of people think that their beauty helps to show the performance and subsequently convince the male bosses. It is not for their competency. Her

experience also shows that female bosses always try to give extra pressure on women professionals to prove that they are capable like male.

Epilogue

Ms. Tahmina is one among other 956 women professionals working in the Ministry of Public Administration in Bangladesh. They are the product of traditional Bangladeshi society and their lives are encircled with social and family norms, values and most importantly organizational policies where male plays a pivotal role in formulation of a policy or in implementation. Economic empowerment does not only bring freedom, decision making power but also accelerates problems and increases burden.

Questions:

1. What are socio-economic factors that influence in choosing the career of a woman professional?
2. What are the impediments she faces in her professional career and how do these affect her personal life and career?
3. What are strategies typically followed by a woman professional to overcome the barriers to balance her work and life?
4. Which policy recommendations can be made for a woman professional in order to lead a blissful life?

Endnote:

ⁱ PSC as the constitutional body for the recruitment of civil servants in Bangladesh is assigned to recruit competent people from the qualified graduates through as many as 28 cadre services. PSC is a constitutional body mandated to conduct recruitment and selection of gazetted class-I and II officials. It comprises of one chairman and 9-11 members. (Source: The government of Bangladesh (1997). The Constitution of the People's Republic of Bangladesh, Dhaka: Government Publication)

ⁱⁱ There are twenty-eight cadre services in Bangladesh Civil Service subsumed into two broad categories General Cadres- such as Administration, Foreign Affairs, Police, Audit & Accounts, Cooperatives, Economic, Food, Information, Family Planning, Postal, Railway, Taxation, Ansar Trade and Professional Cadres- such as Public Works, Roads & Highways, Telecommunications, Public Health, Forest, Railway, Livestock, Fisheries, Statistics, General Education/Technical Education, Information, Agriculture and Food.

ⁱⁱⁱ A three year bachelor with honors or BA/BSS/BCom (Pass) with Master is a minimum qualification for being eligible for civil service.

^{iv} Eid is the religious festival for Muslims celebrated twice a year. The culture is to join the family members and celebrate together. Two Eids are the main festival among the Muslims. Three days leaves are declared for celebrating this festival.

^v Puja is the religious festival for Hinduism. The main festival among the Bangladeshi Hindus is the Durgapuja. People usually enjoy and celebrate Puja with family and relatives.

^{vi} Foundation training course (FTC) for the new officials is a mandatory for the confirmation of their job which should be completed within two years and it should not be less than four months (GoB, 1981). FTC is designed with 23 modules categorizing into six broad areas such as Bangladesh Studies, Public Administration, Management Process, Development Studies, Skill Development and Ethic & Human Rights. It aims to 'create a set of skilled, innovative minded, proactive and well-groomed civil servants committed to the welfare and development of people in an ever-changing global context' (BPATC, 2014:1). FTC provides the opportunity to be fully professional transformed from a graduate student. The contents and methods of this course are designed in such a way so that the participants can enhance the basic knowledge of various theories, concepts and issues on administration and development in general and of laws, rules, regulations, process, procedure in public service delivery in particular. The objective of the course is to build personality, stimulate creativity and inspire leadership qualities into the trainee officers.

^{vii} Bangladesh Public Administration Training Centre (BPATC) was established in 1984 by amalgamating former Bangladesh Administrative Staff College (BASC), National Institute of Public Administration (NIPA), Civil Officers' Training Academy (COTA) and Staff Training Institute (STI). The Centre is located in a green natural environment and lies at a distance of 28 kilometres north-west from the Capital Dhaka. It is mandated to develop the human resources of all level officials for BCS from AS to Secretary. (source: http://www.bpatc.org.bd/index.php?page_id=281)

^{viii} It is locally made vehicle of two or three wheels run by a person. In Bangladesh it is three wheeled rickshaw, originally came from Japan. It is used to carry one or two passengers and is seen everywhere in Bangladesh.

^{ix} A barren land near the bank of a river that belongs to the state. A vested group tries to capture this area and cultivate for their own purpose.

^x It is second class post under the AC (Land) and the main responsibilities are to help people in terms of land related issues.

^{xi} Tadbir is an Urdu word which means to perform the task on the basis of one's own desire, endeavor that may please the powerful person to obtain something-financial or non-financial benefit. The English meaning is not similar to any work where can be replaced by advice, arrangement, order, opinion, deliberation with either positive or negative intension. It is a strong persuasion done by a service seeker to a person who is in the powerful position. It can be either illegal or unethical. It can be from one point or multiple points. Tadbir may happen due to political pressure or administrative pressure with horizontal and vertical pressure. Jamil (2007:208) defines the word Tadbir as the personalized lobbying to influence an administrative decision or action flouting formal rules or abusing the discretionary power which includes all the process related to promotion, transfer, placement, salary, individual performance, audition, budgetary allocation, evaluation, monitoring and so on.

^{xii} Newman, Meredith; Mathews, Kay. 1999. Federal Family-Friendly Workplace Policies Barriers to Effective Implementation. Review of Public Personnel Administration, 19(3): 34-48.

^{xiii} Cully, Mark; Woodland, Stephen; O'reilly, Andrew and Dix, Gill. 2002. Britain at Work: As depicted by the 1998 Workplace Employee Relations Survey. London: Routledge.

^{xiv} Green, Paper. (2012), Managing in a Flexible Work Environment, Australian Institute of management.

^{xv} Doherty, Liz and Manfredi, Simonetta. 2006. Action Research to Develop Work-Life Balance in a UK University. *Women in Management Review*. 21(3): 241-259.

^{xvi} Anderson, James E. 1994. Public Policy Making: An Introduction. 2nd edn. Geneva: Houghton Mifflin company.

^{xvii} Here beauty means the fair complexion and good looking.

“Leader of Changes” – a new transformation paradigm for Thai Airways in-flight service managers

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Abstract

Thai Airways International (Thai Airways), the nation’s largest carrier, amassed 12 billion THB of debt in 2013 and 15.6 billion THB loss in 2014. This performance was attributed to the nation’s political turmoil and to highly competitive global airline market. The majority owner (51% held by Thailand’s Finance Ministry) caused the airline, one of the nation’s principle state enterprises, to undergo national scrutiny. The National Council for Peace and Order (NCPO), under the leadership of General Prayuth Chan-ocha, and the NCPO members, created “Superboard”, a state enterprise policy commission, in June 2014, and subjected Thai Airways to austere supervision. Under the “Transformation Plan” reform scheme, Thai Airways was obliged to adopt a strategic framework designed to ensure the sustainability and stability of company growth, increase its operational efficiencies, and implement improved governance.

The “Leader of Changes” program, a key part of the Transformation Plan, was created by the cabin crew department to improve onboard service standards, strengthen the consistency of service procedures, and provide service leadership training to all in-flight service managers. Ultimately, 300 service managers and pursers, in groups of 25, attended a four-hour training course.

This case study determines the value of the Leader of Changes program. The assessment methodology included group discussions and group interviews, using open questions and in-person observations. The evaluation of the program’s value focused on innovations and knowledge gained regarding onboard service standards, enhanced constituency in implementing procedures, and new leadership paradigms that emerged due to changes in the environment.

Keywords: Thai Airways; Service standard; Leadership; In-flight; Service procedure

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Introduction

In Bangkok, on March 25, 2015 President of Thai Airways International Public Company Limited or Thai Airways Mr. Charamporn Jotikasthira gave an interview that Thai Airways still has considerable loss this year, although all 42 ageing aircrafts were sold below their book value resulting in the decrease the type of aircraft from 11 to 8 types in total of 77 planes, along with the significant cost cut and routes dropping (Nguyen , 2015). It would be another challenging year for Thai Airways in 2015. With a mammoth net loss of 15.6 billion baht in 2014 and also in 2013 with 12 billion baht deficit, Thai Airways now has to cut the costs and increase the revenue under a reform scheme authorized by The State Enterprise Policy Commission named “Superboard”. Superboard was set up by the military’s ruling National Council for Peace and Order (NCPO) under the commander General Prayuth Chan-ocha with his member (Mahitthirook, 2015; Thailand Development Research Institute, 2014).

Among all Southeast Asian carriers, Thai Airways- a 51% of Thailand’s Finance Ministry owned company- has the biggest debt of \$5.9 billion because of the long-lasting political instability and high competition in airline industry, so this singles out Thai Airways as the first of other country’s key companies to go through the big transformation by junta (Dhanananphorn & Jittapong, 2014). “Superboard”, as being said, was established in June 2014 by NPO after the coup with the aim to appraise the performance of fifty six state enterprises, resolve the problems of poor performance resulting in huge debt, and lay out the potential policies for them. Another responsibility is to prevent these fifty-six state enterprises from political interference. With the pivotal reformed scheme, “Superboard” will then regulate and comply with rules and regulations with the first three prime state enterprise; Thai Airways International Plc (THAI), the State Railways of Thailand (SRT), and Bangkok Mass Transit Authority (BMTA). This would make three major state enterprises go through a centralized formation with a result of increasing operation efficiency and good governance (Warin, 2015). Thai Airways, with the revised scheme named Transformation Plan, has come up with six strategies: network strategy, fleet strategy, commercial strategy, operations& cost strategy, organizational strategy, and portfolio strategy. However company, the most importantly, has to improve its service standards and provide services, matching the needs of different customer groups.

Based on this Transformation Plan, “Leader of Changes” has then been created under cabin crew training program with supervision by two veteran department inflight manager and section inflight manager: Mrs. Sopit Noonpakdee and Mrs. Engriam Ruangchan. Every Tuesdays or Thursdays, a group of 20 inflight service leaders including inflight manager and purser was randomly selected and called to attend this “Leader of Changes” course for 4 hours because under the limited resources leaders who actuate the highest service quality would be the indispensable core to succeed in hospitality during the high competition (Bouranta, Chitiris, & Paravantis, 2009). As for the Transformation Plan, this competency “Leader of Changes” course would ensure that all inflight service leaders do the proper things and helps organization align internal behaviors and experience consistent with the crucial standard of the THAI service procedure, so “Leader of Changes” is one of the most effective plans proposed by “Superboard” to manage the same or higher productivity with inflight service managers who must have the skills and knowledge of service-leadership competency.

This aim of this course with consistent with service leadership capacity is to cultivate the main expertise which inflight service leaders should retain their management development since they have interacted with a large variety of people, included their coordinate, colleague as well as their customers, thus it can drive leadership behaviors which support employee service performance and customer satisfaction (Lucia & Lepsinger, 1999; Testa & Sipe, 2012).

Inflight Manager/ Air Purser Development Course: Leader of Changes

One of cabin crew training courses for the inflight manager (IM) and air purser (AP) development course: Leader of Changes aims to provide six objectives (1) build up awareness about the essence of in-flight services for airline industry; (2) show determination to achieve major role in service leadership; (3) open for acceptance and respond with customer’s expectation and satisfaction; (4) comply with implemented service procedures from the in-flight services standard and quality control department to establish sustainable service consistency in all THAI flights; (5) maintain an open character for the big change within the company in order to achieve sustainable growth of THAI, and (6) devote more attention to lead others as a role model and transfer a positive change to establish cooperation and advancement among cabin crew. Leader of Changes, a one-time weekly course, was held at cabin crew training, Lak Si Bangkok during January till July 2015. Then a group of approximate 25 inflight service leaders including inflight managers and pursers was chosen to attend, therefore our case study was randomly sampled and selected only 12 batches, resulting around 300 participants during February till May, 2015 (See Table 1).

Table 1: A random schedule of IM/AP Development Course

Batch	Date	Number of Inflight manager and pursers participated
1	February 3, 2015	25
2	February 10, 2015	25
3	February 17, 2015	25
4	February 24, 2015	25
5	March 3, 2015	25
6	March 17, 2015	25
7	March 24, 2015	25
8	March 31, 2015	25
9	April 7, 2015	25
10	April 21, 2015	25
11	May 7, 2015	25
12	May 19, 2015	25

Under this course content, both IM and AP were explored their cognitions through the group discussion and interviews, using open questions and in-person observation to assess the information towards two different main points: service procedure and leader of changes. The former, service procedure has defined as service standard to maintain consistency in efficient service. Based on service procedure, all THAI cabin crew must strictly follow inflight service operation procedure (ISOP) divided into three stages: (1) Pre-flight service which refers boarding, greeting passengers, and boarding assistance; (2) In-flight service referring meal, after meal, descent; (3) Post-flight service regarding to deplaning service. The latter is leader of change because in airline business service quality and customer satisfaction are the fundamental goal of Superboard which considers as the prior strategic approach. To success in the long-time management, competent inflight service leaders should starve developing themselves constantly and consistently. Therefore self-development would be the greatest issue for leaders in this service industry. Based on Testa & Sipe (2012)'s work, there are 3 main competencies for service leadership: business savvy, people savvy, and self-savvy. First, business capacity focuses on skills imperative to provide efficient management and organization. People savvy, the second competency, seems to focus on conventional leadership behavior or people skill. In hospitality and tourism section, people skill should be the significant baseline for both staff and client satisfaction. Last, self-knowledge refers to the ingenuity, ability and behaviors concentrated on managing self in service setting, which is the subset of such aptitude essential for becoming the successful leadership.

Service Procedure

An approximate 6 participants were formed in group and asked in different one of these five questions: (1) Why does the service procedure never be on the standardization? (2) To comply on the standardization, how is it so important? (3) As you are service leader, how can you manage your flight consistent with service procedure? (4) Based on your opinion, what is the service procedure?

Why does the service procedure never be on the standardization?

In every batch most service leaders unanimously said “weather, different fleet, incompetent equipment on board, incapable cabin crew” These problems could not make service procedure being on standardized. Also, they refer to cabin crew lack of working knowledge of product-service according to inflight standard operation procedure (ISOP). However, some batches have different view said “Number of cabin crew is not enough compared with high demand of passengers so this would not provide efficient service” (Batch 11). On the one hand, Batch 9 comments that “other problems were from the unplanned inflight service leaders, who do not organize well during service operation procedure, the poor service skill of business and first classes cabin crew, the bad communication. As being said the most common skill areas in service work is “interpersonal skill” During service procedure, Testa & Sipe (2012) suggested that interpersonal expertise will reduce misunderstanding and also conflict which might occur during service operation, then it leads

higher level of service quality. So, effective communication is indispensable in both employee and passenger interaction.

To comply on the standardization, how is it so important?

“Consistency in service” is the answer of which most service leaders answered. It therefore increases customer satisfaction and reliability during flight operation. Consistent with this, inflight service would be improved and becomes more efficient if all cabin crew comply with standardization. With standardization, it would supply service efficient (Testa & Sipe, 2012) and Manhas & Tukamushaba (2015) revealed that service quality is the extremely important in hospitality because it will provide customer satisfaction. Admirable service quality would enhance more customer loyalty. Because of this, service without standardization would affect the guest’s satisfaction; service quality perceptions as well guest’s decision.

As you are service leader, how can you manage your flight consistent with service procedure?

“Interpersonal communication and service procedure” are two significances. Inflight Service Operation Procedure, for example, is the manual which establishes process to provide consistent service and also implements ideas to improve service efficiency. As the inflight service leader, many batches agreed that all leaders should have knowledge and comply on this service procedure in order to avoid service failure. “Interpersonal communication” is another vital skill all service leaders should possess. To listen and communicate openly, this would provide effective levels of service quality among colleague and also passengers. As for the team work, effective communication will create and develop teamwork resulting in inflight service consistency. The importance of teamwork is the pinnacle and the highest yield of being leadership.

Based on your opinion, what is the service procedure?

As for service procedure, it is the using system, processes and standard providing productive service. Therefore all leaders should create an environment where continued learning is encouraged to all cabin crew to follow ISOP and route spec. Also service leaders should use their skill to coach and train their colleague consistently; provide feedback to service staffs which allows them to continually learning on how best to serve passengers. The service procedure is quite useful for new cabin crew who need greater feedback on service performance during their flight serving. Many batches, however, argued that service procedure would depend on different aircraft type, flight route and destinations.

Service leadership

Last question asked all participants if you have been called to work as service leader on the next flight, what they would want to change in order to improve service quality. Answers were various, but most focus on the “optimistic thinking” and “professionalism as the role model”. First, the positive and hopeful mindset is the most significant competency which all service leaders should have because now hospitality industry becomes more intense with level of client’s interaction, so this requires leaders to be positive, energetic, self-motivated, open-minded, and leads with a contagious spirit of positive attitude. For instance, service leaders should speak clearly with courtesy with their colleague during work, so it would establish the good environment on service setting. Last, professionalism includes demonstrating confidence, representing the company well, and treating others with respect and dignity. Thus service leader with high professionalism would be the part with people engaging towards their employee and clients.

Conclusion

Based on “Leader of Changes”, this course provides the service experience in consistently with service standard, service procedure and service leadership. It is one of the most critical factors that influence passenger’s evaluation of service performance. In airline business, many organizations give priority and importance to service quality being provided because it lifts them into higher service standard. More importantly all service leaders should focus on self-development in terms of focusing on service procedure. Taking the initiative to consistently and consistently learn, develop and grow is very important because human capital is the significant asset in service industry. Also service leaders should concentrate on self-development with the mistake learning and accept feedbacks from several resources.

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