

Situation analysis report on **Primary and Secondary Education** in Bangladesh (2011-2020)



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Part I

Introduction

1. Background and rationale

The education sector has been among the sectors of top priority of the government since the early 1990s and significant progress has been made in increasing equitable access to education with a net enrolment rate of 97.7% and a completion rate of 81.3% at the primary level in 2015.

Bangladesh adopted the Millennium Development Goal (MDG) in 2000 and the MDG goal 2 was “to achieve universal primary education” by 2015. There were some key indicators and Bangladesh’s progress in these indicators, especially in increasing the net enrolment rate and the completion rate of primary-level education was recognized by the United Nations.

Bangladesh in 2010, adopted a National Education Policy with 30 aims and objectives that included stimulating the intellectual and practical qualities of the learners, fostering creative and thinking faculties among the learners, removing socio-economic discrimination irrespective of race, religion, and creed, eradicating gender disparity, creating unhindered and equal opportunities of education for all, attaching substantial importance to information and communication technology (ICT) along with Maths, Science and English, ensuring the education of the physically and mentally challenged learners, and ensuring efficient and correct teaching of Bangla language.

The policy was formally adopted in the parliament in December 2010 and after that, Bangladesh has taken some significant steps to implement the policy which included the review of the curriculum twice and providing new books free of cost to all the students of the country.

On the tenth anniversary of the adoption of the policy, the Youth Policy Forum undertook an initiative in July 2021 to look into the progress of certain areas of education. This situation analysis study is the result of the year-long effort of the young policy entrepreneurs. We have reviewed the findings of the studies by the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Directorate of Secondary and Higher Education, Directorate of Primary Education, and Campaign for Popular Education (CAMPE) to understand and analyze the situation of the Primary and Secondary education of Bangladesh.

The situation analysis report tried to shed light on the quantitative and qualitative factors involving the students, classroom environment, and teachers.

2. Methodology

The methodology of the study was mostly about reviewing the existing literature on the assessment of the students and teachers at the primary and secondary education levels in Bangladesh.

3. Limitations of the study

The limitations of this study include the lack of updated information. The last National Student Assessment report was published in 2017 and the Learning Assessment of Secondary Schools study was conducted in 2015. When the study was commissioned in 2021, no other relevant study was found to assess the quality of education in Bangladesh conducted by the government of Bangladesh.

Part II

Situation Analysis of Students

1. Primary Education

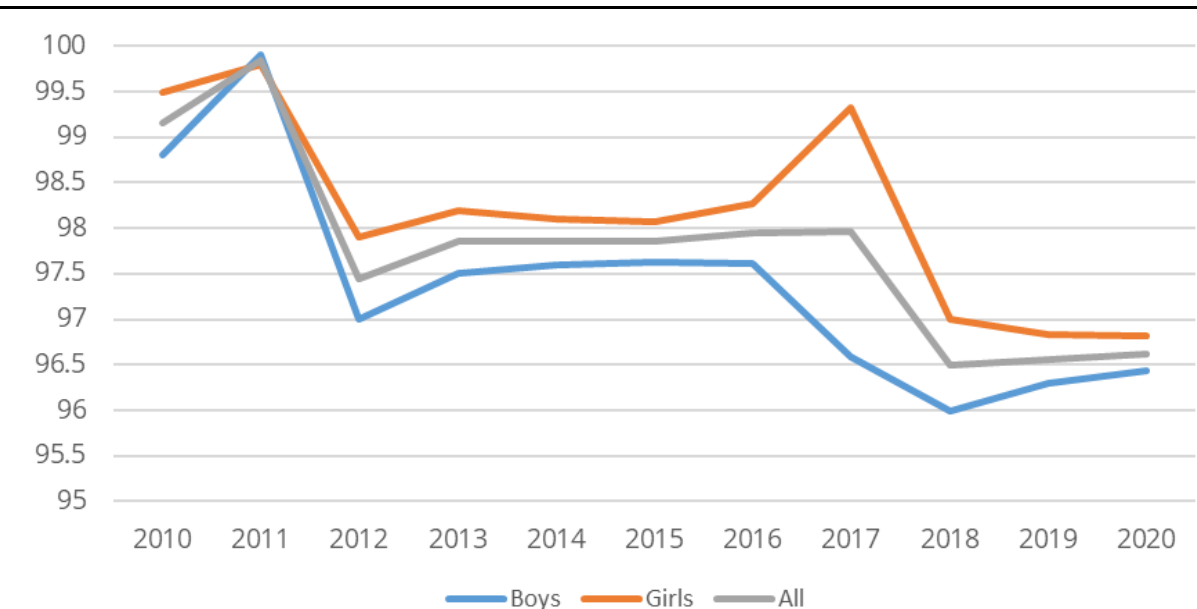
1.1 Enrolment

In 2020, the Net Enrolment Rate (NER) in primary schools was 96.62%, and the NER of boys and girls were 96.43% and 96.82% respectively (DPE, 2020).

It was a slight drop from 97.97% in 2017, whereas the NER of boys was 97.66% and the NER of girls was 98.29% in that year (BBS, 2017). In 2015, the net enrolment rate in primary schools was 97.7% where the NER of boys was 97.1% and the NER of girls was 98.8%. In 2012, Net Enrollment Rate in primary schools was 96.7% where the NER of boys was 95.4% and the NER of girls was 98.1% (DPE, 2020).

An overall decreasing trend is observed in primary education enrolment.

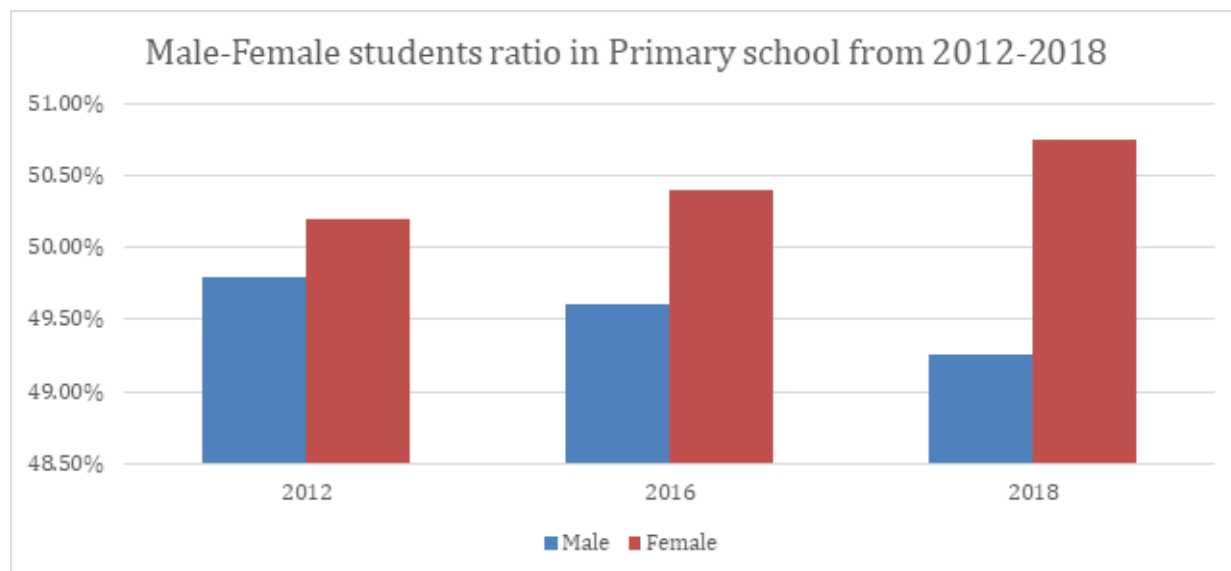
Figure 01: Net enrolment rate in Primary Education (2010-2021)



Source: DPE, 2020

1.2 Total Students and the male-female ratio

According to Bangladesh Education Statistics, there are 17,338,100 students in primary schools; 8,799,033 female students, and 8,539,067 male students. In primary schools, 50.75% of students were female while 49.25% were male.



Bangladesh Education Statistics of 2016 reports the total number of students enrolled in primary schools was 18,602,988. The total number of male and female students was 9,227,580 and 9,375,408. In 2016, the proportion of female students was 50.4 per cent, while the proportion of male students was 49.6 per cent.

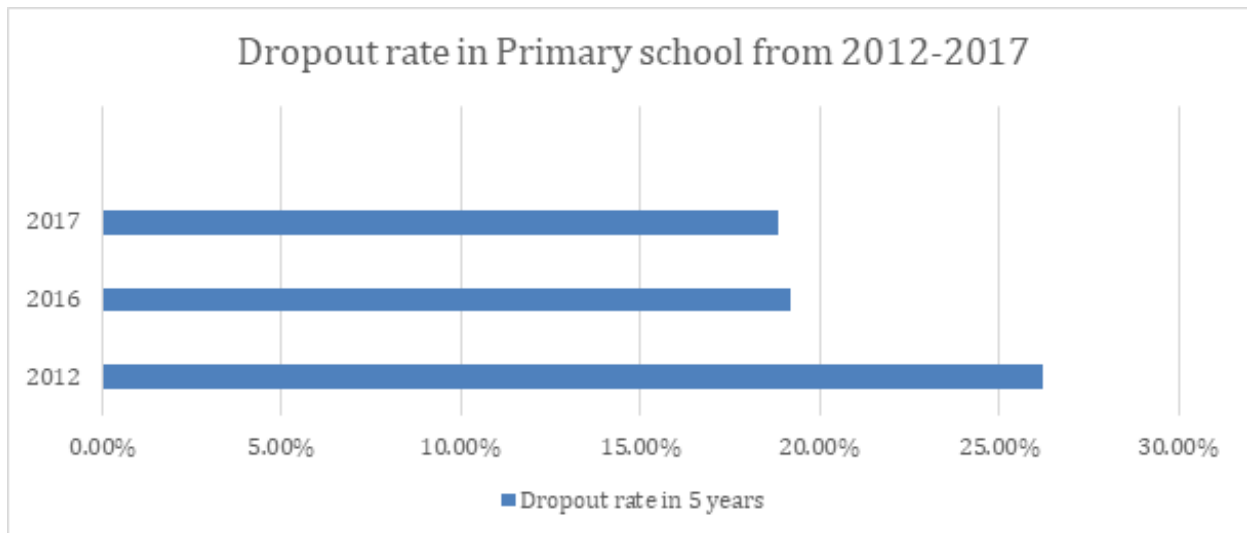
In 2012, there were 19,003,210 students in primary schools with 9,540,102 (50.2%) females and 9,463,108 (49.80%) males.

As per the data presented above, it is perceived that the total number of students in primary schools decreased from 2012 to 2018. However, the percentage of female students in primary schools is gradually increasing and is always greater than the proportion of male students.

1.3 Dropout rate

The Bangladesh Education Statistics 2017 shows that the overall dropout rate in primary schools was 18.85%. If we consider the dropout rate by grade then the highest dropout rate occurred in grade four. 7.95% of students from grade four had dropped out of school.

In 2016, the overall dropout rate in primary schools was 19.2%. The majority of dropouts occurred in grade four, with a percentage of 9.8.



In 2012, the overall dropout rate in primary schools was 26.2%. The majority of dropouts were yet again seen in grade 4, accounting for 10% of all cases.

As seen from the data, the overall primary school dropout rates have decreased by 7.35%.

It can correspondingly be perceived that the total number of students in primary schools is falling from 2012 to 2018. The percentage of female students in primary schools is gradually rising and the number is consistently greater than male students.

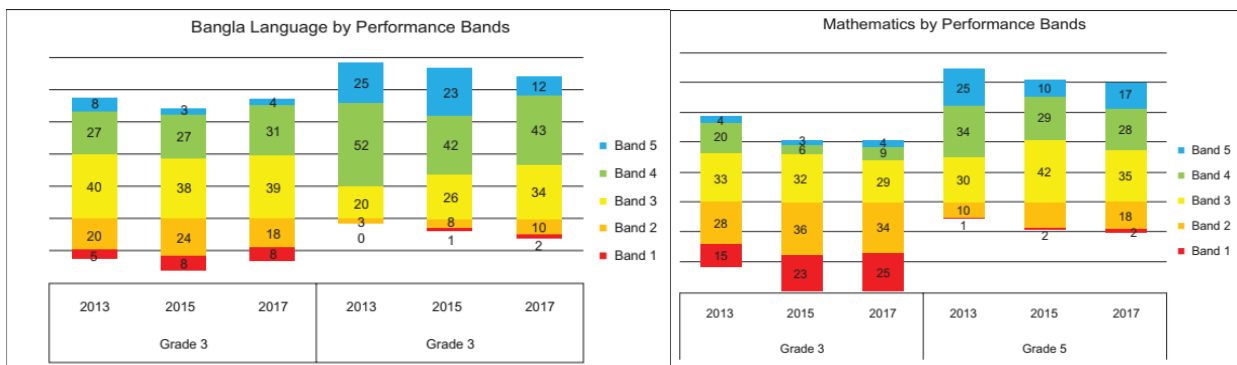
1.4 Competency and evaluation

We are accustomed to seeing high pass rates in PEC and Ebtedayee examinations consistently for a few years now. Even in the last PEC examination in 2019, the pass rate was 95.50% and 97.59% in the year before that. But the National Student Assessment 2017, an initiative of MoPME depicts a completely different story. The NSA Report 2017 states that only 12% of the students studying in Grade 5 have grade-wise appropriate skills in Bangla. The number of students having at or above Grade-5 skills in Mathematics is 17%. But the pass rates in PEC and Ebtedayee examinations were respectively 95.18% and 92.94% that year. The stark contrast in results between PECE and NSA makes the comparison problematic as both of them are supposed to assess student competency in cognitive skills.

In the assessment done by NSA to check the Grade-5 students' competency in Bangla and Mathematics, only 12% and 17% of students respectively displayed at or above grade competency in those subjects (As displayed in the graphs, for grade-5 only students performing at Band-5 are "at or above grade" according to the NSA criteria while students who are performing at Bands 3-5 are considered as "at or above grade" in grade-3).

However, in accordance with the NSA 2017, the number of students reaching the grade-appropriate expectations is lesser in Grade 5 than in Grade 3.

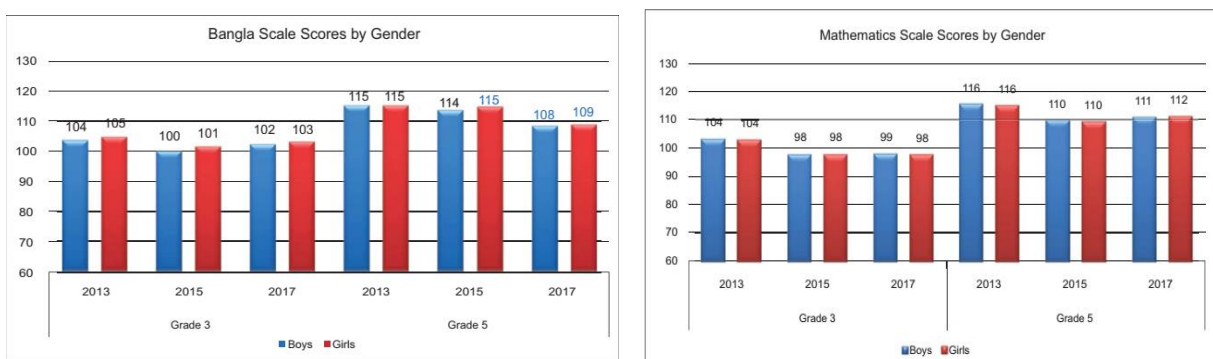
As reported by the NSA 2017, in terms of student performance relative to the different cognitive processing levels assessed, scores on the less complex level (knowledge) were approximately 60% in both grades; at more complex levels (application and above), the average scores were about 50%. There is a higher performance on factual recall versus



application in both grades.

According to NSA 2017, the Rajshahi division was the highest-performing region of all regions in Bangladesh in both Bangla and Mathematics and both grades, whereas the Sylhet division was consistently the lowest-performing region in Bangladesh in both subjects and grades.

According to NSA 2017, Kindergarten schools have consistently outperformed all the other school types in both grades and subjects whereas Madrasah and ROSC schools have performed significantly lower than others.

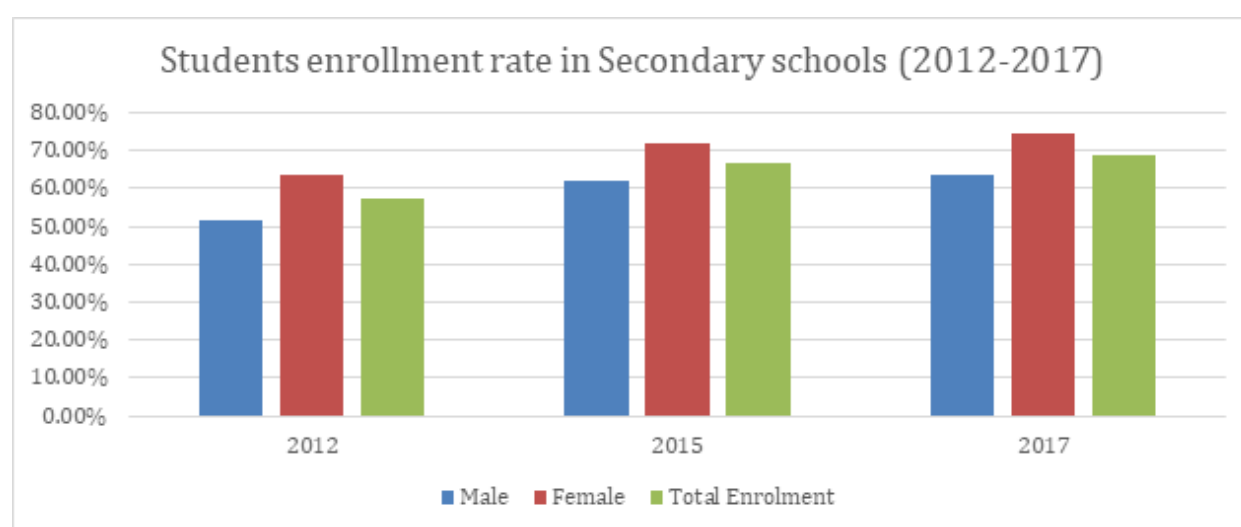


2. Secondary Education

2.1 Enrollment

The Net Enrollment Rate in secondary schools was 68.78% where the NER of boys was 63.59% and the NER of girls was 74.38% in the year 2017 (BBS, 2017).

In 2015, Net Enrollment Rate in secondary schools was 67.0% where the NER of boys was 62.16% and the NER of girls was 71.85%.



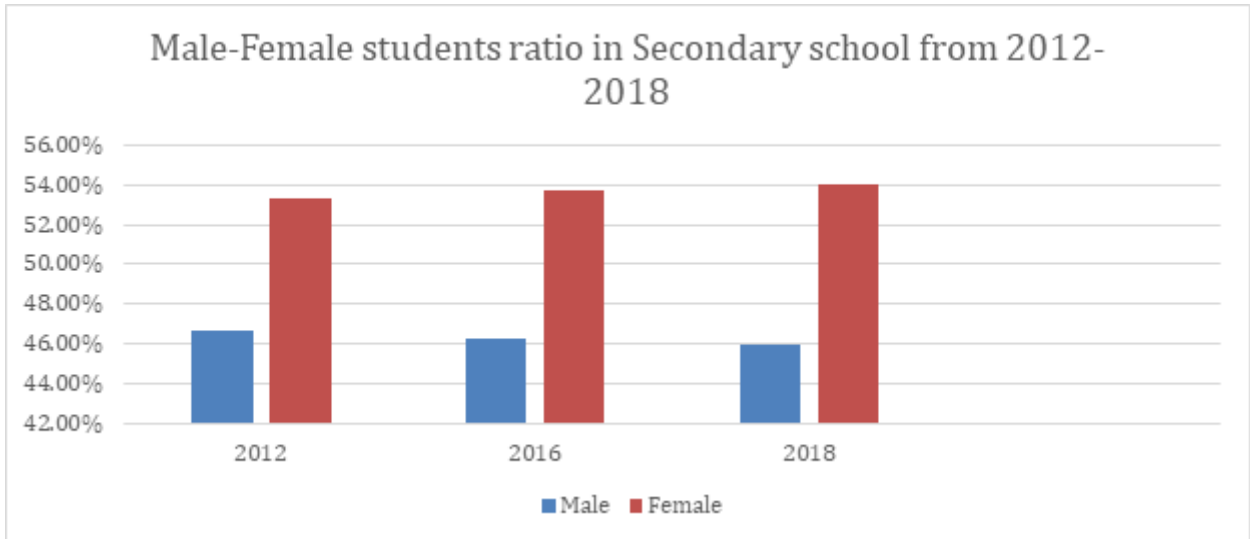
In 2012, Net Enrollment Rate in secondary schools was 57.37% where the NER of boys was 51.64% and the NER of girls was 63.58%.

So, from 2012 to 2017 net enrollment rate in secondary schools has increased from 57.38% to 68.78% and girls' enrolment has always been greater than boys' enrolment rate.

2.2 Total Students and the male-female ratio

According to Bangladesh Education Statistics 2018, there are 10,475,100 students in secondary school where 5,655,381 students are female and 4,819,719 students are male. Therefore, 53.98% of students in secondary schools are female and 46.01% are male.

According to Bangladesh Education Statistics 2016, the total number of students was 10,107,089 in secondary schools. Total male and female students were respectively 4,674,694 and 5,432,395. So, in 2016, the percentage of female students was 53.75% and the percentage of male students was 46.25%.



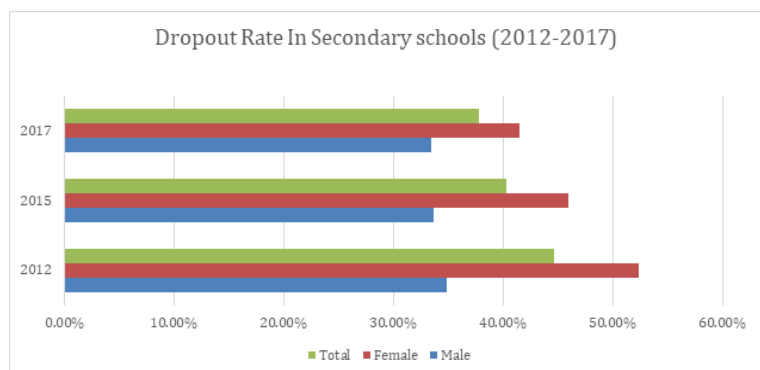
According to Bangladesh Education Statistics 2012, there were 7,937,235 students in secondary schools where 4,229,292 students were female and 3,707,943 students were male. Therefore, in secondary schools 53.28% of students in secondary schools were female and 46.72% were male.

So, in the above discussion, it is clear that the number of students at the secondary level is increasing day by day. The percentage of female students is always greater than the percentage of male students.

2.3 Dropout rate

According to Bangladesh Education Statistics, the overall dropout rate in secondary schools was 37.81% in 2017. If we consider the dropout rate by gender then the dropout rate of girls was 41.52% and the dropout rate of boys was 33.43%.

In 2015, the overall dropout rate in secondary schools was 40.29%. The dropout rate of girls was 45.92% and the dropout rate of boys was 33.72%.



In 2012, the overall dropout rate in secondary schools was 44.65%. The dropout rate of girls was 52.36% and the dropout rate of boys was 34.9%.

We can see that the dropout rate has decreased gradually in these past years. The dropout rate of girls is always greater than the dropout rate of boys.

2.4 Competency and evaluation

If we take a look at the last JSC examination in 2019, out of 22.60 lac participants, 87.58% passed the examination. This batch passed their PEC exam in 2016 when the pass rate was 98.51% and the number of participants was 28 lac 30 thousand 734. As we can see, not only do fewer students make it to the next public examination but also there is a significant decrease in the pass rate. A similar trend is also observed in SSC and HSC examinations.

According to the Learning Assessment of Secondary Schools (LASI) report 2015, the performance of 6% of students from Grade 6 and 1% of students from Grade 8 was below the mean achievement for Grade 6 which means at least a learning gap of 2 years for the eighth graders.

Table 1 Distribution of Bangla Performance by Grade

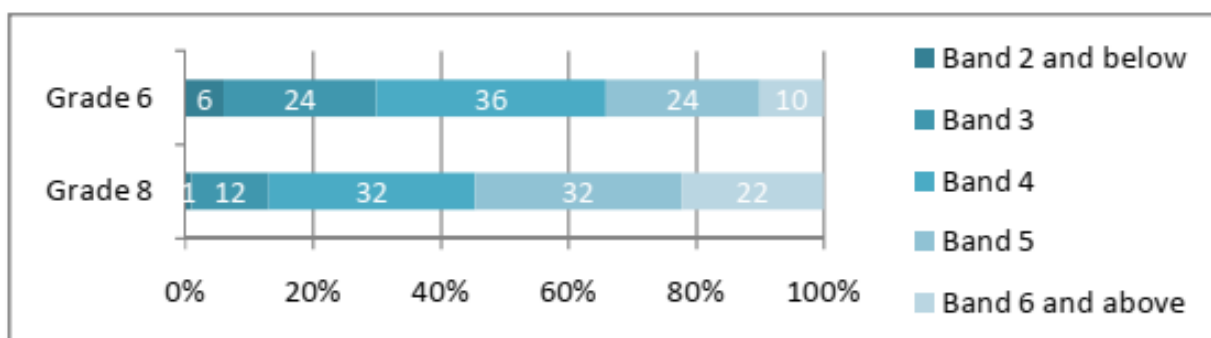


Table 2 Distribution of English Performance by Grade

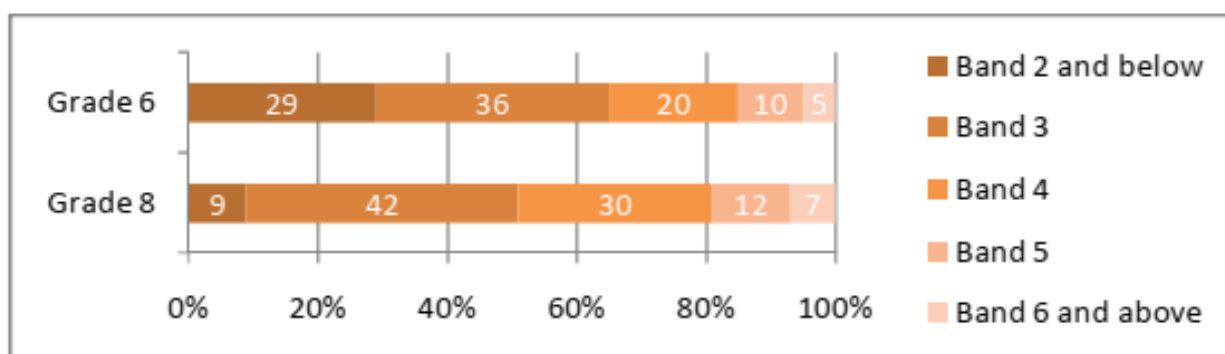
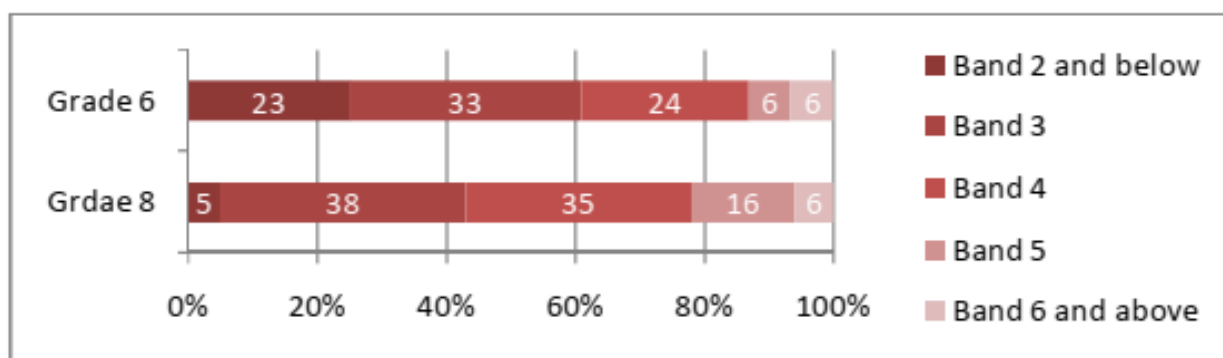


Table 3 Distribution of Mathematics Performance by Grade



According to the LASI Report 2015, of the seven divisions, Rajshahi and Barisal performed slightly better than the other divisions in all domain areas at both grade levels. On the contrary, the mean achievement for the students in Sylhet across all domain areas was the lowest.

The report also states that students from General Education institutions performed moderately higher than Madrasah students at both grade levels in languages. At the same time, in Mathematics the difference was small at both grade levels.

Along with that, students from institutions located in urban areas performed significantly better than the students from rural areas in all three domains, as seen in the LASI Report of 2015. According to the LASI Report 2015, Students from plain land areas, across all three domains performed moderately higher than the students from other geographical areas that included coastal and hilly regions, etc.

According to the LASI Report 2015, For all domains, parents' education has a small positive correlation with student achievement. This indicates that the higher the education level of the parents, the higher the average of the student. According to the LASI Report 2015, For Bangla and Mathematics, the non-tribal students had significantly higher achievement than the students from tribal groups. For English, the difference was moderate. This pattern occurred in both Grade 6 and Grade 8.

According to the LASI Report 2015, there is a small statistically significant difference favouring males between male and female students in grade 6 in mathematics performance, while in grade 8 the difference is moderately significant, again in favour of males. This finding differs from the performance in languages where there was equity in learning.

Table 13 Band Distribution of Bangla Language by Gender

Band	Grade 6				Grade 8			
	Males		Females		Males		Females	
	Percent (SE)		Percent (SE)		Percent (SE)		Percent (SE)	
Band 6 or above	10	(±1.3)	9	(±1.0)	23	(±1.6)	22	(±1.4)
Band 5	22	(±1.1)	25	(±1.1)	32	(±1.2)	32	(±1.4)
Band 4	36	(±1.2)	36	(±1.1)	32	(±1.3)	33	(±1.3)
Band 3	25	(±1.1)	24	(±1.3)	13	(±0.8)	12	(±0.9)
Band 2 or below	7	(±0.7)	6	(±0.5)	1	(±0.2)	1	(±0.2)

Table 26 Band distribution of English language by Gender

Band	Grade 6				Grade 8			
	Males		Females		Males		Females	
	Percent (SE)		Percent (SE)		Percent (SE)		Percent (SE)	
Band 6 or above	5	(±1.2)	4	(±0.9)	9	(±1.3)	6	(±1.0)
Band 5	10	(±1.1)	10	(±1.2)	13	(±1.2)	12	(±1.1)
Band 4	20	(±1.4)	21	(±1.2)	28	(±1.5)	31	(±1.5)
Band 3	36	(±1.5)	36	(±1.4)	41	(±1.6)	42	(±1.7)
Band 2 or below	29	(±1.6)	29	(±1.6)	9	(±0.8)	9	(±0.8)

Table 39 Band Distribution of Mathematics Performance by Gender

Bands	Grade 6				Grade 8			
	Males		Females		Males		Females	
	Percent (SE)		Percent (SE)		Percent (SE)		Percent (SE)	
Band 6 or above	8	(±1.2)	4	(±0.9)	8	(±1.3)	4	(±0.7)
Band 5	15	(±1.3)	13	(±1.2)	18	(±1.4)	15	(±1.4)
Band 4	25	(±1.5)	24	(±1.5)	36	(±1.7)	33	(±1.4)
Band 3	32	(±1.5)	34	(±1.5)	34	(±1.7)	41	(±1.7)
Band 2 or below	20	(±1.4)	25	(±1.4)	4	(±0.5)	7	(±0.7)

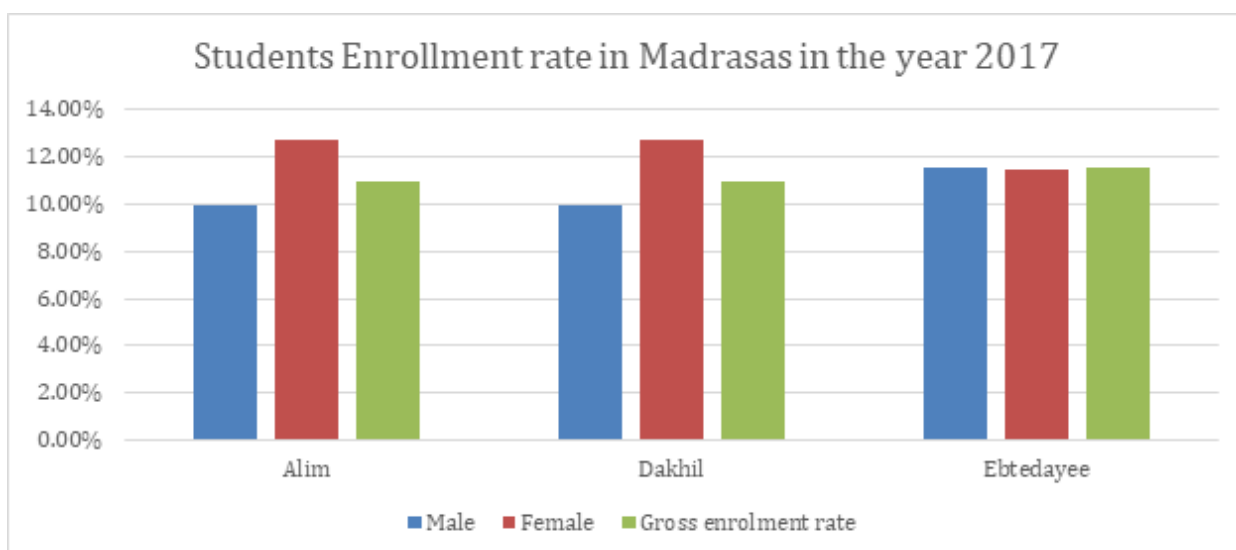
(Sources: LASI Report 2013 & 2015)

According to the LASI Report 2015, Student's age is influencing their achievement. The older the student, the lower the achievement.

3. Madrasa Education

3.1 Enrollment

According to Bangladesh Education Statistics 2017, Gross Enrollment Rate in Ebtedayee (madrasa) was 11.50% where the NER of boys was 11.48% and the NER of girls was 11.52% in the year 2017.

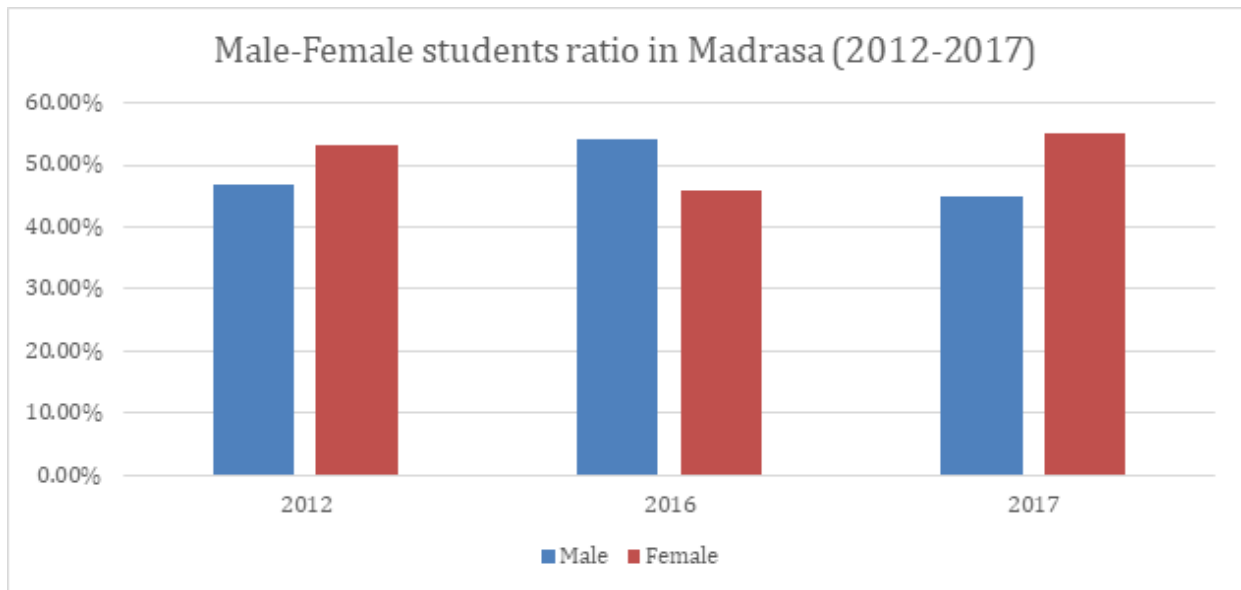


The net Enrollment Rate in Dakhil (Madrasa) was 10.97% where the NER of boys was 9.91% and the NER of girls was 12.69% in the year 2017.

The net Enrollment Rate in Alim (Madrasa) was 10.97% where the NER of boys was 9.91% and the NER of girls was 12.69% in the year 2017.

3.2 Total Students and the male-female ratio

According to Bangladesh Education Statistics 2017, there are 9303 madrasas in our country with a total of 2453364 students. The number of male students is 1102815 and female students is 1350549. So, the percentage of female students is 55.05% and male students are 44.95%.



In 2016, there were 9314 madrasas in our country and the number of students was 2460305. The number of male students was 1131516 and female students were 1328789. So, the percentage of female students is 54.01% and male students are 45.99%.

According to Bangladesh Education Statistics 2012, there were 9441 madrasas in our country where the number of students was 2247983. The number of male students was 1131516 and female students were 1053448. So, the percentage of female students is 53.14% and male students are 46.86%.

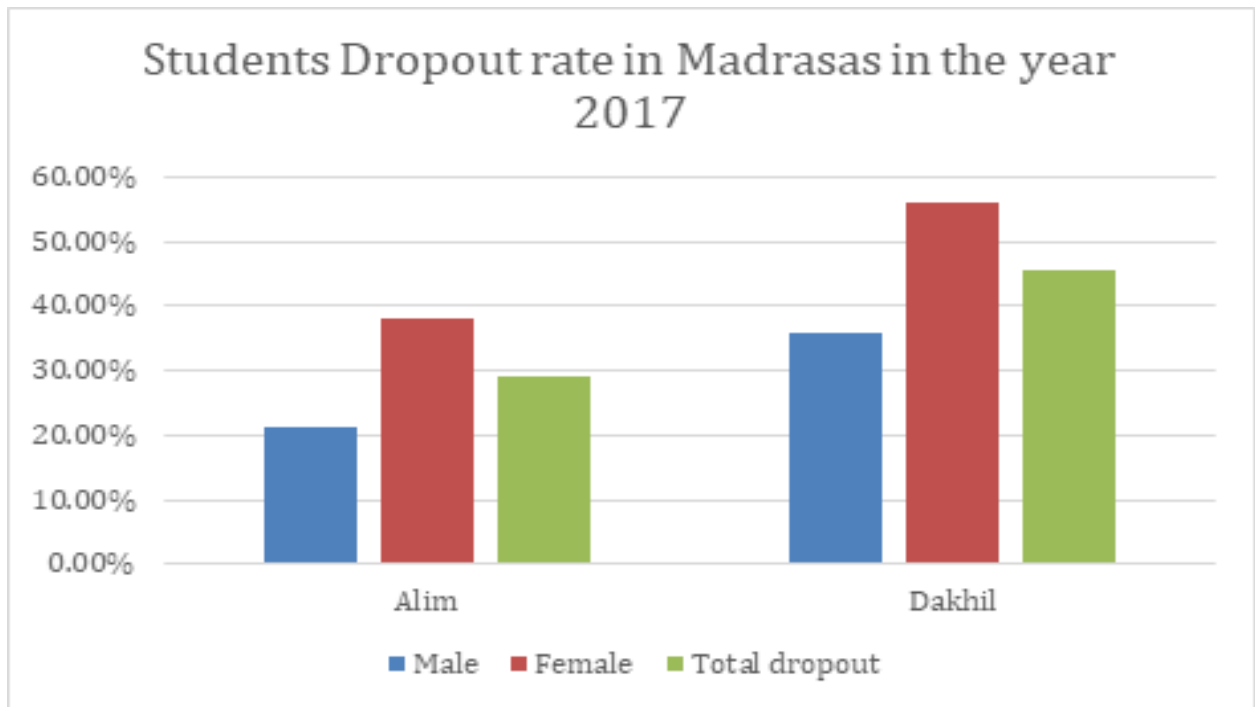
It can be perceived that the total number of madrasas has declined in these past years but the number of students has increased. The percentage of female students is greater than male students and it is increasing day by day.

3.3 Dropout

Bangladesh Education Statistics 2017 reports the overall dropout rate in Dakhil (madrasa) was 45.55%. The dropout rate of girls was 55.87% and the dropout rate of boys was 36.05%.

The overall dropout rate in Alim (madrasa) was 29.03%. The dropout rate of girls was 38.01% and the dropout rate of boys was 21.12%.

We can observe that the dropout rate of girls in Dakhil madrasa is extremely high and the same scenario is to be found in Alim madrasas too.



4. TVET and Children with special needs

4.1 Technical and Vocational Education

Over the last 10 years, the number of students studying in Technical and Vocational Education has increased and this trend of increase has continued in HSC examinations as well.

Female students hold a higher pass rate in Technical and Vocational Education in both SSC and HSC examinations but their participation is very low, not even half of the male students.

(Sources: SSC Reports 2010, 2017, 2019 and HSC reports 2013, 2019 published by Board of Secondary & Higher Secondary Education.)

4.2 Children with special needs

The number of children with special needs enrolled in different types of schools was 99,223 in 2020. The enrolment rate is surely promising, but their learning can be ensured by making school and education accessible for them through proper infrastructure, necessary resources, and inclusive teaching-learning practices (DPE, 2020).

Part III

Situation Analysis of Teachers

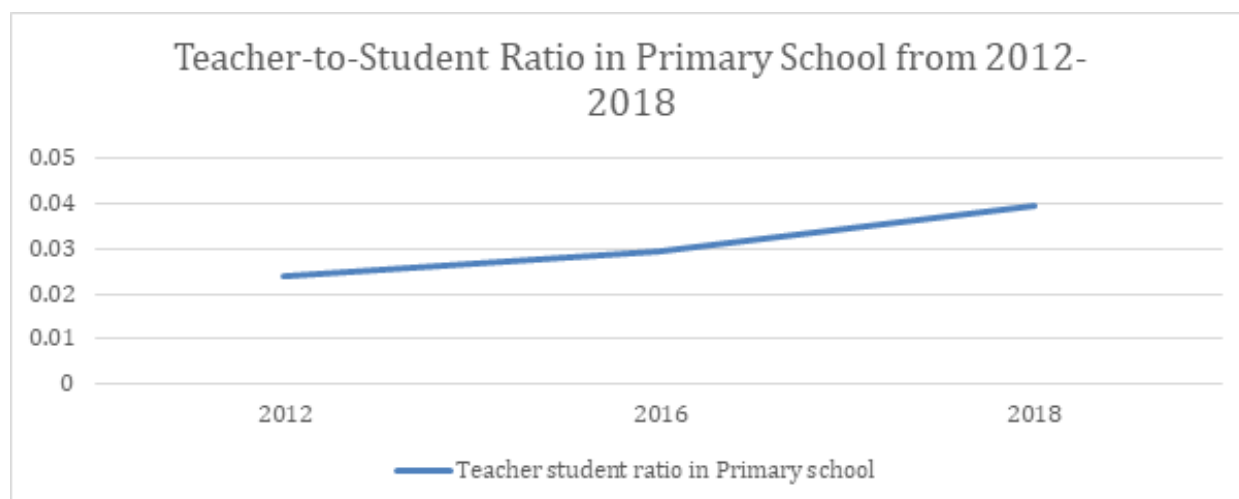
1. Primary Education

1.1 Total Number of Teachers and teacher-student ratio

According to Bangladesh Education Statistics 2018, there were 134,147 primary schools in our country and the total number of teachers in those schools was 685,400. That means the primary school-to-teacher ratio in our country was 1:5.11. Again, the number of students in those primary schools was 17,338,100. Therefore, the teacher-to-student ratio in primary schools was 1:25.3.

On the other hand, the number of teachers and students in primary school was 548,201 and 18,602,988, according to Bangladesh Education Statistics 2016. In this manner, in 2016 teacher-to-student ratio in primary school was 1:33.93.

Bangladesh Education Statistics 2012 narrates that there were 449,799 teachers in primary schools while the number of students was 19,003,210. In 2012, the teacher-to-student ratio was 1:42.

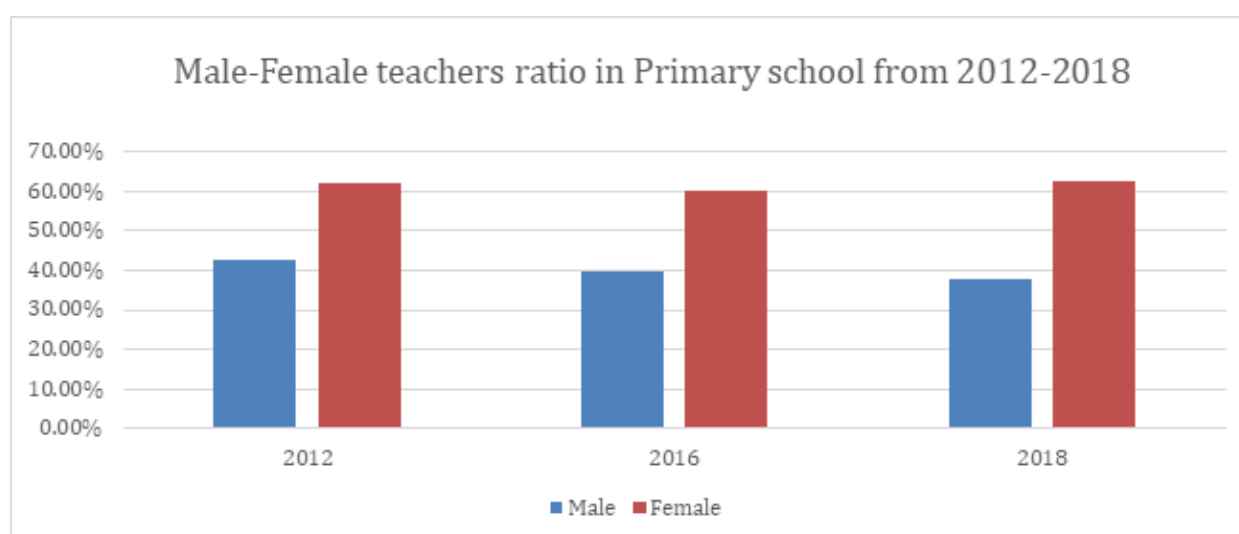


From the graph, it is clear that the number of teachers in primary school gradually increased day by day from 2012 to 2018. In this time span, the number of teachers has increased by around 52.38%.

1.2 Male-Female teacher ratio

According to Bangladesh Education Statistics 2018, there were 258749 male and 426651 female teachers in primary schools. The male-female teacher ratio in primary schools was 1:1.65. Therefore, there were 62.25% female teachers and around 37.75% male teachers in primary schools.

Similarly, from Bangladesh Education Statistics 2016, the number of male and female teachers in primary education was 217798 and 330403. The percentage of male and female teachers in primary schools came out as 39.73% and 60.27%.



Also, as reported in Bangladesh Education Statistics 2012, there were 187912 male and 261887 female teachers in primary schools. And the percentage of male and female teachers was 42.8% and 62.2%.

From the above data, we can say that the percentage of female teachers levelled off from 2012-2018, where it decreased in the case of male teachers.

2. Secondary Education

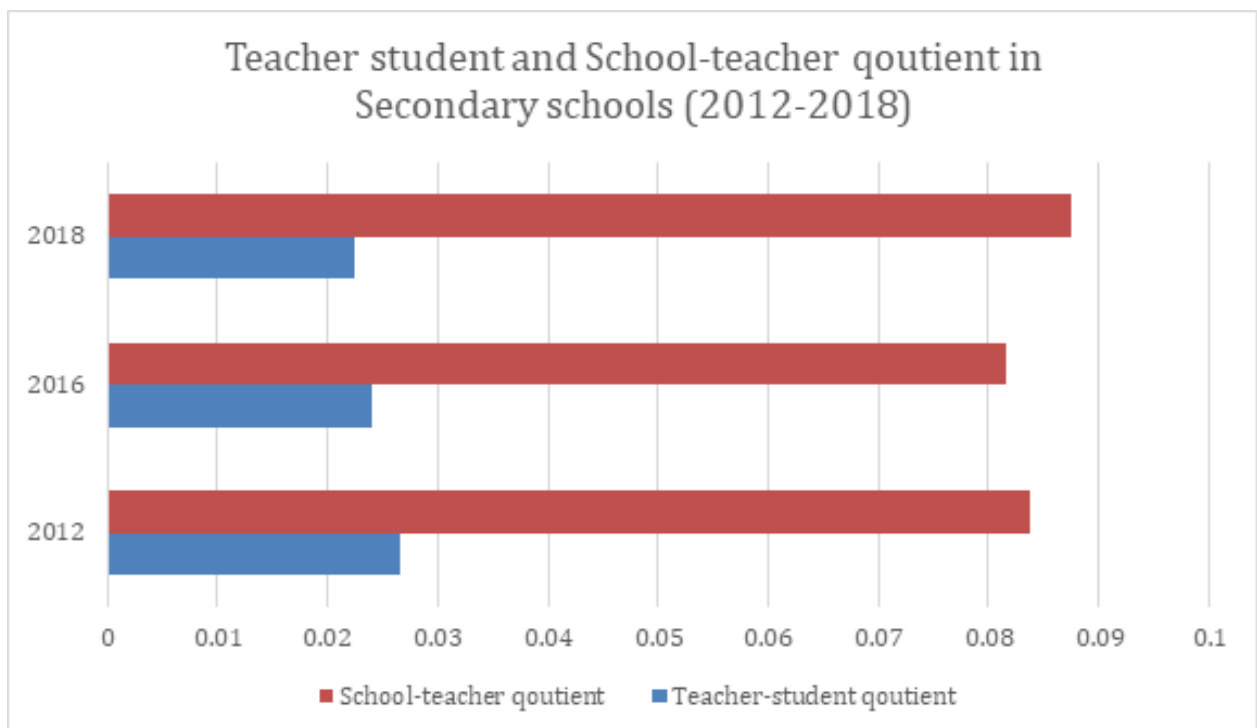
2.1 Total number of teachers and teacher-student ratio

As reported by Bangladesh Education Statistics 2018, there are 20,465 secondary schools in our country and the number of teachers is 234165. And the secondary school-to-

teacher quotient is 1:11.44. The number of students in secondary school is 10,475,100. Therefore, the teacher-to-student ratio in secondary school is 1:44.73.

According to Bangladesh Education Statistics 2016, there were 19,847 secondary schools where the number of teachers was 243553. Then secondary school and teacher quotient were 1:12.27. On the other hand, the number of students in secondary school was 10,107,089. Therefore, teacher-student correspondence was 1:41.50.

Inquiring more, there were 15,581 secondary schools in our country. The number of teachers in those schools was 186,173. So, in 2012, the secondary school-teacher ratio was 1:11.95. The number of students was 6,983,069. Therefore, the teacher-student ratio was 1:37.51.

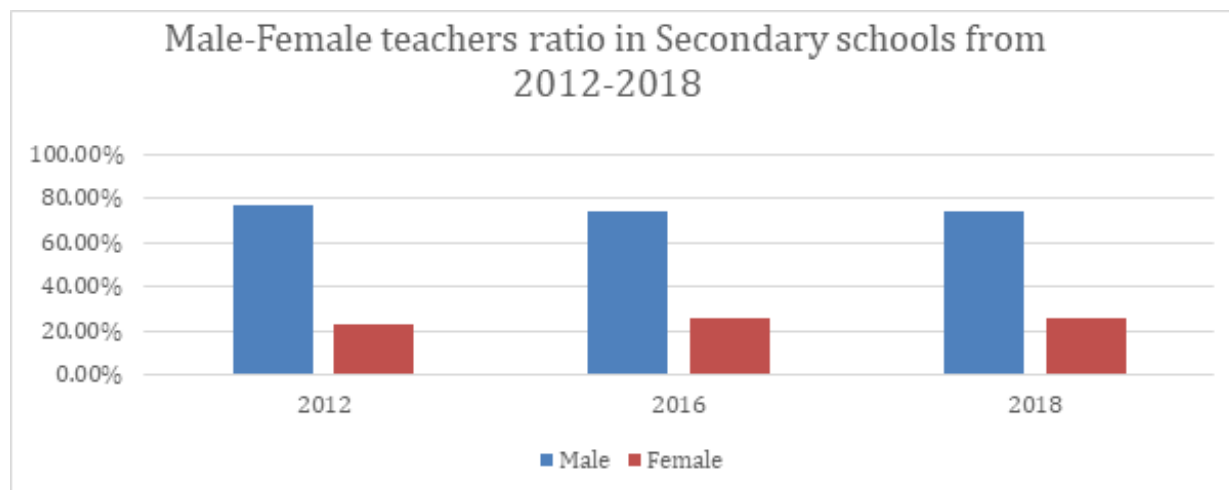


From the above data, we can conclude that the quotient of institutions and teachers has climbed up in past years. As a result, the teacher-student quotient moderately dropped from 2012 to 2018, which indicates the need for more teachers.

2.2 Male-Female teacher ratio

According to Bangladesh Education Statistics 2018, there are 174095 male and 60070 female teachers in secondary schools. So, the percentage of male and female teachers is 74.35% and 25.65%.

Bangladesh Education Statistics 2016 further reports that male and female teachers in secondary schools were respectively 181057 and 62496. Therefore, there were 74.44% male teachers and 25.66% female teachers in secondary schools.



The statistics in the 2012 report, there were 142726 male teachers and 43447 female teachers in secondary school. So, the percentage of male and female teachers were respectively 76.66% and 23.34%.

It can be seen that the percentage of female teachers in secondary schools is gradually rising from 2012 to 2018.

2.3 Teacher Recruitment System

The Directorate of Secondary and Higher Education (DSHE) under the Ministry of Education is the recruiting authority for the approved positions of Assistant Teachers for Government secondary schools. This has been done based on the applicants' academic results, a written and an oral test. Four-fifths of the heads of these institutions are filled up through the promotion of the Assistant Teachers and the remaining portion is filled up from outside. Bangladesh Public Service Commission (BPSC) under the Ministry of Public Administration calls for applications for these positions (heads) and takes tests before the selection. The School Managing Committees (SMCs) are the recruiting authority for the grant and non-grant-based secondary schools (Non-government) and schools and colleges. However, the applicants are to prove their eligibility through a written test administered by the Non-government Teachers Registration and Certification Authority (NTRCA).

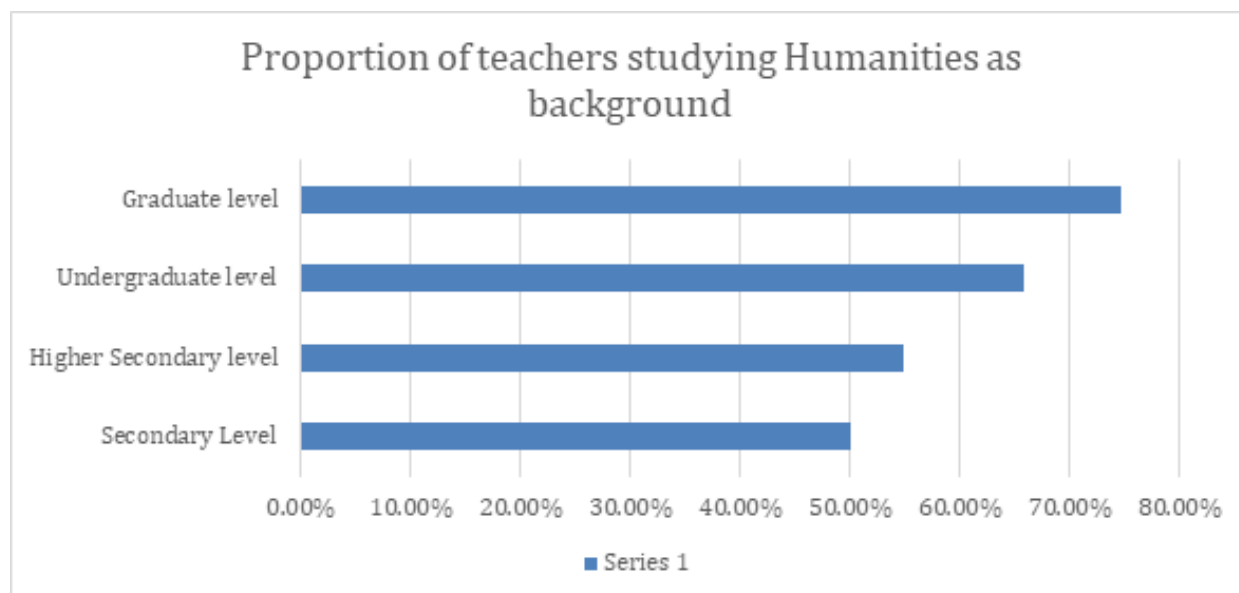
2.4. Quality of teachers

In Bangladesh, the minimum educational qualification for being a secondary school teacher is a Bachelor's degree in a relevant subject from any recognized higher educational institution.

According to a study of Education Watch report 2018-19, the highest educational qualification of 48.8% of the teachers was a Master's degree; 48.2% of them had a Bachelor's degree and the remaining 3% completed higher secondary schooling. A higher proportion of female teachers had a Master's degree (nearly 51%) compared to male teachers (48.3%). Such a level of educational qualification was observed among 45.1% of the teachers in rural educational institutions and 64.5% of those in urban institutions. About 46% of those school teachers had a Master's degree.

2.5. Background of teachers

The majority of the secondary teachers studied Humanities at every level of education followed by science. A small proportion of the teachers studied Business, vocational subjects or others. Whereas the proportion of teachers studying Humanities gradually increased from one level to another, a decreasing trend was observed in the case of studying Science. For instance, half of the teachers studied Humanities at the secondary level, 54.9% at the higher secondary level, 65.9% at the undergraduate level, and 74.7% at graduate school.



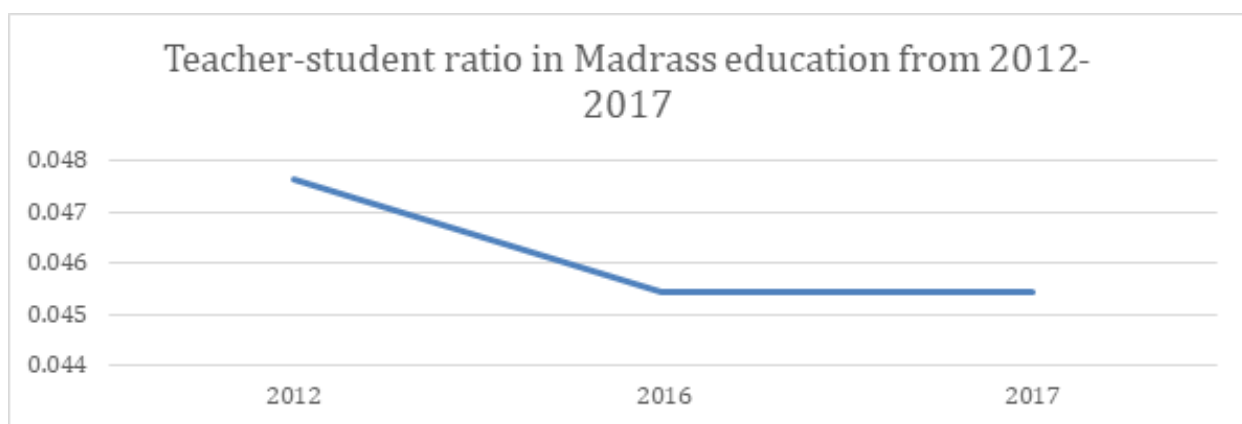
The proportion of teachers who studied Science was higher among the male teachers than their female counterparts at the first three levels of education (secondary to undergraduate).

3. Madrasa Education

3.1 Total number of teachers and teacher-student ratio

According to Bangladesh Education Statistics 2017, there are 9303 Madrasas in our country. The total number of teachers in those madrasas is 113761. Calculation says teacher per institution ratio is 1:12.

The number of students in the madrasa is 2453364. Therefore, the teacher-student ratio in Madrasa is 1:22.

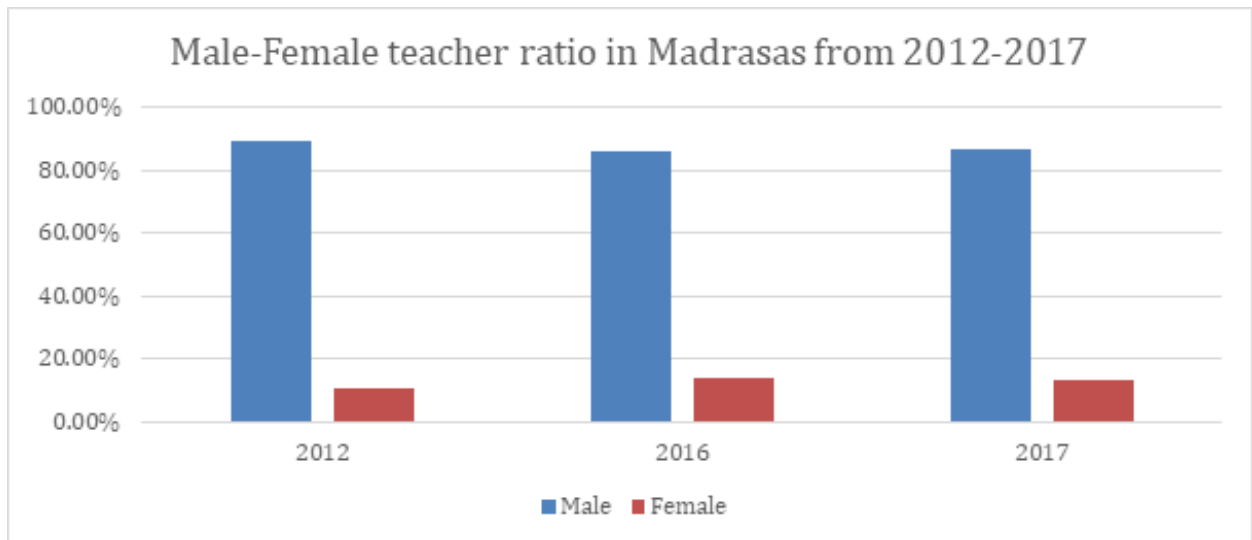


The number of teachers and students in madrasas was respectively 113368 and 2460305 according to Bangladesh Education Statistics 2016. So, in 2016 teacher-student ratio in madrasas was 1:22.

By Bangladesh Education Statistics 2012, there were 107728 teachers in Madrasas while the number of students was 2247983. In 2012, the teacher-student ratio was 1:21.

3.2. Male-Female teacher ratio

According to Bangladesh Education Statistics 2017, there are 98849 male and 14912 female teachers in Madrasa Education. Therefore, there are 13.11% female teachers and 86.89% male teachers in Madrasa.



Giving further look into Bangladesh Education Statistics 2016, the number of male and female teachers in Madrasa were 98571 and 14797. So, the percentage of male and female teachers in Madrasa was 86.05% and 13.95%.

As reported in Bangladesh Education Statistics 2012, there were 96131 male and 11597 female teachers in Madrasa. And the percentage of male and female teachers was 89.33% and 10.77%.

It can be ascertained that there is a vast difference between madrasas and primary or secondary schools in the percentage of female teachers. Though it has increased in these past years, it is still very lower than the expectation.

4. Other relevant factors

4.1 Ambitions and job choices

According to a study of Education Watch report 2018-19, the majority of the teachers wanted to see themselves in the same profession as they were at the time of the interview, i.e., teaching. They comprised 58.7% of the sampled teachers. 13% of the teachers wanted to be government officials and 11.2% wanted to be a doctor or an engineer. The other professions that the teachers wanted to be in are police or defense officer (5.3%), banker (4.2%), businessperson (1.5%), and others (2.8%). A small section of the teachers (3.3%) did not have any aim in life. The study also shows that more females than males had an aim to be a teacher (67.1% versus 56.3%). This was 60.7% among the teachers of rural and 50.6% among those of urban institutions.

4.2. Second occupation

According to the Education Watch report 2018-19, all the teachers under study reported that teaching was their principal occupation; however, two-thirds of them also reported having a second occupation. The proportion of respondents having taught as the only occupation was more among the males than the females (39.7% versus 10%).

86% of the female teachers reported that household management was their second occupation. Only 4% of the female teachers had a second occupation that produced direct income. Proportionately more teachers of the rural institutions reported having a second occupation than their urban counterparts (68.6% versus 59.9%).

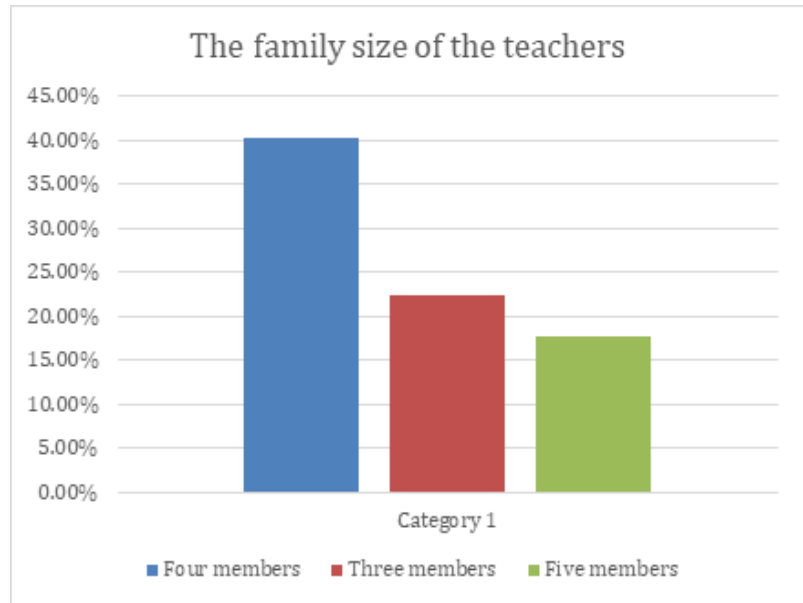
Agriculture was at the top with 23.3% of the teachers reporting it as their second occupation. This was followed by household management (19.5%) and private supplementary tutoring (11.3%), respectively. The other second occupations of the teachers included small and medium business (4.4%), agriculture (2.8%), and others (5.7%).

4.3 Household information

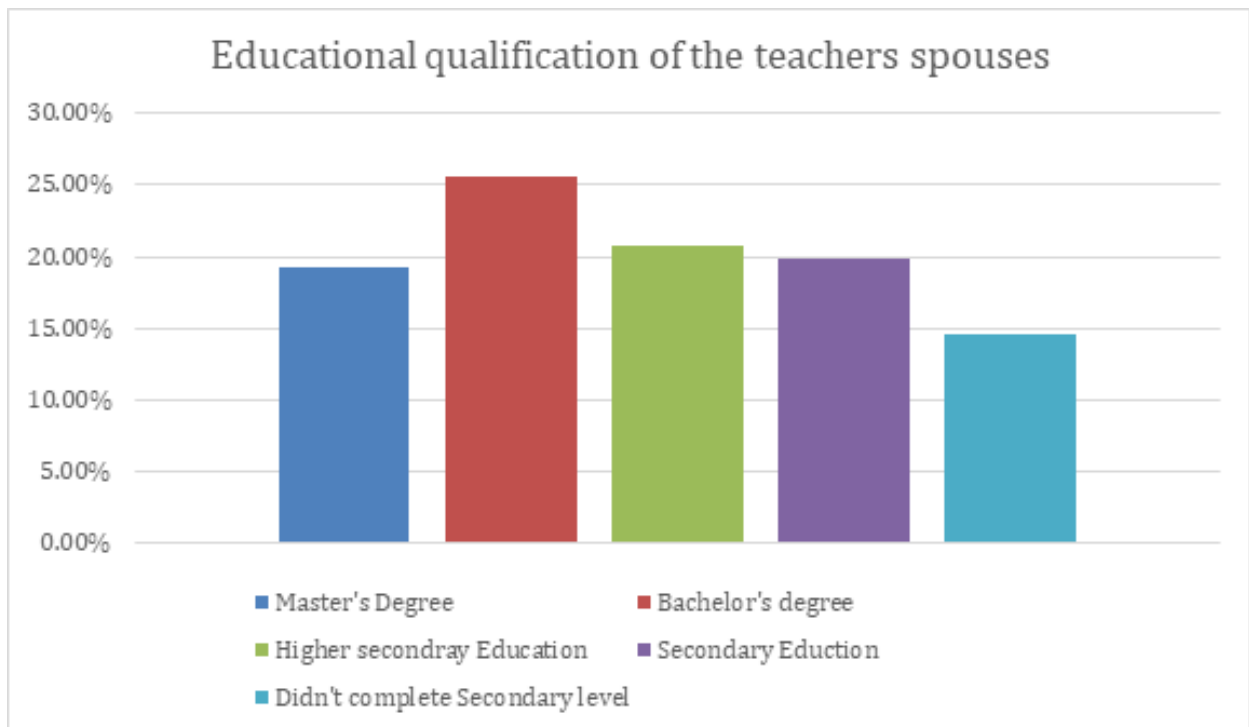
According to the Education Watch report 2018-19, most of the teachers were married (94.4%). less than 5% were unmarried, and 1% had another status such as widow,

widowed, divorced, or separated. Nearly 95% of male and 92.8% of female teachers were married. It was 94.8% among the teachers and 92.4% among those of urban institutions.

The family size of the teachers ranged from 1 to 11. The family size of 40.2% of the teachers was four, three for 22.5%, and five for 17.7%. The average family size was 3.7% for the teachers of Government schools, and 3.8 for each non-government school.

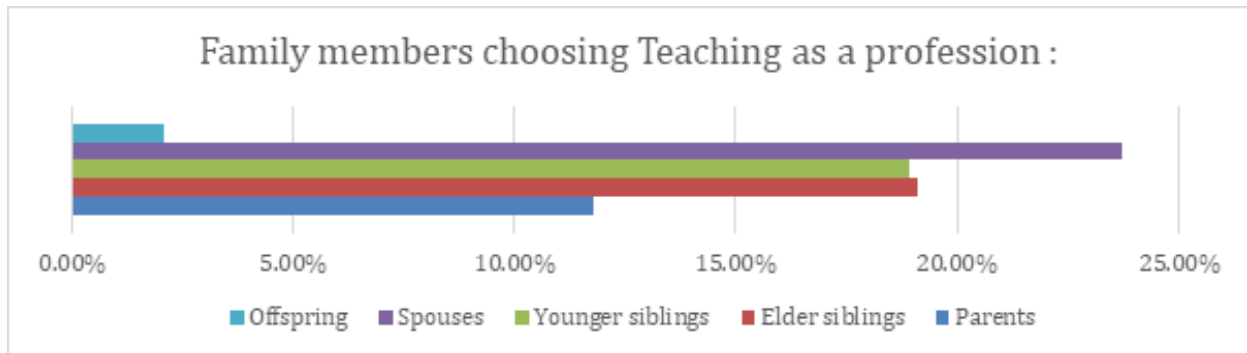


Of the spouses of the teachers, 19.3% had a Master’s degree, 25.5% had a Bachelor’s degree, 20.7% completed higher secondary education, 19.8% completed secondary education, and 14.6% did not complete secondary level.



Over 53% of the teachers had at least one person in the family who chose to teach as a profession, beside themselves. They include parents (11.8%), elder siblings (19.1%), younger siblings (18.9%), spouses (23.7%), and offspring (2.1%). Institution types wise,

68.8% of the Government school teachers had at least one teacher family member, which was 56.3% in schools and colleges, and 55.2% in Non-government schools.



Conclusion

Though in terms of the quantitative factors of education like enrolment rate, dropout rate, gender parity, Bangladesh made progress and fares better than many other developing economies, in respect of qualitative factors like attainment of education, Bangladesh has a lot of progress to make. And for that, it is imperative to improve the factors that influence the learning environment, including the quality of teachers.

