

Role of School Managing Committees' Achieving SDG 4 : Quality Primary Education—A case study of two Upazilas

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Abstract

Background and Aim of Study: The 'School Management Committee' plays an important role in ensuring quality primary education in achieving the SDG-4. However, there is widespread dissatisfaction with how school management committees are working to ensure the quality of primary education in Bangladesh. The present study has been attempted to to examine the role and responsibilities of SMC in this regard.

Material and Methods: In order to investigate, the study applied mixed methods approach— a combination of both qualitative and quantitative methods. In adoption of purposive sampling method, data has been collected from a total of 20 govt. primary schools from two selected districts as the samples for this study.

Results: Only 32.48% of the SMC Chairman/Member express that their performance is bad. As many as 46.35% proclaimed that their performance is good and only 21.17% is of the opinion that their degree of success is very good. It has been observed the success was maximum in taking necessary action to check dropouts which was followed by 'awarding talented students' in arranging motivational/advocacy campaigns to protect the girl from sexual harassment and also in taking disciplinary action against inefficient teachers. It is also observed that their failure is maximum in taking necessary measures for the retarded students to go ahead at par with the mainstream students and in undertaking specific programs for inclusion of the physically/mentally challenged students. The findings show that the legal provisioning behind the constitution of SMC is very weak. Now SMCs are functioning merely on the basis and executive order issued the Ministry of Primary and Mass Education, Government of the Peoples Republic of Bangladesh.

Conclusions: The prime objective of the formation of School Management Committees (SMCs) was to decentralize the school process to enhance the democratic governance of the school, in practice it did not happen.

Keywords: SDG-4, Quality Primary Education, SMCs, Role, Responsibility

1.0 Introduction

It is true that Bangladesh has made remarkable progress in education during the last decade. At least, students admitted at primary level, equality of the boys and girls in the secondary and in both cases we have progressed in the pass rate of public examination. However, on October 25, 2015, a report titled "National Education for All" created by UNESCO" has come out with a lot of information which has given us a feeling of concern and that we cannot breathe the comfort of

the current state of education. The report shows that in 2005-2013, the admission rate of primary enrollment increased by 10.1 percent. The total admission rate in 2013 is 97.3 percent. In 2005 it was 87.2 percent. Even if the dropout rate of primary level is lower than the previous year, it is 21.4 percent of the total.

UN Member States are soon to adopt a set of Sustainable Development Goals (United Nations, 2014). The SDGs will succeed the Millennium Development Goals (MDGs) as reference goals for the international community for the period of 2015-2030. The seventeen goals cover a much broader range of issues than their predecessors. They aim to be universal – that is, applicable to all countries and not only developing countries, and to serve as guideposts for a global transition to sustainable development. Education was identified as a standalone goal (SDG 4). UN Member States are soon to adopt a set of Sustainable Development Goals (United Nations, 2014). The SDGs will succeed the Millennium Development Goals (MDGs) as reference goals for the international community for the period of 2015-2030. The seventeen goals cover a much broader range of issues than their predecessors. They aim to be universal – that is, applicable to all countries and not only developing countries, and to serve as guideposts for a global transition to sustainable development. Education was identified as a standalone goal (SDG-4).

Bangladesh government's commitment to attain SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" has also posed several challenges those are to be addressed– decentralization of educational governance, introduction of school and learner centered management, and the importance of effective school management in general and the role of the SMC in particular. It is widely acknowledged that we need to pay serious attention to improving the school management framework if we are to bring about sustainable improvements to the quality of primary education. This has implications for in school management processes, community school linkages, the role of the head teacher and SMC, as well as external support and accountability mechanisms (UN 2017).

Against the backdrop of the crucial importance of exploring the role of SMC for ensuring quality primary education this research undertook case studies from two upazilas. The specific objective of the case studies is to develop a critical understanding of the characteristics of school management practices and strategies, and to clarify how such practices and strategies can be adopted in different contexts. The ultimate objective of this research is to inform institutions on how to build SMC's capacities in order to improve school management. It is envisaged that the case studies would subsequently help to redesign policies, plans and programs appropriate to Bangladesh for primary education.

1.1 Statement of the Problem

These achievements were accepted in the most inclusive process in the history of the United Nations. The consents of about 85 lac people / organizations have been taken to create SDG. In the UN, for more than two years (March, 2013 to August, 2015), SDG are discussed. SDG is founded on five concepts - people, earth, prosperity, peace and partnership. Its main principle is not to keep anyone behind, whereas the main objective of development will be sustainable development, introduction of peaceful and inclusive social system, effective in the all stages, establishing the accountable and inclusive institutions at all levels. Needless to say, Bangladesh has entered the United Nations announced sustainable development agenda (SDG) since 2016. The Prime Minister of Bangladesh, has signed two development announcements in the United Nations (Century Announcement 2000 and SDG 2015). The government/ head of state of 189 countries have signed in MDG. In addition to Bangladesh, the government/state heads of 192

countries have signed on SDG. Now virtually Bangladesh will have to put together towards achieving SDG-4. The term of the SDG 2016–2030. It has set 169 targets for its 17 development goals. There are 241 indicators for achieving this goal. The government of Bangladesh is committed to fulfill this and the activities are being carried out. Bangladesh will implement SDG through the eighth five-yearly plan and the next 9th five-early plan. The people of the country are thinking about the issue. Because, it involves the overall development, peace and dignity of the country. Above all, Bangladesh has achieved tremendous success in fulfilling MDG. In some cases, the world has become a model. The MDG period was 2000-2015. Due to the success of the country to meet the MDG, the responsibility of achieving success in completing the SDG is increasing. It is very important to find out what obstacles are in the case of SDG-4 in Bangladesh and the way to answer these obstructions. In the past, UNESCO's research report said that Bangladesh will have to pay more attention for ensuring quality education first. Some recommendations have been mentioned in the report to address this challenge.

Primary education is the basic foundation of a child's education. If the foundation of primary education is strong, it is possible for the child to achieve the desired success in higher education. In the last decade, Bangladesh has moved far ahead in the primary education. The admission rate of Primary level has increased to 97.3 percent. In 2005 the rate of completion of primary education was 52.8 percent. According to the Data 2013, it has increased to 78.6 percent. More than 20 percent of the students are unable to complete primary education in just 32 of the 139 countries. In our country, the rate is 21.4 percent. This is undoubtedly alarming. Bangladesh's position in primary education is one of the 32 most vulnerable countries in the world. There is a lot of problem with the quality education and the teaching process. With regards to topics, educationists always have the same. These issues also came out in the report. It has been said that even after completing primary education, a significant part of the students cannot attain basic literacy and math. "In the primary education, the desired quality is not achieved, which is very sad. If this non-standard education is prolonged, then Bangladesh will have to lag behind.

1.2 Rationale of the Study

Primary education in Bangladesh has made a lot of progress in the last decade. The United Nations has called Bangladesh a 'Role Model' due to Bangladesh's success in achieving the two goals, particularly Universal Primary Education (MDG-2) and Gender Equality and Women's Empowerment (MDG-3). Along with more than 193 countries around the world, Bangladesh is working towards the implementation of the Sustainable Development Agenda (SDG) with 17 goals for 2016-30 announced by the United Nations. One of the main goals of the SDGs is to ensure inclusive and equitable quality education for all and ensure equal access to education for all (SDG-4). Seven goals have been set for SDG-4, again emphasizing gender equality and ensuring equitable and quality education. To achieve SDG-4 in the field of education, we will identify the main obstacles in the way of implementing quality education. After this, the priority sectors for achieving SDG-4 should be assessed. How logical and important this research is can be understood by analyzing the two reports.

Indeed, SMCs face many challenges, although SMCs arise from additional roles without proper preparation; Inadequate resources to perform their assigned duties, lack of training on relevant skills among other factors. It is against this background that this study attempts to take into

account most of the missing points mentioned above and to see if there is any trade-off between the role performance of SMCs and quality primary education.

Finally, in this era of globalization, primary level should be brought under research-oriented education system. It can be expected that the government will be able to achieve the SDG targets. To reach the desired goal, the discussion has resorted to intensive educational research and visionary development initiatives.

2.1 Literature Review

The study, evaluation of the students, shows an alarming picture about the quality of education in government primary schools in Bangladesh. About 90% students class five have a low level of math education. On the other hand, 35% class three students have a low level of Bengali language education. (BBC, December 4, 2017). A study conducted of UNICEF Bangladesh (2014) mentioned that nearly six million children, who are eligible to go to school, are still out of education. Most of them live in slums or in remote areas of the city. Of these, 46 lakh children are of primary school age.

Under the Third Primary Education Development Programme (PEDP3) 2012-2017, in the absence of a clear implementation mechanism for Second Chance Education (SCE), UNICEF Bangladesh assisted the Ministry of Primary and Mass Education (MoPME) to provide basic education to children who have never been enrolled in primary school or dropped-out before completing the full cycle. The Ability Based Accelerated Learning (ABAL) Package was developed for out-of-school children 8-14 years of age. The package is aligned with the existing non-formal basic and formal primary education curriculum of the National Curriculum and Text Book Board. Through this approach, at the end of the primary-cycle, children can attend the formal primary completion exam to get a certificate that allows them to transit to the next level of education. Piloting of the ABAL package began in 2013 in selected rural areas. In 2017, the model was also implemented in urban slums and was selected by the Government as one of four key interventions to mainstream Second Chance Education at the national level in 2018. (UNICEP, 2017)

Regardless, Bangladesh has made considerable progress in improving access to education at all levels. At the primary level, the gross enrolment ratio rose to 111.7 percent in 2017 from 109.2 percent in 2015. In 2017, the net enrolment ratio (NER) at the primary level was 97.97 percent (for boys 97.66% and girls 98.29 %together). Efficiency parameters saw significant improvement. However, at the primary level, the drop-out rate was 18.8 percent (for boys 21.7% and girls 15.9%together) in 2017, but survival rate 83.3 percent in 2017. The completion rate reached 95.18 percent for both genders, indicating a coefficient of efficiency of 81.9 percent (DPE 2017, MoE).

UNESCO's 2017/8 Global Education Monitoring (GEM) Report highlights the responsibility of governments to provide universal quality education and stresses that accountability is indispensable in achieving this goal. The Report, released today, warns that disproportionate blame on any one actor for systemic educational problems can have serious negative side effects, widening inequality and damaging learning. "Education is a shared responsibility between us all— governments, schools, teachers, parents and private actors," said UNESCO Director-General Irina Bokova. "Accountability for these responsibilities defines the way teachers teach, students

learn, and governments act. It must be designed with care and with the principles of equity, inclusion and quality in mind.” (UNESCO, 2017).

Furthermore, it may be noted that there has been a total lack of uniformity in the curriculum followed by educational institutions in Bangladesh despite being mandated by the constitution of the country.

Article 17 of the constitution states: The state shall adopt effective measures for the purpose of –a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all the children to such stage as may be determined by law; b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs.c) removing illiteracy within such time as may be determined by law.(The Constitution of the People’s Republic of Bangladesh, 2000)

Before proceeding further the goals of education in Bangladesh need to be reviewed. Each commission set out building up their policy based on some preset ideals or goals. The first commission was the Kudrat-i-Khuda Commission of 1972. This is of highest significance as the education policy of this commission has been the basis for all future endeavors. The Kudrat-i-Khuda commission spelled out its purpose concisely thus: “To develop and nurture the child’s moral, mental and social personality; to bring up the child as a patriotic, responsible, inquiring and law-abiding citizen, and develop in him/her love for justice, dignity, labour, proper conduct and uprightness; to learn to read and write in the mother tongue and to be able to count and calculate; to be able to acquire the fundamental knowledge and skills needed for a future citizen; to prepare for the next stage of higher education.” (Education Commission, 1974).

The basic goals thus of education in Bangladesh can be briefly stated as below:

1. Provide Free Education.
2. Create a unified educational curriculum.
3. In addition to teaching students reading and writing, instill among students values that will be the mark of their education.
4. Instill in students a progressive and scientific outlook free of superstition and communalism and prepare them for further studies.
5. As for many students primary education may be the highest level, provide students with skills to enter professional life or enter vocational schools.
6. Increase enrollment and retention.(National Education Policy 2010).

Even though the constitution calls for a unified curriculum there is great disparity in the curricula and standards of the schools in Bangladesh and as stated earlier this is a major drawback. (BANBEIS, 2010, (UNICEF 2008). A unified curriculum is very important. Students studying in different systems will not only have widely divergent world views but also standards. This becomes a major problem at the higher levels of education. As already stated maintaining a standard in classrooms becomes near impossible. To accommodate weaker students, teachers are often forced to lower standards which directly hurt students with stronger backgrounds.

Dr. Shamsul Alam (2018), *Challenges and tasks to implement sustainable development aims* said, It is necessary for the collective efforts of all to form a knowledge-based society, especially emphasis on education and information communication technology of development partners and non-government organizations. (*The Daily Ittafaq*, July 26, 2018).

Finally, the main goal of this study is to find ways to create inclusive and equitable-based quality education and create opportunities for life-long education for all.

3.1 Objectives of the Study

Broad Objective: The broad objective of the study is:

- To assess the role of School Managing Committee in achieving SDG 4: qualitative primary education in Bangladesh.

Specific Objective: Within the purview of this broad objective, the specific objectives set for this study are:

- To examine the role and responsibilities of SMC in ensuring quality education in line with the existing laws and regulations, policy, plan, programs and strategies formulated there for ;
- To assess the present status and future needs of SMC and to find out how functional are SMC in the present context;

3.2 Limitation of the Study

The sample size was 304. The study has been followed the purposive sampling method. These study areas have selected purposively of the 2 upzillas of Bangladesh. Due to financial limitation all primary schools are not possible to be covered by the study.

4.1 Methodology

4.1 Nature of the Research: In this study descriptive research is used. In questionnaire survey, FGD & KII method have been used to conduct this study.

4.2 Sources of Data: During the conduction of the study,

- Primary data which is collected through questionnaire survey, and
- Conducting KII and FGD method.

4.3 Secondary Sources : The secondary data has also collected from the sources like

- National and Internal Journals,
- Books, Reserch Reports,
- The National Newspaper and web site

4.4 Data Collection Procedure

- Questionnaire survey
- FGD, KII

4.5 Sampling Method: The study has been conducted by using a multistage sampling method.

4.6 Sample Size: A total sample size 296 responded was taken and the study is based on the findings from this sample size.

Size of sample has determined by following formula:

$$n = \frac{z^2 \times \hat{p}(1 - \hat{p})}{\epsilon^2}$$
$$n = \frac{1.96^2 \times 0.729(1 - 0.729)}{0.05^2}$$

$$= 303.57 \approx 296$$

where

n = is population size

z = is the z score (e.g. 1.96 to 95% confidence level)

ε = is the

confidence interval, expressed as decimal (e.g., 0.05 = ± 0.05)

\hat{p} = is the literacy rate for 2017 was 72.89% (0.729 used for sample size needed)

Tabel-4.1: Description of Respondents

| Respondents Category | No. of Respondents |
|---------------------------------|--------------------|
| School Managing Committee (SMC) | 240 |
| Members of the Civil Society | 34 |
| Government Supervisory officer | 22 |
| Total: | 296 |

Total Sample Size $n = 296$ Respondents

5.1 Analysis & Findings

Data collected from field of this study has presented in table for analyzing findings, cause and effects. Then result has calculated by using recognized scientific method.

Table-5.1: Distribution of SMC Chairperson/ Member by their age, gender and education Kalihati, Tangail

| Age | | 66-70 | 61-65 | 56-60 | 51-55 | 46-50 | 41-45 | 36-40 | 31-35 | -30 | % |
|---------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-----|--------------|
| Post Graduate | M | 00 | 00 | 00 | 00 | 07 | 03 | 01 | 01 | 00 | 6 |
| | F | 01 | 01 | 00 | 02 | 05 | 03 | 05 | 02 | 00 | 4.72 |
| Graduate | M | 00 | 01 | 01 | 05 | 04 | 03 | 00 | 00 | 00 | 18.87 |
| | F | 00 | 00 | 01 | 00 | 02 | 03 | 01 | 00 | 00 | 5.66 |
| Intermediate | M | 00 | 02 | 00 | 02 | 04 | 00 | 01 | 01 | 00 | 4.72 |
| | F | 00 | 01 | 01 | 03 | 00 | 02 | 02 | 00 | 00 | 2.83 |
| SSC | M | 00 | 00 | 02 | 00 | 02 | 05 | 03 | 00 | 00 | 9.44 |
| | F | 00 | 00 | 00 | 00 | 00 | 04 | 03 | 03 | 00 | 7.55 |
| Below SSC | M | 00 | 00 | 00 | 01 | 01 | 01 | 02 | 01 | 00 | 16.91 |
| | F | 00 | 00 | 00 | 00 | 00 | 01 | 00 | 02 | 01 | 12.26 |
| Primary | M | 00 | 00 | 00 | 00 | 00 | 02 | 01 | 00 | 00 | 4.72 |
| | F | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 6.60 |
| Total | M | 00 | 03 | 03 | 08 | 18 | 14 | 08 | 03 | 00 | 60.38 |
| | F | 01 | 02 | 02 | 05 | 07 | 13 | 11 | 07 | 01 | 39.62 |
| Grand Total | | 01 | 05 | 05 | 13 | 25 | 27 | 19 | 10 | 01 | 100 |

Source: Field survey

It shows that, the Kalihati, Tangail women's representation at the SMC is not that much poor. As many as 39.62% of women are included in the SMC. Majority of the SMC Chairman/Member belong to the age bracket of 31- 50. Regardless of gender most of them have education below SSC level.

Next majority are the graduates. It is observed that males are more educated than females. From these findings it is revealed that most of school committee member’s attained lower level of education. This obvious prohibit the effectiveness of their performance, because this leaves a substantial vacuum in effective decision making, planning, management and monitoring at the grassroots level due to lack of competence. Although it is stipulated in the guidelines for the election of primary school committee members should have a minimum of ordinary level secondary education.

Table-5.2: Distribution of SMC Chairperson/ Member by their Age, Gender and Education Gazipur.

| Age | | 66-70 | 61-65 | 56-60 | 51-55 | 46-50 | 41-45 | 36-40 | 31-35 | -30 | % |
|---------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|
| Post Graduate | M | 00 | 00 | 00 | 00 | 07 | 03 | 01 | 01 | 00 | 5.66 |
| | F | 01 | 01 | 00 | 02 | 05 | 03 | 05 | 02 | 00 | 17.92 |
| Graduate | M | 00 | 01 | 01 | 05 | 04 | 03 | 00 | 00 | 00 | 13.21 |
| | F | 00 | 00 | 01 | 00 | 02 | 03 | 01 | 00 | 00 | 6.60 |
| HSC | M | 00 | 02 | 00 | 02 | 04 | 00 | 01 | 01 | 00 | 9.43 |
| | F | 00 | 01 | 01 | 03 | 00 | 02 | 02 | 00 | 00 | 8.49 |
| SSC | M | 00 | 00 | 02 | 00 | 02 | 05 | 03 | 00 | 00 | 11.32 |
| | F | 00 | 00 | 00 | 00 | 00 | 04 | 03 | 03 | 00 | 9.43 |
| Below SSC | M | 00 | 00 | 00 | 01 | 01 | 01 | 02 | 01 | 00 | 5.66 |
| | F | 00 | 00 | 00 | 00 | 00 | 01 | 00 | 02 | 01 | 3.77 |
| Primary | M | 00 | 00 | 00 | 00 | 00 | 02 | 01 | 00 | 00 | 2.83 |
| | F | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 | 00 |
| Total | M | 00 | 00 | 03 | 08 | 18 | 14 | 08 | 03 | 00 | 53.77 |
| | F | 01 | 00 | 02 | 05 | 07 | 13 | 11 | 07 | 01 | 46.23 |
| Grand Total | | 02 | 05 | 05 | 13 | 25 | 27 | 19 | 10 | 01 | 100 |

Source: Field survey

It shows that, most of the SMC Chairman member belong to the age bracket of 36-55. Representation of women is high (46.23%) in Gajipur. The SMC Chairman/member are comparatively higher educated than that of Kalihati. Here the post graduate degree holders are the majority (23.58%). The next majority (20.75%) have education up to SSC level. A very few have below SSC and primary level education. As many as 19.8% are graduate.

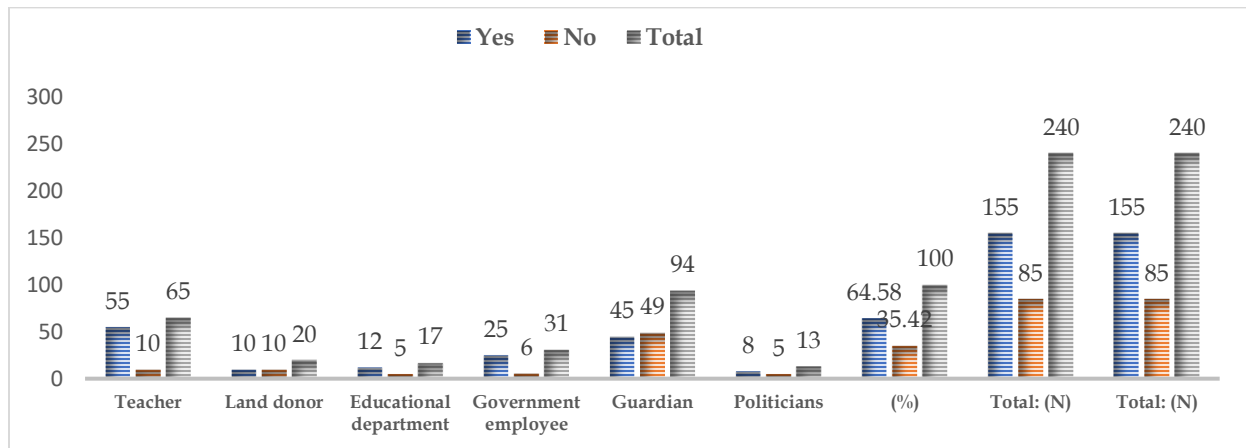


Figure 5.1: Opinions whether SMCs are being able to ensure qualitative education

Amongst the teachers 84.62 % (55 out of 65) opined that SMCs are being able to ensure the quality of primary education. Amongst the guardians only 47.87% expressed the similar view. Overall 35.42% however, expounded that SMCs are not being able to ensure qualitative education. The negative reaction shown mostly by the land donors and guardians. 50% of the

donors and 52.13% of the guardians stated that SMCs are not being able to ensure qualitative primary education.

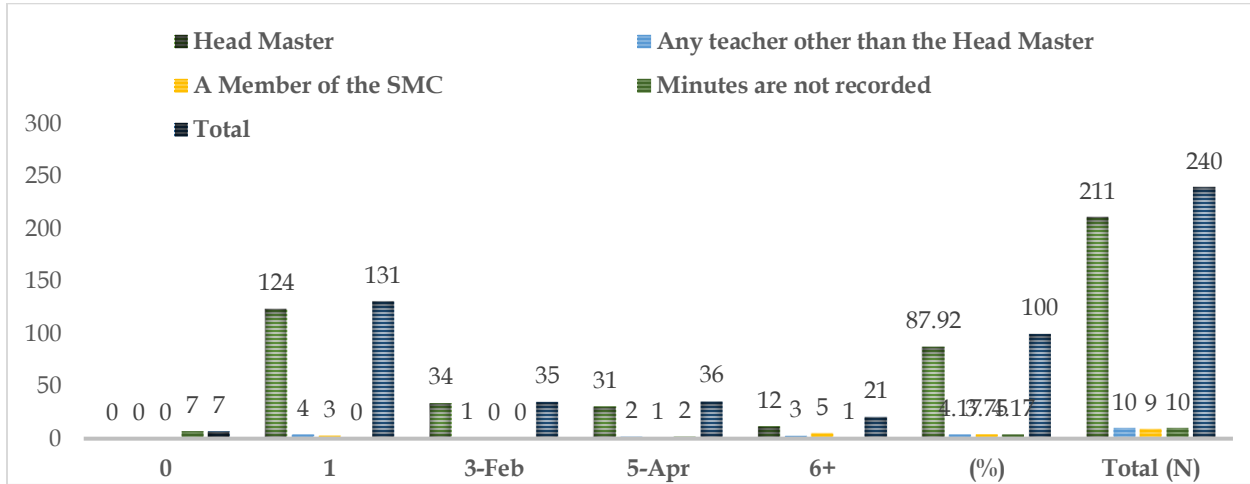


Figure 5.2: Persons entrusted with recording of minutes

It shows that, only 87.92% SMC Chairperson/Member evinced that Headmaster of the school is entrusted with recording of minutes. Only 4.17% conveyed that minutes are not recorded by anybody. Other than the Headmaster a teacher or a member of SMC write the minutes of the meeting. Their percentage is only 4.17 and 3.75 respectively.

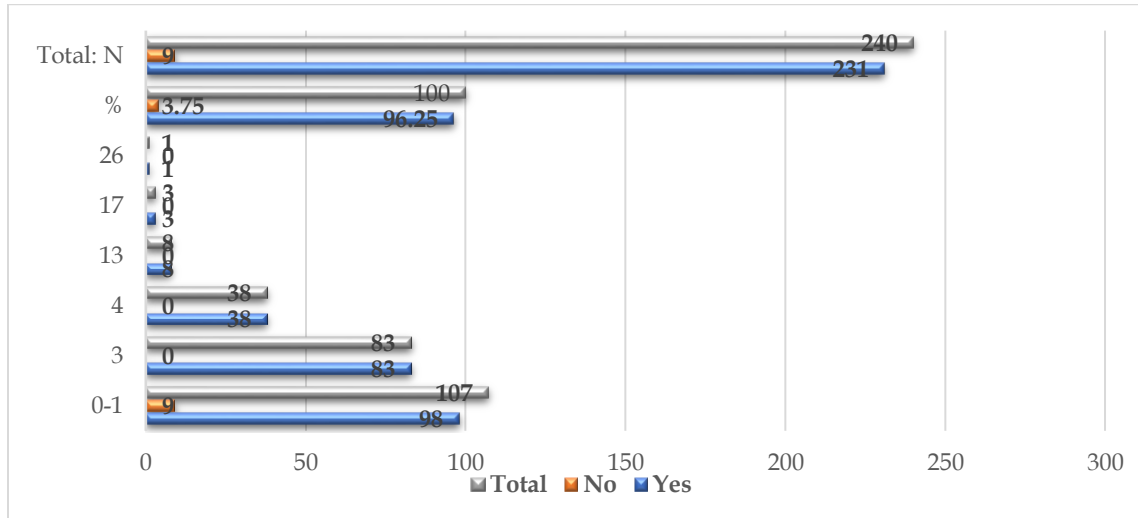


Figure 5.3: Graph of SMC Chairpersons/ Members’ Opinion by their Tenure whether the Headmaster can Submit all Relevant Problems of the School before the Meeting Properly

More than 96.75% SMC Chairpersons/Members confessed that Headmaster of their schools can submit all relevant problems properly in the SMC meeting. Only 3.57%, whose tenure as SMC Chairpersons/Member is only one year opined that the Headmaster cannot submit all relevant papers properly. It is further observed that SMCs do not submit resolutions of their monthly meetings to Upazila education office. Submitting resolutions of monthly meetings to Upazila Education office should be made compulsory so that the education office can be informed of the SMC activities.

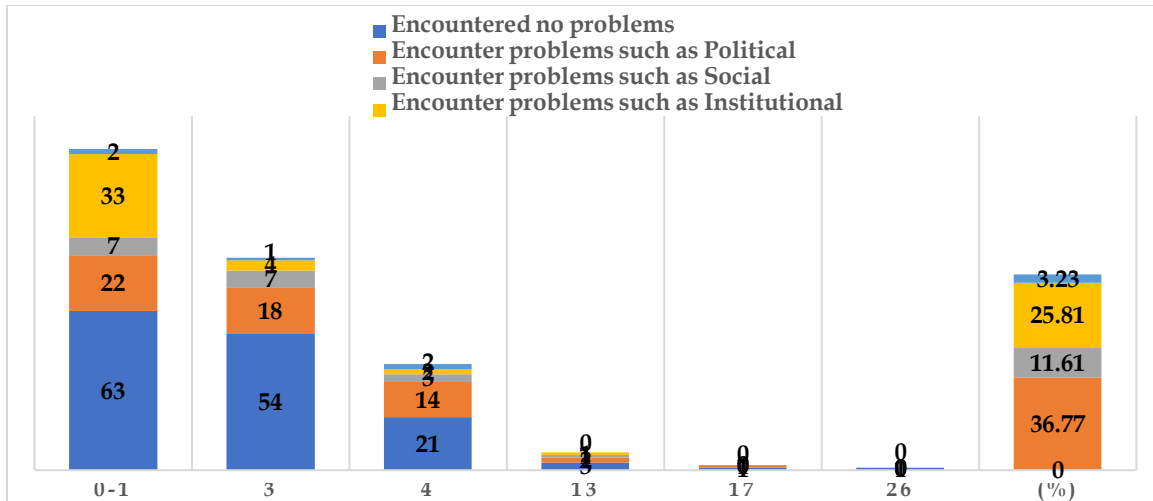


Figure 5.4: Problems/Constraints encountered by the SMC Chairpersons/ Members while Discharging their Responsibilities by their Tenure

As many as 67.45% stated that they don't encounter any problem/constraint while discharging their responsibilities. The rest 36.77% face different kind of problems ranging political, social and institutional. It is to be noted that near about 25.81% are failing to discharge their responsibilities due to institutional constraints. Another remarkable findings show that 7 persons have been acting as the Chairman/ Member of SMC, 2 for 17 years another person for 26 years.

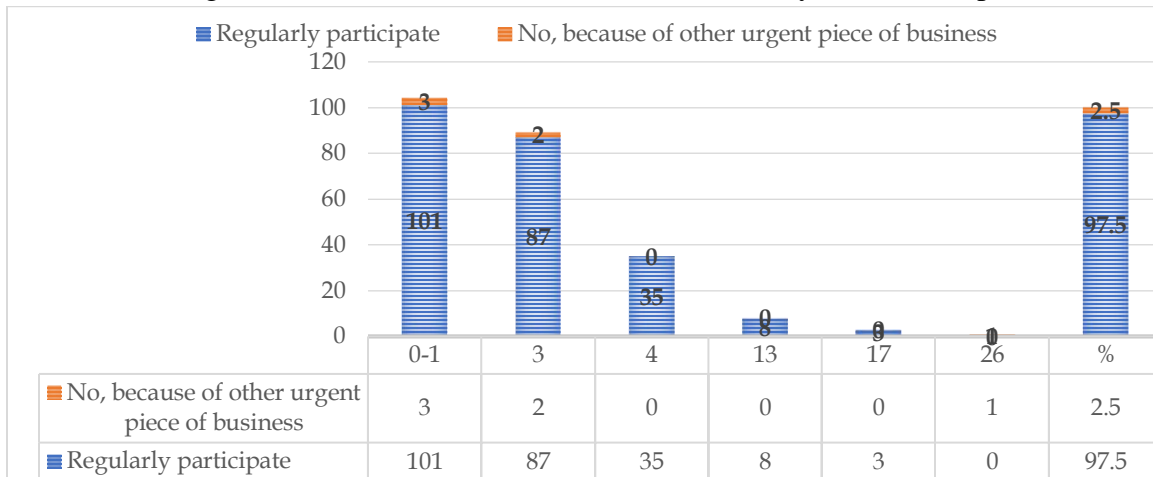


Figure 5.5: Graph of SMC Chairpersons/Members by their Opinion whether they Participate Regularly in the Meetings of SMC- with the Reasons for not Doing so by their Duration of Tenure.

Surprisingly 97.50% of the SMC Chairpersons/Members have opined that they regularly participate in the SMC meeting. Only 2.50% expressed that they could not attend the SMC meeting due to some other urgent piece of business.

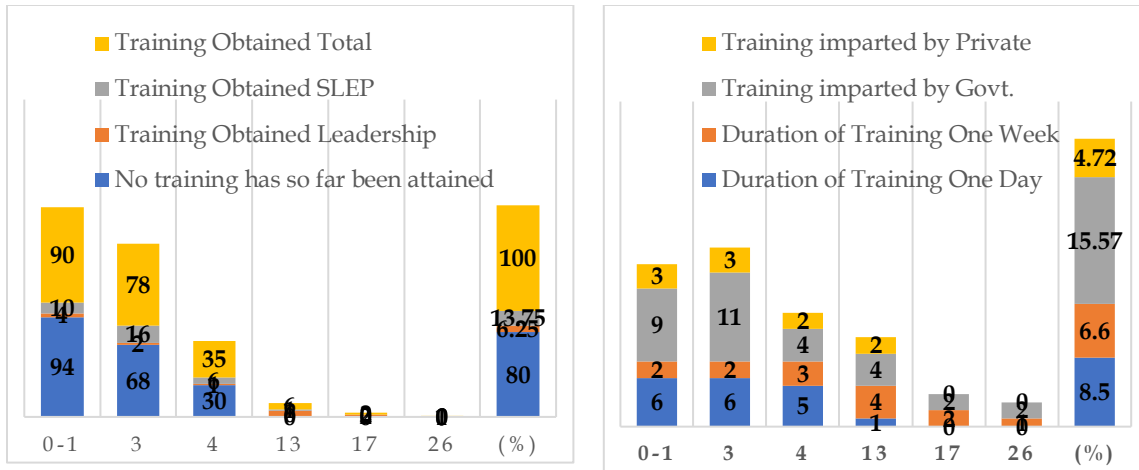


Figure 5.6: Graph of SMC Chairpersons/Members by their Opinion and Tenure whether they have Undergone any Training, if so, the Title, Duration and the Organization Concerned Associated with the Training.

It is revealed that only 20% of the SMC Chairman/Member got the opportunity to have some sort of training. Amongst them 6.25% on leadership and SLEP 13.75%. The training courses were of both one-day and oneweek duration. Most of the training provider was the government itself.

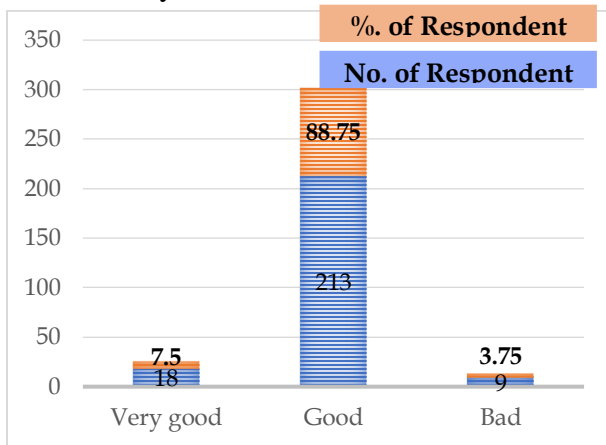


Fig1.: In monitoring the day-to-day affairs of the school

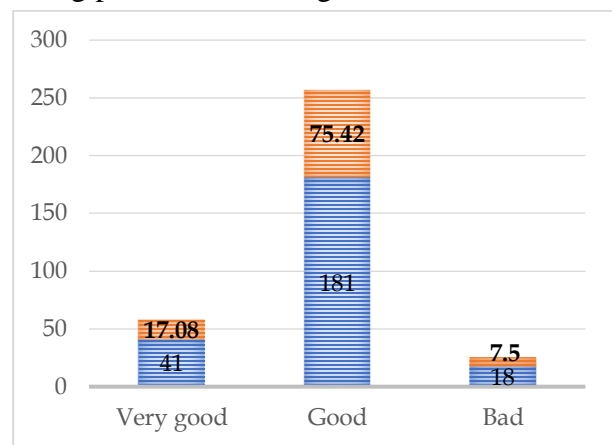


Fig2: In monitoring extra-curricular activities

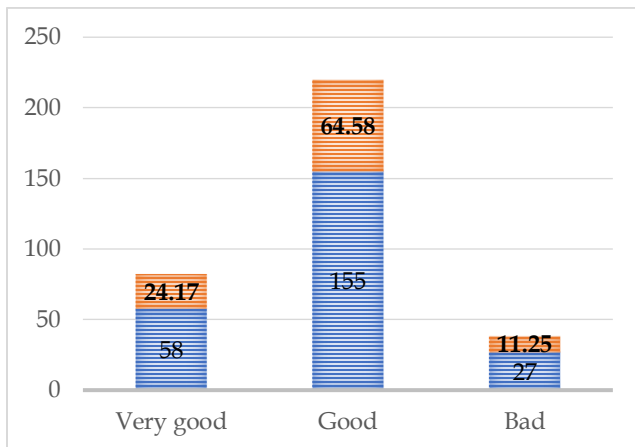


Fig3: In holding joint meeting of teachers and guardians for exchange of opinions

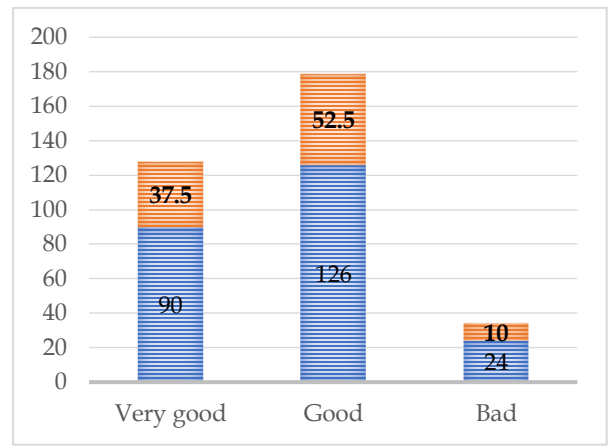


Fig 4: In awarding the talented students

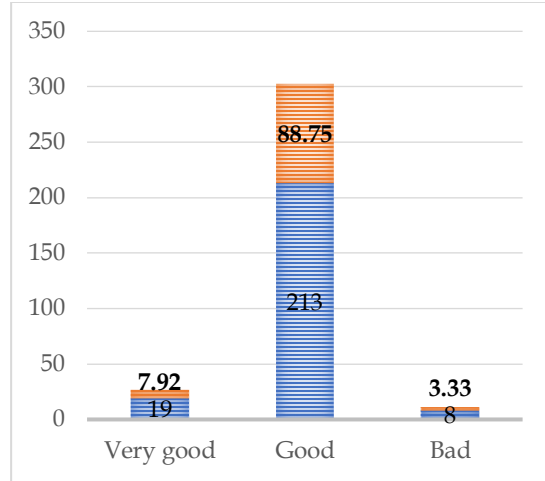
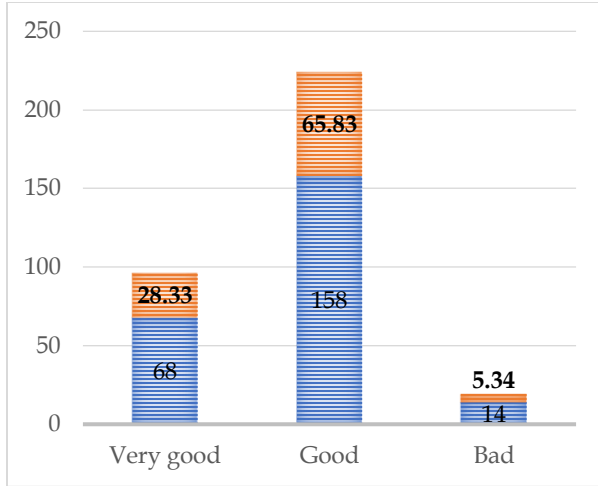


Fig5: In taking specific programs for physically challenged students

Fig6: In establishing student brigade/ Council

Figure 5.7: Graph of SMC Chairpersons/Members by Their Opinion about How Far they are Succeeding or Failing to Discharge their roles in Different Matters of Schools.

It is revealed from the figure that the SMC Chairperson/Members’ success was highest (very good) in awarding the talented students (37.50%). However, highest level of ‘good’ success achieved in monitoring the day-to-day affairs of the school (88.75%), in monitoring extra-curricular activities (75.42%), in taking specific programs for physically challenged students (65.83%) and in establishing student brigade/Council (88.75%). On the other hand, their failure was extreme (11.25%) in holding joint meeting of teachers and guardians for exchange of opinions. A remarkable failure (10.00%) is also observed in awarding the talented students.

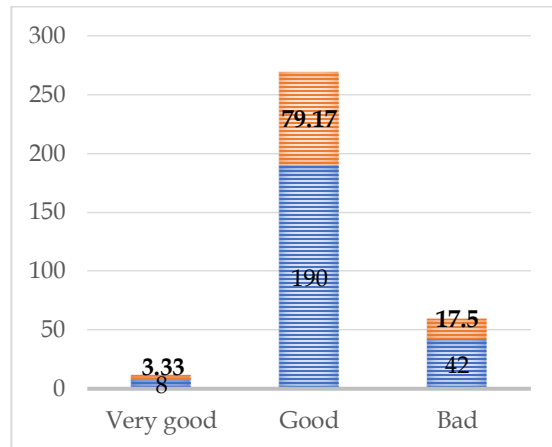
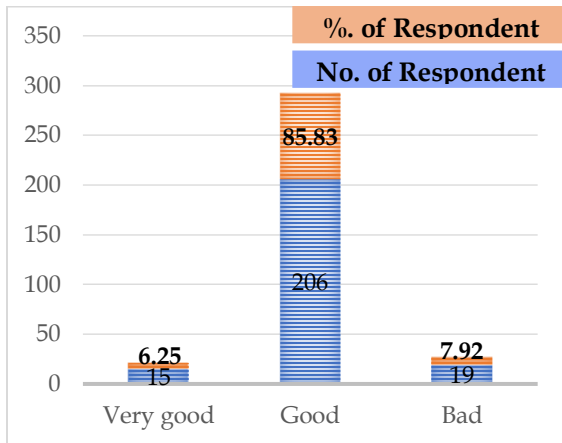


Fig1: In identifying the needs and necessities

Fig2: In ensuring transparency in the financial matters

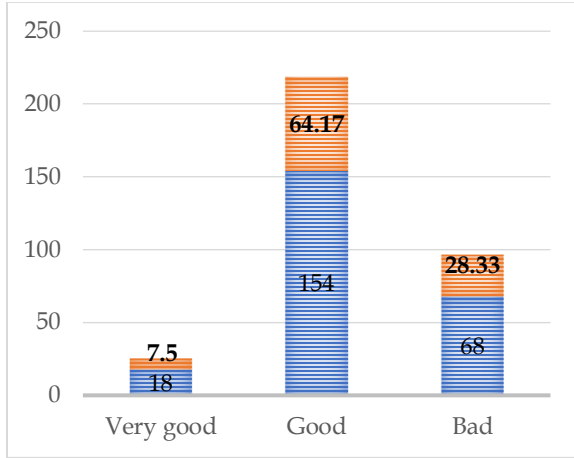


Fig3: In monitoring the quality of the construction work

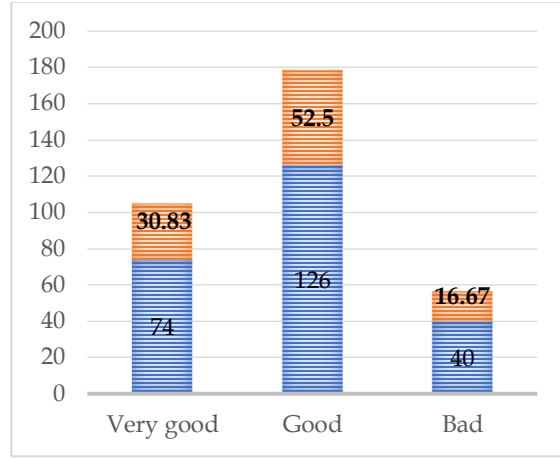


Fig4: Ensuring enrollment of all primary school going children

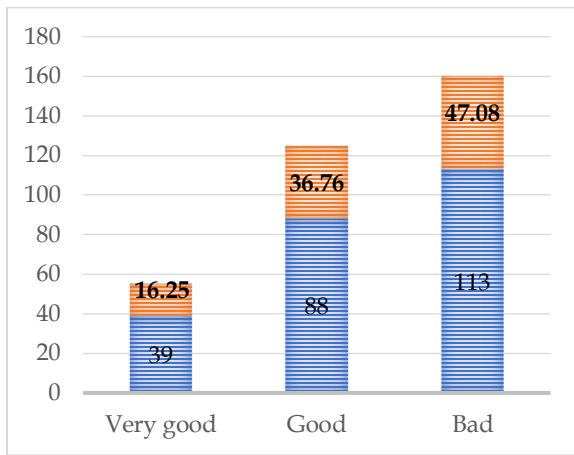


Fig5: Ensuring regular attendance of both boys and girls

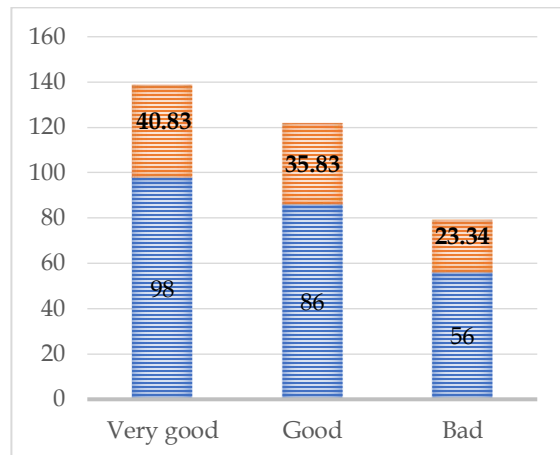


Fig6: In taking necessary action to check dropouts

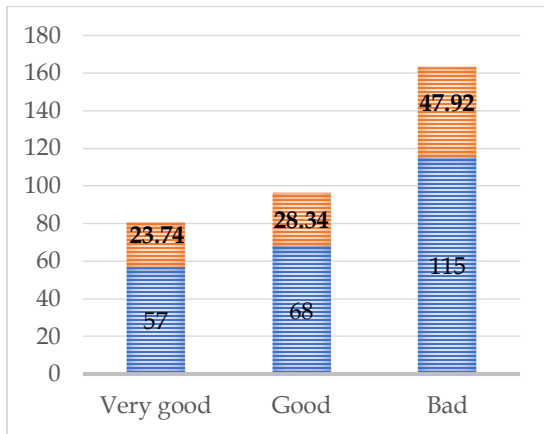


Fig.7: In assessing the academic performance of the students

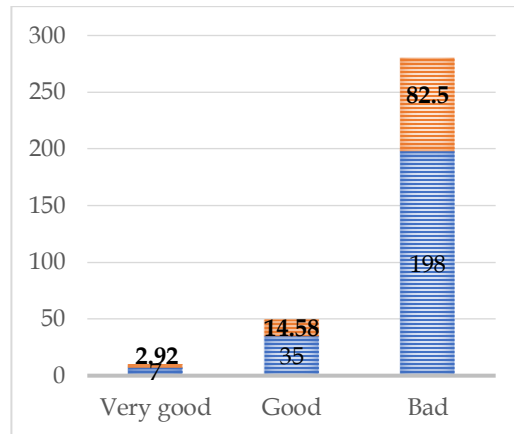


Fig8: In taking necessary measures for the retarded students to go ahead academically at par with the mainstream students

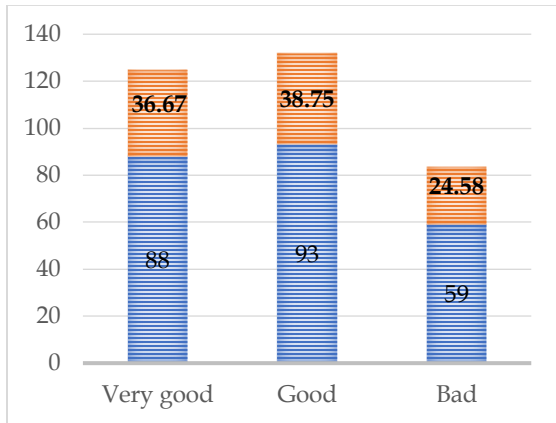


Fig9: In taking disciplinary action against inefficient teachers

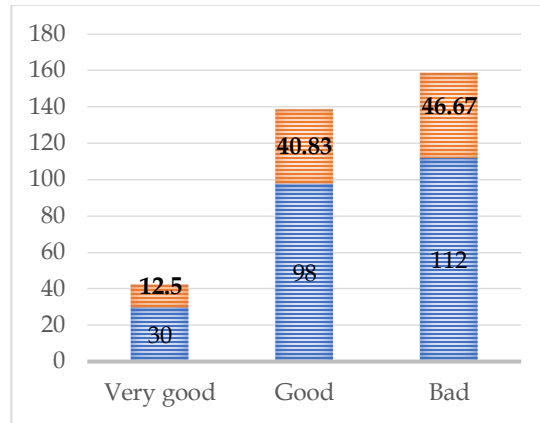


Fig10: In taking any decision pertaining to the type of training to be imparted to the teachers.

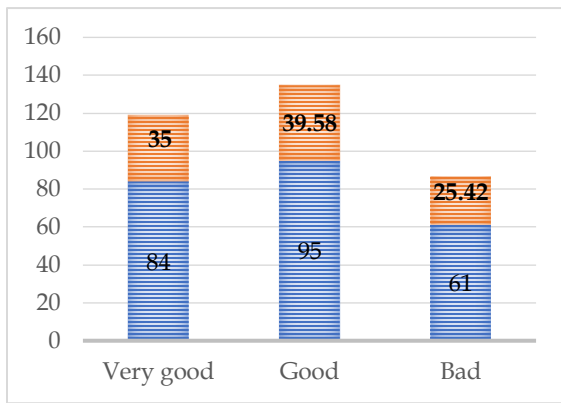


Fig.11: In maintaining the quality of food served to the students during lunch.

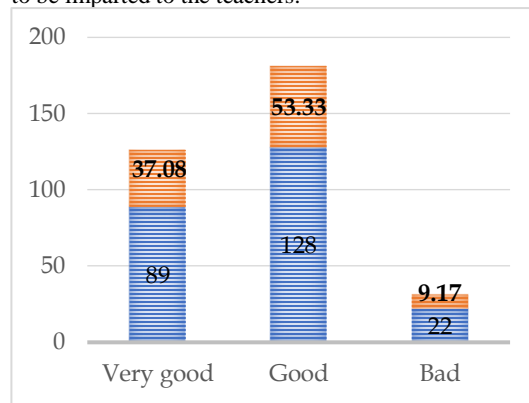


Fig12: In awarding talented students

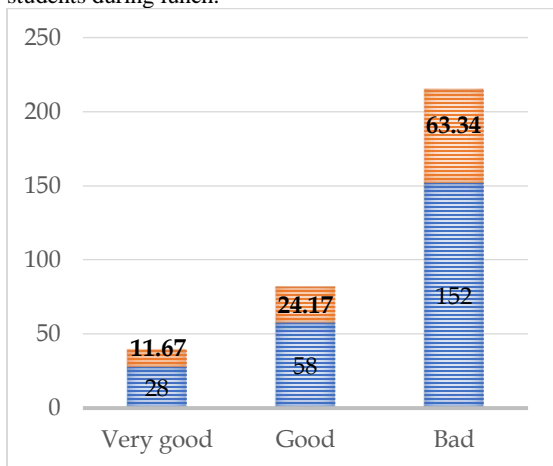


Fig13: In undertaking specific programs for inclusion of the mentally/physically challenged students

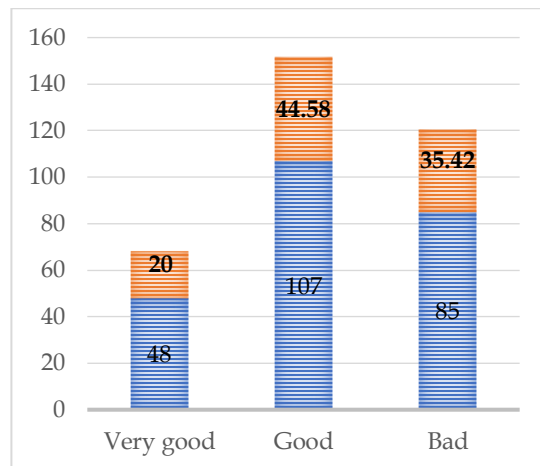


Fig14: In the formation of the student councilor student brigade

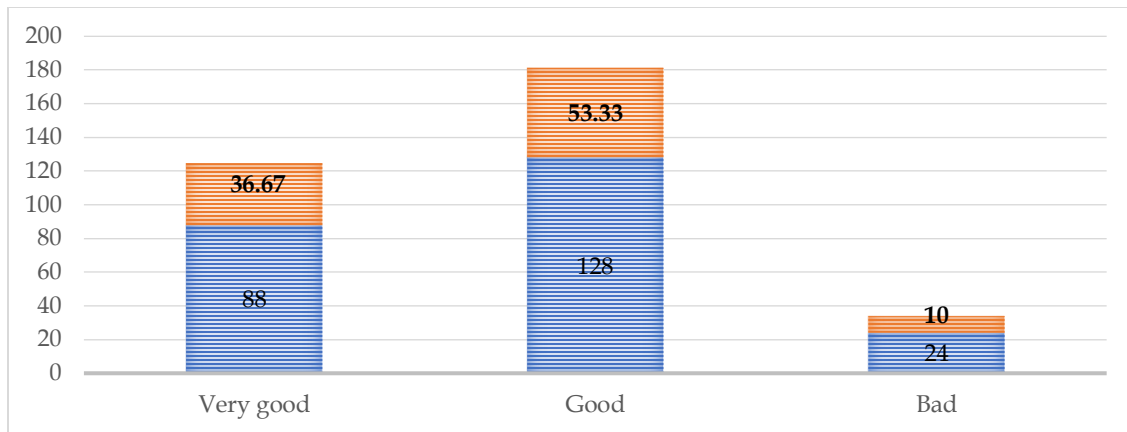


Fig15: In arranging motivational /advocacy campaigns to protect the girl students from sexual harassment by the local spoilt/wicked persons

Figure 5.8: Graph of SMC Chairpersons/Members by their Opinion about their Success and Failure in Qualitative Primary Education

Only 32.48% of the SMC Chairman/Member express that their performance is bad. As many as 46.35% proclaimed that their performance is good and only 21.17% is of the opinion that their degree of success is very good. It has been observed the success was maximum in taking necessary action to check dropouts which was followed by 'awarding talented students' in arranging motivational/advocacy campaigns to protect the girl from sexual harassment and also in taking disciplinary action against inefficient teachers. It is also observed that their failure is maximum in taking necessary measures for the retarded students to go ahead at par with the mainstream students and in undertaking specific programs for inclusion of the physically/mentally challenged students.

6.1 Findings of the Study

The above discussion reveals that SMC plays an effective important role in ensuring quality primary education. So now need to search out on which factors make SMC appropriate for ensuring quality primary education. In this case, we will follow recognized scientific method, but before that it is important to identify variables which is dependent and which are independent factors in this study. The dependent variable has been determined based on following indicators: (i) Rate of learners' attendance and (ii) Level of learners' learning competency.

It is very clear that based on the objective of the study 'quality education' is dependent variable for this study, which is dependent on some other factors. According to data collected from field, practical observation, demographic information as well as secondary evidences 10 variables have been selected as independent variables. The findings of the study are calculated by using R-software.as follows:

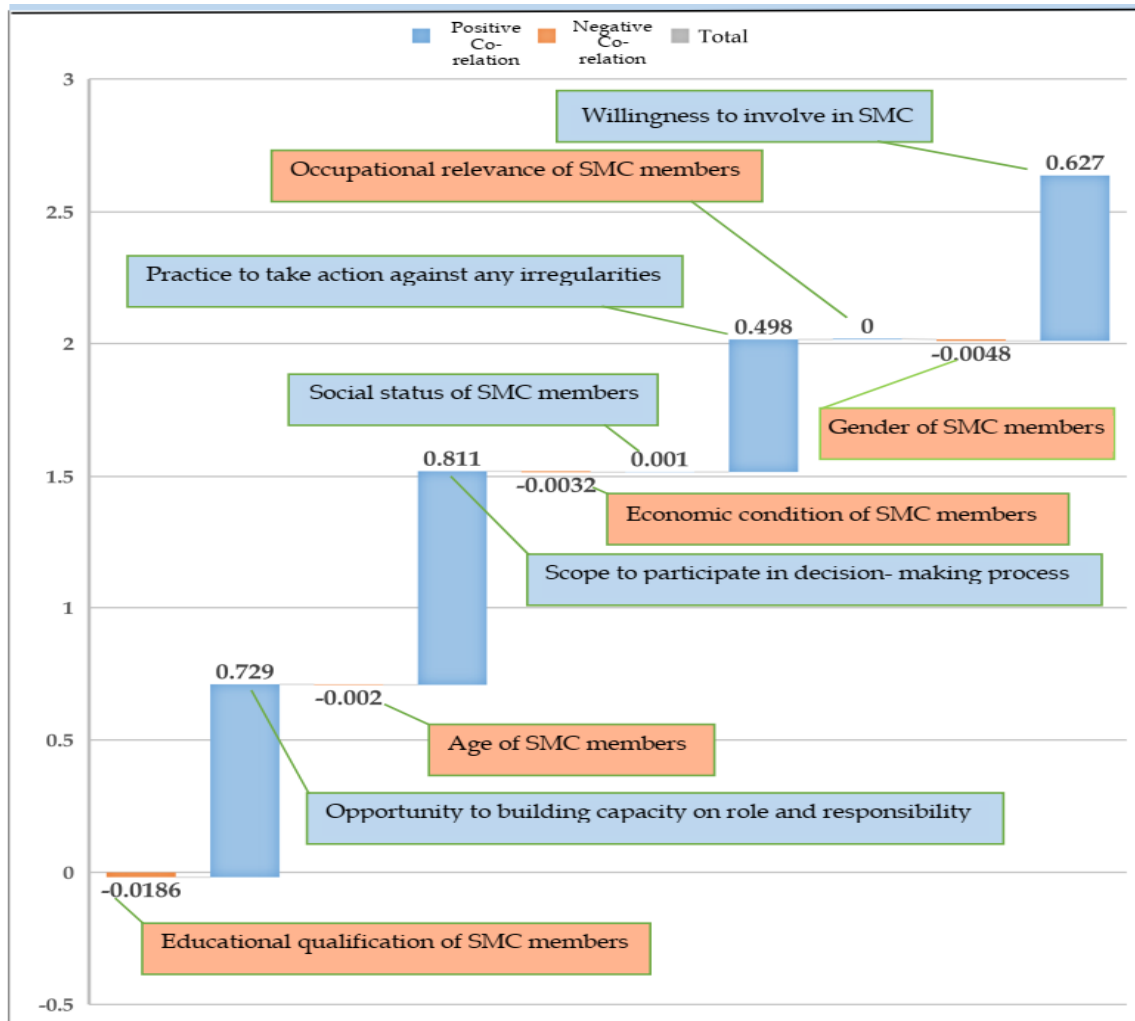


Figure 5.9: Significance of Independent Variables Based on Value of Co-rrrelation(r).

Above graph shown that, four independent variables among 10 are positively related with the dependent variable (quality primary education). According to the strength and direction of a linear relationship four variables are respectively—

- (i) Scope to participate in decision-making process ($r=0.811$ / strong positive relationship);
- (ii) Opportunity to building capacity on role and responsibility ($r=0.729$ /moderate positive relationship);
- (iii) Willingness to involve in SMC ($r=0.627$ /moderately positive relationship);
- (iv) Access to take action against any unexpected situation ($r=0.498$ /weakly positive relationship).

It is seemed that analysis has reached the conclusion:

- (a) If the members of SMC allow to participate in the decision- making process then quality primary education is accelerated;
- (b) If SMC members gets opportunity to improve their capacity, then they can strongly help to make primary education qualitative;
- (c) Those who have voluntarily came to the SMC, they play a greater role in ensuring quality in primary education;

(d) SMC members plays positive role if they get access to take action against unexpected incidence of quality primary education

6.2 Recommendation & Conclusion

Finally, the biggest weakness in SMCs is that most SMC members are not democratically elected and they are not aware of the procedures adopted during their election as SMC members; The lack of support from the administrative authorities has frustrated committee members; and lack of qualified teachers and lack of awareness on the part of the guardians is a matter of grave concern since it is adversely affecting the quality of primary education; Capacity building of the SMC members is one of the main challenges which has not yet been adequately addressed by the government, Hardly any member of SMC has got the opportunity to obtain any kind of orientation or leadership training for enhancement of their capability. Lastly, the legal provisioning behind the constitution of SMC is very weak. Now SMCs are functioning merely on the basis and executive order issued the Ministry of Primary and Mass Education, Government of the Peoples Republic of Bangladesh. There is no law or regulation to continue the activities of SMC. Although the prime objective of the formation of School Management Committees (SMCs) was to decentralize the school process to enhance the democratic governance of the school, in practice it did not happen.

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