

SOCIO-ECONOMIC FACTORS AFFECTING QUALITY PRIMARY EDUCATION: A COMPARATIVE ANALYSIS BETWEEN GOVERNMENT AND NON-GOVERNMENT PRIMARY SCHOOLS UNDER TANORE UPAZILA, RAJSHAHI

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Abstract : The present study mainly dealt with the socio-economic condition of primary school teachers and its impact on students' academic achievement in Tanore Upazila, Rajshahi. It reveals the socio-economic condition of teachers along with their performances following the indicators like; students' 'Enrollment', 'Dropout', 'Completion of primary education', 'Obtaining scholarship' and 'Marginal fitness of the students'. During the past few decades the students' enrollment in the primary schools have increased at a substantial rate. Base-line survey, Structure questionnaire, interview, observation and FGD have been followed for data collection. Secondary sources have also been utilized.

Introduction : Education is one of the most important forms of human capital investment. It is the basic need for socio-economic transformation and advancement of a country. No nation can prosper without education. It is also the prime ingredient of human resource development.¹ Education helps man to understand what is right and what is wrong. It creates consciousness and builds awareness. It also broadens the out look. It removes prejudice which is an obstacle to the social and spiritual development of all human beings.² The main objective of education is to acquire knowledge. Knowledge removes the darkness of ignorance. An educated man is an asset but an illiterate man is as good as a liability. He is a burden of the society. Education is a tool by which man can be enlightened and civilized.³ Primary education is the foundation of all stages of education. Primary education has always been given high priority by the government of Bangladesh.⁴ Many initiatives have been taken by the successive governments for the improvement of primary

education. The net enrollment rate has increased gradually reaching up to 87 percent in 2007 from 75 percent in 1996.⁵ The participation and passing out rate in the primary scholarship examination has significantly increased (Transparency International Bangladesh, 27 July 2008).⁶ The objective of primary education is to develop the citizenship, good manner and fair attitude of the children. At this stage students are to prepare themselves for higher education and to be the future leaders of the nation.⁷ Though education is considered as an important index of national development, the literacy rate is far from being satisfactory. After independence of Bangladesh, the number of educational institutions has increased and many policies and strategies have been introduced. But no plan was found to be effective.⁸ Several education commissions have been formed to suggest for the importance of the quality and standard of primary education. But the goal of primary education is yet to be achieved in full. To enhance the condition, primary education has been made universal, free of cost and compulsory for all the children of Bangladesh. Compulsory primary education movement was launched since 1990s to onward which is a landmark in this field.⁹ But the tangible results so far achieved are still low. So, it has become necessary to understand the strengths and weaknesses of the primary schooling system. Side by side, we need to understand the socio-economic condition of the primary school teachers and find out the ways and means to improve their socio-economic condition so as to enable them to play an effective role for ensuring quality and standard of primary education in Bangladesh.¹⁰ To achieve those objectives, it is necessary to remove the barriers so that it can be possible to ensure quality and standardized primary education. A comprehensive research work in this regard is essential to understand the relationship between socio-economic condition of primary school teachers and its impact on academic achievement of the students in Bangladesh. There are many issues of conducting study on the primary education. The present study has some specific objectives to study the overall situation on primary education. One of the purposes of the research is to explore the socio-economic condition both of the government and non-government primary school teachers and its impact on students' academic achievement. For improving the over all situation we need to know the socio-economic condition of primary school teachers since they are the key persons to ensure better primary education. Students are the citizen of the country and they will have to take over the

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responsibility of the nation. Teachers are the architect to making good citizen.¹¹ So, we need to know their socio-economic condition which has a direct impact on students' academic achievement. If we can learn the problems of primary school teachers and assess their needs and aspirations, we may take necessary steps to improve their condition which will ultimately help the students to improve their performance. The outcome of the research will come to the benefit both of the teachers, guardians and policy makers to take necessary steps to improve the socio-economic status of primary school teachers.

Objectives of the study

Keeping in mind the above hypotheses, the present study has been designed with some objectives. These were as follows:

1. To know the socio-economic condition of both government and non- government primary school teachers in general and the teachers of Tanore Upazila in particular.
2. To make a comparative study on the teaching performance of government and non-government primary schools vis-à-vis teachers under study.
3. To examine the students' academic achievement of government and non-government primary schools under study.

Methods of research

Social survey method was adopted to collect basic data from the field. Data were collected both from the primary and secondary sources. Tanore Upazila of Rajshahi district was selected as the study area. Data were collected through structured questionnaire relating to socio-economic condition and performance of proposed school teachers both of the government and non-government primary schools and academic achievement of those selected schools. Data were collected from both primary and secondary sources. Primary data were collected through two sets of structured questionnaires. Interview method was also used to collect data from the respondents.

Sampling procedure and sample size

The sample size of the study has been shown in the following table.

Table—10: Sample size of the study

Category of school	Sampling institution	Sampling teacher	Total samples	Category of respondent	Sampling procedure
Government primary school	15	60	75	2 types i.e., institutions and teachers	Random sampling
Non-government primary school	15	60	75		
Total	30	120	150		

The table shows that the total number of selected schools were 30 out of 122 and respondents from the teachers were 120 out of 400 both of the government and non-government primary schools of the study area.¹² After collecting data and information from the study area through questionnaire and interview these were carefully reviewed, classified, tabulated, analyzed and then evaluated. Collected data was presented in tables. These tables were prepared in order to show percentages. The data were analyzed and presented in an orderly and systematic ways of some statistical techniques. Additionally the computer tools as MS word were also followed.

Socio-economic Condition of Primary School Teachers of the Study Area

Socio-economic condition plays an important role in the expansion of education and on the performance of teachers in respect of academic achievement.¹³ Primary school teachers are supposed to be economically backward group in respect of income and salary. That is why; they are to remain in economic hardship. As the non-government primary school teachers earn a small amount, they are neglected and their acceptance in the society is lower than that of government primary school teachers. The socio-economic condition of both the government and non-government primary school teachers in the study area have been shown in the following tables.

Family size of the respondents

Respondents are the primary school teachers and Headman of the family. They are the key informants. The family size of the primary school teachers in the study area is shown in the following table.

Table—11: Family size of the teachers

Number of family member	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
01-02	12	20%	07	11.67%
03-04	10	16.67%	16	26.67%
05-06	27	45%	30	50%
07-08	06	10%	04	6.66%
More than 08	05	8.33%	03	05%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that among the respondents, maximum families are consisted of 05—06 members. Both govt. and non-govt. primary school teachers have to maintain 05—06 members' family. Only 20% govt. and 11.67% non-govt. primary school teachers having 01—02 members which means either unmarried or a couple without child or newly married.

Family structure

The following table reflects the family structure of the primary school teachers in the study area.

Table—12: Family structure of the primary school teachers

Family structure	Govt. primary school teacher (%)		Non-govt. primary school teacher (%)	
Nuclear	29	48.33%	28	46.67%
Joint	12	20%	14	23.33%
Extended	19	31.67%	18	30%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that in govt. primary school teachers, there are 48.33%, 20% and 31.67% families residing in nuclear, joint and extended families as against 46.67%, 23.33% and 30% in non-govt. primary school teachers. The average rate of nuclear families was found more than the number of joint and extended families in the study area.

Sex distribution

The table below shows the sex distribution of primary school teachers.

Table—14: Sex distribution of the primary school teachers

Sex	Govt. primary school Teachers (%)		Non-govt primary school teachers (%)	
Male	26	42.33%	48	80%
Female	34	56.67%	12	20%
Total respondents	60	100%	60	100%

Source: Field data

The table describes that the total percentage of male teachers is 42.33% and female is 56.67% in the government primary schools as against 80% and 20% in the non-government primary schools. Female quota has not been implemented in the non-govt. primary schools. Perhaps the managing committee did not care for the govt. quota system in appointing teachers.

Age distribution

The age distribution of primary school teacher can be found in the following table.

Table—13: Age distribution of the primary school teachers

Age group	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
20-25 years	08	13.33%	17	28.33%
26-30 years	10	16.66%	14	23.33%
31-35 years	16	26.67%	13	21.67%
36-40 years	14	23.33%	06	10%
41-45 years	04	6.67%	07	11.67%
46-50 years	07	11.67%	03	05%
More than 50 years	01	1.67%	00	00%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that the age level of government primary school teachers is higher than that of non-government primary school teachers. Since non-government primary schools were established

on and from 1990. The maximum age level of the non-government primary school teachers ranges between 20—40 years while the government primary school teachers range between 35—50 years. Maximum age limit of primary school teachers found aged 43 years on an average in government primary schools. The highest age level in government primary school teachers was recorded above 50 years (1.67%). It is supposed that aged teachers are comparatively experienced.

Religious status

The religious status of the primary school teachers has been shown in the following table.

Table—15: Religious status of the primary school teachers

Religion	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
Islam	38	63.33%	52	86.67%
Hindu	20	33.37%	08	13.33%
Buddhist	00	00%	00	00%
Christian	00	00%	00	00%
Tribal	02	3.33%	00	00%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that the percentages of Muslim, Hindu and others are 63.33%, 33.37% and 3.33% among the government primary school teachers as against 86.67%, 13.33% and 00% in the non-government primary school teachers. No Buddhist and Christian teachers were found in the study area. Only 3.33% tribal (Mostly Santals) teachers were found in the government primary schools. The percentage of Muslim teachers in the non-government primary schools was more than that of government primary schools.

Educational qualification

The academic qualification of the primary school teachers is given in the following table.

Table—17: Educational qualifications of the primary school teachers

Level of education	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
SSC	12	20%	39	65%
HSC	25	41.66%	15	25%
Degree	14	23.33%	06	10%
Masters' degree	09	15%	00	00%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 20%, 41.66%, 23.33% and 15% teachers having SSC, HSC, Degree and Masters' degree in government Primary schools as against 65%, 25%, 10% and 00% in the non-govt. primary schools. Maximum govt. primary school teachers having the HSC and maximum non-govt. primary school teachers were found having SSC level education. A few numbers of higher educated teachers (15%) are serving in the govt. primary schools in the study area but no masters' degree holders were found working in non-govt. primary schools. Majority teachers of the non-govt. primary schools in the study area are having only SSC level education. It was found that 09% and 05% wives of govt. primary school teachers having SSC and HSC level education as against 08% and 12% in non-govt. primary schools under the study. Among the sons and daughters of govt. primary school teachers, there are 15%, 09% and 05% having SSC, HSC and Degree level education as against 10%, 07% and 03% in non-govt. primary school teachers under the study. No service holder found from the sons and daughters of both the primary school teachers.

Professional training

The following table shows the professional training of primary school teachers in the study area.

Table—18: Professional training of the primary school teachers

Name of training	No. of respondents of govt. primary schools (%)		No. of respondents of non-govt. primary Schools (%)	
C in Ed	53	88.37%	34	56.66%
B. Ed	05	08.33%	02	03.33%
M. Ed	02	03.33%	00	00%
Others	00	00%	00	00%
Total respondent	60	100%	60	100%

Source: Field data

The table shows that 88.37%, 08.33% and 03.33% government primary school teachers have C in Ed, B. Ed and M. Ed training as against 56.66%, 03.33% and 00% in the non-government primary schools. 11.63% govt. and 43.34% non-govt. primary school teachers did not have any professional training in the study area. Majority of the non-govt. primary school teachers do not have requisite professional training.

Teaching experience

The table shows the teaching experience of the teachers both of the government and non-government primary schools in the study area.

Table—19: Length of teaching experience of the primary school teachers

Length of service	Govt. primary school teachers (%)	Non-govt. primary school teachers (%)
01-10	12 20%	15 25%
11-20	15 25%	38 63.33%
21-30	20 33.33%	05 8.34%
More than 30 years	13 21.67%	02 3.33%
Total respondents	60 100%	60 100%

Source: Field data

The table shows that 20%, 25%, 33.33% and 21.67% govt. primary school teachers having 01—10 years, 11—20 years, 21—30 years and more than 30 years teaching experience as against 25%, 63.33%, 08.34% and 03.33% in the non-govt. primary schools. The study found that most of the teachers in non-government primary schools having below 25 years teaching experience. Since government primary school teachers having more teaching experience, the performance of them is supposed to be more effective to that of non-government primary school teachers. One of the non-govt. primary schools was established after liberation but it did not receive registration till 1991.

Economic status of primary school teachers of the study area

Economic development is the pre-requisite of all sorts of development. It can be presumed that primary school teachers lead their life in economic hardship as they draw a lower salary from the govt. than other servicemen.¹⁴ They are to do some official work

during school time and even beyond school time. Considering their work load and teaching performance, their salary should be enhanced. It is expected that better salary may bring better performance. In calculating the economic status of primary school teachers some parameters have been taken into consideration. Besides salary, possession of land, farm, pond, garden etc. by the primary school teachers have been taken into account.

Landed property

Landed property of the primary school teachers is given in the following table.

Table—20: landed property of the primary school teachers

Amounts of land (Acres)	Govt. primary school teachers (%)	Non-govt. primary school teachers (%)
01—02	35 58.33%	38 63.33%
03—04	15 25%	17 28.33%
05—06	08 13.33%	03 05%
06—Above	02 03.34%	02 03.34%
Total respondents	60 100%	60 100%

Source: Field data

The table shows that each and every primary school teacher of both the govt. and non-govt. having at least one acre of landed property. The maximum number of teachers holding land between 01—02 acres while a few are holding 06 acres and above.

Ponds

Status of ponds of primary school teachers

Number of pond Smaller or large	Govt. primary school teachers (%)	Non-govt. primary school teachers (%)
No pond	54 90%	52 86.67%
01—02	06 10%	08 13.33%
Total respondents	60 100%	60 100%

Source: Field data

The table shows that maximum primary school teachers in the study area having no pond for pisciculture. Of course 10% govt. primary school teachers having ponds for commercial cultivation of fishes, as against 13.33% in non-govt. primary school teachers.

have been shown in the following table.

Table—21: No. of ponds of the primary school teachers.**Farms**

Status of farms other than agriculture is given in the following table.

Table—22: Farms of the primary school teachers

Type of farm	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
Poultry (Hen)	02	03.33%	00	00%
Cattle (Cows, goat, pigeon etc.)	58	96.67%	03	05%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that almost all the govt. and non-govt. school teachers having cattle in their homesteads for rearing. These are not for commercial purpose but for their cultivation of land. Some (3.33%) are having poultry farms for commercial purpose. In the rural agro based families, it is commonly found in every house to have cattle of different kinds like cows, goats, pigeons and so on.

Gardening

Status of garden has been given in the following table.

Table—23: Garden of the primary school teachers

Type of garden	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
Kitchen garden	05	08.33%	15	25%
Mango garden	04	06.67%	02	03.33%
No garden	51	85%	43	71.67%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 08.33% and 06.67% govt. primary school teachers having kitchen and mango gardens as against 25% and 03.33% in the non-govt. primary school teachers. However, 85% govt. and 71.67% non-govt. primary school teachers having no garden. Of course, most of the houses having small size kitchen and mango garden for their own utilization.

Business

In the study area it was found that some teachers are involved in some petty businesses which have been shown in the following table.

Table—24: Business status of primary school teachers

Type of business	Govt. primary school teachers (%)		Non-govt. primary school teachers (%)	
Petty business	09	15%	16	26.66%
No business	51	85%	44	73.34%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 15% govt. primary school teachers have small business as against 26.66% of the non-govt. primary school teachers. Maximum teachers do not have any business for both govt. and non-govt. primary schools. Petty business means grocery and stationary shops.

Income-earning levels

The following table shows the income-earning status of primary school teachers in the study area.

Table—25: Income-earnings of primary school teachers (From salary and business)

Income source	Govt. primary school	Non-govt. primary school
	Monthly average income	Monthly average income
Salary	Tk. 7,500/-	Tk. 3,050/-
Business	09 (15% teachers) Tk. 1,050/-	16 (26.66% teachers) Tk. 1,250/-

Source: Upazila Education Office Tanore, Rajshahi and field data.

The table shows that govt. primary school teachers draw a monthly average salary Tk. 7,500/- while non-govt. primary school teachers draw Tk. 3,050/- per month. In govt. primary schools, salary includes basic scale with house rent (45% of the basic scale), medical allowance (Tk.500/- per month) consolidated, annual two bonus (100% of the basic scale), Tiffin allowance (Tk. 100/- per month) and recreation allowance (25% of the basic scale). But in non-govt. primary schools, salary includes basic scale with Tk. 100/- as house rent, Tk. 200/- as medical allowance and Tk. 25% of the basic scale as annual bonus (Tk.712.50 fixed). The table also shows that average monthly income from business of a govt. primary school teacher is Tk. 1,050/- as against 1,250/- of the non-govt. primary school teachers. Business includes grocery and stationary shops.

Usually, a non-govt. primary school teacher draws a lump-sum amount of money Tk. 3,000/- per month including the above allowances.

Table—26: Income-earnings from other sources

Income sources	Average monthly income of govt. primary school teacher	Average monthly income of non-govt. primary school teacher
Land and farms	60 (100% teachers) 1,250/-	60 (100% teachers) 1,500/-
Gardening	09 (15% teachers) 3,50/-	17 (28.33% teachers) 6,00/-
Pond	06 (10% teachers) 8,50/-	08 (13.33% teachers) 1,500/-
Cattle	58 (96.67% teachers) 350/-	03 (05% teachers) 450/-

Source: Field data

The table shows that total monthly average income from other sources of a govt. primary school teacher is Tk. 2,800/- as against Tk. 4,050/- in the non-govt. primary school teachers in the study area.

Table—27: Ranges of income-earning of primary school teachers

Average monthly income range	Govt. primary school teachers %	Non-govt. primary school teachers %
Tk. 3,050-5,000/-	00 (00%)	40 (66.67%)
Tk. 5,001-7,500/-	25 (41.67%)	15 (25%)
Tk. 7,501-10,000/-	20 (33.33%)	05 (08.33%)
Tk. 10,001/- and above	15 (25%)	00 (00%)
Total respondents	60 (100%)	60 (100%)

The table shows that maximum non-govt. primary school teachers having average monthly income ranges from Tk. 3,050/—5,000/-. On the other hand, maximum govt. primary school teachers having average monthly income ranges from Tk. 5,001—7,500/- under the study. It is noted that a meager number (03.33%) of wives of non-govt. primary school teachers are service holders as against 05% in non-govt. primary school teachers under the study. They all are also primary school teachers.

The expenditure status

The table shows the average monthly expenditure of the primary school teachers in the study area. Ideally a five members' family have the following average monthly expenditure.

Table—28: Family expenditure of the primary school teachers

Heads of the expenditure	Monthly average expenditure of govt. primary school teacher	Monthly average expenditure of non-govt. primary school teacher
Fooding purpose	4,500/-	4,500/-
Clothing	1,250/-	9,50/-
Education	2,500/-	2,300/-
Health care	5,50/-	570/-
Others	5,50/-	350/-
Total	9,350	8,670/-
Total respondents	60 (100%)	60 (100%)

Source: Field data

The table shows that total monthly average expenditure of a govt. primary school teachers is Tk. 9,350/- as against Tk. 8,670/- of the non-govt. primary school teachers. Other heads of expenditure include expenditure of social festival, marriage ceremony, home repairing, recreation, hospitality etc.

Surplus

The table shows the surplus income of primary school teachers in the study area.

Table-29: Surplus income of the primary school teachers (Monthly)

Surplus	Govt. primary school teachers (%)	Non-government primary school teachers (%)
Having surplus	45 75%	20 33.33%
Having no surplus	15 25%	40 66.67%
Total respondents	60 100%	60 100%

Source: Field data

The table shows that 75% govt. and 33.33% non-govt. primary school teachers have surplus income. On the other hand, 25% govt. and 66.67% non-govt. primary school teachers did not have surplus income in the study area.

Surplus amount of the teacher

Surplus amount of teachers is shown in the following table.

Table—30: Amount of surplus (Monthly)

Surplus amount	No. of teacher (Govt. primary school)	No. of teacher (Non-govt. primary school)
5,00/--1000/-	15	11
1,001/--1,500/-	12	09
1,501/--2,000/-	08	00
2001/--2500/-	06	00
2501/ --3 ,000/-	03	00
3001/--Above	01	00

Source: Field data

The table shows that both of the govt. and non-govt. primary schools some teachers have surplus. Maximum surplus amount was found between 5,00/--1,000/-in govt. and non-govt. primary school teachers under the study.

Deficit

The table shows the income deficit of primary school teachers in the study area.

Table—31: Income deficit of the primary school teachers (Monthly)

Deficit	No. of teacher (Govt. primary school) (%)		No. of teacher (Non-govt. primary school) (%)	
Having deficit	15	25%	40	66.66%
Having no deficit	45	75%	20	33.33%
Total respondents	60	100%	60	100%

Source: Field data

The table shows that 25% govt. and 66.66% non-govt. primary school teachers have income deficit in the study area.

Deficit amount of the teachers

Deficit amount of teacher is shown in the following table

Table—32: Amount of deficit (Monthly)

Deficit amount	No. of teacher (Govt. primary school)	No. of teacher Non-govt. primary school
5,00/--1,000/-	07	22
1001/--1500/-	03	16
1501/--2000/-	04	02
2001—Above	01	00

Source: Field data

The table shows that both of the govt. and non-govt. primary school teachers have deficit. But maximum deficit was found between Tk.5,00/-- Tk.1,000/-. Maximum non-govt. primary school teachers have income deficit in the study area.

Deficit mitigation strategies

The table shows the deficit mitigation strategies of the primary school teachers.

Table-33: Deficit mitigation strategies of primary school teachers

Deficit mitigation strategies	No. of teacher (Govt. primary school)	No. of teacher (Non-govt. primary school)
Sale of land	00	03
Loan from friends and relatives	05	06
Loan from bank	06	20
Other sources	04	11
Total respondent	15	40

Source: Field data

The table shows that maximum govt. and non-govt. primary school teachers mitigate their deficit by taking loan from bank. Others mitigate deficit by taking loan from friends and relatives or from other sources. Other sources include incidental gift or donation from relatives.

Job satisfaction

Job satisfaction includes satisfaction derived from working environment, terms and conditions of service including salary, bonus, mode of payment, social securities, welfare facilities, social recognition and acceptance. Primary school teachers are so to say petty servicemen and ill paid. They are to work in a poor working condition. They do not have enough welfare facilities. Especially the non-govt. primary school teachers draw a low amount of salary compared to govt. primary school teachers.¹⁵ Similarly they do not have enough service facilities like govt. primary school teachers. Eventually, they are under estimated by the general people even including the students and their guardians. It is a bit difficult to measure the job satisfaction of primary school teachers. However, an attempt has been made to asses the level of satisfaction using the following parameters.

Table-34: Job satisfaction of primary school teachers in the study area

Parameters	Average level of satisfaction	
	Govt. primary school teacher (%)	Non-govt. primary school teacher (%)
In respect of salary	75%	05%
Working condition	70%	50%
Terms and conditions of service	85%	20%
Welfare facilities	20%	00%
Social security	90%	00%
Social prestige and recognition	65%	10%

Source: Field data

The table shows that in case of every parameter, maximum govt. primary school teachers are satisfied. In respect of salary position average 75%, working condition 70%, terms and conditions 85%, welfare facilities 20%, social security 90% and social prestige and recognition 65% as against 05%, 50%, 20%, 00%, 00% and 10% in the non-govt. primary schools. The researcher asked the respondents put forward 'Yes/ 'No' questions about their satisfaction in respect of the parameters given in the above table.

Teaching Performance of Primary School Teachers under the Study Area

Teachers face difficulties in performing duties due to their shortage of accommodation. Higher teacher-student ratio is a regular feature of all primary schools.¹⁶ It is supposed that good performance can help bringing good academic achievement for the students. There exist some problems in ensuring quality education in the govt. and non-govt. primary schools in Bangladesh. These hamper the total academic achievement.

Punctuality of teachers

Teaching performance of a teacher depends on his punctuality. A punctual teacher can perform his duties properly. To assess the performance of the primary school teachers, some important parameters have been identified and used. These are;

Arrival time maintenance

The arrival time maintenance of the teachers is shown in the following table.

Table-42: Arrival time of the teachers

Type of school	Total respondents (%)		No. Of teachers arrive in time (%)		No. Of teacher not arrive in time (%)
Govt. primary school	60	100%	45	75%	15 25%
Non-govt. primary school	60	100%	30	50%	30 50%

Source: Field data

The table shows that 75% teachers of govt. primary school arrives school in time and 25% teachers did not arrive school in time as against 50% and 50% in the non-govt. primary school teachers. The study found that a significant number (25% govt. 50% non-govt.) of the teachers were irregular. They came to school late and left the school early. It was found more in the non –govt. primary schools in the study area. Teachers both of govt. and non-govt. primary schools were not following the time schedule properly.

Departure time maintenance

In the study area it was found that some of the teachers use to leave school before the schedule time of school. This tendency was found both in govt. and non-govt. primary schools under the study. The table shows the departure time of the primary school teachers in the study area.

Table-43: Departure time of the teachers

Type of school	Total respondents (%)	No. of teachers did not leave school before schedule time (%)	No. of teachers leave school before schedule time (%)
Govt. primary school	60 100%	50 (83.34%)	10 (16.66%)
Non-govt. primary school	60 100%	35 (58.34%)	25 (41.66%)

Source: Field data

The table shows that 16.66% teachers of govt. primary schools left school before schedule time as against 41.66% in the non-govt. primary school teachers. This tendency affects the total academic achievement of the school. For ensuring better performance, timely arrival and departure of the teacher needed to be enforced in all primary schools in Bangladesh.

Leave enjoyment situation of teachers

The leave enjoyment of the teachers is given in the following table.

Table-44: Approved-unapproved leave

Type of school	Total casual leaves in a year	Total respondents (%)	No. of teacher enjoyed approved leave (%)	No. of teacher enjoyed unapproved leave (%)
Govt. primary school	20 days	60 100%	50 83.33%	10 16.67%
Non-govt. primary school	20 days	60 100%	40 66.66%	20 33.34%

Source: Field data

The table shows that 83.33% govt. primary school teachers enjoyed approved leave and 16.67% teachers enjoyed unapproved leave as against 66.66% and 33.34% non-govt. primary school teachers. Government and non-government primary schools have a provision of taking casual, medical and special leaves. A teacher can take 20 days as casual leave in a year. He can also take 2 days casual leave in a month and 14 days as medical leave. However, medical leave may be extended on the prescription of a medical practitioner up to three months on an interval with full pay (TEO Tanore).

Use of teaching aids by teachers

The use of teaching aids in the class room is shown in the following table.

Table-45: Teaching aids used in the classroom

Category of school	Total respondents (%)	No. of teacher used teaching aids in the class (%)	No. of teacher not used teaching aids in the class (%)
Govt. primary school	60 100%	20 33.33%	40 66.67%
Non-govt. primary school	60 100%	00 00%	00 00%

Source: Field data

The table shows that 100% govt. primary schools having teaching aids but 66.67% school do not use it in the classroom. It is fantastic to note that the non-govt. primary schools under study do not have useable teaching materials. Teaching aids are very essential for the students of class I and class II. The study found that all government primary schools were facilitated with teaching aids but teachers were not using it in the class room though using teaching aids is pertinent to teaching. Non-government primary schools under study were not facilitated with teaching aids. So, using teaching aids by the not govt. primary school teachers does not arise.

Use of lesson plan by the teachers

Making lesson plan and its implementation are compulsory for every primary school but it was found somewhere that the lesson plan is hanging on the wall.¹⁷ Teachers do not follow it properly and do not show it to the students.

A good lesson plan plays an important role for the completion of the syllabus. Without using a good lesson plan, it would not be possible for any school to complete their syllabus in time. In this respect,

every school should make a good lesson plan and it should be given to the students at the beginning of the session. Lesson plan may be made but not being followed strictly in the study area.

The use of lesson plan is shown in the following table.

Table-48: Use of lesson plan by the schools under study

Type of school	No. of school (%)	No. of schools use lesson plan (%)	No. of schools do not use lesson plan (%)
Govt. primary school	15 100%	10 66.67%	05 33.33%
Non-govt. primary school	15 100%	02 13.33%	13 86.67%

Source: Field data

The table shows that 66.67% govt. primary schools use their lesson plan 33.33% does not use it as against 13.33% and 86.67% in the non-government primary schools.

Home visit by the teachers

Students' home visit by teachers plays an important role in reducing the rate of dropout. Usually a teacher is required to visit at least two irregular student's home in a month.¹⁸ But it was observed that the teachers of the study area were not found interested to do so, specially the non-govt. primary school teachers. The rate of dropout in the study area is not being reduced as per expectation. The following table represents the rate of home visit by the primary school teachers.

Table-49: Home visit by the teachers

Type of School	Total respondents (%)	No. of teachers visited home (%)	No. of teachers not visited home (%)
Govt. primary school	60 100%	50 83.33%	10 16.67%
Non-govt. primary school	60 100%	20 33.33%	40 66.67%

Source: Field data

The table shows that 83.33% of govt. primary school teachers visited home of the irregular students and 16.67% did not visit home as against 33.33% and 66.67% in non-govt. primary school teachers under the study.

Co-curricular activities of the schools

The table shows the condition of co-curricular activities of the study area.

Table—50: Condition of co-curricular activity of the schools

Type of school	No. of school %	No. of school having co-curricular Activities %	No. of school having no co-curricular activities %
Govt. primary school	15 100%	04 26.66%	11 73.34%
Non-govt. primary school	15 100%	02 13.33%	13 86.67%

Source: Field data

The table shows that 26.66% govt. primary schools having co-curricular activities and 73.34% do not have such co-curricular activities as against 13.33% and 86.67% in the non-govt. primary schools. Co-curricular activities include sports, games, literary competition, drawing, painting, music and annual festivals etc. To bring up the latent potentiality of the children, co-curricular activities play an important role. It also helps the children to lessen the boredom and helps to broaden their outlook. But due to lack of resource, it becomes difficult to carry out the co-curricular activities in the schools.

Implementation of government's policies

The table below focuses the policy implementation rate of govt. policies.

Table-51: Implementation rates of govt. policies

Type of school	No. of school (%)	No. of school implement policies (%)	No. of school implementing no policies (%)
Govt. primary school	15 100%	15 100%	00 00%
Non-govt. primary school	15 100%	03 20%	12 80%

Source: Field data

The table shows that 100% government primary schools implemented govt. policies as against 20% non-government primary schools under the study. To achieve quality and standard primary

education, policy implementation plays an important role. Government has made some fixed policies for primary schools. Teacher are asked or advised to implement these policies one after another. But the study found meager policy implementation rate especially by the non-govt. primary schools.

Professional Bottlenecks of Teachers

Professional bottleneck of primary school teachers is given below.

Table-52: Professional bottlenecks of the teachers

Type of school	Total respondents (%)		No. of teacher facing professional bottlenecks (%)		No. of teacher facing no professional bottlenecks (%)	
Govt. primary school	60	100%	05	08.33%	55	91.67%
Non-govt. primary school	60	100%	20	33.33%	40	66.67%

Source: Field data

The table shows that 08.33% govt. primary school teachers are suffering from professional bottlenecks as against 33.33% in the non-govt. primary schools. The study found that 08% govt. primary school teachers are suffering from untimely transfer to far off places. On the other hand, non-govt. primary school teachers are suffering from economic hardship. They always have to remain in suffering and anxiety.

Academic Achievement of Primary Schools under the Study

This chapter deals with the students' academic achievement of the selected govt. and non-govt. primary schools. Students' academic achievement mostly depends on the socio-economic condition of teachers, environment and teaching qualities of the teachers.¹⁹ The study has already discussed those factors in earlier chapters. Though government has taken some projects and programs for ensuring quality primary education, it could not achieve its targeted goal. The main objectives of the projects were to enhance enrollment of children, reduce dropout and improve the quality of primary education. The total achievement depends on the increase of enrollment, reducing dropout and completion of primary education. The following parameters have been identified to assess the rate of achievement by the schools under study.

Enrollment

The rate of enrollment is the basic indicator to academic achievement. Before we present the rate of enrollment of the study area, it would be better to show the rate at national level.

Table-55: Number of institution, Teachers and enrollment-2006

Type of school	Institution	No. of teacher		No. Of enrollment	
		Total	Female	Total	Girls
Govt. primary school	37672	162227	75427	9381337	4806179
Non-govt. primary school	19999	77452	23844	3557792	1797532

Data source: Directorate of Primary Education (BANBAIS-2007)

Table-56: Gross and Net Enrollment Rate in Primary Education-2006

Gender	Population 6—10 Yrs	Total Enrollment (All age)	Enrollment of School age 6—10 Yrs	Gross Enrollment Rate (%)	Net Enrollment Rate (%)
Both sex	16771776	16385847	15245544	97.7%	90.9%
Male	87536000	8129314	7668154	92.9%	87.6%
Female	8018176	8256533	7577390	102.9%	94.5%

Data source: Directorate of Primary Education (BANBAIS-2007)

The table shows that the number both of the institution and rate of enrollment have increased at a faster rate. The statistics shows that the Gross enrollment rate of Bangladesh is 97% and net enrollment rate is 90.9% during the year 2007. In the study area there has been a slow rate of enrollment. 100% primary schools of the study area have been under Primary Education Stipend Project (PESP). 40% students are getting this stipend. Besides, some other project has been taken for the development of primary education. USAID has provided the students paper, pen/pencil, drawing instruments, scales etc. STREAM has provided the students bags, pen/pencil and treatment aids i.e. first aid box for the students. Moreover, some NGOs are working for awareness building among the guardians for sending their children to schools.

Table-57: Enrollment position of the schools under study

Type of school	Total no. of school	Population/ 6+ children of the catchments area	Total no. of enrolled student	Rate of enrollment
Govt. primary school	15 100%	460	392	85.21%
Non-govt. primary school	15 100%	325	265	81.53%

Source: Upazila Education Office Tanore, Rajshahi, 2008.

The table shows that the enrollment rate of government primary schools is 85.21% whereas the enrollment rate of non-government primary schools is 81.53% in the study area. In the study area, some students were found coming school half-fed. They could not pay attention to their studies in the afternoon classes because of hunger. Ministry of Primary and Mass Education has put emphasis on high enrollment without putting emphasis on poverty alleviation. Poor guardians always try to engage their children in income-earning activities rather than sending them to schools. As a result, enrolment and completion rate have not been increased significantly in the study area.

Table—58: Teacher—student ratio in the study field

Type of school	Total teacher	Total student	Teacher-student ratio
Govt. primary school	208	6588	1:31
Non-govt. primary school	192	13,177	1:68

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that the teacher-student ratio of govt. primary school is 1:31 as against 1:68 in the non-govt. primary schools in the study area.

Table—59: No. of teacher and student per institution within the study field

Type of school	Total no. of institution	Total no. of teachers	Total no. of students	Average teacher per institution	Average student per institution
Govt. primary school	49	208	6588	4.24	134.44
Non-govt. primary school	73	192	13177	2.63	181.50

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that average teacher per institution is 4.24 and student per institution is 134.44 in govt. primary school as against 2.63 and 181.50 in non-govt. primary schools in the study field.

Table-60: No. of teacher and student per institution within the study area

Type of school	Total no. of institution	Total no. of teachers	Total no. of students	Average teacher per institution	Average student per institution
Govt. primary school	15	85	1826	5.66	121.73
Non-govt. primary school	15	60	2250	04	150

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that average teacher per institution is 5.66 and student per institution is 121.73 in govt. primary schools as against 04 and 150 in non-govt. primary schools in the study area.

Table—61: Teacher—student ratio in the study area

Type of school	Total teacher	Total student	Teacher-student ratio
Govt. primary school	85	1826	1:21
Non-govt. primary school	60	2250	1:37

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that the teacher-student ratio in govt. primary schools is 1:21 and in non-govt. primary schools is 1:37 under the study area.

Dropout

At present the dropout rate at the primary level is 42% in Bangladesh.²⁰ The average enrollment rate in the study area is 83.87% but comparatively the dropout rate is more than enrollment rate. With a view to reducing dropout in primary schools, government has initiated some programs but fruitless. The poor students can not collect stipend money which is being sent for meeting up their needs. For this, some students are dropped out from the school.

The dropout situation of the study area is given in the following table.

Table-62: Dropout status of the study area

Type of school	Total no. of school (%)	Total number of dropped-out student	Dropped-out rate
Govt. primary school	15 100%	129	32.90%
Non-govt. primary school	15 100%	105	39.62%

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that in govt. and non-govt. primary schools the dropout rates are 32.90% and 39.62% respectively in the study. To reduce the dropout rate, teachers can play an important role because they are very close to guardians. So, involvement of teachers should be ensured to reduce dropout by providing them honorable salary and economic support. The PEDP-II has identified the weak organizational and institutional framework of primary education which causes students' dropout. In the study area the main causes of dropout were found as the ignorance of guardians, poverty, role of NGO schools, inadequate stipend and early marriage.

Scholarship obtaining status

As per govt. provision every school has to send 20% students of class five for appearing at the scholarship examination.²¹ To assess the schools achievement, the result of scholarship examination 2008 under the study has been taken in to account. The following table shows the average result of the scholarship examination.

Table-63: No. of students obtained scholarship in the study area

Type of primary school	Total No. of School (%)	Total number of student attended the scholarship examination 2007	No. of student obtained Scholarship	Rate of obtaining scholarship
Govt. primary school	15 100%	95	11	11.57%
Non-govt. primary school	15 100%	86	05	5.81%

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that the average rate of obtaining scholarship in govt. primary schools is 11.57% and in non-govt. primary schools is 5.81%. Generally brighter students appear at the scholarship examination but the result in the selected schools, obtaining scholarship is not satisfactory. The annual average rate of obtaining

scholarship is 8.69%. So, the result of getting scholarship in the study area is not satisfactory.

Completion of primary education and students' performance (Bangladesh context).

The completion of primary education is the important target of the GOB within the Framework for Action to Meet Basic Learning Needs under the EFA. The targets as stated in the National Plan of Action (NPA) include:

1. Increase in gross enrollment of children of age-group 6-10 years in primary schools up to 95 per cent by the year 2000; and
2. Increase in completion rate of primary schooling up to 70 per cent by the year 2000(ADB, 2003).²²

Here found that around 70% of children in Bangladesh who completed their primary education were unable to reading, writing and arithmetic. According to an internal report by the DPE, 69% of students who had completed five years of primary school were unable to read news headlines in Bangla newspapers properly, and 87% of students failed to do simple mathematical calculations. The table shows the completion rate of primary education under the study.

Table-64: Completion of primary education in the study area

Type of school	Total no. of school (%)	No. of student enrolled in class one (2004)	No. of student completed class five(2008)	The rate of completion class five
Govt. primary school	15 100%	392	302	77.04%
Non-govt. primary school	15 100%	265	177	66.79%

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows the completion rate of primary education in the study area. In govt. primary schools there enrolled 392 (in 2004) students in class one but the number of students completed class five was 302. The rate of completion was 77.04%. On the other hand, in the non-government primary schools there enrolled 265 (in 2004) students in class one. But the number of students completed class five was 177. The rate of completion class five was 66.79% under the study.

Level of Marginal Fitness of the students under study

Marginal fitness of the students indicates the ability of making small sentences in English, speaking functional English, ability of doing general mathematics, ability of taking ideas of daily knowledge, common sense, knowledge of food and nutrition, cleanliness, knowledge of religion and so on.

The table shows the marginal fitness of the students under the study.

Table—65: The marginal fitness of the students in the study area

Type of school	Total fitness indicators	Obtained marginal fitness	Marginal fitness rate
Govt. primary school	53	05	09.43%
Non-govt. primary school	53	03	05.66%

Source: Upazila Education Office Tanore, Rajshahi, 2008

The table shows that 09.43% marginal fitness was achieved by the students in the govt. primary schools as against 05.66% in the non-govt. primary schools under the study. Bangladesh has achieved good progress in basic education over the past few decades, especially in terms of enrolling more eligible children and increasing the number of girls enrolled. At the same time, more initiatives are required to achieve the 100 percent enrolment of children in primary schools. Apart from improving access to schools, the challenge remains to improve the quality education.

Findings of the study

Detail findings of the study may have been found in the different factors. Firstly, the introduction of the study is given and secondly the methodology of the study. Then the researcher tried to examine the socio-economic condition of primary school teachers of the study area. It was found that the monthly average income of a primary school teacher is BDT 7,500/- and BDT 3,050/- for both govt. and non-govt. primary schools respectively. It was also found that 25% govt. and 66.66% non-govt. primary school teachers are running into deficit and eventually they are in economic hardship. As regards social acceptance, it was found that the social acceptance of govt. primary school teachers is better than non-govt. primary school teachers within the study area. However, overall socio-economic condition of primary school teachers was not found suitable compared to their duties and responsibilities. Thirdly, the teaching

performances of teachers were explored choosing some parameters under study. In this chapter, arrival and departure, leave enjoyment status, use of teaching aids, class taking situation, use of lesson plan, home visit, implementation of govt. policies etc. were discussed and analyzed. It was found that 25% govt. and 50% non-govt. primary school teachers failed to maintain the school time schedule in case of arrival and departure. 16.66% govt. and 41.66% non-govt. primary school teachers were found coming late and leaving before the schedule time. 16.67% govt. and 33.34% non-govt. primary school teachers enjoyed unapproved leave which is a violation of government's rules. At last the study has studied the academic achievement of primary schools under the study area and assessed the students' academic achievement, some indicators like, enrollment, dropout, scholarship obtaining status, completion of primary education, and marginal fitness of the students etc. were discussed and analyzed. In case of enrollment, it was found that the rate of enrollment in govt. primary schools was found 85.21% whereas 81.53% in non-govt. primary schools under the study area (On the basis of the data during the year 2004).

The dropout rate in govt. primary schools is 32.90% and 39.62% in the non-govt. primary schools under the study respectively. But the present dropout rate of Bangladesh is 42%. So, the dropout rate in the study area is lower than present government's dropout rate (Mention time duration 2004—2008).

In case of completion of primary education, it was found that the present government's completion rate of primary education is 70% whereas in the study area it was found 77.04% and 66.79% in govt. and non-govt. primary schools respectively.

In case of achieving the marginal fitness of the students under the study, it was found that 09.43% marginal fitness was achieved by the students in the govt. primary schools as against 05.66% in the non-govt. primary schools under the study.

Comparing overall performance of primary school teachers it was found that the non-govt. primary school teachers with little or no facilities both economic and social, performing better role than those of govt. primary school teachers.

So, it is not always true that better performance can only be achieved by giving economic benefit to primary school teachers. Creation of better academic environment, close supervision of works

including strong and efficient school management needed to be improved in achieving better performances of the teachers.

Recommendations

Considering the above problems of primary education in general and the problems in the study area, the following recommendations may be made.

1. For ensuring quality primary education, the teacher-student ratio should be re-fixed to 1:30 in place of current national ratio (1:67) for both govt. and non-govt. primary schools.
2. For reducing the dropout rate (42% national) the class timing may be rescheduled keeping in view of the local need.
3. Teachers should be recruited on the basis of specific subject teaching and their capacity may be developed through subject-based skill training.
4. Teachers should be recruited from within the local area as far as possible and to be posted at a near-by place so that they can understand the local needs and problems and take necessary steps thereby.
5. The pay structure and other benefits given to the primary school teachers by the govt. of Bangladesh should be reviewed and enhanced especially for the non-govt. primary school teachers.
6. The recruitment policy of primary school teachers needs to be reexamined and steps to be taken to recruit well qualified teachers and vacant senior posts to be filled in by the experienced teachers in the time.
7. The total budget allocation for primary education should be increased to meet the demands for infrastructural development and to develop the capacity of teachers. Besides, teaching materials and contingency funds to be provided to all schools including non-govt. primary schools.
8. An office assistant may be appointed in each school to relieve the teachers from being engaged in extra academic activities. Like; preparation of voter's list, office maintenance, report preparation and other extra curricular duties.
9. Training should be provided to the members of School Managing Committee (SMC), members of Parent Teacher Association (PTA) and Welfare Association.
10. Mother's Gathering, SMC, PTA, Welfare Associations, Courtyard Meetings and Guardians Meetings should be arranged regularly for increasing interaction between guardians and teachers.
11. Monitoring and supervision by the Upazila Education Office should be made frequent and be made objective and professional also.

12. The teachers should develop their morality in performing their duties and responsibilities. They should keep in mind that they have come to teach. Teaching is a noble profession. All good qualities needed to be possessed teacher. Since their all performance are followed and imitated by the children consciously or unconsciously. They should not hanker after money all the time.

Conclusion

The study was designed to understand the socio-economic condition of both govt. and non-govt. primary school teachers and to assess its impact on role performance in the achievement of schools and students. It was presumed that better initiatives may yield better performance but in the practical situation it was not proved so. It was found that the socio-economic condition of govt. primary school teachers was comparatively good to that of non-govt. primary school teachers. They were economically better off, socially well accepted and privileged compared to non-govt. primary school teachers but overall performance was not comparatively good. It was observed that the pay structure, academic and training facilities and supply of teaching aids were better compared to non-govt. primary schools but their overall performance was not found up to the expectation. It disproves the hypothesis that better salary produces better service. The non-govt. primary school teachers get a meager amount (Average Tk.3,050/- per month) and get no other benefits. School buildings are not well furnished. Teaching aids are meager, other facilities are almost absent still they are working heart and soul to render their services. Their performance in respect of timely arrival-departure, less enjoyment of undue leave or unauthorized absence proves that they are more responsible than that of govt. primary school teachers. Students enrollment, turn up, rate of dropout and completion records prove that the non-govt. primary school teachers are playing a vital role in the expansion of primary education in the rural areas of Bangladesh. However, in respect of implementing govt. education policies and strategies govt. primary school teachers are playing a suitable role than that of non-govt. primary school teachers.

However, the researcher of this study is satisfied to see the outcome and positive results of the hypotheses drawn earlier on this issue. Most of the hypotheses were proved positive and the objectives of the study were fulfilled. One can predict from this that privatization in education sector may produce better performance at least in primary education sector. The performance of private sector in primary level

education like; Nursery schools, English medium schools and Kindergarten schools are worth mentioning though they are rendering services mostly in the urban areas and mostly for the children of well-to-do families. The problems of primary school both govt. and non-govt. vis-à-vis the problem of teachers as have been identified and or pointed out and the recommendations made there on, may be taken into account. If the recommendations are considered and implemented, the quality of primary education especially in the rural areas may be improved. However, from this point of view there remains ample scope for further study in the field of primary education in Bangladesh.

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