

## Country Report (Bangladesh) (Teachers)

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## 1. Educational Context in Bangladesh

- Double shift school and Promotion System, qualification, transfer system, reason to be a teacher

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## Double shift school and Promotion System

- First shift starts at 9:30 am. and continue up to 12:00 for grade I, II, and the second starts at 1:15 pm. and continue up to 4:15 pm. for grade III, IV and V. For two-shift school the weekly lesson per teacher is 46.6 in rural school and 43.5 in urban school. For one shift school, that is 39.5 in rural school and 38.5 in urban school.
- In grade I and II, it is auto-promotion system. For grade III, IV, V; every pupil has to sit an annual exam and pass it. The pass mark is thirty-three percent in each subject.

	First shift						Second shift					
Hour	8	9	10	11	12	13	14	15	16	17		
Grade	Grade I and II							Grade III, IV and V				

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## Teachers Qualification

- In Bangladesh the minimum required academic qualification for female teachers is Secondary School Certificate (S.S.C.; that is 10th grade) and for male teachers is Bachelor Degree or Higher Secondary Certificate (H.S.C.; that is 12th grade) with Certificate in Education (C-in-Ed). Since the job-market has become competitive, currently Bachelor Degree holders and Master Degree holders also apply to teaching job in primary schools.

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## Transfer System of Teachers & Reasons to be a Teacher

- There is no official transfer system. During recruitment the authority considers the candidates’ own region. Once they are appointed, they seek transfer to a town school. This is particularly true for female teachers as it is difficult to find accommodation in the village where they are supposed to serve. And, if some problems occur in a particular school then the authority transfer the concerned teacher to another school.
- The reasons to be a teacher are that teaching is recognized as a highly respected profession in the society and working place is usually close to their residential area, that lack of job attract some people to teaching even with unsatisfactory salary, and that many teachers teach at the primary level just as a platform to the next career (according to Focus Group Discussion).

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## 2. Field research and Findings

### 2-1 First-year Survey

- Sampling Procedure
- Interview and Classroom observation

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## Sampling Procedure

- One average Government Primary School (GPS) was selected each from urban area and from rural area in Mymensingh district, which is one out of 64 districts in Bangladesh.
- Urban school is situated in the center of Mymensingh city and rural one is situated about 30 kilometers away from the main city.

	Sex	How long	Subjects you teach
Urban	*Male (1), Female (1)	14 years 5 months 29 years 10 months	All subjects Mathematics, Bangla
Rural	*Female (1) Female (1)	10 years 5 months 5 years 5 months	Mathematics, sociology, science Mathematics, English, Bangla

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## Interview and Classroom observation

### Interview about classroom

- Teachers of both schools claimed, they have attained all purposes of that day's lesson successfully. They think the most important factors for successful lesson are active participation of students, learning by doing, use of appropriate teaching aids etc.

### Classroom observation

- Children are not involved in any creative or innovative activity. In most of the cases memorization is found to be emphasized. Teachers are seen to dominate solving problems in the whole lesson.
- Third party's perception is that the teachers have failed to attain their objectives to make the lesson clearly understandable to the children. Teachers' high perception in attainment does not guarantee their good practice or achievement.

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## 2-2 Second-year Survey

- Major Findings  
Evaluation on Test, Oneself, Pupils,  
Contents, teaching methodology.

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## (a) Test-evaluation

		urban	rural		
Teacher's forecast		70 %, 70%	33 %, 40%		
	Ave.	Boys	Girls	Highest	Lowest
Urban	51.7%	55.3%	49.9%	68%	34%
Rural	33.7%	33.8%	33.6%	53%	11%
All	42.9%	42.8%	42.9%	68%	11%

- Problems and solutions are not stated in this way in the textbook, nor in the test. "no. 5 (16.6%), I think the problem is presented in difficult way. Problem is not complete." "no. 8 (63.9%) and no. 3 (60.7%), Pupils never have solved such kind of problem."
- Classroom test contents are almost the same as textbook contents. There is much influence of the examination on teachers' teaching.

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## (b) Self- and (c) Pupils-evaluation

### Item (4)

- The teachers stated that they feel difficulties in teaching "Fraction". Some reasons are "it is difficult to understand the concept of fraction", "practical use of fraction is difficult", "fraction related real/concrete materials are limited in the classroom".

### Item (11)

- Nevertheless, they said in that they are confident to teach fraction.

### Items (9) and (10)

- The teachers said, it is easy for the pupils to learn fractions although they also mentioned some difficult points to learn such as types of fractions, to find the least common multiple, and to convert into equal denominator. They pay attention to knowledge and skills aspect of fraction.

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### (d) Contents-evaluation (e) Teaching-methodology

Items (12) and (13)

- Learning of fractions is important. Some reasons are application to practical life and to understand deeper mathematics.

Item (14)

- "how to teach, which is longer  $\frac{1}{4}m$  or  $\frac{1}{3}m$ ?"

(Ans.) Will explain it by using the following figures

$\frac{1}{4}$  

$\frac{1}{3}$  

Item (15)

- "how to teach, what is a half of  $2m$ ?"

(Ans.) "Will explain it by using the meter scale." "Will ask the pupil to take a 2-meter long meter scale and then instruct the pupil to divide it into two equal parts."

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### 3. Discussion on Major findings

Teachers (and also we) are trapped in stereo-type, and what they consider sometimes does not reflect the reality. In order to avoid this trap, we have to look at the reality again through critical view.

- Textbook dependency and exam driven teaching

Through this field survey, we found out that teachers are preoccupied so much in textbook teaching, and also influenced by examination. Teachers insisted that the type of question was different from the one which pupils encountered in a usual lesson or examination. It is, however, not true that pupils' performance would be better in solving the usual type of questions.

Grade	3	4	5	*	X
Average	61.3 %	21.2 %	43.7 %	16.3 %	44.6 %

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### Discussion on Major findings (Cont.)

- Children is not in the center of teaching (See table in next page)

Teachers are confident to teach but some expectations did not reflect actual performances. This shows that teaching is not fully based on understanding pupils' difficulty.

They make good efforts to use drawing to explain the concept of fraction. However, very few pupils were able to explain the meaning of problem, and yet some were even able to make correct answers. This is a manifestation of rote learning without proper understanding.

- Harsh conditions of teachers

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### Pupils' level of errors by performance

Q. No.		No. of errors per solving level									No. of correct answer		
		(a) Reading			(b) Understanding of Concept			(c) Process					
		H	L	T	H	L	T	H	L	T	H	L	T
Q5 (3)	*	-	-	-	10	10	20	9	10	19	1	0	1
Q6 (1)	5	-	-	-	3	9	12	4	6	10	6	4	10
Q8	x	-	-	-	10	10	20	9	5	14	1	5	6

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