



Rethinking Secondary School Performance: A Case Study of Four Schools in Bangladesh

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Declaration

I declare that the thesis entitled “Rethinking Secondary School Performance: A Case Study of Four Schools in Bangladesh.” Submitted to the PPG Program of North South University, Bangladesh for the Degree of Master in Public Policy and Governance (MPPG) is an original work of mine. No part of it, in any form, has been copied from other sources without acknowledgement or submitted to any other university or institute for any degree or diploma. Views and expressions of the thesis bear the responsibility of mine with the exclusion of PPG for any errors and omissions to it.

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Dedicated to

My Husband who has a great pursuit for the spread of education for the humanity.

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Abstract

The purpose of this study was to find out secondary school performance of four schools in the two districts, Gazipur and Bhola of rural Bangladesh. Two research questions were formulated to guide the study. Research questions were aimed at examining the secondary school performance through its constituents and the factors that affect secondary school performance. The review of literature covered literatures on the definition of secondary school performance to trace further constituents and the factors that influence secondary school performance. The study adopted a qualitative design. The sample was purposive composed of 34 respondents, including educationists, officials, members of the school management committee, headmasters and teachers, students, and guardians. This study used systems theory and literature review to make analytical framework. In which secondary school performance was the dependent variable which comprised of academic result, reduction in dropout and extra-curricular activities, the throughput are active SMC, infrastructure, catchment area and reputation of the school, which have indirect effect on secondary school performance. The independent variables are student's quality, teachers' quality, role of headmaster, teacher-student ratio which have direct influence on secondary school performance. The research shows that despite the academic result is higher the schools have larger kind of variations with respect to some other criteria. The definition of secondary school performance is changing. It is tended towards complete all round education. The plight of non-government rural school still not satisfactory because the teachers are not qualified, the students are also weak, only classroom teaching is not enough for them.

Key Words: Secondary School Performance, Students' quality, Teachers quality, Non-government school, Dropout rate.

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List of Abbreviations

ADB	Asian Development Bank
DSHE	Directorate of Secondary and Higher Education
GOB	Government of Bangladesh
MOE	Ministry of Education
MPO	Monthly Payment Order

NCTB	National Curriculum and Text Book Board
NTRCA	Non-government Teachers' Registration and Certification Authority
PBM	Performance Based Management
S S C	Secondary School Performance
S M C	School Management Committee
S D G	Sustainable Development Goal
SEQAEP	Secondary education Quality Access and Enhance Project
TQI	Teaching Quality Improvement Project

Chapter One

1.1 Introduction

Education for all and ensuring quality education continue to get persistent attention and commitment of governments across the globe. Despite the progress made through the MDG's, the progress with regard to primary, secondary and tertiary tend to vary significantly across the developing countries with a trend that shows high enrolment rate in primary, moderate growth and continuity in secondary and a very low growth in tertiary education. It has been persistent over the years. In Bangladesh the net enrolment rate in primary schools 97.7%, secondary schools 67.0% and tertiary 13.03 % (Bangladesh Education Statistics, 2015). It also shows the decreasing trend in enrolment towards higher education. The Seventh Five Year Plan (SFYP)/SDG-4 targets achieving hundred percent net enrolment and complete free primary and secondary education by the year 2030. Education is the backbone of a nation and a prominent domain of development. In the education system, the secondary education bridges primary and tertiary education. It prepares the students for tertiary education with strong foundation of quality education and also serves many with a minimum academic attainment when entering job market. The government has undertaken a number of policy reform initiatives in recent years to accelerate the secondary education quality. These include revising the curriculum to make it more relevant to 21st century workplace skills, improving public examinations to support the development of students' higher order cognitive skills, and establishing a centralized and transparent teacher recruitment system. Therefore, secondary education may be considered as a building block for higher education and for building human resource of a country. Secondary schools are the institution that can play directly to improve quality education as to prepare the students for job market and for the next tier of education. So, secondary school performance is the issue that must be seriously looked at. Challenges to secondary school participation are greatest in sub-Saharan Africa and South Asia. Bangladesh Government has included some criteria for school subvention and also some indicators have been set up for the appraisal of secondary school performance. Despite these improvements, issues of low quality—particularly pertaining to the

curriculum, student assessment, and teacher performance—remain as challenges to the education system. So the performance of a school can hardly be ignored or underestimated. It is an issue to examine what are the flaws from school performance perspective that cannot trigger the students for the life skill attainment and for further education or they are dropping out from tertiary education. Given this backdrop, this study or research will make an attempt to observe the performance of four secondary schools and will try to find out any further constituents other than that conventional notion and also the reasons that influence secondary school performance.

1.2 Background of the Study

Bangladesh has achieved significant progress in education, especially in enrolment, dropout rate, gender parity etc. According to Bangladesh Education Statistics 2015 the gross enrolment ratio in secondary level rose to 72.78% from 43.1% in 2001, the total enrolment was 9.74 million among them 5.19 million((53%) were girls giving gender parity index near 1.14 and dropout rates has been continuously decreasing from 47% in 2005 to 20.4% in 2015. Globally, the secondary enrollment progressed in secondary school attendance over the years. It has been shown that secondary school enrollment has risen enormously, more than the increase in primary enrollment in most of the world (except Sub-Saharan Africa). A study revealed that in 77 of 113 countries where secondary enrollment exceeded 60 %(Global Educational Trends, 2007-2025). The improvement of secondary education is becoming a growing concern for the years because proper secondary schooling may increase economic growth, health status (HIV/AIDS, Reproductive health), reducing juvenile crime and conflict, promoting for further education. Bangladesh has certainly made remarkable progress in expanding the primary and secondary education especially raising enrolment of the students and bringing gender parity. But our education system is not yet pro-poor and the quality and curriculum do not effectively serve the goals of human development and poverty eradication. Our traditional primary, secondary and higher secondary studies are not producing quality or skilled persons to climb the ladder of poverty (The daily star, 2015). Bangladesh has made significant progress in almost all areas of development, particularly in increasing access, equity

and completion. However low quality education still remain a big challenge (Biennial Teacher Census, 2013). Government has introduced many interventions like female stipend program, school subventions, teachers training etc. Despite all these interventions the present scenario of secondary education is not at all satisfactory (Azad, 2016). In the 7th five year plan, sustainable development goal -4 tell us about ensuring inclusive and quality education and promote equitable lifelong learning. This elaborates complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes establishing a unified general education system with common quality standards. The institutional parameter for secondary education complete enrolment by the year 2030 and effective learning outcome. With respect to quality education Bangladesh is facing some challenges in teacher-student ratio, creative curriculum, teachers' quality and training, private coaching, dependence on guidebooks and notes, ineffective school management committee and many more. To achieve quality education institutions can play significant role side by side eradicating the problems. The education ministry of Bangladesh and Directorate of Secondary and Higher Secondary Education established some performance criteria for school subvention. But it needs to investigate the relevance and effectiveness of these school performance criteria and the problems and prospectus relating with the criteria with respect to the present challenges of secondary education.

Hence, it needs to be examined the adequacy of the conventional notion of school performance that is required for school subvention and the criteria set for performance based management. This is now the pressing need whether it can be the benchmark of secondary school performance, and examine the associated factors that can make some effect on it.

1.3 Statement of the Problem

Bangladesh has made remarkable progress over the past two decades by ensuring equity, gender parity, and enrolment in primary and secondary education (The World Bank). But there is a declining trend in enrolment towards tertiary level of education. It is reducing markedly from primary level to secondary and from secondary level to tertiary level of education. According to the Bangladesh Education

Policy, 2010 Secondary Education aims to cover external efficiency of education, life skills needed for young learners, and also to prepare the students for tertiary education. Because of this sharp decline in tertiary education along with other issues there need to revisit the performance of secondary schools in Bangladesh.

In addition, the criteria set by the ministry of education in Bangladesh for school subvention and the PBM whether it is adequate or it needs further definition. Secondary school will make a student prepare for job market and next level of education as well. However, the present status of secondary education is not in that way to achieve that level. In the policy documents the issue of school performance are inadequately captured. As a result the school performance related problems are somehow neglected and it affected learning outcome, life skills development, etc.

To promote education a lion's share of the national budget of the country is being allocated each year. But there are some challenges in the education sector of Bangladesh. These are lack of skilled school teachers, burden of excess curriculum, grading system, high cost of education, creative system of education, teacher-student ratio, debate on PSC and JSC examination, dependence on guidebook, mushroom growth of coaching centres and many more.

Introducing PEC and JSC is a debatable issue now. Whether this kind of examination useful for the students or not. The effect of PECE (Primary Education Completion Examination) and JSC(Junior School Certificate Examination) have been to encourage drills and rote memorization, neglect understanding and creativity, disregard basic content of the curriculum and discourage thinking and reasoning(Manzoor,2015). It is claimed that the prevalence of note-book and private coaching has been increased.

There are differences in performances between rural school and urban school. The urban schools perform better than that of rural secondary school. (Education Sector Review, 2013)

There is lacking in consistent policy on secondary schools text books and curriculum, for example, Bangladesh government has made three attempts at curriculum reform

over the past 20 years (1993-2013) in secondary education. Besides, the sudden burden of text books they face when entering from primary level to secondary level negatively affect them, create an aversion for learning.

The implementation of a structured method (later named as creative questions) was focused on developing higher-order thinking skills. It is reported now the creative question examination system are in a controversial state, there is also argument about the negative impact of the Multiple Choice Question (MCQ) system.

There is a shortage of quality teachers and an unable secondary education system to attract qualified young in the teaching profession; the unqualified people are coming into this profession. Because of low self –esteem and insufficient remuneration qualified people are not coming to this profession. Many non-government teachers are recruited by SMC adopting nepotism, bribery etc.

The ideal teacher-student ratio should be 1:30 by 2018. But the number students are increasing with less progress in the number of teacher, let alone quality teachers.

The high dropout rate is an equally major challenge in secondary education. Though incentives in the form of stipends, free textbooks, and free meal programmes are being provided, the dropout rate is disheartening. Only 46 percent of students complete the full cycle of secondary education, reflecting a huge waste of financial resources and an inefficient education system. The secondary education system continues to have weak organisational and supervisory competence. Improving the quality and relevance of secondary education would require rigorous sector management (Mustafiz, 2017)

The School management Committee (SMC) are not doing their respected duties in many cases. It is now a matter of showing off to be an SMC member.

Tertiary education renders the platform for research and development which generate external economies and productivity improvements in the economy through strengthening human capital in a country. The performance of Bangladesh

in tertiary education to create an effective human capital is not satisfactory. The main reason behind this unsatisfactory performance in tertiary education in Bangladesh is mainly attributed to the absence of quality schooling in institutions rendering higher education (Aminuzzaman, 2011). Because of not entering expected number of secondary students into the tertiary level the nation is lagging behind, some students cannot cope with the syllabus of university curriculum, they fall apart. If they are not properly bloomed this is a huge loss for the nation. Moreover, if we cannot nourish and flourish them the country will not be able to grasp the fruit of demographic dividend.

As described above there are many problems regarding secondary education. We can investigate these problems in the light of secondary school Performance. Therefore, it is urgent to redefine and rethink secondary school performance and uncover further determinants of secondary school performance to consider and to identify the core reasons that have significant impact on secondary school performance.

1.4 Scope of the Study

The central question of this study is to re-examine the components of secondary school performance and the influential factors that affect secondary school performance. Therefore, the study of these four schools will likely reflect a simplified approach of secondary education in Bangladesh. The aim or purpose of this study is not to focus on madrasah or English medium schools, or the government secondary schools and higher secondary schools. These are beyond the scope of the study. It has also excluded technical and vocational education. It has been purposefully excluded from the study. Because within the stipulated timeframe it is difficult to access many more type of schools.

1.5 Objectives of the Study

The main objective of the research is to trace the factors that influence secondary school performance. It also aims to further unearth the components of secondary

school performance. This will be in the light of conventional wisdom and in the light of present wisdom of secondary school performance. These findings will contribute to revive and rethink the secondary school performance of Bangladesh.

1. What are the factors that contribute to school performance.
2. To further dig up what really construe school performance.

1.6 Research Questions

The cardinal intention of this study is to further track down the secondary school performance in a holistic approach, the determinants that interpret secondary school performance will encompass the comprehensive mannerism of the students to be prepared for better life and upcoming tier of education. As this is the fertile stage to be grown up it is necessary to examine the secondary school performance. It also needs to find out the underlying reasons that affect secondary school performance to uplift the overall performance of secondary school. From that point of view, the research questions of this research are:

1. What are the factors that affect secondary school performance?
2. Are the criteria set by the Government of Bangladesh is adequate to define secondary school performance?

1.7 Research Methodology

The study is a case study of four schools. It includes four institutions. This is quite a few number of units so it requires face-to-face in-depth analysis. This study tend to be useful in improving secondary school performance examining the policies. As this study is significant evaluative and intervention oriented so the study is qualitative. Because of limited resource and time survey method is not used.

1.8 Research Design

The study has undertaken qualitative method with the combination of case study and interview along with observation to accomplish it. It is a method of study in depth rather than breadth (CR Kothari& Gaurav Garg, 2016). This case study places full analysis of four schools with intensive investigation to locate some factors of

some kind of interrelationship. This deepens our perception and gives us a clear insight of the facts.

1.8.1 Target Population

The target population for the study was secondary schools in Gazipur and Bhola District. Teachers, students, and parents in these non-government urban schools comprised the population of the study. In two selected districts there were four non-government secondary schools. There were 8-10 respondents of each school. The schools have been selected from the BANBEIS and DSHE data. Two schools are far remote district from capital city Dhaka and other two schools are in the adjacent district to the capital city Dhaka. The respondent students were in the age group (12-17 years) in that secondary schools. The respondents were guardians, officials, educationists, ex-headmaster, and teachers of the school. Other than the students there were no age limit of the respondent. This study applied to four non-government secondary Schools two schools located in Gazipur District, adjacent to capital city, Dhaka, and another two schools located in Bhola, a southern district in Bangladesh. These were Bhowal Mirzapur Haji Jamir Uddin High School and Benupur Bazlur Rahman High School located in two separate upazila. Gazipur Sadar and Kaliakair respectively. Another two schools are Shambhupur High School and Chanchra Adarsha High School at the same Tazumuddin Upazilla. These four schools are in rural area, two are nearer from capital Dhaka and other two schools are quite far away from Dhaka.

The selection of these two districts stem from the idea of location but the similarity is all the four schools are situated in more or less in rural areas. According to Bangladesh Education Statistics, 2015 there are 16102 are non-government secondary schools and 322 are public secondary school. These large no. of non-government rural schools are facing daunting challenges than public schools. So the findings may give an overall picture of Bangladesh. The research is mainly to find out the determinants of secondary school performance and the reasons behind the variations in such school performances. In an effort to do this, there was a need for assortment in each area one school will be high performing and other school will be

low performing. This compartmentalization is rest on the documents from BANBEIS and DSHE also supported by interviews from the respected education officers. The peoples or residents around the school also suggested that one school performs low and the other school performs high. From this standardization it will be easy to get reliable data to elicit the justification of difference in school performance and what is really meant by the word secondary school performance. Therefore, this offered the prospect of examining school infrastructure, teachers quality, teacher-student ratio, teachers absenteeism, students absenteeism, drop out or discontinuation of the students, school managing committee, textbook quality, examination system, private coaching, academic results both in public and yearly examination ,parent teacher involvement ,community participation, extra-curricular activities in the contexts of different performing schools. Selecting another District such as Bhola would reveal the prospect of two different contexts based on location. So it is worth in selecting two Schools with different performance standards in comparing the outcome of various indicators. If the schools were chosen randomly this would limit the analysis of four Schools selected. In other words, how can we gauge one School perform better than another School? Second, is teacher's quality effective at low performing school than high performing school? These analytical questions cannot be triggered by selecting four Schools with equal performance levels that will most likely have the same level of reasons. There are also statistical evidences supporting high performing School vis-à-vis low performing schools. To bolster the study, in depth interview has been taken with educationists, local elites, officials from different education offices include ministry of education, BANBEIS, DSHE, education board Dhaka, education board Barisal, retired Headmaster, chairmen of SMCs, present headmasters, education officers, subject teachers, guardians and students.

1.8.2 Sample and Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects and other issues from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho 2002). Purposive sampling was employed to select two districts and the four schools selected from these two districts. Of which two schools are

high performing and the other two schools are low performing. The teachers and students of the four schools took part in the study. From each of the four schools, teachers, principals, students, and guardians were randomly selected to participate in the study from four secondary schools in Bhola and Gazipur districts.

1.8.3 Research Instruments

The study employed interview guide as the research instruments for data collection. An interview checklist were administered to school teachers, students, and guardians. The interview guide were used for data collection because it is necessary to conduct in-depth interview for such qualitative study. It gives respondents freedom to express their views meticulously or opinion and also to make suggestions.

1.8.4 Data Collection Procedure

This study did not use survey method because of time bound and limited resources. It is a qualitative study and has undergone in-depth interview. Before starting formal interview with the checklist, the researcher went to observe the schools. Based on the observation and prior selection informants of the research have been selected. The interview guideline was open ended. Qualitative data analysis were carried out based on the analytical framework that has been drawn from the systems theory. After putting information in the framework data have been clustered in a logical way. Clustered data, then, have been shifted to table under respective variables of research. In fine, the major findings of every variables drawn.

1.9 Rationale of the Study

While some studies have been done earlier on secondary school performance such as to investigate the reasons and relationship of lower pass rate in the SSC (completion of secondary school) and focusing the relationship between secondary school performance and the factors pertaining to it , this issue has not at all touched upon being bone-tired as a research area. To be precise, a few studies have been done on secondary school performance, the idea of performance based management introduced by the ministry of education. A full national

implementation of Performance Based management was made in the year 2011. It is continuing over the years. The conception of redefining secondary school performance from people's and stakeholder's perspective, and the reasons that affect the performance in the present context can be studied in an exhaustive process, especially in the new context of secondary education and the shifting of criteria. In the 7th Five Year Plan SDG-4 targets to 100% net enrolment rate, ensure quality education and lifelong opportunities at secondary and tertiary education by the year 2030. In Bangladesh National education Policy, secondary education aims at achieving quality education to have strong foundation of higher education and to compete at the job market. To attain these goals from policy perspective there require some strong & effective institutional mechanism. But the institutions face many challenges to implement the target of SDG. These are mainly infrastructural development, policy framework, technology adaptation. Besides, the issue of secondary school performance is hardly touched in the literature. So, This study will help to strengthen secondary school performance effectively and to locate the challenges faced by the secondary schools in Bangladesh

1.10 Significance of the Study

The study of rethinking secondary school performance can be a standpoint of learning paradigm in the secondary level schools to enhance students and schools capacity and life skill as well. This is but a small contribution with PBM (Program Based Management by SESIP) that not only academic knowledge be learned by the students but acquisition of life skills, cognitive skills, planning for future, preparation for post-secondary education, better learning outcome, after completion from the high school. The policymakers can get a new context of secondary school performance to get an overview and uplifting the performance of secondary schools. It will help to uncover the critical areas of secondary education.

1.11 Chapter Design

This thesis comprised of five chapters. In the 1st chapter, there are commencing features of the study. It states about the background of the study, defines the scope of the study and specifies research objectives and research questions. It also gives us an overview of the methodology. Furthermore, it focuses on the significance and rationale of the study and finished up with the illustration of the organization of the study.

2nd chapter discusses about the literature review and theoretical framework. This gives to conceptualize the relation between dependent and independent variable.

3rd chapter explores the conceptual footing of the description of education system in Bangladesh. It primarily underscores the features Secondary Education in Bangladesh (Education Policy, Secondary School Management, School Performance Criteria, Assessment of School Performance in Bangladesh, Gender Parity and Learning Outcomes, Incentive for school continuity and Completion and their effectiveness).The chapter fetch up with some closing statements.

4th chapter illustrates data presentation and analysis. The chapter starts with an introduction to data collection method, sample size and data analysis plan. Then it elaborates about the definition of secondary school performance. It provides the details of four case studies that have conducted in two districts. Finally it focuses on the key factors that affect the secondary school performance. The chapter ends with some concluding remarks.

5th chapter ends up with the findings of this study followed by the conclusion. It lays out a terse discussion on the findings and results of the study and finally gauges whether research questions have been answered and objectives of the study have been accomplished in alignment with theoretical framework, how the study can be administered for the future research has been resolved in this chapter, this chapter also has concluded the thesis.

1.12 Conclusion

This chapter attempts to offer a general review of the research problem and its significance to look over. What is more, it seeks to contribute the inquest experienced by the researcher to identify. In fine, it tries to present the model of the research methods used in the study and whole thesis organization. On top of that, the next chapter will search the related literature of the research topic and on the theory chosen by the researcher to analyze the variables with an analytical framework.

Chapter Two

Literature Review and Theoretical Framework

2.1 Introduction

The purpose of this chapter is to review relevant literature to further trace constituents of secondary school performance and to identify the factors which influence secondary school performance. This is a significant issue in Bangladesh because these relationships provide an important insight for the educational leaders as well as the Governments to take initiatives to improve secondary school performance in Bangladesh. As scanned from the literature, secondary school performance involves a whole range of elements, to mention a few, it includes quality of the students, curriculum, teaching quality, learning outcome and academic results. This chapter makes a review of the studies conducted by researchers across the globe which highlights some of the core issues on secondary school performance. In line with that following discussions has been grouped under subheads like School performance, learning outcome, factors that affect secondary school performance, and revisiting secondary school performance.

2.2: Secondary School performance

A Blueprint for Reform-The Reauthorization of the Elementary and Secondary Education Act, United States Department of Education (March 2010) stated that secondary school performance from students perspective are students' academic achievements, student growth and graduation or completion rates. The US secondary education opted for a world-class, full, all-rounded education that comprises literacy rate, Mathematics, arts, Technology, foreign language, history, civics, financial literacy and other subjects. It suggested that every student must have an efficacious teacher and each school must have a reliable leader. Both of them must provide with conducive school environment. It proposes raising up the teaching profession focusing on their recruitment and development. It also intended to make the students ready for college and career-ready standards. The lowest performing schools will be given extra care through intensive support and

intervention. Therefore the prime motto of this reform to accelerate student achievement, bridge the achievement gap, inspire the students to excel, and the reversal of low performing school.

“Secondary Education in India Development and Performance “by P.Geetha Rani (2007) divulged that secondary education should not be only reckoned as for teachers, enrolment and institution. It should cover the issue of effective delivery of secondary education that are conjugated with the ultimate outcome, which are meant by completion rate, dropout rates, and transition rates.

“Final Report on Quality in School Education for Quality Council of India, New Delhi (2011) revealed that following the term quality in educational debate is now a universal concern today. Other than this the crawling concerns which needs to be run are the different elements of curriculum, viz. syllabus, and pedagogy, examination and evaluation, accreditation and affiliation standards. Indicators of secondary school performance in India are, quality parameters, monitoring and supervision, physical environment, teaching aids, infrastructure, classroom dynamics, and work culture.

Performance Based Management, Institutional Self-Assessment Summary (ISAS) Report – 2015 unveiled the state of PBM implementation in secondary institutions across the country in the year 2015. This is basically in line with PBM set criteria and standards (Teaching-Learning Environment, Leadership of Headmaster, Teacher’s Professionalism, Role of SMC, Students Performance, Co-Curricular Activities, Institution/Community and Guardian/Teacher Relations); The PBM comprised of seven indicators was launched under SESIP in the year 2000. It has been picked up to assess overall performance of the school to identify institutional strength and weakness. Through SESIP (Secondary Education Sector Investment Program) has been taken to enhance the effectiveness of SMC, professional development of teachers, students attendance and reduction in dropout rate on a pilot-based project in forty schools under Mymensingh zone. Eventually this intervention will be applicable to all secondary and higher secondary level institutions under MPO (Monthly Payment Order).

Policy Reform in Bangladesh, s Secondary Education- (1993-2013) Tracing Causal Process and Examining the ADB's Contribution-Topical Paper December 2015 by Independent Evaluation Department Team revealed that the secondary education reform began in early ninety decade with curriculum development aiming to improve the quality and relevance later it emphasized on skill-based learning outcome and assessment of creative question in 2013. The reform followed by textbook privatization which became a dead horse later. There were also reform in public examination with creative question. But the school based assessment (SBA) became failed due to the non- cooperation of the teachers and the guardians.

Mohammad Emdad Hossain (2011) in his book Secondary School Performance (SSP) in Bangladesh statistically surveyed Secondary School Performance on the viewpoint of secondary education system of Bangladesh. He took the results of the of SSC examination in the years (2001-2007) as the performance divulged indubitably lesser than of expectation. To carry on the study, he put forward a new concept of secondary school performance one was School Performance Index (Dependent Variables) and the other one was Teachers Quality Index (Independent Variables). These two variables were run by simple and multiple regression analysis. TQI were specified by the percentage of experienced and trained teachers, interaction out-turn of Mathematics and English teachers, teacher - student ratio and the various locus and types of schools. Based on the findings of the study he gave some suggestions to upgrade the SSP: to support the schools in the regions that failed to keep pace be facilitated in respect of educational equipment's; Government will take the authorities of all the schools; the secondary schools be supplied with more trained, experienced and qualified teachers and qualified teachers in Mathematics and English are recruited in the secondary schools.

Mahmudul Alam (1992) in his study "Non-Government secondary Schools in Rural Bangladesh: School-level Performance and Determinants" attempted to establish the link between improved infrastructures, more experienced, educated and trained teachers, monetary resources and regular School Management Committee with the performance of the non-government schools in rural Bangladesh. It was also found

that urban secondary school performs better than rural secondary schools with reference to S.S.C result, drop-out ratio, physical facilities and more educated teachers. Furthermore, timely giving remuneration of the teachers and properly job done by school management committee. If it is implemented then the public examination result will follow the positive course.

Therefore we find from the above literatures that in global perspective other than the academic performance, they define it with student performance claiming that secondary school should provide all round education of mathematics, history, geographical knowledge, and effective delivery of secondary education. School performance can be meant to be academic result, drop-out ratio, physical facilities and more educated teachers. The newly introduced performance based seven indicators are school environment, Leadership of Headmaster, Teacher's Professionalism, Role of SMC, Students Performance, Co-Curricular Activities, Institution/Community and Guardian/Teacher Relations. Of them leadership of headmaster, role of SMC, Co-Curricular activities are newly added indicators of secondary school performance. Secondary school performance can be observed from different perspective, such as student and school. In Bangladesh, secondary school performance primarily defined as academic result, and the reputation of schools in some cases. To perform better academic result the factors like teachers quality, regular attendance in the class matters. Eventually, the definition of school performance taking its new shape. Bangladesh Education Statistics-2015 revealed some indicators (KPI) of secondary school performance are completion rate, dropout rate, survival rate and coefficient of internal efficiency. The performance based management system was incorporated in the year 2000 and came into full bloom in the year 2011.

In the Universal Secondary Education (USE) published by Ministry of Education, Guyana (2013) suggested that the size of the school should be larger because quality education has a very strong correlation with it. More accentuation will be given to mathematics, science and technology to be more productive economically. More weight will be given on the higher attendance of teachers and students, reducing

dropout rate. The extent of the curriculum will be widened by including arts, sports, physical education and culture- specific skills (Weaving, basketry). Special attention will be given to increase the number of trained teachers to the quality student outcome.

2.2.1 Factors affecting secondary school performance:

Akter Farjana et al (2014) stated in their study Parental Involvement in the Secondary Schools in Bangladesh that parental involvement positively come up with school performance.

Nyandi Melack David (2014) in his research “Determinants of Poor Academic Performance of Secondary School Students in Sumbawanga district Tanzania” found that low parent income, shortage of laboratory and long walking distances to schools were found to have significant influence on the poor academic performance of the students. To mention the other factors are lack of English language competencies, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities. Building dormitories, laboratories and libraries can make creative environments for learning.

Belinda L. Nedhum et al (2010) in their study “Academic Failure in Secondary School: The Interrelated Role of Health Problems and Educational Contexts “explored the association between overall health distress and academic failure. The academic failure described there as absenteeism, trouble with homework, student-teacher bonding etc. These findings may have some policy implications of development in the domains of health and education.

According to the study (OYESOLA, 2007)” Planning Education Building and facilities” it has been found that the population of the students and staff, among other factors should be commensurate with the number of classrooms required in the school.

Adam F. (2005) in his study Understanding Participation in Basic School Performance in the Nanuba district of Ghana asserted that some fixed socio-economic, cultural and institutional factors interpret the magnitude of community

participation, the profile of community, willingness and attitude are important to gauge the community participation which can affect secondary school performance.

M. Obaidul Hamid et al (2009) in their study "*Private Tutoring in English for Secondary School Students in Bangladesh*" found that successful learning achievement depends on the student's clear perception in English; so they think that private tuition is vital for English learning. In this less wealthy society like rural Bangladesh private tuition in English is so much popular.

Vikoo (2003) in his study "Learning theories and instructional Processes" sees teaching learning process can be facilitated by employing instructional material. Hence, student's poor academic performance can be triggered by the classes without learning materials. Learning outcome is the assessment of the students in terms of the acquired knowledge and skills. English learning is a crucial skill and academic performance can be strengthened by instructional learning material.

Thus from the above discussion the factors that affect secondary school performance are parental Involvement, low parent income, shortage of laboratory, long walking distances to schools, lack of English competencies, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities, students health, number of classrooms, some fixed socio-economic, cultural and institutional factors interpret the magnitude of community participation, the profile of community, willingness and attitude, are the factors that affect secondary school performance.

2.2.2 Revisiting secondary education system

Education Sector Review, Bangladesh (2013) summarized that Bangladesh has a large education system comprised of over 30 million students. There are 13 type of providers in primary education; at the secondary level there are ten examination boards almost 98% of secondary institutions are private, mostly are carried by public allocations. Throughout the years, Bangladesh has performed significantly well in raising entrance and equity in education, achieved gender equity at primary and secondary education levels, notable cutback in repetition and dropout rates, and

gaining fairly high levels of completion in primary education. The continuing challenges are few and not unbeatable. The challenges related to the children who are either already out of school or who are at high risk for being out of school. The repetition and dropout rates have shrank but they are still high (about five million children are still out of school), with low transition rates across various levels of learning in the country. Low and unequal learning indicates low education quality despite Bangladesh's success in providing greater educational access to its inhabitants. The important determinant of learning determined as the quality of the teacher. Many teachers do not have much fruitful training; and also because the current curriculum and the testing procedures invigorate and reward parrot-fashion learning. Many teachers also have less inspiration because the profession is not regarded as a high profile one. In the light of above mentioned problems the policy directions notified as to target universal access in primary education and higher enrolments in secondary education (goal of middle income status), pursue quality early child development, and increase allocations of the national budget for secondary education. And most importantly , enhancing efficiency both in supply(teachers, class size, training, teachers absenteeism) side and demand side(learning outcome, income, poverty).

Abu Nayeem Mohammad Salahuddin (2010) in his study "Distributed Leadership in Secondary Schools: Possibilities and Impediments in Bangladesh." stated that almost all the head masters have to steer in arduous contexts owing to infrastructure, the economy and the socio-political environment, teacher- student ratio. Given this tough situation and scarcity of resources to run the schools ahead, it is necessary and challenging to explore the practice of distributed leadership in the problematic arena of secondary education in Bangladesh.

R. Mustafizur et al (2010) in their article the evolution of secondary education system in Bangladesh in different period of time, socio-political context analysed that the system was revisited by great stress on all out individual, education of female, incorporating technical and science education, adopting quality education. A

significant number of committee has been formed to bring more changes in the area of education.

Anna T Schurmann (2009) "Review of the Bangladesh Female Secondary School Stipend Project Using a Social Exclusion Framework" in her study analysed that little authentication observed that the women's quality of life and opportunities thoroughly improved by female stipend project. It was also found that their social, political and economic life changed very less although getting quality education and stipend.

2.3: Summary and Research Gap

The above review of literature broadly observed that a) school performance indicators has been figured out as academic result, diminishing dropout rate, Teaching-Learning Environment, Leadership of Headmaster, Teacher's Professionalism, Role of SMC, Students Performance, Co-Curricular Activities, Institution/Community and Guardian/Teacher Relations, physical facilities around regional and world context as well. b) Secondary education system was revisited by great stress on all out individual, education of female, incorporating technical and science education, adopting quality education. c) Most of the head teachers have to lead in challenging contexts due to teacher- student ratio, physical facilities, the economy and the socio-political environment. The budget of education should be increased in the education sector. d) The factors that can affect secondary school performance are facilities, type of school, quality teachers, and community-level infrastructure such as roads, Leadership behaviour of the headmaster, Teacher characteristics, and parental involvement, rural and urban area and effective school management committee (SMC). There is a shifting of ideas regarding secondary school performance.

The secondary schools all over the world are trying to reach universal secondary education as indicated in the sustainable development goals. The education sector of Bangladesh has undergone many reform over the past three decades. Despite these reforms, at present, many of the cases in secondary education system is not making students can afford to get into a modern, intellectual world. The standard of education does not equal to the increasing of pass rates in the examination. Besides,

some of debates are going on regarding secondary education and some are arguing that Bangladesh needs to consider serious educational reforms. the secondary education system are not equal all over the world, time to justify the indicators of secondary school performance across the boundaries so it is imperative to revisit secondary school performance to attain the goals of sustainable development goals and Bangladesh National Education Policy. From the literature we see that much have been said about the reform in the secondary education sector, there are many debates that are going on. But the issue of revisiting secondary school performance has not yet been captured any of the author. So there is a research gap in the literature.

2.4: Theoretical Framework

2.4.1 Relevant Theories

The purpose of this study stated in the first chapter is to examine secondary school performance. The main objective is to further find out the prominent constituents of secondary school performance and the affecting factors behind this. Prior to this the review of literature has been done in local, regional and global context. This chapter illustrates concepts of school performance and correlation between dependent and independent variables. Based on the on the study of literature on theoretical and empirical perspective of secondary school performance, a theoretical framework of this study is developed. An analytical framework was formulated coming from the alliance of dependent and independent variables. This chapter also articulates the definition of variables and will formulate a theoretical framework for examining and exploring secondary school perspective in line with four non-government school in rural area.

2.4.2 Systems theory

Systems theory was endowed by Ludwig von Bertalanffy, William Ross Ashby and others between the 1940s and the 1970s on principles from physics, biology and engineering and subsequently grew into copious terrain including philosophy, sociology, organizational theory, management, psychotherapy and economics

among others. A school or an organization is a combining field which ruminates systems altogether. It is generalized by input – throughput- output model. It has been defined in a different perspective; for the purpose of this study it is a set of interrelated parts that function as a whole to achieve a common purpose. A system usually functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment, for example, students are admitted into secondary schools from the society and transformed into output back to the society. According to Draft (2008), the basic systems theory of organizations consists of five components: inputs, a transformation process, outputs, feedback, and the environment. If we think school or organization as system then there are the variables that are interacting to get some common results. The input variables may be students, teachers, and the throughput variables are active SMC, school environment these all are transforming into students outcome such as academic result, reduction in dropout rate etc. Broadly we can say that a student will come to school (system) and there will be some process of transformation, the ingredients of the transformation process are school environment or school inputs (some kind of facilities like infrastructure, teachers care, head teachers leadership role and many more) . After this process taking place the student will come out with some knowledge, learning skill which is measured by academic result of the students. In due course students output will be seemed as school output. It is so called the reputation of the school. One thing we can argue here that throughput may be considered as input as it affect the performance of the school. Thus we can infer that school performance may be related to school output and the students, teachers, schools and community interferences are considered as output.

2.4.3 Education Production Function Theory

This is the theory that somewhat akin to systems theory. The education production function theory is economic brainchild in the field of education. In 1966 a sociologist called James S. Coleman passionately started study on it .Following him, Eric A. Hanushek, Richard Murine and other economists imported the idea of production to the discussion of students learning outcomes. The inputs that changes students learning are schools, families, contemporaries, neighborhoods, etc. The measured

outputs were labor market success, college attendance, graduation rates and most frequently test scores. The generally described inputs are things like school capital, teacher quality, family traits and outcome is students' accomplishment. Therefore we can relate it systems theory and school performance as well. The flaw of this theory is that we cannot place school here, but the production may be called as school performance. Thereby, we can take the essence of this theory input-output model.

2.4.4 Choice of Theory

As discussed earlier in this study two theories are pertinent, they are education production theory and systems theory. In systems theory inputs are students and teachers throughputs are school managing committee, school environment, outputs can be counted as academic result, reduction in dropout rate. To elaborate this argument, Inputs may be the materials, human, financial, or information resources used to produce goods and services. In secondary education system, a) the material inputs include infrastructural facilities provided by the school for teaching and learning process. Human inputs are the various mixture of teaching and non-teaching staff and also the students. (b) The changeover process is the mainframe's use of production mechanics to shift the inputs into outputs. (c) Outputs contains the organization's products and services. In secondary school system, the output elements cover students' academic performance in public examinations, students' level of discipline and activities in the society. And, (d) the environment enclosing the organization involves the social, political, and economic impetus (Draft: 2008). Nonetheless, it is admissible to note that the application of systems theory in education will help the researcher to promote educational issues and the process that impress the output of the students. Systems theory gives a relevant framework for performance of secondary schools. The factors in a systems theory are to a great extent, the attribute to the gains proclaimed by the literature on the standard in all types of exercise of input variables to engender an improved output of secondary education.

Along these lines, we can spell out analytical framework of this study. The two theories as to school performance will relate between inputs and outputs. The input

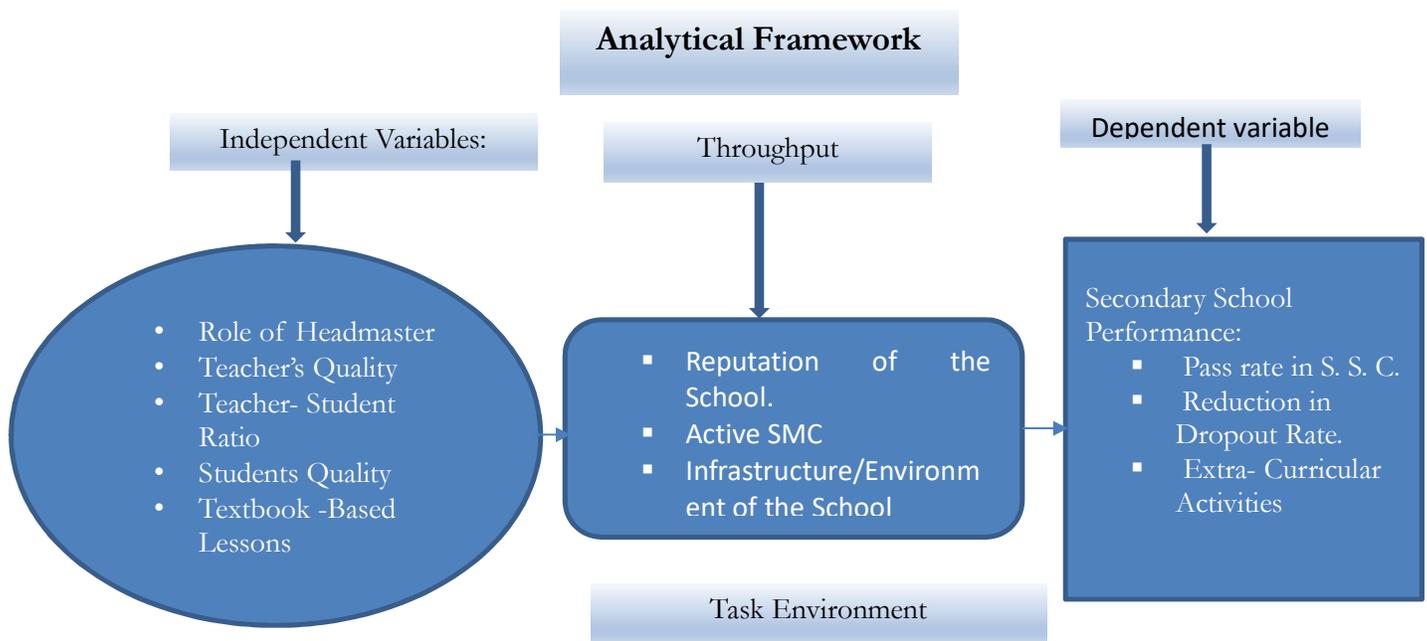
will refer to independent variables and the output will refer to dependent variable. The variables will be developed from the combination of literature reviews, theories and empirical evidences. These determination will be embellished next.

Therefore the inputs (Independent Variables) we have garnered from the literature reviews and theories are teacher- student ratio, quality teachers, text-book based lessons, physical facilities, quality teachers (NTRCA) Leadership behaviour of the headmaster, parental involvement, rural and urban area, effective school management committee (SMC), low parent income, shortage of laboratory, long walking distances to schools, lack of English competencies, inadequate teaching and learning materials, inadequate number of teachers and unavailability of library facilities, students health, number of classrooms, community participation are the factors that affect secondary school performance. The output (Dependent Variable) of this study is secondary school performance is the academic result is mainly in terms of SSC result, reduction in dropout rate, daily attendance of the students, extra- curricular activities, learning outcomes.

2.5 Analytical Framework

The analytical framework has been refined to resolve to rethink secondary school performance in the light of dependent and independent variable. The literature review gives a clear understanding of secondary school performance and the interconnectedness between independent and dependent variables in relation with the theoretical perspective.

From the above literature review in line with the ongoing arguments of the research problem and theories the independent and dependent variables has been derived.



2.6 Variables of the Study

	Components
Dependent Variable (Secondary School Performance)	
Academic Result	Pass rate in the SSC Examination(A public Examination of Secondary School Completion)
Extra-Curricular Activities	<ul style="list-style-type: none"> • Design and execution of Extra-Curricular Activities • Rate of participation by the students
Reduction in Dropout Rate	
Throughput	
Active School Management Committee	<ul style="list-style-type: none"> • Developing Annual Plan. • Participation in meeting of Budget and Resource Allocation. • Participation in meeting held on student admission, attendance

	and performance.
Infrastructure/School Environment	Common room, separate toilet facilities, playground, school building, library facilities.
Catchment Area	Resource-Poor and Resource-Rich Area
Reputation of the School	
Independent Variables	
Leadership of Headmaster	<ul style="list-style-type: none"> • Organizing Meeting with staffs and Teachers. • Facilitating training for teachers. • Awareness of the overall environment in the Institution. • Academic Supervision
Text-Book based Lesson	
Teachers Quality	<ul style="list-style-type: none"> • Attendance of Teachers. • Identification and extra care to weak students. • Preparation of Lesson Plans. • Participation in-service Training
Students Quality	Strict student enrolment
Teacher –student ratio	

2.6.1: Dependent Variable

2.6.1.1: Secondary School Performance

School Performance can be defined from the perspective of students-Quality of student intake, academic result, learning aptitude, from the perspective of the teachers-teaching staff, teaching quality, continuous training, student centric teaching style, from the context of institutions-infrastructure, environment, catchment area, reduction in drop out, absenteeism, and the performance output can be defined as academic result, enrolment, so forth.

One of the research question of this study is what constitutes secondary school performance, from literature review, theory and from practical deposition these are the indicators of secondary school performance.

2.6.1.2 Measurement of School Performance

In this study the index of secondary school performance are academic result, extra-curricular activities, reduction in dropout rate and learning outcome.

2.6.1.3 Academic Result In this study academic result means Secondary School Certificate (SSC), Junior School Certificate (JSC) result. Most of the cases it has been widely and conveniently used indicator.

Extra-Curricular Activities:

This is defined as how a secondary school plan and implement co- curricular activities, and the rate of participation in extra-curricular activities. These are singing songs, debating, reciting poems etc.

Reduction in Dropout Rate: Dropout rate refers to the percentage of students for any reason leave secondary schools(in any given level or class) did not come back to finish the class/grade during that school year to the total number of students admitted during the previous school year.

2.6.2 Independent Variables

2.6.2.1 Leadership of Headmaster

A head teachers post is an honorable post. He has to accomplish some requirements bestowed by the Directorate of Secondary and Higher Secondary Education, Bangladesh. He should be a skilled teacher, in terms of school management, teaching experience or competence in dealing with students and teachers. For any kind of improvement of the school a headmaster can take the pivotal role by strong leadership of the school. He is the guardian of the school, he is also a teacher. He is liable for institutional development plan, teaching-learning related discussions with each subject teacher, organization of staff meetings, organizing formal meeting with

subject teachers, facilitating in-service training for teachers, role in preparing Annual Performance Evaluation Report (APER) for the teachers, he should be developed professionally, should know the ins and outs of his institution, academic supervision in line with supplying teaching- learning materials, making stop gap arrangements in absence of teachers .(PBM ISAS Report-2015)

2.6.2.2 Teachers Quality

Educated, well-trained, student-friendly, broad knowledge about the subject matter, curriculum, disciplined and awareness of classroom management technique, also have a desire to make a difference in the lives of young people. It can be their punctuality and regular attendance, preparation of written lesson plans, collection of local teaching aids in classrooms, identification and additional support to low performing students, attention and participation to regular staff meetings, attendance and participation in subject- specific meetings, participation in-service training, maintenance of school performance record. Many teachers do not have fruitful training. (Education Sector Review, 2013)

2.6.2.3 Teacher-Student Ratio: This is the number of students who attend secondary school divided by number of teachers in the school.

2.6.2.4 Parental Involvement:

It means guardians coaching and care to the students. It has positive effect students' academic performance. Parental care is a very important issue, they should present every meetings of parent-teacher association. Parents have many role to play students school performance.

2.6.3 Throughput

2.6.3.1 Active School Management Committee

School Managing Committee means the elected body that takes care of the school matters. It has the authority of taking decision regarding academic activities and infrastructural development. They should be involved in developing strategic development plan of the school, should participate in meetings held on budget and

resource allocation and to participate in meetings held on admission, attendance and performance of the students.

2.6.3.2 Infrastructure/School Environment: Nature and space of the school, Availability of furniture's, separate toilet facilities, library and common room facilities, multi-media class room, playground, sufficient electricity, computer and internet facilities.

2.6.3.3 Catchment Area: The area from which a school's students are brought are called catchment area. It is defined by location, geography and socio-economic status of the pupils.

2.6.3.4 Reputation of the School: The perception of that very school to the local and other people.

2.7 Conclusion

The theoretical chapter is treated as nerve of the research. The scope of this chapter is to develop a theoretical framework for revisiting secondary school performance and examine the factors that influence secondary school performance. To do this, literature on secondary school performance scanned succinctly and another try-out have also been made to build a connection between secondary school performance and factors (independent variables) affecting secondary school performance. The above deliberation proposes that strong leadership of headmaster, active SMC, teachers' quality, teacher-student ratio, parental involvement, and community participation can affect secondary school performance. Here the secondary school performance is meant by academic result, co-curricular activities and reduction in dropout rate. On the ground of above arguments, an analytical framework has been advanced in this chapter which simplifies leadership of headmaster, role of SMC, teaching quality, teacher-student ratio, community participation and parental involvement have effect on secondary school performance. The coming chapter will take up the secondary education in Bangladesh.

Chapter Three

Secondary Education in Bangladesh

3.1 Introduction

This study focuses upon Secondary school performance in the light of Activities of teacher's quality, managing committees, leadership role of headmaster, students quality, text-book based lessons. It would like to find out the factors that affect secondary school performance. It is trying to further unearth secondary school performance criteria and the factors affecting this in the context Bangladesh. Bangladesh Government points significant weightage on education to transfigure its massive population into human resource. In the constitution Education for All (EFA) with equal rights is a responsibility of the government. With a view to implement this the government has stressed on providing education to the disadvantaged and vulnerable group of people. It ensures free education up to HSC (Class- 12) for the girl student with stipend. There are many reforms in secondary education in Bangladesh over the decades. But there are still some debates are going on due to the challenges of low quality education. In relation with the argument this chapter will deal with secondary education in Bangladesh from macro level, management from the Directorate of Secondary Education's point of view, following School point of view mentioning the stakeholders and indicate their interest and concern, the challenges of secondary education like quality, performance and teachers availability etc. And Secondary education in Bangladesh from regional perspective will be discussed in this chapter.

3.2 Background

Currently Bangladesh education system can be divided into three big stages, 1) primary, 2) secondary and 3) higher education. Primary education is related with chiefly by primary level institutions. Secondary education is comprised with junior secondary and higher secondary level institutions. Higher education is comprised

with degree pass (three years), degree honors (four years), masters and other higher level institutions of identical section of other related institutions.

There are two Ministries in alliance with the attached Departments and Directorates additionally with a number of autonomous bodies. The Ministry of Education prepares legislation and regulations, drafts policies and takes out supervision of educational institutions. They manage and administer the whole education system of Bangladesh. The two main two branches of education are comprises of Primary (Grade I-V) and Secondary and Higher (Grade VI and above) education. Primary education is supervised by the Ministry of Primary and Mass Education (MOPME) and Ministry of Education (MOE) headed by Secretary of its own regulate the other streamlet i.e. from secondary to higher education. Ministry of Education has been bifurcated as Secondary and Higher Education Division and Technical and Madrasah Education Division recently. In the ministry the top the hierarchy are Minister and a State Minister. They are responsible for the controlling the overall activities of the Ministries. With regard to curriculum the secondary education is further categorized into four types: general education, madrasah education, vocational- technical education and professional education.

Bangladesh has undergone many changes and development at the secondary level of education after its independence. Bangladesh government took the authority of secondary and higher secondary education by nationalizing a good number of schools and colleges all through the country. The office of the Director of Public Instruction (DPI) was reformed as the Directorate of Secondary and Higher Education (DSHE) in 1981

By incorporating female stipend program and providing free studentship Bangladesh government has been endeavoring to promote female education. Successively, a pay scale for the teachers of non-government schools and colleges has been introduced by the government. The government also entrenched an authority to provide retirement and other benefits to the teachers and employees of the non-government schools, colleges and madrasahs. Secondary education in Bangladesh starts from grade six after completion of five year primary education cycle and

continues up to grade ten. At the end of secondary cycle, a public examination known as Secondary School Certificate (SSC) examination determines learning achievement of students. In Bangladesh secondary education is not compulsory but government has accepted the responsibility of providing salary support to teachers, grants to schools and providing tuition fees to girls outside municipality areas. Out of 16,166 secondary schools in the country, only 2% are managed and financed by Government of Bangladesh (GOB) and administered by Directorate of Secondary and Higher Secondary Education (DSHE). The remaining schools are sponsored and managed by local communities with government grants in-aid. These community-run schools, referred to as non-government secondary schools, are responsible for catering to 96% of students enrolled in secondary schools. The number of secondary schools in the country increased from 10,153 in 1990 to 16,166 in 2002 (BANBEIS, 2002). The number of secondary school teachers also increased from 122,896 in 1990 to 183,277 in 2001. However, as of 2001, female teachers share was only 16% of all secondary school teachers. The proportion of female teachers was higher in government schools (32% in 2001) than in non-government schools (16%). One reason could be greater availability of female teachers in urban and semi-urban areas where most government schools are located. However, efforts are currently underway to increase the proportion of female teachers in non-government schools. Despite these positive developments secondary school sub-sector is confronted with many challenges. As majority of secondary schools are non-government with inadequate facilities: most schools do not have necessary number of trained and qualified teachers, necessary equipment or teaching aids, class size in schools is usually large - 50 to 70 students, sometimes even more. Under such circumstances, wastage at this level is very high. Current dropout rate is 47% and the pass rate in SSC examination is less than 50% (BANBEIS, 2002). Due to internal inefficiency of the system, it takes 12.6 years for a student to complete 10-year cycle and become a secondary school graduate (World Bank 1996) and that too with lot of deficiencies. The available statistics suggest that nearly one third of secondary school teachers in nongovernment schools and 73% in government schools are trained. It is thus assumed that there is a big gap in quality of teaching between these two types of

schools. Moreover, teaching in private schools is not considered as a promising career for poor salary and inadequate facilities.

Teacher training facilities for secondary schools teachers in the country are inadequate. There are only 11 public sector teachers' training colleges, which can produce 6,800 teachers a year. There are a number of privately owned teachers' training colleges (numbering over 50 in the country) currently involved in training of teachers. Their total output will not exceed 7/8 thousand and quality of the product is questionable. Curricula of private teachers training colleges are theoretical and do not provide sufficient knowledge, skills and attitude appropriate for teaching in secondary schools.

3.2.1 The Directorate of Secondary and Higher Education (DSHE)

Following the country's independence, many schools in Bangladesh were brought under state control. The Directorate of Secondary and Higher Education (DSHE) was established in 1981 under the auspices of the MoE and is responsible for the administration of secondary schools (state schools and private schools), teacher training programmes for secondary education and curriculum development for secondary education. Under the umbrella and direction of the Ministry of Education (MOE), the Secondary and Higher education system of Bangladesh are administered and managed by the Directorate of Secondary & Higher Education (DSHE). It is headed by a Director General who is accountable for management and administration, control of secondary and higher education inclusive of madrasahs (institutions spreading religious education) and other special types of education. The Director General is assisted by four directors who discharge their duties through deputy directors, assistant directors and research officers at its head office and also by field level offices situated at divisional, district and upazilla level. The Directorate controls around 29569 secondary, higher secondary & tertiary level institutions comprised of 412526 teachers and 13840164 students. DSHE has a total of 67 Class one, 11 Class two officials, 166 class three and 50 class four staff at its head office. It has 234 officers and staff at the 9 zonal offices and 684 officers and staff at 64

District Education Offices in addition to 2372 officers and staffs at the upazilla level.
(Source, DSHE)

3.2.2 Field Level offices of DSHE

There are nine zonal and sixty four district level offices. Upazilla Secondary Education Offices administer the upazilla level administration of DSHE.

a) Zonal Education Office: Deputy Directors (zonal) who report all the aspects of secondary education to the Director General/Director, are the head of the nine zonal offices. Secondary education related field level activities are coordinated, supervised and monitored by them. They approve junior secondary scholarships also process attaching and registration of non-government junior secondary schools.

b) District Education Office: District Education Officers are the head of the District Education Offices. Secondary education related activities in the district level are administered by the DEO's. They too are liable for the overall academic supervision of secondary education. They look over the schools and monitor the activities performed by the Upazilla Education Officers.

c) Upazilla Secondary Education Office: Upazilla Secondary Education Officers are the head of the Upazilla Secondary Education Offices situated at the Upazilla. To administer nationwide female stipend program and perform other activities related to secondary education are the main function of the upazilla Secondary Education Offices.

d) Secondary & Higher Secondary level institutions: In the country the basic functional organization of the secondary education system are Secondary and Higher Secondary level institutions are in the country. Based on the level such as junior secondary/ secondary/higher secondary, one Head Master with an Asstt. Headmaster/Senior Teachers/ junior teachers or a Principal with Vice Principal/other teachers execute the school/college administration. Around ninety eight percent of

the institutions are privately managed under a School Management Committee (SMC)/GB.

e) School Management Committee (SMC)/Governing Body (GB): Every secondary school or college in the private sector is managed by a School Management Committee. (SMC)/Governing Body comprising of local elites, teacher representatives, guardians and local officers of the DSHE. To assure appointment of qualified and effective teachers the SMC's need to recruit teachers registered under Non-Government Teachers Registration and Certification Authority (NTRCA).

3.3 Reforms in the Secondary Education Sector:

The Government of Bangladesh stresses great importance on education and probably the greatest strength in this regard is the consistent high level national commitment and consensus on the priority of education. The Government through the Ministry of Education has always been faced with a great many challenges brought about by different developments taking place in the secondary education sub-sector in precise and the whole education system in general. Nevertheless the Government has been trying its best to accomplish magnificent out-turn in the education sector albeit the educational development has not yet been satisfactorily making ready to encounter its human needs. Hence some reform initiatives have been taken to keep pace with the global changes and demands.

3.3.1(1) Decentralization by Upazilla level Set Up:

To ensure quality education. The government has configured Upazilla structure at all the Upazillas under different project named SEQAEP, SESP and SESDP to buttress the secondary education management at Upazilla level.

3.3.2(2) Training of the Teachers:

The Directorate of Secondary and Higher Secondary Education organizes training for the teachers of Govt. and non-govt. schools and colleges. The training program run by fourteen Teachers Training Colleges, five Higher Secondary Teacher's Training

Institutes and one Madrasha Teacher Training Institute. The Government has been striving to escalate the development of productive and capable teaching professionals and through a number of projects, subject- based and management training is being provided. It is to be mentioned that the TQI project has been furnishing training to 1.5 lakh untrained secondary teachers and offering a 3-month long B.Ed. course for those who do not have a B.Ed. degree.

3.3.3 (3) Female Stipend program:

With a view to increasing educational opportunities, especially for girls, the Government has shouldered the countrywide female stipend program for the secondary level girls and consequently the gross enrollment rate of girls in the year 1994 at secondary level has increased to 53.43%. The Government has also of late extended the stipend program for the girl's up to higher secondary level across the country. The decision is awaiting for having wide ranging thump on education and empowerment of women and children as well as on overall socio-economic development of the country. Thus it can be said that Bangladesh has done much better than other countries in South Asia regarding the enrolment of girl students essentially at Secondary level through implementing the countrywide female stipend programs. At present the government is focusing to address the poor boys and girls for ensuring access to secondary education.

3.3.4(4) Non-Government Teachers Registration and Certification Authority (NTRCA)

To ameliorate the overall educational system of the country, the Government has developed "Non-Govt. Teacher's Registration and Certification Authority (NTRCA)" under the Teaching Quality Improvement in Secondary Education Project (TQI-SEP). NTRCA is generating a pool of qualified teachers by organizing examination all over Bangladesh to appoint eligible and capable teachers in non-govt. institutions. This authority has been working from 20 March, 2005.

3.3.5 (5) School Performance Based Management System (SPBMS)

To assess the performance of the secondary schools the SPBMS has been introduced. Some indicators have been selected to assess the overall performance of the schools. A number of various steps have been taken to increase the leadership quality of the head teachers, efficiency of the school management committee, professional efficiency of the teachers, and attendance of the students and to reduce the rate of dropout through this system. This intervention will be applicable to all secondary and higher secondary level institutions under MPO subvention in future. Under the SESIP project, this intercession has been tested in forty schools at Mymensingh, Kishorgonj, Netrokona and Jamalpur under Mymensingh Zone.

3.3.6 (6) Exam Reforms: School Based Assessment System (SBA):

The Government has taken the decision to execute SBA system for the students (Grade 6-9) of the secondary schools of the country from the academic session 2005. In this system the performance of a student will be assessed throughout the year based on the following criteria:

- a. Attendance and interest in learning
- b. Class based evaluation
- c. Assignment (individual/ group)
- d. honesty , values and Manners
- e. Presentation/individual and group discussion
- f. Leadership quality
- g. Discipline
- h. Participation in cultural activities
- i. Sports Competency
- j. Practical class in science

A student will be evaluated depending on the above criteria and in this aspect the allotted marks are 30 and the rest 70 marks will be given based on the semester examination. Considering these two types of assessments, the final assessment of a student will be made. Expecting that if this system is applied properly, the quality of education will be increased. But this system has not been yet implemented.

3.3.7(7) Reinforcing the Units for Planning and Development Wing of DSHE

Policy Support & Strategic Planning (PSPU) is a new wing within the Development & Planning Division of DSHE has been confirmed which is now replaced by Project Monitoring and Quality Assurance Unit (PMQAU) to make policy and general rules for the development of secondary and higher education. The quality of secondary & higher education and the project activities will be monitored by PMQAU. Program Monitoring Unit (PMU) has been established to monitor and evaluate the stipend programs. These two wings are playing an important role in developing the standard of the secondary institutions in particular and the quality of secondary and higher education in general.

3.3.8 (8) Strengthening the capacity of curriculum development:

The government has made three attempts for curriculum reform in secondary education over the last two decades. These were (i) curriculum revision (1993-1995) (ii) uni-track curriculum development (1999-2006) and (iii) development of multi-track curriculum

The uni-track curriculum policy reform was that every students should follow the same curriculum until grade 10 and that time they would select humanities, science, business studies(Before this reform, at grade eight pupil had to choose their track in education). The uni-track system became abandoned ultimately for strong public opposition. They pledged religious studies to give more emphasis over science studies. Thereafter multi-track curriculum were adopted in 2008, and further reinforced by the implementation of National Curriculum 2012.

3.3.9(9) Privatization of textbook production

The government adopted Secondary school textbook privatization for better quality textbooks but it was partially implemented. However, The National Curriculum and Textbook Board (NCTB), however, continued to publish its own textbooks side by side those with private publishers. But for this duality NCTB books used to get

priority over the other one. Later in 2008 textbook publishing was fully returned to NCTB.

3.3.10 (10) Creative questions method in national examination:

The reform of the implementation of a structured method (later named as creative questions) was focused on developing higher-order thinking skills. In 2005 when it was initially stalled it faced strong public opposition. Because of the fear that teachers are lacking in sufficient training to implement the new method and the chances of students' success on high-stakes public examinations would be lowered. Later in 2008 the uptake of the creative questions method was facilitated by pursuing the phased implementation of creative questions in all national examinations by 2015.

3.4 Problems and challenges in Secondary Education

Education for All (EFA) is a universal goal. However, most of the primary school graduates who enrol in grade VI were not found academically prepared to cope with secondary education. One of the reasons is that only about 2% of primary school graduates could achieve all the competencies set for primary curricula (Watch, 2003). Thus providing quality education to secondary level students specially girls is a big challenge.

After introduction of new curriculum by NCTB in 1997, it was observed that most of the rural teachers were facing difficulties to present new topics to students, which also hampers quality in secondary education.

Unlike primary schools, community involvement in secondary schools is relatively weak. Here few parents keep contact with schools or bodies like parent-teacher association and mothers' gathering also is not common. Few parents in lower grades, those who are very much concerned with their children's education, see class teachers and discuss academic problems only. Non-government secondary schools 'School Managing Committees (SMCs) are composed of local government

representative, a donor, two local interested persons in education, two parents and two teacher representatives with headmaster as ex-officio secretary.

The leverage that the government has through subvention on the secondary school system, even though it is largely non-governmental, should be used to bring about necessary changes, especially in respect of learning outcome for students. Transparent methods should be devised to link the amount and disbursement of subventions to performance of schools. Appropriate performance indicators and standards have to be clearly defined in a participatory way with concerned parties and their implications widely disseminated to communities, SMCs and other stakeholders to create a receptive environment. Performance-based subvention will be perceived as threatening too many accustomed to the current order. It, therefore, has to be piloted carefully to develop a system that is well understood and perceived as fair to all types of schools and serves as an incentive to improve performance.

Evidence shows that choosing the right school is the most important decision for a child's future. Going to a good school more or less guarantees a reasonably good learning outcome, which impacts the rest of the student's academic, professional, or social life. Ideally all schools should provide education at an acceptable level of quality. Therefore, measures are needed to elevate the quality of all institutions. Given the sheer size and complexity of Bangladesh's education system, it is important to establish simple, robust, and measurable standards of performance at all educational and skill-building institutions.

Although the policies regarding subventions have clear criteria linking them to school performance, using subvention as a tool to improve the quality of education and to hold the schools accountable for performance has largely failed because there is no strong impetus for the schools to continue performing well, as schools are hardly penalized for underperformance. Moreover, political support, rather than adherence to quality criteria, appears to be more important for the continuation of MPOs. As a result, MPO schools—constituting some 98 percent of secondary schools in Bangladesh—perform well below the expected level.

Many teachers decide to become teachers as a last resort, because they have been unsuccessful in entering another profession and the entry requirements are relatively lower for the teaching profession (Sandhu and Rahman 2012). This is especially the case for male teachers, although women are more likely to join the teaching profession with greater satisfaction because of better working conditions (FREPD 2007). Once in the profession, there is a limited scope for moving up the career ladder. A primary teacher could either serve as an assistant teacher or a head teacher, but most spend their career as an assistant teacher, because the number of posts for head teachers is limited. Likewise, a secondary school teacher could work as an assistant teacher, assistant head teacher, or head teacher, but promotion into the higher levels is rare. Although creating a job hierarchy in the teaching force may not be what the system needs, career options that can keep teachers motivated for performing in the classroom and for constantly upgrading their skills are needed. MoPME, in recognition of this constraint, has attempted to create a cadre for primary school teachers, but without much success. In non-government secondary institutions, there is hardly any opportunity for promotion or transfer. In TVET, instructors may get promoted to the level of head of institutions at best. In contrast, teaching in higher-education institutions, particularly at public universities, is a high-profile profession marked with instant recognition of academic excellence.

In non-government secondary schools, which constitute 98 percent of the total secondary education system, teachers survive on subventions from the government in the form of MPOs. First instituted as 50 percent of the basic salary of government school teachers in 1980, MPOs have gone up to 100 percent of the basic salary of government school teachers since 2006. Provision of support to nongovernment schools has incentivized remarkable expansion of secondary education over the past decades, and encouraged school communities to take charge of secondary education provision. However, administering subvention in connection with school performance is weak. The 29 types of paper that a school submits to get MPOs make the process cumbersome, and these still do not ensure MPOs—sometimes because of fund constraints and sometimes because such decisions are not taken purely on

the basis of the applications' criteria and merits. Also, the policies regarding subvention provisions have clear criteria linking subvention to school performance. For example, in the urban areas, a secondary school must have at least 50 students, and half of them must pass the terminal public examination.⁵⁰ Still, once a school has been recognized for subvention, the government has hardly been able to enforce this criterion, mainly for political reasons. Using subvention as a tool to improve the quality of education and to hold the schools accountable for performance has largely failed. While this result could be caused by a variety of factors, it does merit additional review into the effectiveness (or lack thereof) of the MPO system in incentivizing schools to do better and the accountability for results that are a necessary precondition of the MPO system.

3.5 Secondary School:

Education in Bangladesh is divided into three major stages: primary, secondary and higher education. Primary education is 5 years, secondary education is 7 years with three sub-stages: 3 years of junior secondary, 2 years of secondary and 2 years of higher secondary (Bangladesh Bureau of Educational Information and Statistics [BANBEIS] 2010). At secondary level, most of the schools are run privately through government financial support. The schools generally provide co-education though a minority offers single sex education. The secondary education is administered by the Ministry of Education and its line authority. "The Ministry of Education is concerned with policy formulation, planning, monitoring and evaluation of the post-primary education sector" (BANBEIS 2007). Secondary education administration in the schools is operated by the Head Teachers. School administration is shaped by the traditional and historical heritage of the prevailing colonial system (Thornton 2006). There are two key leadership positions in every secondary school. To do the executive job in a school the head teacher has the power and an assistant head teacher is responsible for line authority. They hold the formal leadership roles, and are responsible for the development and improvement of the school. School quality is measured by the results of public examinations. The teachers' remuneration and school facilities are of concern when the head teachers try to improve student

learning in the schools (Thornton, 2006). Most of the head teachers have to lead in challenging contexts due to teacher- student ratio, physical facilities, the economy and the socio-political environment. To move schools forward, given this situation and limited resources, it is demanding and challenging to explore the practice of distributed leadership in the problematic milieu of secondary education in Bangladesh. Built on a system of primary education with serious quality deficiencies, the multiple streams of secondary education also face serious problems of access and poor quality.

NEP 2010 proposes a structural change that affects both primary and secondary education. The proposal is to amalgamate the current lower secondary stage of grades 6 to 8 with an extended primary education cycle and merge secondary and higher secondary stages in to an integrated 4-year secondary cycle. It proposed primary education up to class eight. And grade 9 to twelve are secondary school.

NEP 2010 proposes curriculum reforms to respond to social and personal needs related to preparation for mid-level employment, self-employment and further education, including the following: (a) there will be three streams at the secondary level, namely, general, madrasah and vocational/technical education. (b) A general core of common required subjects with identical syllabus will apply to all three streams. Vocational subjects in varying proportions will be included in all three streams. (c) Public examination at the end of class ten (SSC) will be eliminated and replaced by certification by the school and public examination at the end of the secondary stage after class 12. A scholarship examination is proposed at the end of class 10. The ultimate goals of Education Policy 2010 and new curriculum 2012 are to evolve an education process that is oriented to creativity, practicability and productivity and to remove socio-economic discrimination irrespective of race, religion and creed. In order to achieve the mentioned goals and objectives, the Education Policy 2010 puts emphasis on science, ICT, and moral education. Qualitative change in our education system is the most important priority of the day (MoE, 2010).

To conduct the public examinations such as Secondary School Certificate and Higher Secondary Certificate level public examinations there are nine (9) region based Boards of Intermediate and Secondary Education are responsible. They are also liable for the recognition of the private sector educational institute.

The national curriculum textbook board is an autonomous organization under ministry of education. It is responsible for the development of curriculum, production and distribution of primary, secondary and higher secondary level.

3.6 Government Response and Donor Assistance

The Asia development Bank has been the most active donor to government's development program in secondary education with several loan projects supported in the past two decades.

(i) Prior to 1993 the Asian Development Bank implemented the Secondary Science Education Project. The basic intent was to supply laboratory equipment to selected non-government institutions including Madrasah, to construct a laboratory room wherever needed, to train teachers in science education and to improve the science curricula. The project was conceived well and implemented well to the extent of construction and procurement. The training program was implemented but was not found to be effective enough to match the requirement of improved curricula and applied laboratory guidance. Thus the impact was limited. The fault lay in non-involvement of institutions in conceptualizing the intervention, standardized intervention across the board for all targeted institutions, and absence of internalization of the required change by the selected change-agents.

(ii) Asian Development Bank also funded a stipend program for female students in secondary schools. This has resulted in increased enrolment, retention and somewhat increased completion of secondary education cycle by the girls. This has resulted in increasing the age at marriage, improving knowledge about life skills, and increasing social awareness of the girls and their families. However, sustainability of the assistance program remains in question, due to increasing costs and because the concomitant objectives of improved management capacity of institutions and community participation was not achieved. An implementation process largely based

on instructions and directives from the central level rather than active involvement of people at different levels in designing and managing implementation has caused this failure.

(iii) The Higher Secondary Education Project (HSEP) completed in 1998 aimed at facilitating the restructuring of HSE institutions offering 11-12 grade instruction, institutionalizing continuous upgrading of curricula, reformulating the evaluation system and improving academic supervision. The construction work has proceeded well, curricular changes have also been done, and the examination system has been revised to some extent. Academic supervision, however, continues to remain weak. The main constraint was that without prior remedial action to improve education at the lower level, much effective restructuring and a tangible result from it was difficult to achieve at the higher level.

(iv) The Secondary Education Development Project (SEDP), completed in 1999 and aimed at 6-10 grades, has provided assistance for (a) curriculum reform, (b) instructional materials management including privatization of textbook production, (c) teacher training, (d) improvement of physical facilities and (e) training of supervisory staff. Again, construction, consultancy, and training components have been largely achieved, but the objective of improved quality of instruction has not been achieved due to management weaknesses at institution and system levels. These weaknesses have led to the failure of all the components to come together to produce the results. Another factor is that the low level of motivation and commitment of people involved in implementation has not been addressed. Thus the intervention by ADB has been sustained over two decades and its impact is seen in improvement of certain physical facilities, increased participation of girls in secondary education, increase in the number of 'trained' teachers and in the improvement of curricula. These are means towards an end, namely, improved educational output. This remains elusive largely due to absence of systemic reform and activities undertaken in isolation from each other.

(v) A new Secondary Education Sector Development Project (SESDP), 2000-2010, supported by ADB is now getting underway, which attempts to take account of the lessons and be engaged with the issues in the sub-sector over a longer period of time. The 11-year project is estimated to cost \$1.2 billion with a major part going to expansion and upgrading of educational facilities, provision of schools in underserved areas, and secondary school stipends for girls. The first phase of the project (2000-2005) will (i) help strengthen institutional capacity of the Ministry of Education in policy support and strategic planning, (ii) support decentralized planning and management, (iii) promote performance-based management, (iv) assist privatizing textbook production, (v) help improve teacher education, and (vi) strengthen school management. The cost of the first phase is \$86 million including \$60 million loan from ADB, by far the largest assistance project in secondary education.

3.7 Conclusion

The purpose of this chapter was to give an overview of the secondary education system in Bangladesh with respect to secondary school performance. This chapter has been arranged in the light of macro perspective of secondary education, DSHE's management of secondary education, especially the schools, the problems and challenges of secondary education system, and the stakeholder's interest and concerns. It is a great challenge for Bangladesh to bring all the schools in same platform. Next chapter will discuss the analysis of the dependent and independent variables and how these variables are interlinked.

Chapter Four

Data Presentation and Analysis

4.1 Introduction

This chapter explores the data found in the field and scrutinize the data to divulge the crucial findings. These findings give a scope to discuss the definition of secondary school performance with regard to present context. It also examines the factors that affect secondary school performance in Bangladesh. This study has been conducted depending on the analytical framework and guided by the theoretical framework. Therefore, the findings are discussed here based on the variables found in the analytical framework. The study has been conducted mainly in the rural areas of Bangladesh.

The dependent variable of this study is secondary school performance. One of the research questions of this study was to unearth further constituents secondary school performance. To measure the perceptions of secondary school performance different sections of people were asked by the questions, “What do you mean by secondary school performance and how do you rank these in order of significance?” There were thirty two numbers of respondents were asked by these questions along with other questions. They were saying secondary school performance as all round development of students, academic results, teachers dedication and care, extra-curricular activities, strict student enrolment, reduction in dropout rate, reputation as an ideal school, role of SMC, leadership of the headmaster, teacher-students presence in the school , etc. They defined secondary school performance and gave weight age according to their gravity or importance. Of them twenty four people ranked one as academic result, twenty people ranked second as teachers dedication and care, eighteen people ranked third as strict student enrolment, sixteen people ranked fourth as extra- curricular activities, fifteen people ranked fifth as reduction in drop out and consecutively, reputation as an ideal school, teacher- student presence in the school, all round development of students, dress code, lesson plan, school environment, active SMC, leadership of headmaster. The

top hierarchy ranked number one, as the ranking lowers down the hierarchy decreases as second, third, fourth and so on.

4.2. Based on the interviews with the respondents the core features of Secondary School Performance:

Table 1:

(Number of Total Respondents – 34) Performance Criteria	Educationists (06)	Officials (08)	Headmasters and Teachers (12)	Students and Guardians (8)	Average
Academic Results	100%	100%	100%	100%	100%
Reduction in Dropout rate	80%	78%	90%	-	83%
Extra-Curricular Activities	75%	75%	98%	83%	83%
All Rounded Education	80%	70%	75%	-	75%
Quality of Students Intake	80%	70%	70%	73%	73%
Teachers Dedications and Care	70%	75%	80%	75%	75%
Daily Attendance of Teachers and students	80%	85%	74%	72%	78%

These are delineated by the respondents according to the gravity of potential on secondary school performance. Most of the respondent told academic result is the number one indicator of secondary school performance, because this is the most obvious and measurable learning outcome, this is also traditional belief that academic result is the benchmarking tool of school. One responded argued that academic result is the prime motto of any school and other factors like leadership of headmaster, active role of SMC, student quality, teaching quality affects positively or negatively on secondary school performance.

But the other respondents defined secondary school performance as some other aspects, among them twenty respondents rated teachers dedication and care are the second most important indicator of secondary school performance. If a school has quality teachers and they have dedication and care towards the school and towards the students that is a strong determinant of secondary school performance. Likewise above mentioned calibration of school performance indicators were rated by majority of them.

Table 2: Definition of Secondary School Performance according to Gravity by different Cross Section of Respondents

Cross section of People	Secondary School Performance
Educationists and elites and Ex- headmasters-06	Academic results, strict students enrolment, reduction in dropout rate, extra-curricular activities, all round development of schools, all rounded education, quality students intake, teachers dedication and care, reputation as an ideal school attendance of teachers and students, active SMC, daily attendance of teachers and students, leadership of headmaster, extra coaching to weak students prior to examination, extra-curricular activities, Infrastructure, teacher-student ratio, reduction in drop out, school environment, dress code, connections of teacher-student-guardian-classroom.

Officials -08	Academic results, teachers quality, reduction in dropout rate, extra-curricular activities, students quality, development of schools, reputation as an ideal school, all rounded education , extra coaching to weak students prior to examination, Active SMC, leadership of headmaster, extra- curricular activities, teacher-student ratio, , attendance of teachers and students, infrastructure, reduction in dropout rate, quality environment, PTA
Teachers (Headmaster and Subject teachers)-12	Academic result, teachers dedication and care, strict students enrolment, reputation as an ideal school, attendance of teachers and students, extra coaching to weak students prior to examination, leadership of headmaster, active SMC, co-curricular activities, multimedia and playground, Parent –teacher association, infrastructure, lesson plan, class size, reduction in drop out.
Students and Guardians – 08	Academic result, infrastructure, extra-curricular activities, teachers' quality, students' quality, daily attendance of teachers and students.

Therefore, secondary school performance is defined mainly as academic result, teacher's dedication and care, strict student enrolment, extra-curricular activities, reduction in drop out and some other indicators, like active SMC, extra coaching to weak students prior to examination, attendance of students and teachers, are also called as secondary school .

Performance. Now on the basis of the prime indicators this study will try to examine four rural non-government schools which are performing better or which schools are performing low.

Box – 1: Challenges of Secondary School

AS Mahmud, Additional Secretary (Retired), worked in secondary education (Ministry of Education):

“Parents are becoming concerned about their children’s education.”

Secondary school performance means mainly the academic result of the students and to do this three are some factors that are student intake, teacher’s dedication and care, nurturing of them for this quality teachers, environment of the school, active SMC members, cleanliness, dress code and regular presence in the school.

Teachers’ recruitment, selection was faulty. Generally those who did not get job anywhere by the grace of SMC they had been recruited compromising with the quality. After getting the job in school they do not even try to develop themselves, they become engaged with coaching business, and they are not committed to their profession want to become rich overnight.

Recently, government has come up with policy in recruiting the teachers through NTRCA, teachers must have the certificate of NTRCA, NTRCA commission will recommend and refer to the SMC for appointment. Comparatively there will be higher chance to get a bit qualified teacher. But still the main challenge is the coaching business and to be rich overnight. For the training of secondary school teachers there is no definite training institute although there are projects under which training is conducted for the teachers. It cannot cover huge number of teachers. To mitigate this they should have compulsorily at least B.Ed. training and two months foundation training.

Other than the aforesaid factors that affect secondary school performance are good leadership and management of headmaster, team work, and environment and guardians consciousness. If there is strife between the President of SMC then school performance deteriorates.

To address poverty and gender in education sector Bangladesh Government introduced free books and stipend for girls. For this incentive the enrolment has increased, guardians also motivated to send their children in school, the drop out has decreased. One inspection report says that girls’ attendance is more than the boys’ attendance. Aside from this the pass rate also increased, many report that the exam system is result friendly. But this does not mean of gaining education quality.

Not necessarily every student will get brilliant result some can do but some cannot. If we think like that it seems like utopians scheme. Ten years of schooling, schools and guardian's intervention and above all a student become eligible for passing out , it cannot be all moonshine. The thing is government should be strict in giving GPA five. Higher pass rate does not mean higher quality. Because of examination system and flexibility when evaluating the pass rate becomes higher. To keep pace with the word's examination system government adopted grading system.

Teacher-student ratio is a formidable challenge for Bangladesh. For secondary schools ideally it should be 1:30, but still where a cadet college have 25 students in a class there are many schools where a class have more than 60 students. The teacher cannot reach all the students in the class, so a vicious circle of inattentiveness prevails in the class. If more teacher been recruited then it will be obligatory to include them in MPO that will be onerous for government of Bangladesh. Besides, majority schools take the approval of section seemly that school will provide remuneration for them, but there are ample irregularities in this respect, so this circle markedly weakening the secondary school performance.

Although there is a significant decrease in dropout rate it is still prevalent in Bangladesh. It is mostly seen Savar, Keraniganj, etc. Because a number of floating people live there, so frequently they change their school. Government is trying to reduce it more offering more incentives.

The extant power of SMC is enough for them to execute better school performance. They have ample opportunity to improve both academic and development side of the school. Where the problem lies in most of the school the president of SMC is half or less educated, they are also under political banner, in addition to that they are also the donor member so they take to be upper hand for granted, they misbehave with the honourable teacher, they harass them every now and then so their pugnacious relationship enervate the school performance. If SMC become respectful and sincere they can mobilize, teacher, guardians. They can launch mid-day meal, they can take steps for the weak students. Because of raising voice from different corner that the president of SMC should have at least a bachelor's degree. But the rejoinder is like this, most of the SMC president objected that they have given money , land , labour, the authority should be in their hand whether they are degree

pass or not. In a workshop when confronting a situation like this then keeping mum was the refuge. It is the harsh reality we have to subjugate in this age of political polarization. If there is no business motive, no conflict of interest, if there exist a harmonious relationship between SMC and teacher community then surely it will positively affect school performance.

So the challenges in the secondary school performance are coaching business, aversion to teaching, disproportionate infrastructure with increasing enrolment, lacking in quality teachers, unable to cover the training of all teachers across the country. Still there are about 7000 institutions are not included in MPO, and 70000 teachers as well, it is a problem for the government. The examination system is not faulty but the answer sheet should evaluate properly. It is so less time to evaluate three to four hundred answer sheet within 25 days, the examiner concentrate on cordially. So there will be a good chance to be evaluated wrongfully.

Despite all these big challenges there is still some ray of hope parents are becoming concerned about their children, the secondary schools are undergoing qualitative change

4.3 Descriptions of the Schools with relevant Statistics as follows

The schools under Study:

1. School A: Bhowal Mirzapur Haji Zamir Uddin High School, Gazipur Sadar, Gazipur.
2. School B: Benupur Bazlur Rahman High School, Upazila: Kaliakair, District: Gazipur.
3. School C: Shambhupur High School, Upazilla – Tazumuddin, District – Bhola.
4. School D: Chachra Adarsha High School, Tazumuddin Upazilla, District: Bhola

4.3.1 School A: Bhowal Mirzapur Haji Zamir Uddin High School, Gazipur Sadar, Gazipur

This renowned school of Gazipur was established in 1955 in a forest-grown secluded area of Bhowal Gar on the bank of the river Turag. It was put in place with the patrician strive of Zamir Uddin who was the first chairman of the school. It is a

medium category school with respect to its academic result. The apposite statistics relating to the study are given below:

Table 3: Statistics of School A

Total no. of Students	Every day Present	No. of teacher	Teachers presence everyday	Vacancy	Project Aid	Teacher – student ratio	School time and class room size
1061, male - 580, female- 481	90% Average 2016	28, MPO(20) Female- 07, male- 21, B.Ed. (20) ICT training, others	100% Digital attendance of teachers	01, acting headmaster	Swarnakishori scholarship, each year 10 poor, meritorious girl students offered monthly 1500 BDT.	1:36	10 am-4 pm 60

4.3.1.1 Infrastructure of the school

It has spacious school building, vast playground, neat and clean and capacious class room, well- furnished meeting room, big common room for teachers, well-ventilated class room, hall room for guardians meeting, Satota store (It is a shop for selling daily foods and other utensils for the students where the store is run without any storekeeper and without any close circuit camera. The prices of goods to be sold are tagged with those goods. Any student willing to buy anything would enter into the store and choose the goods according to his/her will), library, separate toilet facilities for girls and boys, arrangements for safe drinking water, cc camera surveillance, it has 24 class rooms .

4.3.1.2 Leadership of Headmaster

Mr Anil Chandra Sarkar, BSc. B.Ed. (Acting) headmaster in this school for two years. He is the senior most, well behaved teacher in the school, teaching there for thirty years. He is knowledgeable in making institutional development plan, good academic

supervision in line with supplying teaching- learning materials. He organizes and also presides over staff and subject teacher meetings. He motivates and facilitates the teachers who are afraid of using technology through in service training regarding ICT and others. He made his own professional development getting mastering in information technology. In addition, he has awareness about the overall environment of the institution; he lacks in leadership skills but has heartfelt sincerity to the school.

4.3.1.3 Year-wise SSC result, SMC interference, dropout rate, enrolment in class six and percentage of guardians reluctance

Table 4: Academic Result

Exam	Year	Total appeared	passed	A+
SSC	2015	153	138	06
SSC	2016	154	132	06
SSC	2017	236	228	34

Table 5: Performance of School (2013-2017):

Subject	year	Year	Year	Year	year
	2013	2014	2015	2016	2017
SMC interference For discipline	70%	75%	75%	80%	80%
Dropout rate	1-2%	1-2%	1-2%	1-2%	1-2%
Enrolment in grade 6	245	245	240	240	230
Guardians reluctance	50%	50%	40%	30%	20%

In this school from the above table we see that the SSC pass rate is increasing last three years. The interference of school management committee is increasing. The dropout rate is flat for the last couple of years, but it is low. The enrolment in grade six are decreasing because they are planning to reduce the class size, for intervention of parent-teacher association and for other factors the reluctance of guardians also declining.

4.3.1.4 School Management Committee

The SMC is headed by Md. Mohsin a joint secretary of ministry of disaster management whose father were once teacher in this school. He has a strong dedication for the development of the school. There is a good teamwork and administration in this school. He whole heartedly tries to upgrade the school as much as possible, for example, he persistently tries to manage funds for school, and there are twelve teachers who are not included in MPO. Their salaries are provided from the income of the school. As girl students are getting stipend from government project they cannot take fees from boy's students so that is a very negligible amount to provide with, he manages funds from various sources. He inspires the teachers for doing good works. The school has exposure in scouting, extracurricular activities, and a good number of high officials visited this school. Recently inspected by assistant controller of examination, Dhaka Board; and previously by DG, DSHE, Bangladesh Scouts, deputy commissioner etc; their reports are satisfactory. He frequently comes to the school whenever possible. He pursues his team members to follow the rules and regulations of education. The agenda of the SMC meetings are mostly about quality education, approval of budget, infrastructure and ICT development of school. The meeting holds up regularly, at least six times a year, so do the parent teacher meeting.

4.3.1.5 Students' Quality:

In each class there is a system for admission test. The class size is maximum 60, there is no ways to exceed this number. The students in the class are not equally meritorious, some (10-12 students) can easily captures the class and some find it difficult to follow. Most of them come from villages and they are weak students. It seems that class size is bigger to reach all the students in the given class time, taking minimum six classes every day is burdensome , if the teachers cannot get relaxed they cannot give their best output to the students. They have different sections for different bracket students to take care them accordingly; weak students are given extra care, counselling and motivation. Both boys and girls we have four sections. Usually students are weak in English, Mathematics. If students feel any kind of problem in the class they communicate with the teachers, and they respond to them.

4.3.1.6 Environment and Parental Involvement:

The school has good environment, teachers are cordial, and they warn the guardians about the student to solve it. Good relations with the peers and self-confidence are the prime factor. Teachers and students both are disciplined. They call the guardians for meeting. They are caring to the students. The teachers co-operate him when he needs. No eve-teasing, good environment. Only problem we have to cross two rivers, but because of bridge it is not a problem at all. In this school every class has four sections, girls, boys, weak, strong students.

4.3.1.7 Extra-Curricular Activities

Scouts, girls guide, annual sports, participation in international scouting programme, attending national programmes and internal cultural programmes.

Box – 2:

MD. Mohsin, Joint Secretary, Ministry of Disaster Management, Chairman, and SMC

It is a tough work to conduct non-government school. There are challenges like quality of teachers, political problem etc. The schools which are around capital city it faces the problem that those who are affluent they come to Dhaka city to study in better school. So there remains a paucity of good student. Even those who are teacher in this school who can afford their children to get admitted in a better school in Dhaka city they do it. Even the children of chairman, member, and businessman they go to Joydevpur for schooling.

I feel embarrassed that we have to keep an incapable teachers for thirty years. What a grievous challenge. Thousands of students are in their hand, what they can give to the children. Once he was appointed by the SMC not by merit but by the sheer nepotism, bribe or some other things. Besides, there is a shortage of experienced headmaster, if there is anyone private schools hire them by offering high salary.

When public examination approaches, the member of the SMC becomes very busy to send up the failed students for SSC examination by the pressure of local politicians and local people.

Despite all these the school is developing, this year where 22 students got A+ in Joydebpur school this school got 34 A+. It is my pleasure to do something for education in my locality. I owe to this soil, in return I want to give it something. It is my best inspiration.

4.4 School B: Benupur Bazlur Rahman High School Upazila: Kaliakair, Gazipur District

The Benupur Bazlur Rahman high school is a well-known Secondary School listed in Secondary School category located at Dhaljora, Kaliakair, and Gazipur. It was established in 1973 and named after. It is surrounded by marshland and high land as well. In the wet season a portion of the land become inundated causing impediments around thirty five percent of the students. It was named after a renowned person Bazlur Rahman in Kaliakair Upazila.

Table 6: Statistics of School B

Total no. of students	Present Everyday	Total no. of Teachers	Present Everyday	Teacher – Student ratio	Project Aid	Class time And Class size	Vacancy
1029(Male-49%, female-51%)	85%, Decreases after leisure time, in the rainy season 70%	17, B.Ed.-06, Male-13, Female-04, Two teachers appointed by NTRCA	100%	1:60	SEQAEP	10.00A.M-4 P.M	01-Headmaster

4.4.1 Headmaster of the School

This school has acting headmaster named Md. Harun Ur Rashid. The Headmaster is lacking in leadership quality. The report what Thana education office want from

them do not reach in time. He is a bit reluctant in organizing staff and subject teacher meetings.

4.4 .2 Extracurricular Activities

This school has no any evident or significant extra-curricular activities. Only some regular cultural program arranged sporadically.

4.4.3 Year-wise SSC result, SMC interference, dropout rate, enrolment in class six and percentage of guardians reluctance

Table 7: Academic Result

Examination	Year	appeared	Passed	A+
SSC	2016	137	133	16
SSC	2017	188	186	
JSC	2016	210	210	59
Half-yearly	2017(Math)	100	08	
Half-yearly	2017(English)	100	25	

Table 8: Performance of School (2013-2017)

Subject	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
SMC interference For discipline	30%	30%	35%	35%	40%
Dropout rate	2-3%	2-3%	2-3%	2-3%	2-3%
Enrolment in grade-6	211	219	209	213	208
Guardians reluctance	70%	70%	65%	60%	60%

As female students are getting stipend the dropout rate has been reduced, some student do not attend class after tiffin period, and the student's absenteeism is higher in rainy season than in the dry season. The interference of SMC for discipline is increasing, the dropout rate is flat, but a bit higher. The enrolment rate is not consistent sometimes increasing and sometimes decreasing. They are trying to increase the number of students for more financial gain. Guardian's reluctance is higher but declining slowly. The guardians are not educated, well off. Most of them are coming from poor families.

4.4.4 School Management Committee

It usually presided over by Haji Muhammad Abdur Razzak, ruling party political leader, freedom fighter. The SMC meeting held every two months, there are some gaps in internal team work and co-ordination within teaching staff. The SMC is not sincere for the development of the school, rather they are engaged with appointment of part time teachers, most of whom are not qualified. The exposure of this school is somehow little, for instance, last Inspection held by Education Board: 03-02-14. Still the education officer did not visit the school. The last meeting of SMC held in 27-05-2017, the main agenda was appointment of an MLSS. There is very little focus on the development of school and quality education.

4.4 .5 School Environment and Infrastructure

The school is brick building, the playground is shabby and not spacious, there is only one toilet used by every teachers and students. In the school premise people conduct hat in twice every week in school hour. They compensate it with tiffin time. Guardians complain students do not have good sitting arrangement in the school, often times they are beaten by the teachers.

4.4.6 Teacher's Quality

There is lacking in quality teachers, office assistant, librarian they also take class regularly. Most of the teachers are aged, they are reluctant to learn new things. Despite they have the sincerity they cannot cope up with new syllabus and they become tired of taking classes. In connection with this one teacher told that once he used to look after the students even at the dead of night, but now it has been decreased. In rural areas there is a scarcity of expert English and Mathematics teacher, because most of them shifted to the urban areas. They get settled there for income generation.

4.4 .7 Parental Involvement

Poor students urge them to reduce the tuition fee and they reduce it, even though the student failed in three or four subjects in test examination by the pressure of guardians they are compelled to send them for SSC examination. When we call

guardians for meeting few of them respond, such as if we call five hundred guardians only fifty of them retaliate. This is because they are day labourer, busy with their work, some say that they don't have good cloths to wear on so they are indifferent to attend the meeting. Some students also go for fishing, rickshaw pulling, and pottery for livelihood in holiday. So it has some negative impact on their performance. The problem of this kind of school located near in Dhaka, the affluent people does not send their children to this kind of school. Those who send their school they are garments worker, farmer, etc. For the examination system the pass rate is higher, and also evaluates the examination paper leniently.

4.4 .8 Parent-teacher Association

Mother's assembly holds in this school twice a year for counselling. Weak students are taken special care, teachers take extra two hours class for them. They inform the guardians about their performance. They categorize students and accordingly take care of them. The school has accommodation problem with number of students. For poor students Mathematics and English extra class are taken.

4.4 .9 Class Size

In this school every class has two sections. There are 60 students in a class. Student-teacher ratio is high. It is very hard to reach all the students in the class. If student's size becomes optimum then it will be easier to get better output from them.

4.4 .10 Students' Quality

There is no admission test for the students of class six or any other class. The class of 9th grade but their standard it seems 6-7th grade and the students who read in class six their standard is 3rd -4th grade. As a result they cannot receive the lesson in the class. Most of the students who passed out PSC and JSC are below standard. There might have some mechanisms in the examination hall so that they can obtain pass marks, may be it is a kind of administrative weakness. Any student can get admitted in the school, there no quality or admission test. If the school does not take them then they will go to another school around for admission. So this school does not miss the opportunity to get admitted them because at the end of the year they will get at least some fees. Sometimes it cannot be decided from where to start, because fifty percent of the class are below standard, 30% are average and 20% have interest

in learning. In class six, seven, eight, and nine they cannot do Mathematics well but in class 10 after practicing more they do well in Mathematics. In the class there are mixtures of attentive and inattentive students, most of them are inattentive. Very few ask question. Weak students should be given more emphasis stubbornly, like terrier dog. Many cannot understand every lesson in her class, then they then go to the teacher and he helps.

4.5 School C: Shambhupur High School, Upazilla, Tazumuddin, Bhola District

Shamvupur high school was established in 1966 located at Shamvupur Union Parishad, Tazumuddin Upazilla in the district of Bhola. The mighty Meghna River is nearer to the school.

There is a bazar around this school, in other words it is adjacent to the growth centre. The school is named after Shamvupur union Parishad. When this school was established it was under Daulatkhan upazila, Bhola. Later on, it became the part of Tazumuddin Upazilla, which is considered as more backward than Daulatkhan upazilla. Some benevolent local elites and educationist took the initiative to establish this school. Because of this reason this area has some legacy of educated people, after that this created a positive impact on education on that locality. This is an old school. It is a good prospective school. Shamvupur School is the best school in this Upazilla. But good students, children of big businessman they read in government school, those students come here who are located remote areas.

Table 9: Statistics of School C

Total no. of students	Present Everyday	Total no. of Teachers	Present every day	Teacher –student ratio	Project aid	Class time And Class size	Vacancy
633 (Male: 348 female: 285)	85%	11, (Male: 09 Female: 02) B.Ed-08	100%	1:58	SEQAEP	10.00 AM-4 PM	01 (Social science)

4.5.1 Academic Result

Table 10: Academic Result

Examination	Year	Appeared	Passed	Percentage	A/A+
SSC	2013	103	88	85%	
SSC	2014	85	79	93%	
SSC	2015	92	85	92%	
SSC	2016	86	85	99%	30
SSC	2017	76	62	81%	32
JSC	2012	105	104	99%	99.04%
JSC	2013	100	100	100%	100%
JSC	2014	85	79	93%	
JSC	2015	102	101	99%	52, 7
JSC	2016	130	129	99%	11,83
JSC	2017	146	146	100%	32

The pass rate of SSC is increasing in the last five years, but in 2017 there was a decline in the result because of the creative system examination in Mathematics. The result of the JSC is consistently higher over the years.

Table 11: Performance of School (2013-2017)

Subject	Year	Year	Year	Year	Year
	2013	2014	2015	2016	2017
SMC interference For discipline	50%	50%	55%	60%	60%
Dropout rate	4-5%	4-5%	4-5%	3-4%	3-4%
Enrolment in grade 6	139	145	150	155	164
Guardians reluctance	50%	50%	50%	45%	45%

The interference of SMC for discipline is increasing at slower rate, dropout rate decreasing but still high. Enrolment in grade six is increasing. And at the same time the reluctance of guardians also decreasing.

4.5.2 Profession of the Students' Parents

This table shows Day laborer, agriculture, fishermen, educated parents, conscious guardian, socially conscious area, bazar area. The first girl of class eight his niece also indicates in this table with Education quality same, but reputation matters.

4.5.3 Extra-Curricular Activities

Scout, girl's guide, singing, poetry recitation, best in Upazilla level last year are expressed here. Best institution in the Upazilla, participated in every event.

4.5.4 Leadership of the Headmaster

Md. Jamaluddin, Headmaster's residence is very adjacent to the school so that he can monitor the presence of students and teachers as well. He is active for the overall development of the school. He has good command over the teachers.

4.5.5 School Management Committee

The agenda for two consecutive SMC meeting were quality education, budget approval, billboard making approval etc .which held in the month of April and June respectively. Chairman, Shamvupur union parishad usually presides over the meeting. The SMC members aware of their role and they have harmonious relationship among them with respect to school performance. There is a good internal team work and coordination within the teaching staffs, with respect to school performance. Last inspection held on mid of May by district education officer, Bhola. They had some suggestions regarding school improvement. The school has a very less income from the school. The SMC meeting is supposed to hold six times per year. And regularly it is happening. The last SMC meeting held in 1st November of 2017, the agendas of this meeting were about inclusion of Satota Store, cc camera, SSC form fill up etc. It reveals the trend of modernization of the school.

4.5.6 Class Size

Because of high teacher- student ratio, teachers cannot give equal attention to each student. Moreover, reluctance of guardians and students inability to learn, lacking in proper training of the teachers with regard to creative questions are impediments to school performance. There is also lack of accommodation in the class.

4.5.7 Students' Quality

For the last three years students are getting enrolled in this school through admission test. Everybody cannot follow the classes equally, some need extra care. All the students are not same categories. There are three categories of students' good, medium and bad students. Besides class room teaching the students are dependent on coaching and private tutor. Class room teaching almost every student take private tuition or coaching are shown. Inattentive students are handled with extra care. They are offered coaching for their improvement, are not ousted from school.

4.5.8 PTA

The meeting holds up regularly. Guardians attend the meeting whenever they are called; eighty percent of them attend the meeting.

4.5.9 Teachers' Quality

Most of the teachers have B.Ed. degree. And they opt for it. In some cases teachers training are not those effective. The teacher's quality of this school is not in equal range. Lack of proper monitoring from the administrative level, insufficient remuneration is the causes of degrading teacher's quality. Moreover, only one subject teacher for class six to ten cannot meet the requirement of the class.

4.5.10 Infrastructure

The school is made by brick, there is a playground not so spacious. There is a market adjacent to the playground which is obviously seen from the school.

Box – 3: Country is moving forward

Bipul Chandra Majumdar: (Retired Headmaster, Educationist), Tazumuddin Upazilla, Bhola District

“Country is moving forward.”

Teaching is a holy profession. I had been in teaching since 1976. Being a teacher I am quite satisfied.

Government still cannot be able to gear up secondary level education, it is not arranged internationally. But it is developing. Because there is a reduction of drop

out, now a beggar also wants to send his/her children to the school. At secondary level students are still dropping out. In previous time there were ideal teachers who were committed; they would have given many things to the society.

Secondary school performance is the combination and connection of student-teacher-guardian-classroom. What a student can apply in his practical life that is the real quality education rather than simply getting GPA-5.

Management of school and leadership of headmaster are crucial for secondary school performance. It is a teamwork.

Previously appointment of teachers was manipulated by managing committee.

The monitoring mechanism by the government is increasing day by day. Country is moving forward.

SMC has much power to improve school performance because, they can supervise the teacher about their teaching, their presence, and their absence and can supervise the students as well. They can oversee the student-teacher relationship.

SMC should be more educated, at least they should have minimum graduate degree.

The entry age in primary level is six, there is a burden of books as compared to their age (secondary level), and they simply cannot digest. Besides there is a shortfall of qualified teacher who can teach them on that subject.

4.6 School D: Chachra Adarsha High School, Tazumuddin Upazilla, Bhola District

This school is located in a remote rural area at Chanchra Union Parishad , Upazila Tazumuddin, Bhola district .It was established in 1998 , a comparatively new school. It is a lower category school.

Table 12: Statistics of School D

No.of	Present	No.of teachers	Present	vacancy	Project	Teacher-
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students	everyday		every day		Aid	student ratio
285,(male: 60% Female: 40%)	55%	12(male-11 female-01) Suspended-01 MPO-09 B.Ed-08	95%	0	SEQAEP, TQI	1:26

4.6.1 Leadership of the Headmaster

Md. Siraj Uddin A(Hons),MA.M.Ed, Tazumuddin Upazilla, Bhola: He is weak in leadership quality. The headmaster of this school is reluctant and evasive. He seldom goes to the school, very hardly he present there. He has discordant relationship with the teachers, he is less co-operative to others. Although the school is advancing at snail's pace.

4.6.2 Academic Result

There is hundred percent pass rate in this school for several years. Because those who failed in test exam we don't give them chance to appear at SSC. Only in this year 11 students passed out of 14 students.

Table 13

Examination	Year	appeared	passed	A
SSC	2016	17	14	04
SSC	2017	18	07	03
JSC	2016	34	31	08

4.6.3 School Management Committee

A union member is the chairman of SMC. He is the elder brother of the headmaster. They could not develop infrastructure for political reasons. The last meeting of SMC held in this school 31st of May this year and the agenda were about electricity connection in the school. Generally the agendas for the SMC meeting are to fix up

form fill up fees of the examinations, arrange football playing, annual sports, etc. It holds whenever committee feel necessary.

4.6.4 Year-wise SMC interference, dropout rate, enrolment in class six and percentage of guardians reluctance

Table 14

Subject	Year	Year	Year	year	year
	2013	2014	2015	2016	2017
SMC interference For discipline	40%	40%	40%	45%	45%
Dropout rate	9-10%	9-10%	8-9%	8-9%	7-8%
Enrolment in grade -6	55	60	64	75	85
Guardians involvement	35%	40%	40%	45%	45%

The SMC interference for discipline in this school is very low and also the rate of increasing is lower. The dropout rate is still very high but at a very low rate it is decreasing. The enrolment rate is increasing. Guardian's involvement is increasing but very low in comparison with other schools.

4.6.5 Infrastructure and Environment

The school is a tin-made building. It has poor infrastructure shabby classroom, no good environment, no logistics, no common room or toilet facilities for ladies, there is no lady attendant in this school. As the partition of the classroom is poorly made one can hear anything from another class room. It has also lacking in ICT infrastructure.

4.6.6 Professions of the Guardians of the Students

This locality is poor resourced area. Most of the student's guardians are labour, farmer, fisherman, auto driver etc.

4.6.7 Students' Quality

Many students remain absent in the class, they are not that much conscious. Before two years none asked questions in the class but now 2-4 students ask questions in the class. No admission test for student intake, no strict student enrolment.

4.6.8 Teachers' Quality

Out of twelve teachers eight teachers have B.Ed. training. But it is said that the teachers are lacking in training. The teacher of Physical education is suspended. The class room size is 35. Teacher can reach all the students. There are some extra classes for weak students. They sometime motivate the students to come to school.

4.6.9 Parental Involvement

Most of the guardians are unconscious; they are not educated or well of, at some point in the future their school going children retract from school for livelihood. Boys become petty shopkeeper, fishermen, or auto rickshaw- driver and the girls get married, become garments worker or do household work.

4.6.10 Extra-curricular Activities

In every Thursday as per government instructions they arrange a class for singing patriotic songs, Hamd-nath, poetry recitation. This is done regularly because of the sudden inspection of academic supervisor. There are no other evidences of extra-curricular activities.

4.7 Findings and Data Analysis

From the above discussion we can derive the meaning of secondary school performance as academic result, teacher's dedication and care, strict students' enrolment, extra-curricular activities, and reduction in dropout rate. These are the major findings determined by the ranking of the determinants. There are some other things that also explain school performance. Thus it can be said emphatically that

only academic performance does not mean school performance; there are other things that can be weighed as school performance.

In this regard we have taken four non-government rural school as case study. The schools are, schoolA(Bhowal Mirzapur Haji Zamiruddin High School, Gazipur Sadar) , school B(Benupur Bazlur Rahman High School,Kaliakair, Gazipur) , school C(Shamvupur High School , Tazumuddin, Bhola), and schoolD(Chachra Adarsha High School , Tazumuddin, Bhola).

4.7.1 Academic Result

Table 15

School Name	Performance	Year			
		2014	2015	2016	2017
Bhowal Mirzapur Haji Zamiruddin High School	Academic result SSC	100%	90.19%	85%	96.61%
Benupur Bazlur Rahman High School,Kaliakair		90%	96%	97%	97%
Shamvupur High School		96%	92%	98%	81%
Chachra Adarsha High School		90%	91%	82%	38%

The pass rate of SSC examination is more than 90% in most of the cases, sometimes it is 100% and fluctuates to 38%. In 2014 100% pass rate in school A but there is a declining trend after that but in 2017 it has been raised to 97% (Approx), school B also have the same pass rate. Apparently it seems that the performance is same in both the school but from another table we see that the number GPA 5 is higher than double in school a (34) than school B (16). So school a reveals as high performing school in this respect. On the other hand, the school C (Shamvupur High School , Tazumuddin, Bhola) has more than 90% pass rate in the last three years but in 2017

the rate decreased into 81%, but no student obtained GPA 5. There is significant reduction in pass rate in school D (Chachra Adarsha High School, Tazumuddin, Bhola) in 2017 compared to the years before. The 38% pass rate shows poor performance of school D. The new education system in Mathematics is the cause of this degraded result what they have said. Almost all of the four schools provide extra coaching to weak students prior to examination especially before public and annual examination.

4.7.2 Teachers' Dedication and Care

Table 16

School Name	Performance	Year			
		2014	2015	2016	2017
A	Regular presence of students	96%	95%	94%	97%
B		80%	82%	85%	88%
C		75%	75%	75%	80%
D		70%	72%	75%	75%

The second most criteria of school performance is teacher's dedication and care. From the data shown we see that the teacher-student ratio are 1:36, 1:60, 1:58, 1:26 in school A,B,C,D respectively. Most of the teachers have B.Ed. training, and also they are undergoing some other training. The main difference lies in their capacity of capture the training and implement that when they teaches. In school A the teachers are more active and caring in class , they have the mentality to teach with caring, But class size is big in school B, teachers cannot dedicate themselves fully to them, in addition to that the appointment process of teachers were not transparent enough, their poor remuneration demotivate them for good teaching. Even though the teachers of school A is more motivated than that of school B. In school C also class size is bigger, the teachers cannot reach the students properly. The class size is small in school D, the teachers can reach the students well but the attendance of the students in this school is lowest. This school is situated in remote area of Bhola

district. From the table it is shown that the presence of student is highest in school A and the presence students in the other schools are getting lower consecutively.

4.7.3 Strict Students' Enrolment

Table 17

School Name	Performance	Year			
		2014	2015	2016	2017
A	Enrolment in grade-6	245	240	240	230
B		219	209	213	208
C		145	150	155	164
D		60	64	75	85

Quality student intake is the third indicator of secondary school performance. The enrolment of student has an increasing trend in both the school but school A has become more conscious for taking quality students, they will eventually reduce the class size as forty. From the above table we see that in school A the student enrolment is decreasing because they are trying to cut down the number of the students to maintain the quality, the school B has increasing trend of enrolment in grade six, they are taking students indiscriminately to enhance the income of their school, The teacher-student ratio is high in this school, with the increase of students they are also trying to take part time teachers through the manipulation of school management committee. In school C there are three sections consists of good, medium and bad students. When students get enrolled in class six they are taken a test to categorize the students, so that they can get extra care accordingly. School D are trying to enhance the number of the students because they have really small number of students, they don't take any admission test enrolling the students. . The absenteeism of students of school D is higher than that of school C.

4.7.4 Extra- Curricular Activities

Table 18

School Name	Performance	Year			
		2014	2015	2016	2017
A	Extracurricular Activities	Atheletics, scoutings, other	Athletics ,scouting, other	Scouting,athlet ics, others	Athletics, scouting, other
B		Sport cultural program	Sports, cultural program	Sports, scouting	Scout
C		Sports, cultural, national day observation	Sports, cultural program, etc.	Education week, science fair, seminar on the importance of reading habit	Education week, science fair
D		Every Thursday singing recitation	Every Thursday singing recitation	Every Thursday singing recitation	Every Thursday singing recitation

There is a stark difference with respect to extra-curricular activities between School A and school B; between school C and school D. Bhowal Mirzapur Haji Zamiruddin high school have better exposure in co-curricular activities like scouting, girls guide, participation in national and international programmes. This year Bhowal Mirzapur Haji Jamiruddin high school awarded as best scout group at Gazipur District. They have ensured hundred percent scouting. Furthermore, their scouting has also international exposure, last year they participated at a programme in Srilanka. On the other hand, Benupur Bazlur Rahman High School do not have that kind of reputation in this regard. They are not active in performing extra-curricular activities.

They do unwillingly that kind of activities what is obligatory to them, for example, the routine football competition, annual sports. This year they did not arrange annual sports programme because of lacking in co- ordination. There is no promptness in arranging debate competition, poetry recitation and some other activities. School C has been awarded as the best school in the Upazila for their educational achievement and extra- curricular activities and so on, whereas school D did not have even little participation. Science fair, seminar etc. are arranged at Shamvupur High School but very little interest is shown at Chachra High School regarding extra-curricular activities.

4.7.5 Reduction in Dropout Rate

Table 19

School Name	Performance	Year			
		2014	2015	2016	2017
A	Dropout rate	1-2%	1-2%	1-2%	1-2%
B		2-3%	2-3%	2-3%	2-3%
C		4-5%	4-5%	3-4%	3-4%
D		9-10%	8-9%	8-9%	7-8%

From the above figure we see that Haji Zamiruddin High School has the lowest dropout rate and Chachra High School has the highest dropout rate. It is showing the performance level of the schools that studied. All of the four schools figuring out the diminishing dropout rate over the years.

School C has active headmaster than school D. The residence of the headmaster of school C is very much adjacent to the school C so that he can always supervise the school. Whereas the headmaster of school D is a bit evasive and few times he comes to school, the SMC chairman of this school is a member who is the elder brother of him. So there is a great chance for grievance among the teachers, and unfortunately it has become conspicuous through the interview to the teachers. So they do not have mellifluous relationship. On the other hand, there is harmonious relationship between SMC and teachers in school C. The school C is located near the growth

centre where school D is located in a remote area. The guardians of school C is more educated, conscious and well of than that of school D.

School C is much older than school D, an old school has some legacy , but the comparatively new school has got some political anomaly which has been described by the headmaster of school D, the school is a tin shed building, lacking in infrastructure, trained teachers, and so on.

4.8 Factors That Affect Secondary School Performance:

The second research question was what the factors that influence school performance are. Based on the prime five index of secondary school performance the respondents were asked the dominant or paramount reasons that exert influence on secondary school performance.

Table 20

Different cross section of respondents Respondents number: 34	Factors that affect secondary school performances
Educationists and elites and Ex- headmasters-06	Poverty, guardians consciousness, natural and man-made calamities, scarcity of subject teachers, lack of proper monitoring, lack of ICT infrastructure, student friendly classroom, leadership of headmaster(5), active SMC(6), guardian’s consciousness(7), infrastructure, PTA(2) location of school, socio-economic condition of locality, teachers quality(3), local co-ordination, political faction, students quality(2), environment of the school, team work.
Officials -08	Active SMC(8), quality teachers(4) leadership of headmaster(7), teacher-student ratio, teamwork, students quality, environment of school

Teachers (Headmaster and Subject teachers)-12	Student quality(2), good teaching staff(2), Active SMC ,parental care(3), knowledgeable SMC, socio-economic condition of parents, quality teachers(3), teacher-student ratio, leadership of headmaster,
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Thus from the above matrix (depending on the frequency of the factors told by the respondents) we find that active SMC,, leadership of headmaster, ,teachers quality, students quality and parental involvement/Guardians consciousness has major influence on secondary school performance. Apart from this, lack of proper monitoring, lack of ICT infrastructure, political faction, good team work, location of school, socio-economic condition of, location of school, parent’s socio economic condition affects secondary school performance. As per ranking, following are the order of the factors that affects school performance.

1. Active School Management Committee.
2. Leadership of the Headmaster.
3. Teachers’ Quality
4. Students’ Quality
5. Guardians’ Consciousness
6. Location
7. Teacher-Student Ratio
8. Catchment Area

Table 21: Performance of the schools with regard to SMC, Leadership of Headmaster and teachers training:

School	SMC	Teachers Training	Vacancy	Leadership of headmaster	Institutional commitment
A	Active	Ongoing	Acting headmaster	moderate	Visible strongly
B	Non –Active	Ongoing	Acting headmaster	Weak	Weak
C	Moderately active	Ongoing	01	Strong	Moderate
D	Inactive	Ongoing	o1	Weak	Not visible

From the data and empirical evidence it has been found that active SMC is very much influential for secondary school performance , From every perspective school A is best , it has a very strong SMC, the chairman of the SMC has strong dedication for the all-around development of school. They are relentlessly trying to upgrade the school. For example, in every two months they call for meeting, sometimes special meetings on special occasions. The agendas of that meeting are the infrastructure development, achieve quality education and other kind of development of school, like digital attendance, modern library, close circuit camera etc. The school management committee of Benupur School does not look competent enough with respect to SMC. They are sluggish in doing to promote quality education or any other development of school. Rather they are busy with fixing examination fee, appointment of part time teachers. School C has moderately active SMC, their main agenda of meeting are infrastructure development and quality education. The SMC of Chachra Adarsha High School almost inactive for the development of school. There is internal strife among them.

Leadership of headmaster manifests second strand that have effect on school performance. Despite both the headmaster are acting the headmaster of school A is much competent than school B. The headmaster of school C is also active but the headmaster of school D is not so active.

Teachers' quality also has effect on school performance what is told by the respondents. Here are some matter of confusion that good quality teachers opt for better chance, in the non – government schools of Bangladesh generally appointed by unscrupulous way by SMC(recently appointment system has been changed). Because of low recognition and low remuneration they are somewhat demotivated. Many of them overwhelmed with the changing in examination system. Even though teachers care and dedication differs. Most of the teachers have B.Ed. training. In school A there are 20 teachers are MPO enlisted they try to offer their output at their best. Most of the teacher in school B are aged they cannot give their output at their best level. In school C out of 11 teachers eight teachers have B.Ed. training but the problem lies in the no. of students in the class. But in school D there are same number of school teachers and also have the same number of B.Ed. trained teacher , although teacher- student ratio are significantly lower in this school but the academic result is better in school A. Student's quality and learning aptitude also affect school performance. In school A they take admission test in grade six , and trying to reduce the class size 40, but any student can get admission in school B, as a result, a 9th grade student seem to be a 6th grade student, a sixth grade student seem to be 3rd grade student.

Catchment area and parental care also affect school performance, if the surrounding area of the school are poorly resourced then the parents of the students are also poor (In many cases), unconscious. This is seen in Chachra Adarsha High School, Bhola. The performance of this school is also very low. The parents also cannot take care their children for want of money and knowledge. In the surrounding of Bhowal Mirzapur High School, Gazipur lives some rich and educated people, the guardians are also conscious, the performance is high. We can also infer that proximity to the center matters here. On the contrary, in case of school B and school C proximity

matters a little, school B has less active SMC and weak leadership of headmaster but school C has moderately active SMC and strong leadership of headmaster. Age of the school also matters, for example school A has been established in 1966 and school D was established in 1998.

4.9 Conclusion

The researcher is of the view that the current research project is the Case Study of Selected Four Non-Government Schools in rural Bangladesh. As we know that school performance is generally meant academic result, Government offered subvention to the schools based on some performance criteria, a new project has also been launched with some more indicators of secondary school performance. Sometimes it has been matched with the factors that affect school performance. From the interview and case studies it is evident that the definition of school performance is shifting although at snail's pace. Secondary school ought to make the students fully prepared for the next tier of life. Hence, only academic result cannot be the benchmark of a school. A schools' potential is dependent on some other things, like teachers' quality, students' participation and interaction between teachers and students in the class, extra-curricular activities, exam script assessment, debate, cultural program and ELT & CELT performance of the teacher-student that must be noticed. Through this mini-research project, it is not feasible for the researcher to highlight all the major issues here. We must revisit Secondary School Performance to address some burning issues regarding Education System Bangladesh. And also it is worth to identify the factors that influence the school performance to get minimized the problems in Education Sector in Bangladesh.

Chapter Five

Findings and Conclusion

5.1 Introduction

The ultimate aim of this chapter to present findings of this study and draw overall conclusion of entire study. To be more specific this chapter gives the answer the questions like does this study meets its objective? What was found after the analysis of data? Whether the plans were accepted or refuted by the survey findings? How and to what extent the findings of the study can be generalised? What will be the step ahead or future discourses of the research and how does it contribute for this? In this chapter researcher also tried to review the theories and methodologies applied in this research. For a qualitative research, it is not the business of the researcher to solve all the problems but unveil the facts behind the problems of the Secondary School Performance. In this research, the prime objective were to explore what constitutes school performance and to find out the major factors that affects secondary school performance. Based on the theoretical review some variables were selected to test the interrelationship between dependent and independent variable. Based on these variables, the study developed some assumptions and tried to test their relationship as per the empirical analysis of data. For this, secondary school performance is considered as dependent variable, and this dependent variable is to some extent explanatory because if any other constituents can be derived from the study other than the conventional notion developed in the past. And also to find out the most influential factors that affect secondary school performance.

5.2 Major Findings and Theoretical Implications

This section attempts to present the summary of the research findings under the study variables chosen for the analysis based on pre-defined theoretical frameworks and research questions one is a) what are the factors that affect secondary school performance? b) What further determinants that construe secondary school performance? This study is administered depending on the Systems Theory which

has the logical equation input- throughput- output. The inputs are regarded as independent variables like students quality, teachers' quality, textbook etc. and throughput are the environment, school managing committee, infrastructures of the school and output is dependent variable secondary school performance. All the input and throughput mechanisms work for secondary school performance, this is the insightfulness of the systems theory which has been followed through the research work. These study variables were selected from the theory which is an essential part in the school management, administration and co-ordination between school-teacher- parent and the communities.

Following are the discussions and the interrelationships between the variables based on the empirical findings of the study.

5.3 Dependent Variable:

5.3.1: Secondary School Performance:

5.3.1.1: Academic Result:

It is the most conventional way of measuring school performance. This academic result includes public examination results and the internal examinations of the schools. It is the statement from all strata of people that this is the prime goal of schools and also the prime goal of the students. To gain this other factors are necessary such as quality students, quality teachers, strong SMC, dress code, school environment are necessary. All of the four schools have more or less same pass rate in the SSC result only it differs in obtaining GPA 5.

The examination system is result friendly, so it cannot truly measure the academic capability of a student. Besides a school is an organization consisting of many variables. If to measure authentic performance other factors should be taken care of as well. All the schools have very good result in the public result except a few. Variations in the other factors does not affect the public examination although the school annual examination differs sometimes. There may have some other charisma for doing this good result. But the matter of concern is that whether the quality of education is assuring or not.

5.3.1.2: Extra-Curricular Activities:

These are another criteria for school performance. Aside from academia a student must possess some other qualities such as singing, dancing, reciting, debating, sports

etc. A school must have to promote this quality. A student cannot make them complete without achieving any of the qualities. In the Western countries there are many universities they value it side by side academic performance and in some cases trading off academic performance. The thing we have found that there is a positive relationship between academic result and extra-curricular activities. The school which has strong extra -curricular activities they also tend to show good academic performance. This performance criteria is still being explored, other than curriculum teaching a school must have some design for extra- curricular activities, and also to execute this accordingly students' participation in co- curricular activities. In case of these four schools the school with strong SMC, efficient headmaster, better catchment area, age-old better reputation, parental involvement, infrastructure have some positive effect on the extra-curricular activities. For planning this a school must have strong leader and effective SMC and also the student's vigour to participate. The school with weak leadership and inactive SMC do not show any evident kind of participation in singing, dancing, debating, games and sports which may lead add some more value to the life.

5.3.1.3 Reduction in dropout rate:

This is also gauged as the performance of secondary school. A well performing school can reduce drop out through their own mechanisms and with the government interventions as well. The best performing school has shown the highest reduction in dropout rate and the lowest performing school has shown lowest reduction in dropout rate.

5.3.1.4 All round Education:

This is a new concept of school performance criteria. To be skilful and knowledgeable makes a student complete. Only rote learning cannot teach a student to be better prepared for acquire life skill. This idea has not come out yet extensively. A considerable number of people believe that good academic result is not last resort to the students. A school can render to teach necessary life skills for them other than academic learning.

5.4 Independent Variables:

5.4.1 Student Quality:

Student quality can be measured in the enrolment in grade six, whether they are admitted in the school by admission test or not. It is not strictly followed in these studied schools. They have to attract the students for the income of the schools. As the respondents told that government subventions are not enough to run the school smoothly, so they have to take more students. Moreover, they think that the more the students and the more the reputations will be. Despite this the best performing school are trying to reduce the class size gradually. Because already the school is a somewhat emerging one. But the worst performing school is struggling to attract the students to keep the required minimum class size. The student quality has substantive effect on secondary school performance.

5.4.2 Teachers Quality:

Almost all the teachers in the schools have B.Ed. degree, but the teacher-student ratio are not same in all the four schools. It is complained that teachers in the non-government schools were not recruited fairly. Many teachers are aged cannot cope up with the new examination system. The young teachers are engaged in money making by coaching business to be rich overnight. Recently government adopted a new policy for appointing non-government teachers through NTRCA. It is reported that some kind of reflection of merit in this kind of recruitment. In this study all the teachers of the schools told that they have enough dedication and care to the students, especially to the poor students.

5.4.3 Text book based Lesson:

Text books are same in all the schools. They told that nothing wrong in the text book content, but they complained students are over pressurized, the pressure should be decreased. One major concerns regarding textbook based lesson is that the teachers are busy with coaching business. Because of new system of curriculum, inability to capture it and deliver it to the students they depend on the guidebooks and

notebooks. Students become the victim of the coaching business fearing the non-cooperation from the schools. All the four school have extra coaching system

5.4.4 Leadership of the Headmaster:

The leadership of the headmaster has strong impact on secondary school performance. When the headmaster takes the responsibility of the school strongly it has some positive effect on performance. Of the four schools the headmasters of two schools handling the school sincerely with evident zeal and vigour. Eventually it reflects on their school performance. Conversely, the headmaster of other two schools did not show any kind of strength in their work and so the performance is also poor.

5.4.5 Teacher-Student Ratio:

The teacher-student ratio is a formidable challenge. Many students are coming to the school, but the number of teachers are not compatible with that. Where the ideal teacher-student ratio should be 1:30, in the two schools that is 1:60 (Approx.), the teachers cannot reach all the students at a given time so the quality falls. Bhowal Mirzapur school has considerable teacher-student, despite non-govt. schools are only getting MPO for 11 teachers, they are managing the remuneration for their 11 more teachers from the income of the school. It is really a hurdle to overcome. But this cannot be similar for all schools. Thus, really it is challenge for non-government rural schools. Things are different in some cases, some school cannot attract student because of some other school which have better reputation.

5.5 Throughput:

5.5.1 School Management Committee:

A strong SMC can effectively affect the input variables and output variables. In the best performing school has strong SMC , they hold meeting regularly, and the agendas are regarding school performance , quality education and the development

of school, they have accountability. The other schools weak SMC, in Benupur School the chairman of the SMC is a political person, irregular meeting and agenda is mostly related to appointment of part time teachers and regarding examination fees. The Shambhupur High School in Bhola has medium SMC with strong leadership of the headmaster. And the lowest performing school has weakest SMC, the chairman of the SMC is not educated, he is a union parishad member of that upazila. It is reported that they are not transparent in doing their job. They hide information to other teachers and stakeholders creating grievance to them.

5.5.2 Infrastructure/ Environment of the School:

The best performing school has better infrastructure and the lowest performing school has worst infrastructure (tin shed). Other two schools have medium infrastructure. The good performance of school lead to better infrastructure. The best performing school has good environment digital attendance, safe drinking water, neat and clean class room, no eve-teasing, separate toilet facilities for students and teachers but Benupur school do not have the facilities of safe drinking water, only one toilet for all, there runs a hat twice a week at the price of schooling hours, the Shamvupur school is beside the bazar and the worst performing school located at very much resource poor area.

5.5.3 Catchment area:

The area of the school where it is established and the pupil come from are the catchment area. It has some indirect effect on school performance. Of the four schools which is best performed are in better position regarding the infrastructure of the school. Nevertheless, the school is on the bank of the river Turag. Some students have to suffer in the rainy season to reach the school. There are some well to do family, and some small scale businessman they send their children to the school, but it is not frequent, those who are economically well off they take the chance to send their children to the capital city Dhaka.

The other schools are also in rural areas, they are also affected by the natural calamities. The profession of the parents are mostly day labourer, garments worker in the school of Gazipur district. In Bhola district, the parents are mostly fishermen,

farmers, some go the growth centre to ride auto rickshaw for their livelihood. But in case of the lowest performing school in all respect are the worst catchment area.

5.5.4: Reputation of the School:

The reputation of the school matters for school performance. The best performing school in this study have better reputation. It is an old school and had some affiliation with the educationist of that locality and so with the other school of the Gazipur district. But recently the school has become motivated with politics and business. The Shamvupur school in Bhola had also some traditional implications but the another which is least performing, comparatively new school and somewhat politicized.

5.6 Theoretical Implications:

Theoretical framework developed in this study was based on the research works done by the different scholars. This framework consist of input- throughput- output. The independent variables here are students' quality, teachers' quality, text book based lessons and leadership of headmaster and the throughput are SMC, infrastructure, environment. Because for the systems goal input and throughput are necessary. From the interview and data we have found some prominent variables that are the constituents of secondary school performance and it is affected by the throughput and input.

5.7 Contribution and Further Research in Future:

From the conventional knowledge we always presume academic performance is the ultimate goal of the educational institution. This notion is changing over the time. The students make their base from their childhood in the school. The family background, socio-economic status, or any loss of guardians may not make a student fully prepared for the future. A school can take the responsibility to make a student in their fullest capacity to bloom not only by academic result but also by other extra-curricular activities, life skills, ethics, cognitive skills etc. It is true all school or all students do not have homogenous background, some are quite old, some are in the

posh are, some in the remote rural area, and some in the char area. Can we expect same kind of performance from this heterogeneous background institution? If all school have to bring under same umbrella or make a level playing field will it be possible? Perhaps not. Should the measurement of performance indicator equal for all the schools?

We may bring this question. Another thing is that finding out the prominent components of secondary school performance will help the school to be better performed. And promoting the significant factors from the study will also help their performance. From the in depth study we have better known the problems regarding non-government schools what really they are facing, government may intervene on that such as increasing teachers quality, standard teacher- student ratio etc. There should be a voice raising regarding not only quality education but also school performance.

5.8 Conclusion

Bangladesh, as an independent and developing nation, has to maintain her political, economic, social, and cultural relation with the rest of the globe through the quality education system. But the overall proficiency of the secondary education of the country has many scope for further development in line with the 7th five year plan and Bangladesh National Education Policy 2010. The secondary school performance is a new idea to flourish with regard to quality education in Bangladesh. Most of the schools are not well performed although their pass rate is higher in the public examination. The performance of the students' in English, Math, and Science Subjects is not satisfactory though they have been learning the important subjects from the beginning of schooling. So this system requires to be revisited. A well performed school should have some other strong components and most importantly schools should be the place where a student can learn the kind of life skills and complete education to be better qualified and equipped for future life.

This study has been carried out to extract the components of secondary school performance and to investigate the factors that work behind the secondary level

school performance in rural areas of Bangladesh. In this respect, the study has fixed two research questions to answer properly.

To answer the first research question, it is seen that teachers quality, students quality, leadership role of headmaster, catchment area, reputation of the school, teacher-student ratio ,active SMC, textbook based lesson have strong effect on secondary school performance. A dedicated school leader and effective headmaster can change the school performance. The gap of teacher-student ratio must be reduced in order to get quality education and for further reinforcement teacher's quality should be increased. Those who are coming in the non-govt. school as a teacher most of them are not qualified so a vicious circle of learning gap prevails in the arena of non-govt. secondary schools. To get out of this circle NTRCA are playing a great role recruit qualified teachers. Quality of student intake is a new criteria for secondary school performance, which was developed less in other studies. In the rural non-government school the authority have to struggle to earn money from the school, so they try to increase the number of the students rather than taking quality students. To answer the second research question, to determine the adequacy of the existing performance criteria by the government it is found that the idea of secondary school performance is shifting towards more comprehensive criteria . Students are not strong in Mathematics, English, Geography, Science, they have some phobia on this subject. Schools should be well informed to sow the seeds of complete all round education.

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Annex 1: An interview checklist for educationists, Director General of DSHE, officials of the ministries (secondary school branch), elite persons, director of BANBEIS, Headmasters (Retired)

1. How do you define and measure secondary school performance?
2. What are the factors that matter secondary school performance? Please rank it according to the importance?
3. What are the major difficulties with regard to present and future teaching stuffs?
4. Which determinants may lead to variations in secondary school performance?
5. What institutional capacity at DG office is needed to enhance teacher's quality?
6. What other factors also contribute to school performance?
7. Despite considerable progress in equity, completion and reduction in drop out in secondary education, quality is still a far cry, what do you think?
8. How SMC can contribute significantly to school performance and quality education?

Annex 2: An interview checklist for school

(Respondents: Present headmaster and class teachers)

1. How do you like to define secondary school performance and quality education?
2. What according to you determine school performance in secondary schools?
3. What problems you face in terms of school performance? Please rank with number:
 - a. Poor academic performance (Due to poor students' readiness)
 - b. Students frequent absenteeism
 - c. Teacher's absenteeism
 - d. Teachers non-availability/ vacancy
 - e. Student's discontinuation /drop outs
 - f. Absence from schools due to a failure to pay school fees

- g. Reluctance or indifference of guardians
 - h. Interference of school management committee to restore discipline
4. What is the total length of school days in one academic year?
 5. Does class room teaching enough for the students to capture the subject matter?
 6. How do you interpret that coaching centers are taking over the role of schools in preparing student readiness rather than by the schools?
 7. What are the reasons that responsible for poor performance of the students? Are you taking any measure for the poor performing students?
 8. What is the state of the internal team work and coordination within the teaching staff, with respect to school performance?
 9. Rate the following factors of school performance in terms of importance Pupil quality, good teaching staff, role of SMC, parents care and coaching, combination of all.
 10. How do you handle the inattentive students? Do you offer coaching for their improvement or oust them from the school?
 11. When did the last inspection held by education board? Can you show me the inspection report?
 12. Would you please give me the resolution of the SMC meeting held during last year? [Agenda, whether school performance or quality education in mentioned, appointment of teachers, increment, development activities etc.]
 13. Who usually presides over the meeting?
 14. Are the SMC members aware of their role and do they have harmonious relationship among them with respect to school performance?
 15. What are the major challenges you face regarding school performance?

Annex 3: For Subject Teachers (English, Science, and Mathematics)

1. What are the problems you are encountering in teaching?
2. Do you feel pressurized? Can you accommodate all the students in the class?
3. Can you reach all the students equally in the class?

4. Can the students follow Mathematics, Science or English? Do they make questions? Does class teaching make any sense to them with respect to academic performance and quality education?
5. How many sessions you are supposed to take in a year? Do you think it enough for School performance?
6. Do you give penalty to irregular or weak students? Do you have plan to return them back to school or drop them out?

Annex 4: An interview Checklist for Guardians

1. Does your son/daughter go to school regularly?
2. Do you supervise regularly about your children's performance?
3. Do you see the examination result or mark sheet of your children? How do you assess it?
4. Do you think class room teaching is enough for the students? If not what other measures you take for your children? Does school provide coaching for them? In what way class room made teaching can be more effective?
5. Do you get any complain against your children from the school?
6. Can your girl child go to school by herself? Is she teased by someone on the way to school or in the school?
7. Have you ever gone to school concerning your son/daughter with regard to studies to discuss with teachers?
8. How schools engage with parents on academic performance and co-curricular activities?
9. How often you have been invited to schools in meetings with regard to development and academic performance?

Annex 5: An Interview Guide for Students

1. Do you think the subjects become harder when promoted to the next class? Can you follow the class lectures? Can you solve it by yourself?
2. When you cannot grasp your lessons, do you go to the respective teachers?

3. Do they help you in this regard? Do they come up with extra sum up class before examination? Do they cooperate with you?
4. Do all students come to the class regularly? How many of them are not regular in the class?
5. Is there any separate bathroom female students?

Annex 6: List of Respondents with Designation

Name of the Respondents	Designations
Md Fasiullah	Director, BANBEIS
Sheikh Mohammad Alamgir	Educationist
Abu Ali Md. Sazzad Hossain	Deputy Secretary, Ministry of Education
Belayet Hossain Talukder	Joint Secretary, Ministry of Education
AS Mahmud	Additional Secretary (Retired), Secondary education
Professor ATM Moinul Hossain	Inspector, Secondary School, Dhaka Board
Khurshid Alam	Deputy Director,(AQAU),Planning and Development Wing ,DSHE
Md Harun Ur Rashid	Acting Headmaster
Haji Muhammad Abdur Rajjak	Chairman SMC
Md. Monsur Uddin	Subject teacher (English, NTRCA)
Md. Siddikur Rahman	Subject teacher (Mathematics), teachers Representative SMC
Delwar Hossain	Thana education officer, Kaliakair,Gazipur
Amina Akter	class-10
Rebeka Khatun	District Education Officer, Gazipur
MD. Mohsin	Joint secretary, ministry of disaster management, Chairman,SMC
Abdullah-Al-Mamun	Assistant teacher (Mathematics): Non-MPO
Arbinda Chandra Sikder	Assistant teacher (English):MPO
Rumana Parvin	(Housewife), Guardian

Mohammad Rakib Sikder	Student , grade 10
Farjana Akhter	8 th grade
Md. Jamal Uddin	Headmaster
Ganesh Chandra Das	Teacher (English)
Bipul Chandra Majumdar	Retired Headmaster, educationist
Mahidul Islam	TEO, Tazumuddin, Bhola
Ummay Salma	Assistant Teacher, B.Sc. (Mathematics and science),MA, Bed
Harish Chandra Das	Assistant Teacher, MA ,B.Ed. SMC member, teacher's representative