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Quality of Secondary Education: A Comparative Study between Selected Schools and Madrasahs in Rajshahi District of Bangladesh

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University of Rajshahi

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**Quality of Secondary Education: A Comparative Study
between Selected Schools and Madrasahs in Rajshahi
District of Bangladesh**



By

MD. TOHIDUL ISLAM

*A Thesis Submitted to Institute of Education and Research (IER) In
Partial Fulfillment for the Requirements of the Degree of Master of
Philosophy in Education*

Institute of Education and Research (IER)

Rajshahi University

Rajshahi, Bangladesh

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**Quality of Secondary Education: A Comparative Study
between Selected Schools and Madrasahs in Rajshahi
District of Bangladesh**



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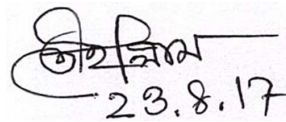
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October 2016

DECLARATION

I Md. Tohidul Islam son of Md. Nurul Islam Roll No. 01 Registration No. 3010 as student of M.Phil at Rajshahi University do hereby somberly declare that the thesis entitled “Quality of Secondary education: A Comparative Study Between Selected Schools and Madrasahs in Rajshahi District of Bangladesh”, submitted by me in comprehensive fulfillment of M. Phil requirement of Degree in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any Degree from this or any other university or institution. The sources incorporated in this thesis has been duly referred and quoted for clarify.



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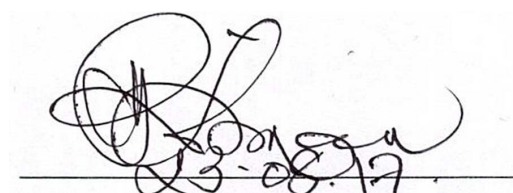
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CERTIFICATE

I am pleased to certify that the dissertation entitled Quality of Secondary education: A Comparative Study between Selected Schools and Madrasahs in Rajshahi District of Bangladesh is an original work done by Md. Tohidul Islam under my supervision. As far as I know, this has not been previously submitted for any degree/diploma under any University/ Institute.

I also certify that I have gone through the draft carefully and found it satisfactory for submission to the Institute of Education and Research (IER), Rajshahi University in fulfillment of the requirement for the degree of Masters of Philosophy in Education.



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Md. Tohidul Islam

ABSTRACT

Quality education is an arrangement that affords all student with capacities and capabilities they need to mature into productive citizens, be well concerned about the sustainable modes of lives, bestow with balanced societies and enhance personal and public well- being with their full potentialities. It includes rich and relevant curriculum for acquiring knowledge, guidelines to learn numeracy and skills for life, trained teachers with standard teaching materials including children-centered approaches, well decorated classrooms and schools, recognized assessment system to encompass knowledge, skills and attitudes, and linkage to the national goals and positive participation in the societies through education. This research has been conducted to achieve the theme of the title “Quality or Secondary Education: A Comparative Study between Selected Schools and Madrasahs in Rajshahi District of Bangladesh”. The study has also described the current state of education in the world and explore the role of educators to promote a whole child centered approach to education. Quality of secondary education is very much talked issues in the contemporary world as well as in Bangladesh. Madrasah education is an important part of our education system because it offers religious and modern education where a huge number of people are involved in this sector. In term of quality education, madrasah education belongs to a backward position from the general stream. The present study assesses the quality of secondary education and identifies the performance of student studying at both school and madrasah. This research is quantitative as well as qualitative study based on both primary and secondary data and it has also used questionnaire survey, key informant interview, focus group Discussion for primary data collection. To compare the curriculum based knowledge

between school students and madrasah students, a test has been conducted through a set of questionnaire and analyzing the result of the test of the learners where the result of the learners of the general stream is better than that of the madrasah stream. It has been seen in the study that curriculum based knowledge of the both institutions are very poor in the context of quality education. In spite of being good result in the public examination, the learners of two streams could not acquire standard knowledge in Bangla, English and Mathematics. There is no significant difference between schools learners and madrasah learners in the status of dropout rate and competition. Moreover, trained teacher and infrastructure of schools are better than that of madrasah. Evaluation systems of both streams are defected. The findings of the study require integrated effort to improve quality education such as proper guideline of government, trained teachers, proper evaluation system to ensure quality of secondary education. The findings of the study has helped to identify the real causes of decreasing quality of education in secondary level of Bangladesh and it will provide a useful guideline for the policy makers and the concerned authorities to formulate potential education systems for the learners in secondary level for the development of their rich enrollment in personal, social, and national arena.

LIST OF THE ABBREVIATIONS AND ACRONYMS

AHC	: Academic Home Climate
AUEO	: Assistant Upazila Education Officer
CD	: Compact Disc
CDRB	: Center for Development Research, Bangladesh
DPEO	: District Primary Education Office
EFA	: Education for All
GOB	: Government of Bangladesh
IBRD	: International Bank for Reconstruction and Development
ICT	: Information and Communication Technologies
MOE	: Ministry of Education
MOPME	: Ministry of Primary and Mass Education
OECD	: Organization for Economic Co-operation and Development
PTA	: Parent-Teacher Association
RQ	: Research Question
QSE	: Quality of Secondary Education
SES	: Socio-Economic Status
SFP	: School Feeding Programme
SMC	: School Management Committee
SSC	: Secondary School Certificate
UEO	: Upazila Education Officer
UP	: Union Parishad
UNESCO	: United Nations Educational, Scientific and Cultural Organizations
UNICEF	: United Nations Children's Fund
WB	: World Bank

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Chapter One

Introduction

1.0 Prelude

Quality education is a buzzword in the country at present. It is considered as the consequential element in education sector. In the mean time we have achieved some tremendous success in this segment; such as, almost hundred percent enrolment in primary stage, free book distribution from class one to ten, female stipend up to graduation level, increasing passing rate, gender discrimination reducing programs, and remarkable higher educational graduated. But the question arises about the quality education. Our literacy rate, access to various modes of education, GDP growth, and other facilities are increasing day by day. But we are far behind from the quality education. We have a lot of task to do for quality education. Different organizations of the world are emphasizing on the quality secondary education. Especially UNESCO, UNICEF, World Bank and other regional organizations talk about the quality education. Even some research activities are done by different personalities and organizations on this contemporary issue in our country. But people with proper education or rightly learned men are scarce in our country. For this reason to create a knowledge based society, quality education is very essential. There are different stages in our education system; such as, Pre-Primary and Primary Education, Adult and Non-Formal Education, Secondary Education, Vocational and Technical Education, Madrasah Education, Higher Education, Engineering Education, Medical, Nursing and Health Education, Information and Technology, Business Studies, Agriculture Studies, Law Studies etc. Among these stages secondary education is the most vital stage. Secondary education plays a considerable role to create the next generation of the country. This is why it can be said that it is the terminal stage for

some learner. Besides it is also considered as a bonding and bridging phase between elementary level and higher education. So quality is obligatory in secondary level. After completing the secondary education, most of the students of our country engage themselves to different livelihood activities for some social and real causes. So this section is central to every learner's life.

There are four streams in our secondary level of education; such as, general i.e. high school education, madrasah education, vocational education and English medium school learning. There are three streams of secondary education in our National Education Policy-2010. But I want to include the English Medium School learning as a stream of secondary level; Even though mass people do not have the access to the English medium schools because of its high cost and scarce availability. Comparatively weak and back-ward students get themselves admitted into vocational education. A large number of students study in general and madrasah education. The quantity of the total students of these two segments is 97%. So the researcher wants to concentrate in these areas. Moreover some people of our country observe the madrasah education in the sight of suspicion and again some people think that madrasah education is easy and it is applicable for poor people. Nevertheless I want to include madrasah education in my research program to present an objective picture. It will help me to deliver a real scenario in secondary level and to make a comparison between two segments of secondary level of education in our country.

1.1 Statement of the Problem

Quality education in secondary level of the country is considered as an immense importance in education sector. As this level of education is an indispensable part of man's life, the quality education for this stage cannot be ignored. The issue of

quality education in secondary level came into deliberate consideration after the global conference in 1990 & 2000. The world leaders have uttered to achieve quality education in United Nations General Assembly in 2015 for implementing Sustainable Development Goals within 2030. So the quality secondary education is a grave concern in our country for local and global perspective. In this study I will consider the streams of general education and madrasah education to fulfill the objective of my research mentioned later. Quality education provides all learners with capabilities, economically productive and the development of sustainable livelihoods. People with quality education are able to contribute to establish peaceful and democratic societies and enhance individual well-being. But the quality education has not improved enough which are observed by different articles (Sigalla King, 2013; World Bank, 2002; Mushtaq and Khan, 2012). There is no comprehensive and concrete study in this field. If we want to ensure the quality education, then influencing factors of educational performance should be identified and a clear conception about those factors is very essential. It is worth noting that in last few decades developed countries and even some developing countries have conducted research on influencing factors of educational achievement and found some better policies regarding quality education and using these policies they got positive result in the field of educational performance (Bilale, 2007 and Tang, 1998). With the help of well-educated manpower, they were also able to show a positive change in socio-cultural arena (Yimin; 2003, Raychauduri et al. 2010 and Tang, 1998).

In our country educationists social scientists, statisticians and economists have conducted some research and analyze different aspects of quality secondary education and related factors. But the authority could not take proper step to mitigate those

problems (Monem and Baniamin, 2010, Ashraf et al.2009). In fact, it is a recognized issue that in higher study, economic, social, cultural even psychological factors affect the quality education directly and indirectly, which is recognized by the scholars (Raychauduri et al. 2010 and Nasri and Ahmed, 2006). However, these factors are not pointed out through any systematic study. Though now-a-days it is very important to ensure quality secondary education, we are not careful about this matter.

The necessity of secondary education is elevating because universal primary education is progressing forward. As a higher skill people can contribute to our economy, the demand of these workers is increasing rapidly. People with quality education denote economic growth and poverty reduction. Moreover global labor market demands skillful worker for better services (www,2012). Madrasah education is an integral part of education system in Bangladesh. In madrasah both religious and modern education are offered. Madrasah education as like as general education is controlled by the government. In general sense madrasah education belongs to backward position from the general stream. Quality education is essential for madrasah sector because of keeping pace with main stream. If it can be offered quality education in madrasah sector, the students of this flow will not stay lack behind from the main stream of the country. They will not surrender themselves to the hand of blind fate and will not be pessimists for the thought of the life after death. Even if by giving quality education it will be possible to prevent them from being dogmatic and militant.

Quality of secondary education is a very imperative component which can increase the confidence of the learners and can make them free from superstition. It teaches expectable nationalism and morality of welfare society and creates spiritual

improvement (Maleque, 2014). To build a developed nation and to make a poverty free country quality of secondary education is the strongest way in our country. Achieving quality education we could make a harmonious, happy and prosperous society. Insuring quality education in secondary level we could make certain development in our family, society, and nation. It is this element which is able to empower our women part and protect the children from many disfavorable situations. Even it ensures human rights and reduces poverty and brings up the development of democratic culture (Rahman, 2005). Quality education in secondary level can help to achieve the goals of the SDG. In fact we are in a better position in achieving MDG due to the development in education sector.

But quality education in secondary level is not properly maintained. It can be said that without quality education, the real objectives secondary education will not be achieved. It can hamper the rest of the segments of education. As we could not achieve the standards of quality education, we cannot enjoy the real outcome of education. Our expectations are not fulfilled from education. Moreover, we are observing a horrible picture in our social and national life ; such as, corruption, terrorism, unlawful killing and militancy are increasing day by day in everywhere of the country. As a result the purport of education has failed to meet the mass people's demand and has failed to improve the socio-economic condition of our nation. Besides we will not be able to execute the aims and objectives of Sustainable Development Goals in 2030 for lack of quality education. Considering the above factor, quality of secondary education demands for further exploration. This study will to draw a real picture of secondary education including both general education and madrasah education. Through this study it will be possible to make some policy implications which will help the policy makers, intellectuals and concerned

personalities to make some necessary steps for improving quality secondary education.

1.2 Main objective

The main objective of this research is to find out the quality education provided by the educational institutions at secondary level in Bangladesh.

1.3 Specific objectives

The specific objectives of the study are:

1. To delineate the quality education at secondary level in Bangladesh.
2. To assess the perception of the guardians and teachers on quality education at secondary level in the country.
3. To make a comparison between the performance of the students studying at Schools and Madrasahs.

1.4 Justification of the Study

1.4.1 Research Gap

Quality education in secondary level is the most imperious element to reflect the aim and objectives of our education in our local and national lives. Reviewing sufficient literature researcher has gotten several studies in Bangladesh and abroad conducted on quality management system, quality training in service, quality teaching learning process, improving education quality in primary level. Moreover, the researcher has investigated of the factors hindering quality education in public versus private secondary schools and analysis of quality indicators of higher education etc. Besides European Union, World Bank, UNESCO and UNICEF have conducted on quality education. A very insignificant number of studies like article, feature and report have been found on quality of secondary education in Bangladesh. But the researcher has not got an independent and complete study like M. Phil or Ph. D level research which

suggests knowing the projected study. In this research, researcher has filled that gap of knowledge and showed a real picture of undiscovered area of Quality education in secondary level including madrasah segment and analyze the real fact of the study.

1.4.2 Significance of the Study

Quality of Secondary Education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to the learners in their practical lives. It is an instrument which helps to prepare an ideal man. Without real learning of education, any nation could not achieve the aims of education. Ensuring quality education, we can hope accountability, good governance, democracy, transparency, efficiency and effectiveness.

Secondary education is very important to a nation because most of students enter into working sector and the rest of the students attempt to get admission higher education. The Quality education in secondary level is able to increase, social, cultural, economic, political and moral responsibility. It can rightly be said that welfare, prosperity and security of a nation depends upon the quality education. The better prosperity of any nation is pre-condition to quality of secondary education. In the present age of science and technology, gathering quality based knowledge a nation make a better position in the world.

In the present time, through the science and technology based advanced knowledge and real learning of education, our nation are able to survive and succeed to compete any other nation. It is very urgent to acquire quality education to get rid of poverty and deficiency. The quality education is more universal standard by which young learners with good secondary education achieve four common components; such as,

governance, transparent, well-known regulations and responsibilities. Moreover secondary education helps to get rapidly changing environment information and global issues. It has offered different suggestion for policy makers and practitioners who are concern about effectiveness of quality education. The research findings have facilitated to bring out the latest scenario of quality in secondary level education of Bangladesh. A number of following factor have helped to conduct the present research.

First, now a days, educationist, religious person and policy analysts are emphasizing the government to take necessary action to ensure quality education in all level of education, especially in secondary level. Secondary education is the connector between elementary level education and higher education. This research has explored whether secondary education had started rightly or wrong that has prepared necessary recommendation for further consideration.

Second, there are four streams in secondary level. Among them madrasah and high school are the main streams. About 97% of the learners study in these two segments. But most of the people think that the pupils of the madrasah sector lag behind to acquire the curriculum base knowledge. Yet there is no research base evident behind this sort of assumption in our country. In addition what, I want to compare these two segments of education in my study which may help to explore the reality behind this.

Third the present study would also provide new insight to academic and researchers who would like to continue research on quality secondary education and madrasah education in Bangladesh.

Lastly, policy makers of the Government of Bangladesh who are involved with this field may be benefited for making decision of development of quality education policies for secondary and other level of education.

This study has provided a clear picture of quality secondary education in Bangladesh and identified the main barriers of quality education.

1.5 Definition of Key Concepts

In order to understand the particular issues, it is very important to develop a conceptual and theoretical framework for analyzing the issues related to study, clarify the following concept.

1.5.1 Quality: The term Quality means a high standard which is comparatively better. In all aspect of the school and its surrounding education community, the rights of whole child, and all children, to survival, protection, development and participation are at the center. This means that four is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitude, and which creates for children, and helps them create for themselves and other, places of safety, security and healthy interaction (Berrarad, 1999).

Quality education included learners who are healthy, reflected in relevant curriculum and materials for acquisition of basic skills, especially in the area of literacy numeracy and skills for life, trained teachers, children centered teaching approaches in well-managed classrooms and schools and skillful assessment, encompass knowledge, skills and attitudes linked to national goals for education and positive participation in society (UNICEF, 2000).

Quality education is one that provides all learners with capabilities they have to become economically productive develop sustainable livelihoods, contribute to establish peaceful and democratic societies and enhance individual well-being. The learning outcome of learners will vary according to context but at the end of the particular education cycle must include entry levels of literacy and numeracy, basic scientific knowledge, and life skill including awareness and prevention of disease, capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process ([www.vvobe.be/education/curvision on quality education](http://www.vvobe.be/education/curvision%20on%20quality%20education)).

Education for all: Goal 6 improving all aspects of the quality of education and ensuring superiority of all so that recognized and measurable learning outcomes are achieved by all side especially in literacy, numeracy and essential life skills. Western educationist defined quality education “Quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the learners of the process and at the same time meets the accountability standards set by the clients who pay for the process on the out puts from the process of educating (Bayre and et.al, 2000)

1.5.2 Secondary School: Secondary means pertaining to a second order, division, stage period rank, grade etc. Secondary means secondary school. In Bangladesh secondary school is called high school from classes’ six to ten. Secondary school has three tiers which are general Secondary, vocational and Madrasah. (Ali, 1999) Secondary education is divided in three parts: (a) Junior secondary means class six to eight (b) secondary is nine to class ten and (c) Higher secondary means eleven classes to twelve classes.

In the present research the term secondary school is meant for class six to class ten in both school and Madrasah.

1.5.3 Education: Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, cultured and educated. Education is the creation of sound mind in a sound body (Aristotle) General sense is a form of learning in which knowledge, skills, values, beliefs and habit of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and research. Education frequently takes place under the guidance of other, but learner may also educate themselves (Dewey, 1916)

There are three type of education such as: Formal education, Informal education and Non-formal education.

1.5.4 Formal education: Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually formal education takes place in a school environment with clam forms of multiple students learning to gather with a trained teacher. Most school system is designed around a set of values or ideal that governs all educational choices in that system. Such choices include curriculum, physical infrastructure, student-teacher interaction, methods of assessment, class site, educational activities and others materials, (Maleque, 2014)

1.5.5 Non formal education: Learning is not structural to the time spent in school. It begins at birth and continues all life.

1.5.6 Informal education: It is a general term for education outside of a standard school setting. It can refer to various forms of alternative education, such as unschooling or home-schooling, self teaching (Smith, 2009).

In this study, those area of education reaming as formal education and Madrasah education will be considered for study.

1.5.7 Madrasah: In the begging of Islam Muhammad (sm) established 'Darul Arkoma, which was first Madrasah. Hazrat Muhammad (sm) himself taught in the first Madrasah. The first students of this institution was Hazrat Omar(R), Hazrat Abu Bakr ® and others Sahabi. In Indian subcontinent Madrasah education had begun in the sixth century in western India and twelfth thirteen century in Eastern India. (Kabir, 2003) There are six types of Madrasah in operation in Bangladesh. These types are following as:

1.5.8 Aliah Madrasah: It is operated with state support under state control.

1.5.9 Qawmi Madrasah: It is operated with voluntary labor and both foreign and local funding.

1.5.10 Forqunia Madrasah: These types of educational institutes are in operation every tyer in the rural areas of Bangladesh. Almost every mosque has a maktab or Forqania madrasah adjacent to it. The Forqania madrasa teaches Qaeda (the Arabic Alphabet)

1.5.11 Hifizul Quran Madrasah: Even during the time of Porphet Muhammad (sm), prior to the invention of the printing press, it was customary to memory all thirty sections of the holy Quran.

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1.5.12 Cadet Madrasah: Recently a few Cadet Madrasah have been established with aim of elevating Madrasah education to the level of general education, however; establishing Cadet Type institution existing system will be developed in present aspect.

In this study, Madrasah refers to state control and fully abide by rule and regulation of Government, Specifically it has been considered as Dakhil Madrasah (class six to ten) in the equivalent of S.S.C.

1.6 Scope and Limitation

The proposed study will explore the actual scenario of secondary level education in Bangladesh. It will also identify the relevance of learners' health, environment of Institution, reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment and linked to nation goals for education and positive participation in society. Moreover there is an excellent scope to make comparison of situation between secondary level of schools, and Madrasah. Most importantly, it will concentrate its attention to analyze the quality of secondary level and Madrasah education in Bangladesh.

There are also some limitations of the research. Resources, in terms of time, money and the men power are considered to be main constraints for the researcher. But the researcher is to do hurry to complete the study within a certain period of time. The present study may face lack of adequate time and fund to deeply understand all aspect of the problem. Primary data collection is a very important part of any

research but it is not easy to collect primary data from Bangladesh. There is a lot of secondary literature on education but not sufficient exclusively focusing on quality of secondary level education in Bangladesh.

1.7 Quality measurement indicators

1.7.1 Learning achievement on the basis of curriculum:

- (a) Mathematics: Numeracy skill help to develop daily lives, management of household, effective participation in communities and nations, understanding many collective issues require an ability to make sense of financial and other quantitative information (European Commission Report, 2000).
- (b) Everyday science: It promotes curiosity and critical thinking about a wide range of issues such as local and global environment issues, life skills and view about hygienic life style, emphasizing food and nutrition, physical fitness, disease and productive health (European Commission Report, 2000).
- (c) English language: Proficiency in English languages is prerequisite for higher education and the professional and personal opportunities in the job market and other works (European Commission Report, 2000).

1.7.2 Dropout rate: Efforts to reduce the number of dropout must take into account the three different subgroups which make up dropout. There sub group are:

- Pupils who leave school before completing compulsory schooling.
 - Pupils who do not receive professional training after leaving school with or without qualification.
- (d) Pupils who do not achieve any qualification at the end of compulsory- schooling (European Commission Report, 2000& BANBEIS, 2013).

1.7.3 Completion of secondary education: Completion rate of secondary education is important indicator of successful education system. The completion of secondary education is not only successful entry into the labor market but also in allowing student access to higher education (European Commission Report, 2000& BANBEIS, 2013).

1.7.4 Evaluation of school and madrasah education: Evaluation is a crucial element of quality education. It provides quality education. Evaluation may be either internal or external or a combination of the two. Teachers evaluate honestly and free from upper controlling authority (European Commission Report, 2000).

1.7.5 Education and training of teachers: Excellence education and professional development of teacher can have a direct impact on student learning outcome. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing development especially in the early years after initial preparation and then continuing throughout a career contribute significantly to student learning and retention (European Commission Report, 2000; UNICEF, 2000 & BANBEIS, 2013).

1.7.6 School infrastructure and other quality dimensions: The quality of school facilities seems to have an indirect effect on learning. The quality of learning environment was strongly correlated with pupil's achievement (UNICEF, 2000; BANBEIS, 2013).

1.8 Conceptual framework

Quality education in secondary level is a multifaceted whole of many factors such as, input, process and output etc. that emphasize the quality education. These concepts are linked and control each other that are shown in the following framework

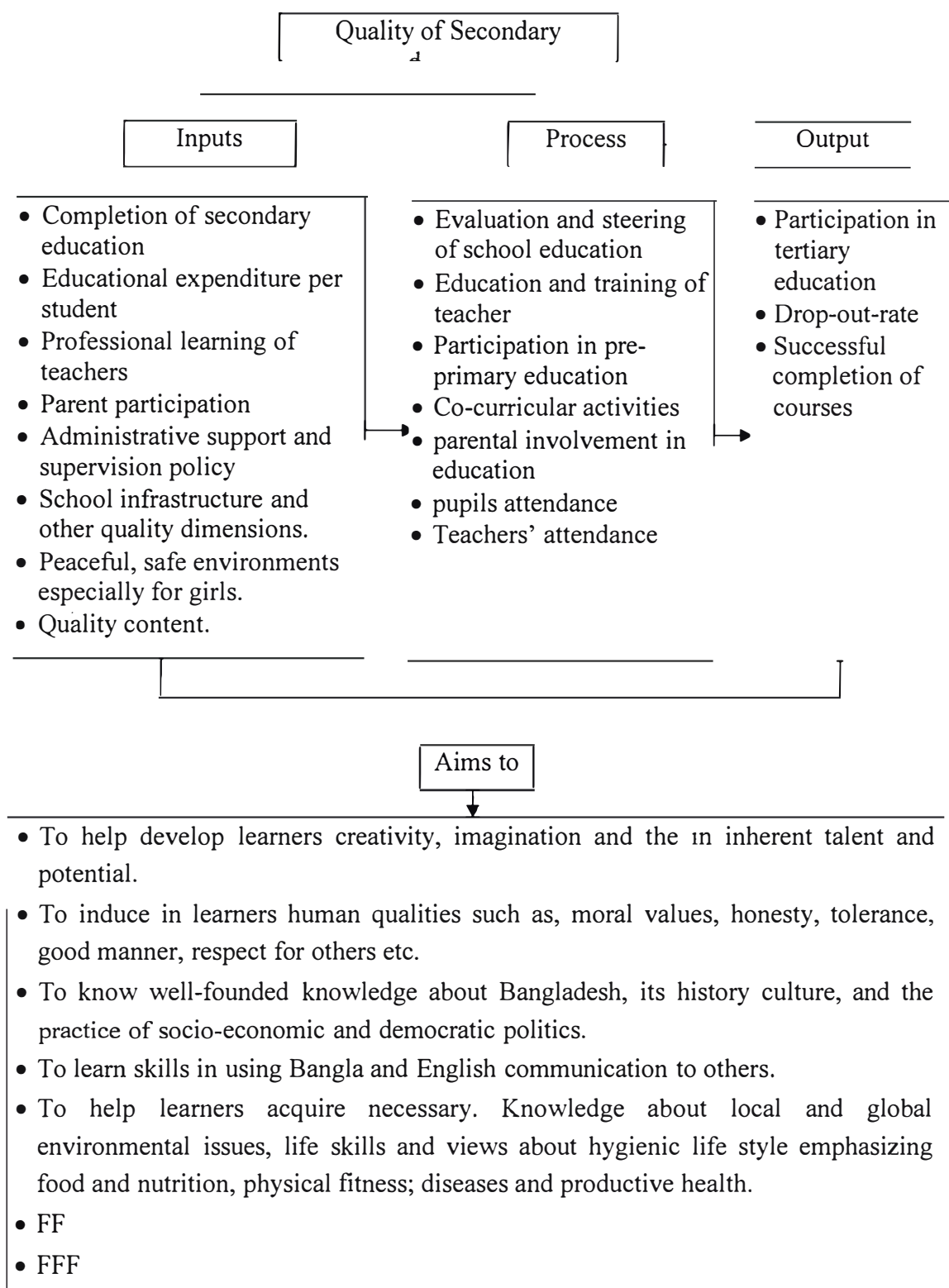


Figure 1.1: Conceptual framework

Chapter Outline

Chapter One: Introduction

Chapter Two: Review of Literature

Chapter Three: Methodology of the Study

Chapter Four: Secondary Education in Bangladesh

Chapter Five: Status of Quality Secondary Education in Bangladesh

Chapter Six: Findings, Policy Implication and Conclusion

1.9 Conclusion

This chapter introduced the identity of secondary education and statement of the problem by highlighting the quality of secondary education in Bangladesh. The four specific objectives of this research tasks that shall be reflected throughout this thesis are presented in this chapter. Further, the research questions, the significance of this study, limitation of the study and quality assessment indicator are also presented in this chapter.

Chapter Two

Review of the Literature

2.0 Prelude

A review of literature for a particular research project serves as a guideline for finding out the research gap and research context, raising the research questions, setting the objectives and thesis statement and forming the justification of the proposed study. In fact literature review is an inseparable part of this research from the beginning to end. A review of literature for a research project usually serves in the purpose as a guideline for further research. For that reason, a substantial attempt has been taken to find out and collect all sorts of literatures relevant with this study. A good number of books, articles published in different journals, thesis has been reviewed. I have tried to incorporate all the relevant materials in my study to come up with the theme of the proposed research title.

2.1 Explained Related Literature

In the contemporary world quality secondary education is considered as the pre-requisite of proper human resource development which makes the advancement of a nation. Quality education came to attention of the developed countries and concern stakeholder after the First World War. Then different nations were able to ensure quality education in their country. But we could not give attention to the quality education because of aggressive attitudes of Pakistani ruler. After the liberation war the educationist and another stakeholder of the newly independent country began to think about the quality education at all tiers. Hence, some studies have been conducted on the issue at the national and international level by some famous scholars like Somir (2005), Dass (2001), Begum (1996), Mahamud (2002) and

Ahmed Shafa (1995). Moreover some international agencies like UNICEF, World Bank and Europe union have conducted some studies on the quality education and give some prescriptions and guidelines to ensure it.

Shahed (2002) identifies the lack of planning, improper text book, and limitations of quality for forming question are shortcomings for quality secondary education. In our present education system, the volume of the syllabus is high, our text books are complex, and our examination system are defective. All of these are obstacles for quality education. In these causes proper quality secondary education cannot be ensured in the country. Most of the students at secondary level could not acquire proper competencies in relevant subjects with a minor exception of some meritorious students. Lack of quality in secondary education affects our economic, social and political spheres in everywhere with deteriorating our moral conduct badly. Moreover our present examination system is going on a traditional track. As a result we could not identify the real problem of secondary education system.

Maleque, Mushfique Ahmed and Rokshana Bilkis (2008) identify the limitation of quality secondary education. Head teacher, who can play significant role between school management and other stakeholders in the outside of school, has no proper knowledge in pedagogy and supervision of their teachers. They also discuss about some components in maintaining quality education such as external and internal factors. They have shown that in existing SSC result and enrolment rate are satisfactory but the quality education in secondary level does not reach at standard stage.

Singh & Sudar (1996) found that Administrators, policy makers and educators are working to improve the quality education and trying to train up the teachers about

practical knowledge of teaching- learning process. The authors discuss in their studies about Indian education system. Basically they have shown total quality management structure in Indian education system. Students' satisfaction and their perception of the development of quality education and quality assessment are very important to justify the education procedure. But they do not discuss about the quality education at secondary level in Bangladesh perspectives.

Imran, (2008) identifies that the quality education is an indispensable and inevitable agent for desired change in an education process for utilization of knowledge and development. He has uttered three tiers of education i.e. elementary, secondary and tertiary. Quality education should be ensured in every tier. This study investigates teachers' qualification, student- teacher ratio, schools management and infrastructure of that institution in the perspective of Pakistan. This study provided some suggestions which may help related research to understand the quality of secondary education in Bangladesh.

Francis (1993) examines the technical education in developing countries articulating the role of education in economic sector and occupation generation. He also discusses about the role of higher education in details. Moreover the author identifies the obstacle to creativity in higher education. Especially it also mentions the scenario of Madrasah education in subcontinent. The present age is the age of science and technology. Moreover digitalization is going on a rapid speed in every sector of the country. So the state should take necessary steps to come the students up with the pace of modernization that can contribute to enrich the GDP of the country. In addition the author discusses about the present, past and future situation of education in India.

Sikder, & Mahbub (2014) find that quality secondary education is very challenging in existing education system of Bangladesh. They have mentioned some problems such as barrier to fair admission, fair recruitment of teachers, good governance, and small amount of salary package for teachers. For the reason quality education in secondary level cannot be made certain.

Rao (2003) points out that the quality secondary education is still at disappointing level of attainment regarding basic skills such as reading skill, numerical skill, and information technology. However he also discusses the quality of learning. Then examination should be supported to improve according to the curriculum and in the way in which it is taught to the learners. In addition the aim of education should be clear and distinct to the teachers and students and it should be a means of benefit both for higher education and employment. Then examinations system should be promoted to measure the achievement of the students by learning and what they acquire from text books. There is big distance between the aim and goal of the curriculum and the public examination result. Quality in education is vital factor behind this difference.

Rahman (2005) discusses about the strategies of development in secondary education, and highlights the necessity of quality secondary education in Bangladesh. Moreover, life expectancy, literacy, health and hygienic education, gender equity and poverty alleviation have come under especial attention in relevance with quality secondary education which create human resource to develop a nation. The author emphasizes in his study that how to increase the enrolment rate and to reduce high dropout rate which are major areas of concern in this study. Actually these factors are responsible for creating unskilled manpower in developing Countries.

Calleb, Maureen & Ibrahim (2011), mention that the state should offer quality teaching, research and community service to its students. It also discusses that rural non-government school does not have the necessary physical facilities and qualified teachers to teach properly. The study also recommends that all type of school in rural and urban can be gotten equal physical facilities, and innovative qualified teachers for better teaching co-operation.

Taylor, Stephen, et al. (2011) identify low public expenditure in education, high dropout rate, deficiency of reading and numeracy skill are main problem to acquire the quality education. They have also discussed about the role of empowers parents with information on their child's performance, capability informs teachers for correct assessment practice and their improvement through reading and learning to achieve quality education. The study also identifies low teacher effort as their consideration of the most serious problem in achieving quality education.

Hamid Ullah, et al. (2006) has found that there are three types of indicators in the quality education such as education inputs, educational outputs and educational process. In this study they have discussed about the educational inputs. Educational inputs include financial measures, physical measures. Financial measures are summarized by educational expenditure per students. Physical measures mean classroom facilities, laboratories, library and other educational aids. It is also said that quality management in higher education and internal and external education system to assess the quality education in higher level.

Hafizur Rahman (2014) investigates the necessity of quality education in secondary level. He has mainly enhanced the teachers' competencies and quality teaching-learning in classroom. Moreover parental cares for their children and content based

knowledge of teachers have come under the special attention with the emphasis of quality of secondary education and to gain the goal of sustainable development in the new millennium.

Raisuddin Abdalla, & Suleiman Hussion (2004) identify the education system of madrasah , particularly at the level of pre-primary and primary madrasah education system and investigate potential entry point for basic education assistance to children and the teachers' qualification in madrasah sectors. Research has provided information about the History of Alia madrasah , their curriculum, relation with the general education system and the perceptions of madrasah among various segments of the society.

Norman & Adamson Sigalla (2013) explore that quality education is the pillar of all sort of economic and social development all over the world. But the main barrier of quality education is low knowledgeable teacher in the context and insufficient budget in the education sector. Moreover he has also discussed about the poor quality of text book, poor products of pupils joining secondary schools, absence of action based examinations. By this way quality of secondary education is far behind due to the lack of well management administration in the school.

Braun (2006) has found that assessment process and educational expenditure per student is very important tool to measure the quality education but these indicators do not maintain properly in the developing countries. They practice traditional evaluation process which is not right way to justify the educational goal of any nation and barrier to achieve quality secondary education. Moreover he has also talked about mismanagement of education sector and low allocation of budget for education.

Muzib (2003) identifies that the background of Islamic education and introduction of madrasah education in the subcontinent, especially the position of madrasah education through the National Education Policy in Bangladesh was the demand of the society or context.. He has pointed out the objectives of madrasah education which became to provident understanding of the divine. But its ideology is not properly practiced in the madrasah education system. He also discussed the curriculum, syllabus, teacher's qualification and teaching method of the madrasah education which are very important for the quality education in the madrasah sector.

Niaz Asadullah (2009) in his study identifies that Bangladesh has achieved impressive progress in gross primary enrolment rate is above 100%, secondary enrolment has more than doubled since independence. Gender discrimination gap has reduced at the satisfactory level in the primary and secondary stages. Moreover a large number of people have acquired higher education i.e. graduation in the context of Bangladesh. In spite of these achievements, there are many key challenges remain in front of the nation such as (i) low completion rates both primary and secondary level (50% of children complete primary and secondary schooling); (ii) Poor quality of learning outcome both the general stream and madrasah stream and (iii) Many poor children still left out of the secondary schooling system.

Iqbal (2012) pointed out that quality education in a country indicates the ability of human resources. Expenditure on education is a very crucial element to improve the education quality. He has said about the leadership style of head teacher in the school, management practice and physical facilities. However he has revealed the implementation of departmental policies, teaching- learning environment, lesson planning, and co-curricular activities as the factors of quality education.

Jimenez (1995) has found that quality of public secondary education is high whereas quality of private secondary education is very poor. The writer investigates that the students of private school come more privileged family than those of public school. After that they could not gain satisfactory knowledge in the private school. He has also discussed about the students' socio- economic condition in this study.

Asma, & Shazil (2015) have found that madrasah education cannot help to lead a modern life because of its outdated traditional methods and techniques of teaching learning process which make negative effect on the modern subject. This education system follows backdated form of practice with present environment of expertise. Muslim students should strive hard to acquire knowledge of the modern world. Besides he has discussed that there is no uniform curriculum for madrasah education. Most of the madrasah has no sufficient infrastructure for quality education. Madrasah education needs delicate balance between the key concept of religion, religious practices and real life related education. The madrasah students have to adjust between two streams and they have to compete with the students from general line-up. The madrasah must focus on the relevance of Islamic teaching to modern pluralistic, secular and inclusive society.

Mulford (2006) identifies that there are three areas of quality of secondary education: good schooling, good governance of school management and leadership. School leadership influenced on the student's learning which contribute to the national and international development. He has also discussed about the quality of teaching-learning scenario, equity area such as autonomy, accountability of leadership and lifelong issues including vocational education training for adult learning. Lastly higher education spreads a multicultural knowledge society.

Ram, Alma & Sharma (1995) have showed that two things are absolutely essential for quality education, such as, maximum enrolment in secondary level and trained up teacher who teaches the learners to apply very effective teaching methods in every school. The problem of dropout is the fundamental issue in education. They have also discussed social problems and the aims of education which foster universal and integration of our people. Such values education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. They further identify that peace on the campus, maximum and longer actual teaching days in a year, and a process of imparting quality education and education for life are needed in this sector..

. Dr. Md. Lokman Hossain & Bhuiyan (2009) have found that quality education in secondary level become downward. It has shown the condition of infrastructure as well as the Socio-cultural and political environment are declining gradually. Moreover they have investigated the teacher's students- ratio. But Most of Non Govt. College does not get students satisfactory level. They also identify irregular attendance of teachers, students and head of the institution as the obstacles for quality education. Trained and expert teachers are insufficient and weak administration is a regular scenario in the College level.

Hoodbhoy (1998) Found that Pakistan's Education cannot play significant role in human resource. The process of education in primary and secondary level public examination system is very controversial in ensuring quality education.

Madrasah education is the present reality of our country which emerged from the social, cultural and political phenomena. This made of education is the contextual and spiritual factuality. We cannot ignore this system in the present context. This system

produces a lot of self-guided young, affects the society and creates potential manpower. So the state should concentrate to enhance and enrich this trend by ensuring quality education. At the same time, quality education is not ensured in the general trend. So, concerted attempt should be taken for ensuring and maintaining the level of standard in secondary education sector. To do so, fundamental research is needed to carry out in this sector. No research has been conducted on the comparison between general education system and madrasah education to the best of my observation. This study is a way out to denote the policies to ensure quality education for both of these systems.

2.2 Conclusion

The above literature review has been discussed that there are many scholars have conducted their research on quality education in Bangladesh and others countries. But most of the studies have been carried out in very limited scale of quality learning, quality teaching, and duties of head teacher. Few small level studies conducted on particular aspect. So other studies have carried out abroad very limited perspectives. So there is not complete research work which has discussed quality of secondary education in Bangladesh. This is why the preceding review has defined an important gap that needs to be filled up. The aim of present study is to find out the necessity of quality education at secondary level in Bangladesh and make suggestions for further improvement. The above research works do not reflect the facts which the present research want is intended to do.

Chapter: Three

Methodology of the study

3.0 Prelude

Research is systematically search of the specific problem to find out the absolute solution of the particular study. It is possible to elaborate by following the appropriate methodology. The chapter includes the general research plan, the paradigm underpinning the study, the research method and design, research tools, and population sampling, data analysis techniques and the validity and credibility of the study, as well as the discussion of ethical issues and considerations. The following methods have been applied for conducting the study.

3.1 Research Design

The research methodology is highly dependent on the nature of the research problem and questions. This study has investigated the quality of Secondary Education both general and madrasah stream. It has been very difficult to continue this study using a single method. This study has employed a concurrent embedded strategy of mixed methods. According to Greene (2002) and Onwuegbuzie and Teddlie (2003) mixed methods approach is a methodology for conducting research which involves integration (or mixing) qualitative and quantitative data in a single study. The process has been done for the purpose of developing a better understanding of the research problem under investigation. To realizing the objectives of the research, I have made textual analysis, observation, in depth interview and the questionnaire survey method which have been followed to explore all research questions.

3.2 Selection of the study Area

Rajshahi district has been selected purposively as study area. Out of ten upazilas of Rajshahi district, Paba and Godagari upazila have been selected using simple random sampling without replacement method. These two upazilas have seventeen unions and four Municipalities. Out of these, the researcher has selected 2 unions and two Municipalities using simple random sampling method. From each union and Municipality researcher has taken two schools and Madrasah. Finally the students from class six to ten are selected as respondents using simple random sampling method.

3.3 Sources of Data

There are two sources of data, primary and secondary. In conducting this research both sources of data have been used.

3.3.1 Primary sources

Primary data have been collected from teachers, students, guardian of the schools and Madrasahs of the study area and prominent educationalist in different areas of Bangladesh. Besides the unpublished government documents and circular will also be collected as primary data.

3.3.2 Secondary sources

Besides the primary data, secondary data is also needed for the research work. Various research report, relevant journals article, dissertation in the relevant field, working paper of national and international organization, published government order, proclamation and documents, books and website have been used as the secondary sources.

3.4 Population of the Study

The populations of this study are teachers, students, guardians, from selected schools and Madrasahs of Rajshahi District of Bangladesh. Moreover prominent Educationalists from different govt. college and university in Bangladesh have been selected as the population of this research work.

3.4.1 Sample Size and Sampling process

For the purpose of the data collection and analysis of the study researcher has drawn an outline for selecting respondents from the following respective sample procedures. Rajshahi district of Bangladesh has been selected purposively. Upazilas, Unions school and Madrasah have been selected through multi-stage sampling procedure. Number of the respondents from eight schools and Madrasahs are 346 (three hundred and forty six). Respondents have been selected on the basis of simple random sampling by random number table. Sample size has been determined through the following formula: (Kothari, 2014)

$$n = \frac{z^2 \cdot N \cdot pq}{e^2(N-1) + Z^2 \cdot pq}$$

$$n = \frac{(1.96)^2 \times 3500 \times .5 \times .5}{(.05)^2 \times (3500-1) + (1.96)^2 \times .5 \times .5}$$

$$n = \frac{3360}{9.71}$$

$$n = 346$$

Here,

n= sample size

N= total number of Student (Population size)

z= confidence level (at 95% probability=1.96)

p= estimated population proportion (0.5 his maximizes the sample size)

q=1-p

e= error limit of 5% (0.05)

40 guardians and 76 teachers have been selected simple random sampling from the study area whereas the researcher has collected data thorough the questionnaire and 08 head teachers for In-depth Interview. Besides, six Interviews have been arranged purposively from different public university and Govt. College teachers and specialists in the respected field as KII. Hence, grand total number of respondents is four hundred and sixty nine. The following diagram shows the isolation of respondents.

3.4.2 Structure of Sampling Distribution

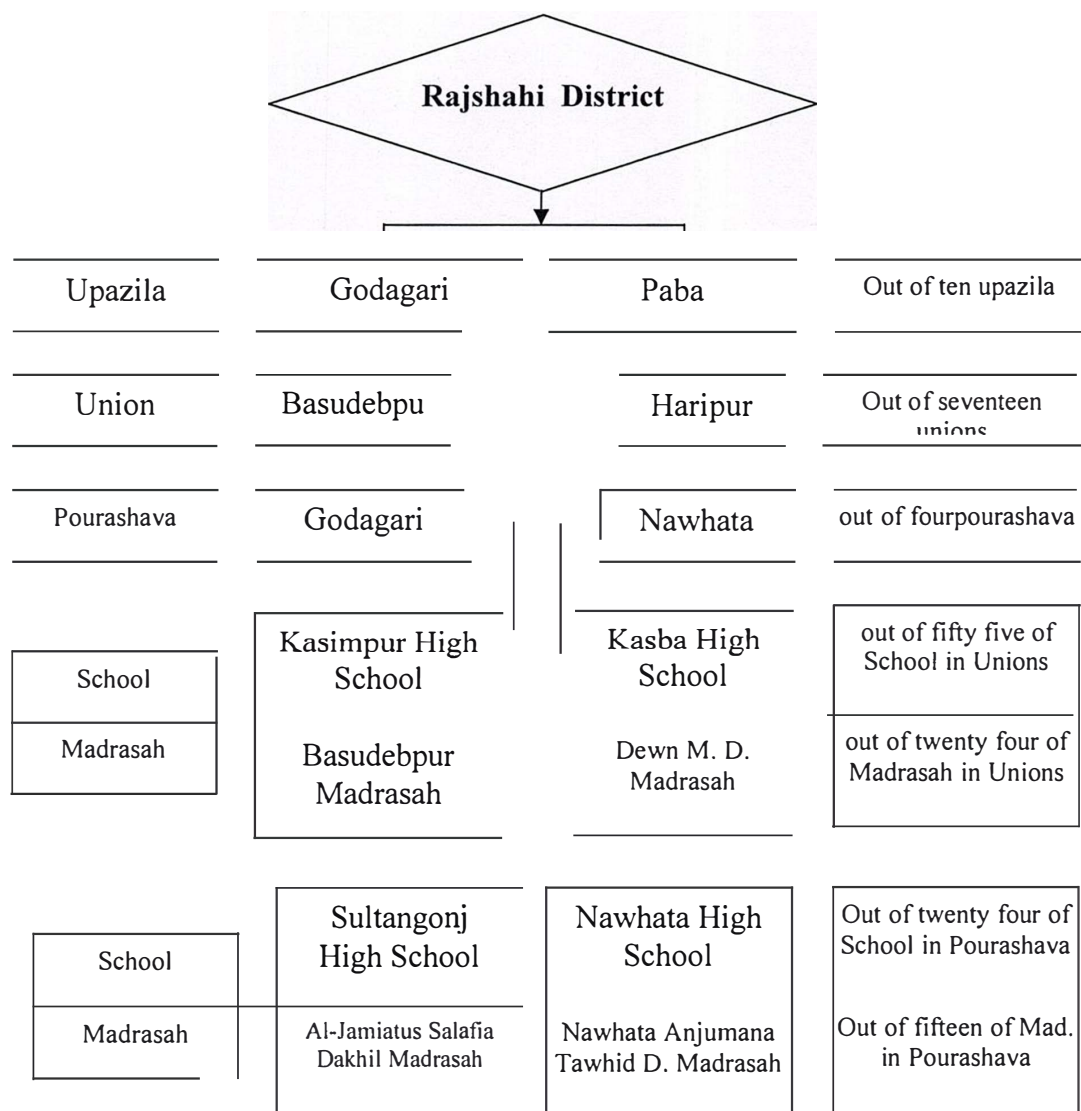


Figure3.1: Structure of Sampling Distribution

Table 3.1: The Name of Sampling Unit of the study

Name of Schools and Madrasahs	Total Number of Students	Proportion of the Students	Number of Respondents
Naohata High School	1040	1040/3500	$346 \times 1040/3500 = 103$
Kashaba High School	380	380/3500	$346 \times 380/3500 = 38$
Kasimpur A.K. Fezlul Haque High School	360	360/3500	$346 \times 360/3500 = 36$
Sultanganj High School	670	670/3500	$346 \times 670/3500 = 66$
Naohata Anjumara Tawhid Dhakil Madrash	150	150/3500	$346 \times 150/3500 = 15$
Deown Mohamadia Dhakil Madrash	270	270/3500	$346 \times 270/3500 = 27$
Al-Jamiaus Salafia Dhakil Madrasah	290	290/3500	$346 \times 290/3500 = 29$
Basudebpur Islamia Dhakil Madrasah	340	340/3500	$346 \times 340/3500 = 33$
Total	3500		346

Table 3.2: Structure of Sampling Distribution

Study area	Category of respondent	Data collection tools	Sampling techniques	Number of respondents
Paba and Godagari	Students`	Questionnaire survey	Simple Random sampling	346
	Teacher	Questionnaire survey	Simple Random Sampling	76
	Head Teacher	In-depth interviews	Purposively	08
	Guardian of student	Questionnaire survey	Simple Random Sampling	40
All over the country for KII	Educationist	Interviews	Purposively	06
			Total =	469

3.5 Data collection Techniques

3.5.1 Assessment Instrument developing process for students

To achieve the third objective of the study, researcher has made four set of test for the grade six to ten. As the syllabus of general and madrasah stream are not same, researcher has taken common subject of these two streams to prepare the test. This test has been designed according to National Curriculum of secondary education. The learning outcomes for both streams are mostly same. So researcher has taken common subject of the both stream to make the test. Bangla, English, Mathematics, Bangladesh Studies and Every day science are considered to prepare the test in this study. Researcher has made a team with 15 subject specialist teacher in each subject of the school and madrasah. After the discussion the team takes a decision that six items of question includes under each subject areas where is total 30 items in the instrument. This tool has helped to identify the performance of the students of school and madrasah.

3.5.2 Questionnaire Survey

Four set structured questionnaires have been used for collecting primary data, which had been pretested prior to the field work in order to improve its reliability and validity. Questionnaires are both close ended and open ended. There are some options to express the views of the respondents freely in the questionnaire.

3.5.3 In-depth Interview

In depth Interview is an important tool to collect data properly from the field. The researcher has also collected primary data through interview from head teachers of the selected institutions. Interviews have been conducted using structured and unstructured schedules.

3.5.4 Interview with some selected professionals

Key informant interview has been conducted by the researcher to make the study reliable and authentic. The researcher has selected six specialists in the respective field for KII. They all are renowned in their own field. Some questions were asked to them concerning the research area and recorder was used to keep the record at the time of face- to face interview.

The method of triangulation is confirmed by using questionnaire survey, in-depth interview and KII. All of these processes and the combination of these processes have made this study reliable and justified. The use of both questionnaires and interviews in this study the result provide depth and validity to the research findings and conclusions. Moreover, a pilot study of each tool was conducted in advance and all findings were cross checked by the researcher.

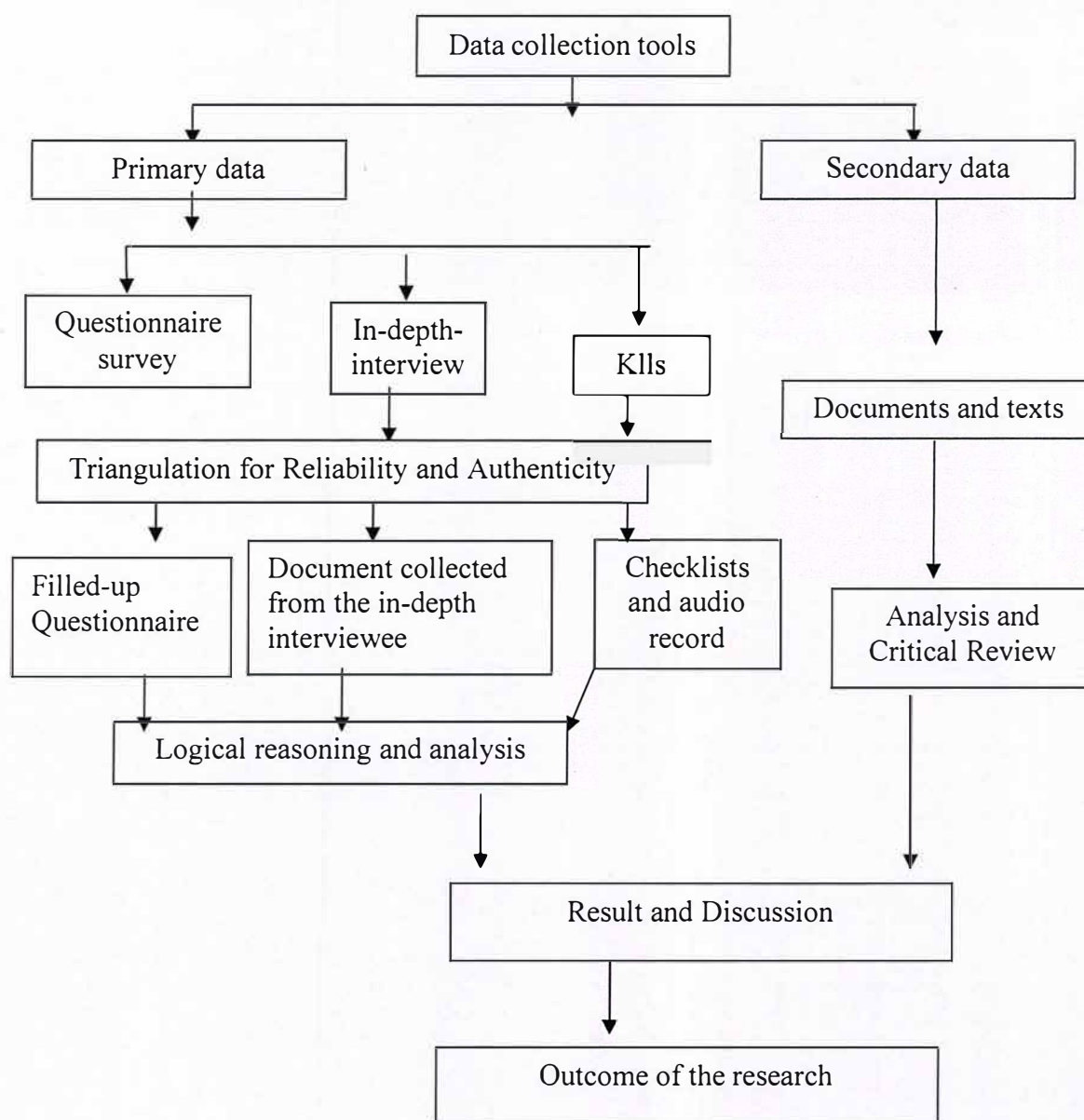


Figure 3.2: Data collection tools

Research objectives	Types of data	Sources of data	Data collection tools
1. To delineate the quality of education at secondary level in Bangladesh.	Qualitative Quantitative	Primary Data: I. Students II. Educationalist Secondary Data: Related literature	Textual analysis 1.Structured Questionnaire 2.Interview checklist

To assess the perception of guardians and teachers on quality education at secondary level in the country.	Qualitative Quantitative	Primary Data I Teachers II Guardians III Head teacher	Questionnaire survey Questionnaire survey Interview checklist
To make a comparison between the performance of the students studying School and Madrasah.	Qualitative Quantitative	Primary Data I Students II Teachers Secondary Data Related literature	Textual analysis Questionnaire

Figure 3.4: Research co-ordination matrix

3.5.5 Data analysis and presentation

All data has been processed and analyzed according to the objective of the study. Quantitative and qualitative data have been analyzed using different statistical tools with the application of software like Excel, SPSS etc. Descriptive statistics such a frequency distribution, average, Chi-square test and different graphical tools have also been used. Then Qualitative data has been explained though textual end document analysis.

3.5.6 Ethical Issues and Considerations

Ethical issues are considered as important elements in the social science research in education sector where human involvement, their behavior and activities are very crucial. Since the goal of study is to explore a comparison between schools and madrasahs regarding quality education, therefore, ethical consideration have been strictly maintained in different stages of the research contemplating the dignity and

rights of the respondents. Keeping these ethical grounds in mind, the researcher took permission in advance from concerned authority of the institutions before going to collect the data and given them the commitment to keep their records confidential and the collected data will only be applied for the study purpose. Credits for citation from different sources have been given properly by mentioning their identity in details in proper location.

3.5.7 Conclusion

The research methodology guides the researcher to develop this dissertation which is presented in this chapter. This chapter describes paradigm underpinning the study in a proper and methodical way, research design and tools, methods of triangulation for confirming reliability and validity of this research program, data analysis methods and ethical issues in this thesis. This chapter helps the researcher to advance the discussions and results of the study.

Chapter: Four

Secondary Education in Bangladesh

4.0 Prelude

Class six to ten is considered as secondary education in the context of institutional teaching learning practice but according to National Education Policy 2010, class nine to twelve refers to secondary education in Bangladesh. There is an ancient history of secondary education system in the world but in our country of that Indian subcontinent secondary education has begun through the establishment of Kolkata Alia Madrasah in 1781. Moreover it forms as an institutional structure through the establishment of Zila School during 1824 to 1854 AD. There are three branches in secondary education sector such as general stream, vocational stream and madrasah education. In case of sustainable development secondary education play vital role to create the skill manpower all over the world. So the section is deliberated as bonding and bridging between the primary education and higher education in Bangladesh. The purpose of the chapter is to explain the historical development of secondary education, structure of secondary education, present scenario of secondary education, aim and objective of secondary education, Government initiative and the present position of secondary education in National Education Policy 2010.

4.1 History of secondary Education Development in Bangladesh

4.1.1 Educational Provision in Colonial Period

Bangladesh is a new state in an ancient land. The territory constituting Bangladesh was under the Muslim rule for over five and a half centuries from 1201 to 1757 A.D. Subsequently, it came under the colonial rule of the British after defeat of the last sovereign ruler Nawab Siraj uddowala in 1757 (Islam, 1992). The British came in this

subcontinent as merchants but ultimately they captured the political power and ruled over the entire Indian sub-continent including this territory for nearly 190 years from 1757-1947 (McLeod, 2002). During that period Bangladesh was a part of the British Indian provinces of 'Bengal and Assam'. Education in Indian Sub-continent had an indigenous educational system in ancient times, continued through an Islamic style of education in the medieval period. The East India Company and the British Crown were generally indifferent to education in Indian sub-continent until the early 19th century. Throughout the last decades of eighteenth century and beginning of nineteenth century, European missionaries and the East India Company established several schools and colleges for developing educational program of this area (Mukherjee, 1957). In 1781, 'Kolkata Alia Madrasah', the first government college in the Indian sub-continent was set up to produce officials well versed in Islamic laws and in 1792 'Benaras Sangskrit College' was established by company officials (Chatterjee, 1976).

The indigenous educational institutions had to go through hard times due to financial crisis and the English domination (Chatterjee, 1976; Sinha, 1978). Most importantly, English became a compulsory subject in high schools, for matriculation and a requirement for university and college admissions (Mukherjee, 1956). Giving attention and importance to secondary education system and for its expansion, the British established 12 Zila schools and 3 collegiate schools (Public schools) in present Bangladesh land area during the years 1832-1855. In 1882, Lord Ripon appointed the first Indian Education Commission with William Hunter as its Chairman (Nurullah & Naik, 1962). They suggested for leaving secondary education to private enterprise through a system of grants- in- aid of school, 'Entrance examination' and appointment of trained teachers at secondary schools. After the all Indian Education Conference at

Shimla in 1901, Lord Curzon published his education policy in the form of a government resolution in 1904 which contributed to expand at high school level institution (Ali, 1986). Learning in high schools was vigilantly checked by regular inspections and matriculation examinations. The control of textbooks was one of the measures by which the State maintained supervision over the vast body of public schools. The pedagogical content of secondary schools was prescribed by the British Crown; even colonial officials exercised the right to reject textbooks used in private schools, such as madrasah. The schools were conducted to follow learning exercises and schedules, or regulations directed by the British rulers (Bhatt & Aggarwal, 1969).

4.1.2 Secondary Education and Schools in Bangladesh during Pakistani Rule

During Pakistani Rule 'First Education Conference' was held in Karachi, 27 November-1st December (GoP, 1947). This conference was convened to reassess the colonial education system and to restructure the existing educational system with due regard to ideological and literacy considerations. In the Education Conference at Karachi Mohammad Ali Jinnah said, "We have to build up the character of our future generations. We should try to make a sound education policy where the highest sense of honor, integrity, responsibility and selfless service to the nation will get priority. Madrasah education would be brought into the fold of formal school education. The promotion of Islamic education was taken into account in keeping with the ideology of the new independent state. Following the reports of 'Akram Khan Committee' and 'Ataur Rahman Khan Commission 1957' the united front government wished for a universal single stream primary and secondary education system for all, based on scientific knowledge. In 1956, the constitution of Pakistan eventually recognized Bangla as one of the national languages. Newly formed Sharif Commission on

education (1958) and the ‘Curriculum committee for secondary education (classes vi-xii)’ under military rule, also articulated in their report a need to shift the focus of school education away from rote memorization and to expand facilities for scientific and technological education (GoP, 1960). The objectives of this report for secondary education may be encapsulated as follows: “To develop, (a) a good worker (b) a good citizen (c) a good individual and (d) a good patriot.” Examinations and terms of teachers’ service East Pakistan Secondary Education Board took charge of the affiliation and examination of secondary level institutions. This step was followed by the creation of a School Textbook Board in 1954. Later on, one Education Board was split into four on the principle of one Board for each administrative division of the country. These 4 Boards shared between them the responsibilities of granting recognition to the schools, supply of textbooks, inspection and above all holding two public examinations, one at the end of the tenth year of schooling (Secondary) and the other at the end of the twelfth year (Higher Secondary).

4.1.3 School Education in Bangladesh after Liberation

The people of East Pakistan had struggled hard for democracy and autonomy, which turned into a war of liberation in 1971 (Zaheer, 1994). After a protracted nine months long war, Bangladesh finally achieved her independence. Bangladesh inherited, on Liberation in 1971, a literacy rate of 17.61 percent of the population of all ages (GoB, 2004a). The first Education Commission in Bangladesh appointed under Dr. Quadrat-e-Khuda submitted the report in 1974. The report emphasized on secular education at all level, future work-relevant technical and vocational education, improved assessment system, letter grading in the assessment of student performance in all

stages of education and making primary education from grade 1 to 8 and secondary from grade 9 to 12 (GoB, 1974).

The interim policy document put emphasis on increased literacy so that people could take part in the development of the country. The document established the current educational framework with secondary education consisting of three sub-stages; namely, junior secondary (3 years), secondary (2 years), and higher secondary (2 years). In addition, the document stipulated the following: “(a) terminal examination will be conducted by the District Education Authorities for all stages of secondary education; In regard to madrasah education, the ‘Interim Education Policy’ stipulated that it should be reorganized to ensure its equivalence to general education in such a way that the ‘dakhil’ level would correspond to secondary and ‘alim’ to higher secondary education (GoB, 1979; UNESCO, 2007). The Madrasah Education Ordinance was also issued in 1978 and in 1981, Govt. introduced, for the first time, service rules and salary subvention system for teachers and staffs of private secondary institutions. Before 1980 public sector contribution towards salary subvention to non-government educational institutions at secondary and higher secondary level was limited in the form of ‘Dearness Allowance’. Initially teachers used to get 50% of their basic salary quarterly through district treasury. The office of the Director of Public Instruction (DPI) was upgraded as the Directorate of Secondary and Higher Education (DSHE) in 1981.

4.2 Secondary Educational System of Bangladesh

Seven years of schooling bridges primary and tertiary education in Bangladesh. This period is divided into three stages: junior secondary (grades VI-VIII), secondary (grades IX-X) and higher secondary (grades XI-XII). These are respectively for

children aged 11-13 years, 14-15 years and 16-18 years 2. Similar to primary level, the junior secondary level students are enrolled into two streams: general education and madrasah (Islamic) education. From grade IX students are divided into various streams and groups. For instance, three streams, viz., general, madrasah (Islamic) and vocational are in operation at this time. In the general stream, the students choose one of the three groups, viz., Humanities, Science or Business Studies. In madrasah stream, the students have four choices, viz., General, Science, Mujabbid (specialization in correctly reading Qur'an) and Hifjul Qur'an (memorization of Qur'an). There is no sub-division in vocational education stream. This means that students appear in their first public examination, which is held after 10 years of primary and secondary schooling through eight different groups. Education undoubtedly is the fundamental element as deriving force for the development activities in our national life. Secondary education has been given exceptional emphasis in the present education policy of 2010. Education is one of the chief factors to National development. So the importance of quality education is unbounded in our national life.

4.3 Structure of Secondary Education in Bangladesh

The secondary education system of Bangladesh may be divided broadly into three stages viz. Vocational Education, General Education and Madrasah Education (Dakhil).

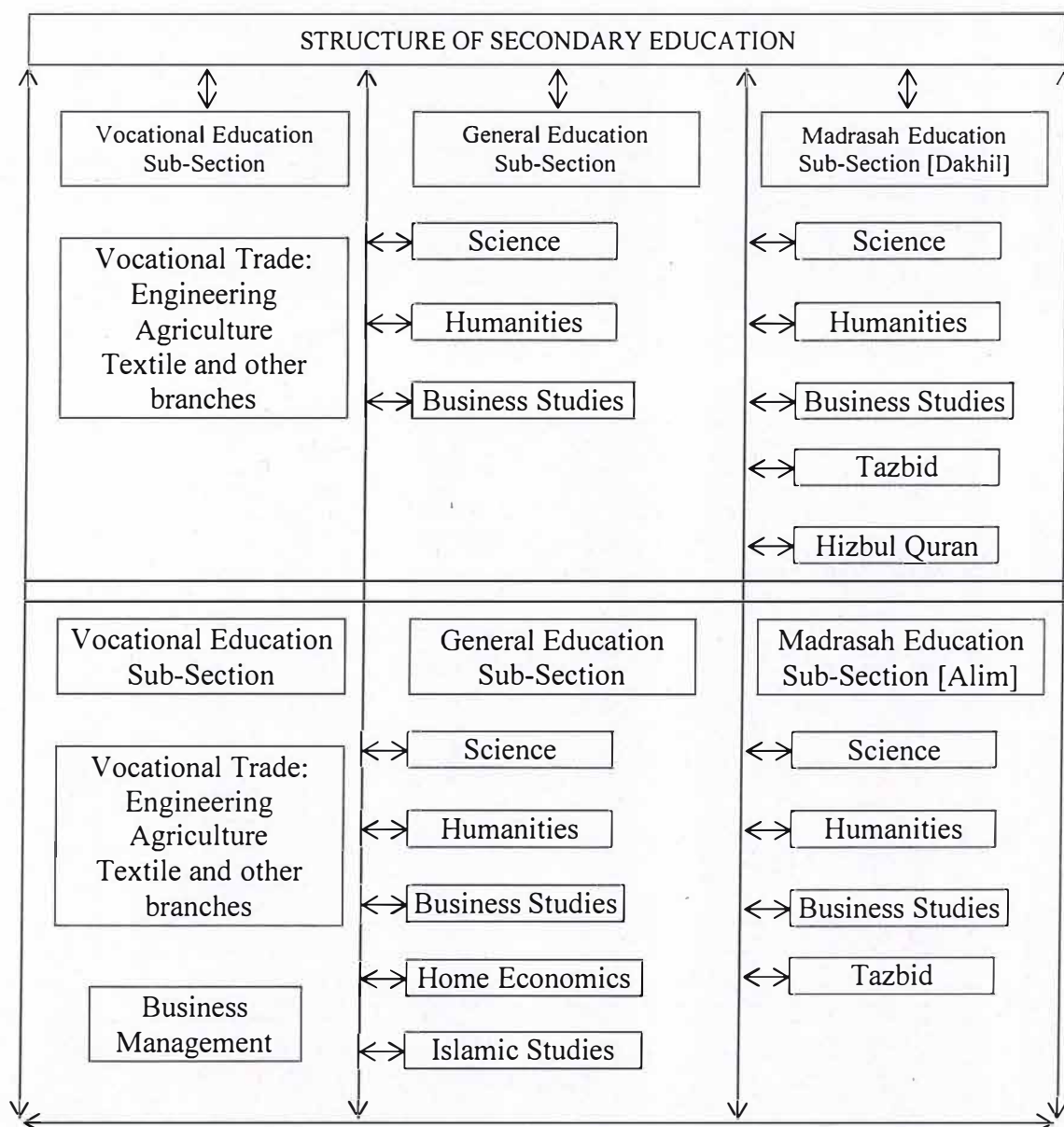


Figure 4.1: Structure of Secondary Education Program in Bangladesh

4.4 Aims and objectives of secondary education

The Kudrat –e khuda **Education** Commission Report of 1974 recommended the following basic objectives for secondary education.

- Its first aims were to expand and consolidate the basic education given at the primary stage.
- It is intended to conceptualize progressive ideas among the people who may be committed to a well-balanced life.

- c) To create a man power who will be required to accelerate the country's economic development and
- d) To prepare meritorious pupils for higher education according to their merit and inclination (SEDP 2000, 29-30).

4.4.1 Re-designed aims and objectives of secondary education formulated by the NCTB-2012 are given below:

Aims

- Creating knowledgeable, skilled, rational, creative and patriotic human resources full of human, social and moral qualities through holistic development of the learners

Objectives:

1. To help develop learners' creativity, imagination and inquisitiveness by arousing their inherent talent and potential
2. To firmly induce in learners human qualities such as, moral values, honesty, perseverance, tolerance, discipline, self-confidence, good manners, respect for others, aesthetic perception, civic relationship and sense of justice
3. To help learners grow up as potential citizens inducing in them patriotism, nationalism and democratic values in the light of great Language Movement, spirit of Liberation War and secularism
4. To give learners a firm and well-founded knowledge about Bangladesh, its history, tradition, culture and the practice of socio-economic and democratic politics; and thereby enable them to contribute to the progress and development of the country in the context of the present world.

5. To enhance learners' positive attitude towards dignity of labor, and to improve their habit and interest of work so that they can accomplish individual or group work with moral sense and responsibility.
6. To consolidate learners' skills in using standard Bangla in making effective communications, and to build up a regular reading habit in them.
7. To enable learners enjoy and explore the inherent aesthetic beauty of Bangles literature, and the discipline and association of the language
8. To help learners acquire the basic skills of English language for effective communications at different spheres including contemporary work places, And higher education
9. To make learners acquainted with arithmetical logics, methods and skills; and increase their abilities to apply them for problem Solving s concerning day to day and global affairs
10. To increase learners' interest about technology and make them confident, productive and creative in the use of Information and Communication Technology
11. To help learners acquire scientific attitude and skills so that they can improve qualities of life by applying them in investigations and solutions of real life problems
12. To make learners acquainted with local and global environmental issues with emphasis on climate change, and natural and social environment in the context of our country and the world
13. To help learners acquire necessary knowledge, life-skills and views about hygienic life-style emphasizing food and nutrition, Physical fitness, diseases, productive health and personal safety

14. To guide learners to be respectful towards other religions and followers of other religious practices in addition to their own Religious beliefs, values and practices
15. To develop among learners a feeling of fraternity and a sense of respect for human beings irrespective of gender, race, clan, Language, culture (Bengalese and other small ethnic groups), class or occupation
16. To form a habit of regular co-curricular activities such as sports, physical exercise, cultural activities, or fine arts among learners For their physical and mental upbringing
17. To consolidate learners' knowledge, skills, and attitudes about their personal and social life, contemporary work opportunities, and Self-employment; and to prepare them for being life-long learners
18. To help learners develop their leadership, cooperation and communications skills through collaborative activities

4.5 Present scenario of secondary education

Democratic practice has been in existence since 1990s and many changes and development took place at the secondary level of education system. At the beginning of 1990s many public schools were made double shift school, newly teaching posts were created and thus a significant change was made. Female students' stipend program (FSP), increase of government subsidy in monthly pay order (MPO) and a new assessment system at SSC examination were also introduced in 1992. The stipend program has brought about change. Adolescent girls are now visible in large numbers, going to school in rural areas. The female stipend program (FSP) offers an allowance to encourage families to send girls to school, and to help to reduce the costs of education (Raynor and Chowdhury, 2004).

Table 4.1: Enrolment Rate at Secondary Level in School, 1999-2014

Year	Secondary Age Pop ⁿ			Enrolment			Gross Enrolment Rate		
	(11-15 yrs)			Grades (VI-X)			(%)		
	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl
2001	18317747	9241792	9075955	7887010	3690913	4196097	43.06	39.94	46.23
2002	18263183	9208646	9054537	8162134	3801356	4360778	44.69	41.28	48.16
2003	17980817	9064785	8916032	8126362	3803794	4322568	45.19	41.96	48.48
2004	17148640	9040058	8108582	7503247	3578137	3925110	43.75	39.58	48.41
2005	17341882	9141926	8199956	7398552	3530538	3868014	42.66	38.62	47.17
2008	17190672	9019584	8171088	6819748	3158291	3661457	39.67	35.02	44.81
2009	17018112	8907496	8110616	7356793	3560255	3796538	43.23	39.97	46.81
2010	15770000	8020000	7750000	7465774	3486098	3979676	47.34	43.46	51.35
2011	15768000	8018983	7749017	7510218	3483844	4026374	47.63	43.44	51.96
2012	15964494	8195088	7769406	7937235	3707943	4229292	49.72	45.25	54.44
2013	16183208	8307361	7875847	8501442	3982351	4519091	52.53	47.94	57.38
2014	16404918	8421172	7983746	9160365	4285281	4875084	55.84	50.89	61.06

N.B. Data source: UNPD for 2012 and FREPD (Age group projection for 2001 -2014)

During 2012, the secondary school curriculum was revised, approximately almost 50% of teachers received short-term training in the new curriculum; ten teacher-training colleges were upgraded and five new higher teacher training institutes were established (Daily Kalar Khontho, 11 October 2016). Narrowing down teacher-student ratio, upgrading teacher qualifications, reforming the curricular and teaching methods and examination systems at secondary level play vital role in achieving quality education. In different phases the amount of public sector contribution towards salary subvention to non- government educational institutions at secondary and higher

secondary level was increased up to 100% in 2001. Teachers and staffs were also given 25% and 50% of their basic salary as festival allowance and limited house rent respectively. Recently Government is giving 100% of salary subvention to the teachers of non- government educational institutions and the disbursement is made monthly through teacher's personal bank account.

Nowadays, the major focus of Bangladesh education policy at school level switched from "quantity" to "quality". Reforms are being implemented in school managing committee (SMC), retirement and service benefit of non-government teachers, teacher training, information technology and computer education, secondary curriculum, school-based assessment system (SBA) and English language teaching (GoB, 2015; World Bank, 2016). 'Quality Assurance' is now pursuing to help evaluating schools' performance using a set of indicators (World Bank, 2016). The Sixth Five Year Plan (2013-2017), issued by the Planning Commission, presents the following targets in regard to secondary education: (a) increasing participation in different levels and types of education, such as lower secondary, secondary, and higher secondary levels including madrasah education; (b) increasing participation of girls through stipend program in all levels of secondary education; and (c) increasing quality of secondary education through in-service training of teachers (UNESCO, 2014). Despite these initiatives, Bangladesh faces new challenges and demands in education sector and secondary education system is still facing problems to deliver quality education (Ahmad, 2015).

Even though there have been eight education commissions formed till date but Bangladesh has not been able to have a realistic education policy after 44 years of its independence. Successive governments in Bangladesh, whether for political motives

or real attempts at getting it right, have always advanced legitimate explanations for embarking upon one reform program or the other. Over the years, emphasis is given on quantity by setting up unnecessary secondary education institutions to satisfy politicians and their constituencies. These schools don't have adequate facilities, qualified teachers and above all competent educational administrators (Begum & Bhuyan, 2005). So, secondary education in Bangladesh ignores, in a thousand ways, the rules of integral, transformational healthy educational development. Evidently the ineffectual manner by which the policies were implemented ensured that educational planning was social-demand oriented rather than manpower oriented (Mahmud, 2003; Sen, 2002). The secondary graduates, therefore, suffer with no marketable skills to sell to prospective employers and millions of these graduates roaming the city and town streets (Ilon, 2000).

Table 4.2: Number of Institution, Student and Teacher by Type, 2014

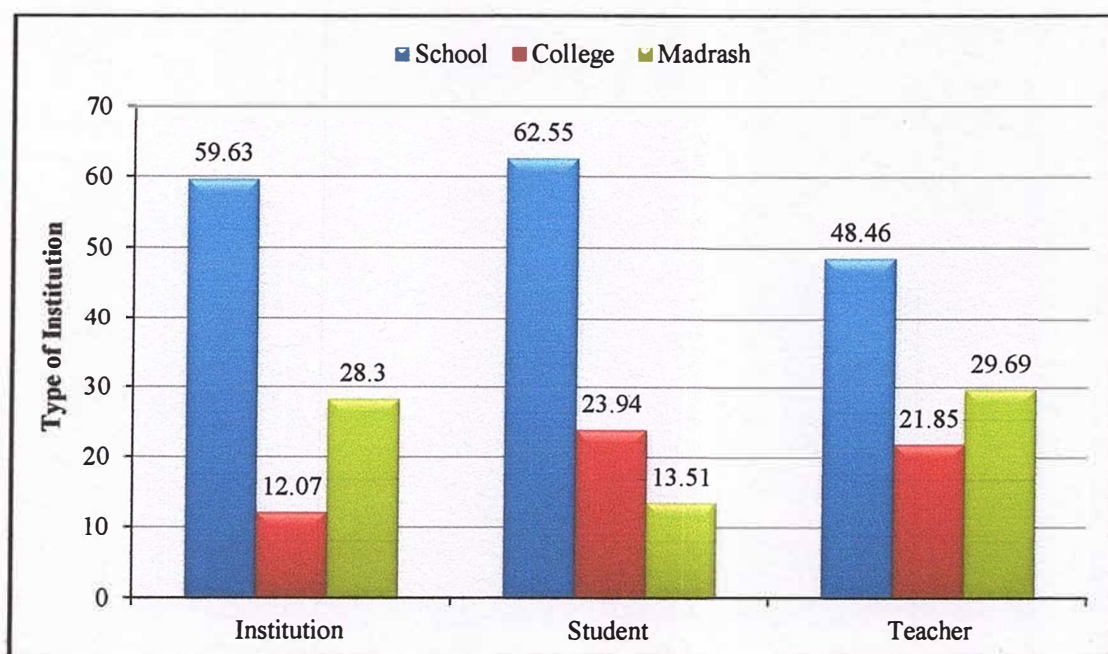
Type	Management	Number of Institution		Number of Teachers			Number of Students		
		Total	Girls	Total	Female	% Female	Total	Girls	% Girls
Junior Secondary	Private	2412	559	18618	5099	27.39	367510	217990	59.32
	Total	2412	559	18618	5099	27.39	367510	217990	59.32
Secondary School	Private	16003	2431	186761	44544	23.85	7782235	4140815	53.21
	Public	316	147	7675	2389	31.13	264131	131373	49.74
	Total	16319	2578	194436	46933	24.14	8046366	4272188	53.09
School & College	Private	942	147	19405	6681	34.43	729986	380157	52.08
	Public	11	3	535	256	47.85	16503	4749	28.78
	Total	953	150	19940	6937	34.79	746489	384906	51.43
Dakhil	Private	6582	993	87591	11206	12.82	1290014	761090	59.00

Source: **Bangladesh Education Statistics, 2014**(BANBEIS Publication No. 435)

Table 4.3 Dropout and Completion Rate in Secondary Education (2012-2014)

Category	Year	Dropout Rate (%)		Completion Rate (%)	
		Total	Girls	Total	Girls
Secondary School	2012	46.70%	51.83%	53.30%	48.17%
	2013	43.76%	50.60%	56.86%	49.43%
	2014	41.94%	48.38%	58.06%	51.62%
	2015	41.90%	48.45%	58.10%	51.60%
Dakhil Madrasah	2012	48.00%	58.58%	52.00%	41.42%
	2013	47.40%	55.21%	52.60%	44.79%
	2014	47.14%	57.15%	52.86%	42.85%
	2015	47.13%	57.16%	52.87%	42.89%

Source: BANBEIS 2014.



Source: BANBEIS 2014.

Figure 4.2: Percentage Distribution of Various Educational Institutions, Students and Teacher

4.6 Government initiatives toward quality education

Quality secondary education depends on perfect curriculum, efficient qualified teacher and compliment environment of education in the educational institutions. It is necessary to develop the secondary education. To implement these things, government has taken some effective steps which are very helpful and devises activity to assure quality secondary education. Trained teacher is most important part in the light of quality secondary education. So the authority has arranged several type of training for secondary level of teacher. Among them refreshment training which duration is fourteen days for assistant teacher both school and madrasah. Moreover making creative question, curriculum dissemination and school base assessment procedure are given to the teacher for better teaching learning practice that duration is three days. to ensure quality education, school management is vital factor. To do better management the authority has managed 35 days training for head teacher. Moreover the authority has given opportunity to receive training for the member of SMC. Digital content plays important role to realize the concrete and complicated matters. Moreover multimedia class room makes a class pleasure and attractive to the students. So the government has given 23498 pieces laptop with multimedia projector and modem for the secondary school and madrasah so that teacher takes class using digital content. Even the authority is giving ICT training to the teacher in 12 days. The government has also been distributed free book from class one to ten. For this reason students get opportunity to study from beginning year. The students are encouraged their studies. Moreover a librarian post has been created in every school and madrasah so that students used to study different type of books during school period.

For effective teaching learning practices, qualified teacher is very essential to ensure quality secondary education in Bangladesh. For this reason government has taken step to appoint non-government teacher through NTRCA. In this way qualified and meritorious student get opportunity to appoint as a teacher. Even non-government teachers get hundred percent basic salary and others allowance in the festival. Furthermore government has upgraded salary structure of assistant head teacher and madrasah assistant superintendent so that they can serve in the institution attentively. Monitoring system plays effective role to increase education quality in secondary level. For this reason government has increased manpower in every upazila and district education office. Four assistant inspector and one research officer are appointed in district office and one inspector is deployed upazila office.

4.7 Secondary Education in National Education Policy-2010

National Education Policy Formulation Committee of 2010 says that the secondary education will play a significant role to mitigate the disparity of present education system. In order to make the student of secondary level good citizen, skilled worker, and humanitarian and to ensure their effective participation of national development program, suitable curriculum should be selected in each level, there should be some compulsory subject and some optional as the student can meet up their thrust of knowledge on the basis of their psychological tendency. In the secondary level, there will be diversified of the subjects and the subject matter should be selected considering the importance of national demands. The learner will accept the particular trends as per their own choice and liking. The learner will acquire skill form the particular trends on the basis of their basic learning skill. Their future profession will be selected on the basis of own choice and their expertise.

In the new academic structure, the secondary level of education will include Classes IX to XII. At the end of this level, students will choose different streams of higher studies according to their capabilities, or they will earn their livelihood by their acquired vocational education or they can seek further vocational skills. There will be three streams at the secondary level viz. general, madrasah and technical education and each stream has several branches. However, for all streams, uniformity will be maintained through some stipulated compulsory subjects, such as Bangla, English, Bangladesh Studies, General Mathematics and Information Technology. Examinations of each of these subjects of all the streams will be held with identical question papers. Of course, there will be some compulsory and optional subjects in each of the streams. To achieve excellence in the stream-related subjects, the syllabus will be designed as per needs and specific syllabus will be developed according to stream. An experts' team will be constituted to prepare curriculum and syllabus for all streams. National Curriculum and Textbook Board will be responsible to design the uniform curriculum and prepare necessary textbooks for every stream at secondary level, excepting the special subjects of Madrasah and Vocational Education. Bangladesh Madrasah Education Board and Bangladesh Technical Education Board will be responsible for designing and preparing the textbooks and curriculum of special subjects of Madrasah and Vocational Education.

Infrastructure, teachers and staff High schools need to be added with Classes XI & XII, while higher secondary colleges will have to add Classes IX & X. For this, the number of classrooms, furniture and educational instruments will be increased. In high schools, subject-related teachers including English will be appointed to teach at higher secondary level. For the implementation of these steps, special care will be taken for supply of funds. Infrastructure development of the educational institutions and availability of educational materials will be ensured to deliver proper education

and there will be facilities of enriched library and instruments of sports. For better management of the library, the post of a librarian will be created. Every school offering science subjects must have a laboratory with necessary tools and equipment and its proper use and maintenance will be ensured. Teacher-student ratio will have to be progressively raised in phases to 1:30 by 2018. Adequate number of subject-wise teachers for different streams will be selected every year by the proposed Non-Government Teachers' Selection Commission following appropriate process of written and oral examination. This Commission will function like the Public Service Commission. Appropriate authority will appoint teachers in different institutions from the selected persons. Training will be arranged for all the teachers of all subjects. Yet untrained Teachers need to undergo training immediately. Newly-appointed teachers will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies. On completion of Class X, a public examination will be held on a national basis. This will be known as Secondary Examination and stipends will be awarded till Class XII based on the score of this examination. On completion of Class XII, another public exam will be held, which will be called Higher Secondary Examination.

4.8 Conclusion

This chapter of the study has been arranged on the basis of the secondary data and related literature. Mainly the researcher focuses on the status of secondary school and madrasah . Here this chapter explained education system, structure of education, aim and objectives of secondary education. Thus the enrollment in schools and madrasah and completion rate of this two streams and dropout rate have been depicted clearly.

Chapter: Five

Status of Quality Secondary Education in Bangladesh

5.0 Prelude

Quality education is a process that helps to improve the learners through the integration of adequate knowledge of the curriculum content areas, acquiring objective of education, empathy and commitment of the country and the acquisition of managerial competencies within and outside the contemporary context. Quality secondary education is imperative part in senesce of sustainable development of any country. Quality education refers to skill and knowledge of the learners who are able to survive in facing any kind of situation in the world. In senses of quality secondary education, researcher has set up six indicators to measure the status of quality secondary education in Bangladesh. Both questionnaire survey and secondary data are drawn to understand the actual circumstance of quality secondary education. The desire of this chapter is to analyze the present situation in the light of particular indicator such as learning achievement on the basis of curriculum, dropout rate, and completion of secondary education, evaluation system, education and training of teachers and school infrastructure and other quality dimension.

5.1 Section One: Learning Outcomes on the Basis of Curriculum

5.1.1 Assessment of students' learning outcomes

There are some particular indicators to measure the quality secondary education in Bangladesh. Learning outcome is a vital indicator in terms of quality education. Researcher is to present students' learning achievement according to curriculum in this chapter. Bangla, English, Mathematics, General Science and Bangladesh Studies are common subjects in the general stream and madrasah stream. So from these

subjects I make a set of questionnaire with 30 question items in class six to ten separately. Each section has 6 items, totaling 30 in the whole test. The outcome of the test and different year of public examination result has been analyzed in various ways.

Table 5.1.1: Conversion of numeric score into letter grade and grade point

Marks (in %)	Letter grade	Grade point
80-100	A+	5.0
70-79	A	4.0
60-69	A-	3.5
50-59	B	3.0
40-49	C	2.0
33-39	D	1.0
<33	F	0.0

Source: NTCB (2003, 2005), BMEB (2004)

5.1.2 Assessment of the learning achievement of students on the particular syllabus of different classes:

Study area of this research consisted of two Upazila which are Godagari and Paba. In each Upazila we have selected two secondary schools and two Dakhil madrasahs as the sample. Using simple random sampling, we have taken 346 respondents from eight educational institutions. Researcher has made separate questions for the classes six to ten both school and madrasah. Then researcher has assessed the learning achievement and the knowledge of learners to apply the same type of questions in each class of both streams.

Table 5.1.2: Passing percentage distribution of students by grade point average in educational institutions of study area.

Year	Category	Response	No. of Appeared	No. of Passed	Grade point					
					A+	A	A-	B	C	D
2012	Kasimpur A. K. Fazlul Haque High School	Number %	55 	43 78.18	4 9.30	9 20.9	9 20.93	8 18.6	7 16.2	6 13.9
	Basudebpur Islamia Dakhil Madrasah	Number %	37 	32 86.49	2 6.25	8 25.0	7 21.87	5 16.6	6 18.7	4 12.5
	Sultanganj High School	Number %	97 	78 80.41	6 7.69	16 20.5	17 21.79	14 17.9	14 17.9	11 14.1
	Al Jamiatul Salafia Dakhil Madrasah	Number %	31 	27 87.10	1 3.70	4 14.8	7 25.92	6 22.2	4 14.8	5 18.5
	Kasba High School	Number %	86 	67 77.91	5 7.46	13 19.4	17 25.37	13 19.4	10 14.9	9 13.4
	Dewan Mohammadia Dakhil Madrasah	Number %	77 	62 80.51	5 8.06	12 19.3	16 25.81	13 20.9	9 14.5	7 11.2
	Naohata High School	Number %	176 	147 83.52	23 15.6	38 25.8	50 34.02	14 9.52	7 4.76	15 10.2
	Naohata Angumana Dakhil Madrasah	Number %	42 	36 85.71	2 5.56	8 22.2	7 19.44	8 22.2	7 19.4	4 11.1

Table 5.1.2 has shown that the success rate of the learners from madrasah is more than the general stream. The quantity of GPA 5 from school is more than that of madrasah students. But it is also found that the number of GPA 4 and GPA 3.5 in the madrasah is higher than the general stream. It is alarming to the nations that a huge majority of the learners have passed in SSC and Dakhil stages but they could not acquire proper knowledge from curriculum. Even they do not learn actual social and moral values in the practical life. As a result we have crisis of skilled and honest persons in our society.

Table 5.1.3: Passing percentage distribution of students by grade point average in educational institutions of study area.

Year	Category	Response	No. of Appeared	No. of Passed	Grade point					
					A+	A	A-	B	C	D
2013	Kasimpr A. K. Fazlul Haque High School	Number	51	42	3	9	10	8	7	5
		%		82.35	7.14	21.4	23.8	19.0	16.6	11.9
	Basudebpur Islamia Dakhil Madrasah	Number	46	39	4	14	9	5	4	3
		%		84.78	10.2	35.9	23.0	12.8	10.2	7.69
	Sultanganj High School	Number	109	83	11	34	13	11	8	6
		%		76.15	13.2	40.9	15.6	13.2	9.64	7.23
	Al Jamiatul Salafia Dakhil Madrasah	Number	29	26	3	9	6	4	3	1
		%		89.65	11.5	34.6	23.0	15.3	11.5	3.85
	Kasba High School	Number	79	63	5	22	15	9	7	5
		%		79.75	7.94	34.9	23.8	14.2	11.1	7.94
	Dewan Mohammadia Dakhil Madrasah	Number	51	38	5	14	9	5	3	2
		%		74.51	13.1	36.8	23.6	13.1	7.89	5.26
	Naohata High School	Number	172	144	30	50	36	12	10	6
		%		83.73	20.8	34.7	25.0	8.33	6.94	4.17
	Naohata Angumana Dakhil Madrasah	Number	38	33	3	13	9	4	3	1
		%		86.84	9.09	39.3	27.2	12.1	9.09	3.03

It is reflected from the table 5.1.3 that passing rate of madrasah is higher than that of the general stream. But the performance of the learners of general stream is better than the pupil of madrasah sector. Evaluation process is mainly responsible for the decreasing of quality education in secondary level of the country. A vast number of the pupil got GPA 5 but their learning outcome and moral accountability is not standard regarding the result. So it can be said that we need rightly knowledgeable learners in our country not empty knowledge passing learners.

Table 5.1.4 - passing percentage distribution of students by grade point average in educational institutions of study area.

Year	Category	Response	No. of Appeared	No. of Passed	Grade point					
					A+	A	A-	B	C	D
2014	Kasimpur A. K. Fazlul Haque High School	Number	59	46	5	15	12	7	4	3
		%		77.97	10.86	32.60	26.08	15.22	8.69	6.52
	Basudebpur Islamia Dakhil Madrasah	Number	51	43	6	17	11	5	3	1
		%		84.31	13.95	39.53	25.58	11.63	6.98	2.33
	Sultanganj High School	Number	117	94	10	34	30	12	5	3
		%		80.35	10.64	36.17	31.91	12.76	5.32	3.19
	Al Jamiatul Salafia Dakhil Madrasah	Number	34	29	3	10	6	5	4	1
		%		85.29	10.34	34.48	20.69	17.24	13.79	3.45
	Kasba High School	Number	91	74	8	28	22	10	4	2
		%		81.32	10.81	37.83	29.72	13.51	5.40	2.70
	Dewan Mohammadia Dakhil Madrasah	Number	48	37	5	15	8	5	3	1
		%		77.08	13.51	40.54	21.62	13.51	8.11	2.70
	Naohata High School	Number	181	149	27	55	33	17	14	3
		%		82.33	18.12	36.91	22.15	11.41	9.39	2.01
	Naohata Angumana Dakhil Madrasah	Number	35	31	3	11	7	5	4	1
		%		88.57	9.67	35.48	22.58	16.13	12.90	3.22

It reveals from the table 5.1.4 that passing rate of madrasah is higher than that the general stream. But the performance of the learners of general stream is better than the pupil of madrasah sector. Evaluation process is the main responsible for the decreasing of quality education in secondary level of the country. A vast number of the pupil got GPA 5 but their learning outcome and moral accountability is not standard regarding the result.

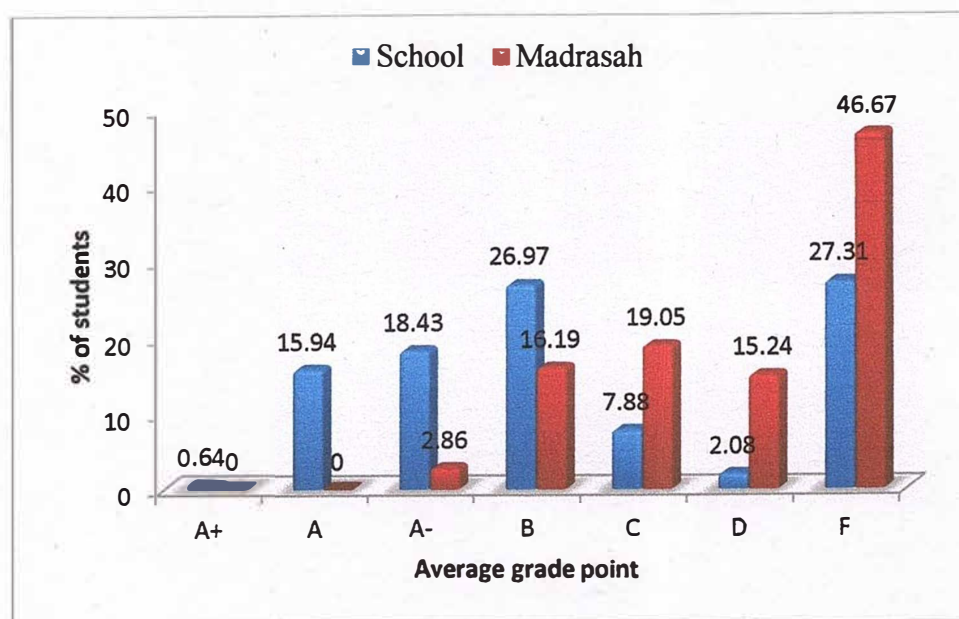


Figure 5.1.1: Curriculum based learning of students by grade point average from the field test.

Figure 5.1 presents that a few numbers 0.64 percent of the learners from school have got GPA 5 under the test of field survey. On the other hand not a single pupil gets GPA 5 in the madrasah students from field survey data. 15.94 percent of the respondent from school has got GPA 4 but no single respondent from madrasah has got GPA 4. Only 2.86 percent of the respondent from madrasah has got GPA 3.5 on the contrary 18.43 percent of the respondent from school has got GPS 3.5. A large number of the respondent 46.67 percent from madrasah has got F grade that means they could not pass under the field test. Quite a significant number of the respondent 27.31 percent from school has got F grade under the field test.

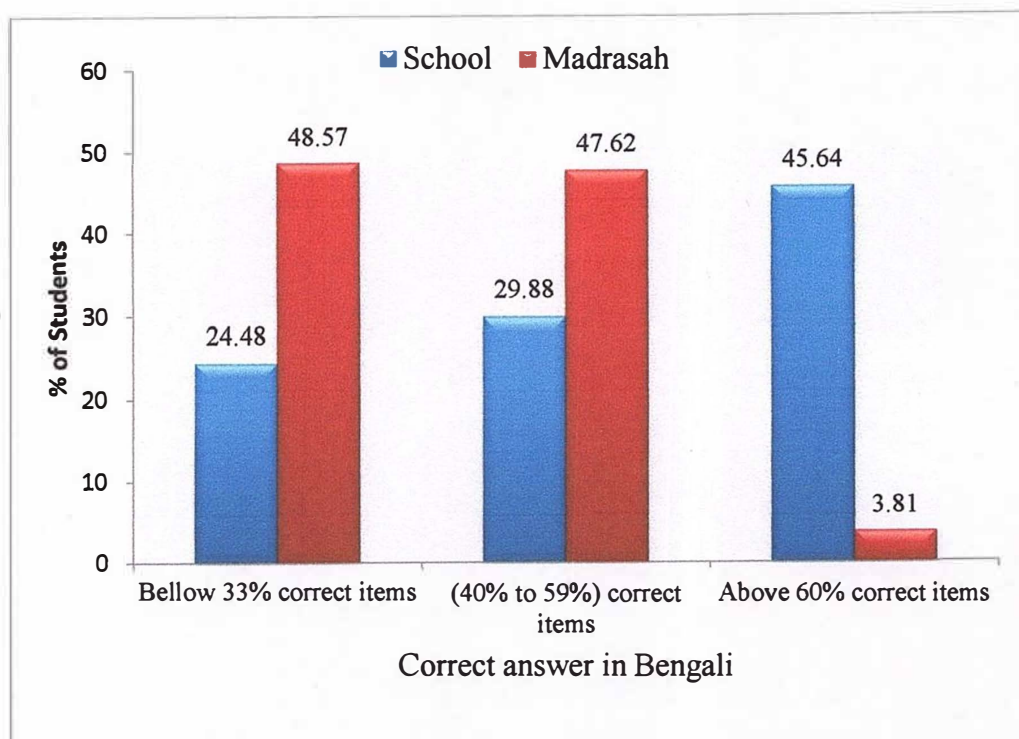


Figure 5.1.2: Curriculum based learning in Bengali of students by different rules of assessment from the field test.

Figure 5.2 shows that 24.48 percent of the respondent from school correctly answered less than 33% of the items in Bangla. 48.57 percent of the respondent from madrasah correctly answered less than 33% of the items in Bangla in the field test. It revealed that 29.88 percent of the respondent from school and 47.62 percent of the students from madrasah correctly answered less than 60% of the items. A larger numbers 45.64 percent of the respondent from school correctly answered above 60% of items and a very insignificant number 3.81 percent of the respondent from madrasah replied above 60% of the correct items. Comparatively school students have more accurate knowledge in Bengali than that of madrasah students.

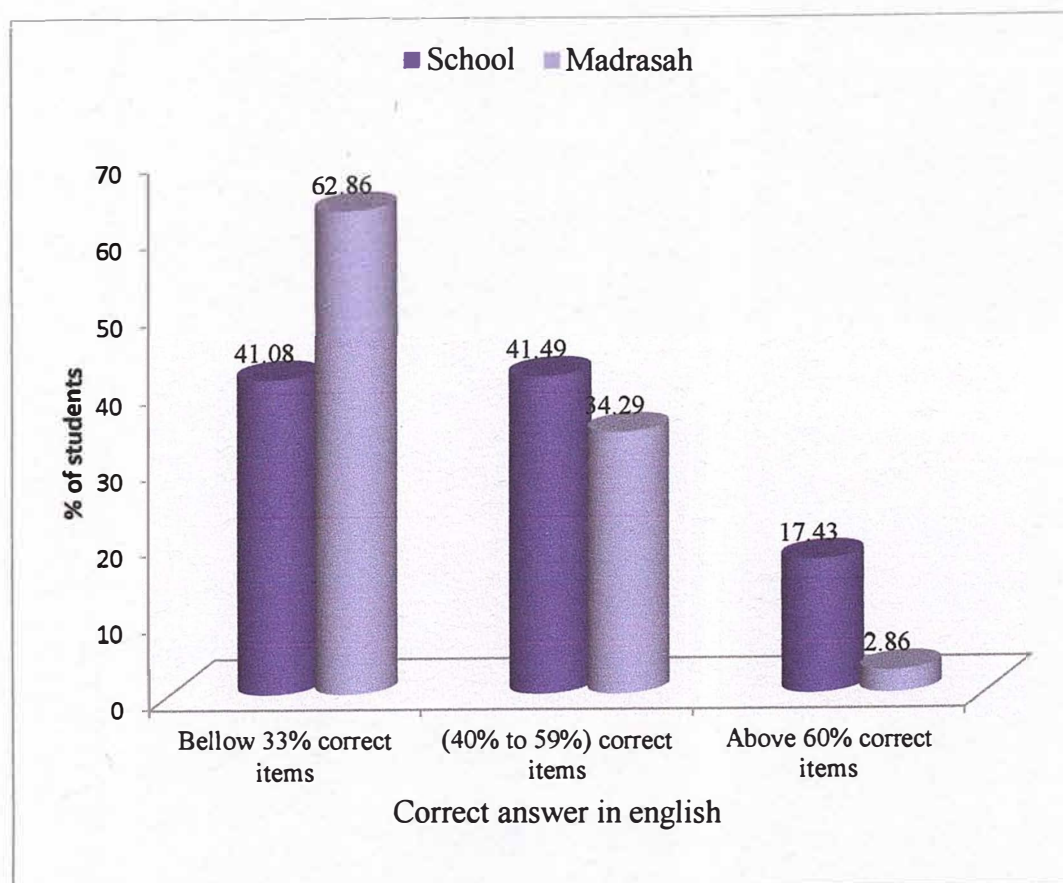


Figure 5.1.3: Curriculum based learning outcome in English of students by different rules of assessment from the field test

It is found from figure 5.3 that quiet a significant number 41.08 percent of the respondent from school replied below 33% of the correct items and 62.86 percent of the respondent from madrasah correctly answered less than 33% of the items under the achievement test. It also observed that 41.49 percent of the respondent from school and 34.29 percent of the respondent from madrasah correctly answered less than 60% of the items. Quiet a significant number 17.43 percent of the respondent from school correctly answered above 60% of the items and a very insignificant number 2.86 percent of the respondent from madrasah replied above 60% of the correct items. English knowledge of school's students is better than that of madrasah students.

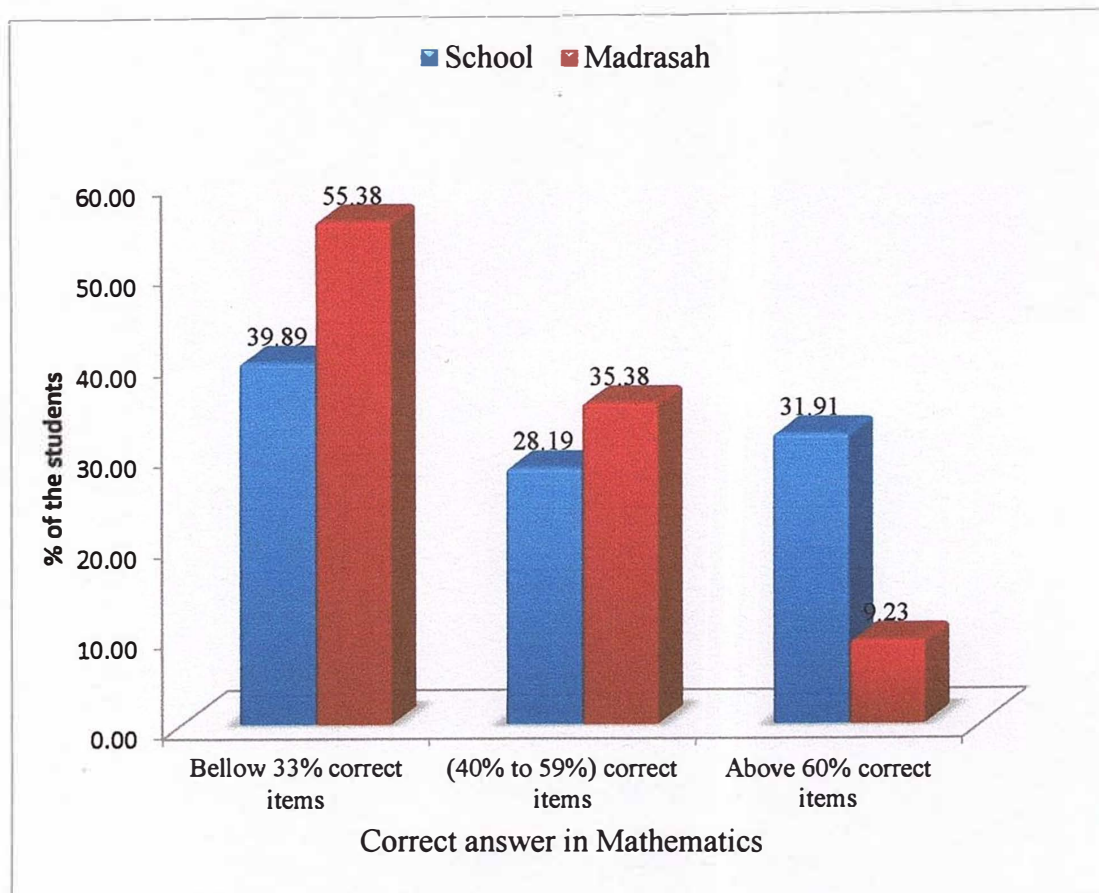


Figure 5.1.4: Curriculum based learning outcome in Mathematics of students by different rules of assessment from the field test.

Figure 5.4 indicates that the pupils of general stream are performing better than the pupils of madrasah sector in learning achievement test in the field survey. It is evident from data quite a significant number 39.89 percent of the respondent from school and 55.38 percent of the respondent from madrasah have correctly answered less than 33% of the items. Basically less meritorious students get admit in the madrasah and another causes is crises of expert teachers in madrasah sector. The performances of the students of madrasah were worse. Only 9.23 percent of the respondent from madrasah correctly answered above 60% correct items but 31.91 percent of the respondent from school replied above 60% of the correct items in the achievement test in the study area.

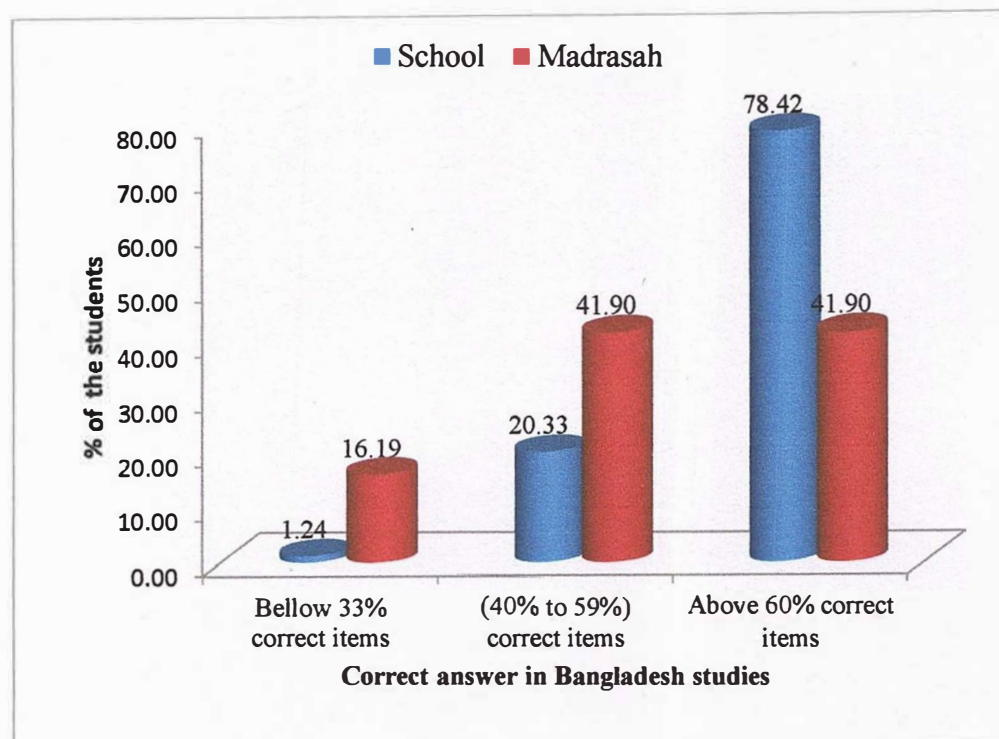


Figure 5.1.5: Curriculum based learning outcome in Bangladesh Studies of students by different rules of assessment from the field test.

It is revealed from figure 5.5 that schools teachers provide their lecturer more clear explanation than madrasah teachers in the classroom. It is also observed that less experience school teachers showed better performance in explaining the topic more clearly. For this reason the students of general stream are able to understand the lesson clearly in the classroom. So the performances of the students of general stream are better than the madrasah students. Only 1.24 percent of the respondent from school correctly answered less than 33% of the items, on the other hand 16.19 percent of the respondent from madrasah correctly answered less than 33% of the correct items in the field test. Moreover a huge majority 78.42 percent of the respondent from school has answered above 60% correct items but 41.90 percent of the respondent from madrasah has answered above 60% of the correct items

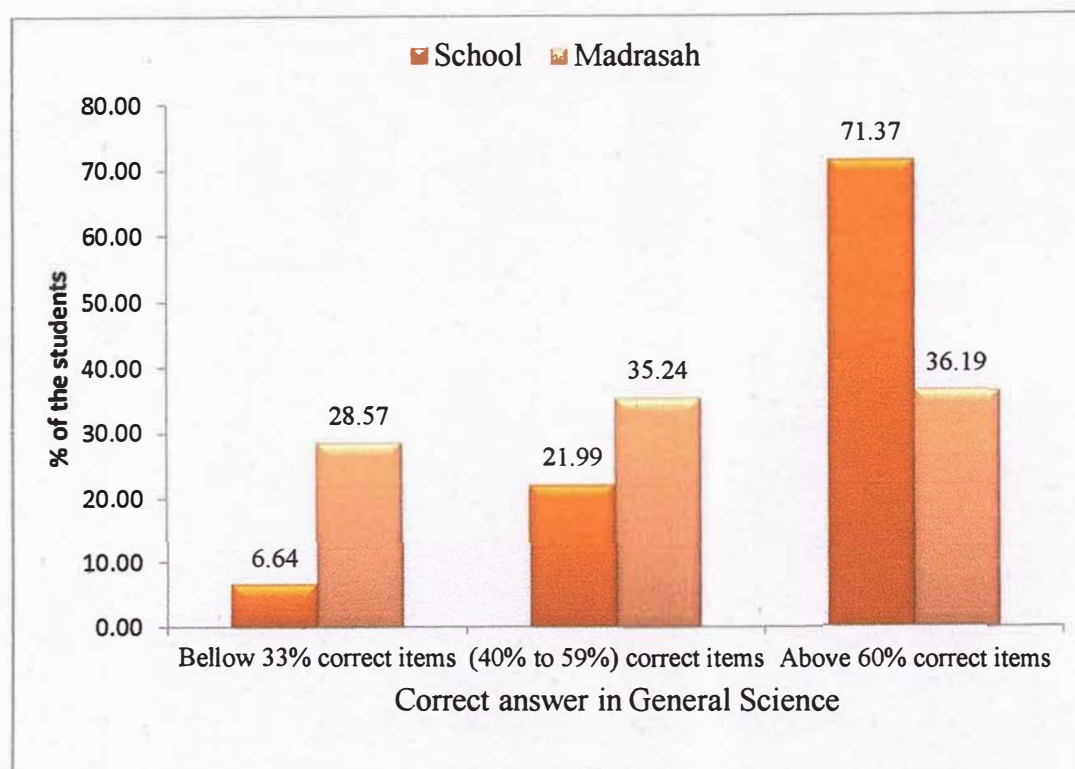


Figure 5.1.6: Curriculum based learning outcome in General Science of students by different rules of assessment from the field test.

Figure 5.6 reflects that the students of general stream do better performance than the madrasah's students. Especially there is more qualified teacher in the general stream than madrasah. However, general stream's teachers get opportunity to participate in-service-training more than madrasah teachers. Quite an insignificant number 6.64 percent of the respondent from school correctly answered less than 33% of the items, on the other hand a very significant number 28.57 percent of the respondent from madrasah answered less than 33% of the correct items in the achievement test from the field survey. A larger number 71.37 percent of the respondent from school and 36.19 percent of the respondent from madrasah correctly answered above 60% of the items.

5.1.3 Opinion of the key informant about learning outcomes according to curriculum

Learning outcomes are one of the important components for quality secondary education. The authority should have made conscious to the learners so that every students could acquire the proper knowledge from the particular level. Most of the key informants claim that a majority number of the students cannot achieve the knowledge according to their syllabus and curriculum. Because they are running behind the good result in sense of GPA, i.e. GPA 5 (KII: RE 3). A good member of intellectuals state that our learners do not get proper and regular schooling in the specific session. If the learners get exact schooling in every corner of the country they will be able to learn their lessons appropriately. But most of the students can not avail the opportunity to gain knowledge of those institutions. This is why maximum students pass secondary level without achieving the particular competencies (KII: CS, 1, 2, 3). Some renowned educationists state that larger numbers of the teachers do not obtain the philosophy and effectiveness of the newly introduced creative education system. So they are not able to teach the learners in pragmatic and suitable way. As result the students cannot get the real feature of learning, yet they are acquiring good result that means GPA 5 (KII: RE, 3, 4, 5). A good number of key informant comments that most of the learners are running behind the good result instead of learning. In addition they are engaged in coaching center and private tuition. Moreover the learners do not understand the text book but depend on Coaching Centre and guide books. Therein the students are acquiring less knowledge according to curriculum (KII: RE, 1, 2, 3, 4, 6). A few head teachers say that most of the students are studying for top result and to get certificate without gaining knowledge. This is why the learners try to memorize some specific important question so that they

could answer those questions in the examination. Moreover they could not realize the text book. They are to grow up with very poor consequences of academic knowledge obtaining a good result (KII: HT, 2, 5). One of the Head teachers points out that the student of class eight uses face book during the class session. Observing such kind of the activities the teacher punished him. A few days after that student assaulted the teacher on the street. Above the context and existing rules of student punishment the teachers could not beat or rebuke the student for studying in the class room. So most of the learners are not encouraged to acquire rightly knowledge in the present time (K11: HT, 6). Most of superintendents explain that the learners of madrasah stream do not get equal opportunity in the Higher education and jobs market. This is why vast majority guardians are not interested to send their children in the madrasah stream. After all comparatively less meritorious students get admit in the madrasah sector. So the learners of this stream are not capable to manage the two types of knowledge such as general syllabus and Islamic ideology related syllabus. As a result they receive a partial knowledge and they do not contest the students of general stream (KII: HT, 5, 8).

Some famous educationist remarks that the government changed education system extensively eight years ago and introduced the creative system in secondary level. But maximum teachers cannot assimilate this education method because they could not get proper and sufficient training. So they are not able to make question and to evaluate the answer scripts rightly. Even majority numbers of the teachers could not teach the students properly. As a result students depend on coaching center and guide book. So they are depriving from quality education in the educational institutions (K11: RE, 1, 3, 4). One of the renowned educationist points out that existing examination system and evaluation process are spiking the reality of education.

Without realizing foreign education system absolutely, we have applied fifty-fifty this method by which examination has been considered derision. He also adds that most of the students those who are getting GPA 5 or GPA 4 or pass in the SSC and HSC are not eligible for those results (K11:RE, 2, 3).

One of the key informants explains that most of the unskilled and less meritorious teachers have been appointed by the big amount donation. Such kind these teachers do not teach properly. After that they could not get sufficient training where they will be expert of their own field. So our learners cannot achieve real learning according to curriculum. Most of the head teachers comment that a larger number of the teachers and students could not realize the creative system. Moreover a vast majority students study a few chapter of the text book where they get frequent the question. So they do not read full text book very carefully. Above the circumstance the learner cannot realize the real learning of text book (KII: HT, 2, 3, 5, 7). So they have suggested the following issues

- (i) The authority should carry on fair teacher recruitment system by which meritorious teacher will be appointed in teaching profession.
- (ii) Every student has to get proper schooling in the particular session.
- (iii) Evaluation process should be fair where a teacher will evaluate the students very honestly according to correct spelling correct language and accurate content.

5.2 Section Two: Status of Dropout Rate

5.2.1 The present status of dropout rate in Bangladesh

Education is a fundamental right for every human being. But about (45%) of learners deprives from their educational right in Bangladesh. A half portion of learners do not make a chance to complete their secondary education. The dropout rate is 46.70% of total students. The female's dropout rate had 51.83 percent in 2012. But at present dropout rate is decreasing gradually. A big number of learners is dropout from the school and madrasah whose father are farmers (39.80%) and (24.51%) day labor. It is followed by (9.34%) businessman, labor 9.46%, rickshaw/van drivers 5.92% small business man 9.46% and others 6.54% (Banbaies, 2014). The survey revealed that incidence of dropout was related to family size; large families having higher rate of dropout. It was found out that dropout rate was higher in case of female students irrespective of family size. Moreover it is noted that dropout rate is high in rural areas because the authority cannot control the early marriage in that areas. Even that poverty and illiterate are big challenge to hold up the students in the school and madrasah. Some guardians do not want to send their children in school because they deployed their children in earning activities. Dropout rate of Madrasah students is higher than the general stream.

Table 5.2.1 Dropout rate in secondary education

Category	Year	Dropout Rate (%)	
		Total	Girls
Secondary School	2012	46.70%	51.83%
	2013	43.76%	50.60%
	2014	41.94%	48.38%
	2015	41.90%	48.45%
Dakhil Madrasah	2012	48.00%	58.58%
	2013	47.40%	55.21%
	2014	47.14%	57.15%
	2015	47.13%	57.16%

Source: BANBEIS 2014.

Table 5.2.1 has shown that, the dropout rate is decreasing gradually, but it is not satisfactory result especially for the girl's students. So they are the unbearable burden of individual social life. The secondary education is considered as the marginal education for maximum learners and preparation relating higher education for the students. The secondary education program is divided into three main tracks (discipline) i.e. general education, madrasah education and technical education. At present, the secondary education is a discriminatory education for its differential activities and various diversities. To make an equal form the secondary education should be integrated into the entire education program. Apart from this the dropout and the deprived learners from higher education may create their meaningful life accepting any one vocational profession. On the other hand, the vocational education is needed for madrasah students that will create the life integration between their life and livelihood. The curriculum and the nature of textual materials for the learners

should be practical life oriented so that the student of secondary level could be good citizen, skilled worker, and humanitarian and to ensure their effective participation of national development program. Even that the learners are able to accept the particular trends as per their own choice and liking. Moreover the learner can acquire skill form the particular trends on the basis of their basic learning skill and their future profession will be selected and the subject of skill will be multidimensional.

Table 5.2.2: Dropout situation in the study area (2011-2015)

Year	Category	Dropout Rate (%)	
		Total	Girls
2011	Selected School of Study Area	49.65%	56.73%
	Selected Madrasah of Study Area	50.26%	57.60%
2012	Selected School of Study Area	48.20%	53.63%
	Selected Madrasah of Study Area	49.30%	55.57%
2013	Selected School of Study Area	46.45%	51.22%
	Selected Madrasah of Study Area	48.14%	53.16%
2014	Selected School of Study Area	44.60%	48.45%
	Selected Madrasah of Study Area	45.94%	52.24%
2015	Selected School of Study Area	42.72%	46.35%
	Selected Madrasah of Study Area	46.32%	46.90%

Source: Field Survey, 2015.

Table 5.2.2 shows that, the dropout rate of madrasah stream is higher than the general stream because learners of madrasah stream come from comparatively poor family. So they could not manage the expenditure of education, as a result they could not carry on their studies. After that dropout rate is decreasing gradually in both sectors but it could not reach satisfactory level especially for the girl's students. As the

secondary education is considered as a marginal education for maximum learners and preparation relating higher education for the students, the allocation of the secondary education program is increased demand for time. To make an equal form the secondary education should be integrated into the entire education program. Apart from this the dropout and the deprived learners from higher education may create their meaningful life accepting any one vocational profession. On the other hand, the vocational education is needed for madrasah students that will create the life integration between their life and livelihood. After the initial step of the government a vast numbers 42.72 percent of the pupils from school and 46.32 percent of the pupils from madrasah have dropped out from the formal education.

5.2.2 The causes behind dropout in Bangladesh

Dropout is the obstacles to acquire the quality secondary education there are many reason of dropout in our country. The researcher has discussed some main reason for dropout.

5.2.2.1 Social obstacles as causes for dropout

Most of the head teachers report that social security and adverse study environment in home are the great challenges for the learners to continue their study. Again some head teacher says that low income profession of the guardians does not bear their children study cost. As a result learners are to involve their livelihood activities. A few of head teacher opines that drug addiction and eve teasing are the vital reason for dropout in Bangladesh.

5.2.2.2 Economic Issues regarding dropout

Economic solvency is important factor to make a learned nation. But all most 27% of people live under poverty line (BBS, 2012). So these issues are great barrier in our education sector.

In many cases, children enter school but remain 'silently excluded' which means that they have poor attendance records and very low school performance. In addition, they suffer from a lack of learning materials, the inability to pay school fees and employ private tutors (Karim, 2004). So they are largely oblivious of teachers in the teaching sessions (Hossain, et al, 2003). All these factors increase the chances of dropout from secondary education. Drop out children came from households with significantly lower income family. They always suffer from food security and other social safety. At the secondary level, over half of the girls reported their cessation of schooling was due to marriage. The head of institute report that child marriage and child labor are the main causes of dropout. Moreover some children play supportive role in family work. A few head teachers opine that guardian's low income and guardian's unemployment are responsible for dropout.

5.2.2.3 Deficiency of education system in the sense of key informants

Key informants inform that undesirable teaching methods are the main responsible for dropout in Bangladesh. It can be said that most of the teachers cannot control the appropriate teaching methods in their professional lives. So the students do not feel comfort in the class room. Some educationists opine that absences of student friendly environment, physical and mental punishment are the causes of dropout. A few educationists report that teacher guardian relations and less priority on dropout learners influenced the students to dropout from their study.

5.2.2.4 Infrastructure reason for dropout

Most of the educationists opine that problematic classroom and scarcity of toilet for girls influenced the student to dropout from the study. The heads of institute report that shabby academic building and underdeveloped communication system are one of the vital causes of dropout from students' learning. The heads of institution opine that gender dissemination and inadequate health care prejudiced the student to dropout from their study. Moreover some educationists inform that giving less priority to education and unwillingness to spend money in educational sector are the most vital reason to dropout from their academic learning.

5.2.2.5 Measures to reduce dropout

The following steps are presented regarding suggestive opinion of educationist and head teachers on reducing of dropout rate at the secondary level in school.

The educationists believe that stipend for all students can reduce the amount of dropout gradually. They have also mentioned that increasing the amount of stipend for the poor and talented students and proper monitoring of stipend activities can reduce dropout rate in our country. The head teachers opine that avoidance of stipend conditions and lunching unpaid education can able to play important role to decrease the dropout rate very effectively.

The educationists believe that mandatory secondary education can reduce the amount of dropout students. They also have mentioned that practical and real life oriented education system and decentralizing of educational administration system can decrease the dropout. They also suggest strengthening monitoring system every corner of the country. Even they forced to arrange sufficient training for the teachers. The head teachers have opined that extra care for weak students and co-curricular activities can reduce dropout rate significantly. They have also mentioned that

increasing mass awareness about the adverse effect of child marriage and social revolution which contribute to reduce the dropout in Bangladesh.

The educationists have also given their opinion about the awareness activities that can reduce the amount of dropout. They have given importance about the arranging seminars regarding dropping out and introducing education loan, prioritizing PTA activities and arranging meeting with guardian/mother with teacher are most vital areas which can be conducted to reduce dropout.

Every educationist and head of the institution have given the most subjective five issues which can prevent dropout. These are referred in the following.

- Stipend for all students.
- To need extra care for weak students.
- Increasing the amount of stipend for the poor and talented students.
- Launching co-curricular activities in every educational institute.
- Increasing man awareness about the adverse effect of early marriage.
- To be attention in inclusive education in every primary and secondary school.

5.3 Section Three: Completion of Secondary Education

Teachers are key factors of quality secondary education. But they think that community involvement in secondary schools is really an important matter in the enhancement of education quality. However, teachers acknowledged that community participation in schools enrich students' learning at satisfactory level. The community should take part in the school's development activities of schools in order to achieve quality education, and pay a special attention to community related problems that help schools to provide quality education to the community's children in a meaningful way. Necessary steps taken by the community people can assist to ensure quality education at secondary level and can be able to face obstacles for learning outcome their children. The community is an institution which can take the primary and most appropriate roles in solving these problems. Therefore, community involvement is absolutely an important phenomenon for enhancing education in secondary level in Bangladesh. It is not possible for governmental officials alone to observe all the activities of different stakeholders at secondary level in local area regularly, due to lack of sufficient manpower. Hence, these responsibilities are to be shared by the community. They should consider this as their paramount role in student achievement which is indescribable

5.3.1 State of completion's secondary education in Bangladesh

Quality secondary education is measured different type of indicators but status of completion in secondary is one of them. At the present the rate of completion in secondary level is satisfactory but their competence is very poor in the context of curriculum base knowledge. Most of the renowned educationists opine that evaluation process and lack of qualified teacher are responsible to reduce of quality secondary

education in Bangladesh. Moreover they comment to increase the reading habit of learners in school and madrasah.

Table 5.3.1: Results of Secondary School Certificate (S.S.C) and Dakhil Public Examination by 2003-2014

Year	School			Madrasah		
	No. of Appeared	No. of Passed	% Pass	No. of Appeared	No. of Passed	% Pass
2003	921024	330762	35.91	163217	68345	41.87
2004	756387	363270	48.03	176668	105533	59.74
2005	751421	394993	52.57	156815	97306	62.05
2006	784815	466732	59.47	161999	122808	75.81
2007	792165	454455	57.37	167735	110486	65.87
2008	743609	526576	70.81	180585	148186	82.06
2009	797891	537878	67.41	185726	159444	85.85
2010	912577	713560	78.19	210419	182431	86.70
2011	986650	810666	82.16	237524	197699	83.23
2012	1048144	904756	86.32	273065	241572	88.47
2013	992313	885891	89.28	221257	197199	89.13
2014	1087870	1008174	92.67	236630	211203	89.25

Table 5.3.1 demonstrates that almost 35% to 42% of the general stream students and 45% to 53% of the madrasah stream students used to pass in the public examination before 2002/2003 session. After the session of 2009 passing rate has been increasing gradually in an extraordinary rate. But they could not acquire curriculum based knowledge properly from every stage. Before the session of 2002/2003 we observed that the students of madrasah were advanced in the rate of passing in public examinations but now general stream is not lagging behind. So we are observing that the weakness of evaluation system is mainly responsible for the lack of quality education.

Table 5.3.2: Number and percentage distribution of students by Grade point average for S.S.C and Dakhil

Year	Category	Response	Grade point					D	Total
			A+	A	A-	B	C		
2006	School	Number	24384	91815	82947	104693	146839	16054	466732
		%	5.22	19.67	17.78	22.43	31.46	3.44	100%
	Madrasah	Number	6086	29764	24293	23879	32701	6085	122808
		%	4.96	24.24	19.78	19.44	26.63	4.80	100%
2007	School	Number	25732	93701	83012	101932	137226	12849	454455
		%	5.66	20.62	18.27	22.43	30.20	2.82	100%
	Madrasah	Number	6889	32043	23006	21034	24298	3216	110486
		%	6.23	29.01	20.82	19.04	21.99	2.91	100%
2008	School	Number	41917	129492	102159	109257	131642	12109	526576
		%	7.96	24.60	19.40	20.75	24.99	2.30	100%
	Madrasah	Number	10526	46532	31605	27942	28329	3252	148186
		%	7.10	31.40	21.33	18.86	19.12	2.20	100%

Table 5.3.2 represents that passing rate and GPA 5, 4, 3.5 of madrasah students is more than the general stream. It is also found that completion of secondary education is the most important indicator of quality education but sufficient knowledge of that stage must be acquired by the learners. So without real learning, they should not overcome the particular stage. The authority must give attention on the evaluation system so that learners are able to acquire the real knowledge of that particular section. A larger numbers 6.23 percent of the respondents from madrasah has got GPA 5 and 29.01 percent of the students got GPA 4 but their learning outcome is very poor. On the other hand 5.66 percent of the respondents from school obtained GPA 5 and 20.62 percent of the respondents got GPA 4 in secondary public exam. School students have better learning knowledge than the madrasah students.

Table 5.3.3: Number and percentage distribution of students by Grade point average for S.S.C and Dakhil

Year	Category	Response	Grade point						Total
			A+	A	A-	B	C	D	
2009	School	Number	45934	144744	112291	113152	112809	8948	537878
		%	8.54	26.91	20.88	21.04	20.97	1.66	100%
	Madrasah	Number	16309	55811	34521	27848	23011	1944	159444
		%	10.23	35.01	21.65	17.46	14.44	1.21	100%
2010	School	Number	62134	191022	145082	149471	154946	10905	713560
		%	8.71	26.77	20.33	20.95	21.72	1.53	100%
	Madrasah	Number	20755	68389	40045	30055	21710	1477	182431
		%	11.38	37.49	21.95	16.47	11.90	0.81	100%
2011	School	Number	62778	236860	164851	162764	171478	11925	810666
		%	7.75	29.22	20.33	20.08	21.15	1.47	100%
	Madrasah	Number	12756	81053	47129	33313	22179	1269	197699
		%	6.45	40.99	23.84	16.85	11.22	0.65	100%

Table 5.3.3 represents the status of grade point average in school and madrasah sector. In the session of 2010/11 passing rate and GPA 5 are almost same both in the madrasah stream and general stream. But GPA 4 and GPA 3.5 of madrasah's student are more than the general stream. It also reveals that 37.49 percent of GPA 4 and 21.95 percent of GPA 3.5 has been obtained in madrasah stream whereas 26.77 percent of GPA 4 and 20.33 percent of GPA 3.5 has been acquired in general streams. Comparatively passing rate is high in the madrasah sector because its evaluation system is relaxed than the general stream. But now it seems that the evaluation methods are broken down in both sectors. So quantity is increasing but quality is decreasing in the education sector.

Table 5.3.4: Number and percentage distribution of students by Grade point average for S.S.C and Dakhil in the public examination

Year	Category	Response	Grade point						Total
			A+	A	A-	B	C	D	
2012	School	Number	65252	237446	194410	194163	199159	14326	904756
		%	7.21	26.25	21.49	21.46	22.01	1.58	100%
	Madrasah	Number	13436	95153	60940	43238	27778	1027	241572
		%	5.56	39.39	25.23	17.89	11.50	0.42	100%
2013	School	Number	77381	259065	195439	175732	166087	12187	885891
		%	8.73	29.24	22.06	19.84	18.75	1.37	100%
	Madrasah	Number	9673	84852	48244	32016	21428	986	197199
		%	4.90	43.03	24.46	16.24	10.87	0.50	100%
2014	School	Number	122313	350951	228298	172169	127184	7259	1008174
		%	12.13	34.81	22.64	17.08	12.61	0.72	100%
	Madrasah	Number	14013	106496	48411	26791	14853	639	211203
		%	6.63	50.42	22.92	12.68	7.04	0.30	100%

Table 5.3.4 reflects that after the session of 2012/13 passing rate of general stream and GPA 5 is higher than that of madrasah stream. But GPA 4 and GPA 3.5 of madrasah students is more than the learners of general stream. It also reveals that 50.42 percent of GPA 4 and 22.92 percent of GPA 3.5 has been obtained in madrasah stream's students whereas 34.81 percent of GPA 4 and 22.64 percent of GPA 3.5 has been acquired in general stream students. Comparatively passing rate was high in the madrasah sector before the session of 2011/2012 because its evaluation system is relaxes than the general stream. But now it seems that evaluation methods are broken down in both sectors. So quantity is increasing but quality is decreasing in education sector.

Table: 5.3.5: Attitude of the teachers and their realization on quality education

Respondents' opinion	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
To increase awareness of guardian that only good result is not quality education.	0	0.00	2	2.63	3	3.95	19	25.00	52	68.42
Regular presence in the class and attention to lesson is one of the factors on quality education.	1	1.32	3	3.95	7	9.21	11	14.47	54	71.05
Don't depend on coaching, but realize the text book according to curriculum.	5	6.58	4	5.26	3	3.95	9	11.84	55	72.37
To stress increasing the quality than passing percentage.	6	7.89	2	2.63	7	9.21	11	14.47	50	65.79

Table 5.3.6: Completion rate in general and Madrasah stream (2011-2015)

Year	Category	Completion Rate (%)	
		Total	Girls
2011	Selected School of Study Area	50.35%	43.27%
	Selected Madrasah of Study Area	49.74%	42.40%
2012	Selected School of Study Area	51.80%	46.37%
	Selected Madrasah of Study Area	50.70%	44.43%
2013	Selected School of Study Area	53.55%	48.78%
	Selected Madrasah of Study Area	51.86%	46.84%
2014	Selected School of Study Area	55.40%	51.55%
	Selected Madrasah of Study Area	54.06%	47.76%
2015	Selected School of Study Area	57.28%	53.65%
	Selected Madrasah of Study Area	53.68%	52.10%

Source: Field Survey, 2015.

Table 5.3.6 shows that, the completion rate of madrasah stream is lower than the general stream because learners of madrasah stream come from comparatively unconscious family. So they do not guide their children properly and most of the students could not manage the expenditure of education, as a result they could not

carry on their studies. After that completion rate is increasing gradually in both sectors but all of them could not pass HSC and higher education satisfactory level especially for the girl's students. As the secondary education is considered as a marginal education for maximum learners and preparation relating higher education for the students, the allocation of the secondary education program is increased demand for time. To make an equal form the secondary education should be integrated into the entire education program. Apart from this the dropout and the deprived learners from higher education may create their meaningful life accepting any one vocational profession. On the other hand, the vocational education is needed for madrasah students that will create the life integration between their life and livelihood. After the initial step of the government a larger numbers of the pupils from school and could not complete SSC graduation.

5.3.2 Teachers' and guardians' insight about the completion secondary education and its quality:

This study required teachers' and guardians' understanding about the quality Secondary education. They are the main education provider and they can able to play important role to acquire real learning of the students at secondary level. They think that the students should know moral, human, Cultural, scientific, social values at personal and national levels at the time of studying. The students must acquire the knowledge about our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, and awareness of human rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance). Moreover they

should know about the academic knowledge and values, life skill and abilities so that they can lead a good life and contribute their personal affairs and national levels.

Table 5.3.7: Respondents opinion on whether good result indicates quality education or not

Category of Respondent		Respondent's opinion		
		Yes	No	
Teacher	Frequency	11	65	76
	%	14.47%	85.53%	100.0%
Guardian	Frequency	7	33	40
	%	17.50%	82.50%	100.0%
Total	Frequency	18	98	116
	%	15.52%	84.48%	100.0%

Table 5.3.7 shows that a huge majority of the teachers (85.53%) think that the present good result do not reflect quality education. At the same time a large number of guardians (82.50%) agree with the teachers' view. A very insignificant number of the teachers (14.47%) believe that the present good result is related to quality education. A few numbers Guardians (17.50%) also think that good result point out the quality education in secondary level.

Table 5.3.8: Respondents view on what they think about that all examinees appeared in the public exam should pass the examination

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency	4	72	76
	%	5.26%	94.74%	100.0%
Guardian	Frequency	9	31	40
	%	22.50%	77.50%	100.0%
Total	Frequency	13	103	116
	%	11.21%	88.79%	100.0%

Table 5.3.8 demonstrates that a huge number of teachers (94.74%) think that all of the examinees are not able to pass any kind of public examination because all of them do not study attentively. At the same time quite a significant number of guardians (77.50%) also believe that all examinees would not pass in the public exam. A very insignificant number of the respondents (11.21%) give their opinion that all examinees should have succeeded in the examination.

Table- 5.3.9: Respondents opinion about what they think that improvement of the quality secondary education depends on higher percentage in passing the examination

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency	7	69	76
	%	9.21%	90.79%	100.0%
Guardian	Frequency	13	27	40
	%	32.50%	67.50%	100.0%
Total	Frequency	20	96	116
	%	17.24%	82.76%	100.0%

It is evident from the table 5.3.9 that a vast majority of teachers (90.79%) and guardians (67.50%) say that the rate of passing is increasing but maximum passed students have no knowledge about the specific competence of the text book. The opinion of the respondents indicates that in spite of increasing the quantity, quality in secondary education sector is not achieved. Quite a poor number (17.24%) of the respondents think that there are huge gap between the pass in public exam and quality secondary education.

Table 5.3.10: Respondent conceptions on ensured state of quality education properly at secondary level

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency %	5 6.58%	71 93.42%	76 100.0%
Guardian	Frequency %	4 10%	36 90%	40 100.0%
Total	Frequency %	9 7.76%	107 92.24%	116 100.0%

According to the above table 5.3.10 a very insignificant number of the respondents (7.76%) comments that quality education in secondary level is ensured properly. On the contrary a large number of teachers (93.42%) do not support this view. Even a huge numbers of guardians (90%) think that the quality secondary education is not satisfactory at all to create skilled manpower in our country.

Table- 5.3.11: Respondents' view on the students study at home on a regular basis

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency %	17 22.37%	59 77.63%	76 100.0%
Guardian	Frequency %	7 17.50%	33 82.50%	40 100.0%
Total	Frequency %	24 20.69%	92 79.31%	116 100.0%

The above Table 5.3.11 exposes that a large numbers of teachers (77.63%) imagine that all most the students do not study their text book at home regularly according to syllabus. At the same time 82.50% guardians have given same views. A small number of teachers (22.37%) assume that some students study one's text book regularly. But a Poor Number of guardians (17.50%) feel that the pupils study at home every day.

Table- 5.3.12: Respondents view on the decreasing trends of quality secondary education

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency %	73 96.05%	3 3.95%	76 100.0%
Guardian	Frequency %	34 85.0%	6 15.0%	40 100.0%
Total	Frequency %	107 92.24%	9 7.76%	116 100.0%

Table 5.3.12 depicts that a large numbers of teachers (92.24%) feel that the quality secondary education is decreasing in the context of acquiring knowledge and skill gradually. A huge majority of the guardians (85%) think that most of the students do not achieve content based knowledge properly. On the other hand a very insignificant numbers of the respondents (7.76%) think that the quality of secondary education is not decreasing.

Table- 5.3.13: Respondents' views about their thinking that completing graduation the students earn a certificate only

Category of Respondent		Respondent opinion		
		Yes	No	
Teacher	Frequency %	2 2.63%	74 97.37%	76 100.0%
Guardian	Frequency %	6 15%	34 85%	40 100.0%
Total	Frequency %	8 6.90%	108 93.10%	116 100.0%

Data presented in table 5.3.13 shows that a huge majority of the respondents (97.37%) think that students not only obtain certificate but also acquire content based knowledge, morality and others values. Moreover a large numbers of guardians (85%) agree with the teachers' judgment. But a very insignificant numbers of the respondents think that by the completion of graduation the students will get only a certificate.

Table 5.3.14: View of the respondents about, “ensuring quality education, the mass educated people can be converted into manpower”

Category of Respondent		Respondent's opinion		
		Yes	No	
Teacher	Frequency %	73 96.05%	3 3.95%	76 100.0%
Guardian	Frequency %	38 95%	2 5%	40 100.0%
Total	Frequency %	111 95.69%	5 4.31%	116 100.0%

Data presented in Table 5.3.14 depicts that a huge majority of the respondents (95.69%) consider quality of secondary education assist to develop skilled manpower to overcome socio-economic problem. A very insignificant number of the total respondents (4.31%) believe that there is no relationship between the manpower and the quality secondary education.

Table 5.3.15: Respondents opinion about the realization of the objectives of education by students can ensure a corruption free country

Category of Respondent		Respondent's opinion		Total
		Yes	No	
Teacher	Frequency %	61 80.26%	15 19.74%	76 100.0%
Guardian	Frequency %	29 72.50%	11 27.50%	40 100.0%
Total	Frequency %	90 77.59%	26 22.41%	116 100.0%

According to the data collected from field 80.26% of teachers feel that if the students realize the aims of the education, Bangladesh will be freed from corruption .On the other hand 72.50% of guardians hold the similar. But quite a significant number (22.41%) of the respondents think that in spite of fulfillment of the objectives of education the attitude of the learners will not change in the context of Bangladesh.

5.3.3 Guardians Participation on Quality Education:

Guardians can play a very important role for the learners to achieve the perfect education in their educational life. Parents are able to co-operate the learners acquiring the objectives and goals of education. These goals of education reflect all human qualities; such as values, awareness, knowledge and skills which are needed to become a perfect citizen, and therefore this echo the parent's views. This study has identified parents' perceptions on education quality in the context of present education system in Bangladesh. The guardians' perception regarding the quality secondary education is that students should have some kind of knowledge and values, by which they will be able to work and earn money and achieve status in society. Parents have given views that their children will acquire human qualities which are another dimension of education quality. In defining quality of education, UNESCO (2004) identifies two types of development in education. The first one is learners' cognitive development and the other is the promotion of the values and attitudes necessary for responsible citizenship and the nurturing of creative and emotional development.

Table 5.3.16: Guardian's perception on quality education

Respondent opinion	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
Good result is only indicator of quality education.	19	47.50	3	7.50	1	2.50	12	30.00	5	12.50
Regular attendance of students and systematic teaching according to	2	5.00	4	10.00	3	7.50	17	42.50	14	35.00
Without acquiring competence in the specific level a student get a chance for passing.	1	2.50	3	7.50	0	0.00	12	30.00	24	60.00

Table 5.3.17: Respondents opinion about the carefulness of studying of their children

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
	No	Frequency	Percent
Total		40	100.00

It appears from the table 5.3.17 that quite a significant numbers (52.50%) of the guardians are not careful to their children' schoolwork but parents involvement in learning of children is very important for quality education. Yet some of the guardians (47.5) are aware of their children's learning.

Table 5.3.18: Guardians' view about the consultation with class teacher of their children to know the attendance and other performances in classroom

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
	No	Frequency	Percent
Total		40	100.00

The above table 5.3.18 shows, that a very insignificant numbers of guardians (27.50%) meet with class teacher and exchange view of their children about schoolwork and home work. But a large numbers of the guardians (72.50%) do not keep the information of his son 'reading and writing. The survey denotes that most of the respondents do not know how to give emphasis parental involvement of children learning.

Table 5.3.19: Opinion of the respondents about the starting of study time (after Magrib prayer) everyday

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
	No	Frequency	Percent
Total		40	100.00

The table 5.3.19 depicts that quite a significant number of guardians (42.50%) reminds to their children for studying. Without perseverance nobody will acquire proper academic knowledge. But a huge majority of the guardians (57.50%) do not advise to their children for studying, most of the guardians are not conscious about teaching and learning process of their children.

Table 5.3.20: Respondents' reply on their arrangement to send their children to school regularly

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
		22	55
	No	18	45
Total		40	100.00

It appears from the table 5.3.20 shows that a massive numbers of the respondents 55% provide to send their children at school regularly. But quite a significant numbers of the guardian (45%) cannot arrange to propel the learners due to unconsciousness and socio-economic condition.

Table 5.3.21: Respondents' opinion about providing books, stationeries and other materials by them to their children properly

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
		27	67.50
	No	13	32.50
Total		40	100.00

Data presented in table 5.3.21 depicts that a large number of the guardians (67.50%) told that they could provide book, stationeries and other materials to their children for

study properly. Quite a significant numbers of the guardians (32.50%) cannot make ready book, stationeries and other materials for their children

Table 5.3.22: opinion of the respondents if they take care of their children or ask about what she/he is doing at school

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
		15	37.50
	No	25	62.50
Total		40	100.00

It is evident from the data that a huge majority of the respondents (62.50%) cannot teach their children and not ask about what he/ she is doing at school. But quite a significant numbers of total guardians (37.50%) are educated. So they can teach and take care of their children about what learners are doing at school.

Table 5.3.23: opinion of the respondents if the teachers and guardians hold meeting together for ensuring quality education

Category of Respondent		Respondent opinion	
Guardian	Yes	Frequency	Percent
		3	7.50
	No	37	92.50
Total		40	100.00

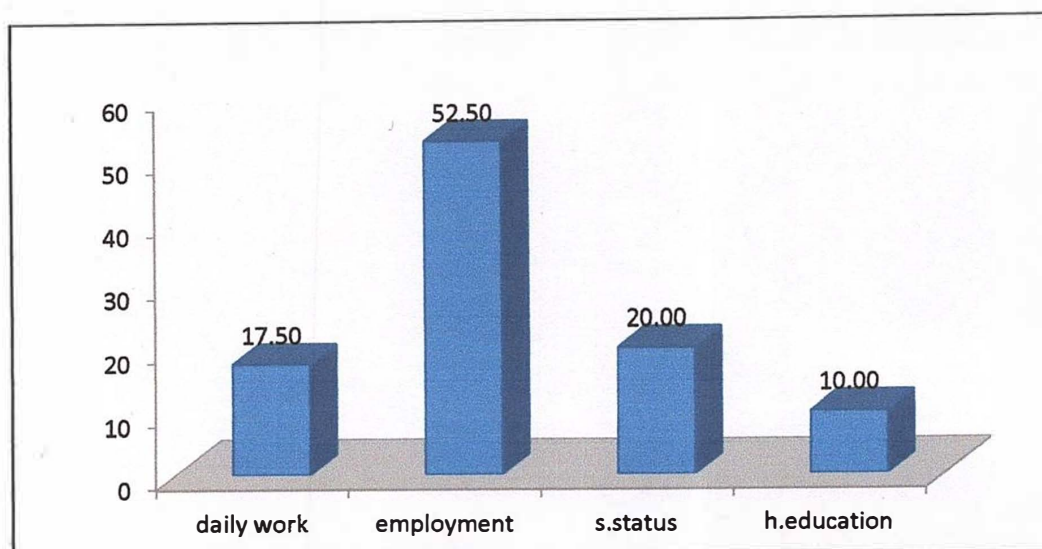


Figure 5.3.1: Respondents' opinion about the objective of sending of their children to secondary school

5.3.4 Student attitude of the internal insight and objective of quality education

Table 5.3.24: Respondent opinion regarding the statement "not merit but perseverance and patience are the only means to reach expected goal"

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	35	28	12	80	86	241
	%	14.5%	11.6%	5.0%	33.2%	35.7%	100.0%
Madrasah	Frequency	15	17	13	28	32	105
	%	14.3%	16.2%	12.4%	26.7%	30.5%	100.0%
Total	Frequency	50	45	25	108	118	346
	%	14.5%	13.0%	7.2%	31.2%	34.1%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	13.304	4	.041
Likelihood Ratio	11.822	4	.038
N of Valid Cases	346		

Hypothesis: There is no relationship between students' perseverance and their achieving quality education in the school and madrasah sector.

Chi-square test was convenient to find out the relationship between students' perseverance and their achieving quality education in the school and madrasah. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that students' perseverance have great effect in their achieving quality education in the school and madrasah.

From the above table 5.3.24 it is found that 35.7 percent respondent of school and 30.5 percent respondent of Madrasah strongly disagree with the statement that students' perseverance and their achieving quality education in the School and Madrasah. Almost one third (33.2) percent respondents of School, 26.7 respondents from Madrasah disagree about the statement. A very insignificant number 5 percent of the respondents from School and 12.4 percent of the respondents from Madrasah are neutral. A very insignificant number 11.6 percent of the respondent from School and 16.2 percent of the respondent from Madrasah agree with this statement. 14.5 percent of the respondents from School and 14.3 percent of the respondents from Madrasah strongly agree with the statement.

Table 5.3.25: Respondent opinion regarding the statement “modesty, honesty, respect to elderly and affection to younger one's is necessary to become a well-educated person”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	47	59	24	39	72	241
	%	19.5%	24.5%	10.0%	16.2%	29.9%	100.0%
Madrasah	Frequency	33	29	5	8	30	105
	%	31.4%	27.6%	4.8%	7.6%	28.6%	100.0%
Total	Frequency	80	88	29	47	102	346
	%	23.1%	25.4%	8.4%	13.6%	29.5%	100.0%

It is revealed from the table 5.3.25 that modesty, honesty and respect to all is very necessary to become a well-educated person but this is neglected in our society. Moreover a significant number 29.9 Percent of the respondent from school and 28.6 percent of the respondent from Madrasah strongly disagree with the statement. 16.2 percent of the respondent from School, 07.6 percent of the respondent from Madrasah disagrees with the above statement. Quite a significant numbers (24.5) percent of the respondent from School and 27.6 percent respondent of Madrasah agree with this statement. 19.5 percent respondent of School, 31.4 percent respondent of Madrasah strongly agrees with the statement.

Table 5.3.26: Respondent opinion of the statement “every citizen should protect school’s property and others government assets”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	72	78	9	24	58	241
	%	29.9%	32.4%	3.7%	10.0%	24.1%	100.0%
Madrasah	Frequency	32	39	2	8	24	105
	%	30.5%	37.1%	1.9%	7.6%	22.9%	100.0%
Total	Frequency	104	117	11	32	82	346
	%	30.1%	33.8%	3.2%	9.2%	23.7%	100.0%

Table 5.3.26 reflects that a huge majority of the respondent in schools and madrasahs think that every citizen should protect school’s property and others government assets. Quite a significant number 29.9 Percent of the respondent from school and 30.5 percent of the respondent from Madrasah strongly agree with the statement. One third (32.4) percent of the respondent from School, 37.1 percent of the respondents from Madrasah agree with the above statement. 10 percent respondent of School and 07.6 percent respondent of Madrasah disagree with this statement. 24.1 percent respondent of School, 22.9 percent respondent of Madrasah strongly disagrees with the statement.

Table 5.3.27: Respondent view on the proclamation “all students should co-operate their parents and participate in school cleaning activities along with their studies”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	88	58	9	28	58	241
	%	36.5%	24.1%	3.7%	11.6%	24.1%	100.0%
Madrasah	Frequency	43	29	3	13	17	105
	%	41.0%	27.6%	2.9%	12.4%	16.2%	100.0%
Total	Frequency	131	87	12	41	75	346
	%	37.9%	25.1%	3.5%	11.8%	21.7%	100.0%

Table 5.3.27 indicates that responsibility of the learners of school and madrasah are satisfactory about the co-operating activities. A very insignificant number 16.2 percent of the respondent from Madrasah and 24.1 percent of the respondent from school strongly disagree with the statement that they could not assist their father and other activities. Few number 11.6 percent of the respondent from School and 12.4 percent of the respondent from Madrasah disagree about the views. Quite a significant number 27.6 percent respondent of Madrasah and 24.1 percent of the respondent from School agree with this statement. Almost fifty percent of the respondent from Madrasah and 36.5 percent of the respondent from School strongly agree with the statement.

Table 5.3.28: Respondent views on the statement “all of us should respect all kinds of professions irrespective of position or rank in the society.”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	80	57	6	30	68	241
	%	33.2%	23.7%	2.5%	12.4%	28.2%	
Madrasah	Frequency	37	28	5	8	27	105
	%	35.2%	26.7%	4.8%	7.6%	25.7%	100.0%
Total	Frequency	117	85	11	38	95	346
	%	33.8%	24.6%	3.2%	11.0%	27.5%	100.0%

Every profession is dignified to human being. So everyone should respect to each other profession. It is found from the table 5.3.28 that 28.2 percent of the respondent

from school and 25.7 percent of the respondent from Madrasah strongly disagree with the statement. 12.4 percent respondent from School and 7.6 percent of the respondent from Madrasah disagree with the above statement. A very insignificant number 2.5 percent of the respondent from School and 4.8 percent of the respondent from Madrasah are neutral. Quite a significant number 23.7 percent of the respondent from School and 26.7 percent of the respondent from Madrasah agree with this statement. Almost one third percent of the respondent from School 35.2 percent of the respondent from Madrasah strongly agree with the statement.

Table 5.3.29: Respondent belief of the statement “every follower of different religion should respect each other”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	51	51	3	51	69	241
	%	21.2%	21.2%	1.2%	21.2%	28.6%	100.0%
Madrasah	Frequency	28	24	2	20	25	105
	%	26.7%	22.9%	1.9%	19.0%	23.8%	100.0%
Total	Frequency	79	75	9	71	94	346
	%	22.9%	21.7%	1.6%	20.5%	27.2%	100.0%

Table 5.3.29 indicates that students of madrasah are very conscious about different religion than the students of school sector. 21.2 Percent respondent of school and 26.7 percent respondent of Madrasah are strongly agree with the statement. 21.2 percent respondent of School, 22.9 respondent of Madrasah are agree with the above statement. 21.2 percent respondent of School and 19 percent respondent of Madrasah are disagree with this statement. 28.6 percent respondent of School, 23.8 percent respondent of Madrasah is strongly disagreeing with the statement.

Table 5.2.30: Respondent perception on the statement “Bangladesh and others countries are affected directly by climate change and natural disaster as a result of uncontrolled industrialization emission carbon- Di- oxide of developed countries”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency %	131 54.4%	66 27.4%	5 2.1%	21 8.7%	18 7.5%	241 100.0%
Madrasah	Frequency %	45 42.9%	38 36.2%	3 2.9%	10 9.5%	9 8.6%	105 100.0%
Total	Frequency %	176 50.9%	104 30.1%	8 2.3%	31 9.0%	27 7.8%	346 100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	14.149	4	.006
Likelihood Ratio	15.138	4	.008
N of Valid Cases	346		

Hypothesis: There is no relationship between climate change, natural disaster and uncontrolled industrialization emission carbon- Di- oxide of developed countries.

Chi-square test was convenient to find out the connection between climate change, natural disaster and uncontrolled industrialization emission carbon- Di- oxide of developed countries. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that uncontrolled industrialization and emission of carbon- Di- oxide of developed countries have effect on climate change and natural disaster

It is observed from table 5.3.30 that a large number of respondent have given opinion that Bangladesh and others countries are affected directly by climate change and natural disaster as a result of uncontrolled industrialization emission carbon- Di- oxide of developed countries. It is found that 54.4 percent of the respondent from school and 42.9 percent of the respondent from Madrasah strongly agree with the

statement. Quite a significant numbers 27.4 percent of the respondent from School 36.2 percent of the respondent from Madrasah agree. 2.1 percent respondent of School and 2.9 percent respondent of Madrasah are neutral. 8.7 percent respondent of School, 9.5 percent respondent of Madrasah disagrees with this statement. 7.5 percent respondent of School, 8.6 percent respondent of Madrasah strongly disagrees with the statement.

Table 5.3.31: Respondent opinion on the statement “Bengali and other small races should admire to each other for the prosperity of Bangladesh”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	102	82	14	26	17	241
	%	42.3%	34.0%	5.8%	10.8%	7.1%	100%
Madrasah	Frequency	41	36	7	14	7	105
	%	39.0%	34.3%	6.7%	13.3%	6.7%	100.0%
Total	Frequency	143	118	21	40	24	346
	%	41.3%	34.1%	6.1%	11.6%	6.9%	100.0%

Table 5.3.31 represents that a very significant number of the respondent thinks that everyone should respect and co-operate to each other for the prosperity of Bangladesh. A very insignificant numbers 7.1 percent of the respondent from school and 6.7 percent of the respondent from Madrasah strongly disagree with the statement. 10.8 percent of the respondent from School 13.3 percent of the respondent from Madrasah disagrees with the views. 5.8 percent of the respondent from School and 6.7 percent respondent of Madrasah neutral. On the other hand large number 34 percent of the respondents from School 34.3 percent of the respondent from Madrasah agree with this statement. 42.3 percent respondent of School, 39 percent respondent of Madrasah strongly agrees with the statement.

Table 5.3.32: Respondent views on the statement “Sports, physical exercises and cultural activities are very necessary for mental and physical fitness”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency %	92 38.2%	86 35.7%	7 2.9%	30 12.4%	26 10.8%	241 100.0%
Madrasah	Frequency %	32 30.5%	42 40.0%	4 3.8%	14 13.3%	13 12.4%	105 100.0%
Total	Frequency %	124 35.8%	128 37.0%	11 3.2%	44 12.7%	39 11.3%	346 100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	11.976	4	.004
Likelihood Ratio	12.998	4	.006
N of Valid Cases	346		

Hypothesis: There is no association among the Sports, physical exercises, cultural activities and mental & physical fitness.

Chi-square test was convenient to find out the relationship between Sports, physical exercises, cultural activities and mental and physical fitness. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that the Sports, physical exercises, cultural activities have effect on mental and physical fitness which help to acquire quality education in their institutions.

Table 5.3.32 presents that sport, physical exercise; cultural activities give positive impact in the quality education and it helps to gain leadership. A large numbers 38.2 percent of the respondent from school and 30.5 percent of the respondent from Madrasah strongly agree with the statement. 35.7 percent of the respondent from School 40 percent of the respondent from Madrasah agrees that the sports, physical exercises, cultural activities play vital role to the learners mind to acquire leadership. 2.9 percent of the respondent from School and 3.8 percent of the

respondents from Madrasah are neutral. A very insignificant numbers 12.4 percent of the respondents from School 13.3 percent of the respondents from Madrasah disagree with this statement. Moreover 10.8 percent of the respondents from School 12.4 percent of the respondents from Madrasah strongly disagree with the statement.

Table 5.3.33. Respondent perception on their belief “Everyone should study additional book to change the attitude for developing skill”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	115	76	4	24	22	241
	%	47.7%	31.3%	1.7%	10.2%	9.1%	100.0%
Madrasah	Frequency	32	45	0	14	16	105
	%	30.5%	42.9%	.0%	12.9%	13.7%	100.0%
Total	Frequency	147	102	4	38	38	346
	%	42.5%	29.5%	1.2%	13.4%	13.4%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson ChiSquare	23.540	4	.000
Likelihood Ratio	25.321	4	.000
N of Valid Cases	346		

Hypothesis: There is no relationship between studying additional book and changing the attitude for developing skill.

Chi-square test was expedient to find out the association between studying additional book and changing the attitude for developing skill. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that studying additional book has positive effect on changing the attitude for developing skill in the real lives of the learners.

Table 5.3.33 demonstrated that, studying additional book keeps positive effect to change the attitude for developing skill. It is found that 14.1 percent of the respondent

from school and 17.1 percent of the respondent from Madrasah strongly disagree with the statement. Quite a significant numbers 33.2 percent of the respondents from School and 26.7 percent of the respondents from Madrasah disagree above the views. A very insignificant numbers 5 percent of the respondent from School and 12.4 percent of the respondents from Madrasah are neutral. 11.6 percent of the respondent from School and 16.2 percent of the respondent from Madrasah agree with this statement. 14.5 percent respondent of School, 14.3 percent respondent of Madrasah strongly agrees that everyone should read the additional book except the syllabus to develop the knowledge and skill.

Table 5.3.34: Respondent opinion about the statement “Students along with all people have to be conscious against the persons who destroy the trees and wild animals”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency %	80 33.2%	75 31.1%	17 7.1%	56 23.2%	13 5.4%	241
Madrasah	Frequency %	55 52.4%	26 24.8%	7 6.7%	9 8.6%	8 7.6%	105 100.0%
Total	Frequency %	135 39.0%	101 29.2%	23 7.2%	65 19.5%	21 6.1%	346 100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	19.762	4	.001
Likelihood Ratio	21.624	4	.000
N of Valid Cases	346		

Hypothesis: There is no relationship between destroy the trees & wild animals and citizen responsibility to build a peaceful society in Bangladesh.

Chi-square test was applied to find out the relationship between destroy the trees & wild animals and citizen responsibility to build a peaceful society in Bangladesh.

Since the P – value is less than 0.05; the test is significant at 5% level of significance.

This means that there is a significant association between destroy the trees & wild animals and citizen responsibility to build a peaceful society in Bangladesh.

It is observed from Table 5.3.34 that education is able to keep positive effect in the environment. Quite a significant numbers of the respondent 33.2 percent from school and 52.4 percent of the respondents from Madrasah strongly agree with the statement. A larger numbers 31.1 percent of the respondents from school and 24.8 percent of the respondent from Madrasah agree with the statement. On the other hand 23.2 percent of the respondent from school and 8.6 percent of the respondent from madrasah disagree with the statement. An insignificant number of the respondent 5.4 percent from school and 7.6 percent of the respondent from madrasah strongly disagree with the statement.

6.3.5 Students view about quality of secondary education

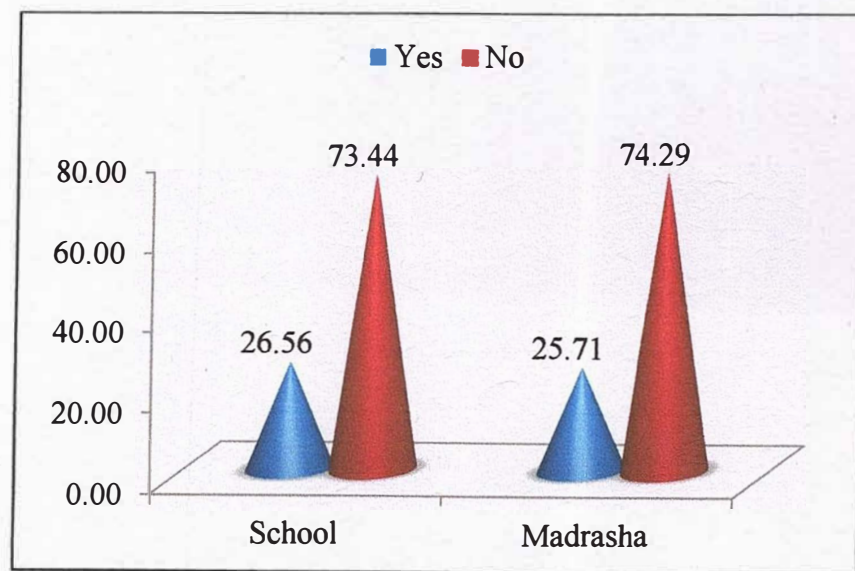


Figure 5.3.2: Opinion of the Respondents on Hundred Percent Pass Means Quality Education

It is reflected from chat 5.3.2 that hundred percent pass did not indicate quality education. Because it is only one indicator but there are many indicators to measure

the quality of education. A vast majority 73.44 percent of the respondents from school and 74.29 percent of the respondent from madrasah think that hundred percent pass does not mean quality education. On the other hand 26.56 percent of the respondents from school and 25.71 percent of the respondent from madrasah seem that hundred percent pass means quality education. Actually only larger passing rate is not a justification of quality education. But quality education depends on learner's knowledge and attitude.

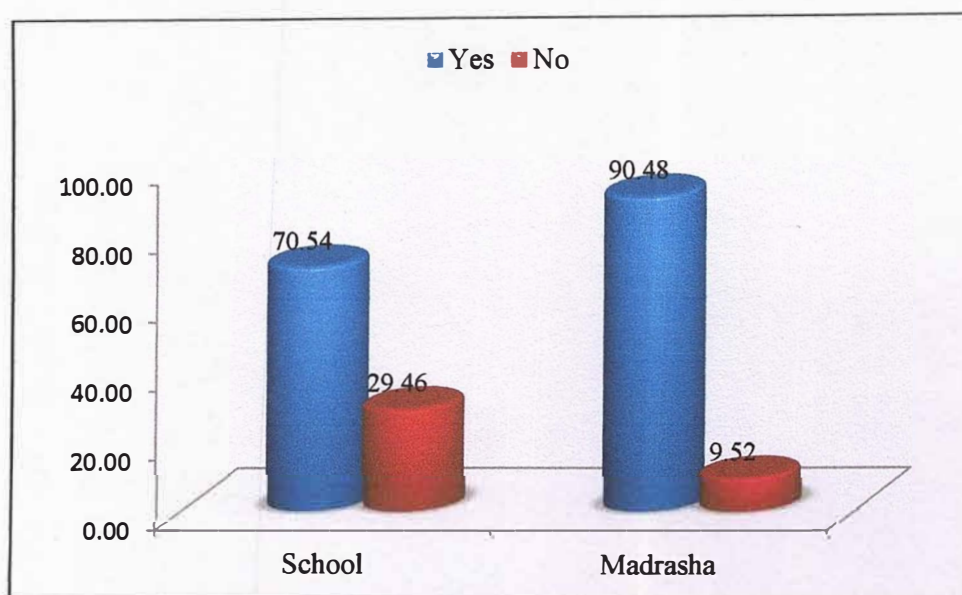


Figure 5.3.3: Perception of the Students on the Necessity to Attend Classes Regularly and to Involve in Home Work of the Learners to Acquire Quality Education

In above mentioned figure 5.3.3 shows that for gaining quality education attendance in class regularly and complete home work is very necessary for the students. A large majority 70.54 percent of the respondent from school and 90.48 percent of the respondent from madrasah think that they have to attend in the class regularly and perform home work in due time. On the other hand 29.46 percent of the respondent from school and 9.52 percent of the respondent from madrasah seems that without

attending in the class and performing home work they will able to learn the classes lesson.

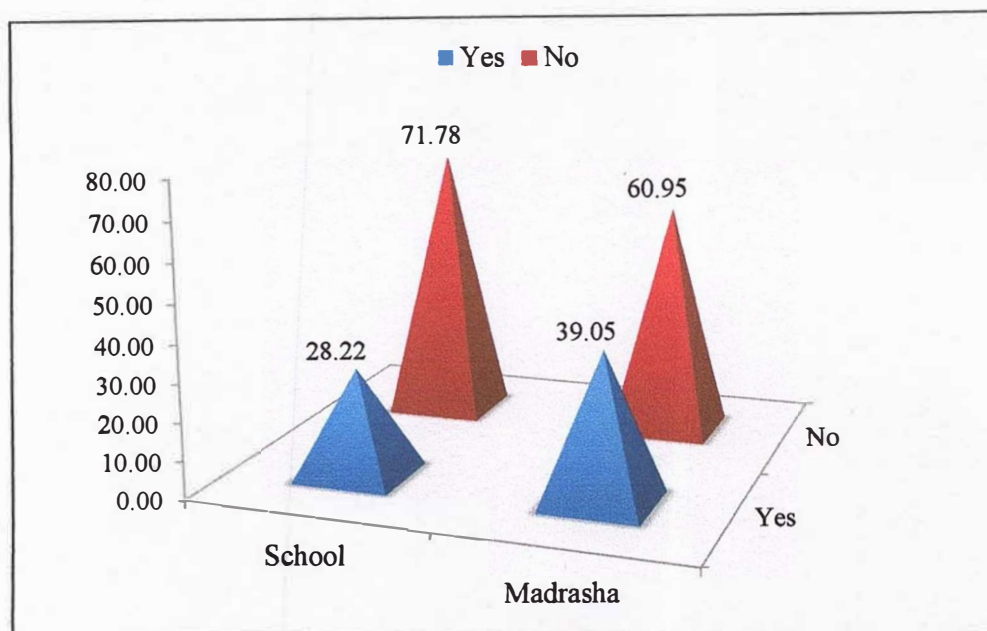


Figure 5.3.4: Opinion of the Students about Conducting the Class Timely and Regularly by the Teachers

Quality education depends on the qualified teacher who teaches the learners very systematically and regularly. It is reflected from the figure 5.3.4 that a vast majority 71.78 percent of the respondent from school and 60.95 percent of the respondent from madrasah think that the teachers do not take class timely and regularly. Because they engaged other earning activities and some teachers involve in political activities. Actually most of the teacher is not devoted in their profession. Even proper monitoring is not seen in the school and madrasah. Moreover local authority does not look after the teaching learning process in the institutions. On the other hand 28.22 percent of the respondent from school and 39.05 percent of the respondent from madrasah seems that the teacher takes class timely and regularly in the institution .

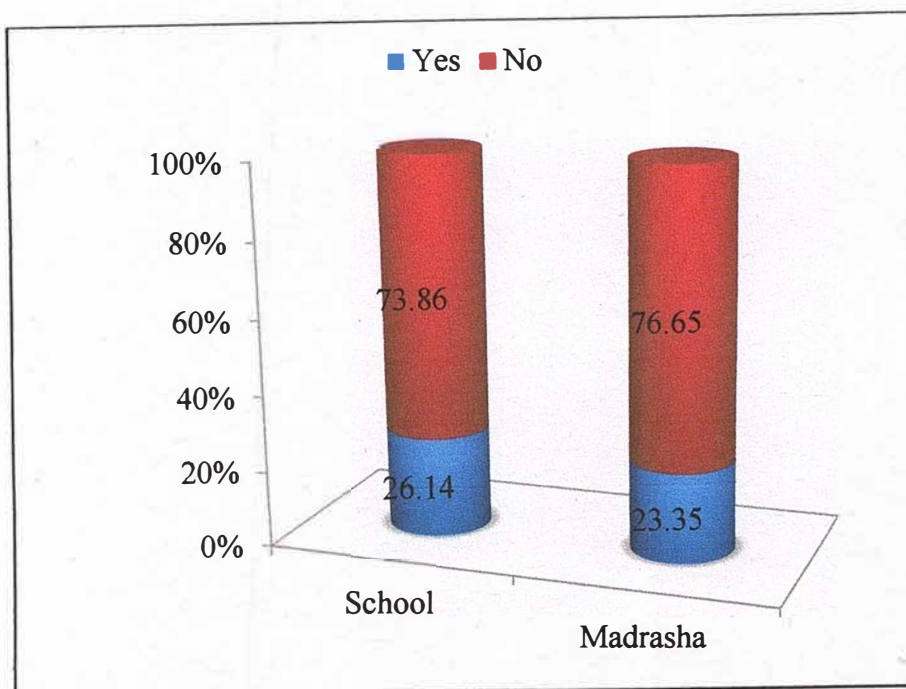


Figure 5.3.5: Perception of the Students on Presentation of the Text Book Easily in the Classroom by the Teachers

It is observed from figure 5.3.5 that the larger numbers 73.86 percent of the respondents from school and 76.65 percent of the respondents from madrasah are not satisfied with teaching methods of their teachers in the classroom. Most of the teachers do not try to teach the students very cordially. They are not committed to the nations as responsible person in the society. So they want to pass the class time in gossiping. On the other hand 26.14 percent of the respondent from school and 23.35 percent of the respondent from madrasah think that their teacher are able to present text book easily in the class.

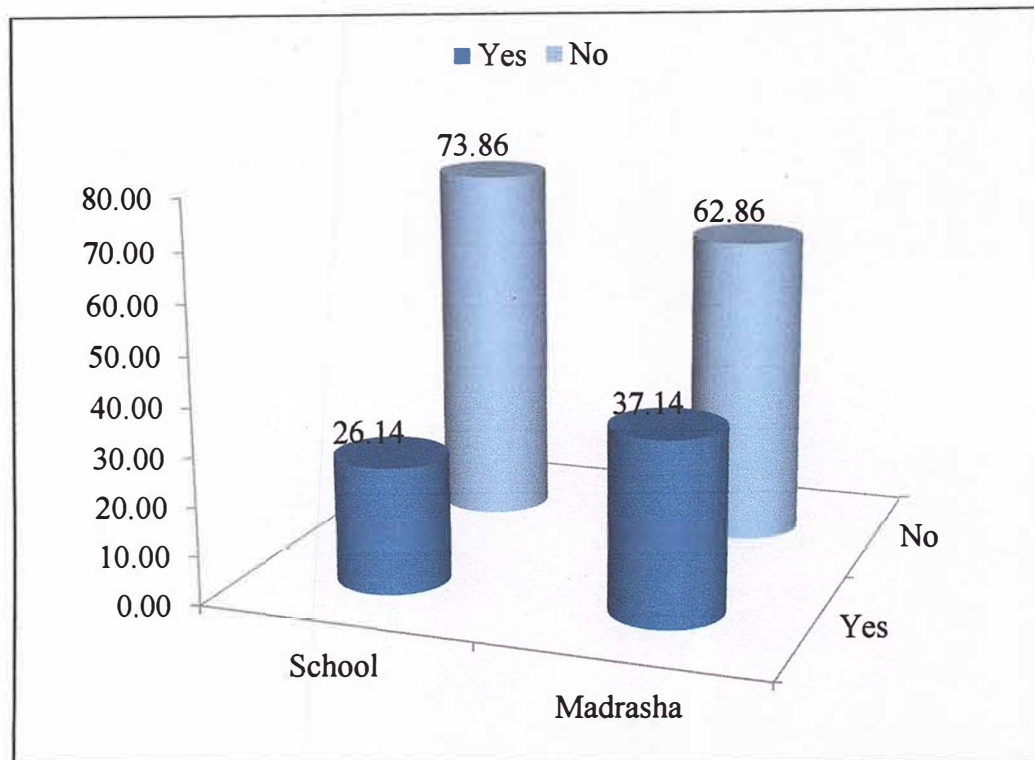


Figure 5.3.6: Perception of the students on teacher's advice to the students to be good citizen in the classroom

It is reflected from the figure 5.3.6 that a good citizen is the valuable property in a country. So the teacher play vital role to build up the good citizen. A vast majority of the respondent 73.86 percent from school and 62.86 percent of the respondent from madrasah answer that the teacher do not advise to the students to be good citizen in class. But a significant number of the respondent 26.14 percent from school and 37.14 percent of the respondent from madrasah believe that their teacher advice is helpful to be good citizen.

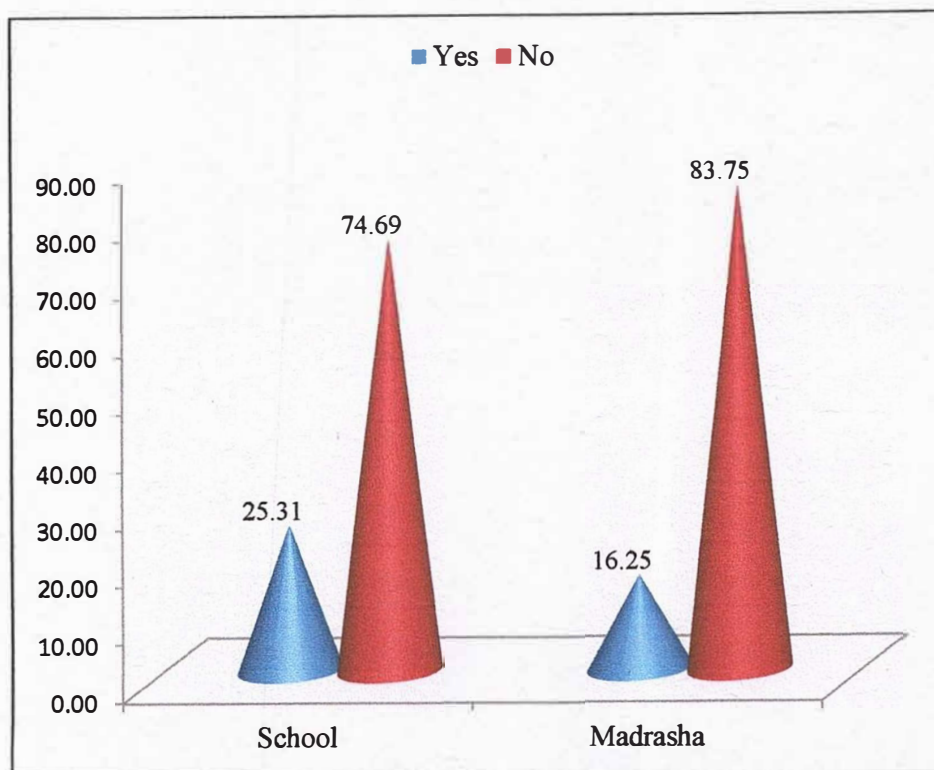


Figure 5.3.7: Opinion of the respondents about creating opportunity to ask question in the classroom by the teachers

It is found from the figure 5.3.7 that a larger numbers 74.69 percent of the respondents from school and 83.75 percent of the respondent from madrasah state that they do not get opportunity to ask question in classroom. Participatory methods in classroom are very fruitful in learning process by which the students acquire true knowledge in their institution. On the other hand a very insignificant number of the respondent 16.25 percent from madrasah and 25.31 percent of the respondent opined that the teachers create opportunity to ask the question in class room properly.

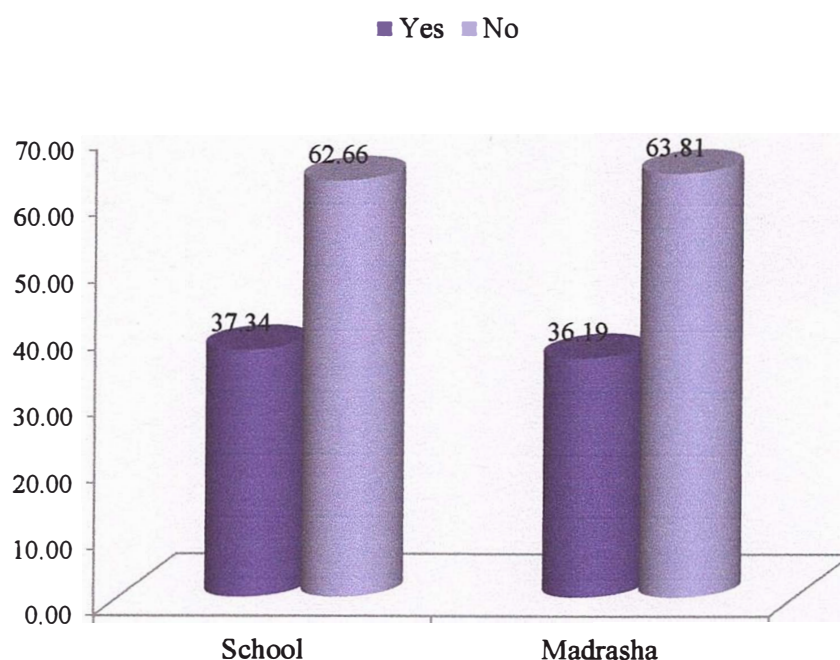


Figure 5.3.8: Opinion of the Students on Head Master' Taking Care about Teaching Learning Process in the Classroom

In the present study figure 5.3.8 we have found that quite a significant number 37.34 percent of the respondents from school and 36.19 percent of the respondents from madrasah state that the head teacher come into class room to know teaching learning process from the students. But a huge majority of the respondents 62.66 percent from school and 63.81 percent of the respondent from madrasah answered that the head teacher does not come in the class room and not take care teaching learning process. Moreover every head teacher should take care about teaching learning practice and to discuss the students' performance with the assistant teachers about pedagogical system which they follow very strictly in class room.

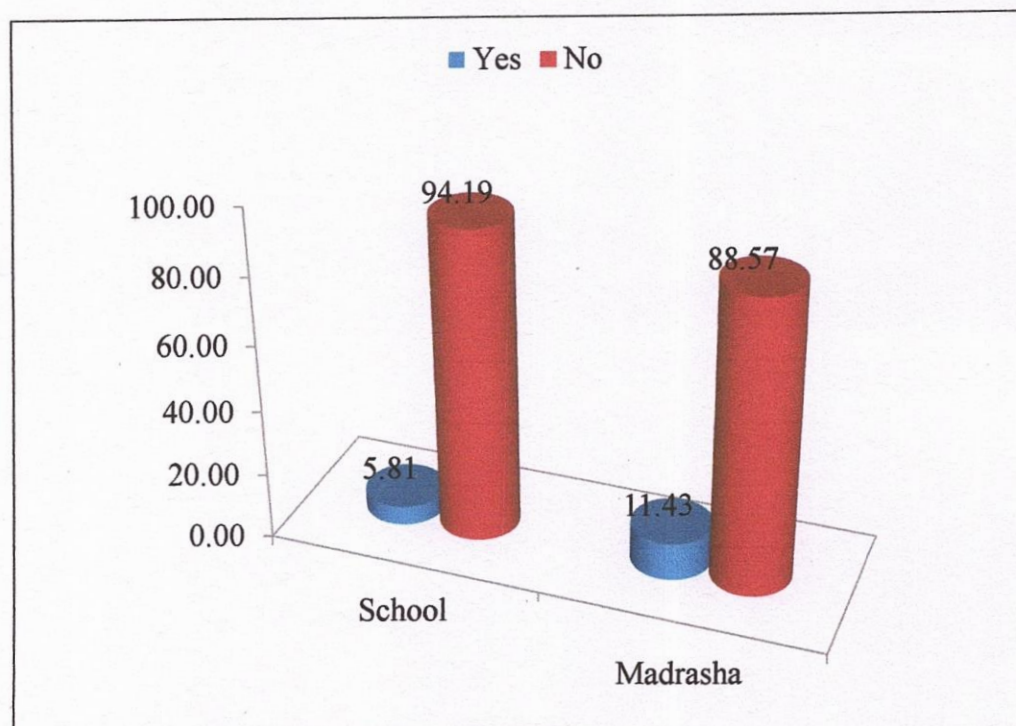


Figure 5.3.9: Perception of the students on exchanging view about studying to the students by the managing committee members

Role of managing committee in school and madrasah is very important because they are local authority of that institution. So they play significant role to hold up quality education in the school and madrasah. It is observed from the figure 5.3.9 that a very insignificant numbers 5.81 percent from school and 11.43 percent of the respondent from madrasah state that the members of managing committee exchange view with the students about studying. But a larger number 94.19 percent of the respondent from school and 88.57 percent of the respondent from madrasah opine that they do not exchange view about the studying in the institution.

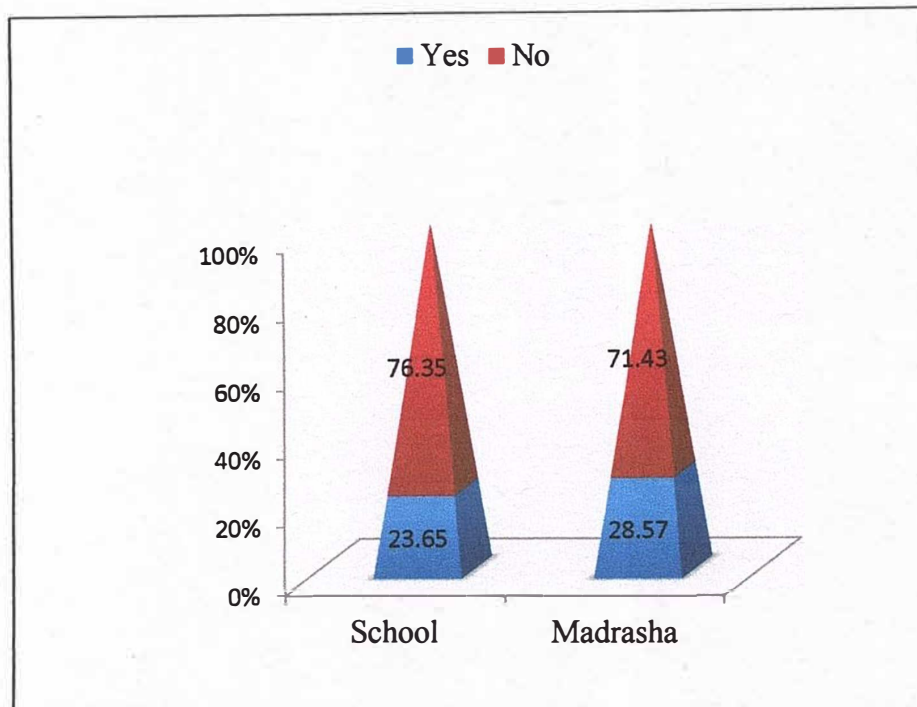


Figure 5.3.10: Opinion of the students on students' performance in classroom by the visiting of school inspector

Supervising of the school inspector can play a significant role to maintain effective teaching practice activities in school and madrasah. But we see different picture from the figure 5.3.10 that a vast majority of the respondent 76.35 percent from school and 71.43 percent of the respondent from madrasah addresses that the school inspector does not visit the class room to know the student performance and teaching learning activities in the institution. But quite a significant number 23.65 percent of the respondents from school and 28.57 percent of the respondent from madrasah think that the school inspector visit to know the teaching learning practice.

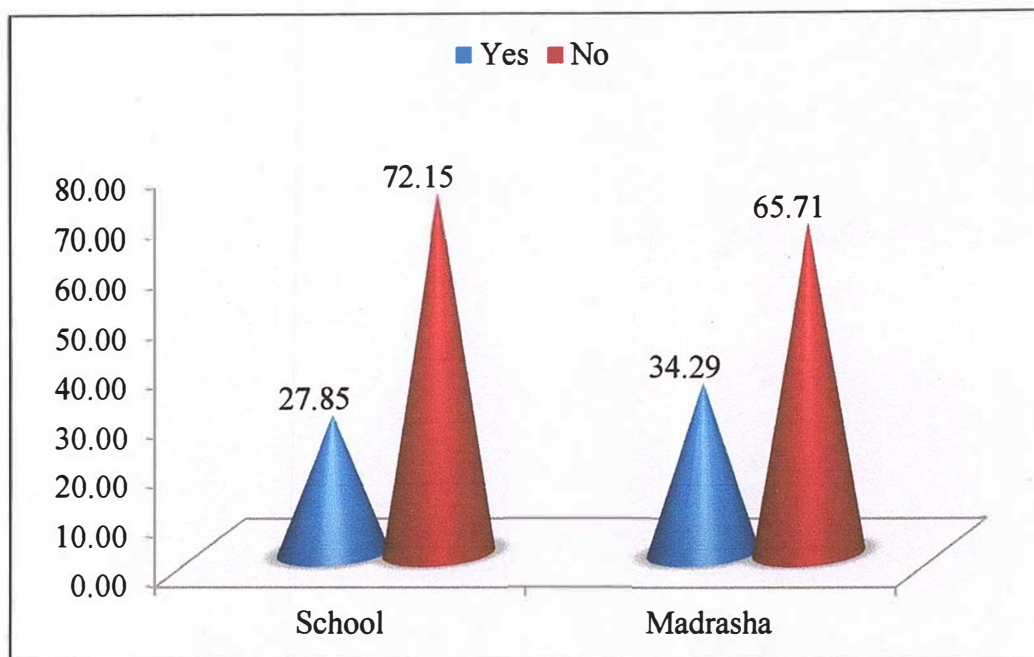


Figure 5.3.11: Opinion of the students about the parental' obstacle for going to school.

Figure 5.3.11 reflects that quite a significant number 27.85 percent of the respondents from school and 34.29 percent of the respondent from madrasah consent to the statement. Moreover role of parents in children education is more fruitful to other person. But a large number 72.15 percent of the respondent from school and 65.71 percent of the respondent from madrasah state that their parents do not create obstacle to go to school. Rather they are always anxious for their children studies.

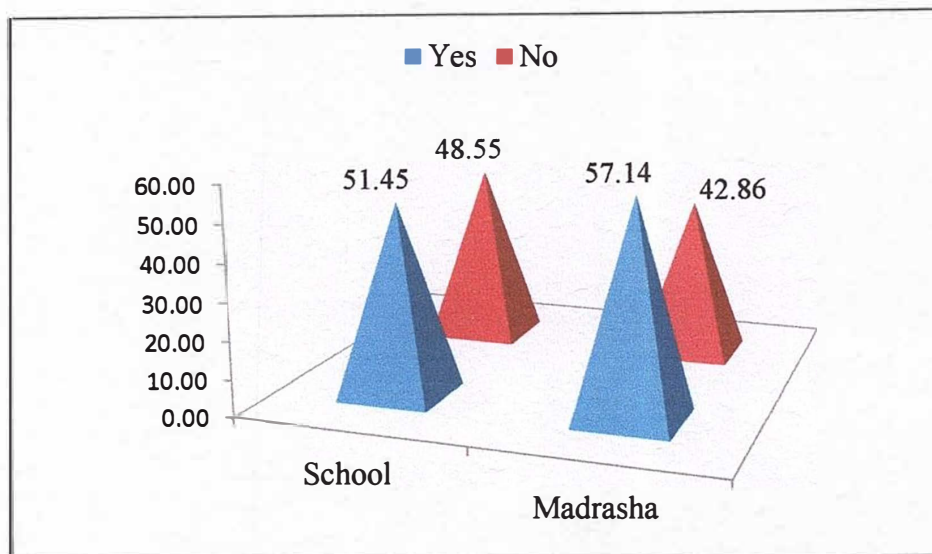


Figure 5.3.12: Opinion of the Respondents about any barrier in reaching school

It is observed from the figure 5.3.12 that most of the numbers 51.45 percent of the respondent from school and 57.14 percent of the respondent from madrasah have given opinion that they face different barrier to reach school. On the other hand quite a significant numbers 48.55 percent of the respondent from school and 42.86 percent of the respondent from madrasah have answered that they do not feel any barrier to reach school.

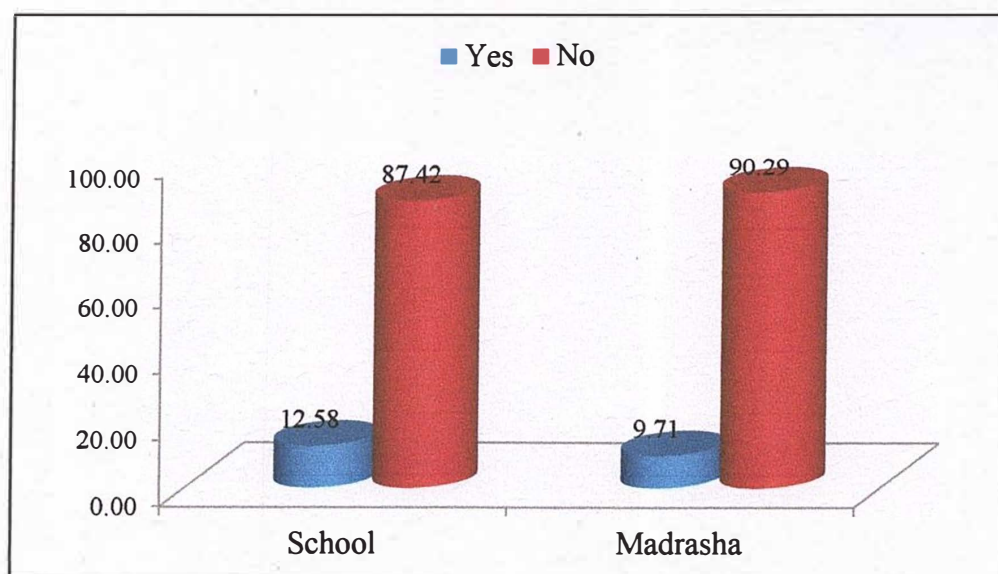


Figure 5.3.13 Perception of the students on sending students' performance report to the to the guardian by teachers

Students' performance report is very important element which helps to understand the real picture of students learning outcome to the guardians. As a result guardians try to take care more consciously. It reflects from the figure 5.3.13 that a vast majority of the respondent 87.42 percent from school and 90.29 percent of the respondent from Madrasah state that the teacher does not send students' performance report to the guardians. But a very insignificant number 12.58 percent of the respondent from school and 9.29 percent of the respondent from madrasah answer on behalf of no.

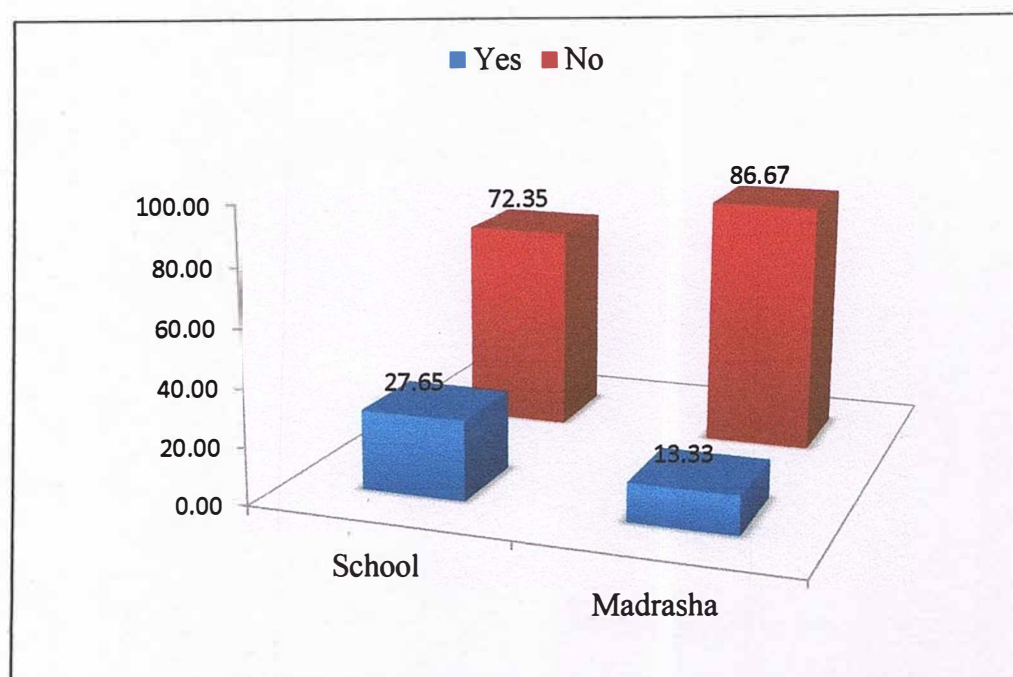


Figure 5.3.14: Opinion of the students about sufficient learning facilities of school for quality education

It is found from the figure 5.3.14 that a vast number 72.35 percent of the respondent from school and 86.67 percent of the respondent from madrasah opine that the learning facilities of school are not sufficient for quality education. On the other hand a very insignificant number 27.65 percent of the respondent from school and 13.33 percent of the respondent from madrasah state that the learning facilities of school are sufficient for quality education.

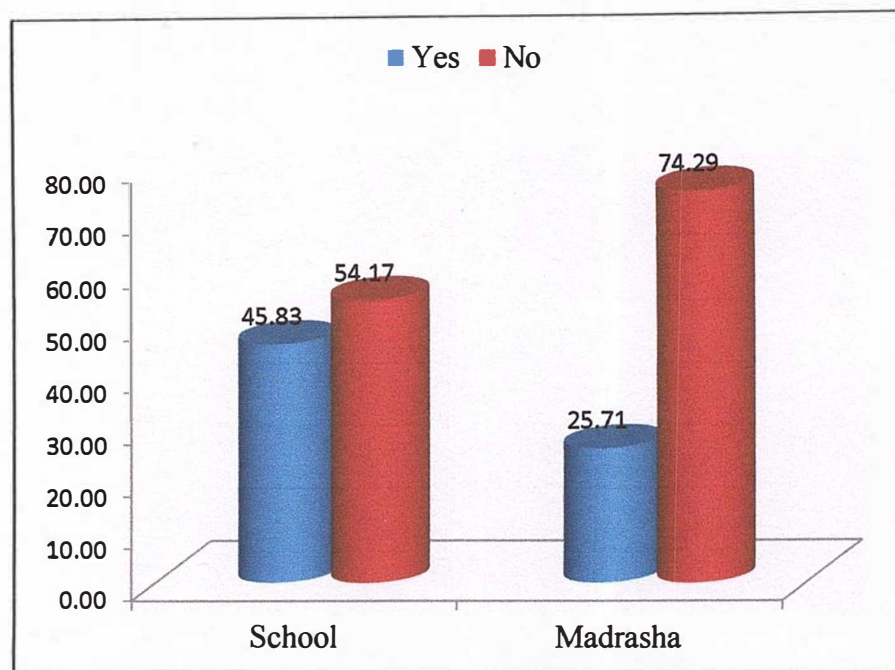


Figure 5.3.15: Perception of the respondents on taking care children's learning in school regularly by the parents

It is observed in the figure 5.3.15 a huge majority 74.29 percent of the respondent from madrasah and 54.17 percent of the respondent from school answer that their parents do not take care children's learning in school properly. But parents involvement in children's learning is very essential for quality education in school level. Quite a significant number 25.71 percent of the respondents from madrasah and 45.83 percent of the respondents from school have given their opinion that their parents take care about their learning properly.

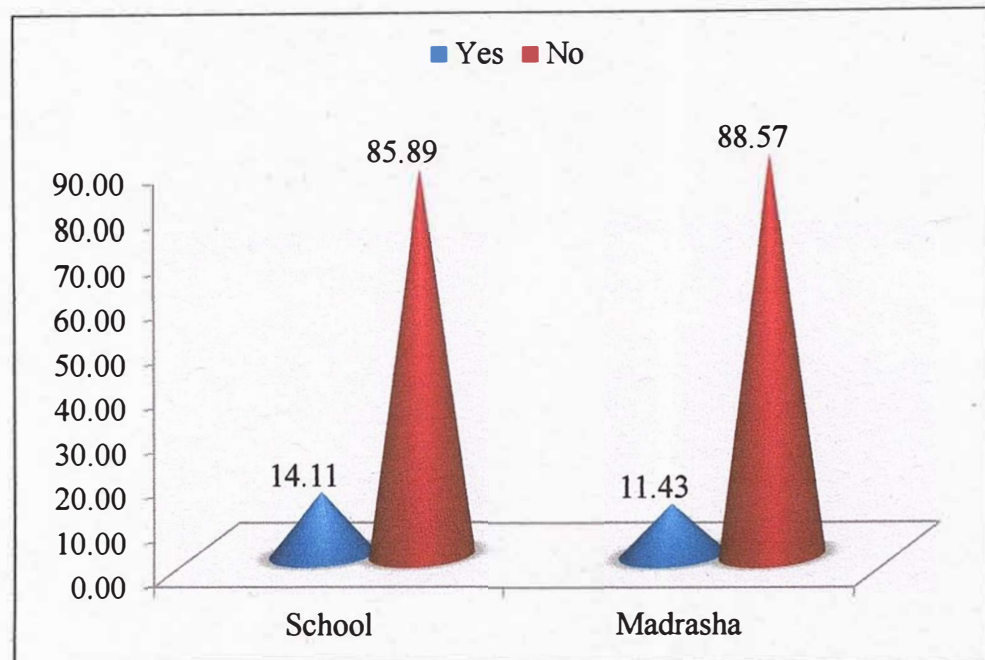


Figure 5.3.16: Opinion of the Students about the Teachers-Guardians Meeting in the School for Improving Quality Education

Teachers and guardians meeting are very important for improving the quality of secondary education. It presents in the figure 5.3.16 that a large number 85.89 percent of the respondent from school and 88.57 percent of the respondent from madrasah tell that teachers and guardians meeting do not take place in school for improving quality of secondary education. On the other hand a insignificant number 14.11 percent of the respondent from school and 11.43 percent of the respondent from madras ash state that teachers and guardians meeting take place occasionally.

5.3.6 Opinion of the students about moral responsibilities:

Table 5.3.35: Respondent opinion about the moral values “as the milkmaid cannot bear his family cost, there is no guiltiness to mix water with milk by a milkman”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	26	23	42	59	89	241
	%	10.9%	9.6%	17.6%	24.7%	37.2%	100.0%
Madrasah	Frequency	7	3	7	26	62	105
	%	6.7%	2.9%	6.7%	24.8%	59.0%	100.0%
Total	Frequency	33	26	49	85	151	346
	%	9.6%	7.6%	14.2%	24.7%	43.9%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	19.765	4	.001
Likelihood Ratio	21.230	4	.000
N of Valid Cases	344		

Hypothesis: There is no relationship between mixing water with milk by the milkmen and the honesty of him.

Chi-square test was applied to find out the relationship between mixing water with milk by the milkmen and the honesty of him. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is significant association between mixing water with milk by the milkmen and the honesty of him.

Nobody should adopt the dishonesty work at any situation in the worldly. It is evident from the table 5.3.35 that a large numbers 37.2 percent of the respondents from schools and 59.0 percent of the respondents from madrasah are strongly disagree above the statement. Quite a significant numbers 24.7 percent of respondents from school and 24.8 percent of the respondent from madrasah are not disagree with the statement. A very insignificant numbers 9.6 percent of the total respondents from

school and 2.9 percent of the respondent from madrasah are agree that mixing water with milk is not crime in this situation. Moreover 10.9 percent of the respondents from school and 6.7 percent of the respondent from madrasah are strongly agreed with the statement.

Table 5.3.36: Respondent opinion of the statement “Low paid government service holder named Tapan receives bribe is not offence”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	22	12	19	68	120	241
	%	9.1%	5.0%	7.9%	28.2%	49.8%	100.0%
Madrasah	Frequency	5	5	3	31	61	105
	%	4.8%	4.8%	2.9%	29.5%	58.1%	100%
Total	Frequency	27	17	22	99	181	346
	%	7.8%	4.9%	6.4%	28.6%	52.3%	100%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	15.708	4	.003
Likelihood Ratio	16.329	4	.002
N of Valid Cases	346		

Hypothesis: There is no relationship between receiving bribe and offense.

Chi-square test was applied to find out the relationship between receiving bribe and offense. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is a significant relationship between receiving bribe and offense.

It is reflected from the Table 5.3.36 that a large numbers 49.8 percent of respondents from school and 58.1 percent of respondent from madrasah are strongly disagree about the opinion that there is a great sin to receive bribe. Quite a significant numbers 28.2 percent of the respondents' school and 29.5 percent of the respondents from

madrasah disagree with the statement. A few numbers 5.0 percent of the respondents from schools and 4.8 percent of the respondent from madrasah agree with the statement. An insignificant number of the respondents 9.1 percent of the respondents from school and 4.8 percent of the respondent from madrasah strongly agree with the statement.

Table 5.3.37: Respondent opinion on the statement “everyone should take a helpless sick man to the hospital”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	108	72	23	16	22	241
	%	44.8%	29.9%	9.5%	6.6%	9.1%	100.0%
Madrasah	Frequency	52	24	7	6	16	105
	%	49.5%	22.9%	6.7%	5.7%	15.2%	100.0%
Total	Frequency	160	96	30	22	38	346
	%	46.2%	27.7%	8.7%	6.4%	11.0%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	10.931	4	.032
Likelihood Ratio	11.871	4	.016
N of Valid Cases	346		

Hypothesis: There is no relationship between take care of a helpless sick man and moral responsibilities in human being.

Chi-square test was applied to find out the relationship between take care of a helpless sick man and moral responsibilities in human being. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is significant association between take care of a helpless sick man and moral responsibilities in human being.

It is revealed from Table 5.3.37 that a large numbers 44.8 percent of the respondent from school and 49.5 percent of the respondent from madrasah are strongly agree with the statement. Citizen's responsibility play effective role to establish peaceful society in the world. Quite a significant number 29.9 percent of the respondent from school and 22.9 percent of the respondent from madrasah agree with the statement. But 9.5 percent of the respondents from school and 6.7 percent of the respondents from madrasah are natural above the statement. On the other hand a very insignificant numbers 6.6 percent of the respondents from school and 5.7 percent of the respondents from madrasah do not agree with take care of a helpless sick people and moral responsibilities in human being. Very insignificant numbers 9.1 percent of the respondents from school and 15.2 percent of the respondent from madrasah are strongly disagree with the statement.

Table 5.3.38: Respondent views about the responsibility "When you were walking beside the rail track, you saw an opening fishplate. Then you should inform to the authority about this matter".

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	111	75	21	22	12	241
	%	46.1%	31.1%	8.7%	9.1%	5.0%	100.0%
Madrasah	Frequency	41	45	6	6	7	105
	%	39.0%	42.9%	5.7%	5.7%	6.7%	100.0%
Total	Frequency	152	120	27	28	19	346
	%	43.9%	34.7%	7.8%	8.1%	5.5%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	15.999	4	.009
Likelihood Ratio	13.017	4	.007
N of Valid Cases	346		

Hypothesis: There is no relationship between educated person and his responsibility in doing activities.

Chi-square test was convenient to find out the connection between educated person and his responsibility in doing activities. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is a significant relationship between educated person and his responsibility in doing activities.

It is observed from table 5.3.38 that everyone should make conscious when one's move in society. It is found that a large number 46.1 percent respondent of school and 39 percent respondent of Madrasah are strongly agreed with the statement. Quite a significant numbers 31.1 percent respondent of School and 42.9 percent respondent from Madrasah are agree above the statement. A very insignificant numbers 9.1 percent of the respondent from School and 5.7 percent of the respondent from Madrasah are disagree with the opinion. Thus a very insignificant numbers 5 percent of the respondent from School and 6.7 percent of the respondent from Madrasah are strongly disagree with this statement.

Table 5.3.39: Respondent opinion on the statement “If you perform your duty properly our country will be enrich”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	108	77	34	13	9	241
	%	44.8%	32.0%	14.1%	5.4%	3.7%	100.0%
Madrasah	Frequency	51	37	9	3	5	105
	%	48.6%	35.2%	8.6%	2.9%	4.8%	100.0%
Total	Frequency	159	114	43	16	14	346
	%	46.0%	32.9%	12.4%	4.6%	4.0%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	13.477	4	.021
Likelihood Ratio	13.695	4	.029
N of Valid Cases	346		

Hypothesis: There is no relationship between performing duty properly and beloved country in our daily activities.

Chi-square test was measured to find out the relationship between performing duty properly and beloved country in our daily activities. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that performing duty properly has effect with beloved country in our daily activities.

It is examined from table 5.3.39 that if all of us perform our duties properly in term of our position, it will be a great responsibility for the Bangladesh. It is found that 44.8 percent of the respondent from school and 48.6 percent of the respondent from Madrasah strongly agree with the statement. Quite a significant numbers 32.0 percent of the respondents from School and 35.2 percent of the respondent from Madrasah agree above the views. A very insignificant numbers 9.1 (strongly disagree and disagree) percent of the respondents from School and 7.7 percent of the respondent from Madrasah (strongly disagree and disagree) are disagree with this statement.

Table 5.3.40: When you see that someone hunts wild animals you should forbid such kind activities.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	120	63	25	19	14	241
	%	49.8%	26.1%	10.4%	7.9%	5.8%	100.0%
Madrasah	Frequency	45	44	4	2	10	105
	%	42.9%	41.9%	3.8%	1.9%	9.5%	100.0%
Total	Frequency	165	107	29	21	24	346
	%	47.7%	30.9%	8.4%	6.1%	6.9%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	16.137	4	.003
Likelihood Ratio	17.347	4	.002
N of Valid Cases	346		

Hypothesis: There is no relationship between hunting wild animals and moral accountability in our social life.

Chi-square test was applied to find out the association between hunting wild animals and moral accountability in our social life. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is a significant relationship between hunting wild animals and moral accountability in our social life. Table 5.3.40 reflects that wild animals play significant role to keep our environmental balance in our country. It is also observed that a very insignificant numbers 5.8 percent of the respondent from school and 9.5 percent of the respondent from Madrasah strongly disagree with the statement. A very insignificant numbers 7.9 percent of the respondents from School and 1.9 percent of the respondents from Madrasah disagree above the views. On the other hand quite a significant number 26.1 percent of the respondent from School and 41.9 percent of the respondent from Madrasah agree that everyone should forbid killing the wild animals in any aspect. Moreover a large numbers 49.8 percent of the respondent from School and 42.9 percent of the respondents from Madrasah strongly agree with this statement.

Table 5.3.41: Respondent opinion on the statement “all kind of people in the society should work for the backward and poor children”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	134	72	13	15	7	241
	%	55.6%	29.9%	5.4%	6.2%	2.9%	100.0%
Madrasah	Frequency	63	27	9	2	4	105
	%	60.0%	25.7%	8.6%	1.9%	3.8%	100.0%
Total	Frequency	197	99	22	17	11	346
	%	56.9%	28.6%	6.4%	4.9%	3.2%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	14.818	4	.007
Likelihood Ratio	15.284	4	.005
N of Valid Cases	346		

Hypothesis: There is no relationship between kindness of humanity and help the backward poor children.

Chi-square test was expedient to find out the relationship between kindnesses of humanity and help the backward poor children. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that there is a significant relationship between kindness of humanity and help the backward poor children.

It is revealed from the Table 5.3.41 that kindness of humanity and help to backward poor children is very essential to establish a peaceful society in our country. It is also found that a huge majority 55.6 percent of the respondent from school and 60 percent of the respondent from Madrasah are strongly agree with the statement. Quite a significant numbers 29.9 percent of the respondent from School and 25.7 percent of the respondent from Madrasah are agree. 5.4 percent respondent of School and 8.6 percent respondent of Madrasah are neutral. A very insignificant numbers 2.9 percent

of the respondent from School, 3.8 percent of the respondent from Madrasah is strongly disagree with this statement.

Table 5.3.42: Respondent opinion of the accountability “every citizen should remove the unwanted things from the path”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	116	67	18	29	11	241
	%	48.1%	27.8%	7.5%	12.0%	4.6%	100.0%
Madrasah	Frequency	46	30	10	10	9	105
	%	43.8%	28.6%	9.5%	9.5%	8.6%	100.0%
Total	Frequency	162	97	28	39	20	346
	%	46.8%	28.0%	8.1%	11.3%	5.8%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	3.129	4	.536
Likelihood Ratio	2.998	4	.558
N of Valid Cases	346		

Hypothesis: There is no relationship between social value and removing unwanted things from path.

Chi-square test was applied to find out the association between social value and removing unwanted things from path. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that and there is significant association between social value and removing unwanted things from path.

Table 5.3.42 indicates that it is responsibilities for all citizens that they should remove the unwanted things from path. It is also found that 48.1 percent of the respondent from school and 43.8 percent of the respondents from Madrasah strongly agree with the statement. Quite a significant numbers 27.8 percent of the respondent from School and 28.6 percent of the respondent from Madrasah agree above the statement. A very insignificant numbers 12 percent of the respondent from School and 9.5 percent of the

respondent from Madrasah disagree about the presented opinion. Moreover a few numbers 4.6 percent of the respondent from School and 8.6 percent of the respondent from Madrasah are strongly disagree with this statement.

Table 5.3.43: Respondent views on the statement “the rich man should come forward to create the employment”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	67	27	56	56	35	241
	%	27.8%	11.2%	23.2%	23.2%	14.5%	100.0%
Madrasah	Frequency	19	14	11	31	30	105
	%	18.1%	13.3%	10.5%	29.5%	28.6%	100.0%
Total	Frequency	86	41	67	87	65	346
	%	24.9%	11.8%	19.4%	25.1%	18.8%	100.0%

Table 5.3.43 represents that a large number of respondent have given opinion that every rich man create employment opportunity to the unemployment persons. It is also found that 27.8 percent of the respondent from school and 18.1 percent of the respondent from Madrasah are strongly agreed with the statement. A very insignificant numbers 11.2 percent of the respondent from School and 13.3 percent of the respondent from Madrasah disagree above the opinion. Quite a significant numbers 23.2 percent of the respondent from School and 29.5 percent of the respondent from Madrasah disagree. 28.6 percent respondent of Madrasah is disagreeing with this statement. 7.5 percent respondent of School, 8.6 percent respondent of Madrasah strongly disagrees with the statement.

Table 5.3.44: Respondent perception on the statement “if someone disforest in front of you, you will help him”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	26	25	26	87	77	241
	%	10.8%	10.4%	10.8%	36.1%	32.0%	100.0%
Madrasah	Frequency	11	9	1	17	67	105
	%	10.5%	8.6%	1.0%	16.2%	63.8%	100.0%
Total	Frequency	37	34	27	104	144	346
	%	10.7%	9.8%	7.8%	30.1%	41.6%	100.0%

It is revealed from table 5.3.44 that forest and plants are very necessary to the environment. So we have to stand against destroyer of forest. Those who cut of tree and plants are enemy to the nations. It is found that a huge majority 63.8 percent of the respondent from Madrasah and 32 percent of the respondent from school are strongly disagree with the statement. Quite a significant numbers 36.1 percent of the respondent from School and 16.2 percent of the respondent from Madrasah are disagree above the statement. A very insignificant numbers 10.4 percent of the respondent from School and 8.6 percent of the respondent from Madrasah are agree that if any one disforest of them they will not protect of that matter. A few numbers 10.8 percent of the respondent from School and 10.5 percent of the respondent of Madrasah are disagree with this statement. 7.5 percent respondent of School, 8.6 percent respondent of Madrasah is strongly agreed with the statement.

5.3.7 Perception of the key informant about completion of secondary education

The completion of secondary education is considered as important component, not just for successful entry into the labor market but also in allowing students access to the learning and training opportunities offered by higher education. In addition the completed secondary graduated will be enriched in the knowledge of history and culture of Bangladesh even that nobody underestimates them. Moreover they keep

peace with the demand of modern society and contribute the economic growth in our country.

Most of the key informants claim that the amount of completion graduate has increased rapidly but all of these graduates have no actual qualification to pass the secondary level. They also mention that among them (25-30) % have standard qualification for passing secondary level. They add that as the teachers evaluate the students improperly, they are passing without acquiring actual knowledge of specific competency in secondary level (K11: RE, 3, 5). A key informant comments that the present completion rate highly satisfied to us. But the students are not gaining standard knowledge of the Bangla, English, Mathematics and Bangladesh studies, In addition that only 5.52% to 11% of students get pass marks in the Dhaka university admission test where a student should obtain 8 marks from 30 marks. It can be said that about 80% of students have no minimum standard knowledge of compulsory subject. Another renowned educationist points out that some of the students has passed secondary stage because of liberal examination system. Either the students learn or not they have been passed in the secondary level. He has also mentioned that most of the guardians and students are running behind the good result in sense of GPA 5. They do not consider learning outcomes and curriculum based knowledge according to their obtained result. As a result we are deprived from quality education. Most of the key informant state that highly completion rate are giving artificial satisfaction because most of them have no minimum qualification to get such kind this result. They have also mentioned that the students of madrasah stream are doing good result but their knowledge of English, Bangla and mathematics is very poor. Comparatively the learners of madrasah stream are acquiring less knowledge in the compulsory subject and contemporary issues (K11: RE, 4, 6). Some head teachers

point out that the examiner is ordered to evaluate the public examination answer script very relaxation mode because the authority want to increase the passing percentage. For this reason completion rate is very high, even considerable number of students are obtaining GPA 5 and GPA 4 but their quality (knowledge of some subject) are not compatible to their achieving result (K11: HT, 4, 6,7). Some key informant says that completion rate of secondary education is increasing day by day. A large numbers of examinee are not being evaluated properly by the examiners. So the learners are doing good result in the public examination but they do not acquire pass marks in the competitive exam. In fact they are not learning language and mathematics in the secondary level according to achieving level according to achieving result. They also mention that there is very crisis of meritorious and skill teacher in the non-government school. For this reason most of the teachers is appointed by the big amount donation. So we should not expect quality education from them (K11: CS 1, 3).

Most of the key informants state that there are four components in education such as Teacher, Student, Book and school. All of the components are very essential to achieve quality education. Yet without teacher we cannot think the word of education. But at the resent meritorious and qualified teacher is not appointed in the not government school, madrasah and college. Moreover less qualified and unskilled candidate is appointed as the teacher. As a result those teachers are not able to teach the students properly accordingly perfect curriculum and syllabus. Relating to that the learner does not get rightly educating from the teacher. Even some teachers are engaging political activities to avoid the schedule class time. So indiscipline and corruption are girding the education sectors (K11: CS, 1, 3).

5.4 Section four: Qualification of teachers and their training

5.4.1 Description of teachers' educational qualification

This chapter is developed on the basis of filled-up questionnaire by different stakeholders like teachers, and KIIs. The teachers' qualification and training are very imperative part of quality secondary education (QSE) and its desirable features have been presented in it. It also presents the qualification and skill of teacher on the context of quality education at secondary level. These factors are very important to understand the quality education where researcher has tried to analyze with the view of quality indicator perspectives.

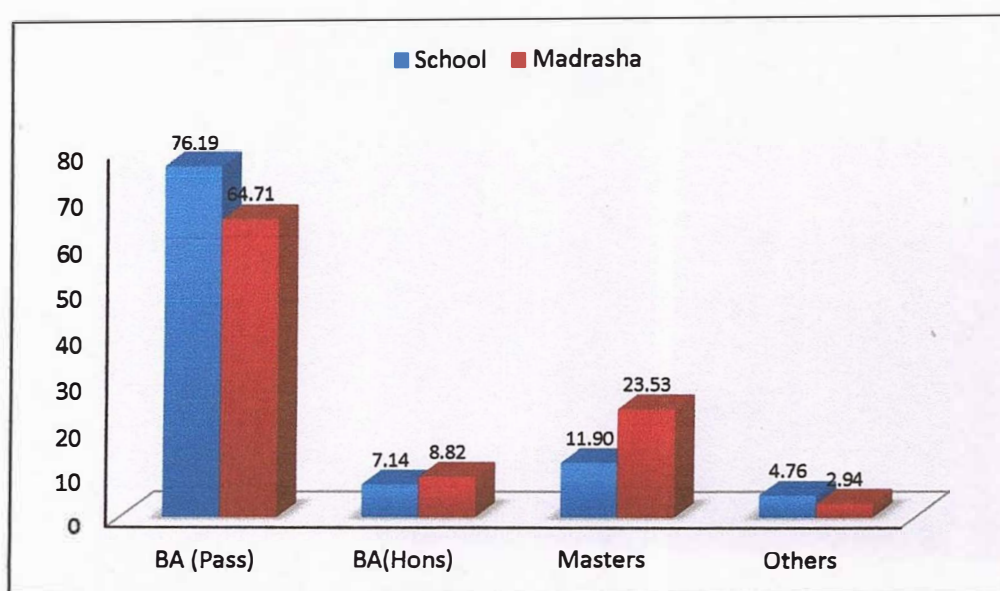


Figure 5.4.1: educational qualification of school and Madrasah teachers

It is evident from the figure-5.4.1 that a maximum number of the respondent obtains BA (pass) degree. On the other hand a very insignificant numbers (7.89%) of the total respondent make honours degree at graduation level. Quite a significant number of the respondents (17.11%) are qualified in Masters Degree. A few numbers of teachers have their specialization in their own subject. But most of them are not subject related

teachers. Specialization in respective subject should be ensured to make quality education certain.

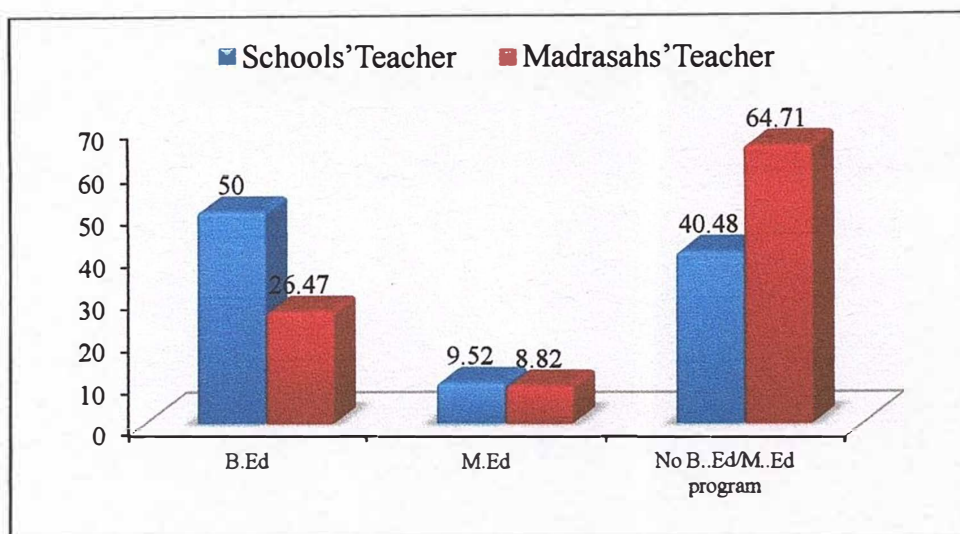


Figure 5.4.2: Obtaining B. Ed/M. Ed training course by the teacher

The graphical figure says that, most of the teachers have no B. Ed/M. Ed training. There are 40.48% teachers in school and 60.71% teachers in Madrasah who have not obtained these training. A small number of teachers (50%) in School have completed B. Ed training course and 26.47% respondents in Madrasah do so. Moreover a very insignificant number of total respondents (9.21%) obtains M. Ed training program.

5.4.2 Status of teachers' training in their professional development

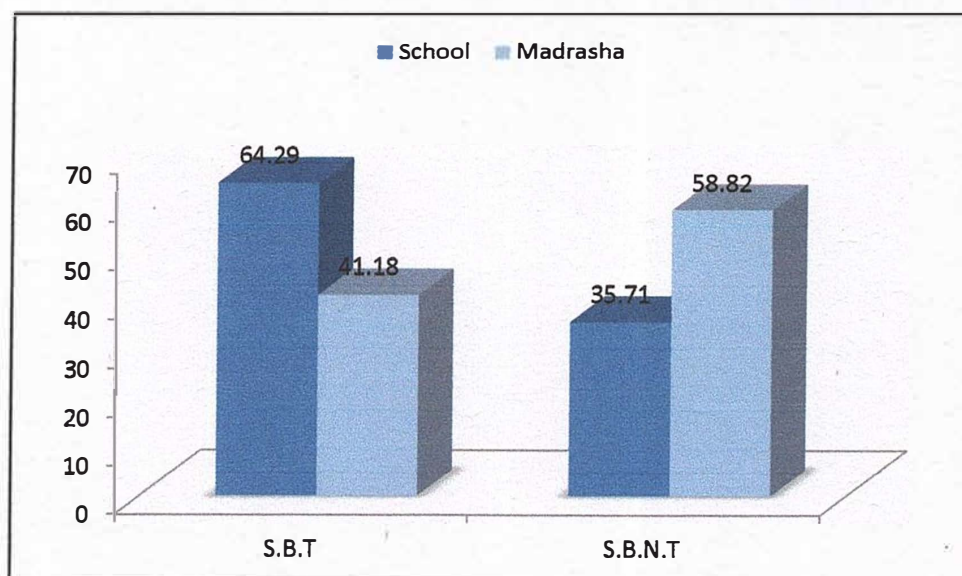


Figure 5.4.3: Receiving subject based training by the teachers

The figure-5.4.3 shows that a vast number of teachers (64.29%) in School and 41.18% teachers of Madrasah have acquired subject based training .On the other hand 58.82% of madrasah teachers and 35.71% of school teachers do not get chance for subject based training. A very quite significant numbers of the respondents (46.05%) are out of subject based training.

Table 5.4.1: Opinion of the respondents on the training received by them to increase teaching skill

Number of training		Respondent's opinion		Total
		School Teacher	Madrasah Teacher	
0	Frequency	9	19	28
	%	21.43%	55.88%	36.84%
1	Frequency	17	7	24
	%	40.48%	20.59%	31.58%
2	Frequency	11	6	17
	%	26.19%	17.65%	22.37%
3 and above	Frequency	5	2	7
	%	11.90%	5.88%	9.21%
Total	Frequency	42	34	76
	%	100.00	100.00	100.00

Data from table 5.4.1 demonstrates that a huge majority of Madrasah teachers (55.88%) have not got any training in the professional period for better services in classrooms. At the same time 21.43% school teachers are also out of any sort of training. Quite a significant numbers of school teachers (40.48%) and Madrasah teachers (20.59%) have obtained only a single training in their professional age. A very insignificant numbers (9.21%) of both school and madrasah teachers have got a chance three different type of training in their teacher ship age.

Table 5.4.2: Teachers' view of their Study at the National Curriculum/ 2012 for giving better information to the students

Category of Respondent		Respondent's opinion		Total
		Yes	No	
School's Teacher	Frequency %	17 40.48%	25 59.52%	42 100.0%
Madrasah's Teacher	Frequency %	11 32.35%	23 67.65%	34 100.0%
Total	Frequency %	28 36.84%	48 63.16%	76 100.0%

Source: Researcher won calculation on field survey data

Table 5.4.2 portray that quite a significant numbers of school teachers (40.48%) and Madrasah teachers (32.35%) have studied National Curriculum /2012. This is essential materials for knowing teaching-learning process and how to teach the students in the specific time in a year. On the other hand a large numbers of both Madrasah teachers (59.52%) and school teachers (59.52%) do not try to read out the National Curriculum/2012. This is the alarming in quality education in secondary level.

Table 5.4.3: Opinion of the respondents about receiving any training for curriculum implementation in their school

Category of Respondent		Respondent opinion		Total
		Yes	No	
School's Teacher	Frequency %	14 33.33%	28 66.67%	42 100.0%
Madrasah's Teacher	Frequency %	8 23.53%	26 76.47%	34 100.0%
Total	Frequency %	22 28.95%	54 71.05%	76 100.0%

According to the above table 5.4.3 depicts that a huge majority of the Madrasah teachers (76.47%) do not get a chance to receive the National Curriculum/2012 implication training, on the other hand a big portion of school teachers (66.67%) are

out of National Curriculum implication training. Quite a significant numbers (28.95%) of both school and Madrasah teachers have obtained National Curriculum implication training.

Table 5.4.4: Perception of the teachers if they think that this training is sufficient for the national curriculum implementation

Category of Respondent		Respondent opinion		Total
		Yes	No	
School's Teacher	Frequency %	8 19.05%	34 80.95%	42 100.0%
Madrasah's Teacher	Frequency %	6 17.65%	28 82.35%	34 100.0%
Total	Frequency %	14 18.42%	62 81.58%	76 100.0%

According to the data of field survey, a large numbers of school teachers (80.95%) do not think that this duration of curriculum implication training is not adequate. Even Madrasah teachers (82.35%) have expressed the same opinion. Quite a significant number of the respondent (18.42%) has given different opinion which is enough to implicate the National Curriculum.

Table 5.4.5: Teachers' view on 'have they informed their students about the purpose of education for any time'

Category of Respondent		Respondent's opinion		Total
		Yes	No	
School's Teacher	Frequency %	17 40.48%	25 59.52%	42 100.0%
Madrasah's Teacher	Frequency %	13 38.42%	21 61.76%	34 100.0%
Total	Frequency %	30 39.47%	46 60.53%	76 100.0%

The table 5.4.6 indicates that both of the school and madrasah teachers (60.53%) have not discussed the aim of education according to National Educational Policy- 2010

and National Curriculum-2012. But quite a significant number of the total respondents (39.47%) discuss the aim of education in generally. Yet all most of the educationalist have given their opinion that every teacher should inform to the students the aim and goals of education.

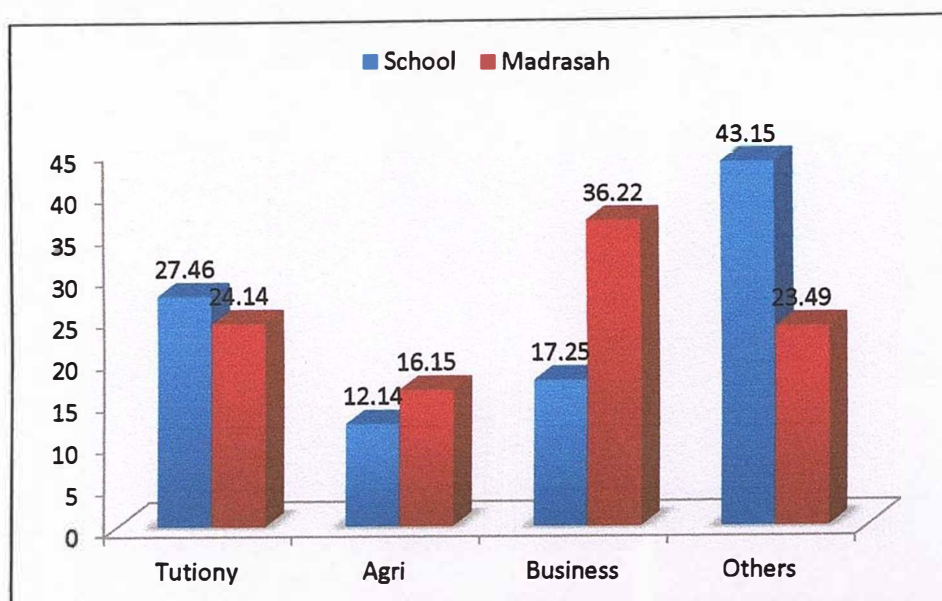


Figure 5.4.4: teacher involves additional incoming related activities

The figure shows that all most of school and madrasah teachers engage in additional earning sources which are 27.46% in coaching, in addition 12.14% does agriculture based work, 17.25% connect with business and 45.15% of school teachers hold up other sources of incoming. On the other hand 24.14% tuition, 16.15% agriculture, 36.22% business and 23.49% others of Madrasah teachers assign to collect money. Because of their drawing salaries are not sufficient to maintain for their families' expenditure. So they obliged to earn additional income. Educationalist and other stakeholders think that the authority should give the teachers dignity and economic safety in the purpose of ensuring of quality education.

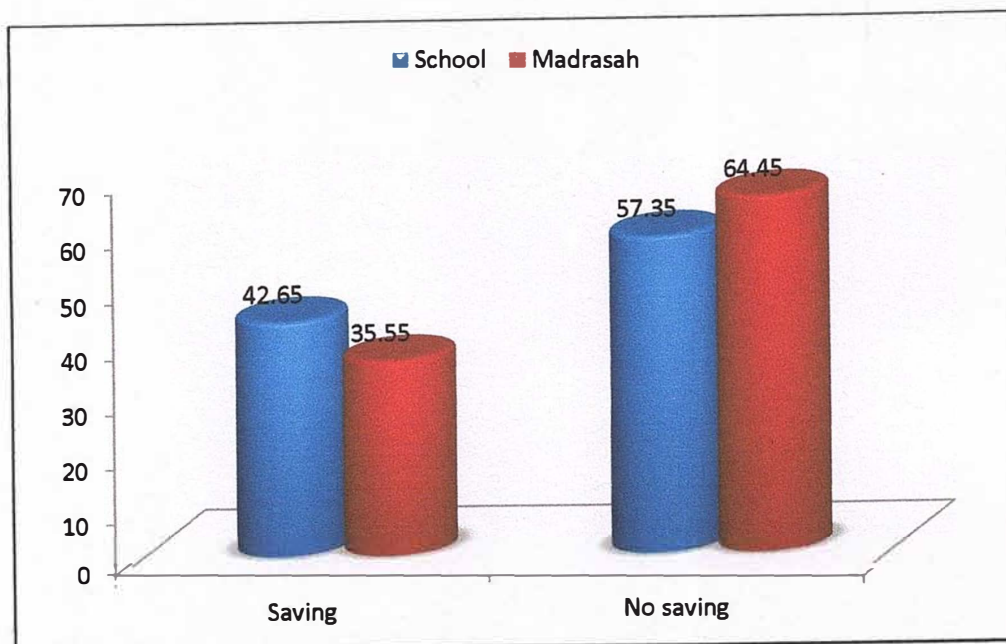


Figure 5.4.5 per year saving money for future

According to the above data depict that a huge majority of Madrasah teachers (63.29%) cannot save money from their earning. On the other hand a large number of school teachers (56.58%) are not able to accumulate for future need. Quite a significant number (34.27%) of the total respondent put aside some earning.

Table: 5.4.6 Attitude of the teachers and their realization on quality education

Respondent opinion	SDDD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
Teacher training arrangement largely is necessary for curriculum implication.	2	2.63	1	1.32	7	9.21	17	22.37	49	64.47
The training, discipline, honesty and professionalism of teacher are necessary for quality education	5	6.58	3	3.95	8	10.53	47	61.84	13	17.11
To need qualified teacher and better infrastructure.	3	3.95	2	2.63	5	6.58	23	30.26	43	56.58

Table 5.4.7: Guardian's perception on quality education

Respondent opinion	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
Do the teachers teach to the students very	17	42.50	7	17.50	0	0.00	12	30.00	4	10.00
Qualified and trained teacher are one of the most important factor for quality	1	2.50	0	0.00	3	7.50	16	40.00	20	50.00
Attentiveness, honesty and discipline of teacher help to teach properly.	0	0.00	5	12.50	1	2.50	11	27.50	23	57.50
To bring fair appointment system is necessary for Non-Government Institution.	0	0.00	0	0.00	0	0.00	14	35.00	26	65.00

5.4.3 Perception of educationist in the education and training of teachers

Teacher is one of the most important components in the education. Without qualified and responsible teacher no nation expects quality education. A good number of key informants point out that the authority has fixed the minimum qualification in the appointment of assistant teacher in secondary level. But when the teacher is appointed in the secondary level, the authority will not consider merit and expertness of the candidate in measurement scale. Most of the teachers get appointment as the teachers exchanging big amount donation or partiality. Moreover they also mention that a half portion of teachers does not get training to develop their professional improvement (K11: RE, 2, 3, 5, 6). Another key informant comments that handsome numbers of teachers have no proper knowledge about the subject which they teach the students. All most 90%-95% teachers do not study to enrich their own knowledge. Moreover the authority cannot arrange sufficient professional training for the teachers. Even most of the existing training is not effective to increase the teacher's skill (K11: RE, 2, 3, 5). Again some famous educationists state that the government should make a non-government teacher appointment commission which will arrange comparative

exam in whole country. In addition they add those who are most meritorious, will be appointed as the teacher. They have also noted that the training of teachers is limited. Teachers have no pedagogical knowledge. Moreover the practical class of the teachers are not arranged to apply these training in classroom (KII: RE, 4, 6).

Some government official says that there are fourteen teachers training institute for three lack teachers. These numbers are very insufficient to train up the teachers. Moreover most of the training program is project based. So a considerable amount of money is spent to buy luxurious vehicle and abroad tour. They also comment that there are some less meritorious and weak teachers who are not able to take training by which they will be qualified in their profession (K11: GO, 1). Another key informant states that a teacher becomes expert through the continuous training but skilled and qualified trainers are very shortage in the training institute. Therein a trainee does not get practical class performance oriented training. Even that the teacher is applying training in the classes or not that is not had monitoring. As a result training of the teachers does not make fruitful in the education sector (K11: GO, 3).

Most of the key informants think that different short term training is not sufficient to make the expert teacher. To implement the national curriculum, a teacher needs various knowledge and expertness. But maximum teachers have no such knowledge. So the authority should give implementable training properly. Then they will monitor teaching performance of the teacher in classroom time to time as if training become effective to teach the students (K11: RE 4).

Another key informant points out that teachers training is not sufficient according necessity because of training institution and their staff are very shortage. Moreover most of the trainers has no perfect knowledge to deliver about the perfect training (K11: RE,1,3). There is no adequate training for the secondary teacher. Nonetheless

teachers are main element to build up educated nations. As a result 56 percent of students in Bangla, 56 percent in English and 65 percent in Mathematics do not achieve expected competence in junior school certificate (JSC). Even that mathematics knowledge of student is below standard quality of international. Bangladesh holds the 113 position within 144 countries in the world. (Daily Kalar Kontho, 26 February, 2016)

According to the report of Access and Quality Assurance Unit (AQAU) all most 50 percent of teachers cannot know how to make a creative question in the examination. Even the questions have arisen that these teacher are not able to teach the student perfectly. Besides 49.96 percent of the teacher do not get opportunity to receive the training to control the newly introduced creative system (11 October 2016, Kalar Kontho). So for quality secondary education, the authority should arrange enough training for the teachers in secondary level. Most of the head teachers say that half portion of teacher does not realize the creative system because they do not get training to assimilate new education methods. They also mention that some teachers is too weak to teach the student properly. They indict that such kind these teachers have been appointed by the donation or political influenced. But now the government is going to take new teacher appointment process which will be better than that of existence system (K11: HT 3, 4).

Suggestion to overcome this situation

- (i) To increase the salary, allowance and other facilities of teachers.
- (ii) To appoint meritorious and qualified teacher in secondary level.
- (iii) To establish sufficient training institute every corner of our country according to the proportion of teachers.

- (iv) The authority should arrange adequate training where all teachers can get training continuously. Even they can obtain refreshed training after certain period.
- (v) The authority should create opportunity for the trainers so that they could get training in the country and abroad.
- (vi) To reform the quota system so that meritorious students could get equal opportunity in the appointment.
- (vii) To do monitoring in the classroom so that the training is implemented properly.

5.4 Section five: Evaluation System in School and Madrasah

5.5.1 Internal evaluation process in school

Assessment means giving students tests and assigning them grades. In the most general sense, assessment is the process of making a judgment or measurement of worth of an entity (e.g., person, process, or program). Educational assessment involves gathering and evaluating data evolving from planned learning activities or programs. This form of assessment is often referred to as evaluation. Learner assessment represents a particular type of educational assessment normally conducted by teachers and designed to serve several related purpose. Learner assessment is best conceived as a form of two-way communication in which Feedback on the educational process or product is provided to its key stakeholders (McAlpine, 2002).

Bachman (1990), quoting Weiss (1972) defines evaluation as “the systematic gathering of information for the purpose of making decisions”. Lynch (2001) adds the fact that this decision or judgment is to be about individuals. In this conceptualization, both authors agree that evaluation is the super ordinate term in relation to both measurement and testing. Assessment is sometimes used interchangeably for evaluation. The systematic information can take many forms, but these forms are either quantitative or qualitative. This is what distinguishes measures from qualitative descriptions. Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers). Summative assessment is used primarily to make decisions for grading or determine readiness for

progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner's overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students' abilities to external stakeholders.

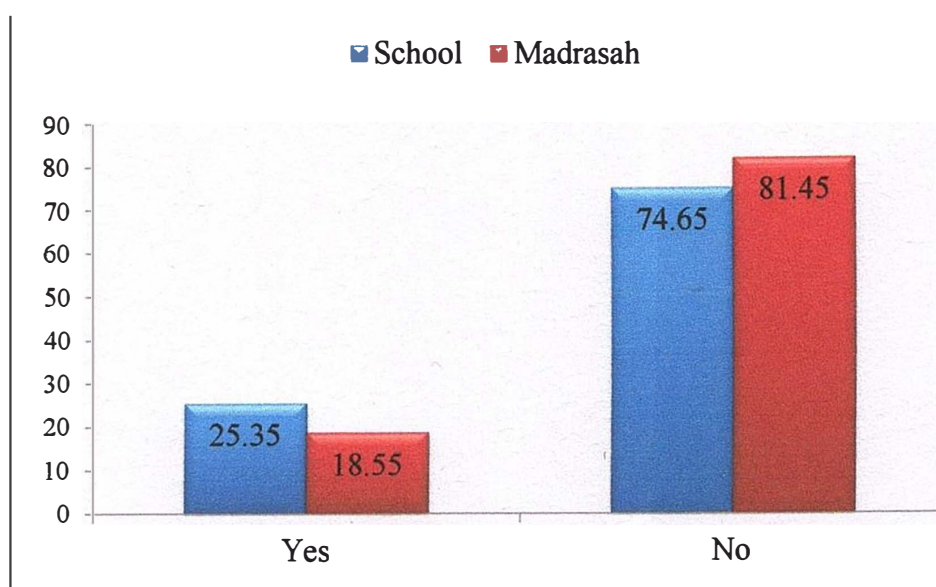


Figure 5.5.1 Opinion of the respondent about the home work is given by the teacher in class regularly and gives feedback

To achieve the aim and objective of education, formative evaluation is very important to the student's lives. Home work is the vital factor to gain quality education in our country. It is reflected from the figure 5.5.1 that a vast majority 74.65 percent of the respondent from school and 81.45 percent of the respondent from madrasah think that the teachers do not give and return home work from students in the class. They do not feedback to the students properly. Even they are not dedicated in their profession. Moreover most of the teachers are engaged in political activities. So they do not care for controlling authority. On the other hand 25.35 percent of the respondent from school and 18.55 percent of the respondent from madrasah seems that the teacher gives home work and feedback accurately.

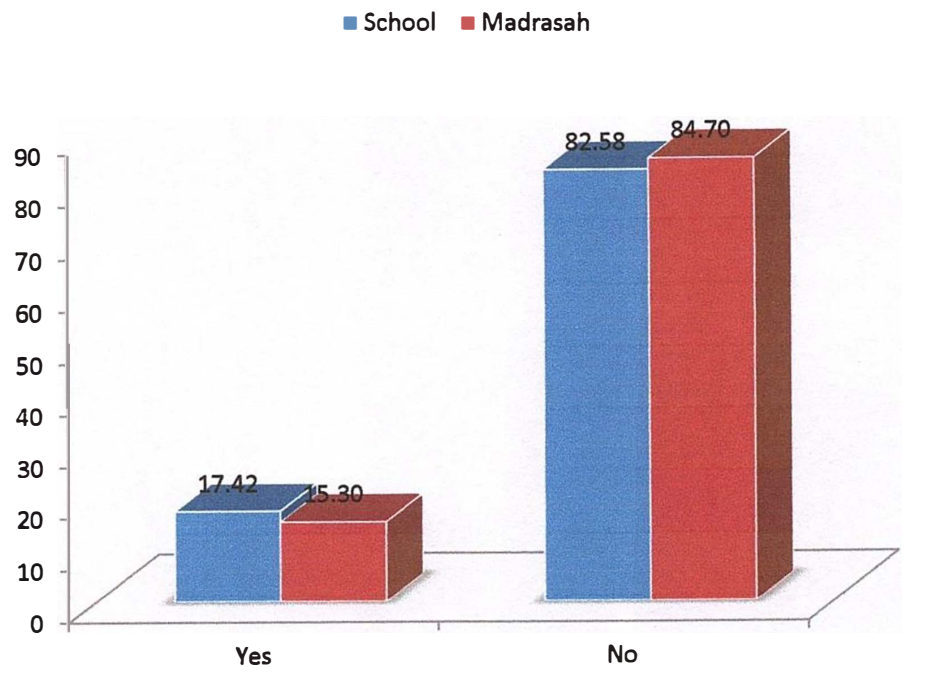


Figure 5.5.2: Opinion of the Students about Conducting the Class test and give feedback to the students timely and regularly by the Teachers

Formative assessment play important role to make conscious to the students about the real objectives of the education. As a result the students assimilate the internal and external goal of the education systematically and. It is reflected from the figure 5.3.4 that a vast majority 82.58 percent of the respondent from school and 84.70 percent of the respondent from madrasah think that the teachers do not take class test timely and regularly. Even they do not feedback to the students so that the students do not mistake such kind this error in the institutions. Because they engaged other earning activities and some teachers involve in political activities. Actually most of the teacher is not devoted in their profession. Proper monitoring is not seen in the school and madrasah. Moreover local authority does not take care the teaching learning process in the institutions. On the other hand 17.42 percent of the respondent from

school and 15.30 percent of the respondent from madrasah seems that the teacher takes class test timely and regularly in the institution .

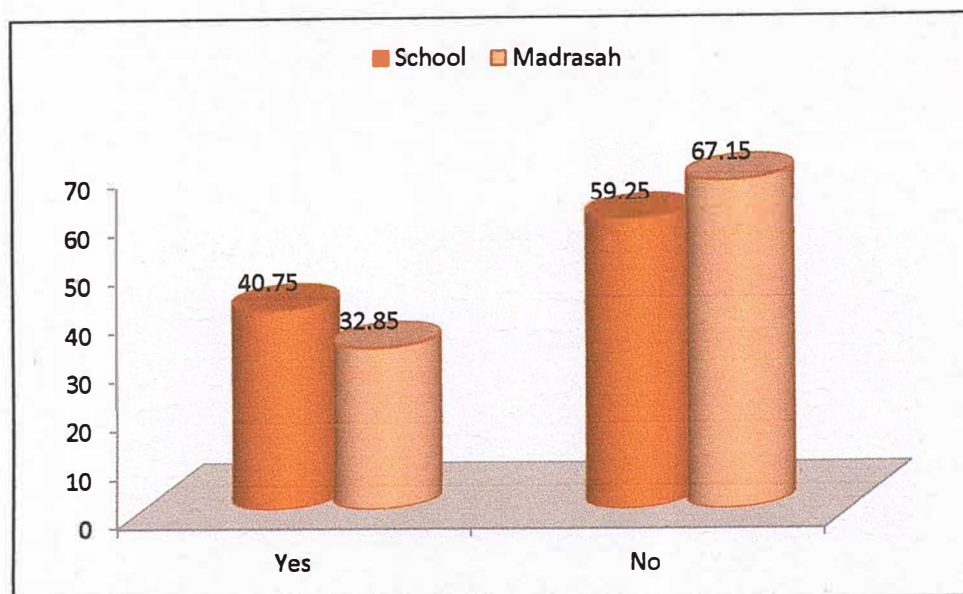


Figure 5.5.3 Opinion of the students about the applying question-answer methods to assess the particular topic in classroom by the teachers

Question-answer method is one of the formative evaluations which play very important role to implement the curriculum. The teacher is able to assess student's weakness and strength through the question answer methods. It is revealed from the figure 5.5.3 that a larger number 59.26 percent of the respondent from school and 67.15 percent of the respondent from madrasah opine that the teacher does not apply question-answer methods to the students in the class. They do not teach to the students suitably. Even they are not committed in their profession. On the other hand 40.75 percent of the respondent from school and 32.85 percent of the respondent from madrasah tell that the teachers apply question- answer methods to know the students' performance.

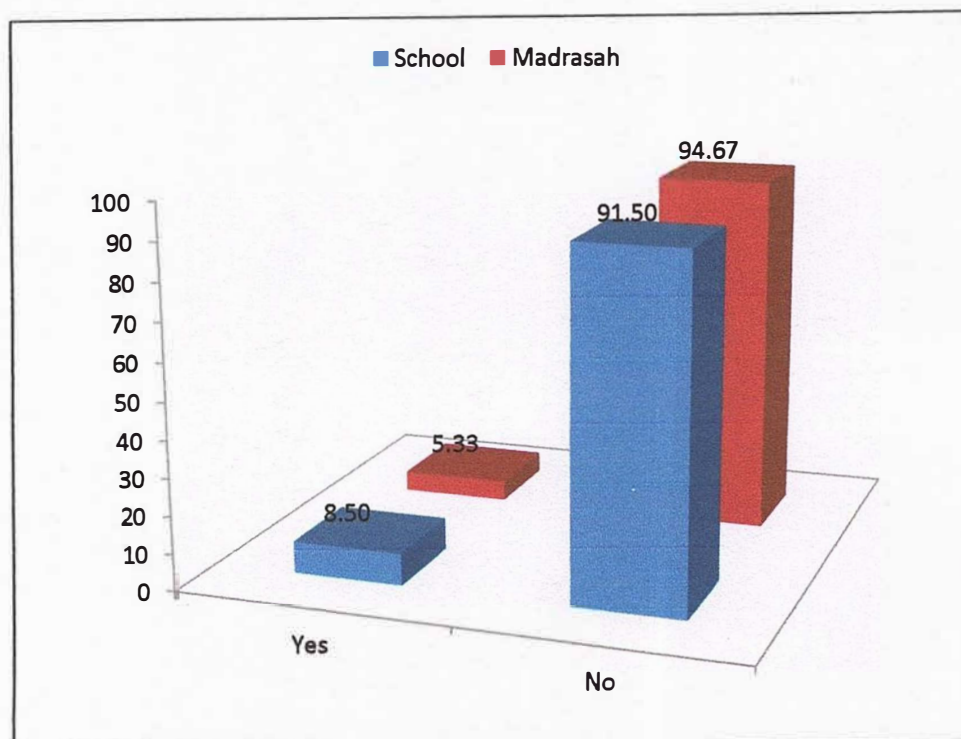


Figure 5.5.4 Opinion of the respondents about students' behavior and moral values evaluated in schools by the teachers

Students' behavior and moral values should be evaluated by the teachers in every school. Then we can expect an ideal nation. Only good result is not objective of education. So it is one kind of a formative evaluation but this system is not followed in our education. As a result we could not get expected educated and moral values person in our society. It is reflected from the figure 5.5.4 that a larger number (91.50) percent of the respondent from school and (94.67) percent of the respondent from madrasah opine that the teachers do not evaluate the students ethic in the institution. Proper monitoring is not seen in the school and madrasah. On the other hand a very insignificant number 8.50 percent of the respondent from school and 5.33 percent of the respondent from madrasah says that sometimes the teacher take under consideration about the ethical and moral values of the students.

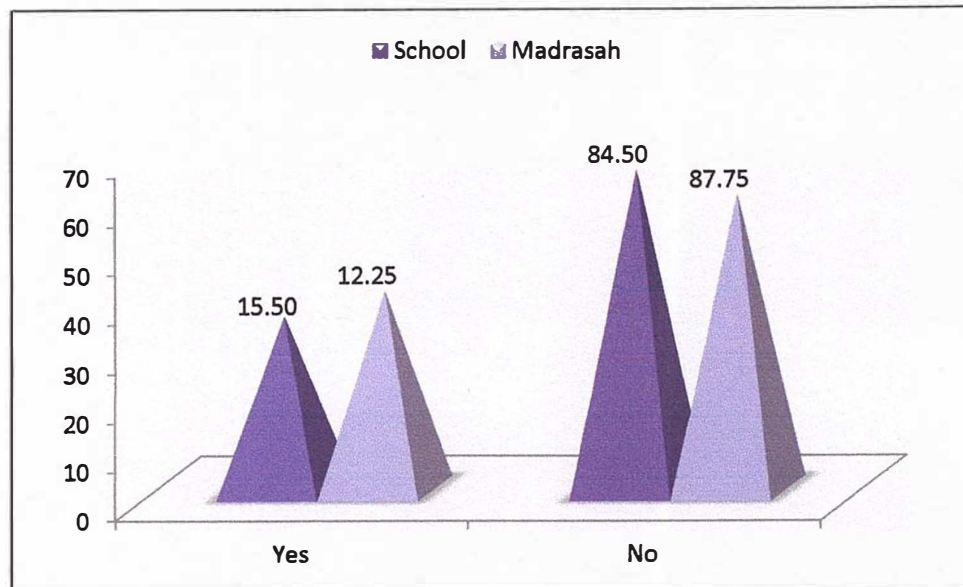


Figure 5.5.5 Respondents' view about quiz test in schools is taken by the teachers

It is reflected from the figure 5.5.5 that a quiz test is the valuable part of formative evaluation in school and madrasah. In this way a teacher is able to justify the curriculum base knowledge of the students. After that the students get clear concept of the particular subject in their class. A vast majority of the respondent 84.50 percent from school and 87.75 percent of the respondent from madrasah tell that the teacher do not arrange the quiz test for the students so that they can enrich their subject base knowledge. But an very insignificant number of the respondent 15.50 percent from school and 12.75 percent of the respondent from madrasah think that the teacher practice the quiz test in the class.

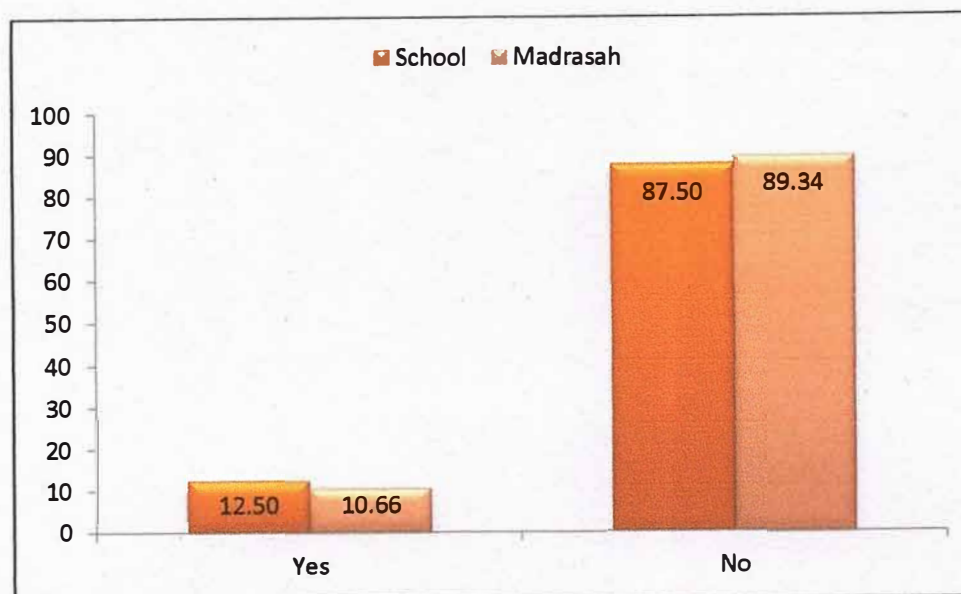


Figure 5.5.6 Opinion of the students about performing half yearly exam and giving its feedback to the students

Half yearly exam is one kind of continuous assessment which play important role to achieve the real objectives of the education. Throw this examination students assimilate the curriculum and internal and external goal of the education systematically. If the teacher gives feedback properly, student will gain the perfect objectives of the exam. It is revealed from the figure 5.5.6 that a vast majority 87.50 percent of the respondent from school and 89.34 percent of the respondent from madrasah think that they do not get proper feedback from the teachers. Even the teachers do not evaluate the answer script accurately. As a result most of the students could not overcome their lacking in spite of doing good result in final exam. In point of fact most of the teacher is not dedicated in their occupation. Proper monitoring is not seen in the school and madrasah. Moreover local authority does not monitor the educational institutions. A few number (12.50) percent of the respondent from school and 10.66 percent of the respondent from madrasah say that the teacher gives feedback to the students appropriately.

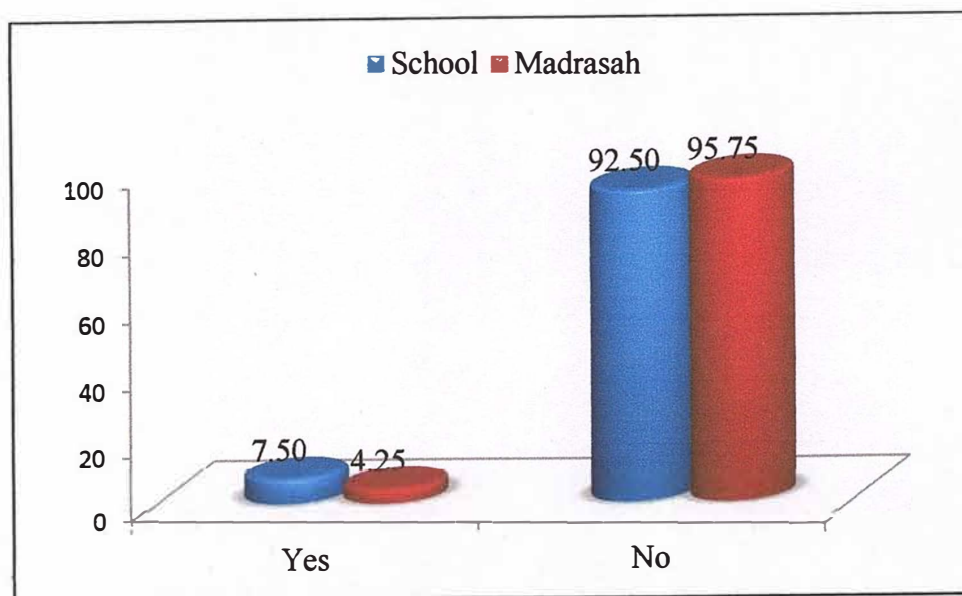


Figure 5.5.7 Students' views on the assignment is given by the teacher

It is revealed from the figure 5.5.7 that a larger number 92.50 percent of the respondent from school and 95.75 percent of the respondent from madrasah opine that the teacher does not apply assignment system to the students in the class. By the assignment the student is able to increase his creativity and writing skill. But the teachers do not give assignment to the students. On the other hand a very insignificant number (7.50) percent of the respondent from school and 4.25 percent of the respondent from madrasah inform that the teachers apply assignment methods to know the students' performance.

5.5.2 Public Exam Evaluation Process in Secondary Education

Opinion of the respondent about internal evaluation process in school and Madrasah FGD participants state that we know the discipline is good characteristic but the teachers do not inform that you are evaluated by discipline. Even they do not motivate to obey the systematic rules. Moreover the students do not know the allocation of marks in disciplines. The students of schools state that the teachers do not give formal

council about the behavior and moral values. A teacher evaluates the students of their honesty, discipline and patriotism. This information is totally unknown to the learners. Even that they are not called about their default in the school and out of school (FGD: NMS). Most of the participants comment that the teachers do not evaluate honesty, Cooptation with other, leadership of the students. They also mention that the teachers have not discussed in front of student about students awareness and toleration which is evaluated by the teacher. Some student says that a few teachers discusses about the moral values and good manners. (FGD: KHS). Some of the madrasah's learner states that often several teacher advices to the student to be an ideal citizen. Yet they do not inform us that a fixed number is allocated to attain the behavior and attitude. For this reason the moral values and virtues is decreasing day by day (FGD: BM).

A larger numbers of the student points out that internal evaluation process is very weak because students are not evaluated justified in the context of accurate content and behavior and attitude side. So the students do no polish from the wrong things. As a result the students have lost their perfect knowledge (FGD: FHS). Most of the students state that the teachers evaluate the student such way so that the aim and objectives are not attained through the students policy-2010, the teachers will evaluate to the students in formative evaluation that this works is not done by the teachers in the school and madrasah. It can be said that every teacher makes summative evaluation. For this reason we do not get effective result from the summative evaluation (FGD: NMS). FGD participants comment that the teacher evaluates the half yearly examination answer script and yearly final examination answer script and gives result. But which things students mistake in the exam, the teachers does not feedback to overcome such kind of error and oversight. They also mention that all

students are not evaluated equally. Yet those who learn to private in the school teacher get advantages in obtaining marks. (FGD: NMS). Some of the students say that the teacher has not informed about the formative evaluation (homework, class activities, class test, and question answer in classroom, weekly test and assignment). Moreover they do not know that the students are not evaluated through behavior and attitude (FGD: NDM).

5.5.3 Opinion of the respondent about evaluation system in public exam

Table 5.5.1: If the respondents think that the authority direct them to evaluate any public examination answer Paper with more relaxation

Category of Respondent		Respondent opinion		Total
		Yes	No	
School's Teacher	Frequency %	29 69.05%	13 30.95%	42 100.0%
Madrasah's Teacher	Frequency %	19 55.88%	15 44.12%	34 100.0%
Total	Frequency %	48 63.16%	28 36.84%	76 100.0%

It is evident from the table 5.5.1 that the huge majority of the respondents (63.16%) think that they are commanded to evaluate the public examination answer paper in relaxing way for passing the backward and inattentive students. On the other hand quite a significant numbers (36.84%) of the respondents feel that they are not stressed by their superior authority. Thus they evaluate the answer paper in free way. The statistics also shows that the trend of evaluation is going to weaken.

Table 5.5.2: Respondents' consent about the deficiency of the Present Evaluation System

Category of Respondent		Respondent's opinion		Total
		Yes	No	
School's Teacher	Frequency	33	9	42
	%	78.57%	21.43%	100.0%
Madrasah's Teacher	Frequency	24	10	34
	%	70.59%	29.41%	100.0%
Total	Frequency	57	19	76
	%	75%	25%	100.0%

Table 5.5.2 describes that a big number of School teachers (78.57%) have given their view that present evaluation system is defective because they do not justify all students due to their own performance. At the same time a large numbers of Madrasah teachers (70.59%) agree with the school teachers' opinion. Quite a significant numbers of the total respondents (25%) believe that this evaluation system is not imperfect.

Table: 5.5.3 Respondents consent on the present relaxed evaluation system in the public examination than that of the past

Category of Respondent		Respondent opinion		Total
		Yes	No	
Teacher	Frequency	75	1	76
	%	98.68%	1.32%	100.0%
Guardian	Frequency	32	8	40
	%	80%	20%	100.0%
Total	Frequency	107	9	116
	%	92.24%	7.76%	100.0%

Table 5.5.3 indicates that a huge majority of both teachers and guardians (92.24%) believe that the present evaluation system is relaxed than the previous evaluation

system. A very insignificant number (7.76%) of the total respondents think that existing evaluation system is not more relaxed than that of the past. Comparatively present evaluation system is not justified to measure the actual quality education in secondary level

Table: 5.5.4. Attitude of the teachers and their realization on quality education

Respondent opinion	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
DEO, Teacher and Guardian will sit to discuss mutually for better quality every month.	1	1.32	2	2.63	4	5.26	37	48.68	32	42.11
Board chairman and DD monitor teaching learning process jointly.	14	18.42	7	9.21	5	6.58	27	35.53	23	30.26
Teacher-Student ratio is 30:1	0	0.00	1	1.32	7	9.21	33	43.42	35	46.05
Proper evaluation system is necessary.	0	0.00	0	0.00	3	3.95	9	11.84	64	84.21

Table 5.5.5: Guardian's perception on quality education

Respondent opinion	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
Guardians teachers' conference helps to improve the quality education	7	17.50	4	10.00	2	5.00	17	42.50	10	25.00
Monitoring of SMC and open discussion in school is helpful for quality education.	2	5.00	3	7.50	1	2.50	16	40.00	18	45.00
Sincerity of SMC, DEO and teachers play vital role in quality education.	1	2.50	0	0.00	0	0.00	15	37.50	24	60.00
To continue proper evaluation system.	3	7.50	2	5.00	4	10.00	13	32.50	18	45.00

5.5.4 Opinion of the head teacher and educationist about evaluation process in the institutions

Renowned educationists state that honesty and righteousness of the examiner has disappeared in the context of right and wrong evaluation process. They also have explained that some student has no qualification to attain pass marks let alone they obtain GPA three or GPA four. Such kind of impure evaluation, discourage the students to avoid the hard study (KII: RE, 1,3, 5). Most of the Head teachers comment that the board authority gives very short time to evaluate the answer script and instruct to give marks liberally. They have also explained that if you can understand something correct in answer, you will give the marks. Even that because of giving fail marks, such kinds of these examiners do not get answer script next year (KII: HT 2, 3, 4, 6). One of the key informant points out that evaluation is the objective base and continuous process. Evaluation system has been changed from time to time. A student is not evaluated all side of learning by the present evaluation system. It measure content base knowledge but this things is not done properly. He also mentions that the questions arise about the objectivity and standard of evaluation (KII: GO, 1). Most of government officials comment that the students obtain such a grade point through the public examination evaluation process. In this way we could not understand the overall competence of the learners. So the knowledge, skill and attitude of students should be included in the certificate. Moreover the strangeness and weakness of the learner in skill is described in the certificate. They have also mentioned that the examiners have assessed the examinee liberally that will not give positive outcome in the education sector. After all the learners have overcome the secondary level without acquiring particular competence (KII: GO 1, 3). Most of the key informant state that the quantity of passing rate is getting importance to the quality through the present

public examination evaluation process. They say to make question in the base of aim and objectives of education. They also discuss to follow the various steps of evaluation and train up the teachers. The authority should prescribe the appropriate considerable matter for giving marks to the examinee in the public examination. Moreover the examiner should evaluate the students according to Bloom Taxonomy evaluation methods (KII: RE 1,3,4, GO 1,2,3, & CS 1,3, HT 1,2,3,4).

Some key informants say that now the nation is anxious. They are observing invested education management system. The quality of education is decreasing day by day. Education is destroyed by the present examination system and evaluation process because without realizing the new education system the authority is applying it half and half. For this reason examination has become as banter. As a result, without studying the learner are passing SSC and HSC exam (daily kalar kontho, 11 October 2016)

Most of key informants comment that in spite of prevailing the creative education system before eight years ago the teachers cannot assimilate this system. Therefore they are not making question properly. Even they cannot evaluate the answer scripts rightly. So they need sufficient training so that the teachers can completely assimilate the new education system (KII: 1, 4, 5, & CS: 2, 3)

A key informant says that the present evaluation process is not correct because the examiners do not judge language skill and full relevance of the question to examine public examination answer sheet. He also explains that the teachers give marks to the students eights learn or not at all (KII: RE, 4)

Recommendation:

1. To formulate the question in the light of aim and objective of education. Moreover the teacher mined to implement the National curriculum through the making question.
2. The authority should arrange training for the teachers so that they could understand formative evaluation and summative evaluation. Then authority will superintend properly.
3. The teachers should evaluate to the student both install exam and public exam very carefully.
4. To mind language matter, sentence making and relevance of expected demand in that question.
5. To give logical time to evaluate the answer paper. Do not motivate for giving high marks.
6. To arrange workshop for applying the effective evaluation system from time of time.

5.6 Section six: School infrastructure and other quality dimensions

According to student's opinion, there are some fundamental factors that affect the quality secondary education in Bangladesh. This section describes these factors and their inter-relationships. Students' perceptions on the schools and madrasahs infrastructure and co-operative attitudes of teachers and teachers-student's relationship issues are presented separately. It also presents that Physical learning environments that means well-equipped buildings, modern facilities have an indirect effect on learning. The condition of school buildings is related to higher student achievement after taking into account student's background" (Fuller, 1999). In this case, the quality of the learning environment was strongly correlated with pupils' achievement in English and mathematics (Carron & Chau, 1996). In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms,D.,2000).

Interaction between school and madrasah infrastructure and other quality dimensions

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, teaching-learning environment for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. For example, when pupils have to leave school and walk significant distances for clean drinking water, they may not

always return to class (Miske & Dowd, 1998). Even when schools have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children's homes. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

5.6.1 Overall infrastructure situation in Bangladesh

Infrastructure is an important component to hold up the attention of students in their learning. The structure of school is made of 5.51% of raw, 19.75% of semi-building and 74.73% of building. On the contrary the madrasah is built up 8.39% of raw, 39.86% of semi-building and 51.74% of building (Banbeis, 2014). There is 60.73% of available seating arrangement of rural area and 48.03% of urban area in the school and 65.46% of rural area and 59.67% of urban area in the madrasah (banbaies, 2014). There is 76.70% of electricity connection in school and 65.20% in madrasah. The students are influenced by the digitalized classroom but most of the institutions have not arranged it. Multimedia classroom play important role to catch the students attention in the class but a vast majority (89.90%) of secondary school has no multimedia facility on the other hand 98.30% of madrasah has no this facility. Moreover 61.8% of schools have science laboratory and 22.34% of science laboratory in madrasahs.

Some institutions were found to have separate room for the head of the institutions and some do not have. Among all 6900 institutions 60.20% institutions were found having separate room while 38.80% institutions were found without separate room for heads of the institutions. Among 2290 madrasahs, only 56.77% had separate rooms for heads. The situation was better in Higher Secondary (HS) institutions where

86.50% institution had separate for heads, followed by Junior Secondary were 32% out of 858 institution had separate room. 68% of secondary schools had this facility out of 3589. It is expected that every institution has a separate computer room for computer lab. The 2011 census among 6841 institutions shows that as high as 4100 (60%) percent institutions lack this facility. Only 33.54 percent institutions had this important facility of science laboratory. Out of 858 junior schools only 46 (5.36%) had this facility. This percentage was 370 (16.15%) for madrasahs out of 2290, 1765 (49.17) percent for secondary Schools out of 3589. The census 2012 reveals that 94.68% percent institutions have playground and 5.32% percent do not have this important facility. The percentage of institutions without this facility was 6% for madrasahs, 7% for Junior Schools, 4% for secondary education and 5% for higher secondary schools. Out of 6900 institutions 68.28% percent institutions have playground have electricity facility and 31.72% percent do not have this important facility. According to 2012 census, 67.77% institutions use tub-well water, 23.19% institutions use deep tub-well water and about 3.43% institutions use Supply water. It was found that nearly 6% percent institutions use well water. According to Census 2012 arsenic test was done for 6654 tub-wells and deep tub-wells. It is revealed that 12% water sources were arsenic contaminated. The variation between schools and madrasahs is 8% of schools and 5% of madrasahs.

Table 5.6.1: Respondent opinion about the statement “space of all classrooms of school is sufficient”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	33	25	4	44	135	241
	%	13.7%	10.4%	1.7%	18.3%	56.0%	100.0%
Madrasah	Frequency	4	8	1	28	64	105
	%	3.8%	7.6%	1.0%	26.7%	61.0%	100.0%
Total	Frequency	37	33	5	72	199	346
	%	10.7%	9.5%	1.4%	20.8%	57.5%	100.0%

Chi-Square Tests

	Value	df	P- value
Pearson Chi-Square	10.311	4	.036
Likelihood Ratio	11.623	4	.020
N of Valid Cases	346		

Hypothesis: There is no association between sufficient space of classroom and quality education of school and madrasah

Chi-square test was applied to find out the association between sufficient space of classroom and quality education of school and Madrasah. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that sufficient space of classroom has a significant effect on quality education in the school and Madrasah.

It is revealed from table 5.6.1 that space of classroom of school and Madrasah is not satisfactory because spaces of classroom are very congested. A very insignificant number of the respondent (13.7) percent from school and 3.8 percent of the respondent from madrasah strongly agree with the statement that space of classroom is sufficient for learning environment toward the quality education. A very insignificant numbers 10.4 percent of the respondent from schools and 7.6 percent of

the respondent from madrasahs has given the statement that space of classroom is sufficient in the school and madrasah sector. A huge number 56.0 percent of the respondent from schools and 61.0 percent of the respondent from madrasahs strongly disagree with the statement. Quite a significant number 18.3 percent of the respondents from schools and 26.7 percent of the respondents from madrasahs disagree with the statement. A very insignificant number 1.7 percent of the respondent from schools and 1.0 percent of the respondent from Madrasahs are neutral about the views. From the comparison between two groups we found that classroom space of schools is better than the madrasahs.

Table 5.6.2: Respondent View on the Report “Proper Fans & Lights in Classroom are Adequate”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	8	20	9	78	126	241
	%	3.3%	8.3%	3.70%	32.4%	52.3%	100.0%
Madrasah	Frequency	4	7	2	36	56	105
	%	3.8%	6.7%	1.9%	34.3%	53.3%	100.0%
Total	Frequency	12	27	11	114	182	346
	%	3.5%	7.8%	3.2%	32.9%	52.6%	100.0%

Chi-Square Tests

	Value	df	P-value
Pearson Chi-Square	13.168	4	.003
Likelihood Ratio	12.252	4	.013
N of Valid Cases	346		

Hypothesis: There is no association between sufficient fan, light in classroom and quality education of school and madrasahs.

Chi-square test was practiced to find out the association between sufficient fan, light in classroom and quality education of school and madrasah. Since the P – value is less

than 0.05; the test is significant at 5% level of significance. This means that sufficient fans and lights of classroom have a significant effect on quality education in the school and madrasah.

Proper fans and lights in the classroom are important element to hold the students' attention in schools and madrasahs. It is found from the table 5.6.2 that situation of proper fans and light in schools are comparatively better than madrasahs. A very insignificant number of respondents 3.3 percent in schools and 3.8 percent respondents in madrasahs strongly agree with the statement. 8.3 percent respondents from schools and 6.7 percent respondents from madrasah opined that fans and lights in schools and madrasahs are sufficient in teaching learning process. Most of the respondents of schools 32.4 percent and 34.3 percent of madrasahs are disagree with the statement. Huge numbers of respondents 52.3 percent and 53.3 percent respondents are strongly disagree with the proper fan and lights.

Table 5.6.3: Respondents Opinion about the Sufficient Playground of Schools and Madrasahs

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	44	41	11	37	108	241
	%	18.3%	17.0%	4.6%	15.4%	44.8%	100.0%
Madrasah	Frequency	17	15	3	16	54	105
	%	16.2%	14.3%	2.9%	15.2%	51.4%	100.0%
Total	Frequency	61	56	14	53	162	346
	%	17.6%	16.2%	4.0%	15.3%	46.8%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	11.724	4	.002
Likelihood Ratio	12.759	4	.040
N of Valid Cases	346		

Hypothesis: There is no association between the playground of school and leadership of the students in the school and madrasahs.

Chi-square test was applied to find out the relationship between playground of school and leadership of the students in the school and madrasah. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that the available of playground effect on leadership of the students in the school and madrasah.

Table 5.6.3 indicates that a huge majority of the respondents (44.8%) from schools and 51.4 percent of the respondents from madrasahs strongly disagree that the schools and madrasahs have no sufficient playground. A very insignificant number 15.4 percent of respondents from schools and 15.2 percent of respondents from madrasahs disagree with the statement. On the other hand 17 percent of respondents from schools and 14.3 percent of respondents from madrasahs agree that play ground is sufficient in the institution. All most one fifth percent (18.3%) respondents from schools and 16.2 percent of respondents from madrasahs strongly agree with the statement.

Table 5.6.4: Respondent attitude about well-maintained boundary wall in School and Madrasah

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	28	34	8	64	107	241
	%	11.6%	14.1%	3.3%	26.6%	44.4%	100.0%
Madrasah	Frequency	7	14	4	27	53	105
	%	6.7%	13.3%	3.8%	25.7%	50.5%	100.0%
Total	Frequency	35	48	12	91	160	346
	%	10.1%	13.9%	3.5%	26.3%	46.2%	100.0%

Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	14.356	4	.030
Likelihood Ratio	15.535	4	.037
N of Valid Cases	346		

Hypothesis: There is no association between well maintained boundary wall of school and attention to learning of the students in the school and madrasahs.

Chi-square test was applied to find out the association between well maintained boundary wall of school and attention to learning of the students in the school and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that the well maintained boundary wall of school has positive effect on attention to learning of the students in the school and madrasahs.

Table 5.6.4 reflects that a large number of respondents 44.4 percent from School and 50.5 percent of respondents from Madrasahs strongly disagree that their schools have no well-maintained boundary wall. A significant number of the respondents 26.6 percent from Schools and 25.7 percent respondents from Madrasahs disagree with the statement. A few number of the respondents 3.3 percent from Schools and 3.8 percent of the respondents from Madrasahs neutral about the statement. A very insignificant

number of the respondents 14.1 percent from Schools and 13.3 percent of respondents from Madrasahs agree that there is sufficient well maintained boundary wall in their schools. A few numbers of the respondent 11.6 percent from School and 6.7 percent of respondent from Madrasahs agree with the statement.

Table 5.6.5: Respondents Opinion about the Available Furniture in all Classrooms”

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	25	31	7	44	134	241
	%	10.4%	12.9%	2.9%	18.3%	55.6%	100.0%
Madrasah	Frequency	8	11	8	18	60	105
	%	7.6%	10.5%	7.6%	17.1%	57.1%	100.0%
Total	Frequency	33	42	15	62	194	346
	%	9.5%	12.1%	4.3%	17.9%	56.1%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	4.756	4	.313
Likelihood Ratio	4.457	4	.348
N of Valid Cases	346		

Hypothesis: There is no relationship between sufficient furniture in classrooms and quality education in the schools and madrasahs.

Chi-square test was applied to find out the relationship between sufficient furniture in classrooms and quality education in the schools and madrasahs. Since the P – value is greater than 0.05; the test is insignificant at 5% level of significance. This means that sufficient furniture in classrooms has not effect on quality education in the schools and madrasahs.

It is found from the table 5.6.5 that sufficient furniture play vital role on the quality education in the schools and madrasahs but there is no sufficient furniture in that schools and madrasahs. A large number of respondents 55.6 percent from schools and

57.1 percent of respondents from madrasahs strongly disagree with the statement. A small numbers of the respondents 18.3 percent from schools and 17.1 percent of the respondent from madrasah agree with the respondent. On the other hand an insignificant number 12.9 percent of respondents from Schools and 10.5 percent of the respondent from Madrasahs agree that sufficient furniture are available in their institution. One tenth percent of the respondent 10.4 from school and 7.6 percent of respondent from madrasahs strongly agree with the statement.

Table 5.6.6: Respondent opinion on the statement “drinking water facility is available”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	87	65	2	35	52	241
	%	36.1%	27.0%	.8%	14.5%	21.6%	100%
Madrasah	Frequency	33	18	4	21	29	105
	%	31.4%	17.1%	3.8%	20.0%	27.6%	100.0%
Total	Frequency	120	83	6	56	81	346
	%	34.7%	24.0%	1.7%	16.2%	23.4%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	9.646	4	.047
Likelihood Ratio	9.366	4	.043
N of Valid Cases	346		

Hypothesis: There is no association between available drinking water facility and education input to attain quality education in the school and madrasahs.

Chi-square test was applied to find out the association between available drinking water facility and education input to attain quality education in the school and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of

significance. This means that available drinking water facility has effect on education input to attain quality education in the school and madrasah.

It is found from the table 5.6.6 that a significant number of the respondent 21.6 percent from schools and 27.6 percent of the respondent from madrasahs strongly disagree that their school cannot arrange drinking water facility in the school and madrasahs. A very few number of respondent 14.5 percent from school and 20 percent of the respondent from madrasah disagree with the statement. A large number of respondents 27 percent from school and 17.1 percent of the respondent from madrasah agree that there is sufficient drinking water facility in the school and madrasah. A significant number of the respondent 36.1 percent from school and 31.4 percent of the respondent from madrasahs strongly agree with the statement.

Table 5.6.7: Respondent opinion on the statement “the school has separate toilet for boys & girls”.

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	20	20	12	61	128	241
	%	8.3%	8.3%	5.0%	25.3%	53.1%	100.0%
Madrasah	Frequency	5	10	4	26	60	105
	%	4.8%	9.5%	3.8%	24.8%	57.1%	100.0%
Total	Frequency	25	30	16	87	188	346
	%	7.2%	8.7%	4.6%	25.1%	54.3%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	1.837	4	.766
Likelihood Ratio	1.945	4	.746
N of Valid Cases	346		

Hypothesis: There is no relationship between separate toilet of school for boys & girls and attentiveness of students in class lesson.

Chi-square test was applied to find out the relationship between separate toilet of school for boys & girls and attentiveness of students in class lesson. Since the P – value is greater than 0.05; the test is insignificant at 5% level of significance. This means that has not significant association between separate toilet of school for boys & girls and attentiveness of students in class lesson.

Table 5.6.7: indicates that a vast majority of respondents 53.1 percent from school and 57.1 percent of respondents from madrasahs strongly disagree that there is no sufficient separate toilet for boys & girls. One forth percent of respondent 25.3 from school and 24.8 percent of respondent from madrasahs disagree with the statement. Very few numbers of the respondent 5 percent from school and 3.8 percent of respondent from madrasahs do not give opinion. On the other hand an insignificant number of the respondent 8.3 percent from school and 9.5 percent of respondent from madrasahs agree with the statement. A small number of respondents 8.3 percent from school and 4.8 percent of respondent from madrasahs strongly agree with the statement.

Table 5.6.8: Respondents view about sufficient books in library

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	15	16	5	81	124	241
	%	6.2%	6.6%	2.1%	33.6%	51.5%	100.0%
Madrasah	Frequency	2	5	2	28	68	105
	%	1.9%	4.8%	1.9%	26.7%	64.8%	100.0%
Total	Frequency	17	21	7	109	192	346
	%	4.9%	6.1%	2.0%	31.5%	55.5%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	6.666	4	.155
Likelihood Ratio	7.183	4	.127
N of Valid Cases	346		

Hypothesis: There is no relationship between sufficient books in library and quality education of schools and madrasahs.

Chi-square test was applied to find out the relationship between sufficient books in library and quality education of schools and madrasahs. Since the P – value is greater than 0.05; the test is insignificant at 5% level of significance. This means that has not significant association between sufficient books in library and quality education of schools and madrasahs.

Table 5.6.8 reflects that sufficient book in library is positive impact to the student reading habit which helps to acquire the quality education. But most of respondents 51.5 percent from school and 64.8 percent of the respondent from madrasahs strongly disagree that there is no sufficient book in their schools and madrasah library. One third 33.6 percent of the respondents from school and 26.7 percent of the respondents from madrasahs disagree with the statement. A few numbers 6.6 percent of the respondents from schools and 4.8 percent of the respondent from madrasahs agree with the statement. An insignificant number 6.2 percent of the respondents from school and 1.9 percent of the respondents from madrasahs strongly agree with the statement.

Table 5.6.9: Respondent Opinion on the Arrangement of Co-curricular Activities in the Schools and Madrasahs Regularly

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency	19	9	22	41	150	241
	%	7.9%	3.7%	9.1%	17.0%	62.2%	100.0%
Madrasah	Frequency	3	1	7	23	71	105
	%	2.9%	1.0%	6.7%	21.9%	67.6%	100.0%
Total	Frequency	22	10	29	64	221	346
	%	6.4%	2.9%	8.4%	18.5%	63.9%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	9.676	4	.004
Likelihood Ratio	10.562	4	.009
N of Valid Cases	346		

Hypothesis: There is no relationship between co-curricular activities and quality education in the schools & madrasahs.

Chi-square test was applied to find out the association between co-curricular activities and quality education in the schools & madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that co-curricular activities have effect on quality education in the schools & madrasahs.

It is found from the table 5.6.9 that a vast majority 62.2 percent of the respondents from school and 67.6 percent of the respondents from madrasah strongly disagree with the statement. A small number of the respondent 17 percent from school and 21.9 percent of the respondent from madrasahs disagree above the statement. On the other hand a very insignificant number of the respondent 3.7 percent from school and 1 percent of the respondent from madrasahs agree with the statement. A few numbers of the respondent 7.9 percent from school and 2.9 percent of the statement from madrasah strongly disagree with the statement. Some numbers 9.1 percent of the respondent from school and 6.7 percent of the respondent from madrasah are neutral about the declaration.

Table 5.6.10: Respondent Attitude on the Adequateness Building Facility in the Institutions

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency %	62 25.7%	54 22.4%	6 2.5%	58 24.1%	61 25.3%	241 100.0%
Madrasah	Frequency %	14 13.3%	8 7.6%	6 5.7%	39 37.1%	38 36.2%	105 100.0%
Total	Frequency %	76 22.0%	62 17.9%	12 3.5%	97 28.0%	99 28.6%	346 100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	23.718	4	.000
Likelihood Ratio	25.224	4	.000
N of Valid Cases	346		

Hypothesis: There is no relationship between adequate building facility and quality education of schools and madrasahs.

Chi-square test was applied to find out the relationship between adequate building facility and quality education of schools and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that adequate building facility has effect on quality education of schools and madrasahs.

Table 5.6.10 indicates that 25.7 percent of the respondent from school and 13.3 percent of the respondent from madrasahs strongly agree that the school has adequate building facility. A small number of the respondent 22.4 percent from school and 7.6 percent of the respondent from madrasahs agree with the statement. On the other hand 24.1 percent of the respondent from school and 37.1 percent of the respondent from madrasah disagree with the statement. A significant number of the respondent 25.3 percent from school and 36.2 percent of the respondent from madrasah strongly

disagree with the statement. But 2.5 percent of the respondent from school and 5.7 percent of the respondent from madrasah did not give any comment.

Table 5.6.11: Respondent perception about the laboratory in their Institutions

Category	Response	SA	A	UD	DA	SDA	Total
School	Frequency %	62 25.7%	54 22.4%	6 2.5%	58 24.1%	61 25.3%	241 100.0%
Madrasah	Frequency %	14 13.3%	8 7.6%	6 5.7%	39 37.1%	38 36.2%	105 100.0%
Total	Frequency %	76 22.0%	62 17.9%	12 3.5%	97 28.0%	99 28.6%	346 100.0%

5.6.2 Opinion of the students about study environment of Institutions.

Table 5.6.12: Respondent satisfaction level on the Study environment of school duration at 10 am to 4 pm

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency %	65 27.0%	30 12.4%	11 4.6%	55 22.8%	80 33.2%	241 100.0%
Madrasah	Frequency %	25 23.8%	13 12.4%	1 1.0%	18 17.1%	48 45.7%	105 100.0%
Total	Frequency %	90 26.0%	43 12.4%	12 3.5%	73 21.1%	128 37.0%	346 100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	7.619	4	.107
Likelihood Ratio	7.204	4	.125
N of Valid Cases	346		

Hypothesis: There is no relationship between Study environment of school duration at 10 am to 4 pm and quality of secondary education in the school and madrasah.

Chi-square test is determined to find out the association between Study environment of school duration at 10 am to 4 pm and quality of secondary education. Since the P – value is greater than 0.05; the test is insignificant at 5% level of significance. This means that Study environment of school duration at 10 am to 4 pm has no effect on quality of secondary education in the school and madrasah.

Table 5.6.12 demonstrated that, study environment of school and madrasah are very necessary to improve the quality of education. It is found that 27 percent respondent of school and 23.8 percent of the respondents from Madrasah are highly satisfied with study environment of their school. A very insignificant number 12.4 percent of the respondent from School and 12.4 percent of the respondent from Madrasah are satisfied with study environment of their institution. Quite a significant numbers 22.8 percent of the respondents from School and 17.1 percent of the respondent from Madrasah are not satisfied with the school' study environment. A larger numbers 45.7 percent of the respondent from madrasah and 33.2 percent of the respondent from school are not totally satisfied with the statement. A very insignificant number 4.6 percent of respondent from School and 1 percent of respondent from Madrasah do not give any comment.

Table 5.6.13: Respondent satisfaction level about the Teacher-student relationship is helpful to improve the quality education.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	53	55	5	58	70	241
	%	22.0%	22.8%	2.1%	24.1%	29.0%	100.0%
Madrasah	Frequency	14	17	2	33	39	105
	%	13.3%	16.2%	1.9%	31.4%	37.1%	100%
Total	Frequency	67	72	7	91	109	346
	%	19.4%	20.8%	2.0%	26.3%	31.5%	100%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	17.417	4	.005
Likelihood Ratio	18.606	4	.007
N of Valid Cases	346		

Hypothesis: There is no association between Teacher-student relationship and improving quality of secondary education in the institution.

Chi-square test was convenient to find out the connection between Teacher-student relationship and improving quality of secondary education in the institution. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that teacher-student relationship has positive effect on improving quality of secondary education in the institution.

Table 5.6.13 presents that teacher-student relationships are vital factor to improve the quality of education in school and madrasah. But we observe different picture in the institution. A large number 29 percent of the respondent from school and 37.1 percent of the respondent from Madrasah are not satisfied with the exiting teacher- student relationship. Quite a significant numbers 31.4 percent of the respondent from madrasah and 24.1 percent of the respondent from school are not satisfied with the statement. On the other hand a small numbers 16.2 percent of the respondent from madrasah and, 22.8 percent of the respondent form School are satisfied with the teacher- student relationship. A insignificant numbers 13.3 percent of the respondent from madrasah and 22 percent of the respondent from school are highly satisfied with the statement.

Table 5.6.14: Respondent opinion on the statement about Student teacher ratio-30:1

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	98	57	14	27	45	241
	%	40.7%	23.7%	5.8%	11.2%	18.7%	100.0%
Madrasah	Frequency	37	32	12	9	15	105
	%	35.2%	30.5%	11.4%	8.6%	14.3%	100.0%
Total	Frequency	135	89	26	36	60	346
	%	39.0%	25.7%	7.5%	10.4%	17.3%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	15.852	4	.004
Likelihood Ratio	14.492	4	.003
N of Valid Cases	346		

Hypothesis: There is no relationship between teacher- student ratio and quality education in the schools and madrasahs.

Chi-square test was applied to find out the relationship between teacher- student ratio and quality education in the schools and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that teacher-student ratio has effect on quality education in the schools and madrasahs.

The above table 5.6.14 shows that a large numbers 40.7 percent of the respondent from school and 35.2 percent of the respondent from madrasah are highly satisfied about the teacher- student ratio in the school and madrasah. Teacher-student ratio is very effective component of the quality of secondary education. Quite a significant number 23.7 percent of the respondent from school and 30.5 percent of the respondent from madrasah are satisfied with the statement. But 5.8 percent of the respondent from school and 11.4 percent of the respondent from madrasah do not give any opinion. On the other hand a very insignificant numbers 11.2 percent of the

respondent from school and 8.6 percent of the respondent from madrasah are not satisfied with the teacher- student ratio of their institution. Quite a significant number 18.7 percent of the respondent from school and 14.3 percent of the respondent from madrasah are totally unsatisfied with the statement.

5.6.15: Respondent pleasure level on School's infrastructure (building, light and fan in class room, furniture, separate toilet for girls and playground)

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	73	30	5	44	89	241
	%	30.3%	12.4%	2.1%	18.3%	36.9%	100.0%
Madrasah	Frequency	23	11	2	27	42	105
	%	21.9%	10.5%	1.9%	25.7%	40.0%	100.0%
Total	Frequency	96	41	7	71	131	346
	%	27.7%	11.8%	2.0%	20.5%	37.9%	100.0%

Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	19.219	4	.046
Likelihood Ratio	18.783	4	.037
N of Valid Cases	346		

Hypothesis: There is no association between School's infrastructure and effective teaching- learning practice in the school and madrasahs.

Chi-square test was applied to find out the association between School's infrastructure and effective teaching- learning practice in the school and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that School's infrastructure has a significant effect on teaching- learning practice in the school and madrasah.

It is evident from the table 5.6.15 that School's infrastructure (building, light and fan in class room, furniture, separate toilet for girls and play ground) is very important to maintain the quality of secondary education .A large numbers 36.9 percent of the respondents from School and 40 percent of the respondents from Madrasahs are totally not satisfied about the School's infrastructure. Quite a significant number 18.3 percent of the respondents from Schools and 25.7 percent respondents from Madrasahs are not satisfied with the statement. A few numbers of respondents 2.1 percent from Schools and 1.9 percent of respondents from Madrasahs are neutral about the statement. A very insignificant number of respondents 12.4 percent from Schools and 10.5 percent of respondents from Madrasahs are satisfied with school's infrastructure of the particular institution. Quite a significant numbers of respondent 30.3 percent from School and 21.9 percent of respondent from Madrasahs are highly satisfied with the statement.

5.6.16: Respondent satisfaction level about Monitoring of students by the teachers and guardians to ensure better performance

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	66	37	8	43	87	241
	%	27.4%	15.4%	3.3%	17.8%	36.1%	100.0%
Madrasah	Frequency	19	15	7	26	38	105
	%	18.1%	14.3%	6.7%	24.8%	36.2%	100.0%
Total	Frequency	85	52	15	69	125	346
	%	24.6%	15.0%	4.3%	19.9%	36.1%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	15.259	4	.002
Likelihood Ratio	16.880	4	.003
N of Valid Cases	346		

Hypothesis: There is no relationship between monitoring of students by the teachers and guardians and better performance of the students in the schools & madrasahs.

Chi-square test was applied to find out the association between monitoring of students by the teachers and guardians and better performance of the students in the schools & madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that monitoring of students by the teachers and guardians have positive effect on better performance in learning of the students in the schools & madrasahs

Table 5.6.16 represents that monitoring of students by the teachers and guardians is more essential path to ensure the quality of secondary education. Quite a significant numbers 27.4 percent of the respondent from school and 18.1 percent of the respondents from madrasah are highly satisfied that their teachers and guardians monitor properly to ensure the better performance of them. An insignificant numbers 15.4 percent of the respondent from school and 14.3 percent of the respondent from madrasahs are satisfied with the statement. On the other hand all most one fifth 17.8 percent of the respondent from school and 24.8 percent of the respondent from madrasah are not satisfied with the statement. A large numbers 36.1 percent of the respondent from school and 36.2 percent of the respondent from madrasah are not totally dissatisfied about the monitoring system. A very insignificant numbers 3.3 percent of the respondent from school and 6.7 percent of the respondent from madrasah are neutral about the statement.

5.6.17: Respondent satisfaction on the responsibility of teacher in teaching carefully.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	61	28	7	56	89	241
	%	25.3%	11.6%	2.9%	23.2%	36.9%	100.0%
Madrasah	Frequency	22	13	9	21	40	105
	%	21.0%	12.4%	8.6%	20.0%	38.1%	100.0%
Total	Frequency	83	41	16	77	129	346
	%	24.0%	11.8%	4.6%	22.3%	37.3%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	10.934	4	.000
Likelihood Ratio	10.565	4	.001
N of Valid Cases	346		

Hypothesis: There is no relationship between responsibility of teacher in teaching carefully and quality education in the schools and madrasahs.

Chi-square test was applied to find out the relationship between responsibility of teacher in teaching carefully and quality education in the schools and madrasahs. Since the P – value is less than 0.05; the test is significant at 5% level of significance. This means that responsibility of teacher in teaching carefully has effect on quality education in the schools and madrasahs.

It is found from the table 5.6.17 that responsibility of teacher in teaching carefully play vital role on the quality education in the schools and madrasahs but their responsibilities in teaching are not satisfactory stage to the students. A large numbers 36.9 percent of the respondents from schools and 38.1 percent of the respondents from madrasahs are not totally satisfied about the responsibility of teachers in teaching. A small numbers 23.2 percent of the respondents from schools and 20 percent of the respondent from Madrasah are not satisfied with the statement. On the

other hand an insignificant numbers 11.6 percent of the respondent from Schools and 12.4 percent of the respondent from Madrasahs are satisfied with their teachers' responsibility in teaching methods. Quite a significant numbers 25.3 percent of the respondent from school and 21 percent of the respondent from madrasahs are highly satisfied with the statement.

5.6.18: Respondent satisfaction level about the arrangement of class test properly.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	40	34	7	63	97	241
	%	16.6%	14.1%	2.9%	26.1%	40.2%	100.0%
Madrasah	Frequency	15	7	1	33	49	105
	%	14.3%	6.7%	1.0%	31.4%	46.7%	100.0%
Total	Frequency	55	41	8	96	146	346
	%	15.9%	11.8%	2.3%	27.7%	42.2%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	6.320	4	.177
Likelihood Ratio	6.900	4	.141
N of Valid Cases	346		

Hypothesis: There is no association between arrangement of class test properly and quality of education in the school and madrasahs.

Chi-square test was applied to find out the relationship between arrangement of class test properly and quality of education in the school and madrasahs. Since the P – value is greater than 0.05; the test is insignificant at 5% level of significance. This means that arrangement of class test properly has no effect on quality education in the schools and madrasahs.

Properly class test arrangement is very important indicator to evaluate the students' knowledge clearly. It is evident from the table 5.6.18 that a large numbers 40.2 percent of the respondents from schools and 46.7 percent of the respondents from madrasahs are not totally satisfied with the class test arrangement. Quite a significant numbers 26.1 percent of respondent from school and 31.4 percent of the respondent from madrasah are not satisfied with the statement. A very insignificant numbers 14.1 percent of the total respondents from school and 6.7 percent of the respondent from madrasah are satisfied that there is proper class test arrangement system in the school and madrasahs. Moreover 16.6 percent of the respondents from school and 14.3 percent of the respondent from madrasahs are highly satisfied with the statement.

Table 5.6.19: Respondent satisfaction stage on the arrangement of co-curricular activities such as sports, cultural activities, celebration of different national day.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	33	31	11	62	104	241
	%	13.7%	12.9%	4.6%	25.7%	43.2%	100.0%
Madrasah	Frequency	6	5	3	29	62	105
	%	5.7%	4.8%	2.9%	27.6%	59.0%	100.0%
Total	Frequency	39	36	14	91	166	346
	%	11.3%	10.4%	4.0%	26.3%	48.0%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	13.221	4	.010
Likelihood Ratio	14.394	4	.006
N of Valid Cases	346		

Hypothesis: There is no relationship between co-curricular activities such as sports, cultural activities, celebration of different national day and quality of secondary education in the school and madrasahs.

Chi-square test was applied to find out the relationship between co-curricular activities such as sports, cultural activities, celebration of different national day and quality of secondary education in the school and madrasahs. Since the P-value is less than 0.05; the test is significant at 5% level of significance. This means that co-curricular activities such as sports, cultural activities, celebration of different national day have effect on quality secondary education in the school and madrasah.

Co-curricular activities such as sports, cultural activities, celebration of different national day are very essential to every student's lives because it invents internal power of men such as morality and leadership. It appears from the table 5.78 that a very insignificant numbers 13.7 percent of the respondents from School and 5.7 percent of the respondents from Madrasahs are highly satisfied about the co-curricular activities implementation in the institution. 12.9 percent of the respondents from Schools and 4.8 percent of the respondents from Madrasahs are satisfied with the statement. Quite a significant numbers 25.7 percent of the respondents from Schools and 27.6 percent of the respondents from Madrasahs are not satisfied with the practices of co-curricular activities. A large numbers 43.2 percent of the respondent from School and 59 percent of the respondent from Madrasahs are not totally satisfied about arrangement of co-curricular activities in school and madrasah. A few numbers 4.6 percent of the respondent from Schools and 2.9 percent of the respondents from Madrasahs do not give any comment about the statement.

Table 5.6.20: Respondent satisfaction level about special Take care of weak students.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	29	19	4	78	111	241
	%	12.0%	7.9%	1.7%	32.4%	46.1%	100.0%
Madrasah	Frequency	18	12	6	21	48	105
	%	17.1%	11.4%	5.7%	20.0%	45.7%	100.0%
Total	Frequency	47	31	10	99	159	346
	%	13.6%	9.0%	2.9%	28.6%	46.0%	100.0%

Chi-Square Tests

	Value	df	P-Value
Pearson Chi-Square	10.501	4	.033
Likelihood Ratio	10.256	4	.036
N of Valid Cases	346		

Hypothesis: There is no association between special take care of weak students and cordiality of teachers with the students of the schools and madrasahs.

Chi-square test was applied to find out the relationship between special take care of weak students and cordiality of teachers with the students of the school and madrasah.

Since the P – value is less than 0.05; the test is significant at 5% level of significance.

This means that special take care of weak students and cordiality of teachers has positive effect on quality education in the schools and madrasahs.

Table 5.6.20 demonstrates that special take care of weak students play positive role to hold the students' attention at their lesson in the class. But we could not observe the teacher's cordiality to the students. Most of respondents 46.1 percent of the respondents from school and 45.7 percent of the respondent from madrasah are not totally satisfied with their teacher's take care about the teaching. One third percent of the respondents 32.4 percent of the respondents from school and 20.0 percent of the respondents from madrasah are not satisfied above the statement. A few number 7.9 percent of the respondents from schools and 11.4 percent of the respondents from madrasahs are satisfied with the statement. An insignificant numbers 12.0 percent of the respondents from school and 17.1 percent of the respondents from madrasahs are highly satisfied with the statement.

5.6.21: Respondent satisfaction level about school administration is hard for quality education.

Category	Response	H.S	S	N.C	N.S	T.N.S	Total
School	Frequency	35	39	9	89	69	241
	%	14.52	16.18	3.73	36.93	28.63	100.0%
Madrasah	Frequency	11	12	4	47	31	105
	%	10.48	11.43	3.81	44.76	29.52	100.0%
Total	Frequency	46	51	13	136	100	346
	%	13.29	14.74	3.76	39.31	28.90	100.0%

School administration such as its rules and regulation, school's uniform, importance of homework and attendance are very significant to every student's lives because these things make a student a responsible man. It reveals from the table 5.6.21 that quite a significant number 28.63 percent of the respondents from School and 29.52 percent of the respondents from Madrasahs are totally not satisfied about school's administration. A vast number 36.93 percent of the respondents from Schools and 44.76 percent of the respondents from Madrasah are not satisfied with the statement. A very insignificant number 11.43 percent of the respondents from Madrasah and 16.18 percent of the respondents from Schools are satisfied with the practices of administrative activities. Moreover a very insignificant number 14.52 percent of the respondent from School and 10.48 percent of the respondent from Madrasahs are highly satisfied about school administration.

Table 5.6.22: Attitude of the Teachers and Their realization on Quality Education

Respondent opinion	SDDD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
The authority will step to give standard salary to the teacher for socio-economic development.	0	0.00	2	2.63	4	5.26	19	25.00	51	67.11
To communicate teacher and guardian each other for exchanging view on effective teaching learning process.	7	9.21	6	7.89	5	6.58	21	27.63	37	48.68
If the teacher perform their duties properly, quality of education will be developed as soon as.	11	14.47	7	9.21	3	3.95	19	25.00	36	47.37

Table 5.6.23 Guardian's Perception on Quality Education

Respondent	SD	(%)	D	(%)	N	(%)	A	(%)	SA	(%)
Infrastructure (building, play ground, electricity)	1	2.50	2	5.00	0	0.00	17	42.50	20	50.00
Co-curriculum activities (cultural	4	10.00	2	5.00	3	7.50	14	35.00	17	42.50
Laboratory and its proper using in the institutions	2		3		0		12		23	

5.6.4 Perception of head teachers and educationist about infrastructure and other quality dimensions

The facilities of school contribute to acquire the student's knowledge. Quality secondary education depends on infrastructure and other quality dimensions such as size of classroom and its environment, availability of lavatories and clean water supply, sufficient space for movement, furniture, latrines for girls and safe environment up down in the school. These are affecting quality education in the school and madrasah.

Most of the key informants opines that good infrastructure is very necessary to acquire the quality education. They also explain that infrastructure and other quality dimensions are related to quality education indirectly. But reality is more sorrowful in the rural areas. There is no sufficient fan-light and furniture in school and Madrasah of rural areas (KII: RE, 3.6).

One of the key informants says that the journey to school is not fully safe for the girl's students. The girls become physical attacks either on public transportation in cities or remote paths in rural areas. He also mentions that in many areas of our country, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students (KII: RE 4).

Most of the Head teachers Comment that class room, seating arrangement for the student and light-air are very inadequate for the quality learning environment in school and madrasah. They also explain that most of boy's students and all girls' students are freed from school fees. Even they could not get financial donations from the upper authority. So they could not manage the small educational aids (kII: HT, 1, 2, 3, 4).

Some of the head teachers state that we have no sufficient school building plenty instructional materials for teacher, library and laboratories in school and madrasah. Moreover there is no drinking water facility and playground to practice co-curriculum activities (KII: HT, 5,6,7).

One of the key informants says that infrastructure and other quality dimension are progressing but it is not adequate to the demand. Moreover the infrastructure of school and madrasah in rural area is very weak. These are not fit for quality secondary

education. He also explain that there is outworn building in the remote area where the learners could not sit comfort. Besides some building are not protected from raindrop in class room. (Kll: RE, 6).

Some government officials says that neat and clean school campus, free from racket and surrounded natural scenery are very suitable for teaching learning process. But such kind of the environment is absence in the maximum educational institution. They also explain that most of school and madrasah is not seen cleanliness condition inside of school campus. As a result some students don't give full attention in their study (Kll: GO 2,3).

Renowned educationists opine that good environment in class room is very crucial for effective learning. They have also mentioned that light- air, sufficient space in class room is very necessary for learning environment. Moreover educational aids such as map, chart, glob, black board, white board, chalk and duster play important role to hold the learners' attention in the learning. But these kind of facilities are not available in school and madrasah (Kll: RE, 3,5).

Another Renowned educationist states that internal environment of education such family, home study room of learner and mental construction of learner are very important to quality education. It can be said that most of the learners could not get sound internal environment in their house. So the teachers should encourage the students to learn academic knowledge (kll: RE, 5).

Recommendations:

- (i) To give financial power the local administration so that they can take proper steps to remove the infrastructural problem as soon as.

- (ii) To establish two laboratories in each union of comparatively better school. Then another institution' students will come to that laboratory and do practices there.
- (iii) To ensure safe paths for the students, especially girls so that they can up down their school and madrasah without any fear.

5.7 Conclusion

Most stakeholders expected quality SE to develop survival skills amongst learners' morality and contemporary knowledge. Through the collected data, the present state of secondary education has been explored in this chapter. In all interviews the underlying idea about QSE working to help students to make a contribution to society and nation came through strongly. Most respondents shared the idea that QSE was likely to be provided in schools that had sound educational policies and where the values and beliefs of all SE stakeholders were taken into account. Availability of quality teaching and learning resources was considered important. There was also an agreement amongst most stakeholders that employment of teachers should be knowledgeable and skilled in their profession. Most of the respondents wanted that the profession of teaching should be more valuable profession than others. Educationist thinks that guardians and community people are involved in the educational activities with their learners.

Chapter- Six

Findings, Policy Implication and Conclusion

6.0 Prelude

This study has attempted to address the gaps which have been identified in the literature by exploring ways to improve the QSE in Bangladesh from the perspectives of key stakeholders including educationist, policy makers, parents, students, selected education officers. The chapter also presents the major findings and the policy implications of the findings. This chapter offers specific recommendations for policy, practice, and further research.

Major findings of this study are as follow

6.1 Learning outcome on the basis of curriculum

- Maximum 96.05%)of the respondents from teacher and 85% of guardian have expressed that quantity of passing rate and other dimension is increasing but learner's knowledge and morality are decreasing gradually in the secondary stage.
- The result of public examination is very good but curriculum based knowledge of the learners is poor in the study area.
- Under the field survey data 0.64 percent of the respondent from school could be able to answer 80% of the correct items, respectively followed by 18.50% respondent half of the items, and 55% respondent below 33% correct items. On the other hand none of the respondent from madrasah could not give 80% of the correct items, followed by 14.24 percent of the respondent have answered correctly a half of items and 46.67 percent of the respondent have given below 33% of the correct items.

- Of the five common subject area the learners of the general stream showed better performance than the students of madrasah stream. Under the test the students of the both streams showed better performance in Bangladesh Studies respectively followed by Everyday Science, Bangla, Mathematics and English.
- The pass rate of English is 37.14 percent for madrasah's students whereas 58.92 percent for same subject in general stream.
- On average the students correctly answered 35.65% of the item in the whole test; One of them 65.90 percent for school students 34.10 percent for the madrasah student. English and Mathematics' performance was very poor both in school and madrasah. Comparatively the learner of general stream is better than that of the madrasah. The students of school found heterogeneous than the madrasah stream.
- Achievement of student's knowledge/skill at the end of the class was also below the standard both in school and madrasah.
- Students' performance was poor in the context of madrasah whereas it was average in the general stream.

6.2 Status of dropout rate

- The role of secondary stage is very comprehensive to make learners' skill development so that they can achieve the ability of international standard knowledge about science and technology. But a larger number of the learners from school 41.94% and 47.14% from madrasah are dropped out from secondary level.
- Forty percent of the dropout student's father is farmer and 34 percent are day labor. Of the remaining 26 percent, 9.3 percent are involved in small business and 5.9 percent are rickshaw/ van driver.
- Survey also analyzed the opinion of the guardians where researcher found 78% dropout students did not continue for any further education and only 22% of the students continued in other type of institution.
- The study has indicated that poverty which is due to low income of the guardians is the principal reason for dropout. 17.4% dropout occurred due to low income of the guardians. This has come out from the reply of both the head teachers as well as guardians. High expenditure of education (13.6%) is one of the vital reasons for dropout. 13.3 percent dropout is due to early marriage of the female students according to the opinion of the guardians.
- Adverse study-environment and lack of interest of the family are one of the important reasons for the dropout as per the study.
- There are some social problems for dropout such as eve-teasing, inadequate infrastructure and not safe paths from the up down school.
- Lack of student- friendly teaching learning environment is also reason for dropout in the school and madrasah.

- In the study 13% of dropout students from secondary school are not real dropouts and they are enrolled in some other institution. This has led to overestimation of dropouts. Government should frame an effective student in/out transfer policy so that any transfer out and it can be properly recorded in the institutions.

6.3 Completion of secondary education

- The passing rate was 92.67 percent for SSC and 89.25 percent for Dakhil examination. In the both stream pass rate is increasing but curriculum based knowledge of the students is decreasing day by day. In term of grade point average (GPA) a larger number of amount 12.13 percent of the learners got A+ , 34.81 percent of the learners got (GPA) A, 22.64 percent of the respondent got A-, 17.08 percent of learners got (GPA) B, 12.61 percent of the respondent got (GPA) C and finally 0.72 percent of the learner got (GPA) D. On the other hand 6.63 percent of the respondent from madarash students got (GPA) A+, respectively followed by 50.42 percent GPA 'A', 22.92 percent (GPA) A-, 12.68 percent (GPA) 'B', 7.04 percent (GPA) 'C' and 0.30 percent 'D'.
- Lack of care and commitment of parents is vital factor in the obstruction of quality of secondary education. 69% of the parents could not take information what are their children doing in the school and madrasah. Parents seem to have lost mandate to their children. For example if the teachers punish students for doing unwanted activities they will be rebuked and backbitten by students or their guardians.
- Weak supervision by the field level officer is a great barrier to the quality education. A vast majority 86% of the respondents think that hard supervision is mandatory to ensure the quality education in secondary level. Educationist thinks

that they have not been keen supervision of these schools. So reckless supervision has contributed to reckless in teaching.

- The higher education which is expected to produce high quality professionals in different fields of social, economic and political life of the country depends upon the quality of secondary education. But due to poverty, children marriage and unconsciousness of the guardians' huge numbers (44.16%) of children do not get admitted in the secondary level. On the other hand the gross enrolment rate (Secondary age population 11-15) in secondary level is (55.84%) which is not satisfactory.
- It is clear from the study that total 58.06 percent of the learners are able to complete their secondary graduation. Among them 51.62 percent of the respondent is girl in general stream. 52.86 percent of the respondent from madrasah has completed Dakhil graduation.
- Larger number 85.53 percent of teachers and 82.50 percent of the guardians think that only good result (huge quantity of passing rate and GPA 5) does not indicate the quality education.
- Huge majority 93.42 percent of teacher and 90.25 percent of guardians opined that the authority could not control the quality of secondary education.
- Textbook content has no connection with real life. So 70-80% of the syllabus should be real-life oriented.
- Students' need is not fulfill in English, Mathematics classes both in school and madrasah.

6.4 Qualification of Teachers and Their Training

- Absence of subject based teachers in secondary schools is primarily responsible for the poor quality education in secondary level. There is no subject based teacher in all most 95% schools and madrasah under study areas especially English, Bengali and Mathematics. It was also noted that, there are no teachers for these subjects with honors and masters degree.
- All most 92% teacher opined that they could not get handsome salary by which they lead their standard lives. So they have to struggle for living and to bear children study all time. For this reason a vast majority 75% of the Teachers have involved other income generative activities. So they could not give full attention in the teaching. This influences their poor performance in teaching due to tiresome.
- Reduced Moral values of new teachers have great challenges to ensure quality education. Most of the teacher is appointed by the political influenced and with big amount of donation. So they are to be more engaged in political activities other than teaching. Even that question arise of their teaching quality and efficiency in their profession
- Education qualification of school teacher is 69.06 percent in BA (pass) followed by 14.28% BA (Hons), 11.90 percent in Masters and 4.76 percent in others. On the other hand education qualification of madrasah teacher is 64.71 percent in BA (Pass), 8.82 percent in BA (Hons), 23.53 in Kamil and 2.94 percent in others.
- Subject based training is very crucial for professional development of the teacher. But we have observed that 64.29 percent of school teachers and 41.18 percent of

madrasah teachers have received subject based professional short term training in the secondary level.

- Respondent opinion regarding training for teaching skill development found 21.43 percent teacher from school and 55.88 percent of madrasah teacher do not get any training by which they are able to improve their professional skills. Only 11.90 percent of the respondents from school and 5.88 percent of respondents from madrasah have received two times training in their teaching life.
- Every teacher should realize the national curriculum /2012 for better teaching to the learners. It helps to understand the objectives of the purpose of education. But maximum number i.e., 59.52 percent of the teachers from general stream and 67.65 percent of the teachers from madrasah section did not attempt to understand the National Curriculum 2012. This is why they could not teach to the students real learning, the goal and objectives of education.
- A huge majority 66.67 percent of the teacher from general stream and 74.47 percent from madrasah teacher reported that they did not get opportunity for curriculum implication training. On the contrary a very insignificant number 18.42 percent of the teachers from school and 12.21 percent from madrasah have got the curriculum related training. But out of them 81.58 percent of the respondent told that such kind of training is not effective to implement the National Curriculum.
- The respondents opine that teacher - guardians meeting together can ensure quality education. It is found from the data that almost 92.50 percent of the respondents agreed (strongly agree and agree) to the view.
- Respondent perception about the teacher training for providing quality of secondary education found highest 87 percent of the teacher were agreed

(strongly agree and agree). Besides 78.25 percent teachers think that training, discipline and honesty of teacher are very necessary for quality education.

- Number of teachers in institutions should be increased.
- Teachers would pay more attention in classroom teaching if they are paid enough. This will lessen tuition, business and other activities of the teacher and the tendency to disclose question paper before examination.
- Teachers' punctuality in appearance in fixed time was not good in both schools and madrasah.
- Teachers' performance in asking creative question was average both in school and madrasah.
- Teachers' subject matter knowledge was not sufficient in both school and madrasah.
- The quality of teaching English and mathematics was poor in madrasah. However, it was average in school.
- Students had sometimes opportunity to present their opinion both in school and madrasah.
- The situation of logical presentation of the content was an average in both school and madrasah.

6.5 Evaluation system both internal and public exam in secondary level

- In the context of quality education, evaluation process is vital factor to hold up the education quality. But 98.68 percent of the teachers and 80.26 percent of the guardians have reported that evaluation processes of public examination are more relaxed than the previous one.

- About 69.05 percent of teacher from general stream and 55.88 percent of the respondent from madrasah teacher reported that the authority directed the examiners to evaluate public examination in the relaxation mode to pass the backbenchers and inattentive students. Moreover the respondents think that the evaluation process of public examination answer script should be justified.
- About 67 percent of the guardians reported that guardian- teachers' conference will be more helpful for the improvement of the quality of secondary education in the national level. It is also found that 85 percent of the respondent opined that monitoring of SMC play vital role to improve the quality of education in secondary level.
- Students are not assessed properly by teachers. Low caliber learners are given more marks so that they could pass the particular stage by hook or crook.
- Level of ongoing assessment system is very relaxed both in school and madrasah.
- There are very limited scope to assess the students through question-answer in bangla, English, mathematics and other subjects both in school and madrasah.

6.6 School infrastructure and other quality dimensions

- The infrastructure of school is made of 74.73% of building and rest of raw and semi-building. On the other hand 51.74% of madrasah have building. Then 76.70% of school has electricity connection and 65.20% in madrasah. Multimedia is more essential component in teaching but 89.90% of school and 98.30% of madrasah have no access of this facilities to develop the teaching learning process. Moreover 39.92% of schools and 77.76% of madrasahs have no science laboratory in the institutions.

- Maximum respondents 94.49 percent teacher opined that teacher-student ratio should be being 1:30. They also emphasized to appoint the qualified teacher and to build better infrastructure. After all 80 percent of the teacher thinks that the authority should think about the quality of education then the passing rate.
- Respondent opinion about the enough infrastructure of the school and madrasah such as space of class room, fan, light, sufficient furniture and educational aid in the class room for providing quality education found highest 84.70 percent of the respondent from general stream was disagreed (strongly disagreed and disagreed) followed by madrasah's students 87.60 percent of respondent. Chi-square test result found there was significant association between the infrastructure of the institution and quality of secondary education.
- Respondent perception about the available playground of the school found highest 60.20 percent of the respondent disagreed (strongly disagreed and disagreed) followed by the learners of madrasah 66.60 percent of the respondent. Chi-square test result found there was significant association between the playground and the leadership of the student.
- In co-curricular activities such as annual sports and games, celebration of different type of National day 11.26 percent of the respondent from school reported that the teachers arranged the co-curricular activities. On the other hand 4.00 percent of the respondent from madrasah reported that the teachers make a practice the above things. Actually there is very limited provision to practice the cultural functional works like singing, dancing, drama, recitation, and physical exercise for the school student but madrasah students do not get opportunity such kind of the activities. Chi-square test result found there was significant relationship between the co-curricular activities and quality education.

Moreover the promotion system should be implemented, so that they can be promoted in order of merit.

6. The authority should arrange a good laboratory in every Secondary School. If it is not possible for the authority, they will establish a rich full science laboratory in every Union council. Every school is able to performs his practical by turn in that laboratory.

7. Generally, the government needs to consider significant changes to curriculum, teacher education and development, as well as public examination assessment framework. Besides the policy makers should formulate the text book in the real life oriented at least 75%.

8. Teacher is the most important component to ensure the quality education in secondary level. So they should be cordiality, co-operative and supportive with the student learning.

9. There should be a group of teacher trainer expert who will supervise teachers' pedagogical knowledge; subject based content knowledge, teaching methods and techniques. Even teachers should be examined critically their own teaching process.

10. Improve and update their knowledge on the subject matter and new pedagogies in QE so that they can able to teach with confidence.

11. Building a good relationship among the teachers- students and parents for effective teaching learning process.

12. Prioritize the provision of quality Secondary Education through redoubling investments in teacher training program and mentoring teaching learning process, monitoring school & madrasah and the appropriate implement of the curriculum.

- Students' could not understand teacher's instruction because of large number of students in classroom. It would be better if there is less students in class.
- It's not possible for teachers to give proper feedback because of large class size.
- Deficiency of friendly relation between teacher and students is a significant drawback in the educational institution where all most quality education is not being maintained.

6.7 Policy Implication/ Recommendations of the Study

On the basis of prior discussion and findings of the study the following policy implications can be followed;

There is moral responsibility to ensure quality education to the government. So the present study recommends that the government should take step the following issues.

1. To bring accountability and celerity in the appointment of teachers so that brilliant job seekers could be appointed as the teacher.
2. Public examination and evaluation system should be changed and to bring accuracy so that every student can be judged properly. Even that those who are not qualified do not overcome the public exam or get qualification certificate.
3. Increase both financial and materials support of Secondary School and Madrasah so that the head teacher can conduct school easily
4. Education Ministry should provide guidance for teacher effective professional training so that teachers can get pedagogical knowledge. Especially the authority should train up every head teacher as skilled mentors for the keen observation of teaching learning process in his institution.
5. Up grading the salary structures and status of the secondary school teachers so that meritorious students can be attracted in teaching profession to our communities.

13. Government should involve Community and Civil Society Organizations in educational sector so that they play a valuable role in children's education both in and out of the classroom. In this way quality education will be ensured in Bangladesh.

14. Monitor the progress of PSC and JSC of examinee competence bases knowledge so that authority can take step properly.

15. Make sure that the curriculum in practice focuses on innovative and challenging characteristics of quality education. This would require tuning the curriculum content into more relevant issues that address the needs and aspirations of the learners, and helps learners develop scientific literacy which is useful to their everyday lives;

16. Develop the secondary education curriculum that is context responsive and useful for the students' future careers job market.

17. Develop the curriculum materials with specific guidelines on the use of relevant local and real -life examples;

18. Refocus the science curriculum materials towards developing learners into skilled, confident, knowledgeable, and useful individuals in their society;

19. Develop the curriculum that will provide a clear link between what is learned in the classrooms and the reality outside of school;

20. Develop positive feelings, interests, values, beliefs, and behaviors that will help them persist and persevere in their journey to develop their careers;

Generally, improving the provision of quality SE will only be possible when students are ready and willing to engage themselves in learning, and optimistic about achieving the goal.

6.8 Scope of Further Research

This research has provided many scopes of research in this field. Quality secondary education in Bangladesh is a contemporary issue. Globally acclaimed and accepted this issue as a concept where quality education is needed to implement the sustainable development goals within 2030 both nationally and internationally. There are many aspects of quality secondary education. So this research has not covered all aspects of quality education. In this research prime focus has been given only five aspects i. e. i. curriculum base knowledge, ii. Drop-out rates, iii. Completion of secondary education, iv. Evaluation and steering of school education, v. Educational qualification of teachers and their training. Whereas, other aspects like participation in tertiary education, parents participation, and educational expenditure per student can be addressed in further research. Moreover research can be done to identify political interfere and their impacts on quality education, relation between good governance and quality education, the role of education administrators and managers in initiating change towards quality Secondary Education in Bangladesh. Long-term research can be done on the factors of school, student, teaching -learning process, family, community and beyond, to paint a comprehensive picture about the quality secondary education etc. remain untouched which can be relevant and interesting areas of further research.

6.9 Conclusion

Teacher and guardian are vital factor to ensure the quality education in secondary level. With proper training and efficiency a teacher becomes ideal and perfect in his professional area. To ensure quality education in secondary level, teachers training are mandatory but real picture is different. A huge majority of teachers have not made a chance to strengthen their profession. A significant number of teachers have no pedagogical knowledge. Both teachers and guardians (85%) think that the present evaluation system is deficient to ensure quality education in secondary level. Moreover 85% teachers and guardians think that the authority direct to evaluation answer script relaxation way. Teacher's salary is not sufficient to lead his livelihood. So they are to engage other earning activities. For this reason they do not give full attention in teaching. All most 85% teacher appoint in additional earning sources. Guardian involvement in children learning is essential because they contribute in children education. But a large number of guardians cannot participate the children education efficiently. A large number of guardians could not provide sufficient book, stationeries and other material to their children properly.

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Appendix-A

Name of researcher: Md. Tohidul Islam

M. Phil Research Fellow

IER, RU

Research Title: Quality of Secondary Education: A Comparative study between
selected Schools and Madrasahs of Rajshahi District in Bangladesh

Research Questionnaire (For teacher & guardian)

Institute of Education and Research

University of Rajshahi, Rajshahi

This questionnaire will be used only for research purpose. So there is no possibility
any destruction .Please give the right answer and (✓) use this symbol.

1. Teacher's Identity:

Teacher's Name Designation.....

School's Name

Upazila Zila

2. Guardian's Identity:

Name.....Relation with student.....

Village.....Post office

Upazilla.....Zilla

Only for teacher

1. Write down your Education qualification.....

2. How long is your teacher ship age?

a. 1 to 3 years b. 4 to 9 years c. 10 to 15 years d. 16 years above

3. Are you completing Bed/Med training? Please write down.....

4. Have you gotten subject based training? Yes ☐ No ☐

5. How many training have you taken to increase teaching skilled in your
professional age?

a. Single one b. three c. five d. None

6. Have you seen curriculum/2012 for giving better information to the students?
Yes ☐ No ☐

7. Have you gotten any training for curriculum implication in you school?

Yes ☐ No ☐

8. Is it sufficient for curriculum implication? Yes ☐ No ☐

9. Does the authority instruct to evaluate any public examination answer paper in liberally? Yes ☐ No ☐

10. Do you think that the present evaluation system is defective?

Yes ☐ No ☐

11. Do you discuss the aim of education in front of students?

Yes ☐ No ☐

12. Are you engaged in additional incoming source

Yes ☐ No ☐

13. What is source of family income?

a. Agriculture b. Service c. business d. others

14. How does this training play important role in teaching skilled? Please write down....

S. N	Attitude and realization of teacher on Quality education	Strongly Agree	Agree	No comment	Disagree	Strongly disagree
1	Teacher training arrangement largely is necessary for					
2	The authority will step to give standard salary to the					
3	The Non Government Teacher Appointment Commission is made up as like as public service commission in each					
4	To increase awareness of guardian that only good result					
5	Regular presence in the class and attention to lesson is					
6	Don't depend on coaching, but realize the text book according to curriculum					
7	To communicate teacher and guardian each other for exchanging view on effective teaching learning process					
8	The training, discipline, honesty and professionalism of teacher are necessary for quality education					
9	DEO, Teacher and Guardian will sit to discuss mutually for better quality every month					
10	Board chairman and DD monitor teaching learning process together					
11	If the teacher perform their duties properly, quality of education will be developed as soon as					
12	To need qualified teacher and better infrastructure.					
13	Teacher-Student ratio is 30:1					
14	Proper evaluation system is necessary.					
15	To stress increasing the quality than passing percentage.					
16	Passing in Relaxing way is obstacle to quality education.					

For Teacher and Guardian

1. Do you think only good result is quality education? Yes ☐ No ☐
2. Is the public examination evaluation system relaxed in the present than previous one? Yes ☐ No ☐
3. Do you think the quality of secondary education is ensured properly? Yes ☐ No ☐
4. Do you think that if the quality of education is ensured, the mass educated people will be converted in manpower? Yes ☐ No ☐
5. Do you think if the aim of education spread out fully, Bangladesh will be free from corruption? Yes ☐ No ☐
6. Do you think that all examinee will pass in the public examination? Yes ☐ No ☐
7. Are you seemed that if only hundred percent passes the quality of secondary education is increasing? Yes ☐ No ☐
8. Do you think the quality of secondary education is decreasing gradually? Yes ☐ No ☐
9. Do the all student study at home on a regular basis? Yes ☐ No ☐
10. Do you expect after finishing graduation he/she will achieve only Certificate? Yes ☐ No ☐

Only For Guardian

1. Do you take care of your children studying? Yes ☐ No ☐
1. Do you consult with class teacher of your children to know the attendance in class and other performance? Yes ☐ No ☐
2. Do you advise to sit in the reading table to your children after magrib everyday? Yes ☐ No ☐
3. Can you arrange to send your children at school regularly? Yes ☐ No ☐
4. Are you able to provide book, stationeries and other materials to your children their study properly? Yes ☐ No ☐
5. Do you teach your children or ask about what she/he is doing at school? Yes ☐ No ☐
6. What is the aim of sending of your children to secondary school? Yes ☐ No ☐
7. Do you support that if the children are female and read attentively, she will be married in better way. Yes ☐ No ☐
8. Are you satisfied with studying of your children? Yes ☐ No ☐
9. Do the teacher and guardian get-together for quality education? Yes ☐ No ☐

S. N.	Attitude and realization of Guardian on Quality education	Strongly Agree	Agree	No comment	Disagree	Strongly disagree
1	Good result is only indicator of quality education.					
2.	Do the teachers teach to the students very carefully?					
3	Does the educational qualification of parents help to achieve the quality education?					
4	To increase awareness of guardian that only good result is not quality education.					
5.	Guardians teachers' conference helps to improve the quality education					
6	Monitoring of SMC and open discussion in school is helpful for quality education.					
7	Studying environment in school is very necessary for quality education					
8	Infrastructure (building, play ground, electricity and separate toilet) is essential for quality education.					
9	Co-curriculum activities (cultural activities, sports and several national days) are effective to acquire the aim of education					
10	Regular attendance of students and systematic teaching according to syllabus is needed for quality education.					
11	Qualified and trained teacher are one of the most important factor for quality education.					
12	Attentiveness, honesty and discipline of teacher help to teach properly.					
13	Economic solvency of teachers is necessary.					
14	Do you think if your children study at home regularly the quality education will be acquired?					
15	Sincerity of SMC, DEO and teachers play vital role in quality education.					
16	To bring fair appointment system is necessary for Non Government Institution.					
17	To continue proper evaluation system.					
18	Without acquiring competence in the specific level a student get a chance for passing.					
19	By removing corruption in the educational administrative, teacher is interested to attend their duties.					

Thank you

Signature & Date.....

Appendix-B

**Research Title: Quality of Secondary Education: A Comparative study between
selected Schools and Madrasahs of Rajshahi District in Bangladesh**

Research Questionnaire (For class six to ten)

Institute of Education and Research

University of Rajshahi, Rajshahi

This questionnaire will be used only for research purpose. So there is no possibility
any destruction .Please give the right answer and (✓) use this symbol|

3. Student's Identity:

Students Name..... Class.....

Section.....

Roll No. School's Name.....

.....

Upazila

District

.....

4. Parents information:

4.1 Father's educational qualification: a. Illiterate b. Literate c. Primary
Education

d. H.S.C e. Graduate and above

4.2 Mather's educational qualification: a. Illiterate b. Literate c. Primary
Education

d. H.S.C e. Graduate and above

2.3 Profession: Father..... Mother.....

2.4 Family Structure: a. Single b. combined

2.5 Family Income Source: a. Service b. Business c. Agriculture d. Others

2.6 Amount of total income:

Serial no	Taka	
1	000--- 10,000	
2	10001-----20000	
3	20001---30000	
4	30001---40000	
5	40001 and above	

5. Curriculum based knowledge

For Class Six

1. Whose name is involved with Missionary of Charity?
 - a. Fazilatunnessa b. Mother Teresa c. Begum Rekeya d. Rabeya Taposee
2. What is the significance of the poem 'Jonmovumi'?
 - a. Love the country b. Nature of Bangladesh
 - c. Self satisfied d. Country man
3. What is the real meaning of 'Ak Prithibir Estanne Lalito' in the poem of manus jatt?
 - a. Ak prithibir saneha chaya lalito c. Gibon dharoner vinno upadan
 - b. Manus Manusa Melabandha d. Manob korlana kaj korea jao.
4. Modhey dinar narom chaya dakache Dakte dao.
5. What do you understand the meaning of 'Fagun mase rokto jhare porae'?
 - a. Chardike lalfule shovito hawa b. Bir shantander khottha
 - b. Basha andoloner attotager khottha d. Mukhthi judhe shohider khota
6. Which things make food in the process of aphotosynthesis?
 - a. Fish b. Domestic animals c. Green plants d. Wild animals
7. There is component of sugar in the following food.
 - a. Corn b. Butter c. Egg d. Carambola
8. How do we protect the environment?
 - a. To make paths b. To protect plants and animals
 - c. To cut down trees d. To establish new industry
9. Which is phanerogam in the following?
 - a. Moss b. Furn c. Hibiscus d. Mushroom
10. What is the area of Bangladesh in square mile?

Ans.
11. When does the permanent settlement system start in the land sector?
 - a. 1793 b. 1893 c. 1790 d. 1791
12. How many districts in Bangladesh?
 - a. 61 b. 64 c. 63 d. 65

13. Bangladesh is mainlycountry.

14. What is the greatest common measure (G.C.M) of 12, 18 & 48?

Ans.

15. Age of father and son is proportion 14:3. If Age of father is 56 then how age of son?

16. There are 800 students in a school. From the beginning year 5% of students got admitted in that school then how many students in the school at present?

17. Subtract to

18. 6 workers can harvest a piece of land. How many days 24 workers do that work?

19. Write some mineral resources of Bangladesh

20. When does the language movement take place?

a. 1948 b.1951 c.1952 d.1950

21. When does the independent war take place?

a. 1970 b. 1969 c. 1972 d. 1971

22. Write the few name of cultural festival of Bangladesh?

Ans.

23. Write a sentence in the Past Indefinite tense by the word 'Begin'.

Ans.

24. Who is Suraiya Begum?

a. Retired school teacher. b. A house wife. c. A doctor. d. A nurse

25. Where was Sajjad going to?

a. Dhaka b. Syllhet c. Mymensingh d. Rajshahi

26. Where are you come from?

Ans.

27. What kinds of Sentence are? Give the example in each.

Ans.

28. Which is conjunction?

a. up b. on c. into d. and

29. I read -----Holy Quran every morning.

30. The cat catches the mouse. Change into passive voice.

Ans.

c. General A. G.Osmani

d. A.K Khandkar

13. Write three names of shahid for language?

14. Who perorate to the nations in 7th March and where?

15. Change the sentence into passive voice: Kabir wrote a letter.

Ans.

16. Right form of the verb: He (come) here yesterday.

Ans.

17. Use the right article in the following sentence. This is text book.

18. Fill in the blank. The cat killed two —

a. Mousse

b. mices

c. mice. d. Mouse.

19. Helen Keller worked for-

a. women 'right

b. disabled people

c. poor people

20. Who took Flora to the class after admission?

a. a teacher

b. a peon

c. her mother d. the head teacher

21. The students are confused the underlined word's mean they

a. can think clearly

b. cannot understand

c. are unable to speak

22. Mr. Hanif gets as a salary of taka 5000. He deposits tk. 25% of his salary in every month. How much money will he save in a year?

23. The length of rectangle is 48 yard and width 36 yard. What is the total square yard of rectangle?

24. Determine root of 9.253 up to three desist.

25. Multiply $a^2 - ab + b^2$ by $a + b$

26. How much is the sum of three angle of triangle?

a.3 right angle

b. 1 right angle

c.2 right angle

d. 4 right angle

27. Jogindro and Pitranumoti er sondhi biched koro.
28. What is the meaning of idiom 'Bangere sordi'?
29. Write the main parts of application about the permission of sundarban visit.
30. When declared six clauses?

For Class Eight

1. In which paper the essay 'Bangalir Bangla' by Kazi Najrul was published first?
 - a. Dhumkattu b. Nabojug c. Langol d. Angur
 2. Who is the writer of the essay 'Bangla Bhashar Jonmokotha'?
 - a. Humayan Ajad b. Humayan Ahmed c. Shamsur Rahaman d. Soyed Shamsul Hoq
 3. How many scenes are there in the Drama Sukhi Manus?
 - a. One b. Two c. Three d. Four
 4. Whose house did Nagen live for studying?
 - a. Masir b. Pisir c. Mamar d. Dadar
 5. Which identity is the main for human being?
 - a. Social identity b. Religious identity c. Human identity d. Professional identity
 6. Mondiya koro sobea biddya orjon. Please indicate the karok and bivokty.
- Ans.
7. Which is synonyms word of Prithibi?
 - a. Dhoretry b. Bhudhar c. Gagan d. Sobita
 8. When did Palashee war take place?
 - a. 23 June, 1757 b. 26 March, 1757 c. 23 May, 1757 d. 20 July, 1757
 9. When did the Mujibnagar govt. take an oath?
 - a. 10 April, 1971 b. 17 April, 1971 c. 26 March, 1971 d. 17 April, 1972
 10. Write the names of seven birsherstos?

Ans.

23. Change the sentence into indirect speech: He said to me, "Do you know English?"
- (a) He said to me if know English. (b) He asked me whether you know English.
 (c) He told me if I know English. (d) He asked me if I knew English.
24. Which one of the following is a compound sentence?
- a. Turning to the left you will see the shop. b. I will work hard or I will fail.
 c. If you read, you will learn. d. Had I the wings of a bird!
25. Change the sentence into passive voice: Don't kill the Royal Bengal Tiger.

Ans.

26. A fish seller bought one haly fish at taka 2000 and sold every fish at taka 450 . Then what is the percentage of his profit or loss?

Ans.

27. Fill in the following Blank: 9 : : 16: 8

28. $4a^2 + 9ab + 5b^2$ solve this factor

29. 9 workers can do the work in 27 days. How many workers do that work in 18days?

30. $a + \frac{1}{a} = 4$ then $a^4 + \frac{1}{a^4}$ Gi gvb KZ?

Ans.

For class nine & ten

1. Our biggest state festival is-
 - a. Victory Day b. Shaheed Dibosh c. Pahela Baishakh d. Independence Day
2. A ferry boat was playing on the river .Here playing means.
 - a. Playing with other boats b. Sinking in the river
 - c. Traveling along a route d. waiting for passengers.
3. Many people may have to live on trees, because
 - a. They would like tree houses b. making houses on trees in less expensive
 - c. They may not find land to make house d. Tree houses is safer during floods.
4. Write five sentences on your aim in life.
Ans.
5. Translate the following paragraph into Bengali:

Karim gets up at seven o'clock. He takes exercise for half an hour. He finishes breakfast by half – past eight. He goes to school at nine o'clock. He comes home in the afternoon. He prepares his lessons in the evening.
6. Change the sentence into indirect speech: He said to Runa, “why have you done it?”
Ans.
7. Which of the following sentence is not correct?
 - a. Where did he go? b. What does he want?
 - c. What are they doing? d. What do they do?
8. What is cause disease of Ricket lack of vitamin?
 - a. Vitamin –K b. Vitamin –B c. Vitamin –D d. Vitamin –A
9. Hydrozen and oxygen combindly make water
10. Which acid contains into apple?
 - a. Saitric acid b. Tertaric acid c. Ascorbic acid d.. Malic acid
11. What is cause of global warming?
 - a. Population growth b.Cut down trees c. Largely industrialization d.Above all

12. Sushikhto loke matroye sawshikhito' this line is available in the following essay.
- a. Library b. Bahe parra c. Sahiter rup o riti d. Shikha o monushto
13. Jibsattar ghar thekhe manobshattar ghere uthar mhe hache.
- a. Money and property b. Library c. Education d. companions
14. By which things is the soul disgraced in the essay of 'Uddam O Prisrom'
- a. To steal b. To tell a lie c. Idleness and dishonesty d. Drug addiction
15. When the poet was writing 'Kpothakh Nad' where was he staying ?
- a. Italy b. England c. America d. France
16. Write five sentence about the memorial places as related of the name of Kazi Najrul .
17. How many boundless alphabet is?
- a. 6 b. 8 c. 10 d. 9
18. Transfer into shadhubashai in the following sentences.
19. It is bought a product taka 340 and sold taka 600. Then how much percent is profit?
20. If $a + b = \sqrt{3}$, any $a - b = \sqrt{2}$, then prove $8ab(a^2 + b^2) = 5$
21. 20 years ago age of a person was five times of his son. After 16 years his son age is 41 then how Old is the father?
22. Proportion of four triangles 1:2:2:3. What is the amount of largest angle?
- a. 132° b. 100° c. 150° d. 135°
23. There is a path of 2 meters wide outside of a garden which is length 21 meters and wide 15 miters. It cost per square meter of taka 2.75 for grass plantation.
24. What is the radius of earth?
- a. 4600 b. 6400 c. 7400 d. 5400
25. Why did the language movement take place?

Ans.

26. When did the Bongoongo happen?

- a.1906 b. 1911 c.1905 d.1910

27. When did the sub-continent free from colonial ruling?

Ans.

28. When does day and night equal to everywhere of the earth?

- a. 21 June b.23 September c.21 March d. 23 July

29. How many component of state is?

- a. 5 b.6 c. 3 d.4

30. From which district Bramboputro Nad enter into Bangladesh?

- a. Mymensingh b. Kurigram c. Nilphamari d. Jamalpur

For the students of class six to ten

6. Opinion of the student about learning facility of school for quality education.	Strongly agree	Agree	No comment	Disagree	Strongly Disagree
4.1 Space of all class room of school is sufficient.					
4.2 Proper fans & lights in class room are adequate.					
4.3 Playground is available.					
4.4 School has well maintained boundary wall.					
4.5. Sufficient furniture is available in all classrooms.					
4.6 Drinking water facility is available					
4.7 The school has separate toilet for boys & girls					
4.8 sufficient books are available in library.					
4.9 Co-curricular activities are arranged regularly.					
4.10 Building facility is adequate.					

S.N.	4.Student attitude of the internal insight and Objective of quality education.	Strongly Agree	Agree	No comment	Disagree	Strongly disagree
1	Not merit but perseverance and patience is the only means to reach expectable goal.					
2.	Modesty, honesty, respect to older and affection to younger is necessary to become a well-educated person					
3	Every citizen should protect school's property and others government assets.					
4	All students with study should co-operate their parents and participate in school cleaning activities.					
5.	All of us should respect all kind of profession such as teaching, day labor and others.					

6	Every follower of different religion should respect each other.					
7	Bangladesh and others countries are affected directly by climate change and natural disaster as a result of uncontrolled industrialization emission carbon- Di-oxide of developed countries					
8	Bangali and other small races should admire to each other for the prosperity of Bangladesh					
9	Sports, physical exercises and cultural activities are very necessary for mental and physical fitness.					
10	Everyone should study additional book to change the attitude for developing skillness.					
11	Students along with all people have to be conscious against the persons who destroy the trees and wild animals.					

5. Students' view about quality of secondary education. Put the right mark in the following question.

1. Do you think that hundred percent pass means quality education	Yes	No
2. To acquire quality education Do the learners need to attend the classes regularly and involve themselves in home work?	Yes	No
3. Do the teachers take class timely and regularly?	Yes	No
4. Do the teachers present text book easily in the class room?	Yes	No
5. Do the teachers advise the students to be good citizen in the class?	Yes	No
6. Do the teachers create opportunity to ask question in the class?	Yes	No
7. Does the Head Master come in the class room to take care about teaching learning process?	Yes	No
8. Do the members of the managing committee exchange view with the students about studying?	Yes	No
9. Does the school inspector visit the class room to know the students' performance in the class frequently?	Yes	No
10. Do the parents create obstacle to go to school?	Yes	No
11. Do you feel any barrier to reach school?	Yes	No
12. Does the teacher send students' performance report to the guardian?	Yes	No

13. Are the learning facilities of school sufficient for quality education?	Yes	No
14. Do the parents take care children' learning in school regularly?	Yes	No
15. Do the teachers-guardians meeting take place in the school for improving quality education?	Yes	No

7. Opinion of the student about study environment of school	Highly Satisfied	Satisfied	No comment	No satisfied	Totally not satisfied
a. Study environment of school duration at 10 am to 4 pm					
b. Teacher-student relationship is helpful to improve the quality education.					
c. Student teacher ratio-30:1					
d. School infrastructure (building, light and fan in class room, furniture, separate toilet for girls and play ground)					
e. Monitoring of students by the teachers and guardians to ensure better performance					
f. Responsibility of teacher in teaching carefully.					
g. Arrangement of class test properly.					
h. To arrange co-curricular activities such as sports, cultural activities, celebration of different national day.					
i. Take care of weak students.					
j. School administration is hard for quality education.					

S. N	Opinion of student about responsibility	Strongly Agree	Agree	No comment	Disagree	Strongly disagree
1.	As the milkmaid cannot bear his family cost, there is no guiltiness to mix water with milk by a milkman.					
2.	Low paid government service holder named Tapan receives bribe is not offence					
3.	Everyone should take a helpless sick man to the hospital.					
4.	When you were walking beside the rail track, you saw a opening fishplate. Then you should inform to the authority about this matter.					
5.	If you perform your duty properly our country will be enrich.					
6.	When you see that someone hunts wild animals you should forbid such kind activities.					
7.	All kind of people in the society should work for the backward and poor children.					
8.	Every citizen should remove the unwanted things from the path.					
9.	The rich man should come forward to create the employment.					
10	If Someone disforest in front of you. You will help him.					

-Thank you-

Date:

Signature

Appendix C

Key Informant Interview (KII)

Teacher/Head teacher/ University teacher/ Educationist

Consent of the Respondents

As salamu Olaikum? Hello my name Md. Tohidul Islam, I am an M.Phil researcher from IER of Rajshahi University. My thesis title is “Quality of Secondary Education: A Comparative study between Selected Schools and Madrasahs in Rajshahi District of Bangladesh” In the present research, attempts will be taken to explore quality of secondary education in school and madrasah and the teacher and guardian perception of quality education in secondary level. It is important research works that need some contemporary information from you. You’re given data / information will be kept hidden and will use in the research purpose only. And also your name and identity will be kept secret .your given data would be very helpful for the present research.

Consent of the Respondents

Identification of the Respondents:

1. Name of the Respondent
2. Designation
3. Institution
4. Upazila
5. District

Discussion issues:

1. Do you think that the students are acquiring knowledge according to curriculum? please give your advice about that.
2. We all know that passing rate and GPA 5 are increasing day by day but the question arise about the academic knowledge. Kindly express your view in the context of quality education.
3. Do you think that comparatively the students of madrasah stream are backward in the gaining of curriculum base knowledge than the general stream?
4. In spite of taking effective step of government dropout rate is more. Please tell some suggestion to reduce the dropout rate.

5. In existing non-government appoint process, are the qualified teachers appointed in secondary level?
6. At present teachers are given short term training. Is it sufficient to teach the students?
7. Please explain the expertness of teacher trainer and existing training system.
8. Kindly express your view about evaluation system of the public examination answer script?
9. At present evaluation process the authority want to pass the examinee very liberally. Then nobody will fail in public examination.
10. How should the evaluation process become to ensure quality education in secondary level?
11. There are increasing infrastructural development and other facility of educational institutions but is the quality education satisfactory comparable?
12. There are SMC in to monitor educational affairs. Then do the SMC perform their duties ? Please give your view about the structure of SMC so that educational institutions would benefit by the SMC.
13. Please give your opinion about the responsibility of UEO DEO and Board who are liable to keen observation.
14. What is the weakness side of madrasah education?
15. Do you think that there is limitation part of our education system?
16. What is the barrier of quality education in secondary level? According to your view.
17. Do you think that our education system is going on right way?
18. Do you think that there is any politics in education?
19. Do you think that quality of education in secondary level is decreasing day by day?
20. Please give your opinion on the development of quality education in secondary level.

Any suggestion for the improving of quality of secondary education in Bangladesh