

# Study on Private and Public Expenditure in Secondary School

## Background of the study

Bangladesh is growing as a lower developed country in South Asia. The secondary education plays a good role behind this scenario. Because in last one decade the government of Bangladesh gives more emphasize to ensure quality education not only in primary education but also secondary and tertiary level. Government allocates a good amount of budget in education sector although it was limited and insufficient also. Hasan, Chowdury and Sohag (2013) reveals that Bangladesh invests only 2.4% of the GDP in education segment while the anticipated rate in this sector is 6% of total budget. Most of year the total allocation of education budget faced some up and down situation except 2004-2005 annual budget. In 2010-2011, 2008-2009, 2007-2008, 2005-2006 and 2003-2004 annual budget the total allocation in education sector was less than 8%. But most of the annual budget (2009-2010, 2006-2007, 2002-2003 and 2001-2002) allocated more than 8% in total allocation. In 2002-2003 annual budget the highest allocation in was education sector that is 8.39% of total allocation. On the other hand, in the annual budget FY 2004-2005, the lowest allocation in education sector that is 5.88% (Hasan, Chowdury & Sohag, 2013). But all records have been broken in FY 2015-16 budgets. Only 5.36% funds of total budget have allocated for education sector which indicate the negligence of government for ensuring quality education.

In Bangladesh, primary education is compulsory and free for all children but not now secondary. The government reduces huge number of dropout from primary level although secondary education facing this challenge still now. However, secondary schools are reconnecting young people with school and work. Secondary education offers the best hope for youth to develop skills that would put them in a strong position to get good jobs. Many countries have made good progress in improving access to primary education, but in the developing world many youth are still not making the transition to secondary education that would enable them to consolidate and build on basic skills. Diverse factors have behind this cause including expenses of education one of them. According to Rahman (2014), monthly school fee constitutes only a small proportion of total costs of secondary education (this excludes English medium schools). Three major cost categories are admission, session and yearly/development fee, academic participation fee, and extra-curricular activities fee.

A Power and Participation Research Centre (PPRC) Study showed that as against an average monthly fee of Taka 117 for the 45 surveyed schools, average annual burden of other fees for a secondary student is Taka 2923. However, this average figure obscures significant variation amongst school locations and school types. Dhaka city-based schools have the highest annual average fee burden at Taka 6346 while the burden for other urban schools is nearly a third at Taka 1990. Rural schools have the smallest fee burden at Taka 1346. In terms of school types, government schools have the smallest average fee burden at Taka 1840. Registered non-government schools have by comparison the highest fee burden at Taka 3832 (Rahman, 2014). Regarding expenditure on education, we are just calculating the expenditure on education on the basis of budget allocation of the government. But there is private expenditure of the student which is paying by the parents and this expenditure is not taken into consideration for calculating overall expenditure on education.

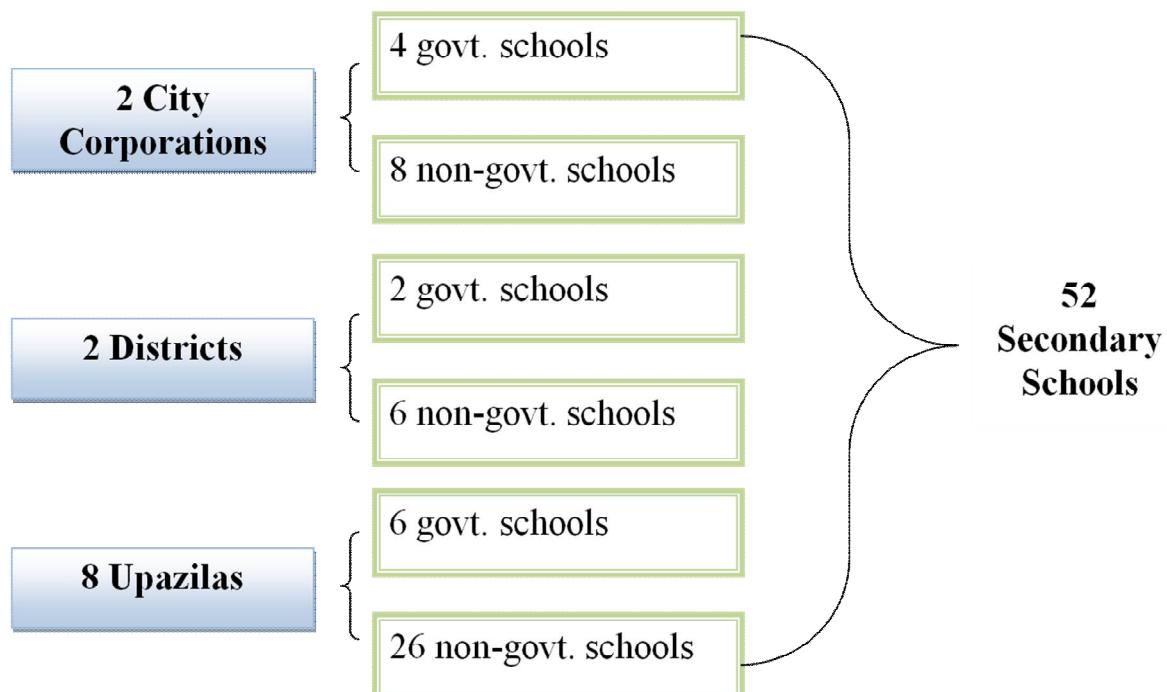
### **Objective of this study**

The aim of this study is to explore the private and public expenditure to the students in secondary level in Bangladesh. The specific objectives of this study are:

- to find out the public expenditure (recurrent) to the students through institution.
- to find out the Private expenditure (recurrent) to the institution as well as to the Students.
- to find out the variation of expenditure to the institution and students on different location/areas.

### **Study area**

The study area of this research presents below:



**Figure-1: Study area of this research**

## **Methodology of this Study**

### **Introduction**

The study integrates qualitative and quantitative approaches to explore the situation of the study areas regarding all expected outcomes through collecting data from primary and secondary sources. Both approaches have been applied in this study, however, special emphasize has been given to the participatory approaches in all aspects of the study. Moreover, to ensure validity of data triangulation has been employed.

### **Nature of the Study**

This study has conducted following mixed method research approach based on qualitative with some quantitative evidences. It is an empirical study based on data collection from primary and secondary sources. A multiple instrumental approaches have adopted for this study. The primary data have collected through semi-structured interview and questionnaire. The study methodology has consisted of the following activities:

### **Sampling of the study**

The study covers 2 city corporations, 2 districts and 8 Upazilas of Bangladesh. Thus, the sample categories are:

- A total number of 52 secondary schools have selected from selected areas ensuring government and non-government schools.
- A total number of 52 head teachers have selected purposively for selected secondary schools for in-depth interview
- A total number of 1475 students have selected randomly from selected secondary schools.
- A total of 999 guardians have selected conveniently to collect their opinion on schools' expenditure.

The sampling strategy presents in bellow table at a glance:

**Table-1: Sampling strategy at a glance**

Type of respondent	Number of respondent	Sampling strategy
Head Teachers	52	Purposively
Students	1475	Randomly
Guardians	999	Conveniently

### **Major Findings**

The major findings of this study are:

- At the institute level assessment, the gender of teachers shows a clear predominance of male teachers in both government and MPO secondary schools. However, government

schools of districts and private schools of plane land have a high number of female teachers compare to male teachers.

- The average annual income of government school ranges from BDT 1001540 in coastal area to BDT 2466398 in district area. Average annual income of city corporation MPO schools is BDT 10160380 which is high compared to other areas ranges from BDT 1233781 to BDT 1898654.
- The average annual expenditure of hilly government school is BDT 1013874. In the case of government schools of district, plane land and coastal is BDT 2064908, BDT 2147897 and BDT 2243283 respectively. However, the average annual expenditure per government school of city corporation and marshland area is more than forty-five Lac Taka.
- The income and expenditure of the MPO schools from city corporation areas is the highest among all the categories but in the district level the govt. schools have the higher income and lower expenditure.
- Per student expenditure on education in MPO schools is higher than similar expenditure in government run schools. A parent of city-corporation MPO schools spends BDT 9476 in an average whereas a parent of a government school spends only BDT 1905 per annum. It is worthwhile to mention that a parent of hilly and marshland government school spend less than thousand taka per student per annum.
- The government pays the maximum portion of the school salary. In the city corporation and district level schools get more salary than the other areas.
- Govt.'s investment per student is higher in the MPO schools specifically at the City Corporation areas. However, this investment is much lower in at Upazila levels including Marshland, Hilly and Coastal areas.
- According to Head Teachers, parents' investment for educating their children is higher in the MPO schools than that of Govt. schools in all areas. However, the parents informed that an educational expense is much higher in the Govt. school.
- The parents spend mainly to house tutors and coaching/private. Parents pay to house tutors for private/ coaching tuition fees at the highest in the subjects of Mathematics, English and science subjects.
- Per student average total expenditure on education in MPO schools is higher than expenditure in government run schools (except government school). A MPO run city-corporation school student need 3 times higher expenditure compare to a government run city-corporation school which is 25531 and 7916 respectively. Expenditure per student per annum of government and MPO run school share quite equal in coastal and marshland areas.
- Parents are spending more money compare to government. Out of school expenditure is quite high in city-corporation area (both government and MPO run school). However, guardians of government run schools of district and plane land areas as well as MPO schools of hilly area spend more than are also spending more than thirty thousand taka per annum. Guardians of marshland area are spending less amount compare to other areas.

## **Recommendations**

Based on major findings this study recommends:

- To achieve progressively the goal of geographical equity along with interpersonal equity in education the country, study recommends to start supplementing the current largely student-based allocation by need based allocation. Resources should be allocated according to education need and priority.
- Govt. could concentrate on quality aspects for investment along with salary of teachers.
- Guardians are spending more after their girls' children but expenditure after boys also need to be equal. Equalization of their concentration is required.