

Reprint

ISSN 1997-2571 (Web Version)

# Journal of Innovation & Development Strategy (JIDS)

*(J. Innov. Dev. Strategy)*

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**Volume: 6**

**Issue: 1**

**April 2012**

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*J. Innov. Dev. Strategy 6(1):112-117(April 2012)*

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JIDS\*\* issn 1997-2571, HQ:19-10 central place, saskatoon, saskatchewan, s7n 2s2, Canada

## STUDIES ON THE SCHOOL MANAGEMENT SYSTEMS FOR SECONDARY EDUCATION IN BANGLADESH

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Accepted for publication on 29 March 2012

### ABSTRACT

Sarker MAM, Rahman TMM (2012) Studies on the school management systems for secondary education in Bangladesh. *J. Innov. Dev. Strategy*. 6(1), 112-117.

A research program was conducted under the title of A Study the School Management System for secondary education in greater Dhaka Region with the objectives of identifying the problems of the students; prioritizing the problems and their variations due to management and synthesizing the present status of the concerned system which was conducted using a questionnaire. The sites and persons for interview were determined at random from the District of greater Dhaka area. Data were from different Upazila Institutions through direct interview. The results show that 49% of the respondents found to be active in the secondary education system were within the range of 35-60 years, the least (12%) being of more than 65 years. The results indicate that about 40%, 70% and 90% of the respondents including teachers and management committee members have primary knowledge on curriculum, syllabus and administrative correspondence respectively. On the other hand compliances of these systems are less known being only 11% about correspondence, and only 14% about curriculum. It seems to be a very great problem for transparent administration and academic quality maintenance in the schools. It was found that about 62% of the respondents have noticed curriculum operations but at the level of less than 30%. On the other hand compliances of these systems are less known being only 21% in the range of 31-60%. It is an indicator of problem for distortion of academic quality maintenance. The district wise situation reveals that the curriculum compliance was better in urbanized township areas being highest at Dhaka and lowest in Manikganj. The results are also given in percent form where it is clear that the majority of the schools have curriculum implementation within the range of 30-60%. The results on syllabus knowledge by the Schools are given the Table 4 and Fig. 6-7. It may be observed from the data that about 54% of the respondents have noticed syllabus operations but at the level of less than 30%. On the other hand compliances of these systems are less known being only 57% in the range of 31-60%. It is an indicator of fewer problems than curriculum for distortion of academic quality maintenance. Similar results were also found by many education researchers who suggested training of the teachers, and management committee members for training on syllabus along with curriculum. The district wise situation reveals that the curriculum compliance was better in urbanized township areas being highest at Dhaka and lowest in Manikganj. The results are also given in percent form where it is clear that the majority of the schools have curriculum implementation within the range of 30-60%.

**Key words:** school management system, academic quality, curriculum operations

### INTRODUCTION

Bangladesh is a developing country. The population of the country is about 155 million. But the literacy rate of education is only 56%. The education system of the country is not modern. Due to lack of proper education management system the students can not achieve proper knowledge. This study attempted to investigate the quality improvement of secondary education. More specifically it is argued that if this area is not managed efficiently, it may lead to further inequalities of educational opportunities, poor results, increasing dropout rate, declining participation rate and, above all, increased staff, pupil, and parent and community dissatisfaction. Education is a cornerstone of domestic growth and social development and a principal means of improving the welfare of individuals. Secondary School education is its foundation. The central purpose of this stage education is twofold: to produce a literate and numerate population and to lay the groundwork for further education. It has direct and positive effects on earnings, farm and human productivity, as well as inter-generational effects on child health, nutrition and environment (ADB 1999).

In considering the effects of education on economic productivity, a wide number of studies concluded that investments in Secondary School education yield returns that are typically well above the opportunity cost of capital. According to the World Bank one study showed that four years of education increased small farm productivity increased by 9 % across thirteen developing countries and by 11% in countries where new agricultural techniques were being introduced (World Bank 2000). The social effects of education in developing countries were also positive. Women with more than four years of education have 32% fewer children than women with no education, and their children have mortality rates only half as high. Children of educated parents are also more likely to enroll in school and to complete more years of school than children of uneducated parents (UNICEF 2001). The effects of secondary education on development are largely a result of the cognitive skills it imparts: literacy, numeracy and problem-solving skills. Increasing the level of education and the training of the labour force is a central development challenge. Higher education and training need to rest on a solid foundation, which is essentially the product of the secondary education system. In the newly industrialized economies, such as Japan, Korea, Hong Kong and Singapore, universal student enrolment was achieved just before rapid economic growth. Bangladesh recognizes the importance of having a literate and numerate population and acknowledges that a weak education foundation, like a weak physical infrastructure, will seriously impair the nation's development prospects (Knowles 2001). That is why it has taken up many plans and programs for qualitative and quantitative improvement of primary education which may be said to be a rock bottom necessity for development.

School management and curriculum development and change in Bangladesh takes its character and course from the tightly woven and rigidly centralized education system. The curriculum is developed at the National Curriculum and Textbook Board (NCTB). Responsibility for curriculum development and change is left to the experts who generally have no experience of the real situational problems Teachers' involvement in curriculum development is not encouraged and teachers are supposed to lack confidence, competence, experience and capabilities. Thus teachers in most cases are not even acquainted with the term 'curriculum'. Curricula have been widely criticized for being too academic and for having many shortcomings. The need emerges to change this according to the needs of the society. The development of curricula at the centre such as NCTB and its implementation by teachers who themselves do not really understand what it is, results in an unabridged gap between the formal curriculum and the actual curriculum. What we need is to involve teachers to improve the curricula according to local and national needs, keeping in view the real situational problems and not expecting miracles in this respect while setting aims and objectives. The study looks into the nature and quality of foreign assistance in order to identify issue about making donor assistance an effective tool of support for positive and proactive change. In the context, the present pieces of research was conducted with the broad objective of collecting information on the problems and potentials of education of the secondary school students in some areas of Bangladesh. In the context, the present pieces of research was conducted with the objectives of identifying the problems of the students; prioritizing the problems and their variations due to management and synthesizing the present status of the concerned system.

## MATERIALS AND METHODS

The methods used in the were direct survey using a questionnaire guideline. Helps of Focus Group Discussion (FGD) and detailing of cases were taken using check lists. The questionnaire included the characterization of the respondents and 3 most specific score based points as per objectives.

### Questionnaire for the Survey

**A. Identity of the Respondent:** 1. Name 2. Address.... 3. Qualification...4. Age.... 5. Profession...6. Gender....and 7. Duration of involvement in the respective system on information were given.

### B. Questions

- Do you know that there is a curriculum for functioning the schools- Yes/No  
If yes, what percent of the Curriculum is followed by the institution? Give tick mark
  - Less than 30%
  - 31-60%
  - More than 61%
- Do you know that there is a syllabus for functioning the schools- Yes/No  
If yes, what percent of the syllabus is followed by the institution?
  - Less than 30%
  - 31-60%
  - More than 61%
- Do you know that there are circulars for functioning the schools- Yes/No  
If yes, what percent of the circulars are available in the institution?
  - Less than 30%
  - 31-60%
  - More than 61%.

The sites and persons for interview were determined at random from the Districts of Greater Dhaka. Data were from 8 Upazila of the Districts through direct interview. The questionnaire was pre-tested in diverse areas and finalized schedule was used for data collection.

## RESULTS AND DISCUSSION

The results of the researches conducted for studying the problems and potentials of the secondary students of Greater Dhaka Districts in Bangladesh are presented and discussed here. The collected data were compiled and analyzed scientifically as to get the output as per objectives. The mean results of the studies and its descriptions are mentioned in the Tables and graphs.

### Identity of the Respondent

The identity of the respondents was represented by age group, qualification, gender, profession and duration of involvement. Age group: the results show that 49% of the respondents found to be active in the secondary education system were within the range of 35-60 years, the least (12%) being of more than 65 years.

Table 1. Age group of the respondents

District	Age group years				Total
	< 35 yrs	35-50 yrs	50-65 yrs	>65 yrs	
Dhaka	5	18	6	1	30
Narayanganj	3	8	4	1	16
Gazipur	5	7	3	2	17
Munsiganj	3	6	2	4	15
Manikganj	2	5	3	2	12
Narsingdi	1	5	2	2	10
Total	19	49	20	12	100

The other characteristics found connecting to the studies population were as follows.

1. Gender: Male: Female ratio--13:87:13
2. Qualification: <SSC-4, HSC-11, Bachelor-58, and Master-27 nos.
3. Profession: Teacher-18, Members- 44, Elites- 21, and Business-17 nos.
4. Duration of involvement: <3 yrs-17, 3-5yrs-48, 5-10 yrs--23, and >10 yrs--- 12 nos.

The results about composition of population studied show that the male: female ratio was 87:13. Most of the persons were graduate being 58% followed by master degree holders 27% having experience of up to more than 10 yrs, which was considered to be satisfactory for the study.

**The research results**

The research results obtained from the studies are presented in terms of system knowledge and compliance gaps, curriculum, syllabus and correspondence aspects.

**Knowledge and Compliance gaps**

The data obtained as the knowledge of the respondents about the academic system and compliance level of those parameters are given the Table 2 and Fig. 1.

Table 2. Knowledge and Compliance gaps

	Curriculum	Syllabus	Correspondence	Mean
Yes %	43	72	95	70
Compliance %	21	63	16	33
<b>Gap</b>	22	9	79	

The results indicate that about 40%, 70% and 90% of the respondents including teachers and management committee members have primary knowledge on curriculum, syllabus and administrative correspondence respectively. On the other hand compliances of these systems are less known being only 11% about correspondence, and only 14% about curriculum. It seems to be a very great problem for transparent administration and academic quality maintenance in the schools. Similar results were also found by many education researchers (ADB 1995; Anon 2004; Anon. GOB 2005) who gave clear recommendation to make the system working ensuring training of the teachers, guardians and management committee members.

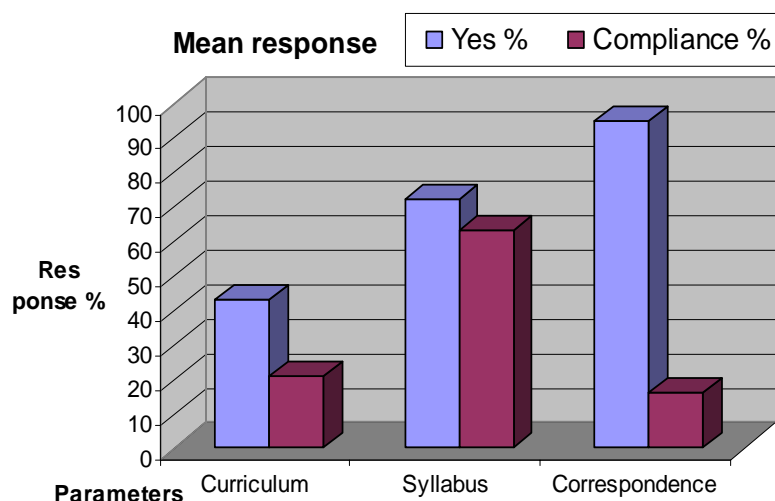


Fig. 1. Mean response on knowledge and system compliances

**Curriculum**

The results found from the respondents about the curriculum handling are given the Table 3 and Fig. 2-5. It may be observed from the data that about 62% of the respondents have noticed curriculum operations but at the level of less than 30%. On the other hand compliances of these systems are less known being only 21% in the range of 31-60%. It is an indicator of problem for distortion of academic quality maintenance. Similar results were also found by many education researchers (ADB 1995; Anon 2004; Anon. GOB 2005) who gave clear recommendation to make the system working ensuring training of the teachers, guardians and management committee members.

Table 3. Compliance academic systems as per school sites township grades

	Compliance %			Township Index
	< 30%	31-60%	>61%	
Dhaka	77	20	3	53
Narayanganj	54	41	5	27
Gazipur	59	40	1	31
Munsiganj	46	47	7	17
Manikganj	42	52	6	11
Narsingdi	47	50	3	15
Yes %	62	21	17	100

The district wise situation reveals that (Fig. 2 and 3.) the curriculum compliance was better in urbanized township areas (Fig. 4) being highest at Dhaka and lowest in Manikganj. The results are also given in percent form where it is clear that (Fig. 5) the majority of the schools have curriculum implementation within the range of 30-60%.

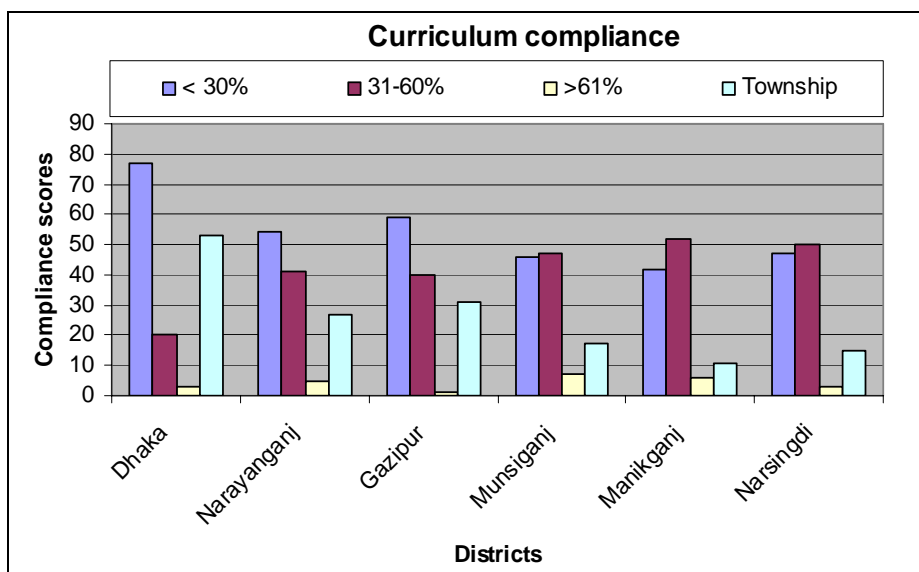


Fig. 2. Ranges of curriculum compliance in schools as in ranges

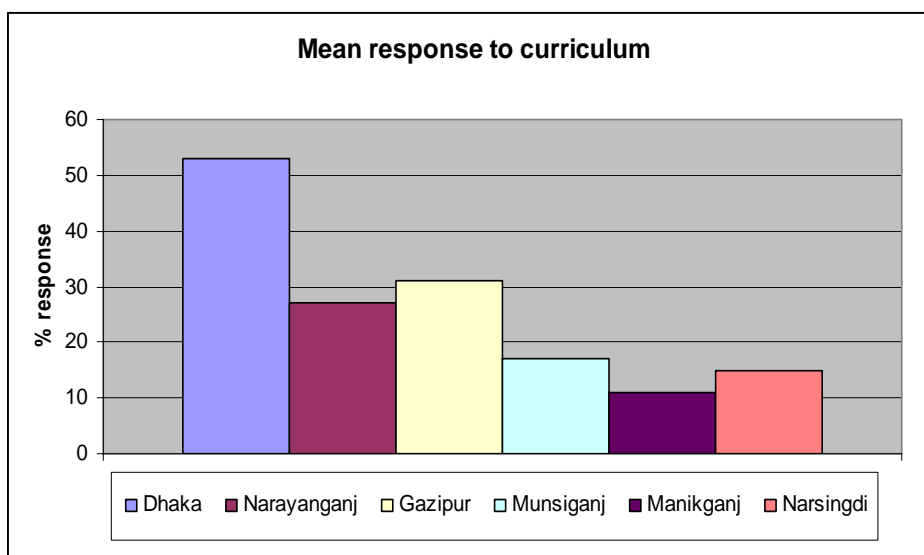


Fig. 3. District wise compliance of curriculum

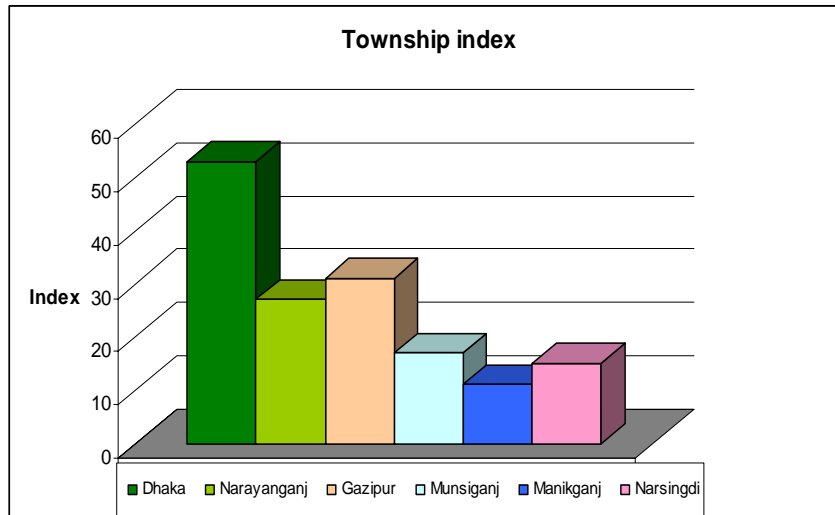


Fig. 4. Township index of the School sites

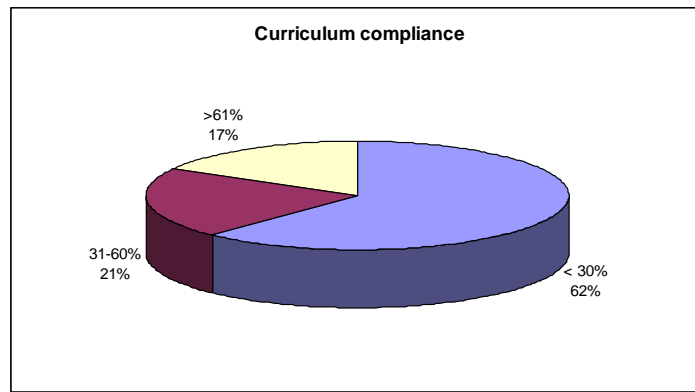


Fig. 5. Percent of Curriculum compliance

**Syllabus**

The results on syllabus knowledge by the Schools are given the Table 4 and Fig. 6-7. It may be observed from the data that about 54% of the respondents have noticed syllabus operations but at the level of less than 30%. On the other hand compliances of these systems are less known being only 57% in the range of 31-60%. It is an indicator of fewer problems than curriculum for distortion of academic quality maintenance. Similar results were also found by many education researchers (Greaney *et al.* 2009) who suggested training of the teachers, and management committee members for training on syllabus along with curriculum. The district wise situation reveals that the curriculum compliance was better in urbanized township areas (Fig. 6) being highest at Dhaka and lowest in Manikganj. The results are also given in percent form where it is clear that (Fig. 7) the majority of the schools have curriculum implementation within the range Of 30-60%.

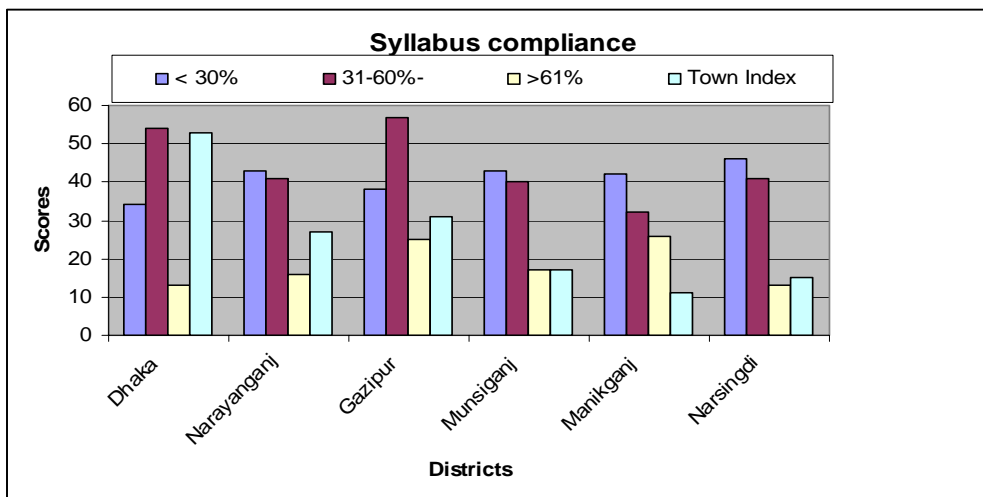


Fig. 6. Ranges of compliance of syllabus in the schools

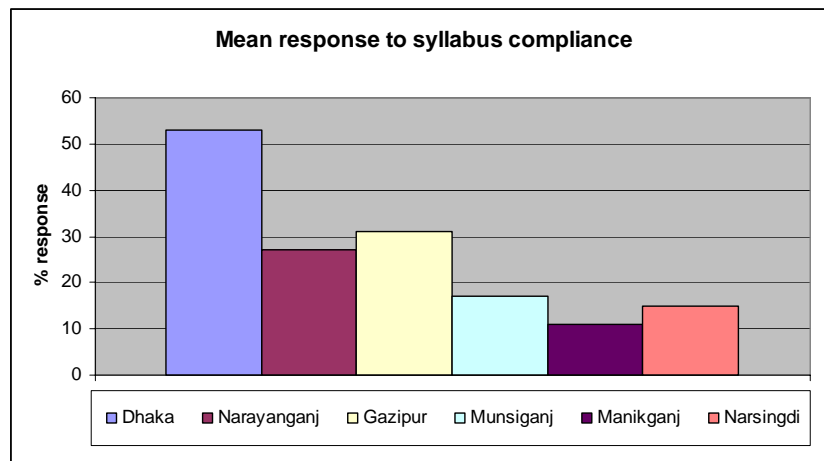


Fig. 7. Compliance of syllabus in the schools as per districts.

## CONCLUSION

It may be concluded from the research program conducted on School Management System for secondary education that the mid level or less aged persons should be made more involved in the school management activities specially for curricular based IT correspondence and its implementations. It seems to be a very great problem for transparent administration and academic quality maintenance in the schools. It was found that most of the respondents have noticed curriculum operations but at the minimum level which should be improved taking steps as regards training of teachers and management committee members. The less knowledge about the implementation of Govt decisions should be improved in a transparent way conducting frequent meetings of the school; management committees. It should be an indicator of problem for distortion of academic quality maintenance. The curriculum enhancement activities should be strengthened in less township areas, while the implementation of the syllabus should be more cared in good township areas.

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