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A STUDY ON THE MANAGEMENT STATUS OF THE SECONDARY SCHOOLS OF THE NORTHERN DISTRICTS OF BANGLADESH

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ABSTRACT

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A research program was conducted in Northern Region with the objectives of identifying the problems; prioritizing the problems and their variations. The sites and persons for interview were determined at random from different Districts. Data were from different Upazila Institutions through direct interview. The results show that 53% of the respondents found to be active in the secondary education system were within the range of 30-55 years. The present economics status of Govt. school is better. Because of Govt. lead the school and finance that's. On the contrary the non-government schools are leaded by local helping source or by the guardian, sometimes public representative, elites help its. In case of the matter the non-government schools do not get enough facility to manage the school. For the reason of limitation non-government schools economic status is gone to come down day by day. To improve the situation of the school economic we have to make better policy to manage the school and find out unlimited economic source. We should to not make confliction among teachers and management committee and realize themselves about the circular and abele them to take training and seek to compromise with the income source.

Key words: *school management system, academic quality, guardian, economic conditions*

INTRODUCTION

The Government of Bangladesh is now giving more importance school education through both increasing domestic allocation and project support (ADB 2005 and Chowdhury 2004). The government is allotting this support to the schools in the form of physical structure development, salary of teacher and staff, but not always considering it as an integrated systems. Asian Development Bank (ADB, 1995, 1999) World Bank (2000) and other international donors in their several reports recommended that education in schools is greatly influenced by the economic status of the guardians, school collections, academic environment of the students at the home which facilitate home tasks and over the economic status of the schools specially of the private schools. But these things are not reflected in government education development plans and projects which results to the poor achievements of the respective programs.

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. 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 northern Bangladesh.

Thus the present piece of research was undertaken to study the effects of the different education system components on its output. The major objectives of the study were to: identify the economic problems of the guardians hindering the education of the school students; prioritize the problems due to economic conditions status of the schools; and analyze the present economic status of GO/Private school management committees.

MATERIALS AND METHODS

The research was conducted using a set questionnaire as given here. The sites and persons selected for interview were determined at random from the Districts of Thakurgaon, Panchgarh, Nilphamari and Dinajpur. Data were from different Upazila of the districts through direct interview. The questionnaire was pre-tested in some areas and finalized schedule was used for data collection. The collected data were compiled and analyzed scientifically as to get the output as per objectives.

A. Identification of the respondents

1. Name of school... 2. Respondent's Name ... 3. Age... 4. Gender... 5. Upazila 6. District... 7. Respondent Group ...

B. Question: Explanations of the questions

Income: Income of the guardian, **School Fees:** Tuition fees, exam fee, coaching fee etc

Home Environment: Additional non- academic works of the students economic status of the schools- Budget, collections and physical facilities of GO/ Private schools.

Respondent Groups: Teacher/ Guardian/ Public representatives/ Local elites

Total number of Respondents: 104

The methods used in the paper collected through 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.

The sites and persons for interview were determined at random from the Districts. Data were from Upazilla level and District levels through direct interview. The questionnaire was pre-tested in diverse areas and finalized schedule was used for data collection. The research was conducted using a set questionnaire as given here. The sites and persons selected for interview were determined at random from the Districts of Thakurgaon, Panchgarh, Nilphamari and Dinajpur. Data were from different Upazila of the districts through direct interview. The questionnaire was pre-tested in some areas and finalized schedule was used for data collection. The collected data were compiled and analyzed scientifically as to get the output as per objectives.

RESULTS AND DISCUSSION

The results obtained from the studies are sequentially mentioned in this chapter in both tabular and Graphical formats. The details of the questionnaire base results are given in the appendices. 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.

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

1. Gender: Male: Female ratio-85:15
2. Qualification %: <SSC-5, HSC-12, Bachelor-52, and Master-31 nos.
3. Profession %: Teacher-33, Members-40, Elites-17, and Business-10 nos.
4. Duration of involvement %: <3 yrs-15, 3-5yrs-49, 5-10 yrs-22, and >10 yrs-14 nos.

The results about composition of population studied show that the male: female ratio was 85:15. Most of the persons were of graduate level being 528% followed by master degree holders 31% having experience of up to more than 10 yrs, which was considered to be satisfactory for the study.

The Status of the School Education

The research results obtained from the studies are presented in terms of system knowledge and compliance gaps, curriculum, syllabus and correspondence aspects. The obtained from the study are given in the Table 1.

Table 1. School status

District	Income	School Fees	Home Environ	School's Economic Status	Total
Thakurgaon	4.5	4.3	5.8	4.6	4.8
Panchagarh	2.9	2.3	3.2	2.5	2.8
Dinajpur	4.3	5.0	5.7	4.4	4.9
Nilphamari	5.6	5.9	6.8	6.00	6.1
Total	4.3	4.4	5.4	4.4	4.6

The results tabulated above as total mean show that the status of the GO/ Private schools scored 4.6 out of 10 in the northern Districts of Bangladesh which is inclined to undeveloped status and indicator of poor education.

Factor Effects

The results given in the Figs. 1 to 4 on factor effects of education reveal that no single factor was found to be dominant, but a combination of the elements studied was responsible for non-attractive condition of the schools.

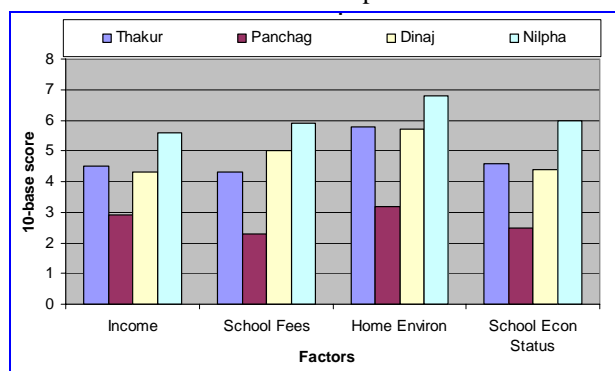


Fig. 1. Factor effects as per District

As a matter of factor effects were lack of Home environment was found to be comparatively more significant against good achievement of the students, followed by school's additional fees.

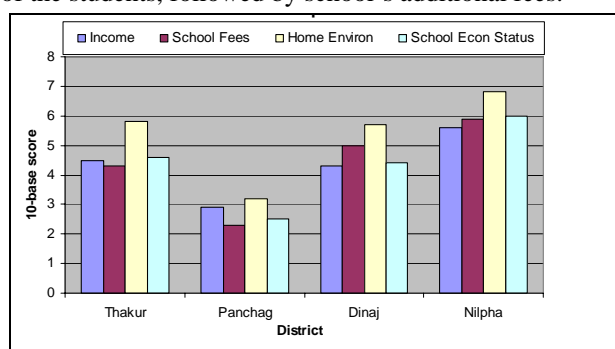


Fig. 2. Factor Effects as per Districts

The results obtained from the studies mentioned Graph show that the education problems were comparatively more prominent in the Nilphamari district followed by Dinajpur.

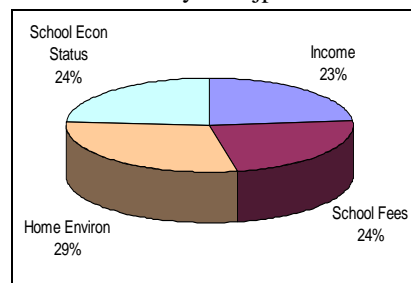


Fig. 3. Factors Effects %

The highest findings figures are 29% as home environment and lowest is 23% as income that is bearing countable education problems. The results of the factor where find out, Nilphamari District (33%) is most effected and Panchgarh district (15%) is less effected.

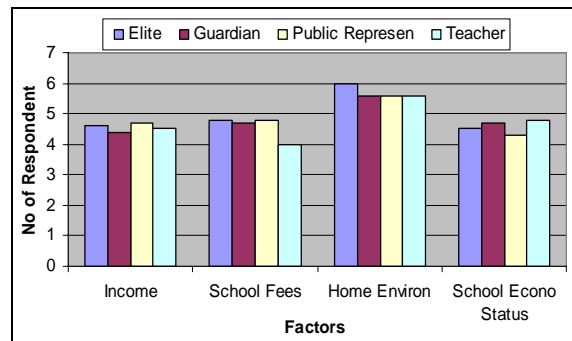


Fig. 4. Factors Effects as per Respondents

Studying the case then counting the graph, the results of the factor is shown that the home environment is the main problem, is narrated by the highest number of respondents as elite.

Age Group of the Personnel

The results as may be seen in the Figs. 5-7 that 40-49 aged as highest respondents in Thakurgaon District has considered the effecting situation. On the contrary 20-29 and 60-69 aged as lowest respondents in Dinajpur similarly consider the matter.

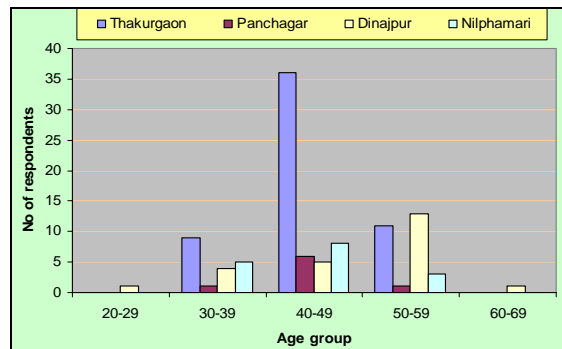


Fig. 5. Age distribution respondents

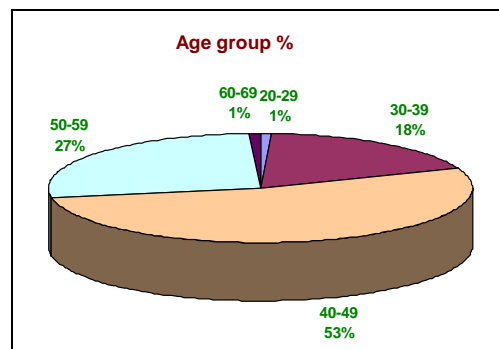


Fig. 6. Age Group %

The results of the graph are recommended by 53% of 40-49 and 1% on 20-29 & 60-69 aged respondents taking part of the matter. The teacher as the lowest number of respondents has narrated that the school fees also has made effect.

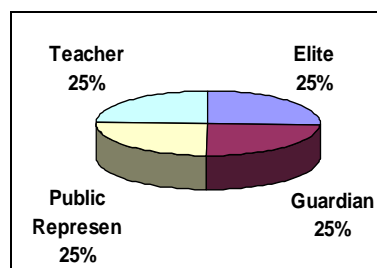


Fig. 7. Respondents Group

There were equally four numbers of respondents by a group, have played the part of researching the case studies and they describe about the matter separately.

It was found from the studies that the school education development must be considered in an integrated system. Thus the following recommendations have been made as per objectives and expected outputs. The economic situation of the guardian is not really so good. So the poor guardians use their children into field. And also they use them in house holdings works or domestic tasks. In order to using them, many of the students are dropdown or they loss their merit slowly for study and finally they stop study. As a results the schools lost both economic and students. Guardian and government are to make better environment for improving the situation.

Economics condition of the schools is not good at all. Because of guardian poverty, confliction of management, lack of donating source. So the school authority compels to increase the school fees and it makes a high load to the guardian. One should better to seek donating source and have to count the school fees as to guardian carrying. The present economics status of Govt. school is better. Because of Govt. lead the school and finance that's. On the contrary the non-government schools are leaded by local helping source or by the guardian, sometimes public representative, elites help its. To improve the situation of the school economic we have to make better policy to manage the school and find out unlimited economic source. In the situation a Model has been outline(Fig. 8) for improvement of the system.

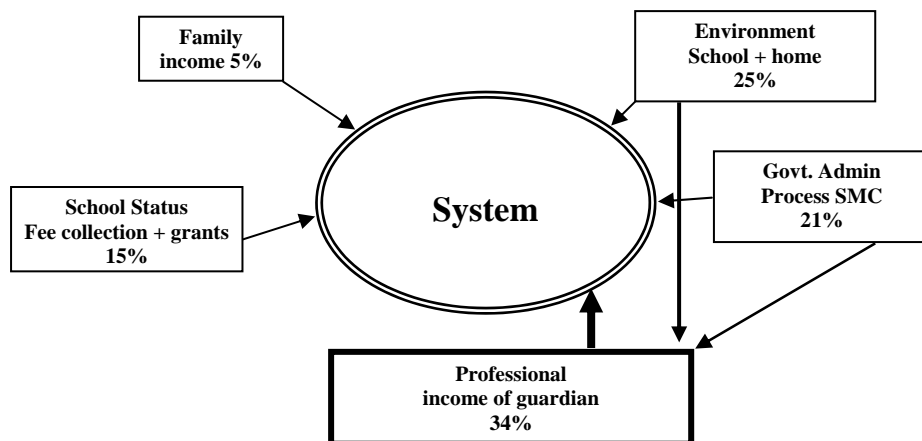


Fig. 8. Model system recommendation with importance % score

CONCLUSION

It is a model proposed above as a conclusion of the study where it may be seen that the professional income of the guardian is the main key factor for the improvement of the education of the wards. It may be concluded from the findings of the studies that the school education development must be considered in an integrated system. The poor guardians use their children into field. They use them in house holdings works or domestic tasks. In order to using them, many of the students are dropdown or they loss their merit slowly for study and finally they stop study. As a result, the schools loss both economic and students. The guardians should be reminded that the government must make better environment for improving the situation. Because of guardian poverty, confliction of management, lack of donating source. So the school authority compels to increase the school fees and it makes a high load to the guardian. Because of Govt. lead the school and finance that's. In case of the matter the non-government schools do not get enough facility to manage the school. For the reason of limitation non-government schools economic status is gone to come down day by day. To improve the situation of the school economic we have to make better policy to manage the school and find out unlimited economic source. We should to not make confliction among teachers and management committee and realize themselves about the circular and able them to take training and seek to compromise with the income source.

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