

Study on Qualification and Training of non- Government Secondary School's English and Mathematics Teachers and their familiarity with existing Curriculum

1. Introduction:

The process of education depends largely on three things students, teachers and curriculum. These three elements are supreme and are extricably linked with each other to achieve the goal of education. The teacher is one of the major components. The teachers in the secondary level with required qualification as well as having required minimum organized teacher training (in secondary education) play an important role. A high percentage of teachers having both pre-requisites of necessary education and training determined by the public authority show the general quality of teaching force and is, in a way among others, correlated strongly and consistently with the pupils scholastic performance. It is necessary to estimate the number of teachers with minimum basic qualification as well as those with minimum organized teacher training (Pre service and in service) required for teaching in the secondary level regarding the new curriculum.

Objective of the study:

General objective: To know the present situation about the qualification and training of English and Mathematics teachers in the secondary level and the consequent impacts.

Specific objective:

- (i) To identify the ratio of English teachers conversant with the present curriculum.
- (ii) To identify the ratio of Mathematics teachers, conversant with the present curriculum.
- (iii) To identify the problems in planning, organization and co-ordination of the training of the teachers.

3. Methodology : The study comprises a number of issues, facts and figures indicating secondary school teachers' qualification as well as training in order to find out the progress in achieving the goal. To successfully complete this study primary and secondary data have been used.

Three types of questionnaire were developed to collect required primary data; one for Head of the Institution, one for English teacher and another for Mathematics teacher. A total number of 189425 teachers are working in the 13862 Non government secondary schools. Due to various constraints including budgetary one, 120 non-government schools were selected on random basis covering all the six administrative divisions and also governing the 20 old administrative districts of the country. More than 261 English teachers and 233 mathematics teachers, under this study are employed in the selected 120 non-government secondary schools, located both in urban and rural areas.

It is worthwhile to mention that the methodology of the study was direct interview system. The Officers of BANBEIS personally went to the selected areas and collected the primary data through interview.

The data collected for the study are mainly nominal and ordinal types. Upon the type of data various statistical tests that principally indicate distribution of data as per different sex and types of employment (etc) are applied on the basis of proportion only. The interpretation of the results were done highlighting the objectives of the study.

4. Findings and recommendation

4.1 Findings: The present study on teachers' qualification aims at understanding the existing scenario and how teachers' qualification is related to student performance. The study along with other peripheral issues examined 2 (two) specific indicators such as teachers' qualification and training (Pre-service and in service), covering 120 non-government schools located in the rural and urban areas of six divisions. It was a sample study identifying qualification (those who are employed as English and Mathematics teachers) as a central indicator for achieving the goal of quality secondary education of Bangladesh.

The study has come out with some interesting results. It shows that there is room for improving quality of education (student performance) by providing adequate teacher training. The results of this study are indicative of the national scenario and can help in giving policy suggestions. The study observed that in some cases teachers lacked requisite qualification and training and there is need for upgrading the teaching and training strength of these teachers. Due to rapid change in education training, support services and more involvement of new institutions and rapid changes of curriculum, further study at bigger scale will give a clear and more dependable picture of the whole scenario.

The key findings of the study are as follows:

- a. 22.68% teachers are employed for Business Studies but there is no provision for salary support from government. But in some cases they got MPO subvention as Asstt. Teacher (Bachelor of Social Science).
- b. More than 80% heads of the institutions have identified unplanned change in the curriculum, introduction of the new curriculum without consideration of educational background of the existing teachers, lack of dissemination of the present curriculum, teachers inadequate familiarity with new curriculum in their academic degree as key factors for failure in S.S.C. exams.
- c. 86% teachers are institutionally trained but in most of the cases, they are not well conversant with new curriculum.
- d. 63.22% of English and 57.56% of Math teachers have served for more than 10 years and are not naturally well conversant with existing curriculum.
- e. Only around 12% of the English teachers received basic subject in-service training for more than 1 month. Around 37% English teachers received in-service training for 1 month and lesser period. 25% of them received training for 15 days & less. It is evident that the in service training for the English teachers is quite inadequate to make them conversant on the subject.
- f. 63.98% of the respondent English teachers completed degree with only 100 marks in English and only 9.20% of them passed degree with 300 marks in English. 26.82% of the English teachers did not have English at their degree levels. 16.52% of the Math teachers passed degree without math. This has resulted in less than expected proficiency of the teachers.

4.2 Recommendations

- Teachers should be well conversant with new curriculum through training before introducing the new curriculum. Immediate steps should be taken for providing intensive training on English and Mathematics for subject teachers.
- In case of MPO (Monthly Pay Order) for non-government schools, there should be a provision for Business Studies teachers.
- Institutional training should be based on existing curriculum.
- Separate training programme should be introduced for Math teachers graduating without Math in their degree levels. Separate training programme is also suggested for English teachers having only 100 marks in English and not having English at degree levels.
- Monitoring & evaluation of teacher training especially M & E of post-training teacher performance is recommended.