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Quality of Primary Education Management System of Bangladesh: A Case Study on Jhenaidaj Upozila Education Office

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Abstract: This report is prepared to present a practical survey on the Quality of Primary Education Management System of Bangladesh. This survey was performed in the area of Jhenaidah Sadar Upozila Education Office, Jhenaidah Sadar, Jhenaidah, Bangladesh. This work is based on the primary data and information of the present condition of the education management system in the primary level of the concerning area. The information used in the report has collected from various sources such as published materials like annual report, questioner survey, and the practical situation and information found during the survey. These reports consist five major chapters those are- i) basic discussion on the background of the report, objectives of the report and limitation faced at preparation of the report, ii) the methodology and the time scale of the research, iii) presentation the actual condition of present quality of primary education management (here two set of questioner: one set is the basis of teacher's aspect and another set for guardian's aspect), iv) illustration of what we find in our research, findings, and our sole recommendation based on the outcomes, and v) the concluding remarks of this wide range of survey. From our practical experience, observation, and discussion with the employees, we tried the best to find out the actual use of management system to improve the quality of primary education in this country. This work can be helpful to improve the primary education quality of the lower and lower-middle income countries.

Keywords: Primary education, quality management, education management, quality factors, role of education ministry, role of teachers, role of economy.

I. HISTORY DEVELOPMENT OF PRIMARY EDUCATION

A. Primary Education

It is rather difficult to say when and where the institutional form of primary education was introduced in the geographical region of Bangladesh as a part of the Greater India. The origin of institutionalized education can be traced back to the time of the composition of 'Rg Veda', almost 3000 years ago in this subcontinent. The Dravids, Huns, Aryans, and Mongols. Later the Arabs, Turks, Afghans, Portuguese also established their habitats here. There was no clear distinction between the primary and secondary level of education in the initial stages of formal/institutional education. So, it is very difficult to describe the primary education of that time separately.

B. Ancient Time

In this period the primary objective of education was based on spiritual development. Devotion, contemplation and self-control were required for this. According to the historians, a special type of primary education was common in the Vedic era. According to this concept there was practice of education in the Vedic era, but it was only temple-centered. Only monks had the rights to acquire knowledge and only they learned about worships. Besides, there were scope for learning agriculture, business and crafts etc for having a better life on earth. But probably in this subcontinent, the Aryan education began with the conversation of Vedas and this education of Vedic era is called 'Vedic education'. In the pre- Vedic era education was mostly based on religion and school was meant to be the house of the mentor or the 'Guru'. At that time, 'Brahmmachariya' or student life was divided in five stages and the timeline of education was continuously twelve years. At the first stage, children (age level-five) were made familiar with the alphabets. This was the foundation stage for primary education. After completion of this primary education, only one student was welcomed home with the love and affection as his own son. Considering the age and ability, the Mentor educated the apprentices about the spiritual theory gained by understanding. Knowledge acquired by this method was passed on in the same manner to the next appropriate ones by the apprentices. In the beginning, the educational theories were conserved as the individual family's

possessions. Afterwards, eventually the apprentices from outsides also started to acquire this theoretical knowledge. As a result, the establishment of different branches in the Vedic education allowed its expansion. The theories of education in the preliminary stage were in the form of 'trastas' and were individual family's possession, but in course of time as the 'trastas' were of different kinds and multifarious, so to train the monks for enlightening others, different schools or training institutes started established in various places (around 1000-800 BC). Although the education system of Vedic era was not very-well ordered, the exercise of activities, culture, distinctive words in the language, phrases, thoughts etc. proves that the education system of that time was developed to a great extent. But only the 'Brahmanas' had the right to study religion, philosophy, art and culture, science and social institutions etc. and they received the most priority in the society. It is in this Vedic era when the great 'Mahabharata' and the 'Ramayana' originated..

C. The Brahmana Era

The Brahmana era came after the Vedic era. The era began at 800 BC. Not only creating the Monks but also Inquiring for Truth was the aim of education of this era. Like Vedic education, Brahmana education system was also dependent on Vedic thought and philosophy ground. But this system was more developed than earlier. Education was dedicated to know about the spirit of ancient people and the rule of the birth and death of the universe. This education was called as 'Brahmana Education'. At that time, Rishi acquired knowledge by devoting himself in deep meditation and that knowledge used to be passed on to others by the adding of tunes. It is quite apparent that, the foundation of Brahmana education was based on the theories of the 'Rishi families system of Education. This may be considered as the primary level of education of that time. Besides, in Brahmana education, students were taken to the teachers for Upananyn to be devoted to student life. Children used to live in the house of the teachers from the age of five to twelve. The oral form of teaching method was more familiar. There existed debate between different Shashtryakar about exactly when the upanayan or student life should have begun. Because, at that time there existed different rules of upanayan for the children of Brahmans, Ksatriyas and Vaishyas. The Brahmana children used to enjoy more facilities in education sector than the Ksatriyas and Baishyas. But in course of time this discrimination was abolished. At that time, society did not permit any education for the Shudra children. In the Brahmana era education was divided into two types, called Aporaviddya and Poraviddya. Aporaviddya only emphasised memorising the Veda. There was no attempt to understand its meaning. On the other hand, poraviddya' emphasised understanding the meaning of Veda and to act according to it. Education was guru (teacher) centric and guru was solely responsible to decide the syllabus. Beside the forest dwelling Rishi's Ashram, a number of grihi-shikkhak (house tutor) also were devoted in teaching in the society or community. In case the number of the 'grihi-shikkhak' increased in any community, that area became a large education center. So, beside the gurugrihas additional educational centres were established in this subcontinent. There are evidences of such Hindu educational institutions in Taxila of Pakistan, Navadbipa, and Vikramshila in West Bengal.

D. Buddhist Era

According to the Buddhist education, illiteracy is sin and acquiring knowledge is the only way of salvation. The prime object of Buddhist education was to acquire knowledge on physical development, religious philosophy, medical science etc. In the 6th century BC, the Buddhist education in this subcontinent, introduced by Goutam Buddha was quite liberal and universal. The major portion of Buddhist education was matha or temple centric. These matha or temples had the major role in primary education. In this education system, a Buddhist child received education at home up to eight years. This was called the preparatory process to enter the formal primary education. In the eighth year of life, children were sent formally to the Buddhist temple. For this purpose the child had to wear gerua (deep yellow) cloth and had to become baldhead in front of a master. This primary occasion of entering in to the Buddhist union was called Prabrojjya (primary learning). After receiving Prabrojjya, Buddhist children received the title Shromon. In Buddhist education system no one could receive prabojjya before eight years but it was open for all. Here, all the children from all castes, rich or poor could participate. So it can be said that democracy and universalism were the main characteristics of Buddhist education. As many students were brought together, they also developed their social abilities. Equal emphasis was been given both on reading and writing. The historical background of Buddhist primary education can be traced from the description of the Chinese traveler Hiuen-Tsang (started his journey from China in 629 and return to China in 645 AD) and I-tsing (635-713 AD). Hiuen-Tsang came in Bengal in the reign of emperor Harsavardhana, (606-648 AD). He stated in his description that the students to read a book called Shindham or Shidhdhiratna (meaning May you be blessed with wisdom) containing introduction of Sanskrit alphabet and 12 lessons of words constructed from both vowel and consonants. After finishing this book, students were introduced to five sections of science at the age of seven. These were (1) Grammar (2) Architectural education (3) medical science (4) Logic and (5) Spiritual education. So, there was compulsory syllabus to strengthen the base of higher education. I-tsing visited India just after Hiuen-Tsang

in seven century. He also portrayed a nice picture of the education system of that time. According to his description, students started learning at the age of six. The first book was named Shidhdhirasttya containing 49 alphabets those were arranged from 300 to 10000 syllables. At the age of eight they used to read 1000 verses of Panini. More comprehensive grammatical education was introduced at the age of ten. This grammar contained 18000 verses. At the age of fifteen, students had to conceptualize great verses of Patanjali, logic, Abhidharmakosh, astrology etc. Buddhism declined with the rise of Hindu political power. Sena dynasty (c 1097-1225) took over power after Pala dynasty. So, the influence of Buddhist education started too declined gradually and Hindus became dominant in the ground of education and religion.

E. Middle Age

Hazrat Muhammad (SMA.) brought' a renaissance among the Arabs in eighth century. The Muslims came to Indian subcontinent in the eighth century when Mohammad Bin Kashim conquered Sind by defeating King Dahir. Although Islamic empire was establish in the north-western India by Mohammad Bin Kashim. Muslim rule started in Bengal when Bakhtiyar Khalji conquered Nadia in thirteen century. He established mosques, maktabs and madrasas in different places of the country. The Muslim rulers after Bakhtiyar Khalji followed this method of establishing mosques, maktabs and madrasas to spread education. Afterwards Mohammad Ghori (1174-1206), Sultan Iltutmish (1211-36), her daughter Sultana Razia (1236-40), Sultan Nasiruddin (1246-66) and Sultan Giasuddin Balban (1266-87), all appreciated the importance of education. Besides sufi- darbish or pir-fakir (who came to Bengal for preaching Islam) also established khankah, maktabs and madrasas in different places in the country. In the Khalji and Tughlaq era, the Muslim education or Arabic Education and culture became enriched and spread even more. In the middle age, education system became enriched because of the efforts taken by the intellectuals and enthusiast ruler. Education was' extended by the service of religious master of numerous mosques, maktabs and madrashas. Among them the Maktab-based education was the primary level education of Muslim education. Although going to Maktab at the age of four for primary education was usual the main practice of education began at the age of seven. The key lessons in the Maktab were about obeying the Quran and all religious instructions. Besides, reading, writing and general accountancy were taught. For the Hindu children there was opportunity for schooling in the Pathshala. Besides, the wealthy families arranged tutors at home for educating their children. In the higher level of Maktab, the biography of the darbish and the Pir-fakir and Persian poetry were taught. Saying the prayers and learning the religious practice was the least level of education in the Muslim era, which were mandatory for all the Muslim students.

F. Mughal Period

In the era the Muslim rulers, Amirs and Omrahs were very much enthusiastic about literature beside the formal education. The Persian literature became popular, as it was the imperial language. School-based education system developed and expanded mainly in the reign of Akbar. Akbar transformed religious education into a formal education in the primary level along with non-formal reading, writing and accountancy. In this period, Hindu-Muslim had the opportunity to exchange education and culture with each other and blending of Hindi, Persian and Arabic language a new language created which is known as Urdu. In this era Maktab, Madrasha was for the Muslim children and Pathshala, tol for Hindu children. The wealthy people of the society established those and they appointed teachers, donated land and money for the institutions. So both the administration and the society conducted the educational activities with collaboration. But Maktab-based education was funded mainly by the collections of the Mosques, Jakat and other donations. So, it is certainly can be said that even at that time in our society there was practice of complimentary education or primary education. Additionally, there was an independent bureau for managing the funds and governing the state - owned educational institutions.

G. Colonial Era

In this period under the rule of East India Company (from 1757-1857) there was no significant development in primary education in India. At that time there was no economic provision by the state to spread primary education. The maximum amount of the expenditure on education was for the secondary and higher levels. The responsibilities of primary education rested upon the local autonomous institutions. But in 1813 AD according to the proposal of Lord Minto, by the education documentation in the British parliament, East India Company officially took over the responsibility of primary education in their governed region. According to the Act-XLIII of 1813, A budget proposal was made of One lakh rupee for the first time on education sector in this subcontinent. Besides policy making and new education system was initiated in the British India.

On 20 January 1835, Lord Bentincb, appointed William Adam of Scotland to collect elaborate and accurate data on education of Bengal and Bihar. After doing long research from 1835 to 1838, William Adam submitted three reports on the education system of India in which the first report was on the primary education. Later on, in 1844, Lord Hardinge established Vernacular Schools to

spread education in mother language in the villages, but it faced extinction as it failed to compete with the English medium schools, which was again re-established in 1904 by lord curzon. In 1854, the famous Education proposition of Sir Charles Wood was published, which is known as 'Wood's Education Dispatch' in history. According to this proposition, the post of Director of Public Instructor (DPI) was created in every province of the greater India, Many primary schools were established and 'Normal School' was established to train the teachers. The primary education became more advanced by taking both Bengali and English as the medium of education. In 1882, according to the proposal of the Indian education commission of Lord William Wilson Hunter, the responsibilities of primary schools were given upon the District board, City corporations and private organizations. Although this venture failed later on. At that time in Primary, Secondary and Higher English School, English was taught in every school. For training the teachers, 'Guru Training School' was also established in every Mahakama in 1902.

After 1902 many proposals and requests were made about education but no specific measures were taken or there was no significant change in the education system. The Bengal Primary School Act of 1930 stated that, Primary education for all children of 6-11 years will be full-free and primary education shall be consisting of four years. In 1937, East Bengal government submitted a proposal for enhancing the primary education and according to this proposition, full-free primary education was being spread by dividing the four classes of primary education into two. To keep up the rate of primary education, for conducting education in this level official regulation was made on 27 March 1940. But it failed due to the reluctance of the administration. In 1945, in opposition of the higher and lower levels of primary education, four years span of primary education was introduced and the system prevailed up to the end of British Empire. 1947 and onwards following Partition of India in 1947, Bangladesh became a part of Pakistan. In 1948, the Education Advisory Committee increased primary education from four to seven years. The first five-year plan (1955-66) introduced a scheme for compulsory complementary primary Education for all. However, there was no significant development in the Primary education during the plan period except an increase in the salary scale of the primary school teachers.

H. Bangladesh Era

After the independence of Bangladesh, education was identified as a basic human right in the constitution of 1972. The duties of the state towards the education of the citizens were described in the articles XV (a), XVII and XXVIII (3). To design an appropriate education system for the independent and sovereign Bangladesh, an Education Commission was established under the chairmanship of the renowned scientist and educationist Kudrat-E-Khuda. The Commission, which published its report in 1974, recommended the introduction of compulsory education by 1983. But the recommendation could not implement because of the political change in 1975. While planning the First (1973-78) and Second Five Year Plan (1980-85), Universal Primary Education was introduced in 44 thanas under International Development Agency (IDA) by the assistance of World Bank. Moreover, elaborate plan was taken in the First Five Year Plan regarding Non-Formal Education, like- Open School, Literacy School, Feeder School, which helped a lot in advancing the primary education. Besides, ongoing primary educational activities remained unchanged in the Intermediary Two Year Plan (1978-80). While drafting the Second Five Year Plan (1980-85), An Primary Education Bureau was also established for the successful development of the primary education.

Primary Education Act-1981 was passed in 1981. Under this act, Local Education Authority was established in the Mahakuma level and the supervision, regulation, administration and management of primary education was vested in them. But unfortunately this Act was abolished before implementation. In 1982, the ordinance for administrative reform and decentralisation abolished Mahakuma, and upgraded thanas to sub-districts in 1983, and as a result of Ministry of Education bestowed the responsibility of the primary education of this country in the hands of the sub-district authority. Primary education was given high priority in the Fourth Five year Plan (1990-95). In 1990, 'Compulsory Primary Education Act' was approved by the National Parliament and was introduced in 68 thanas around the country. Compulsory Primary Education Implementation Monitoring Unit (CPEIM) was formed in 1990.

A new division naming Primary and Mass Education Division (PMED) was formed in August 1992 to strengthen the structure of primary education, ensuring education for all and removing illiteracy. Under this, to increase the rate of student admission, equal enrollment of boys and girls and to enhance the exact standard of education, three projects were taken, which were included in 'General Education Project (GEP)'. Later on the project to build school in natural disaster affected areas was also implemented. In 1995, in the remote village areas, for the children of 6-10 years, 'Satellite School' was established and primarily 4000 school in the country and increasing the number in 6000 within 2000 was the target, but at present, there is no trace of it.

In the Fifth Five Year Plan, among the 23 projects to improve primary education, the majority was properly implemented. Food for Education Program and Upazilla Resource Center was included in the development plan. Many development partners are cooperating with the government. There are Asian Development Bank (ADB), World Bank, and Department for International

Development (DFID), German Technical Corporation, International Development Agency (IDA), Islamic Development Bank (IDB), and Norwegian Agency for Development (NORAD), United Nation's Children Fund (UNICEF), Swedish International Development Agency (SIDA) and USAID. Bangladesh government took a new project named Primary Education Development Program (PEDP) with the economic assistance of ADB for this purpose. As PEDP-1 was not fulfill successful. So PEDP-2 was taken in 2002 which targeted at increasing the rate of enrollment in the primary education and fully complete the education cycle which means, helping to improve the quality of education and rate of literacy.

Later, in January 2003, Primary and Mass Education Bureau was transferred to Ministry of Primary and Mass Education (MOPME). The administrative chief of this ministry is the Secretary. For assisting the Secretary, 2 join secretary, 4 additional secretary, 9 senior assistant secretary, 1 senior assistant chief, 2 assistant chief, 1 statistician, and 56 employees are employed. The policy designing of the primary and non-formal education, administrative management and overall coordination in the responsibility of the Ministry. At present all the projects to enhance the quality of primary education are being implemented under PEDP-2, under the Ministry. Under the Ministry of Primary and Mass education of Bangladesh, there are four types of school. They are: Government School, Examining School under PTI, registered private primary school and community school. The first two are funded by the government and the teachers of the private primary school receive 90% of their salary from the government. And Community School teachers receive a fixed amount of salary from the government. Beside this four kind of school, unregistered non-government primary school, High school adjoin primary school, kindergarten and some NGO coordinated primary schools are there. There is also Ebtedayi Madrasa or high Madrasa adjoin Ebtedayi Madrasa (equivalent to general primary school). Before there ware a kind of school named satellite school but it was closed in 2004. So, in Bangladesh, at present there is 10 kind of primary school, which is almost near 99,221 in number and almost 1 crore and 18 lakh children are studying and the number of teachers are 3 and a quarter lakh. Most of the national education commissions and committees recommended extending primary education from 5 to 8 years. Moreover, National Education Policy Implementation Committee published a report on primary education in 2000, where emphasizes were on 8 years of primary education. Because according to them, primary education is prime stage of education for the majority of the country. After receiving this education a huge number of students start their life entering' into the labor market. So hoping that, 8 years span of education would provide an effective basis on their life. But considering the national resources constrain and limitations of management, in the present context of Bangladesh, the proposal is not applicable, so the duration of primary education is decided to keep within 5 years.

I. Background of the Report

In recent years Bangladesh primary education management system has changed many times but the authority wants to establish a good and sustainable system which adobe to our potential children. In our research, I want to show the actual situation of present management system. And also this report to the part of fulfillment of my MBA degree. To build a develop nation need a educated youth generation, and to build a educated youth generation at first build an educated children. When children's will be nurtured in a good education environment then they will be the important part of the nations. In my research I will show the present lack of management with discussion of student and teachers on based upon some questioners which discus on chapter.

Knowing the present education management system of Bangladesh, in my research I want to know the education management system and find the present performance of this system.

If needed prescribe some system to improve the education management system of Bangladesh. Actually this research is designed and powered by the Department of Management of Islamic University, Kushtia. It's a subject of fulfillment of my MBA degree. So, this research is a partial purpose of academic fulfillment. In Bangladesh there are five sections of education. Those are Primary (Grade one to Eight), Secondary (Grade Nine - Ten), Higher Secondary (Two year course), Graduation (Four year course), Post Graduation (One or Two year Course).

Else some University conducted M Phil and PHD degree. Every sector has some specific system to operate this education. In my research I try to find the primary education management system and its quality. In general sense our country's ministry has changed the primary education management system. I try to know the thinking of all related people to the primary education including:

1) What think the teachers about this change of system?
2) How accept the student of primary grade?
3) What impact on the quality of education?
4) If need to sustain the system of conducting education management system?
5) Is the teacher and student cope with new system?

J. Origin of the Report

In today's world only academic education does not make a student perfect to become competitive with the outside world. Internship is highly needed to gain idea, knowledge and experience. Islamic University Kushtia is one of the reputed Institute in Bangladesh, has designed the curriculum of the MBA course such a way that the international standard post graduates will be produced. From this internship program students get the opportunity to learn facing the real management world. In Department of Primary Education is the education ministry and here practice the biggest management system in Bangladesh.

K. Research Objective
1) To find the primary education management system of Bangladesh.
2) To find the thinking of teachers who are related to primary education.
3) To find the way to cope with student with new education system.
4) Find the quality of primary education management system.

L. Scope of the Research

In this research there is a big scope to know the management system of primary education. Else know the actual situation of our country primary education management system and its quality. I try to show the quality of primary education and its management in our country. This research also increases my managerial quality.

M. Limitation of the Research

There goes a English proverb "Err is the man" So I have many limitation more I try my level best to do best. When I collect data from various school teacher there has some time shortage and fear of school authority. When I collect data from the guardian, there has also time problem and habitation problem. It is very short time to make a research report.

II. METHODOLOGY AND TIME SCALE

A. Methodology

Conduct a review of the literatures and previews research related with this research. Will be used some of statistical tools for finding the satisfaction of teachers and students. Tools like Mean, Median, Mode, Standard deviation, Hypothesis testing, Z test, provability test. Prepare questionnaire for collecting data from the candidates and my personal observation. The questions in the questionnaire will seek to test this hypothesis. Data analysis will use the SPSS software. Statistical tests will be run to ensure that results are showed the quality of primary education management system of Bangladesh.

B. Time Scale
1) July 1 to 10 -2018: Research proposal and review literature and acceptance of proposal.
2) July 11 to 20-2018: Making questionnaire and distribute and write the literature review of this research.
3) July 21 to 31- 2018: Collecting primary and secondary data and analysis this data.
4) August1 to 15: Writing my opinion according to primary data and match with secondary data. Write the findings of the research.
5) August 15 t0 30: Review my research opinion by the research coordinator committee.
6) September 1 to 15: Writing the recommendation and conclusion of research.
7) September 16 to 30: Final printing and submitted to the department. Present the research findings to respected audience.

C. Study Basis On The Teachers

There are some questions to the teachers of the primary schools to know. The questions used in this research work have been presented gradually, with their results having the statistical present condition regarding the questions.
1) Q1: How easy is it to get the resources you need to teach at this school?

☐ Very easy

☐ Somewhat easy

☐ Not so easy

☐ Not at all easy

Avialability of Resource
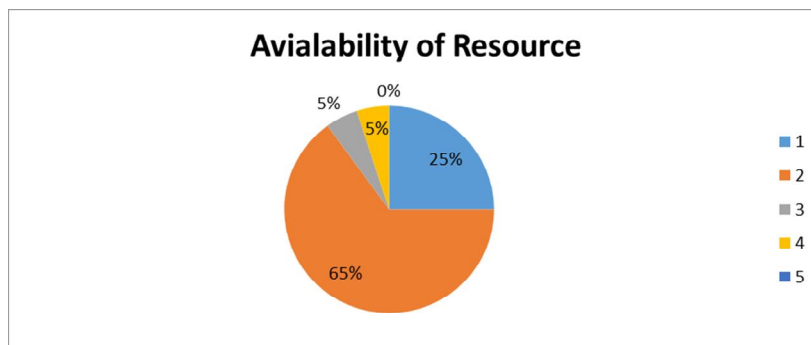
a) *Comment:* Here mean and Standard deviation shows that most of the teacher got sufficient resource to teach the student. Here the management and education quality is work so good.

2) *Q2: How safe do you feel teaching at this school?*

☐ Extremely safe

☐ Very safe

☐ Somewhat safe

☐ Not so safe

☐ Not at all safe

Safty of Teaching
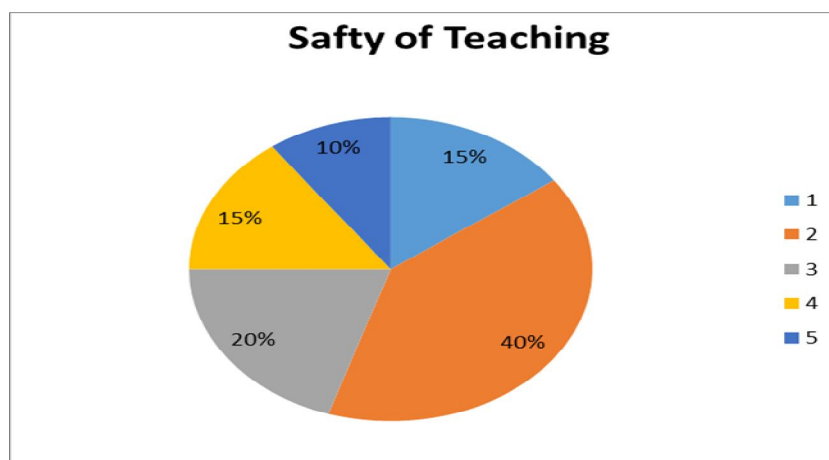
a) *Comment:* Here mean and Standard deviation shows that the government school teachers are very safe but the nongovernment school teachers are quit unsafe to their job security. The education management team should more careful about security issue.

3) *Q3. How often do parents pressure you to change their children's grades?*

☐ Extremely often

☐ Very often

☐ Somewhat often

☐ Not so often

☐ Not at all often
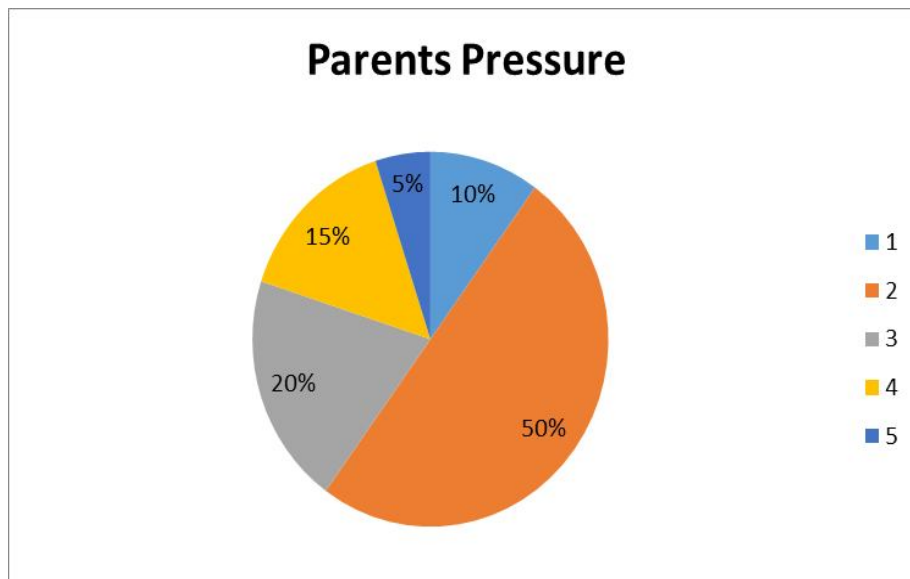
Parents Pressure

a) *Comment:* Here mean and Standard deviation shows that most of the parents are conscious about their child study and grade. The teachers are got frequent pressurize by parents or guardians.

4) *Q4. How useful is the feedback the principal at this school gives you?*

☐ Extremely useful

☐ Very useful

☐ Somewhat useful

☐ Not so useful

☐ Not at all useful

Feedback of Principal
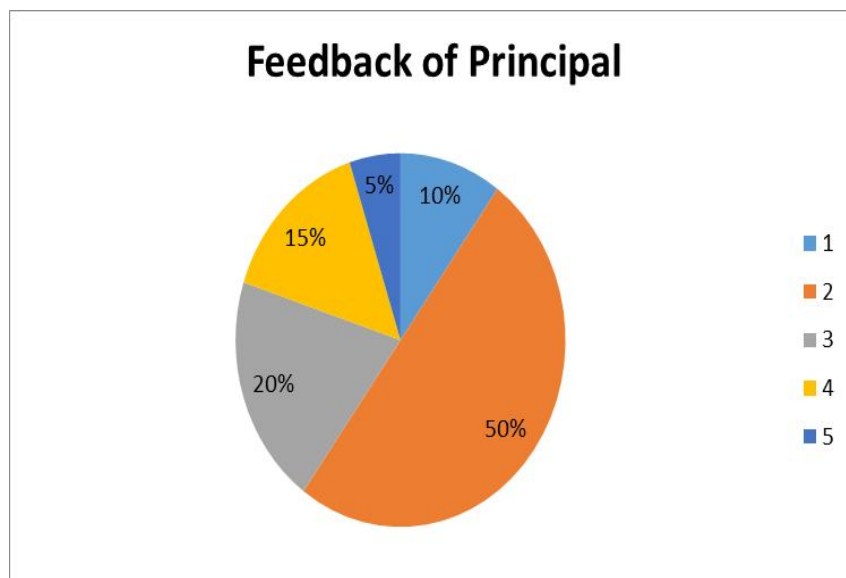
a) *Comment:* Here mean and Standard deviation shows that the communication with principal and teachers are very good in this sector it's a good quality of education management.

5) *Q5. How much support does the administration at this school give to the teaching staff?*

☐ Much too much

☐ Too much

☐ The right amount

☐ Too little

☐ Much too little
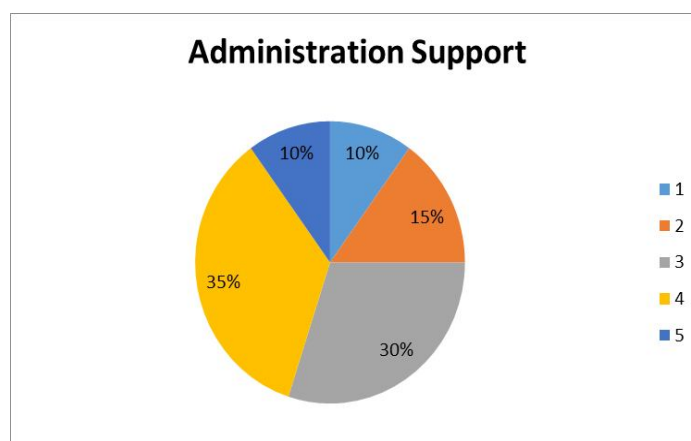
a) *Comment:* Here mean and Standard deviation shows that the administration and school management is not very much co-operative with teacher about quality of education management. The government and local management should

6) *Q6. How much support do the parents with children at this school give to the teaching staff?*

☐ Much too much

☐ Too Much

☐ The right amount

☐ Too little

☐ Much too little
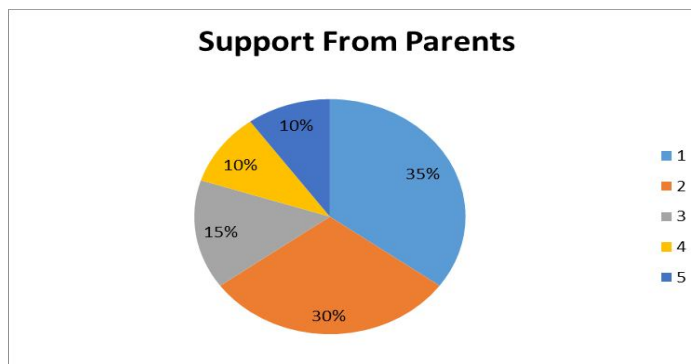
a) *Comment:* Here mean and Standard deviation shows that the present situation most of the parents give enough support to the Teachers to improve their chilled education quality. Here the primary education management system successful to collaborate with guardian.

7) *Q7. How much support do you feel the parents of your students give you?*

☐ A great deal of support

☐ A lot of support

☐ A moderate amount of support

☐ A little support

☐ Not any support at all
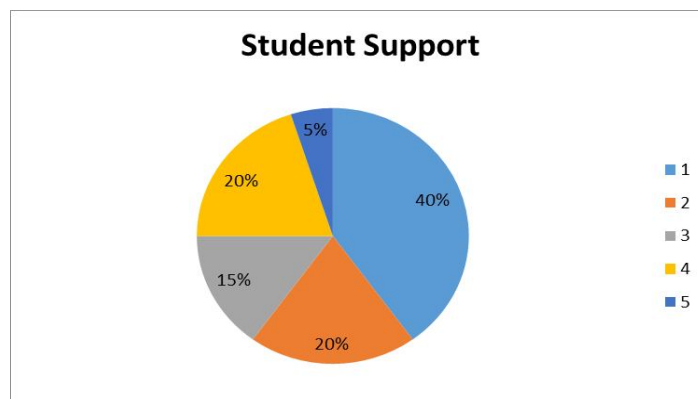
Student Support

a) *Comment:* Here mean and Standard deviation shows that the teacher staff get enough support and imitative to provide qualitative education.

8) *Q8. How reasonable are the expectations for student achievement at this school?*

☐ Extremely reasonable

☐ Very reasonable

☐ Somewhat reasonable

☐ Not so reasonable

☐ Not at all reasonable

Achievement of Schools
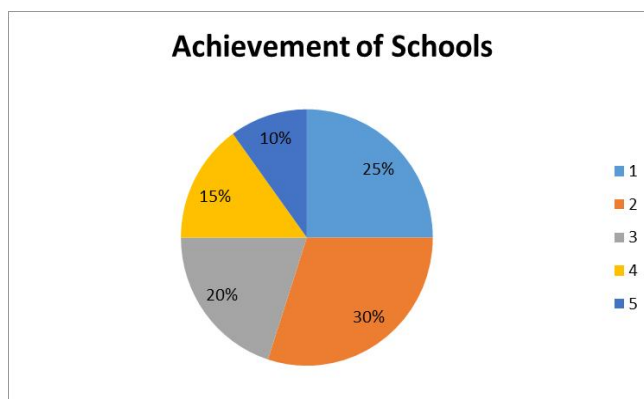
a) *Comment:* Here mean and Standard deviation shows that the student achievements are not so good. Some schools are good but most of the government schools are out of government rules and regulation. The schools should come under the government management.

9) **Q9. Does this school give too much attention to standardized tests, too little attention to them, or about the right amount of attention to them?**
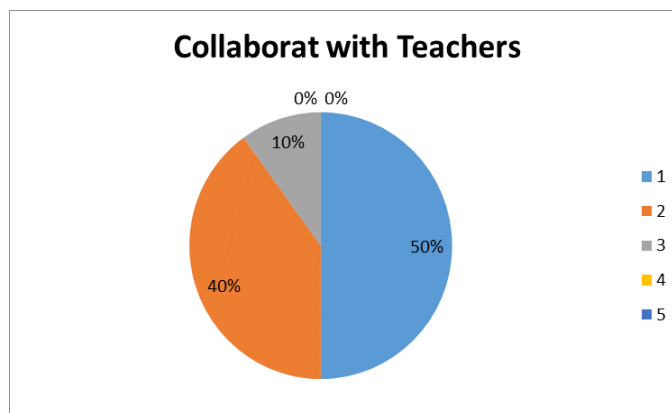
☐   Much too much

☐   Too much

☐   The right amount

☐   Too little

☐   Much too little

Standardized Tests

■	1
■	2
■	3
■	4
■	5

5% / 40% / 20% / 15% / 20%
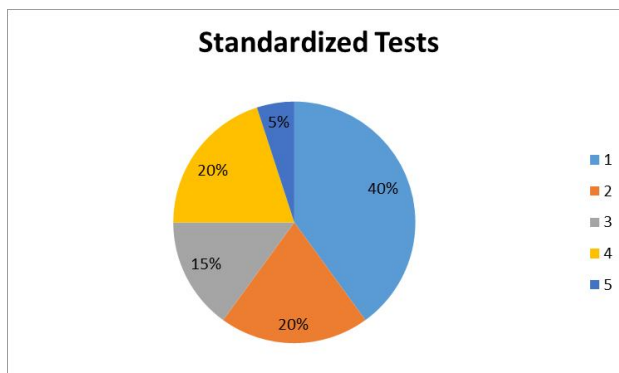
a) *Comment:* Here mean and Standard deviation shows that total 40% of schools are not careful about their result or test standardization. The primary education management has some criteria but the private schools are not followed.

10) *Q10. How well do teachers at this school collaborate with each other?*

☐   Extremely well

☐   Very well

☐   Somewhat well

☐   Not so well

☐   Not at all well

Collaborat with Teachers

■	1
■	2
■	3
■	4
■	5

0% 0% / 10% / 50% / 40%

a) *Comment:* Here mean and Standard deviation shows that the teacher's behavior management is so good. Every institution teachers are much collaborated with each other.

11) Q11. How much attention does this school give to your professional growth?

☐ Much too much

☐ Too much

☐ The right amount

☐ Too little

☐ Much too little

Professional Growth
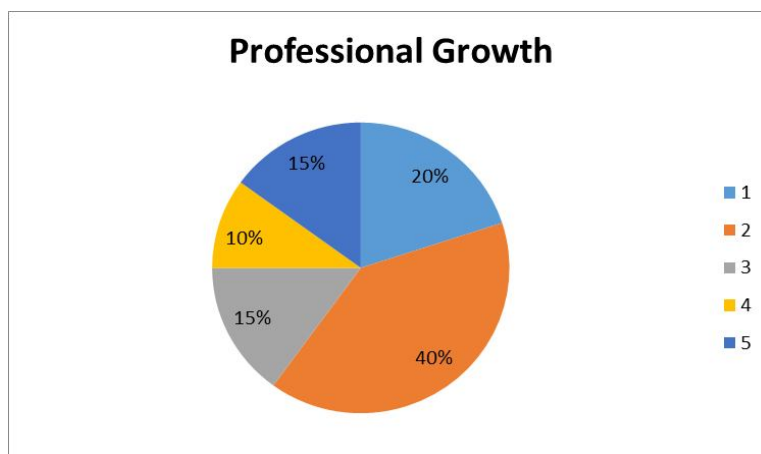
a) *Comment:* Here mean and Standard deviation shows that the teachers are not happy in their professional growth. In our country, the primary school's teacher's salary is very less.

12) Q.12 How much financial assistance does this school provide you with for professional growth opportunities?

☐ Much too much

☐ Too much

☐ The right amount

☐ Too little

☐ Much too little
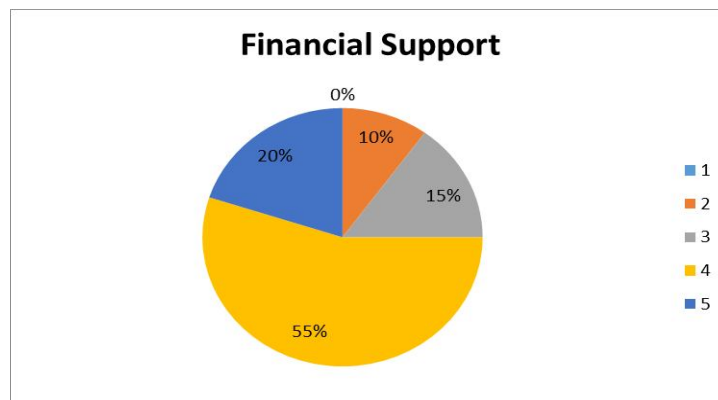
Financial Support

a) *Comment:* Here mean and Standard deviation shows that shocking fact, the maximum teachers are dissatisfied to their financial support. The satisfactions of teachers are the main factor of quality education management.

13) Q.12 Overall, are you satisfied or dissatisfied with the teaching experience at this school?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

a) Comment: Here mean and Standard deviation shows that the teachers satisfied level is average. Who are work in government school they are very satisfied but who are work in non-government school they are very much dissatisfied.

Table I: Summary of Responded answer

Question Number	1	2	3	4	5	Total	Mean	STDV
1	5	9	3	2	1	20	4	3.162278
2	5	13	1	1	0	20	4	5.385165
3	3	8	4	3	2	20	4	2.345208
4	2	10	4	3	1	20	4	3.535534
5	2	3	6	7	2	20	4	2.345208
6	7	6	3	2	2	20	4	2.345208
7	8	4	3	4	1	20	4	2.54951
8	5	6	4	3	2	20	4	1.581139
9	8	4	3	4	1	20	4	2.54951
10	10	8	2	0	0	20	4	4.690416
11	4	8	3	2	3	20	4	2.345208
12	0	2	3	11	4	20	4	4.1833
13	1	4	5	6	4	20	4	1.870829

D. Study Basis on the Student

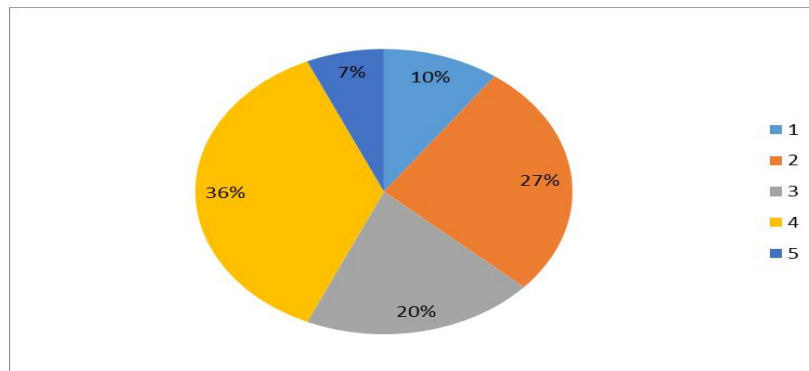*1) Q1. How often does your child struggle to get organized for school?*

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost all the time
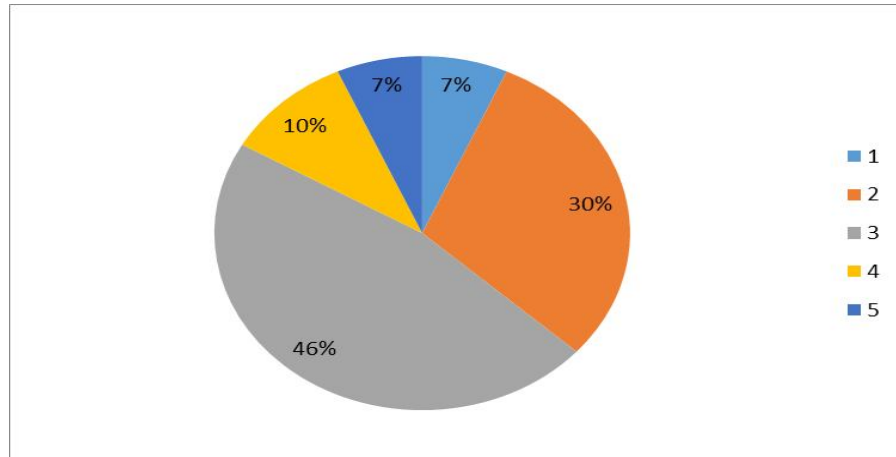
a) *Comment:* Here mean and Standard deviation shows that most of the students are want to stay home that means they are not interested to willing to go to school. But a little effort UM the student they are interested to going school. School management should more attractive to class and education management.

2) *Q2. How much effort does your child put into school-related tasks?*

☐ Almost no effort

☐ A little bit of effort

☐ Some effort

☐ Quite a bit of effort

☐ A tremendous amount of effort

a) *Comment:* Here mean and Standard deviation shows that there is moderate effort does the students. The primary education management authority tries to more attractive school by student.

3) *Q3. When working on school activities at home how easily is your child distracted?*
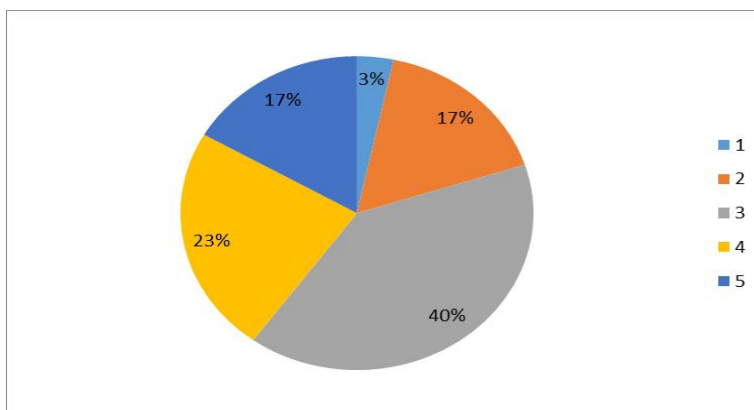
☐ Not easily at all

☐ Slightly easily

☐ Somewhat easily

☐ Quite easily

☐ Extremely easily
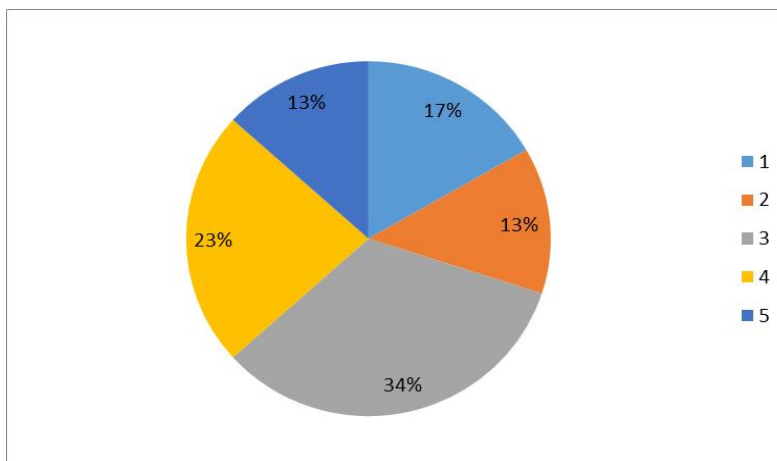
a) *Comment:* Here mean and Standard deviation shows that the students easily take and do their homework by their own effort. How regularly does your child read for fun?
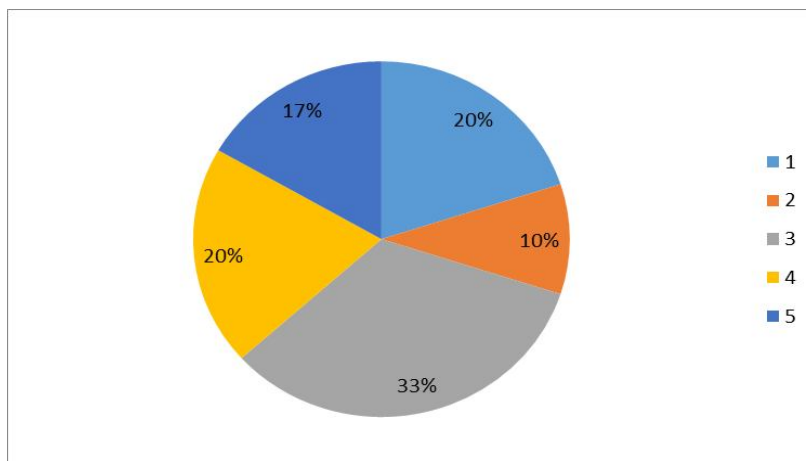
4) *Q4. How regularly does your child read for fun?*

☐ Almost never

☐ Once in a while

☐ Sometimes

☐ Frequently

☐ Almost all the time

a) *Comment:* Here mean and Standard deviation shows that the students are very much interested to read funny books. Of course it's good for the student bright future. Who are interested to read others books, the good in grade?

*5)* *Q5. How well does your child manage his or her emotions?*

☐ Not well at all

☐ Mildly well

☐ Fairly well

☐ Very well

☐ Extremely well

a) *Comment:* Here mean and Standard deviation shows that the students are very well to manage their own emotion. It's very much important to manage emotion in school and education environment. Teachers should council about this matter.

6) *Q6. How often does your child give up on learning activities that he or she finds hard?*
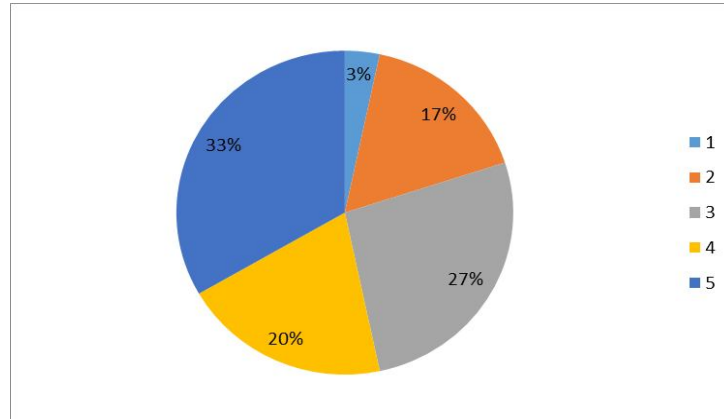
☐ Almost never

☐ Once in a while

☐ Sometimes

☐ Frequently

☐ Almost all the time
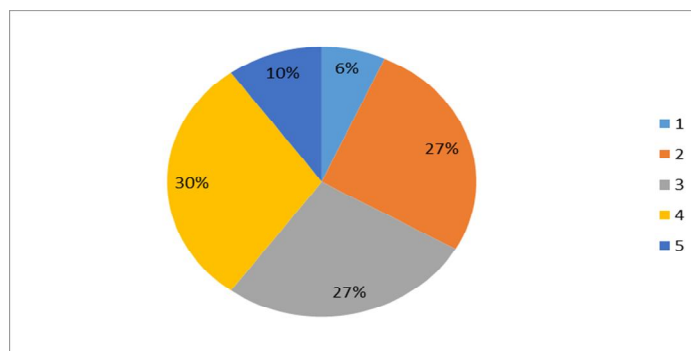
a) *Comment:* Here mean and Standard deviation shows that a big number of students are introvert. They don't want to share anything with teachers and parents and it's a big effect on the quality education.

7) *Q7. How motivated is your child to learn the topics covered in class?*

☐ Not at all motivated

☐ Slightly motivated

☐ Somewhat motivated

☐ Quite motivated

☐ Extremely motivated

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a) *Comment:* Here mean and Standard deviation shows that the students are mostly motivated by the class teachers. So the school management and the teachers are very much careful to motivate the students.

8) *Q8. In general, how well does your child learn from feedback about his or her work?*

☐ Not well at all

☐ Mildly well

☐ Fairly well

☐ Quite well

☐ Extremely well
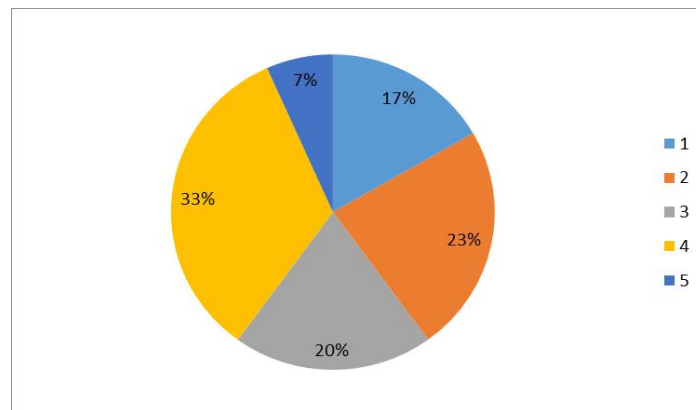
a) *Comment:* Here mean and Standard deviation shows that there has some student whose feedback is not well at all. The guardian and school management should focus on the feedback.

9) *Q9. On average, how well does your child work independently on learning activities at home?*

☐ Not well at all

☐ Mildly well

☐ Fairly well

☐ Quite well

☐ Extremely well
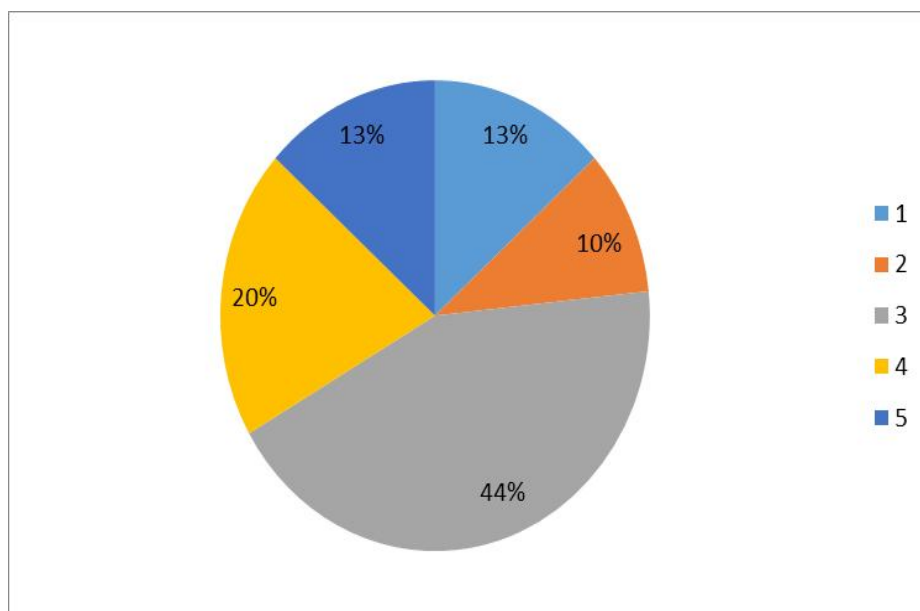
a) *Comment:* We all are known that child is always like to be own dependent and try doing by their way. Here the research also shows that always they want to work independently. The school management and teachers should the impendent home task to enrich their knowledge.

Table No II: Summary of Responded answer

Question Number	1	2	3	4	5	Total	Mean	STDV
1	2	9	14	3	2	30	6	5.338539
2	3	8	6	11	2	30	6	3.674235
3	5	4	10	7	4	30	6	2.54951
4	1	5	12	7	5	30	6	4
5	6	3	10	6	5	30	6	2.54951
6	2	8	8	9	3	30	6	3.24037
7	1	5	8	6	10	30	6	3.391165
8	5	7	6	10	2	30	6	2.915476
9	4	3	13	6	4	30	6	4.062019

III.FINDINGS AND RECOMMENDATIONS OF THE RESEARCH

A. *Findings of the Research*

1) *The local authority doesn't too much effort to standardize the education quality.*
2) *The government authority there has no schedule for preparing local authority who maintains the quality of education management system.*
3) *Most of the teachers said that their schools have sufficient resource but their all are old and non technical*
4) *On other hand the students are frequently feel bad to come; it's a great problem, if the literature rate increase but the dropping rate also increases more.*
5) *The academic curriculum and syllabus management system frequently changed so for the student and teachers are not adopt with the new system*
6) *The education management authority doesn't provide proper training*

B. Recommendations

1) The education management authority that means Ministry of Bangladesh government and the District Education Office should specific criteria and rules to make the local education management authority that are control the local management and that committee has some qualification like education, social and dignity.

2) The District Education Office should provide more and more training for adopting new system. And the school teachers do conference with parents because the primary school students are mostly dependable on their parents.

3) The guardian should focus on their children mind actually what they want and give pressurize them base on their wishes.

4) Teachers should make their teaching more funny and interesting as the students are interested to come school.

5) Again I requested to the management authority to focus on the mind of child, they are child and they are the next generation of us please make the education more interesting and maintain the quality of education. Make room for their learning with fun and quality.

IV. CONCLUSIONS

At present, there is no such organization in the world that is free from problems and challenges. Every concern has to strive and struggle a lot to be more profitable and to go more competitive edge. The internship program is done on the purpose of management knowledge. In my research I try to shoe the present condition and quality of management. I work the employee of Upozila Education Office Jhenaidah Sadar, Jhenaidah they are very much helpful to understand me to the management of primary education. If there is some big problem in our education management system but there is more opportunity to explore the output. I try to suggested task develop the primary education management system in our country. Primary education is very much important to build an educated nation, because it's the first step. If the first step or the base step is scarce quality management how the nation will go based on education. So, I work in this sector and illustrate the problems and solution. Thanks to Almighty Allah, thanks to all of my friends, thanks to all of my respected teachers, also thanks to the all employee of Education Office, Jhenaidah for helping me to complete such a big work.

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