

**Effect of Socio-economic Factors on Professional Practices
of the Secondary School Teachers in Bangladesh**

**A Thesis Submitted for the Degree of
Doctor of Philosophy (PhD) in Education**

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Certificate

I am pleased to certify that the thesis entitled **Effect of Socio-economic Factors on Professional Practices of the Secondary School Teachers in Bangladesh** submitted by Aparna Rani Dey, registration no. and session 140/2011-2012, re-registration no. and session 82/2016-2017, for the award of Degree of Doctor of Philosophy (PhD) in Education to the University of Dhaka, is the original work under my guidance and supervision at the Institute of Education and Research (IER), University of Dhaka. This thesis is an individual achievement of the researcher's own efforts, and has not previously formed the basis for the award of any degree, diploma, and fellowship or any other similar title.



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Declaration

I, Aparna Rani Dey, hereby declare that the thesis entitled **Effect of Socio-economic Factors on Professional Practices of the Secondary School Teachers in Bangladesh** submitted to the University of Dhaka is my original research work.

Neither of this research work has been accepted for the award of any other degree or diploma at any university or equivalent institute, nor have any part of this study been published anywhere.

The sources I have quoted from the work of others have always been cited properly and I have acknowledged all main sources of information; and I have checked the plagiarism of the thesis according to the provided rules of the University of Dhaka.

Signed:



Date:

27.06.2021

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27.06.2021
Aparna Rani Dey

Dedication

This thesis is dedicated to:

*My father (my babu), Subal Chandra Dey
who would have been the happiest person in my world
to see me here and whom I lost during this journey.*

Abstract

This thesis explored the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. The study incorporated three research questions, which investigated how teachers got them professionally prepared, which activities they performed in the classroom and how socio-economic factors could have effects on teachers' professional practices. Based on the review of scholarly literature, a conceptual framework related to socio-economic factors and teachers' professional practices was developed and used in this study. A qualitative approach was deployed and data were collected through document analysis, semi-structured interviews, focus group discussions, observations and home visit. The qualitative sample included 8 head teachers, 24 teachers, and 72 students from 8 secondary schools (both rural and urban). Thematic technique of qualitative data analysis was used.

Findings of the first research question "How do teachers get them professionally prepared for their everyday classroom activities?" indicated that participant-teachers (both in urban and rural locations) did not get them with professional preparation for their daily classroom activities, and they were uninterested in putting their newly acquired knowledge and skills to use in the classroom. Teachers also created their own professional perceptions, which never represented desired professional attitudes.

In terms of second research question "How do teachers perform professional practices in the classroom?" findings demonstrated that the scenario of classroom teaching-learning process in the sample schools of Bangladesh was still teacher-centered where most of the classroom activities were practiced in a traditional way with forceful assessment techniques. The findings also revealed students' passive engagement in class, lack of interaction, and time-passing evaluation methodologies, among other things. Head teachers in the schools who were in charge of supervision did not play a significant role in improving the performance of teachers' professional practices in secondary schools. Teachers, particularly in rural schools, stated that low resources were the main cause of their current professional practices in the classroom. Better facilities, on the other hand, had no discernible impact on the professional practices of teachers in urban areas.

The findings of the research question three “How do socio-economic factors can have effects on the professional practices of the secondary school teachers in Bangladesh?” identified secondary school teachers’ strong involvement in socio-economic activities, which had various effects on their professional practices. The study discovered teachers’ various involvement in socio-economic factors like household activities, social organizations, politics, home environment, financial issues, and other economic activities. These socio-economic factors were found to be very significantly associated with teachers’ professional practices. Similarly, the study discovered favorable link between teachers’ having strong socio-economic background and professional activities. Most of the teachers participated in the study were found having strong involvement with other economic activities (like private tuition, coaching) beyond their regular job. It was also found that such kind of professional practices of teachers failed to ensure favorable and dependable learning environment; and most of the time students took help from outside of the school (like coaching center and/or private tutor) to make clear understanding of the lesson and to get better academic result.

Based on the findings of this study, the research suggests that concerned authorities of Bangladesh should focus on the highlighted areas in order to ensure high-quality secondary education in the country, which may contribute significantly to national development. In this regard, the study further recommends changing teachers' mindsets and perspectives on teaching, as well as implementing effective supervision, monitoring, and mentoring on secondary school teachers' professional practices in Bangladesh.

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List of abbreviations

BANBEIS	Bangladesh Bureau of Educational Information and Statistics
B.Ed	Bachelor of Education
BTUGS 1	Business Teacher Urban Government School 1
BTUGS 2	Business Teacher Urban Government School 2
BTUNGS 3	Business Teacher Urban Non-Government School 3
BTUNGS 4	Business Teacher Urban Non-Government School 4
BTRNGS 5	Business Teacher Rural Non-Government School 5
BTRNGS 6	Business Teacher Rural Non-Government School 6
BTRNGS 7	Business Teacher Rural Non-Government School 7
BTRNGS 8	Business Teacher Rural Non-Government School 8
FGUGS 1	Focus Group Urban Government School 1
FGUGS 2	Focus Group Urban Government School 2
FGUNGS 3	Focus Group Urban Government School 3
FGUNGS 4	Focus Group Urban Non-Government School 4
FGRNGS 5	Focus Group Rural Non-Government School 5
FGRNGS 6	Focus Group Rural Non-Government School 6
FGRNGS 7	Focus Group Rural Non-Government School 7
FGRNGS 8	Focus Group Rural Non-Government School 8
FIW	Family Interfaces Work
HTUGS 1	Humanities Teacher Urban Government School 1
HTUGS 2	Humanities Teacher Urban Government School 2
HTUNGS 3	Humanities Teacher Urban Non-Government School 3
HTUNGS 4	Humanities Teacher Urban Non-Government School 4
HTRNGS 5	Humanities Teacher Rural Non-government School 5
HTRNGS 6	Humanities Teacher Rural Non-Government School 6
HTRNGS 7	Humanities Teacher Rural Non-Government Teacher 7
HTRNGS 8	Humanities Teacher Rural Non-Government Teacher 8
HUGS 1	Head teacher Urban Government School 1
HUGS 2	Head teacher Urban Government School 2
HUNGS 3	Head teacher Urban Non-Government School 3
HUNGS 4	Head teacher Urban Non-Government School 4
HRNGS 5	Head teacher Rural Non-Government School 5
HRNGS 6	Head teacher Rural Non-Government School 6

HRNGS 7	Head teacher Rural Non-Government School 7
HRNGS 8	Head teacher Rural Non-Government School 8
ICT	Information Communication Technology
JSC	Junior School Certificate
M.Ed	Master of Education
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
MMC	Multimedia Classroom
MPO	Monthly pay order
PEC	Primary Education Certificate
RNGS 5	Rural Non-Government School 5
RNGS 6	Rural Non-Government School 6
RNGS 7	Rural Non-Government School 7
RNGS 8	Rural Non-Government School 8
SESIP	Secondary Sector Education Investment Programme
S.S.C	Secondary School Certificate
STUGS 1	Science Teacher Urban Government School 1
STUGS 2	Science Teacher Urban Government School 2
STUNGS 3	Science Teacher Urban Non-Government School 3
STUNGS 4	Science Teacher Urban Non-Government School 4
STRNGS 5	Science Teacher Rural Non-Government School 5
STRNGS 6	Science Teacher Rural Non-Government School 6
STRNGS 7	Science Teacher Rural Non-Government School 7
STRNGS 8	Science Teacher Rural Non-Government School 8
TA	Thematic Analysis
UGS 1	Urban Government School 1
UGS 2	Urban Non-Government School 2
UNGS 3	Urban Non-Government School 3
UNGS 4	Urban Non-Government School 4
WIF	Work Interfaces Family
WFC	Work-Family Conflict

Chapter 1

Introduction

- 1.1 Background of the study
 - 1.2 Statement of the study
 - 1.3 Research questions of the study
 - 1.4 Significance of the study
 - 1.5 Motivation for conducting this study
 - 1.6 Limitations and scope of the study
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Chapter 1: Introduction

1.1 Background of the study

“Almost unannounced, teaching has changed fundamentally in a range of ways. Changes have always been a constant in teaching, but today, with schools’ and teachers’ responsibilities more diverse than ever, the profession is developing on several fronts simultaneously. As teachers experiment with their professional roles, they are subject to both new burdens and new freedoms”. (Craig & Fieschi, 2007, p. 2)

Professionalism in teaching is one of the most influential attributes today. Responsibilities in teaching profession are now more diverse than ever. Professional practices of teacher have significance in education in that it influences the role of the teacher and teachers’ pedagogy, which in return influence student’s ability to learn effectively and successfully. It also helps students to develop, innovate, motivate and inspire their minds to prepare themselves for ever-advancing knowledge, technology and goals of education.

In broadest sense, teaching is the finest process that facilitates students’ learning. It is the specialized application of knowledge and skills which provides unique service to fulfill the educational goal of the students as well as the society. Teachers’ professional activities typically take place in a classroom setting; the direct interaction between teachers and students is the core most element of classroom teaching.

Preparation enhances teacher’s quality for the classroom activities. From the beginning of a class program to the final stage of the lesson, both the teacher and students have to go through the various tasks and activities. In the classroom activities the teacher is responsible for keeping the students involved in the task actively. Simultaneously, the teacher has to know the best practices of presenting a lesson in the classroom to make the subject interesting and understandable to the students, so that they can keep their focus on studying for a sustainable learning. Therefore, arriving in the classroom on

time and until finishing the lesson, it is very important how the teacher is performing the classroom activities. To facilitate these activities properly, the teacher needs to have proper preparation. Teachers, specially those who are involved in the secondary level, are accountable for implementing the curricula which influence the lives and prospects of a particular nation's future generation.

Profession and socio-economic factors are two important domains in the life of a teacher. The forces which are important in the economies of twenty-first century and related societies which are assert mentionable challenges for teaching profession and socio-economic related activities. These days, both men and women have to work together to gain a steady living standard. Gender role theory demonstrates that family and work roles are traditionally related to gender-specific criteria while men are involved in work related activities and women are involved in family related activities (Gutek, Searle & Klepa, 1991). Cultural values create standards in determining the good or right ways and accommodated in the particular society. Congruity among personal decisions, cultural norms and social customs facilitate life transition adaptation (Feldman, Marshala & Nadham, 2001). Values also have impact on family bonding, while the reverse can also happen. Many researchers have detected household labour are responsible for gender structures and class relations (Coltrane, 2000).

Cinamon and Rich (2002) in their research found that the profession relating to teaching is deliberated as women's profession because it gives minimum professional pressure and along with this it provides the facilities for women to play a dual role within the profession and family with a manageable level of conflicts. Besides, the teaching profession for women provides definite features, like a low professional commitment and makes sure more availability of time to involve in family life responsibilities (Cinamon & Rich, 2002).

The research findings of Cinamon and Rich (2002) presents the traditional point of view which also reflects the gender roles in Bangladesh, where women usually work within the family environment in which they play the role of wives, look out the household chores and nurture their children. Teachers, especially the women, are

accountable for both profession and social life activities. Generally, wage earner women have to perform multiple functions. In addition to taking care of children and preparing and serving food to the members of the family, the working women get involved in professional activities. So, after doing so many kinds of family and social activities they usually get a short space of time for professional activities.

Women and men enter family life established, an environment as according to gender references, which are learned from the whole life and ascertained legitimate social functions. Man, male and father are the positions that define one way individuals can perform the activities in the culture of which they are a part of together, they define a standard of behavior to be followed (Nolasco, 1995). The patriarchal model allows that men enjoy the power to establish a dialogue within the family, in the domestic province and prime economic source while it is appropriate for them. The patriarchal model takes responsibilities of the family in the domestic sphere when this is convenient for the men. Khilmiyah, (2012) found that male teacher's career is more complex due to differences in socialization and expected male figure in the family which pushes them to mitigate financial demand of the family. For that sometimes they have to involve in other economic activities to maintain their career and family life demands.

The socially-required financial function is very important from the perspective of survival. In this case men are mainly responsible. To mitigate financial responsibilities sometimes they have to involve themselves in other economic activities. Those activities sometimes get more preference than professional responsibilities and which strongly influence the role of the teachers as well as their professional practices.

As a teacher as well as a social person both male and female teachers have professional and socio-economic responsibilities. For the burdensome of socio-economic factors, both male and female teachers have to face so many obstacles in professional life. Claesson and Brice (1989) as cited by Wafula (2010) expressed that as a professional teacher it is not easy to maintain equal balance between family role and professional role. This study tried to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

1.2 Statement of the study

The title of the study is “**Effect of Socio-economic Factors on Professional Practices of the Secondary School Teachers in Bangladesh**”. The glory of Bangladesh is now internationally recognized for her increasing achievements and potentiality. Bangladesh is considered to have the potential to become as one of the outbound economies (Chowdhury, 2012). In the last few decades, Bangladesh has made spectacular progress in education. The report of BANBEIS (June, 2020) indicates that in secondary education the gross enrolment in 2019 reached 75.62 percent. Hence, a large number of students are involved in the school education system in Bangladesh. There are 14 types of providers in primary education. There are 11 examination boards in the secondary level, and about 96.73 percent of non-government secondary institutions, mostly supported through public subsidies (BANBEIS, June 2020). The education system of Bangladesh is centralized which is being managed and administered by two ministries – the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE). These two ministries function in association with the attached departments and directorates along with a number of autonomous bodies. MoPME under a secretary manages the primary education (grade I-V) sector; and from secondary to higher education (grade VI and above) is managed by MoE. At the top, a minister and a state minister are responsible for controlling the overall activities of MoPME and MoE. The stream of education is further classified into four types in terms of curriculum: general education, madrasah education, technical-vocational education and professional education (DSHE, 2018).

The education system of Bangladesh, specially the secondary level education is the ongoing process to reform and fulfill the demands, social requirements as well as the socio-economic challenges for the development of the country. In that course of changes, secondary education achieved mentionable positive development. Bangladesh also gained a particular improvement in providing to enroll a good number of students in secondary education, rise the number of schools and teachers, infrastructure development, opportunity for multimedia classroom, reduction of gender inequality,

national education policy development, and so on. The government of Bangladesh emphasized on the realistic progress in quality education.

The role and function of teachers in Bangladesh is always having a significant factor in providing quality education. In the process of teaching-learning, teachers are always an indispensable part. Therefore, when raised the question to improve the quality of education, teachers never separated themselves for various things related to their interaction in classroom activities as well as professional responsibilities. The socio-cultural perspective of education in Bangladesh involves teachers to play the role in various aspects of education. A teacher also performs the role of an educator which means that they not only are responsible to transform their knowledge to students but also represent themselves as the moral guardian of the students.

Teachers are in a unique position to have a direct impact on their students' learning. They can observe their teaching application in action in the classroom and hope to see the desirable changes. Teachers have direct interaction with their students and they can motivate them to realize their goals of education as well as goals of life.

Vidović & Velkovski (2013, p. 13) mentioned that “Teacher quality was one of the most significant factors affecting successful student learning.” They added that “The teaching professions now face rapidly changing demands, which require a new set of competences” (ibid, p. 14). They also suggested that

...teaching as knowledge transmission or teaching as a craft may well have become obsolete. There are many cogent arguments that these new conceptions will have to be replaced by more dynamic conceptions oriented on a new professionalism in general and pedagogical professionalism in particular. (ibid, p. 13)

In the secondary level the learner-centered approach of teaching can create and develop opportunities to the students to stimulate their understanding by involving them in that learning process. Vidović and Velkovski (2013) in their research identified that

...the traditional roles of the teacher and the learner have changed. The teacher is no longer a transmitter of information, nor is the learner the passive recipient who stores the isolated information in long-term memory without understanding the meaning or recognizing its application outside of school. (Vidović & Velkovski, 2013, p. 24)

In the learner-centered approach, the teachers' main involvement should create opportunities for all students. Teachers as an indispensable part of education are always responsible for creating opportunities for each learner. In this way, the learner becomes an active participant in the learning environment. "Professional competence of the teacher could be described as a dynamic combination of knowledge, cognitive and practical skills, personality, attitudes and values which a teacher is capable of utilizing it in a professional context. (ibid, p. 25)

As reported by Sykes (1990), teaching is considered a professional activity and responsibility due to its nature because it is necessary to implement specialized knowledge to a great extent. Usually, teaching is a complex and multiple tasks and in order to perform successfully special educational expertise is essential (Rowan, 1994). However, the establishment of teaching as a responsible profession signifies that teachers, who will be publicly recognized as expert group, will go through the processes which build the knowledge-based skills acquired through formal training that is especially suited to the tasks of teachers. The identified term 'knowledge-based' has been referred to as a "pedagogical content knowledge, i.e. the combination of subject matter knowledge and the knowledge of how to teach a subject" (Samsul 1987, quoted in Goodson & Hargreaves 1996).

Predominant factor of the individual teacher is the professional identity and to improve the self-image a teacher needs to motivate them to administer the fundamental skills of teaching and perform better occupational service (Burke, 1996). Professionalism in the teaching profession emphasized that teachers are competent and efficient of performing the tasks in proper way. For that need enough time and proper preparation are needed to

prepare themselves as a professional teacher. Along with this a teacher should be responsible for professional responsibilities and it should be the first priority.

High work or professional involvement and high family or socio-economic involvement have correlation to the work hour or profession and family or socio-economic activities respectively. As a result, there is a linkage of increasing investment of times of work hours and family conflict (WEC) due to role overload (Duxbury & Higgins, 1991).

Researchers indicated that the inconsistency between the sphere of work and the family are known as work-family conflict. The conflict between these domains occurs and increases when participation in one role is more difficult due to participation in the other role. Recent research has focused on the several reasons for work-family conflict, the time adjustments, engagement and contentment, living standard and the consequence between the two domains. Both internal and external explanations are available for work-family conflict. However, from an internal point of view, the explanation is the desire to be successful in diverse characters such as a mother or father, leader or follower and peer or subordinate. Other socio-economic responsibilities like taking care of the child, cleaning, cooking, social status, economic responsibilities, burdensome and commitment in the workplace, spending more time away from the work are also responsible for the internally-generated conflict. When an assigned job takes more time than the stipulated time, it may consider as an external source that creates work-family conflict.

As a social person man and woman both have socio-economic activities and as a professional, both have professional responsibilities. These socio-economic activities and professional responsibilities create conflicts which have effects on professional practices. This is very much true for professional practices of the teachers, specially of the secondary school teachers. These issues were the main concern of the study.

1.3 Research questions of the study

The research questions of the study are

1. How do teachers get them professionally prepared for their everyday classroom activities?
2. How do teachers perform professional practices in the classroom?
3. How do socio-economic factors can have effects on the professional practices of the secondary school teachers in Bangladesh?

1.4 Significance of the study

In the past, teachers played a role as interpreters, letter-writers and were involved in other social activities in rural areas since they belonged to the only one considerable authority (Hossain, 1994). They were appraised due to their skills and considered as authoritative and respectable ones. For the time being teachers' social participation and involvement in the changing world decreased due to the advanced social mobility (Dove, 1995). Now the fundamental basis of teaching has been modified and professional teacher-training education qualifies them to perform the tasks mainly in the classroom. The persons who have devoted themselves as a professional teachers is expected that they will be capable to adapt with the ongoing changes in the world of knowledge and make them knowledge-hungry and creative thinker.

In the sector of secondary education in Bangladesh, teachers are always considered the key persons who need to have in-depth professional knowledge, competency and skills. This knowledge would include the knowledge of contents, concepts, innovative ideas as well as established practices and approaches toward developing such required knowledge.

In the perspective of Bangladesh teachers play a unique role due to their distinctive position. They can apply the teaching techniques in the classroom and can observe the changes. A teacher is always an inspiring one for their students and a student also wants to follow a teacher in all aspects. Teacher, as a role model, should establish a prominent

goal for the students because a role model can inspire and encourage them to become great; as well as teaches them using experience and commitment throughout their life. A teacher also has a responsibility to motivate an inattentive student to be attentive in learning. Even they can inspire the students to participate in the classes and focus on learning activities and even convert introverted students out of their shells.

All classroom restraints can be broken down by the individual techniques of a teacher. A professional teacher who has sound professional knowledge of their subject area enjoys the opportunity to teach the students in innovative way. Professional knowledge facilitates them in practicing the curricula appropriately. Therefore, the professional teacher will enable to relate the subject content with the students' real life demand.

Nowadays, the conceptual principle of the teaching profession has converted dramatically. Professional development occurs on the basis of a common set of standards and it explains the connection of their work with specific standards of students' performance (National Research Council, 1996; Hawley & Valli, 1999). Cognitive development requires more challenging and complex knowledge, and problem-solving skills establish more realistic teaching strategies (Borko & Putnam, 1995).

Professional enlargement flourishes student accomplishment. Excellent professional development can generate quality teaching in the classroom; as a result, a higher level of student achievement is possible in the classrooms. The below constructed figure indicates policy, school environment and professional development as powerful ingredients of students' achievement.

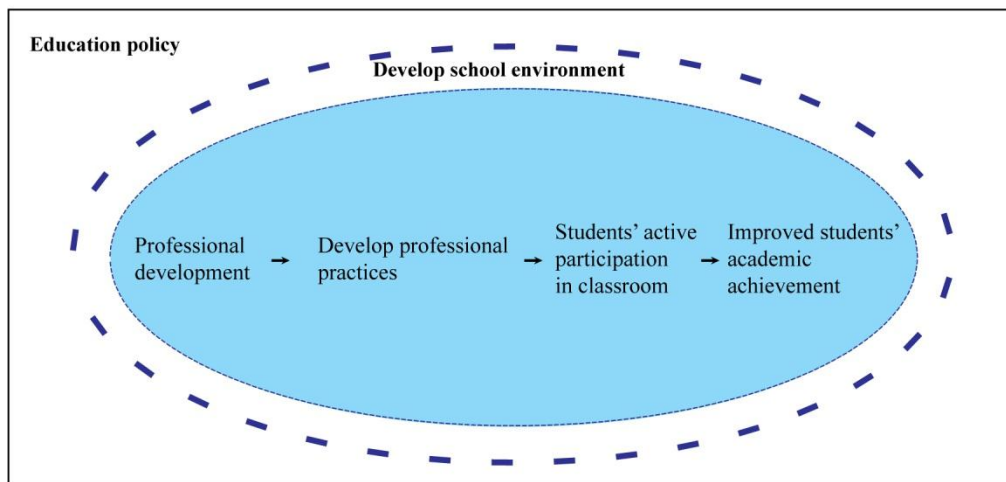


Figure1. Policy, school environment, professional development and students' academic achievement

As a professional teacher who created the pedagogy, already journeyed through several trails and identified the unique pedagogical techniques which are most effective and applicable for students' learning (Lunenburg & Ornstein, 2012). However, it is a matter of time to modify the classroom practices in order to make them perfect and more professional. If a teacher desires to do so, they can self-evaluate their pedagogy willingly and also can generate ideas in a practical situation. A teacher must have consciousness regarding the timelines and attach them to the administrative obligations.

Adequate preparation enables a teacher for better classroom activities. A teacher can be able to break down all the obstacles related to classrooms by using their individual approach which is ranging from language to culture as well as socio-economic differences. Teaching competency is an essential phenomenon for the teaching profession, and performance is the quality and ability to properly present the concept of the curricula. Besides, a teacher with a proper preparation becomes active rather than a passive teacher.

Due to the involvement of various social and economic responsibilities, usually, the teachers get a short period of time to prepare themselves for professional activities. Recently, researchers have introduced the significance of work direction and family interference. These two individual format of conflicts – work interference with family

(WIF) and family interference with work (FIW) – are significantly correlated with each other (Frone, Russell & Cooper, 1992a, 1992b; Gutek, Searle & Klepa, 1991; Kinnunen & Mauno, 1998). According to Gutek et al. (1991), a professional person is not supposed to look on about family involvement related activities at work place which may interrupt their working, but a good professional person may think about profession related activities at home space and which let them interfere with their family life. Therefore, Frone et al. (1992b) have rightly stated that work and family boundaries are asymmetrically vulnerable.

This study took initiatives to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

1.5 Motivation for conducting this study

The personal, cultural and professional environment grows the interest of a researcher which can have a mentionable influence on research (Creswell & Creswell, 2017). The motivation in conducting this research derived from my personal interest and professional experiences as a teacher over the years.

Personal goals generally motivate the researcher in a particular study and distinct research may come from individual realization (Bazeley, 2013). By born as a citizen of Bangladesh, I grew up in an urban area in an upper middleclass family. I have experience to learn from well-recognized school and college in Mymensingh. I have strong influences of teachers in my life. I believe a teacher has the power to change the way of thinking in the most perfect way. It is my good fortune that I have experiences of getting ideal teachers throughout my student life. Specially, during the time of my undergraduate and graduate studies at the Institute of Education and research (IER), University of Dhaka my attitude and experience about teaching-learning as a student made meaningful and positive changes. How a teacher can motivate and inspire an individual I practically experienced it during my student life in IER. Through study in education I developed the interest in teaching. IER provided me with the opportunity to learn and enhance my understanding about teaching.

My professional motivation originated from my learning through education and as a teacher of education. Formal educational learning helped me to develop teaching related perspectives and it helped me to make a perception of thinking ‘teaching as a profession’. As a teacher I learnt that teachers’ perception about teaching profession is very important and everyone has individual story about being a teacher. In the same way I learnt that as a professional, teacher might have the involvement with other organizations, especially in socio-economic activities, which have strong influence in their teaching profession. Even rural-urban, male-female factors and their influences make the difference. These issues motivated me to conduct this study about teaching profession and socio-economic factors and their effects on teachers’ professional practices.

I believe that this research experience will help me to make better understanding about teaching profession and this opportunity will also help me to build up myself as a ‘teacher’.

1.6 Limitations and scope of the study

Lack of adequate statistics on socio-economic background of the teachers, involvement in other economic activities, and total hours of involvement in socio-economic responsibilities – to some extent limit the reliability of the findings of the study despite the fact that I collected detailed independent reports to verify such facts. Another major factor is the unavailability of related literature about socio-economic factors of Bangladesh. The socio cultural perspective of Bangladesh is somewhat different from other countries. The related literature which I reviewed about that field is from other countries. If I would get the literature from Bangladesh perspective, it might help to enrich my study. The Government of Bangladesh has already reformed the pay scale (2015) of the secondary school teachers; however there is no related literature about its effects on teachers’ socio-economic life as well as their professional life. The research area of the study was limited which was conducted among a sample of 72 students, 24 teachers, and 8 head teachers from 8 secondary schools. Hence, there is much scope for

further study on this issue. I also acknowledge that this study has limitations since it is a qualitative study and it may not aim for any generalizations.

1.7 Definition of the key terms

Effect

“A change that results when something is done or happen. A change which is a result or consequences of an action or other causes. The result or outcome of a cause” (*Merriam-Webster.com dictionary.*, n.d.).

Socio-economic factors

Graetz (1995) mentioned that at the most basic level, socio-economic factors are the combined elements of social and economic factors (like family life responsibilities, household labor, social life activities, financial responsibilities, people, culture, religion, status, norms, values, education and places). All of these components are required to define socio-economic factors; the nature of each structure is different for every person’s socio-cultural perspective and even for each person as it is affected by a variety of external influences.

There are different kinds of factors that influence one’s social life. Also there are obvious factors that affect the social life activities and economic responsibilities throughout the lifetime. Each society has its own social, cultural, religious traditions and norms that are practiced in social life. The influences of norms and perceptions define the role and behavior of men and women within the particular society.

Women in Bangladesh, like in most societies of today’s world, face discrimination to large extents in all aspects of life (Bilkis, 2010). Available data on health, nutrition, education, economic involvement and professional performance indicates that women’s status in Bangladesh remains considerably inferior to that of men. In custom and practice, women are almost entirely responsible for all chores like cooking, cleaning and taking care of children etc. These responsibilities are almost the same for working and homemaker women. The patriarchal model in Bangladesh has ensured the power of men within the family, in the domestic sphere and as the main economic source. Men

are mainly responsible for the financial function which is socially-required for men even when men and women both are formally engaged in the profession.

Professional practices

The word 'profession' originated from Latin word 'profiteor,' to profess, which can also have the connotation of making a formal commitment in the sense of taking a monastic oath (Lester, 2010). The origin of the word might suggest that a professional is the person who have journeyed the profound knowledge of related specific area and has a formal commitment to a particular code or set of values, all of these are must be well-accepted characteristics of individual profession (ibid, 2010).

The term 'professional' has become associated with great prestige. In the 1950s the criteria of professionalism was initially subjected to concerted attention by sociologists (Whitty, 2008). The main approach at this point emphasized on establishing the features that an occupation should have in order to be termed a profession. A typical list included such items as:

- the application of competency based professional knowledge,
- education and training in those skills certified by formal examination,
- the code of professional conduct oriented towards the people's good,
- a strong professional organization (Millerson, 1968).

The traditional assumption implied that teaching was an outcome of professionalism. Recently, the perception has changed and now it is argued that professionalism may create detachment between teachers and their immediate advisees. Darling-Hammond et al. (1983) have suggested four categories of conceptions of teachers' work that can be summarized as follows:

Teaching as a labor: the functions of the teacher should be planned lucidly, and simply teachers are responsible for implementing the programme instructions;

Teaching as a craft: the concept of teaching is realized as a collection of special techniques with control over the teaching approaches and a teacher must obtain rules for this application;

Teaching as a profession: a teacher has a good command of specialized techniques along with the potentiality to implement the judgment. The teacher should identify when to apply the techniques as well as the body of theoretical knowledge;

Teaching as an art: teaching is a set of professional resources which has a distinctive definition and it is not only confined to professional knowledge. The techniques of teaching and implementation may be glorious, unconventional and random.

Secondary education

Secondary education is the major part of education system of Bangladesh. On completion of primary education students (11+) enroll for junior secondary level of education that spans over three years. After completion of this level, students (14+) enroll for a two year secondary level of education in their respective areas of specialization i.e. humanities, science, business studies etc. At the end of this stage of education, the students sit for their public examination (S.S.C) under the supervision of education boards.

In this study I considered secondary education for the stage of grade 9 and grade 10.

1.8 Secondary education in Bangladesh

Background

The British period

During the British ruling era Bangladesh was a part of the Indian subcontinent surrounded by the country India mostly. More than five and a half centuries (from 1201 to 1757 AD), this land was controlled by the Muslim rulers. In the year 1757, when Nawab Sirajuddowla got defeated by the British, this territory fell under the colonial rule for around 190 years that ended in 1947 with the partition (Islam, 1992 & Mcleod, 2002). Although the British came as the merchant, soon after their arrival they got the idea of the geopolitical situation of this area and found interest in ruling this land which

eventually they did. In that time of colonization, Bangladesh was not a single country rather was a part of 'Bengal and Assam' province.

In the pre-British era, the traditional education systems were prevailed based on Hindu and Muslim religions in Bengal. Later, in the last decades of eighteenth century and beginning of the nineteenth century, East India Company and European missionaries established several schools and colleges in this area (Mukerji, 1957). The colonial officials had different ideas regarding the management and expansion of educational facilities to the whole country. In the meantime, Kolkata Alia Madrasa (1781) and Benaras Sanskrit College (1792) were established by company officials (Ali, 1986; Mukerji, 1957; Viswanathan, 1989).

In the Charter Act (1813), oriental and western languages were given equal promotion in education. Later, Thomas Macaulay (1835) played a prominent role in spreading western education through English language (Ghosh, 1993 & Mukerji, 1957). During the time English became the language of administration and began to dominate the entire educational field that was seen in rapid growth in English schools and colleges (Mukerji, 1957; Seal, 1968; Ghosh, 1993). For that matter, local schools were not run properly because these schools were failed to mitigate their financial needs and English became a compulsory subject in matriculation, college, and university admission (Chatterjee, 1976; Mukerji, 1956). However, giving priority to the secondary education, the British established 12 Zila schools and 3 collegiate schools (public schools).

Wood's Educational Despatch of 1854 provided the following recommendation to form the legal foundation for modern public education in Bengal: educational departments was established every province, established universities, develop supervision system, grant-in-aid private schools, teachers' training institutions, taken an initiative a comprehensive secular education system (Nurullah & Naik, 1951). This is the time when secondary education as a distinct level of the total education structure emerged (Mominullah, 1982). The universities of Calcutta, Madras, and Bombay were established in 1857, which had a far-reaching effect, specially in the field of secondary education. Consequently, in 1857, the universities of Calcutta, Madras, and Bombay

were established and that triggered the range and scope of secondary education. In 1882, Lord Ripon appointed the first Indian Education Commission with William Hunter as its Chairman (Nurullah & Naik, 1962). They suggested for leaving secondary education to private enterprise through a system of grants-in-aid, school-end 'Entrance examination', and appointment of trained teachers at secondary schools. After the all Indian Education Conference at Shimla in 1901, and in 1904, Lord Curzon published a government resolution that made vernacularisation at high school level catered for the masses for the first time.

The control of textbooks by prescribing pedagogical content was exercised by the British crown even in private schools, such as madrasahs (Bhatt & Aggarwal, 1969). The schools were strict to follow the British rules which provided learning schedules, or regulations. During 1919-1921, elementary education was made free within municipalities and rural unions, the first step towards universal primary education was taken through the Bengal primary education act 1930 (Memmi, 1957). In 1930, the process of centralization and bureaucratization of education was begun by the establishment of a provincial department.

In 1945, a separate Education Department was established but it did not take any initiative to develop the education system rather emphasized classical, humanistic curricula in schools to perpetuate the aristocratic tastes and manners of the upper class to create exclusively dependent elite (Lion, 2000; Mukerji, 1956; Seal, 1968). This elite class was used for the British ruler as they joined the colonial administration and became faithful (Chatterjee, 1994).

It is seen through history that, the colonial government introduced the education policy for the selected particular group of the country (Bray, 1993). Moreover, British rulers did not develop a well-established national system of education for the mass people; ignored indigenous education and failed to reform a proper education plan (Nurullah & Naik, 1951).

The Pakistan period

In 1947 British colonial rule was ended, and the sub-continent segregated into two different independent countries named India and Pakistan. Bangladesh was the eastern provincial wing of Pakistan called East Pakistan. It was needed to reform the education system, and it was a mass expectation; as a result, the country introduced the ideology based on the Islamic system of values and culture. In almost all of the public schools in East Pakistan, the Urdu language was proposed as the medium of instruction because it was adopted as the national language of Pakistan. Meanwhile, the 'First Education Conference' was held in 1947 at Karachi, on 27 November-1st December (GoP, 1947). The conference announced to evaluate the colonial education system as well as restructure the existing educational system by considering ideology and literacy.

An Education Committee consisted of Maulana Akram Khan initiated in 1949 and the Second Education Conference arranged in Karachi in between 4-6 December 1951 (GoP, 1951). However, in both the reports of the 'Akram Khan Committee' and 'Aurang Rahman Khan Commission 1957', an omnipresent single stream primary and secondary education system was encouraged by the united front government. Under military rule, a new Commission was formed and named 'Sharif Education Commission' and also the 'Curriculum Committee for Secondary Education (class vi-xii)'. Although it seemed to be indisputable, it was more closely related to the religious point of view.

Another stream was introduced after class-8 in 1959, namely Arts, Science and Commerce. The law relating to the establishment of managing committees for secondary schools was explained in the East Pakistan Intermediate and Secondary Education Ordinance of 1961. On the basis of this ordinance, regulations were established on students' fees, admission and registration, taking of public examinations and terms of teachers' service. East Pakistan Secondary Education Board took the responsibility for the annexing and taking examination of secondary level institutions. In 1954, a School Textbook Board was formed.

In 1964, a new 'Commission on student problems and welfare' was designed by Justice Hamoodur Rahman (Bangla Pedia, 2005) due to the student movement (1962 -64) was held against the Sharif Commission. However, the commission report condemned the nonpareil secondary education institutions because they did not follow the principles of equality and social justice (GoP, 1966).

In 1969, to revamp the educational system General Yahya's government proposed a new committee which was headed by Air Marshal Nur Khan. The recommendations were offered changes practically where primary and middle schools would be merged with elementary schools; enormous programs needed to be taken for adult education, decentralization of educational administration and the foundation of the University Grants Commission. And the committee also recommended both Urdu and Bangla as the medium of instruction instead of English in Pakistan by 1975 (GoP. 1969).

Education is acknowledged as one of the 'Thirty Basic Human Rights' in the 'Universal Declaration of Human Rights (Article 26) of 1948, and it claims as it is one of the significant driving force for social and economic development. Similarly, the UNESCO Convention against Discrimination in Education, Article-4 (1960) has suggested free and compulsory primary and secondary education available and accessible to everyone and higher education equally accessible to everyone based on individual capacity. But in Pakistan after independence, the leaders were failed to provide the appropriate position of education in the first two constitutions, namely, those of 1956 and 1962.

Bangladesh period (after liberation in 1971)

The people of East Pakistan had struggled hard for democracy and autonomy, which turned into a war of liberation in 1971 (Zaheer, 1994). Under the unparalleled leadership of the father of the nation Bangabandhu Sheikh Mujibur Rahman, after a protracted nine months-long war, Bangladesh finally achieved her independence. Bangladesh inherited a literacy rate of 17.61 percent of the population of all ages (GoB, 2004a).

Dr. Qudrat-e-Khuda Commission was the first Education Commission of Bangladesh, which submitted a report in 1974 highlighting the secular education for all, future work-related technical and vocational education, upgraded assessment procedures. The report also recommended the inclusion of grade 1 to 8 in primary education and grade 9 to 12 would be in the secondary section. This report prioritized women's education which emphasized that girls should be directed to some concentration likes primary-school teaching, nursing and typing (Jalaluddin & Chowdhury, 1997).

An 'Interim Education Policy 1979' provided a report on 8th February by an advisory committee on the issues and challenges of education (Shahadat, 1999). This education policy consisted of the guidelines for the education sector. The document framed the existing educational framework with secondary education comprised of three sub-categories; namely junior secondary (3 years), secondary (2 years), and higher secondary (2 years).

Major General Ziaur Rahman (1975-1981) and Lieutenant General H.M. Ershad (1982-1990), two military administrators tried to alter Bengali identity from a secular and ethnic form to a state-based and pseudo-Islamic nation and had an intention to establish a political justice and take Bangladesh out of Indian shadow. In promoting 'Bangladeshi nationalism' education was a tool. These two military governments amended the constitution in 1979 to remove secularism by adding 'absolute trust and faith in Allah' and in 1988 Islam was made the 'State religion' of Bangladesh. Ershad made compulsory Islamic studies up to the secondary level and that government recognized Madrasah education from primary to higher secondary level.

From 1975 to 1990 Bangladesh was the surveillance of military-led quasi-democracy. The recommendations provided by the report of 'Mazid Khan Commission 1983' and 'Mofizuddin Commission 1988' on education were not implemented formally. Earlier in the 1990s, there were a good number of government high schools that introduced the double shift; therefore new teachers were joined and notable changes were made. A stipend programme for the female students, increment in government subsidy in

monthly pay orders (MPO) and an overall advanced assessment procedure at SSC examination was also launched in 1992.

Across the year of 1990s, the secondary school curriculum was amended, and around 1,50,000 teachers received training for this new curriculum, ten teacher-training colleges were reformed and five new higher education training institutions were established for the teacher's training program. By the year-end of the 1990s, 'Shamsul Haque Education Commission 1997' was established. Similarly, another two committees were formed in 2001 and 2003 respectively 'Abdul Bari commission 2001' and 'Moniruzzaman Miah Education Commission 2003'. However, the report provided in 2004 with the recommendations for a single-track secondary education system, widespread education in the rural side of this country, improving the teachers' qualifications, restructuring the curriculum and teaching methods, and upgrading the assessment system along with examination procedures at the secondary level.

Present scenario of the secondary education in Bangladesh

Secondary education is an emphasized area of the education system in Bangladesh. It also plays a fundamental role in our country. This is the stage where students take prepare for the higher education. The government of Bangladesh formulated an education policy for overall development in education sector. Secondary education is the prior area of that education policy which is described below:

- **Education policy 2010**

The government of Bangladesh formed a sixteen member committee to update the National Education policy 2010, headed by National Professor Kabir Chowdhury (The Daily Prothom Alo, 2009). The policy was formulated in the light of the 'Quadrat-e-Khuda Commission Report' (1994) and 'Shamsul Haq Commission Report' (1997). The report recommends salient features of secondary education mentioned below:

Aims and objectives of secondary education

The academic structure of the secondary level of education will include the class IX to XII. However, at the end of the level, students may select the individual stream of higher education in line with their merits, or they can obtain a job by using their vocational education or they may look for further vocational training.

The committee also has set the following aims and objectives for secondary education:

1. Assist in developing learners' unrevealed talent and insights;
2. Help to become more competent for the job market, hence the candidate can contribute to the economic sector of the country;
3. Ensure quality education at the primary level to expand and integrate the knowledge acquired during primary education and help the students achieve a solid foundation of quality higher education;
4. Endeavour to reduce disparity among the different secondary educational institutions and several socio-economic, ethnic and socially backward groups, besides, helps in taking necessary steps to aid the improvement of education in the backward regions
5. Help in formulating and implementing a consistent curriculum and syllabus for the selected subjects, irrespective of streams.

Strategies

Media of instruction

Bengali language will be the medium of instruction at this level, but if any educational institution requires, it may grant English as a medium of instruction. Opportunity will be available for the foreign students to learn Bengali easily.

Curriculum, syllabus and textbooks

- Three streams will be available for secondary education, namely the general level, madrasa and technical. In each stream will consist of various branches. However, consistency will be maintained throughout the compulsory subjects like Bangla, English, Bangladesh Studies, General

Mathematics and Information Technology and examination of all these subjects will be taken on the same question papers. Certainly, some compulsory and optional subjects will be available in each stream.

- The course outline will be designed as per requirements and correspondingly a particular outline will be developed.
- A skillful professional team will assist to prepare curricula and syllabi for all streams.
- The National Curriculum and Textbook Board will be responsible to design the curriculum for every stream at the secondary level, except the special subjects of Madrasa and Vocational Education.

Infrastructure, teachers and staff

- Classes of XI & XII should be affixed with high school level while the classes of IX & X should be adding on to higher secondary colleges. Hence, classroom facilities including furniture and educational aids should have to be increased. The number of course-related teachers will be 10 who are appointed in high schools at the higher secondary level. However, necessary steps and proper attention should be taken to implement these steps.
- To ensure quality education, it is needed to develop the infrastructure of educational institutions and also the availability of educational materials, enrich library and sports instruments. To ensure better management, the post of librarian will be created.

Unprivileged students and under-developed regions

The abovementioned measures will be taken for the students who already undergo constraints to ensure equal opportunity. The endemic disparity will also be solved accordingly.

Economic activities and development of technology

The courses related to science, social science and business studies like economics, accounting and other courses on information technology, computer science associated with technical education mainly have a close connection with

economic activities; and the advancement of technology, therefore, actions should be initiated to the schools who offer this courses in providing the government support on salary and benefit of teacher, the instruments and materials for teaching sciences etc.

Teacher-student ratio

By the year of 2018, the ratio of teacher and student should be increased in 1:30.

Recruitment of teachers

The Non-government Teachers' Selection Commission will appoint a sufficient number of subject-wise teacher for different streams by following proper way of written and oral tests. Mainly, the commission acts like the public service commission. Thus, the authority will select teachers for the different institutions from the selected group.

Teachers' training

Most importantly, training session will be arranged for the teachers for all of the streams. The teachers who are currently not trained, certainly they will receive training in an immediate basis. In case of the newly appointed teachers, before joining they will undertake primary training and of course, trained teachers will receive the priority in filling the vacancies.

Student assessment

A public examination named secondary examination will be held after the completion of Class X and on the basis of getting a score stipends will be given until class XII. Another public examination named higher secondary examination will be taken on completion of Class XII. In both of these examinations, a creative methodology will be implemented and assessment will be in the grading system. Based on the results of the Higher Secondary Examination, stipends will be given for higher studies.

Invigilation and monitoring

A regular monitoring system will be operated by the administrative team and they will inspect the educational institutions in a regular basis. (MoE, 2010)

Eighth five year plan (2020-2025)

The Bangladesh Planning Commission framed the 8th five-year plan along with different social and economic targets envisaged in the country's second perspective plan 2021-2041. The Perspective Plan 2021-2041, the Delta plan 2100 and SDGs were considered the 8th five-year plan. The 8th five-year plan included that "Investing in Education has shown remarkably strong persistence across generations which make education-interventions an effective policy tool worldwide" (General Economic Division, July 2020 - June 2025, p. 617).

This plan included that "Secondary education occupies an important place between the different stages of education in Bangladesh. Students with primary education view secondary education as a bridge through which they move on to tertiary and other education" (ibid, p, 622).

The plan also emphasized on students' enrolment, completion rate, infrastructure and material development. This plan also puts importance in ICT related programmes in secondary education. "The MoE and MoPME have undertaken two initiatives: Multimedia classrooms (MMC) and teacher-led digital content development" (ibid, p. 623). The plan mentioned that The Directorate of Secondary and Higher Education (DSHE) currently implementing a number of projects to improve the quality of education and access in secondary level. "The largest and most prominent out of these projects is the Secondary Education Sector Investment Programme (SESIP) 2013-2023, The objective of the programme is to achieve the goals envisaged under both the National Education Policy 2010 and Vision 2021" (ibid, p: 623). The goals and results areas of SESIP are presented below:

Goals	Specific results
Enhanced quality and relevance of secondary education	Improved quality and relevance of curriculum
	Strengthen teacher capacity
	Improved classroom assessment and national examinations
	Enhanced use of ICT for pedagogy
	Improved labour market relevance
Increased equitable access and retention in secondary education	School infrastructure improvement
	Flexible learning pathways
	Improved access & retentions
Strengthen governance, management and administration	Strengthened decentralized education management
	Strengthened education information management
	Improved teacher management
	Effective planning, management, coordination, and harmonization
	Strengthening monitoring, evaluation and reporting

Table 1: Goals and results areas of SESIP (General Economic Division, July 2020-June 2025, p.623)

The SDGs were integrated with the countries 8th Five Year Plan and given emphasized on secondary education. The government of Bangladesh places significant importance on secondary education; in this regard it is the emphasized area to transform huge population into human resource. Access to secondary education can boost enrollment in higher education. Sustainable Development Goals ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, which is possible by ensuring the opportunities of secondary education.

At present, Bangladesh education policy has changed and its main focus point from 'quantity' to 'quality'. Improvements are occurred in the structure of school managing committee (SMC), retirement and service facilities of non-government teachers, training system of teachers, ICT, digital classroom, secondary school curriculum,

school-based evaluation system etc. The number of secondary education, teacher, students and related affairs are being increased. The total number of secondary school is 20660 where the number of non-government secondary school is 19985 and the number of government secondary school is 675 (BANBEIS, 2020). In this stage the total number of teacher is 246845 where the number of male teacher is 183648 and number of female teacher is 63197 (BANBEIS, 2020). The number of teacher in government secondary schools is 13494, in this stage number of male teacher is 9624 and number of female teacher is 3870 (BANBEIS, 2020). The number of teacher in non-government secondary schools is 233351, in this stage number of male teacher is 174024 and number of female teacher is 59327 (BANBEIS, 2020).

The total number of trained teachers in the secondary level is 165398. The number of trained teachers in government secondary schools is 10270. Among them the number of male teachers is 7372 whereas the number of female teachers is 2898 (BANBEIS, 2020). The number of trained teachers in non-government secondary schools is 155128. In this stage the number of male teacher is 116516 and the number of female teachers is 38612 (BANBEIS, 2020). The percentage of trained teachers in government secondary school is 76.11, and in non-government secondary schools are 66.48. The total percentage of trained teachers in secondary level of education is 66.00 (BANBEIS, 2020).

In spite of these initiatives, Bangladesh is facing the new challenges and demands relating with this education sector, specially in the question of quality education (Ahmad, 2005). Apparently, ineffective application of policies proved that the educational planning was mainly considering the social demand instead of manpower (Mahmud, 2003; Sen, 2002). Therefore, many secondary graduates have no marketable skills to get a job; and a good number of them were unemployed (lion, 2000; GoB, 2005).

1.9 Organization of the thesis

This thesis is organized in seven chapters. I have provided a brief summary for each chapter in the following paragraphs:

Chapter 1 Introduction: I first provided a brief introduction and statement of the study that my research focused on followed by the research questions. Then I described significance of the study. Finally, I outlined the context of the research that includes background of secondary education, professional practices and secondary school teachers' socio-economic factors in the perspective of Bangladesh.

Chapter 2 Literature review: Chapter 2 outlines the literature review and conceptual framework of the study. The first part explored the major concept of profession, professional practices and socio-economic factors. The second section discussed the conceptual framework of socio-economic factors and professional practices.

Chapter 3 Research methodology: This chapter describes the research methodology for this study. This area presented the nature of the study with a description on why a qualitative study approach I had to choose and how the schools and the participants were selected for the study. Data collection and analysis procedures were explained. I also explored how I established trustworthiness of the study throughout the process of conducting the research. The chapter ends with ethical considerations that informed in the study.

Chapter 4 Teachers' professional preparation for everyday classroom activities: Chapter 4 presents the findings of the research question 1. I analyzed and discussed the data captured from the observations, interviews with the classroom teachers, head teachers, focus group discussion of students and home visit and observation. In this chapter I presented my analysis under two broad themes. I applied thematic analysis to explore the findings of the research question 1.

Chapter 5 Teachers' professional practices in the classroom: Chapter 5 explores the findings of the research question 2. This chapter discusses how teachers performed their professional practices in the classroom. I developed and modified four broad themes from the perspective of the research questions, literature and conceptual framework of the study. Through these themes I discussed the findings of the research question 2.

Chapter 6 Socio-economic factors' effects on teachers' professional practices: The main focus in this chapter is to identify the socio-economic factors and which have effect on teachers' professional practices. Here I explored how socio-economic factors could have effects on teachers' professional practices. I analyzed and discussed data collected from interviews with 24 teachers, 8 head teachers and 72 students who were selected as the sample in this research. I presented my thematic analysis under 8 major themes to address the findings of the research question 3.

Chapter 7 Conclusion: The thesis concludes with chapter 7 which presents key findings based on three research questions and overall conclusions of the study. The chapter further describes the contribution of the study to the related field, challenges to be addressed in future, implications, and a conclusion.

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Chapter 2

Literature review

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Chapter 2: Literature review

2.1 Introduction

This chapter demonstrates the literature review part of the study with related research questions. The review portion consists of two parts. Firstly, it addresses the concept of profession, professional practices, social factors and economic factors. The second part embodies the conceptual framework that draws a guideline based on the socio-economic factors and professional practices of the secondary school teachers in Bangladesh.

2.2 Definition and understanding of profession, professional practices and teaching as a profession

2.2.1 Profession

The term profession distinguishes from other occupations due to its criteria and is also considered one of the debated concepts of sociology. Since the days of Emile Durkheim (1858-1917), academics have been interested in the labor divisions of various occupational categories, with some of these gaining the status of professions. The notion of profession materialized way back in the middle period of the nineteenth century or before that, but many English language countries mainly originated the academic curiosity for professions (Quddus, 2007). Although various studies (Barber, 1963; G. Millerson, 1964; Johnson, 1995; Larson, 1977; Freidson, 1970, 1986, 2001; Abbott, 1988; and Burrage & Torstendahl, 1990, etc.) have taken up the study of professions in the past century, the idea of defining the profession is not agreed upon yet. Nevertheless, in recent years, the sociological study of "professions" is strongly influenced by Larson's professional model (1977).

A profession can be differentiated from other occupations by two basic approaches. Firstly, identifying various groups by occupation according to their role in the society and secondly, the way a profession names after an occupational group (Quddus, 2007).

The researcher requires having a clear understanding of a profession and its essential aspects to analyze the profession, its features, or its developmental aspects.

It is 'profession' which is a route, requires a number of steps in order to become a profession. Through the route six major "schools" of thought were identified in professional discussion. Abbot, 1988, Burrage et.al, 1990 and Johnson, 1972 and others mentioned those in their scholarly writings shortly described below:

- (i) The traits model;
- (ii) The functionalist model;
- (iii)The structuralist model;
- (iv)The monopoly model;
- (v) The cultural model; and
- (vi)The actor-based model.

a. The traits model

Scholarly writing in the 1930s, in particular, claimed that a "profession" was an occupational group with specific features called traits. After a decade, the attention changed to the development of the profession and writers such as Parsons (1951) and Wilensky (1964) both were continued to concentrate on attributes; Wilensky argued selflessness as an essential characteristic of a profession.

According to Leggatt (1970, P. 156), the following criteria are essential for an occupation to be regarded as a "profession":

- Practice is founded upon a base of theoretical knowledge;
- The acquisition of knowledge requires a long period of education and specialization;
- Practitioners are motivated by an ideal of altruistic service rather than the pursuit of material and economic gain;
- Careful control is exercised over recruitment, training, certification and standards of practice; and

- The colleague group is well organized and has disciplinary powers to enforce a code of ethical practice”.

b. The functionalist model

The functionalist model focuses on functional relevance as the trait model emphasizes the essential elements. Scholars who are associated with this school of thought include Barber (1963), Marshall (1939), and Parsons (1939). In the 1960s, the functionalist theory of profession flourished in the area of sociology, and Durkheim (1957) emphasized professional ethics to a large extent. He stated that the division of labour and professional groupings delivered the moral foundation for the modern society.

Abbott (1988) included that

Profession is merely a means to control the asymmetric expert-client relationship. Thus, this model delimitates professionals as knowledge-based skills that they employ as autonomous practitioners in a non-routine context, following a client-focused ethic and guaranteed by a self-regulative professional body. (p. 15)

Barber (1963, p. 672) added that “one of the underlying conceptions of the functionalist model is a high degree of generalized and systematic knowledge”.

c. The structuralist model

According to Abbott (1988)

...the main idea of the structuralist model is that a ‘profession’ is simply an institutionalized form of control and the content of the work and the relationship. The model explicitly focuses on the structure, and it is historical evolution, theorizing profession because structure or organization is the primary means of exercising both controls over and access to the underlying occupational resources. (p. 15)

According to this model, the constitution (e.g. professional association) acts as the control over a market, issuing licenses to practitioners, setting up a code of ethics.

Authors such as Caplow (1954), Millerson (1964) and Wilensky (1964) were some renowned supporters of this “school of thought”.

Caplow’s analysis of profession outlines the narrative of structure in the following way: **First**, profession being with the establishment of professional associations that have explicit membership rules to exclude the unqualified. **Second**, they assert their monopoly, and give themselves a level of legislative restriction. **Third**, they set up a code of ethics to assert their social utility. **Fourth**, they forced to obtain legal recognition, aiming at first to limit the professional title (Caplow, 1954 also quoted in Abbott, 1988, p. 11).

Larson’s conceptualization builds on the work of Freidson (1970 b) and start with the clarification of the nature of professional prestige.

d. The monopoly model

From the view point of the monopoly model, ‘professions’ are usually related with corporate groups with “mobility projects” that aimed at occupational control (Abbott, 1998, p. 11). Some eminent supporters of this thought of school are Larson (1977), and Melosh (1982). Johnson (1982) argues that, on the contrary, a close relationship between a profession and the state apparatus “may constitute the very conditions within which occupational autonomy is possible” (Johnson 1982, p. 189). He notes that “In short, the state, as the particular form that government has taken in the modern world, includes expertise or the professions (Johnson, 1995, p. 13)”.

From the view point of the monopoly model, ‘professions’ are usually related with corporate groups with “mobility projects” that aimed at occupational control (Abbott, 1998, p. 11). According to mainstream literature on the professions, the state and the professions are antithetical phenomena. Talcott Parsons has taken into consideration the technical, social, cultural and ideological achievement of the successful professional groups. Max Weber introduces ideas of social stratification and the importance of

qualifications and expertise as well as property as 'opportunities for income in a market society'.

e. The cultural model

The cultural model described the cultural authority of the profession. Abbott (1988, p. 15) mentions it as 'expertise as a social relation'. Thus the issue of professional expertise or professionalism is introduced by defining profession following the cultural model. From the perspective of this model, cultural authority has maintained a social relationship. Freidson (1994) argues the types of work professionals do is esoteric, complex and discretionary in character, and goes on to add that, to do such type of work, theoretical knowledge, skill and judgment is required that ordinary people do not possess and may not wholly comprehend.

Freidson notes that professional work suggests two core elements of professionalism: (a) commitment to practicing a body of knowledge and skill that is of exceptional value; and (b) determination to maintain a strong relationship with clients (ibid, 1994).

f. The actor-based model

The "actor-based model" suggested by Burrage et al. (1990), a criteria of professions should include both the "institutions" and the "claims" of the occupations (Burrage et al. 1990, p. 205). Burrage et al. claim that the first sections of this definition "refers to the actions by which some occupations have claimed, and somehow obtain some special power or recognition and becomes socially idealized" while the second part "refers to specific mechanisms and institutions" (ibid).

However, there is no coherent agreement among scholars regarding the notion of "professions". Freidson, described profession as

The degree and kind of specialization required by particular jobs, quite apart from their function, is widely used to establish their social, symbolic, and

economic value and justify the degree of privilege and trust to which they are mainly entitled. (Freidson, 2001, p. 18)

Friedson's ideal-typical professionalism, which he claims lead to professionalization, i.e. special status for practitioners a particular time and context which consists of the following interdependent elements (Friedson, 2001, p. 127-128):

- “Specialized professional work derived from a theoretically based, discretionary knowledge and skills;
- Exclusive jurisdiction in a particular division of labour;
- A sheltered position in both external and internal labour markets based on qualifying credentials imposed and created by the occupation;
- A formal training programme associated with an institution of higher education that produces the qualifying credentials; an ideology of altruism guided by a commitment to doing a high quality job;
- To create and maintain the general educational system which provides the foundation for professional schooling, etc.”

The concept of professionalization by Friedson has identified some groups and institutions whose actions determine what he calls ideal-type professionalism. These actors are the higher academic institution or training institutions, professionals themselves (professional organizations), and the state.

Although these matters are the subject of intense debate and frequent disagreement among scholars, Burrage et al., (1990) defines profession from the sociological context. His suggestion is as follows:

Profession means a largely non-manual, full time occupation whose practice presupposes specialized, systematic and scholarly training. ...Access depends upon passing certain examinations, which entitle to titles and diploma, thereby sanctioning its role in the division of labour... [Professions] tend to demand a monopoly of services as well as freedom from control by others such as laymen, the state, etc. ...Based upon competence, professional ethics and the special

importance of their work for society and common weal, the professions claim specific material rewards and higher social prestige. (p. 205)

This definition clearly states the characteristics of the profession and provides clear criteria to recognize. Moreover, it provides the characteristic that can be operationalized and measured. In this study I tried to explore and co-relate the perception of teaching profession in the perspective of secondary school teachers in Bangladesh.

2.2.2 Understanding of profession in the context of Bangladesh

In order to define profession, Burrage's perspective highlighted the Anglo-American and, to some extent, the characteristics of continental European scholars (Burrage et al, 1990). The definition of profession needs to be modified to minimize the biasness of western culture and localized to match the context of Bangladesh. A society is governed by the values and ethics of its members that authorize status quo of different professional community like educators. For instance, in the context of Bangladesh, Maloney identified social bonding as a “complex network of obligations, dependencies, and expectations, in which people conduct their dealings with each other” (Maloney, 1991, p. 59). She continued to state the characteristics of bureaucratic system and social actions identified as the principle of hierarchy, the exercise of inherited authority and personal force, the personalization of authority, the reliance on patronage and indulgence, the authoritarian admission, the opportunistic individualism and the lack of commitment to abstract objectives and ideologies” (ibid, p. 66). The principle of hierarchy and the exercise of inherited authority and personal force in interpersonal relations are accepted as morally right and necessary and even ritualized in many ways in South Asian countries, including Bangladesh (Nicholas, 1967 quoted in Maloney, ibid). Maloney argued that “when two people meet in daily intercourse (in Bangladesh) they commonly establish relative rank one way or another, it may depend on wealth, lineage, education, rank of employment, or even a small difference in age” (ibid:40). Moreover, higher rank grants one person the right to demand service and respect from another lower ranking person, and in return the person assumes the obligations of patronage and indulgence. According to Maloney, this pattern is extended from the

family to the work place and to society in general (ibid, p.43). Status is a very important and inseparable aspect of social life (Dove, 1986, p. 20); in the perspective Bangladesh, people compete for scarce jobs and wealth, as well as for status and prestige.

According to Ali (2004), BCS (Bangladesh Civil Service) or top level government official jobs are considered as the prestigious and lucrative profession. In general belief, these jobs open the opportunity for not only life-long service guarantee but also provide openings on supremacy, influential power and settled career. In 1983 the government of Bangladesh formed a cadre named BCS (General Education) and teachers of the government colleges came under the cadre service (DSHE, 2018).

On the other hand, university fresh graduates aspire for public services even though, in recent years, national and international NGOs (Non-Governmental Organizations) are offering lucrative salary and diversified job opportunity. It's because still government jobs are regarded as decent and prestigious. Zafarullah (1997) identified that a large number of graduate students sit for competitive BCS exam each year for the initial positions. This shows that private job holders compare to the government employees, have less social status and job security in the uncertain and competitive job sector. It should bear in mind that by fulfilling such a social role and meeting these obligations, the person accorded higher rank gains the right to extract service and respect in the society (Maloney, 1991).

In this study, I tried to explore the professional practices of teaching profession at secondary level from the context of Bangladesh. Profession, in the perspective of Bangladesh, is parallel to Burrage's findings where he identified certain features of profession such as non-manual, full time engagement, training and entry level evaluation system and also claimed independence and monopoly of service. Moreover, a number of factors are contributing for the higher respect in society based on professionals' competence, vocational, ethics and social status (Burrage et al., 1990). In this study, I tried to explore the present professional practices of the secondary school teachers in Bangladesh.

2.2.3 Trends of professional practices

As the definition of “profession”, the term “professional”, during its long passage has also taken different routes. By and large, the term “professional” has diverse utilization, only the main ones of relevance to the teaching professional practices will be considered here:

Firstly, it refers to the level of change in the occupational structure. According to Erichsen it is “a process of occupational change” and has two distinct characteristics: occupational struggles for control over practice, and the conditions and content of occupational activities (Erichsen, 1990, p. 30). Fridson (1986, p. 424) asserted that “...professions have in common with all occupations and occupations are skillful pursuits, which help people to earn their living in the labor market. In several ways, one can differentiate among occupations, however”.

Fridson (ibid, p. 425) added that

...my preference is to take this third element as the central focus. I start by defining a profession as a kind of occupation whose members control recruitment, training, and the work they do. ...the characteristic with the professions, however, further differentiation is necessary based on the knowledge and skill involved in work. This characteristic of training in a school creates and sustains a special role within the professions.

Secondly, the terminology used a system that places more emphasis on professional organizations to the area of entry, certification, training, and practice of a specific occupation. Theodore Caplow (1954, p. 139-140) and quoted in Abbott (1988, p. 11), describes the professionalization process in the following way:

Professional operations are looked over as a process as the purpose of which is to exhibit “essential” attributes. **a.** a body of knowledge, **b.** exclusiveness. **c.** lengthy training, **d.** control over practice or autonomy, and **e.** a code of ethics.

The criterion attributed to the profession which must be met by an occupation which is a process of professionalization defined by Holey (1985). The first and foremost question to relating professions is how and why their members do, what work they do, and the way they do, which turns them to the examination of professional work itself and its organization into the professional application. The exercise is the ultimate test for the claims of professionalism because it is there where the work of professions takes place, and where it is run well or badly or ethically.

Fridson (1986) said that

But what do we mean by practice? ...the importance of clients for shaping the work of professions have treated practice as if it could be understood only as an interpersonal relationship – the relationship between an individual professional and an individual client or representative of an organization. (p. 430)

It is an organized point in a community network of correlation among clients and potential clients, in a professional network of colleagues, and in an organized division of labor that includes members of other occupations where cooperation of members are necessary for both receiving clients and dealing with their problems effectively. Like schools, state agencies have many organizations where they employ many professionals from which we are able to conclude something of utility about the way their work is organized, but limited information has been gathered specifically about professional practice in such organizations.

Freidson (1989) investigated that there is a major deficiency of information that we have for all professionals. Freidson also mentioned that most professions have reasonable amount of information about their relationships and their activities, their institution and training programs, and their parts for knowledge and skill (ibid, 1989).

“For all professions ...the organization of professional work and the way it is performed... is only by a close and systematic look at professional practice that we can understand what work is done, how and why” (ibid, p. 431).

A professional practice is a large area of profession. In this study I mean 'professional practices' only in the perspective of secondary school teachers' classroom activities.

2.2.4 Teaching as a profession

Sociologists have not only tried to identify the specific values that are connected to professions but also tried to identify criteria to separate professions from other types of occupations. It has the same perspective in the area of the teaching profession. Related publications focused on teachers, using the term educational professional; and it was used deliberately to indicate and emphasize the prestige and status of the teacher.

In numerous publications, the concept of teachers' professionalism is considered either as an indication of the status quo or as an ideal concept that is valuable to strive for. By virtue of, the concepts of profession and professionalism have become expansive and lack conceptual clarity. According to Evetts 2004, (Hargreaves et.al 2006):

- **Profession:** a recognized occupational work
- **Professionalization:** an operation by which a professional group pursues, develops, acquires and preserves more features of a profession
- **Professionalism:** the act and standards that govern the duties of professionals.

In sociological analysis, the phrase 'professional' may be used diversely. Yet, in the area of the teaching profession, the mainstream as 'professional,' concerning teaching, presumes two things (Helsby, 1995):

- (i) Enhancing features as well as nature of the implementation. Some scholars, e.g. Englund (1996) define this professionalism as it defines improving the quality as well as standards of practice. And
- (ii) Enhancing reputation, consideration, reward, etc. (some scholars, e.g. Hargreaves et.al. 2006) define it professionalization.

Upgrading status along with standing may imply professionalization. The characteristics that certify or secure professionalization have been pinned down by scholars (e.g. Clark, 1990; Burrage et al. 1990):

- Commitment to hiring a body of expertise and skills which have a certain advantage in the formation of outcome for expertise, harmonic, and scholarly training; again the maintenance of trustee relationship with the patron;
- Particular significant rewards along with high-profile status and perception, that grant the professionals high-profile medium of motivation encouraged by the magnanimous sector;
- Access to fundamental occupational resources including recruitment, training, certification, and standards of practice that are usually administered by the professional institutions.
- Several benefits like professional autonomy, the legal technique to carry out its monopoly by dint of its service as well as the use of its title are acquired by the state recognition and the delegation of power.

The sociological discourse on professions and teachers' professionalism has used different dimensions, emphasizing different aspects of professionalism (Evetts, 2004).

The objectives of professional standards of teaching profession are listed below:

- **First**, inspire to follow up the vision of the teaching profession.
- **Second**, identify the distinctive values, knowledge and skills related with teaching profession
- **Third**, provide guidance in the light of the professional judgment and actions
- **Fourth**, promote a common parlance which can stimulate the understanding of teaching profession.

Teachers as a professional group, Hoyle (2002) noted that in many countries professionalization has been considered a major objective by teachers for more than 100 years. According to Sykes (1990, p. 253-273), as teaching requires a great deal of specialized knowledge, it is usually viewed as a form of professional activity. The profession as teacher status is established in the reality that teaching is a multiplex work

and performance as a successful teacher requires a high level of education and specific vocational training (Rowan, 1994, p. 4-17). It can be assumed that the inauguration of teaching as a profession implies that teachers emerge as a publicly recognized specialist group; where the members possess certain knowledge-based skills acquired through formal training that is specially geared to the task of teachers. This knowledge-base has been referred to as a “pedagogical content knowledge, i.e. the combination of subject matter knowledge and the knowledge of how to teach a subject” (Goodson and Hargreaves 1996, p. 6).

In recent discourse, a dissimilation has been made between "teaching as a profession" and "the professionalism of teaching" (Hargreaves, et. al., 2006). “Professionalism” in teaching indicated that teachers are competent and capable to perform their tasks in a proper way. Engvall (1997, p. 20) argues that “professionalism for teachers depends in large part upon the trust that teachers can justifiably evoke from the parents of their students and their students themselves.” The teaching profession could be described as “a professional occupational group of the education sector possessing social, cultural, economic, scientific and technological dimensions” (Erden, 2007).

In order to classify occupational group as a professional occupation, it is necessary that it provides services in a determined sector, follows formal training which offers special knowledge, processes professional culture, has admission control, possesses professional ethics, owns the professional establishment, and is considered as a profession by the society (Erden, 2007; Tezcan, 1996). The teacher is the nucleus of the educational process and the main determining factor of the quality and effectiveness of its results (Ayalew, 2009).

Teachers are always ‘a boon to society’ (Chamundeswari, 2013) and are respected as knowledgeable about different subjects of school (Werang, 2014).

They are teachers who are entrusted with the responsibility to educate the future leaders of tomorrow and essential to students’ achievement (Koenig, 2014). Teachers have to perform different roles and responsibilities in their work, such as being a motivator,

observer, counselor, manager, school leader, resource provider, and mentors for fellow teachers, and an active agent of change for themselves and their students (Cohen et al., 2001 as cited in Koenig, 2014). Ontario College of Teachers (n.d.) identified the standard of teaching practice presented below:



Figure 2: The standards of practice for the teaching, Ontario College of Teachers, (n.d.)

The Ministry of Education (MoE) of Bangladesh is committed to enhance professional development in school, specially in secondary level. To develop teaching standard ‘Secondary Teacher Competency Standards (STCS)’ has been established over the years. The Secondary Teacher Competency Standards of Bangladesh proposed four competency areas (Gonzales, 2015); the framework presented below:



Figure 3: Proposed Secondary Teachers' Competency Standards Framework (Gonzales, March 2015, p. 2)

The perfect nature of the curriculum and of approaches to education more widely, naturally and properly reflects the traditions; and which is implicit or explicit value base of the country concerned. For that it needs professionalism in teaching. Teaching as a profession is a core most area of teachers' professionalism. In this research I tried to find out secondary school teachers' perception and practice of teaching profession in the perspective of Bangladesh. From the perspective of the study, there are some utmost elements which are strongly related to the secondary school teachers' professional practices described below:

Teachers' professional training

Larson (1990, p. 30) identified that the concept "profession" prevail a structural link between relatively high levels of formal education, and desirable positions and rewards in the social division of labour. Professionals' demands for autonomy and material rewards lean against their expertise or vocational knowledge (Burrage, 1990, p. 216). Along with this, "the faculties of these institutes consist of credentialed members of the

profession, who dedicate themselves to teaching up-to-date knowledge and skills, as well as engaging in research and scholarship to develop new knowledge and skills; they take after professors rather than practitioners” (Mayhew, 1971, p. 29).

According to Freidson, (2001):

The curriculum for professional training emphasizes new or syncretic theory, thereby intellectualizing practitioners’ work. The connection of training with the high culture valued by the elite and often respected by the masses, even when training does not take place in schools, establishes an essential part of the ideological foundation for the occupation’s status. (pp. 95-96)

The professional training institutions emphasize training hence the faculties can involve themselves “to systematizing, refining, and expanding the body of knowledge and skills over which the profession claims jurisdiction” (Freidson, 2001). However, Eraut (1992) points to the combined structure of pre-qualification and post-qualification professional education to give support on the integration of theory and practice. Firestone also mentioned that “efforts to professionalize teaching should both build teachers’ commitment and improve curriculum and instruction” (Firestone, 1993, p. 7). From the preceding discussion, it is concluded that the curriculum of professional training incorporates both theory and practice and it focuses on issues relating to vocational learning and development of practitioners. The aforementioned discussion proves that theory and practice both are embodied by professional training while it mainly focuses on technical training and the improvement of practitioners.

To work with complete professionalism a teacher requires unrestricted power and supremacy (Bak, 2005. p. 187). A teacher can achieve subject related competency and strategies through training program and that is needed for this discretionary power and autonomy. Professional training is a continuous process which takes place in several times like before and during the time of teaching. Akhter and Alam (2016) described three types of teacher education and training in Bangladesh namely pre-service, induction, and continuous professional development. Occasionally, pre-service training is stated before the recruitment of a teacher. With the help of this training, teachers

prepare themselves with essential content of teaching, academic knowledge, and professional elements and strategies of teaching. A person who has an intention to pursue with teaching profession can enroll in these training programs.

Induction is the second phase of teachers' education and training. According to the National Education Policy 2010 of Bangladesh, primary and secondary school teachers will receive two months' basic training after enrolment. However, this plan is not implemented still now for the secondary school teachers.

Ultimately, continuous professional development (CPD) is a third step where a teacher learns by putting them in service. After joining the teaching profession, a teacher acquires subject-related knowledge and also on other general topics throughout their service period. A teacher does not require any pre-service education or certified training to join the teaching profession but must have a Bachelor of Education (B.Ed) within three years of their joining (if they do not already have this degree upon joining). An institutional quality can be changed by professional training of teachers and related affairs.

Teachers' preparation

Planning involves the creative learning experiences for reaching pre-determined goals, ascertaining teaching methods and techniques, and practices and evaluation activities (AydŌn, 2008). Burden and Byrd (1994) enunciate the significance of annual plans for teachers, and preparing semester, unit, weekly and daily plans constitute a route guide for determining when to teach, and what to teach. It is teachers' responsibility to design and prepare learning activities because every student has a unique way of thinking and different interests (Cangelosi, 2000). Morrison, Ross and Kemp (2004) emphasize the planning time determination to ascertain how much time it will take the student to acquire the required knowledge, where the teaching process will take place and the evaluation of teaching-learning achievement. Planning is a dominant area in the teaching process since it is the teachers' most significant responsibility (Gözütok, 2004). According to Moyles (1992), in most cases, a disciplinary problem arises when

the teachers cannot take lessons according to the course plan. Therefore, the prevalence of teaching depends upon the fact that the outline has high quality (Senemoglu, 2007). Wilson et al. (2002) tried to answer “What kind of pedagogical preparation and how much of it do prospective teachers need?” The authors described “pedagogical preparation” as a teacher followed in instructional methods, learning theories, the foundation of education, student assessment and classroom management. Gimmeded and Hall (1994) presented worldwide learning content related to teacher preparation programs. They mentioned four general knowledge regions for teacher preparation-general education, content knowledge, pedagogical knowledge and pedagogical content knowledge.

The form of general education includes the knowledge and skills that student should acquire as fundamental learning as a formally educated citizen, such as language skills, communicating competency, skills for computation, use of technology, general knowledge of history, science, arts and literature. Content knowledge means the insights into the subject matter that the teacher will teach formally in the classroom.

Pedagogical knowledge entails learning how to teach by acquiring the lesson and the skills necessary to be a professional teacher. Many of these skills can be general and specific subject matter instructions such as learning theories, classroom management, student assessment etc. Finally, pedagogical content knowledge is vital and complex among the four knowledge domains. It remains the professional skills possessed by expert teachers. When a teacher can practice professional content knowledge, the teacher can have the expertise to perform professionally, relate examples; illustrate and demonstrate that will make sure the involvement of all students in the classroom.

Schwille and Dembele (2007) narrated professional development as a collection of career-long processes and the related system and policies through which educators, such as teachers, administrators can acquire, broaden, and deepen their knowledge, skills, and commitment.

Avalos (2011) defined teachers' professional development and professional learning as: Teachers' professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs, and the perusal and enactment of appropriate alternatives for improvement or change. (p. 10)

Related research evidence has shown that the teacher's preparation can bring changes in their professional practices and students' learning activities. This study tried to investigate how secondary school teachers prepared themselves for their everyday classroom activities.

Teachers' classroom activities

Teachers' classroom activities "relate to what teachers do in the classroom and how that has effects on students' learning" (Gaynor, 1998, p. 46). If teachers fail to convey their knowledge duly to the students, they will not succeed, no matter how competent the teachers are in the subject matter. Therefore, the teachers need to have sound teaching skills (Erden, 2007, & Tezcan, 1996). Teachers attain expertness through vocational courses and practices included in teacher education programs. For effective teaching, a teacher should possess fundamental qualities such as, "expertise on the subject matter, motivating for learning; and awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing the learning environment, effective communication and objective evaluation" (Ün Açıkgöz, 2004).

Teaching skills are combination of planning for teaching which applies instruction on time effectively, preparing a participatory learning environment; monitoring the students' development and ensuring the students' active participation are dealt.

Herbert has pointed five steps for these classroom activities:

1. Preparation- The teacher gets students prepared to learn by reviewing previous experience or knowledge.
2. Presentation- Express the related material and exchange with the students.
3. Association- The new knowledge is connected with previous knowledge that the students are already familiar with.
4. Systemization- Establish examples to illustrate the principles or the development of generalizations of the used instances (inductive and deductive thinking).
5. Application- Assessment of the students' learning. An Assessment provides a structure to contribute to educational objectives with learners and to retain their progress. (Gill and Kusum, 2017)

So, it should get a constant resort to be a part of the learning process (Dochy & McDowell, 1997). From preparation to assessment it involves “selecting, controlling or motivating students, and to satisfy public expectations as to standards and accountability” (Biggs, 2003). Consequently, it has sorted as formative or summative depending on how the results are used (Dunn & Mulvenon, 2009). A trained teacher, therefore, requires to detailing plan and creating strategies of management to develop a productive learning environment.

Proper learning consists of appropriate comprehension and assimilation of meaningful learning. It is needed to encourage students by a teacher on learning by utilizing new strategies and new techniques. It is teachers' believe that they help the students to understand new ideas and concepts so that they can apply that in a real-life situation. Teaching aid is considered an important element in teaching communication. We have all heard the saying: ‘What I hear, I forget; what I see, I remember; what I do, I know’. Pictures, written posters and practical demonstrations improve communication, and those should be used as much as possible. Teachers should have access in making special teaching aids, like chart, paper, application of a chalkboard/whiteboard, or a multimedia classroom etc. Usually, in teaching a teacher should use these to prepare class lessons: summaries the vital topics, or illustrations and diagrams. Today the

multimedia is particularly very useful for the active and participatory teaching-learning process.

Lecturing is not just working like standing in front of students and recites lessons. Therefore, teachers' presentation in the classroom provides a unique form of communication where voice, gesture, movement, facial expression, and eye contact play a significant role. No matter what the content, the delivery and manner of speaking of teacher establish students' active learning in the classroom. For typical classroom, research studies suggest that the time allocated to learning activities is about 60% of the total time that students spend at school and on the average students are actually engaged in learning activities for about half that allocated time, i.e. about 30% of the time they are at school (Charles, 2005, p. 58; Weinstein & Mignano, 1993). Dictation is another widely used activity in the classroom. It is productive in engaging students in learning environment because it is multisensory involving. Having a multisensory approach increases working memory and integrates all language skills or modalities.

Evaluation and assessment system require planning to become workable. Preparation of evaluation should be considered as an indispensable part of planning where teachers have to take plan on each lesson or unit. Instruction and assessment are considered in ensuring the evaluation system of planning. Teachers need to know the procedure of students' learning to ensure the effectiveness of instruction, to moderate the current instruction, and for accountability purposes.

It is necessary to explore whether the students are achieving the specific learning goals in a class or not. Class evaluations and observations provide excellent feedback about student satisfaction and teaching style. So, changing the way of assessment on students' learning can dramatically improve teaching effectiveness, as it provides immediate feedback on what works and what does not. Teachers control the learning and teaching process by way of planning and carrying out the lessons, evaluating students, maintaining order in the classroom and ensuring that their students participate in activities that could be beneficial for them to reach the goals of the lesson (Ün Açıkgöz, 2004).

Through this study I wanted to learn about the goals which teachers establish for students to achieve, the way of planning for classroom activities, preparation for conduct teaching activities, evaluation techniques to understand students' achievements and finally the way of communicating with students.

Teachers' professional ethics

Ethics is a branch of philosophy that is concerned with what is right, moral or fair.

Kahn (1990) defines ethics as a set of four guiding images:

Firstly, it is related to the upright principles that give rise to questions and become meaningful when applied to an individual's thoughts and actions.

Secondly, it depicts ethics as a historical process that grounds theoretical concepts in human behaviours or the behaviours of particular organizations.

Thirdly, ethics may occur as a concept that corrects the views of individual perception.

Fourthly, ethics reflect community sentiment or the beliefs and values that an organization's members bring to a work status.

Most professions have some form of ethical code that either takes the form of a code of practice or forms a more general set of principles that governs behaviour in the profession, with the code of practice describing specific behaviours expected in particular situations (Brussels, 2007).

Fridson (1986, p. 427) claim that "professionals' knowledge and skills are not enough ...ethical practice is permitted to enter the labor market and the profession supports institutional procedures".

Dill (1982) defines ethics as the professionals use to sort among conflicting values. According to Dill, values identity is an element of ethics. Values provide cognitive justification for individual actions. Later, Miller (2000) described ethics as the system individuals use to establish the rightness or morality of behaviours.

Counelis' (1993) introduced four approaches to ethics and moral behaviour:

The first is inquiry where a question or questions about ethics to a target population.

The second is systematic study and virtuous reflection, mimics that practiced in psychology.

The third is, Counelis (ibid) believes, we might study morality concerning the cultural, political, economic, social, and natural environment.

The fourth and last is a normative science approach.

Counelis (ibid) recommends a formal study of ethical reasoning, moral value, virtue and virtues, duties and obligations, prudent judgments and the moral quality of their consequences, and practical prescriptions for behaviour.

It is an ethics-driven undertaking to implement the role of the teacher. Since individuals in academia equate gaining knowledge with gaining power, one aim of teaching is to empower students to accept the responsibility for the situations in their lives and others (Bacchetti, 1990). Researchers have introduced conversation to identify values, and conflicts and ethical issues for faculty in secondary education (Churchill, 1982; Dill, 1982).

Four values related to teaching are perfectly described by Churchill (1982):

The first one describes how a teacher and a student differ from each other. Several things like the cultural range, ethnicities, life and learning styles can create a challenge for a school teacher.

The second one is related to the commitment of an instructor towards objectivity. Sometimes, secondary schools and college faculty convey their individual skepticism, feelings and point of view as a fact.

Third, trainers are committed to the fidelity of the inquiry. The teacher's failure to meet the challenge should not disadvantage students.

Finally, enabling is considered the final teaching values. A teacher should play the role of a facilitator rather than an indoctrinator. Empowering students thinking is an ethical and academic objective of the teacher.

Ethically responsible professionals hardly ever mention the ethical codes directly; nevertheless, they act in accords with and beyond them. Practically, professions emphasize ethics and implement moral principles. Students follow their teachers as role model to pursue right or wrong and that is usual thinking among the citizens. Therefore, such behaviours from the teachers taken up by the students give them greater moral with an exemplary role in the development of the nation (Campbell, 2008).

The ethical standards of the teaching profession signify the professional vision. An effective teaching profession mainly denotes a strong commitment to the students and learning. However, Ontario College of Teachers (n.d.) demonstrates their responsibility to their students, guardians, colleagues, educational partners and other professionals with trust and dignity.

The objectives of the ethical standards of teaching profession are to:

1. Encourage teachers to portray the honour and dignity of the teaching profession;
2. Recognize the ethical duties and commitments in the teaching profession;
3. Provide instruction in making moral decisions and actions in the teaching profession; and
4. Assist in building the learners' trust and confidence in the teaching profession (ibid).



Figure 4: Ethical standard of teaching profession, Ontario College of Teachers, (n.d.)

To summarize, ethical standard and morale are actions and behaviors of values. In this study ethics is defined as direct reflection of individual moral values of teachers. Through this research I wanted to learn the practice of secondary school teachers' ethics and morale.

2.3 Socio-economic factors and professional practices

2.3.1 Understanding socio-economic factors

Both financial viability and social stability are elements and measurements of socio-economic factors. They have a direct influence on social status and levels of financial independence. Social position, income, education, profession, and family are the elements studied by sociologists to see how they affect human behaviors and circumstances. Socio-economic components identify the factors and relationship between economic activities and social life responsibilities.

Although family life is considered to be highly valued in societies there is plenty of evidence that the family as a social institution has gone through profound changes over the last three or four decades. Looking through a post-modernist point of view, those changes can be classified as civil trends such as the increasing amount of crisis, disorders, conflicts which must go through with a value system stressing contest, excellence, and performance to promote economic development in a globalized and quickly changing world (Pourtois & Desmet, 2002; Sennett, 1998). Within this context, the family is undergoing a fourfold crisis: i.e., a crisis of relationship, meaning, power, and values (Pourtois & Desmet, 2000). Two major social changes are important, concerning the division of paid work and domestic labor, i.e., women's increased participation in the labor force and changing gender role ideologies.

The last two decades have identified as striking changes nature of family and world of work. The foremost change in the workforce is the ever-increasing number of in-paid employment. This switch has launched new challenges for most families (Davidson & Burke, 2004) which have an association for family formation, responsibilities, child and elderly care, and everyday household chores. Until the end years, the interface of work

and family life has attracted a considerable amount of research (Frone, 2003). Naturally, the issue of work-family linkages has elaborated on methodological, conceptual, theoretical grounds. Problems in balancing work-family issues have most been studied often among employed men and women. There is finite evidence through published empirical studies of work-family conflict. In this part of the literature review, the term work had used to present a comprehensive idea of profession and family as a socio-economic factor.

In the last few decades of 20th century the pattern of dual-earning families began to replace the traditional family pattern as the dominant family model, thereby causing a shift in family models (Bruck, Allen, & Spector, 2002). Now the globalized world has tendencies where both men and women play a dual role as parents and workers are getting common. Over the few years, research on work-family conflict (WFC) has experienced a rapid increase (Allen, Herts, Bruck, & Sutton, 2000).

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) brought up that WFC has come to recognition where they believed the conflict related to the dual role of individuals; work-related roles and other roles in life refers to the dual role here.

Work-family conflict occurs in all systematic professions, such as in professions related to giving services, like teachers. As a professional teacher that possesses a high possibility of experiencing occupational stress (Nikmah & Nasution, 2011). Further, the literature also shows difference of views on the level of WFC experienced by teachers (Cinamon & Rich, 2002). Learning about WFC has such foremost value because they reveal the association among work, family life, health, and general well-being of employees that refers to stress perceived by individuals (Bruck et al., 2002).

Researchers identified that teaching profession has been recognized as one of the demanding and exhausting professions (Keller, Chang, Becker, Goetz, & Frenzel, 2014). The work-burden of teachers is influenced by several factors including the more formal and difficult procedures in doing their work making them find hard times in planning their professional practices. In addition, teachers are not just committed for improving students' 'knowledge' but also responsible for 'social and emotional

development' of the learners, thus flourishing the responsibility of the teaching profession (Wafula, 2010). Socio-economic factors refer to the societal and monetary issues which may influence the way a teacher delivers teaching (Wachira, D. W., 2013). Current researches suggest that teaching profession becomes a profession that is prone to experience WFC.

The literature established the conflict between professional life and socio-economic activities. This conflict mainly occurred when individuals involved in professional life and participate in social life activities. In this study I wanted to explore secondary school teachers' involvement in socio-economic factors and their effects on teachers' professional practices.

2.3.2 Social factors and professional practices

Social factors is the core most area of socio-economic activities. In this research I tried to find out secondary school teachers' involvement in socio-economic factors and influences of these factors on teachers professional practices. From that point of view the literature of the study identified the social factors which may influence the role of teachers in conducting their professional practices described below:

Gender Role

Sociologically the term "gender" refers to the socio-cultural definition of men and women, the way societies distinguish them and identify their social roles. Gender inequality is a form of inequality that is distinct from other forms of economic and social inequalities and stems from pre-existing gendered social norms and social perceptions. Gender inequalities hamper the overall well-being. Unequal participation in social, political, and economic activities can adversely influence the whole society.

Work and family are two essential parts in the life of adults. By the gender role theory, family and work roles have traditionally been gender-specific in where men are socialized to be work-oriented and women to be family-oriented (Guttek, Searle & Klepa, 1991). Observed evidence also shows that work is more prime for a man's

identity and family is more prime for a women's identity (Cinamon & Rich, 2002; Parusaraman, Greenhaus & Granrose, 1992).

The majority of studies of the division of family labour emphasized the analysis and the exploration of possible causes of inequality, evaluation, and consequences of gender-related inequality in close relationships. Social values such as individualism and families', modernism, and traditionalism, are important criteria for comparing different societies. Holding more traditional beliefs and attitudes, men or women, a lesser sharing of the housework may expect. Contrarily, more liberal and "non-traditional" attitudes and impartial, relate to men who have had huge contribution to household labor (Apparala et al. 2003; Coltrane & Ishii-Kuntz, 1992; Coltrane, 2000).

The participation of women in paid work across the world is rising, the traditional notions about men and women have begun to decrease and more egalitarian notions have increased among both men and women (Botkins, Weeks, & Morris, 2000). Still primarily responsible of house-hold labour are maintained by women, as they have to balance the demands arising from family and work roles. Despite men's involvement in multiple roles increased but the participation accorded to each role is not the same. Despite huge interchanges that have taken place in the status of women in recent decades, norms that restrict women to the home are still powerful. Therefore, people arrange their many identities hierarchically according to their values (Stryker, 1980).

Indeed, everyone can experience work-family conflict (WFC), primarily experienced by women (Nurmayanti, Thoyib, Noermijati & Ieawanto, 2014). According to Ansari (2011) this occurs as women responsible for two main tasks as a wife and a mother that means that they have greater household responsibilities and hold furnish roles in the family. Multiple activities at home used to handle by women, such as taking care of the house and the children, and at the same time, they also become an employee (Chopur, 2011). As secondary bread winners this is women who must make adjustments to balance paid and unpaid domestic work (Cancian & Oliker, 2000).

The change towards a more conventional division of family and responsibilities furthermore should be reflected by evidence showing that fathers increase their effort for professional work after the conversion to parenting, while mothers generally decrease their effort (Franco & Winqvist, 2002). Based on the review of different theoretical statements for the disproportional distribution of family work (e.g., Coltrane, 2000; Kluwer & Mikula, 2002; Mikula, 1998) the most harmonious findings can be outlined as follows:

Labour division tends to be more unequal when-

- a) differences in gender in outside employment and income are huge (Alvarez & Miles, 2003); (Arrighi & Maume, 2000); (Batalova & Cohen, 2002); (Helms-Erikson, 2001);
- b) the social environment prescribes a sex-typed allocation of work, as normative climate (Kulik & Ray-yan, 2003); (Lavee & Katz, 2002);
- c) more traditional gender role ideologies imposed on spouses (Arrighi & Maume, 2000); (Batalova & Cohen, 2002);
- d) partners have children (Bianchi et al., 2000); (Kentges-Kirschbaum & Petzold, 1995)).

In the end, however, gender describes the largest amount of variance in individual contributions to family work (Alvarez & Miles, 2003); (Batalova & Cohen, 2002). Several studies show that it is difficult for female teachers to separate their professional roles and roles in the family effectively (Cinamon & Rich, 2002).

As a 'material provider', man continues to understand his role mostly as the family's moral to this. Parenting represents maternal and paternal care respectively. Generally, traditional male tasks are related with a well-defined beginning and ending, most of the work takes place outside the home, offer prudence as to when the task is performed and may be experienced as leisure (Shelton & John, 1996). Men who constricted paternity to the respondents reported they were the family preserver and material donor, and it is under the traditional father model. In this cognition, "the father's identity is based on the male identity, and the role is formed according to gender patterns that associate the

male image with the supremacy model of masculinity, thus equating men to potent and capable provider” (Freitas, 2007. p. 137-145).

Making decisions and managing one’s own life is another aspect of freedoms. Nonetheless, changes in the social area that were taking place in public and private spheres have modified the way gender identity is lived and constructed. At the beginning 1970s, the masculinity crisis has caused several men to reflect on their own experience of overprotective and their role in the domestic sphere and family relationships. A set of beliefs and values relating to masculine and feminine are socially and culturally constructed from gender differences that determine the formation of a symbolic system that guides and sustains men’s and women’s lives in public and private spheres.

The profession of teaching possesses tremendously high demands. But unequal participation in family and financial issues experience gender inequalities. In the sense that when family matters get to mix with work interferes, stress may happen to the individuals troubled, and this stress further might affect the satisfaction of their professional role at work (Jeffrey Hill, Yang, Hawkins & Ferris, 2004).

In the end, the literature indicated that both male and female teachers are susceptible to occupational stress because of gender role activities. The literature of the study established that though men’s involvement in many roles increased but the participation in each role is not same yet. Though the status of women has changed in recent decades but the norms restrict women to perform within the home is still powerful. In this study I attempted to explore the role of gender as a social factor and how it influences teachers’ professional practices in the perspective of Bangladesh.

Social organizations

There is limited evidence through published empirical research of involvement in social organization and its effect on teachers’ professional practices, specially for secondary level.

According to Kalin (2006), a teacher is:

...committed to continuous professional development and working with others (colleagues), is aware of the connection between one's own development and the development of students and sees its role also outside the class: it builds the connection with people in the local community and society as a whole, with management bodies and researchers. (p. 174)

According to Beijaard (1995, p. 293), "The roles of teachers mostly clarified to refer to their task, their social reputation, status, or image, and expectations of other people (especially pupils and parents)". Similarly, Day et al. (2006, p. 610) asserted that "traditionally individual recognition consists of roles that are defined by using the structure of an individual, institution, and society".

Teachers' expectations for their aspect are often associated with the expectations of the surrounding of their role, and find a distinction between what influenced a particular performance- the teacher's expectations or the expectations of the surroundings (or the other important) is tough to find.

This study tried to investigate teachers' involvement in social organizations and as a social factor its effect on teachers' professional practices.

Politics

The status of teacher and the teaching as a profession within the education system and the society as a whole is affected by a range of social, economic and political factors (Vidović & Velkovski, 2013). Ekundayo and Adedokun (2009) asserted that every educational process should attract skillful people to the profession and provide them with the best possible working environment by liberating them from any political interference, as educational institution autonomy and academic privilege are essential to the advancement, transmission, and application of knowledge.

Many teachers usually think themselves as autonomous professionals, free from control dispensed by their colleagues, administrators, the institution or the educational system and enable them to decide individually (Ramos, 2006). The exercise of academic freedom is interrelated with the status of the teachers (Education International, 2007). Elmore (2010) also strengthened that academic freedom in education has always been and continues to be a critical and irreplaceable component in fostering participatory democracy and a critically engaged citizenry. Institutional autonomy and academic freedom both have identical aims to promote knowledge and the education of students. Moreover, professional and academic freedom is crucial to preserve the right of young generations in any political, economic, ideological or religious influence and the exercise of critical creativity (Fredriksson, 2004). Allen (2004) mentioned that incorporating political interests in school decision making can make the business of school difficult to manage.

In many countries of the world, education system is instructed by the government discretion. Therefore, it turns into an institution for the government. Like Ethiopia (for example), where academic freedom is not guaranteed (Human Rights Watch, 2003).

Nelson and Hammerman, (1996) stated that “Teaching as a general practice is based on the assumption that knowledge is constructed, dynamic and conditional” (p. 8). Teaching is not a politically neutral activity but may be driven by the teaching ideology (ibid, 1996). Teaching is equitable activity by the citizens (Fenstermacher, 1990), along with intellectuality and complexity (Ball and Wilson, 1996; Lampert, 1985). It is expected from teachers that they share their affection and hunt for knowledge along with the students by giving them the needed direction in the path of achieving their learning goals.

In Bangladesh, the teachers who are usually involved in teaching profession (like in universities) are facing problems in the classroom due to the political partisan (Masum, 2008). The problem, nevertheless, comes from the fact that this engagement in politics usually tends to influence their classroom professional practice in due course that ends up rubbing off on the students (ibid, 2008). However, the interested citizens can

participate in political activities as well as forums and they can get the chance to show and express their political views as well as show their support for certain political parties.

Researchers found that in Bangladesh teachers mostly rely on traditional teaching methods such as lectures that are prepared on certain resources which are already outdated (Rabbani and Chowdhury, 2014). This type of problem brings light on the fact that teachers are narrowly engaged in academic research as well as they spent a very little amount of time in promoting the professional activities (Monem and Baniamin, 2010). A huge number of teachers usually ignore the importance as well as their professional responsibilities (ibid, 2010). Monem and Baniamin further asserted that the teachers usually get interact with the party leader's patronage that makes them appear to be driven by personal motives besides the choices in their work as teachers rather than the ethos of their profession.

Teacher's activities greatly influence the students. They are establishing a new better path for their students where youthful minds can follow through the path to success (Hansen, 2001). That's why it is quite patent that teachers' activities including attitudes and behaviours in the classroom become significant for the evolution of students in higher institutions. Shiddike (2019) in his qualitative study found that in Bangladesh partisan political engagement of teachers took away those from required preparation time where the teachers ended up ignoring their professional responsibilities. However, the participants of the study mentioned that even though the involvement in partisan politics influenced their professional practices, they added that like other citizens teachers have the rights to be involved in politics.

In this study I tried to reveal the different types of influences on the secondary school teachers who have involvement in political activities. Finally this research seeks to explore the various potential implications of teacher participation in partisan politics as well as their activism in the classroom, in the end, its impact on their professional practices.

Home environment

Teachers' home environment is very important for their professional preparation. Research found that teachers in high socioeconomic status are not only able to provide the basic needs of their family, but also to provide an adequate of learning facilities at home to enhance their own capabilities of teaching (Albatch, et al., 1982; Woolfolk, 1993).

In contrast, low socio-economic status of teachers did not have enough time at home to design school's programs, to prepare teaching-learning material or to evaluate student's work. Along with this low socio-economic status was unable to adequate learning facilities at home to regularly advance their knowledge and competencies to deal with the challenges of advanced world (Werang, Lewaherilla & Irianto, 2017). Hoque, Alam and Abdullah (2011) investigated that the study habit had not built among the secondary school teachers in the city area of Bangladesh. Consequently, they are not habituated to read any subject related journal or never follow any academic or teaching methodology.

Moreover, they rarely follow any type of professional video or occasionally talk with colleagues on coincidental educational issues. The study reveals that it is essential for the teachers to agree on a set of levels and they should ascertain how they teach the skills in the classrooms, and definitely, the answer will be 'study', however, these findings are congruent with Hansen (2001).

This is limited evidence to draw a scenario about teachers' home environment and its effect on teachers' professional practices. However this study tried to explore secondary school teachers' home environment and its influence on their professional practices specially when they were taking preparation for their everyday classroom activities.

2.3.3 Economic factors and professional practice

Financial issues

The teachers' salary and allowances have a particular connection with teacher retention patterns. When salary levels decrease it increases teachers' dissatisfaction and less performance, and this unsettled issue can cause long duration difficulties and lack of motivation (Coolahan, 2003). Coolahan also argued that from several perspectives, the establishment of appropriate salary provision for teacher has short-term and long-term effects on teachers' retention pattern (2003).

The problems in workplaces generally occur due to the wrong perception of employees or lack of understanding about how organizations make cohesion performance and the payment system. Armstrong (1995) stated that problems also arise in the workplace due to partial or unfair pay systems. Furthermore, inadequate salary has mentioned as the leading cause of teachers' lack of motivation in different studies such as Motuma (2006). Besides, low pay is one of the highest-ranking reasons for their departure.

Pajak and Blase (1989) noticed that both female and male teachers reported that their financial situations had covered an impact on their professional lives. A thirst to express hard work and enthusiasm to colleagues was expressed. This outlook had no relation to the age or gender of the teacher. Interconnection with students was described as less favorable if the engrossment with unpaid bills became too intense or if additional classroom supplies could not be purchased. Particular teachers experienced high visibility as a praising influence on their professional lives because they viewed themselves as an integral part of the community (ibid, 1989).

In this study I wanted to explore the role of financial issues as economic factors which have strong influence of teachers' professional practices.

Status

Social status means a degree of honor and prestige awarded to people who maintain a particular authority in a society (Lundberg, 1970). Ingersoll and Merrill (2011) mentioned that high-prestige jobs have higher professional status. Teaching as a profession holds a particular value and status in an individual community. Social status of the teaching profession refers to the allied circumstances of the teaching profession in a hierarchy of all occupation (Fwu & Wang, 2010).

The status of the teaching profession may differ based on the society where the teachers live, as well as the present period of time. One of the identified factors that remark the social status of a profession is its benefit of economic. A high status teaching profession brings forward the characteristics listed as offering a long term career opportunities, bear a positive image, establish high financial remuneration, being worthy by the government and being subject to external management (Hargreaves et al, 2006).

Ozankaya (2002) identified that the most important disclosure of modern education is the low status of the teachers. Teachers who had expressed sensitivity about occupying a low social status felt compelled to justify and defended their roles as teachers both to themselves and to others.

Teachers' salary has a close relationship with the teachers' retention level. Teachers' discontentment and less performance are occurred due to the low level of salary. This unsettle issue can demoralize them and can create long term difficulties (Coolahan, 2003). Coolahan explained that the setting of proper salary structure has a short and long term consequence on teacher's retention pattern. Problems may create in workplace by reason of misleading perception among the employees and along with this lack of understanding and poor payment structure both are also equally responsible. Armstrong (1995) also stated that many obstacles grow in the workplace due to the lack of fair payment systems. Several studies like Motuma (2006), considered insufficient

salary as a cause of demotivation. Besides, low pay is one of the eminent reasons for teacher turnover.

Researchers established that teaching profession have a high status. Teachers' social status is recognized as an indicator of priority awarded to education in every culture (Fwu & Wang 2010). This study tried to explore the present scenario of the status of teaching profession in the perspective of Bangladesh.

Other economic activities

Anderson (1991) recognized that the modest amount or unfair salary and the inequitable career advancement are critical affairs in teachers' job dissatisfaction. These circumstances may influence the teachers to involve themselves in other economic activities. In addition to salary perquisites like housing, medical treatment, and opportunities for further training or education play a vital role in teachers' retention because it originates belongingness and commitment in teachers' mind (Wole, 2002). Otherwise, it is asserted that teachers' unsound satisfaction was related with salary and other benefits (Motuma, 2006).

Teachers as the foreman for the world of education must have important tasks and roles; this may become vigorous and laborious, specifically for men who are married and responsible to mitigate financial demand and responsibilities. The male teachers who are married, his career is more complex due to differences in socialization and a combination of attitudes and the expected roles (role expectations), behaviors, and sanctions related to the career of married teachers (Khilmiyah, 2012). An array of roles played by these male teachers might affect their career, especially those who are married and have become a father. Meanwhile, they are male teachers, who are working harder and are sometimes involved in other economic activities to maintain their career and family life.

Werang, Lewaherilla and Irianto, (2017) in their research found that in order to mitigate all the family basic needs, teachers sometimes have to deal with an extra work, such as

farming, raising livestock, and trading. Werang (2014) identified that teachers have been leaving the schools for a long period of time to deal with other earning activities. These findings are similar to the findings of Cohen-Charash and Spector (2001), and Lumley et al. (2011). Sahertian (2000) noticed that this fact directly impacts teachers' classroom activities. Money does not enhance the congenial nature of work. Indeed, in the most extreme cases, it will not affect the employees' motivation when mainly the work is done voluntarily and mainly because the driving forces are closely related to commitment or occupation.

However, the fact is teaching is not only about voluntary activities rather professional activities. From this point of view, teachers' professional satisfaction, salary, environment status everything are very much related. Because collectively these have influences on teachers' professional practices. In this study I wanted to learn the perspective of teachers' involvement in other economic activities and their effects on teachers' professional practices.

2.4 Conceptual framework of the study

A conceptual framework is like a structure that the researcher suggests and can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It connects the concepts, empirical research and salient theories used in promoting and systemizing the knowledge supported by the researcher (Peshkin, 1993). It is the researcher's process to explain how the research problem may be explored. The conceptual framework presents a compact way of looking at a problem under study (Liehr & Smith, 1999). The framework facilitates the researcher to specify easily and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012).

Miles and Huberman (1994, p.18) explained that conceptual frameworks can be "graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them." It provides assistance to identify and construct the view of investigating the phenomenon (Grant & Osanloo, 2014). It

considers as the simplest way by which a researcher can represent remedies with confidence consistent with the problem has defined (Liehr & Smith, 1999; Akintoye, 2015). In this research my conceptual framework has been constructed by integrating a number of separate but related fields from national and international literature on socio-economic factors and professional practices of the teachers. My study examined the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. The main aim of my research, the methodology and outcomes, are all concerned with the effect of socio-economic factors on professional practices. In short, it can be argued that my study is centered with teachers' professional practices and to identify the effect of socio-economic factors on teachers' professional practices.

The conceptual framework of the study refers to specific and narrower ideas which I utilized in the study. It was based on those concepts which were the main emphasized area of the study. It was my own constructed model that was applied to explain the effect that exists between the main areas (socio-economic factors and professional practices) which answer to the research problem of the study. As Akintoye (2015) mentioned that in most cases the conceptual framework is used by researchers when existing theories are not applicable or insufficient in creating a firm structure for the study. The framework explains logically how the research was conducted.

The concepts of the framework were interconnected which explain how I asserted to answer the identified research questions; as Fisher said that researchers have the freedom in application of existing frameworks but have to modify them to suit the nature of the context of their research as well as the nature of their research questions (Fisher, 2007).

Conceptual framework of the study

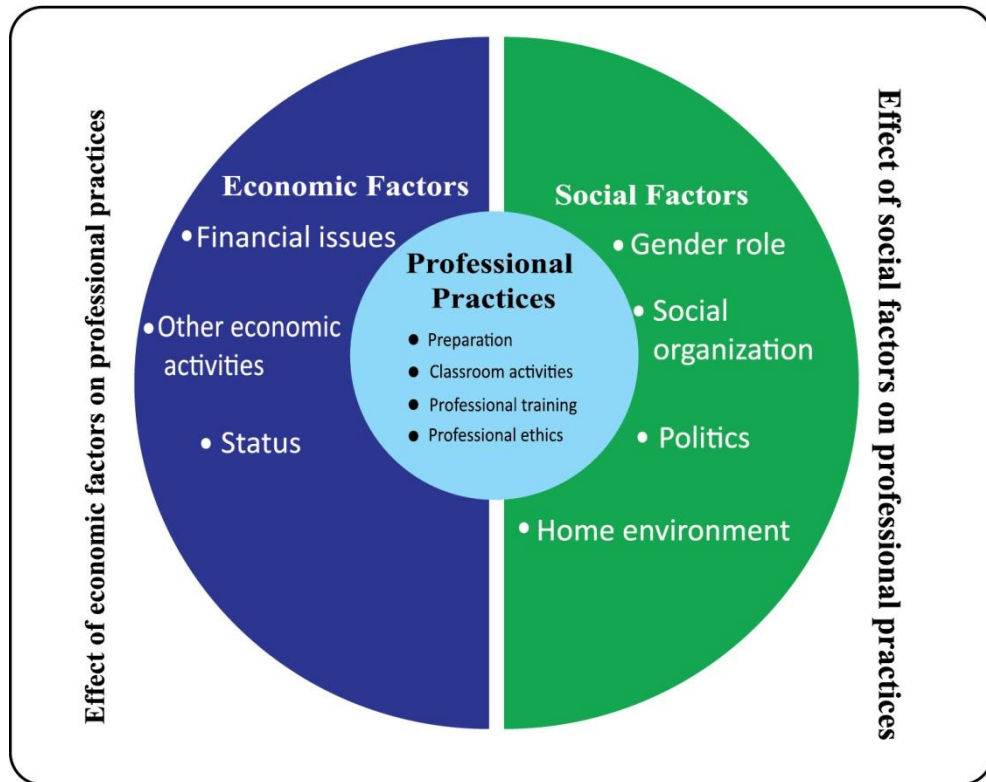


Figure 5: Conceptual framework of the study

The above mentioned conceptual framework of the study discusses the different criteria of the social and economic factors based on research literature and gives insights into their effects on professional practices. Professional practice is the cornerstone of this framework. Here criteria of social and economic factors are identified that influence professional practices along with their effects on professional practices of the secondary school teachers in Bangladesh.

2.5 Conclusion

In this review I discussed literature relevant to examine the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. In this chapter I addressed two broad themes: the perspective of professional practices, and socio-economic factors. I started the discussion by describing the professional practices and identified teaching as a profession and teachers' professional practices related

activities. I identified socio-economic factors and their influences on teachers' professional practices.

I constructed the conceptual framework of the study. The heart of this framework mentioned teachers' professional practices and identified the criteria of social factors and economic factors which have effects on teachers' professional practices.

In the next chapter I described the methodological approach and overall procedures of the methods that I applied in my study.

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Chapter 3

Research methodology

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References (Chapter 3)

Chapter 3: Research methodology

3.1 Introduction

This study aimed at investigating the effects of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. In this chapter first of all I explained the nature of the study along with the reasons for selecting qualitative approach. Then I discussed the design of the study and described the methods of the research which followed in accomplishing the research activities. I explained the data collection procedures at different stages of the study. I also provided a rationale for the methods of data collection. Then I explained the process of data analysis, established trustworthiness throughout the process of conducting the research. The last part of the chapter relays ethical considerations and researcher's role.

3.2 Nature of the study

Qualitative research method was employed for the study as it sought to gain in-depth insights into the research questions which eventually entailed that the use of qualitative method was the best for this type of study. Patton (2002) considers that description in qualitative research as an advantage because the emphasis is on people, events and texts. As a naturalistic inquiry qualitative study involves “studying real-world situations as they unfold naturally” (Patton, 2002, p. 40). Gay (1996) states that qualitative researchers are not just concerned with describing the way things are, but also with gaining insights into how things get to be the way they are, how people feel about the way things are, what they believe, what meanings they attach to various activities, and so forth.

The research method is important as it provides direction to the selection of research techniques, participants and analysis categories (Merriam, 2002). The research method in education can be quantitative, qualitative or mixed. As this study was informed by secondary school teachers' professional practices and effects of their involvement in

socio-economic activities, I selected the qualitative research method. By using qualitative approach of document analysis, in-depth interview, observation, and home visit, I interrogated discursively, the daily teaching professional practices of classroom regarding preparation. Moreover, qualitative approach allowed me to investigate how teachers would prepare themselves for their everyday classroom activities and observe the activities which they performed in the classroom as well as to identify the effects of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

A qualitative study looks at ‘how’ and ‘why’ questions, rather than ‘how many’ questions (Silverman, 2013). My profound interest in a specific event was to understand how socio-economic factors could have effects on professional practices of the secondary school teachers in Bangladesh. It involved a series of representations including field notes, in-depth interviews, conversations, observations, photographs and recordings.

Qualitative research aims to understand the meanings of human action and interaction attributed to a social or human problem (Creswell & Creswell, 2017). This approach is very useful to understand people’s everyday experiences and views (Silverman, 2011). It concentrates on a small number of individuals to look “deeply at a few things rather than looking at the surface of many things” (Lichtman, 2006, p. 13). Thus taking qualitative approach in this study helped me to provide a ‘deeper’ understanding about the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. As a qualitative researcher, I reflected on, and interpreted the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

3.3 Research design

The research design is a blueprint of research which informs the selection of research tools and participants, and determines the logical categories for analysing the collected data (Arksey & o’Malley, 2005; Merriam, 2002; Yin, 1994). To conduct this study I

applied qualitative research method to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. Merriam (2002) lists three methods for conducting qualitative studies which include analysis of documents, observation and interview. I employed those for data collection in this research. As these approaches were interrelated, one method influenced others in my data collection process. I reviewed documents (i.e. national education policy 2010, five year plan, textbook, the school syllabus provided by individual schools for class 9 and 10 and others). I applied non-participant classroom observation, interviewed teachers and head teachers, made home visit and conducted FGDs with students to learn about the effect of socio-economic factors on teachers' professional practices. I collected data from both rural and urban areas (from different types of school like government schools, non-government schools, boys' school, girls' school and co-education schools). In the following I provided a detailed about the research design which I used in the study:

Data collection techniques and instruments development

A variety of research data collection tools were used. Data were collected through primary and secondary sources. Interview (semi-structure), observation, focus group discussion (FGDs), teachers' home visit and observation techniques were used for primary data collection. Relevant documents analysis, books, reports, journals and world wide websites were used as secondary sources for collecting data.

I was careful and systematic in planning and developing the instruments for the study. The construction of the instruments went through different stages. The stages are as follows:

Constructing the preliminary data collection instruments

As the initial step of the tools construction, I determined the objectives of the data collection instruments. The preliminary data collection instruments were developed keeping in view the predetermined research questions of the study. During the

preparation of the instruments adequate consciousness was taken to select only the relevant and rational items for incorporation.

Collecting the statements

A detailed review of related literature and empirical studies was done to identify the areas of investigation and collect required information. Related materials and present study were also reviewed. Thus the areas, concepts, issues and problems were considered when the instruments were developed.

Submitting the draft instruments to the supervisor

The draft data collection instruments were submitted for content validation to my PhD supervisor to seeking his views and comments. Thus instruments were evaluated by the expert for content and face validity. The instruments were developed in such a manner so as to keep the language proper, easy and simple, understandable and duly considering the ethical standards.

After that the instruments were revised incorporating the suggestions and corrections made by the supervisor. These included the following:

- Appropriate reflection of the research questions
- Verification of grammatical error and spelling mistakes
- Restructuring needed items
- Addressing clear directions of the instruments
- Improving the overall formatting of the research instruments.

After incorporation of the rational suggestions and making necessary corrections, I again submitted the instruments to my supervisor for valuable comments. The supervisor further advised for some addition and alternation to them. Thus through a series of detailed revisions, corrections and improvements the instruments were finally approved by the supervisor for piloting.

Permission and accessibility

For the collection of data first of all I had to take the consent letter from my supervisor (see Appendix-F) to visit the selected schools (both in rural and urban areas) to avoid any kind of hassle with the school authority. I had copies of the request letter and submitted it to the head teacher of each selected school for making my prior access to the school. For direct classroom observation I had taken permission from head teacher. Before observing the class I confirmed the schedule with selected subject teacher. Those teachers were also selected for home visit and observation. I requested the selected teachers and took their permission to visit their home and observed the situation direct myself. For in-depth interview, I was confirmed a suitable time consultation with the head teacher and subject teacher. For focus group discussion (FGD) I met the head teacher and subject teacher and took their permission to conduct FGDs with the students. I requested them to arrange for a time when the selected students are free to spare some time to sit for group discussions.

Pilot testing of the data collection instruments

The ‘pilot testing’ is an essential part of development of any research instrument. The term ‘pilot testing’ is used in two different ways in social science research. It can be referring to so-called feasibility studies which are “small scale version, or trial run, done in preparation for the major study” (Polit et al., 2001, p. 467). It can also be the pilot-testing or ‘trying out’ or pilot study of a particular research instrument (Baker 1994, p. 182-3). Fraenkel and Wallen (2003, p. 352) mentioned that, “...it can reveal ambiguity, poorly worded questions, questions that are not understood, and unclear choices and can also indicate whether the instructions to the respondents are clear or not”. One of the advantages of conducting pilot testing is that it might give the report about whether proposed methods or instruments are inappropriate or too complicated.

In this study the pilot-test was applied in two (2) schools under Mymensingh division; one (government secondary school) is located in the urban area and the other (non-government secondary school) is located in the rural area. This selection was done

purposely. The tools of this study were tried out prior finalizing at the field level. I was present to see whether they faced any difficulty or if any of the items created any misunderstandings among them. Instruments were experimentally piloted to the respondents who were not included as sample for final data collection. The tools were examined and analysed immediately after field test to find out the appropriateness of used language, approaches of enquiry, ethical issues and the relevancy with the study.

During pilot-testing, I received many relevant and valuable comments, which assisted significantly to improve the research instruments.

Finalization of the instruments

The suggestions and recommendations found in the pilot-testing were analyzed properly and taken into consideration with due importance. On the basis of the findings of the piloting the items which seemed difficult or confusing were revised properly. Some items were rewritten and some of the items were rephrased to make them more easily comprehensible to the participants for easy-understanding. Through all these processes the instruments were finalized and were approved by the supervisor for final administration.

3.4 Data collection tools

3.4.1 Document review

Erlandson et al. (1983) stated that documents include all of the materials that have existence before and during the investigation. Best and Khan (1989) considered documents to be meaningful sources of data collection that yield insightful information practices. A considerable part of this study required analysing the documents to look for the background of secondary education in Bangladesh (see Chapter 1), professional development of teachers as well as socio-economic factors and their professional practices (see Chapter 2). I also reviewed related contents of the textbooks (class 9 and 10), required syllabi for (class 9-10) individual schools, curriculum of the secondary level, National Education Policy-2010, and 8th five year plan etc. Relevant research

studies, articles, reports, books, journals and websites were also reviewed as secondary sources and then carefully analysed for literature review in this study. These assisted in achieving the specific research questions, developing the tools for data collection and selecting the sample of the study. In-depth interview schedule, FGDs, home visit and classroom observation were applied as major sources of information. Though this study mainly relied on the participants' self-reported data, the secondary sources also helped me to gather in-depth understanding and supported me to explore the research findings of the study.

3.4.2 Non-participant classroom observation

This study included non-participant direct classroom observation. Bryman (2012) noted that in the typical observational study, field notes or extended transcripts are available and these would be very helpful which allow the readers to formulate their own perception. In this perspective it is also important to value Schwandt's (1994, p. 118-137) view: "directed first hand eye witness accounts of everyday social action".

In qualitative research and particularly in educational research, classroom observation offers opportunity to gain direct information about the real classroom situations (Edwards in Naughton, Rolfe and Siraj-Blatghford, 2001; Merriam, 2002). Observation is concerned with neither what a respondent places on paper nor with what the participants say in interview. It deals with the overt behavior of individuals in appropriate situations, sometimes under conditions of normal situation and other times within specially set of determinant factors conditioning the expected environment. Allwright (1984) stated that the value of an observational schedule mainly depends on directly and exclusively on the reliability and validity of its categories.

Observation check-list

The observation check-list used in this study consisted of three parts:

- i. The first one covered the basic information relating to professional perspectives of the teacher, teaching and training experiences, location of the school, type of the school, observation time and date etc.
- ii. Facilities in the school which mentioned structure of the school, physical facilities, availability and the scope of use ICT/ multimedia etc.
- iii. The last part was about teachers' classroom activities.

(see in Appendix-A for detail)

To maintain conformity, I took field notes during observation to cover any missing point. I sat on the back bench quietly, as I did not want to interrupt the teachers' everyday classroom activities as well as students. The duration of each classroom observation was approximately 50 minutes and total 48 classes were observed (two classes of each teacher from selected 24 teachers). The total observation time was about 48 hours i.e. 6 hours in each of the eight secondary schools only for classroom observation activities.

Prior to conducting classroom observation, I made formal interaction with the selected subject teachers by first visiting the school to introduce myself and I described the purpose of my research activities. I also explained them what I would be doing during the class observation. During observation I took notes on each classroom activities using observation check-list. For example, I wrote notes on the structure and environmental settings of each school, classroom environment and facilities, interaction between teachers and students, teachers' activities in the classrooms, preparation, and efficiency and interested in using ICT and other features which were related with the research contexts. I focused on the research questions and conceptual framework of this study when observing teachers' professional practices in the classroom. For example, I also noted down tone of the teachers' voice when they spoke to the learners during the teaching time, presentation skills, technique, in-depth knowledge about the subject matter, evaluation techniques etc. I also took pictures and recorded some periods of time in observation taking prior permission from the teacher and related authority.

Some of the teachers and students, specially in the schools of rural areas, seemed nervous when i was observing the classroom activities. To overcome this unexpected situation I ensured the teachers that the purpose of my classroom observation was not to assess them or students' performances, instead I would rather see how they usually prepared themselves to perform in the everyday classroom activities and how they interacted with students or evaluated students' learning and what helped they might need in making their professional activities more active, enjoyable and fruitful.

3.4.3 In-depth interview

The interview is, in a sense, an oral questionnaire. Instead of writing the response, the respondent or interviewee gives the needed related information verbally in a face-to-face interaction (Best & Khan, 1989). As a technique of data-gathering, the interview has unique advantages. In particular areas where human motivation as revealed in reasons for actions, feelings and attitudes is concerned, the interview can be most effective (ibid, 1989). According to the demand of this study I included in-depth interview for selected secondary school teachers and head teachers of Bangladesh.

In-depth interview schedule

In this research study, I applied semi-structured in-depth interview schedule to conceptualize the knowledge, thoughts, and perspectives of teachers and head teachers on socio-economic factors and their effects on professional practices of the secondary school teachers in Bangladesh. Interviews were considered as effective method of data collection. This qualitative research allowed me to explore “the meanings that lie behind the observed behaviors or documentary evidence” (Edwards in Naughton, Rolfe; & Siraj Blaatchford, 2001, p.131). Through interview, I was able to explain the purpose of this research to the participants effectively and rationally.

The interview questions of this study were designed to encourage and ensure active participation of participants to share their views about teaching profession, its

responsibility, ethical consideration, preparation and presentation about professional practices. I applied this instrument on the selected head teachers and selected subject teachers from selected schools which were chosen by purposive sampling technique. The interviews were semi-structured and in-depth with some specific and some open-ended questions. The specific questions provided the actual answers to the direct research categories and open-ended questions gave chance to the participants to express their thoughts, opinion, understanding and feelings which were important for this study.

The interview sessions varied from 45 to over 60 minutes. All of the participants (head teacher, teacher) in this study agreed that I would record the conversation. Before interviewing I encourage them to participate actively and share information more openly. For example, I explained to them that their information and ideas were very important because these might be used to develop further ideas to enhance the quality of secondary education in Bangladesh. I also assured them that their identity would not be disclosed to any other and their comments also would not be associated with names that could potentially identify them; thus teachers could express their opinions freely.

I developed the interview questions (see Appendix-B and Appendix-C) in English and then translated each into Bangla (for both head teacher and teacher) by using familiar language to make the questions clear and easily-understandable to the participants. The interviews were conducted in “Bangla” which was the official medium instruction of those selected schools. After the class observation, I took the interviews of the teachers. The selected subject teachers were interviewed separately in a relaxed environment. The interviews were conducted throughout in a cordial spirit without hampering their professional activities. The question sheets were arranged and printed very carefully so that I was able to write the response of the teachers and take notes on it. I also used a digital voice recorder to record the interview proceedings for detailed understanding as well as preparing transcription later. After each interview I transcribed and translated all the related and rational data.

3.4.4 Students' focus group discussion (FGD)

Patton (2002, pp. 385-386) argues that “The focus group interview is first and foremost, an interview. It is not a problem solving session. It is not a decision-making group. It is not primarily a discussion; through direct interactions among participants often occur”. Creswell & Creswell (2017) mentions that “focus group can be used to collect shared understanding from several individuals as well as to get views from specific people” (p. 18). Robson (1990) notes that face to face discussion create the possibility of modifying individuals enquiry, following up, interesting responses and investigating underlying motives in a particular way that postal and other self-administered questionnaire cannot. Nowadays the application of FGD is growing in educational research as an adjunct to group interviews (Morgan, 1998) and it is an increasingly popular tool in education research. The focus group discussions with the participants were conducted according to Dexter (1970)'s definition of the interviews as “a conversation with a purpose” (cited in Lincoln and Guba, 1985, p. 268). Maxwell (2012) asserts the value of discussions as they allow the data collectors and the participants to work back and forth, reconstruct the past, analyze the present and predict the future. Pappamihel (2004, p. 335) explains that “the main benefit of focus group data is their ability to uncover information that would not normally come out in a one-to-one interview or would be difficult to see through observation because such groups are often helpful in aiding participants in articulating their feelings and reactions”. It is very focused on a particular issue, economical on time and an approach to produce a large amount of information in a short period of time.

I included focus group discussion in the study as FGD is a flexible and adaptable way of finding things out, asking participants directly which helped me in seeking answer to the research questions.

Focus group discussion (FGD) guideline

The third technique which was employed to gather primary data in this study was focus group discussions (FGDs) with the sample number of 72 students who participated in

those discussions. The FGD guideline contained two sections (see Appendix-D): section–A(the basic information of the selected participants) and section – B (the main issues). I took notes and recorded the entire FGD sessions. For each focus group discussion, I did debrief the research purpose, the FGD process, and the ethical considerations written in the consent form. I gave all participants a copy of the consent form that was signed by both the research participant and me.

FGD helped me to explore more specific information. The key areas also explored the issues which were raised in the questionnaire and interview. Finally, I chose 72 students out of the total number of population purposively. The gender issues for selecting students were considered in this study. From the FGDs with students I wanted to know teachers' professional activities, i.e. teachers' preparation for everyday classroom activities, which activities teachers performed in the classroom etc. I aimed to understand students' perception about teachers' professional practices in the classroom and teachers' involvement in other economic activities.

3.4.5 Home visit and observation

This study included home visit and observation to have a direct insight about teachers' socio-economic factors and their professional practices which was the emphasized area of this study. To fulfill the requirement of the research questions, I applied this tool to get the better understanding of the real situation. It was a purposeful interaction and investigation.

Home visit and observation checklist

I applied this technique to know about the real scenario of teachers' socio-economic involvement and professional preparation for their everyday classroom activities. Prior to conducting home visit and observation, I did formal interaction with the selected subject teachers by first visiting the school to introduce myself and took prior permission to visit their home. Along with this I also took permission to take photograph about related affairs. During observation I took notes of each research site.

For example, I wrote notes about the availability of the related textbooks, teachers guide, and other related books, scopes for taking preparation, separate study room, ICT facilities, and arrangement for private tuition involvement, household activities and other related phenomenon. I also focused on the distance between teachers' home and schools, and tried to learn about their regular mode of transportation.

3.5 Selection of study area

The administrative units of Bangladesh are divided into 8 divisions, 64 districts and 492 upazilas (BANBEIS, 2020). Among the eight (8) divisions, two divisions – Dhaka and Mymensingh – were selected for this research. To conduct field study, Kishoreganj sadar & Bajitpur upajila from Dhaka division and Mymensingh Sadar & Phulpur Upajila from Mymensingh division were selecte. I selected study area purposively considering my commute facility to the school easily and less time consuming.

3.6 The population

The research was confined in the secondary schools in two divisional areas of Bangladesh. The target population in this study was all head teachers, teachers and students (including science, humanities and business group) of the secondary level (class 9 and class 10) in Bangladesh during the year 2018-2019.

3.7 The sample

Purposive sampling technique was applied for sample selection for this study as the representative of the population. Cohen et al. (2003) argues that the research quality not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy. It is important to note that the sample must reflect appropriately the population.

3.7.1 Reasons for selecting purposive sampling technique for the study

I employed purposive sampling technique in selecting eight (8) secondary schools for the study. This technique was based on the assumption that by using purposive sampling I would be able to discover and locate the significant information that I needed from the participants according to the research questions. All the eight schools which included in this study were selected from main stream of the secondary schools in Bangladesh. These eight schools were classified as urban (sadar) and rural (upazila) schools. The selected schools also fall into two main categories like i) Government and ii) Non-government.

During the selection of teachers and head teachers, following major conditions were considered:

- a) Teachers must have minimum B.Ed training;
- b) Married;
- c) Receive MPO facilities (for non-government school teachers); and
- d) Minimum 2 years professional experiences as a head teacher in that selected schools

The literature review of this study emphasized that training is one of the essential elements and indispensable parts of teaching profession (see Chapter 2). From that point of view only trained teachers were selected as sample. Along with this when raised the question about socio-economic factors, related literature noted that married people's socio-economic responsibilities were much different and wider than unmarried. From that perspective teachers' marital status was also taken as a prime consideration and married teachers were selected as sample of this study. Simultaneously, gender issue was considered for teacher selection. Among the total 24 sample teachers, 12 were male teachers and 12 were female teachers. The reason for selecting MPO teachers was to know about the financial facilities they were getting. I selected head teachers having two (2) years of professional experiences with the respective school, because they were well informed about subject teachers' professional practices.

Sample size

Human participants are a good source of information in qualitative research (Merriam, 2002; Patton, 2002). In order to gain a useful qualitative data, I included the head teachers, teachers and students as a sample in this study. Despite the considerable diversity in social, economic, cultural, rural-urban, academic and inter-personal backgrounds of the participants, they were all involved in the teaching learning process in the secondary level of education and their participation played a significant role in this study as they shared their thoughts, perceptions and opinions about the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

The sample of this study was selected as follows in the table 2. (The following codes were used for the schools in order to protect professional and organizational identities, see list of abbreviations)

	Selected school	Head teacher	Teacher	Student
	UGS 1	1	1×3=3	3×3=9
	UGS 2	1	1×3=3	3×3=9
	UNGS 3	1	1×3=3	3×3=9
	UNGS 4	1	1×3=3	3×3=9
	RNGS 5	1	1×3=3	3×3=9
	RNGS 6	1	1×3=3	3×3=9
	RNGS 7	1	1×3=3	3×3=9
	RNGS 8	1	1×3=3	3×3=9
Total	8	8	24	72

Table 2: Sample size

3.7.2 School sample

Both government secondary schools and non-government secondary schools were selected purposively as the sample. The basis of selecting government and non-government schools considered that these two kinds of schools were responsible for the main stream of secondary education in Bangladesh. From urban areas 2 (two) government and 2 (two) non-government schools were selected purposively. From the rural areas 4 non-government secondary schools were selected purposively. The total numbers of selected government secondary schools were 2 (two) and the total number of non-government secondary schools were 6. Hence the total numbers of non-government secondary schools were bigger than the total numbers of government secondary schools. Because among total number of 20660 secondary schools, only 675 schools are government and the rest 19985 schools are non-government (BANBEIS, 2020). Moreover most of the government secondary schools are situated in urban areas.

Table 3 presents the discipline, category and types of the selected school. The following codes were used for the schools in order to protect professional and organizational identities (see list of abbreviations for detail about the codes)

Code of school	Discipline	Category	Type
UGS 1	Science, Humanities & Business	Government	Girls' school
UGS 2	Science, Humanities & Business	Government	Boys' school
UNGS 3	Science, Humanities & Business	Non-government	Co-education school
UNGS 4	Science, Humanities & Business	Non-government	Co-education school
RNGS 5	Science, Humanities & Business	Non-government	Co-education school
RNGS 6	Science, Humanities & Business	Non-government	Co-education school
RNGS 7	Science, Humanities & Business	Non-government	Co-education school
RNGS 8	Science, Humanities & Business	Non-government	Co-education school

Table 3: Discipline, category and types of the selected school

3.7.3 Head teacher sample

Eight (8) head teachers from eight (8) secondary schools were selected purposively. During the selection of schools it was carefully ensured that the regular head teachers were continuing their duties at least for two years.

(The following codes were used for the schools in order to protect professional and organizational and individual identities, see list of abbreviations)

Selected head teacher	Number of head teacher	Gender
HUGS 1	1	Female
HUGS 2	1	Male
HUNGS 3	1	Male
HUNGS 4	1	Male
HRNGS 5	1	Male
HRNGS 6	1	Male
HRNGS 7	1	Male
HRNGS 8	1	Male

Table 4: Head teachers' sample according to gender

3.7.4 Teacher sample

Three (3) teachers from each school (selected eight schools) were selected purposively. Those three teachers were selected from science, humanities and business group. From each group one teacher was selected as a sample. (see list of abbreviations for the codes).

Selected school	Male teacher	Female teacher
UGS 1	-	3
UGS 2	2	1
UNGS 3	1	2
UNGS 4	2	1
RNGS 5	1	2
RNGS 6	2	1
RNGS 7	2	1
RNGS 8	2	1
Total	8	12

Table 5: Teachers' sample according to gender

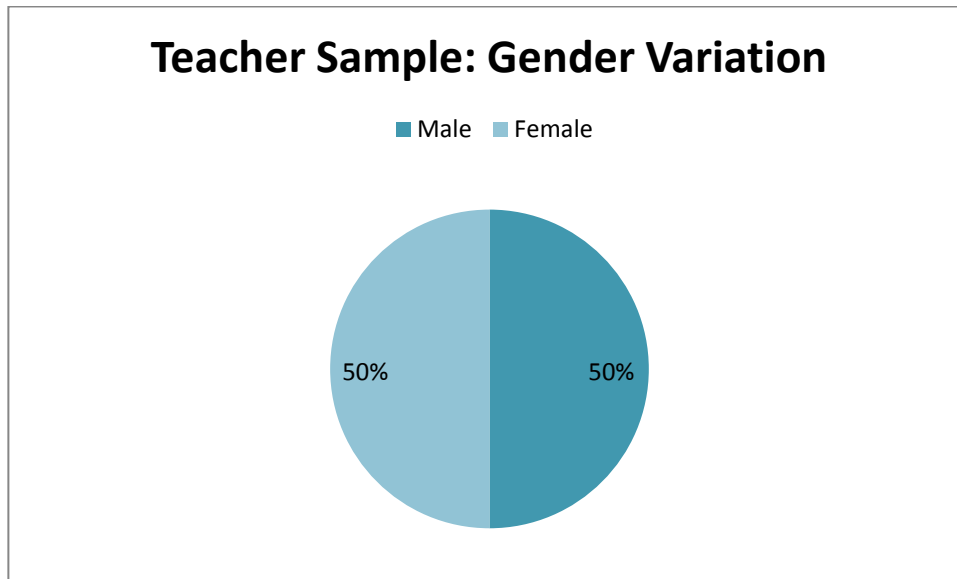


Figure 6: Gender variations of the selected teachers

3.7.5 Selection of sample for FGD

The purpose of focus group discussions was to gain overall responses to the research questions. I conducted FGDs with students of grade 9 and 10. I selected 9 students from each school, 3 students from each group (i.e. science, humanities and business education group), who were willing to participate. I arranged the suitable time that matched with participants' schedule so that they would feel easy when conducting the FGDs. (see list of abbreviation)

Code of school and FGD group	Student (Science discipline)	Student (Humanities discipline)	Student (Business discipline)
UGS 1 (FGUGS 1)	3	3	3
UGS 2 (FGUGS 2)	3	3	3
UNGS 3 (FGUNGS 3)	3	3	3
UNGS 4 (FGUNGS 4)	3	3	3
RNGS 5 (FGRNGS 5)	3	3	3
RNGS 6 (FGRNGS 6)	3	3	3
RNGS 7 (FGRNGS 7)	3	3	3
RNGS 8 (FGRNGS 8)	3	3	3
Total	24	24	24
Grand Total			72

Table 6: FGD sample (student)

3.7.6 Selection of classes for observation

Two (2) classroom teaching-learning activities from each discipline (i.e. science, humanities and business education) from selected each school (total eight Schools) were observed. Those classes were selected following the class routine of selected schools of the specific study area. To find out how teachers would get them professionally prepared for their everyday classroom activities, I needed to observe their real teaching activities in the classroom. I did not use participant observation as it could disrupt me from focusing on the detail activities and behaviors that were occurring in the classroom; therefore I adopted non-participant observation approach. This approach made the observation less intrusive and allowed the students and their teachers to proceed normally with their regular classroom activities.

The following table presents the observed classes from different disciplines (see list of abbreviations for code):

Selected school	Observed classes from science, humanities & business discipline
UGS 1	2×3=6
UGS 2	2×3=6
UNGS 3	2×3=6
UNGS 4	2×3=6
RNGS 5	2×3=6
RNGS 6	2×3=6
RNGS 7	2×3=6
RNGS 8	2×3=6
Total	48

Table 7: Observed classes from different discipline

3.7.7 Respondent categories and reason for selection

The following table8 represents the reason for selecting the categories of respondents:

Respondent	Number of participant	Reason for selection
Head teacher	8	<ul style="list-style-type: none"> Responsible for the head of administration of the secondary school Responsible for supervision of teachers' classroom activities
Teacher	24	Direct involved in professional activities
Student	72	Direct involved in learning activities

Table 8: Reason for selection of the respondents

3.7.8 Application of instruments, and respondents

There were different categories of data collection instruments developed for gathering primary data for this qualitative study. The used tools and respondents of the study are mentioned in the following table:

Instruments	Respondents
Observation check-list	Teacher
In-depth interview schedule	Head teacher Teacher
FGDs guideline	Student
Home visit and observation check-list	Teacher

Table 9: Application of instruments, and respondents

3.8 Research process

The research process of this study comprised of four major approaches-

i) Observation, ii) In-depth interview, iii) Focus group discussion, and iv) Home visit & observation. Classroom observation described the detailed of teachers' preparation, classroom activities as well as teacher-student interaction. In-depth interviews demonstrated head teachers' and teachers' opinion, perception about profession and described the effect of socio-economic factors on their teaching profession. FGDs helped me to know learners' thinking and direct practical experiences about daily classroom teaching. The final stage of data collection was home visit and observation. This instrument helped me to explore how teachers were taking preparation and what the real scenario of the teachers' professional practices in the classroom.

The following figure shows the research process of the study:

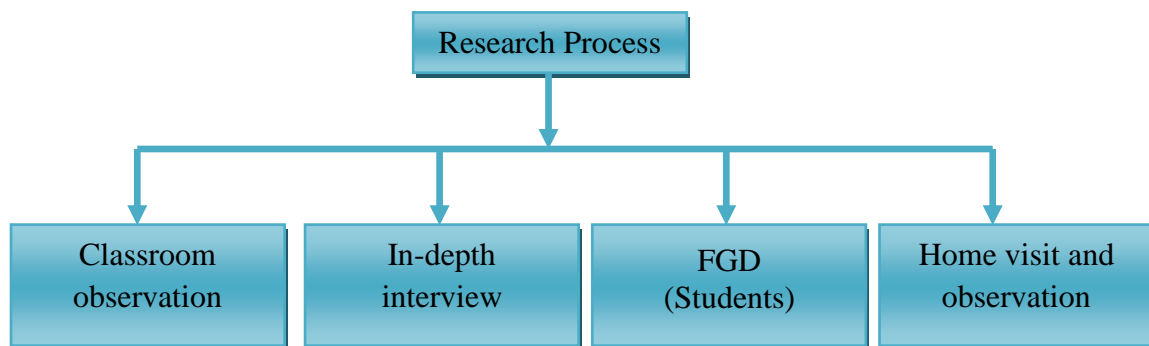


Figure 7: Research process

3.9 Data analysis process

Data analysis is an indispensable section of research design (Coffey & Atkinson, 1996). In qualitative research “data analysis is simultaneous with data collection” (Merriam, 2002, p. 14). The processing and analysis of the data were carried out by me in consultation with the supervisor. The data was classified according to the research questions of the study and analysed in three steps. Firstly, information gathered from secondary sources explored, examined and reviewed critically. Secondly, data obtained from the respondents was organized and finally analysed the data appropriately.

Thematic analysis is a method which identifies, analyses, and interprets the patterns of meaning ('themes') within qualitative data. The main perspective of thematic analysis is not simply to summarize the findings content but to identify, and interpret key features of the data, guided by the research questions. Braun and Clarke (2013) emphasized that virtually any types of data can be analysed, from widely used qualitative techniques such as interviews and focus groups to emerging methods such as qualitative surveys and story completion.

Through its theoretical freedom, thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data (Braun & Clarke, 2006; King, 2004). Thematic analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (King, 2004).

In this study thematic data analysis process was followed.

Reasons for selecting thematic analysis

The main purpose of selecting the thematic analysis (TA) is to identify the patterns of dataset which provide answer to the specific research questions. It can be used within different frameworks to answer different research questions according to the need of the study. The approach to TA involves a six-phase process which is very basic for any analysis as defined by Caulfield (2019):

- Familiarization with the data
- Coding
- Searching the themes
- Reviewing the themes
- Defining themes
- Writing up

Although these phases are sequential and each builds on the previous step, analysis is typically a recursive process, with movement back and forth between different phases. So it is not rigid and with more experience, the analysis process can blur some of these phases together (Braun and Clarke, 2006).

The following figure represents the data analysis process:

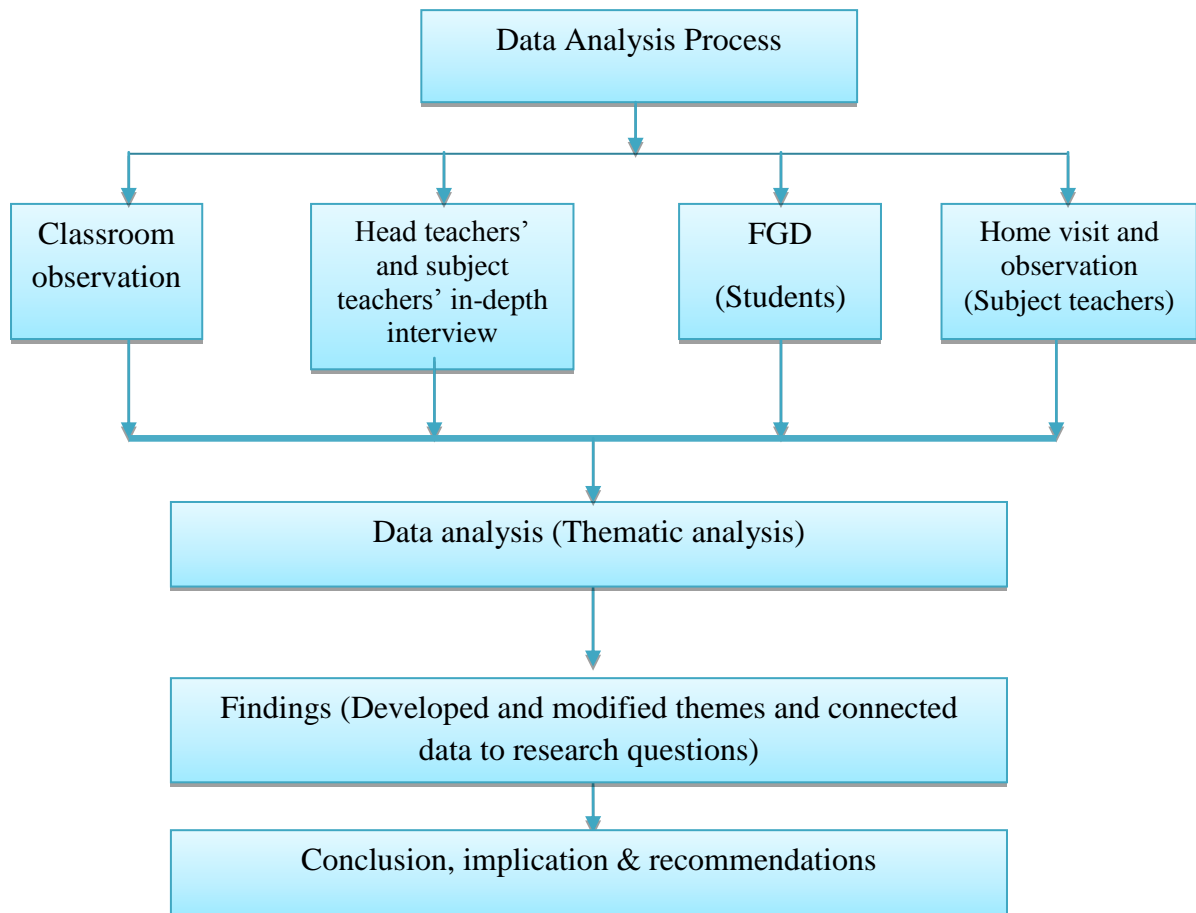


Figure 8: Data analysis process

The data analysis process of this study started when I commenced classroom observation in the selected eight (8) secondary schools. I interviewed head teachers and teachers, observed subject teachers' classroom activities, discussed with students through FGDs and visited subject teachers' home and observed it properly. Combining my personal background and experience, and reviewing the related literature I initially attempted to investigate and explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

3.10 Ethical Consideration

Creswell & Creswell (2017) mentions that for qualitative research in data gathering, the researcher tries to find out an in-depth description of a phenomenon and therefore participants may be asked to discuss private details of individual experiences over a period of time which requires sufficient trust with regard to ethical issues. It is also a concern that ethical issues are not the same in all context of research (Honan, Hamid, Alhamdan, Phommalangsy & Lingard, 2013). My study followed all ethical procedures expected for a doctoral study at Dhaka University.

First of all, ethically the risks involved since the research works in this field were limited, specially in the perspective of Bangladesh. As my research was situated in government and non-government secondary schools in urban and rural areas of Bangladesh, I obtained written request letter from supervisor. Then I gained permission from the school authority. This study involved students, classroom teachers and head teachers. It was also essential to avail informed consent from all participants separately. In addition, student participants signed their individual consent forms. The participants were invited to be involved in the research activities voluntarily and there were no incentives offered for the participants.

Before collecting data all the participants were made sure that they were not bound in any way, so they were free to give their opinions and in any way they would not be held responsible for their opinions. Participants were assured that ‘code’ would be used to obscure their personal and professional identity and their organizations once the research had been completed. I ensured them their opinions would be used only for this particular study. Similarly, it was ensured that head teachers and teachers would never face any problem in service for giving their opinions. Data collected from them would be used only for the purpose of the research. This was an academic research so the output of the research would benefit them.

A difficult choice I had to make was about home visit and observation. From my perspective as a researcher in Bangladesh, before collecting data from individual

teacher's home environment and their individual socio-economic perspective, I felt a sense of discomfort and I was somewhat confused about availability of rational and related data. However, none of the participants refused me to give permission to visit their home but welcomed me in their home and allowed to take photographs and other related perspectives.

3.11 Trustworthiness of the research

Trustworthiness or truth value of qualitative research and transparency of conducting the study are crucial for the research findings (Cope, 2014). Pilot and Beck (2009) identified trustworthiness or rigor of a research as the degree of confidence in data, interpretation, and methods used to establish the quality of a study. In particular study, researchers should establish the systematic procedures necessary for a study to be considered worthy by readers (Amankwaa, 2016).

In this study I used a qualitative method that was based on strong methodological background. I collected data from specific sites being actively engaged with conversation with the respondents of the sites, i.e., my research participants, observing the relevant context. Moreover, in order to ensure the reliability of the data collection, I did face-to-face interviews, observed teachers classroom activities as an observer and observed teachers home environment. Thus, my research provided a “more systematic and theorized understanding of the relationship between context and process, structure and action” (Broadfoot, 1999, p. 226) that makes it trustworthy.

Researcher can apply the strategies of discussing the research process with knowledgeable person related to the field so that researchers can confirm their interpretations as like “critical friends” (Marshall & Rossman, 2011; Rossman & Rallis 2003). In that case, for my research, I found a professional person who has already finished his doctoral study successfully.

Data triangulation

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives (Guion, Diehl & McDonald, 2011). Merriam (2002) noted that the trustworthiness in a qualitative research depend on “researchers’ presence, the nature of interrogation between researcher and participants, the triangulation of data, the interpretation of perceptions, and rich and thick description”. Triangulation was used in my study to ensure that I had enough and relevant data. For example to know about teachers’ preparation, I interviewed teachers, head teachers, students, visited teachers home and observed classes.

3.12 Researcher’s role

It is worthwhile for a researcher to identify researcher’s role, the way researcher is determined depending on the research context and finally the identity of the researcher. As a teacher of Dhaka University I knew that this research could inform future practices in professional activities of the secondary school teachers in Bangladesh. My professional experiences, passion and interest in research activities inspired me to involve in this study.

I played an active role throughout this study. As playing my researcher’s role I conducted interviews, visited teachers’ home environment, arranged discussion and overall I was involved as an observer in the research process. As a researcher I also devoted myself as an interested and active learner throughout the research process. As a curious student I was enthusiastic about learning what might occur and why it occurred at every stage of this research.

3.13 Conclusion

In this chapter, I provided detailed about the methodological approaches and procedures used in this research. I explained the tools, methods used to collect data and

also how I analysed data. In addition, a discussion of the ethical procedure and the technique to establish trustworthiness was provided.

In the next three chapters (chapters 4, 5 and 6) I analysed the collected data using thematic analysis technique of Caulfield's, (2019). The findings of those chapters explored the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

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Chapter 4

Findings of the research question 1: teachers' professional preparation for everyday classroom activities

- 4.1 Introduction
 - 4.2 Teachers' preparation
 - 4.2.1 Teachers' individual perception about preparation
 - 4.3 Teachers' professional training
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Chapter 4

Findings of the research question 1: teachers' professional preparation for everyday classroom activities

(Research question 1: How do teachers get them professionally prepared for their everyday classroom activities?)

4.1 Introduction

As each qualitative study is unique, there is no universal way of presenting qualitative data (Merriam, 2002). Therefore, the best way is to present the data in a structure that is get-at-able for readers to make sense of the study and create their own interpretations. The data was presented and analysed according to the order in which the study was conducted.

This chapter presents the analysis and findings of the research question 1 which explored how teachers got them professionally prepared for everyday classroom activities. I analysed and discussed data found from the in-depth interviews with the 24 teachers and 8 head teachers, non-participant classroom observation, focus group discussions with 8 groups of students and from home visit and observation of selected 24 teachers. In this chapter, I used thematic analysis to explore findings of the research question 1. Additionally I developed themes from the analysis of the above mentioned research tools with different participants and field notes. I presented my analysis under two main themes. Under these two themes I developed new themes using my conceptual framework and research questions of the study. I used acronyms to represent various participants when I presented their actual dialogues and applied codes for the participants in order to protect their personal and professional identities (see list of abbreviations).

The first theme – **teachers' preparation** – discussed teachers' individual perception about preparation and how they would conduct the classes through that preparation.

Preparing lesson plan and special teaching aids, and teachers' home environment to take proper preparation were also included to make a clear picture about teachers' preparation in the context of the secondary school teachers in Bangladesh.

The second theme – **professional training** – focused on application of trained knowledge and skills during preparation and teachers' interest to apply them during taking preparation. The related literature of the study (see Chapter 2) emphasized the importance of teachers' training. All of the selected 24 teachers of this study had the experience of getting professional training, i.e. minimum B.Ed. In this section I explored how teachers applied their trained knowledge and skills when they were getting professionally prepared for their everyday classroom activities. I also tried to explore the way teachers made plan to use different classroom facilities. The home environment of teachers in rural and urban areas was observed to explore how they utilized their home facilities during taking preparation.

4.2 Teachers' preparation

In this context, regarding teachers' preparation, I discussed intensively for its outcomes on teaching profession as well as teachers' professional practices. In her research, Ahsan (2018) identified the outcome of teacher's preparation which can be explored in three different attributes in the literature: (1) it is capable to make change in teachers' in-depth knowledge, professional attitude (2) it can make differences in teachers' classroom practices, and (3) it is able to make change in students' academic achievement. In her international literature, Villegas-Reimers (2003) argued that teachers' preparation has notable influences on teachers' beliefs, assumptions, and personal theories (for example, Kallestad & Olweus, 1998; Youngs, 2001). Research also found that teachers' preparation has effects on teachers' classroom practices (for example, Desimone, Porter, Garet, Yoon & Birman, 2002). Villegas-Reimers (2003) explored several research findings which support the idea that teachers' preparation helps to increase the higher level of students' academic achievement (Educational Testing Service, 1998; Falk, 2001; Grosso de Leon, 2001, McGinn & Borden, 1995).

In Bangladesh, teaching in the secondary level is recognized as both complex and challenging, requiring high standards of professional competence, commitment and responsibilities. Preparation for teaching is the pre-requisite for a successful professional activity. The need for a stronger focus on teachers' preparation, professional attitude, in-depth knowledge, skills, ethics, dispositions, and professional environment is a feature of the developing professional thinking across the world. If teachers want to apply their competences properly in the classroom, they must need proper professional preparation. By taking proper preparation, teachers professionally prepare themselves for everyday classroom activities. Through proper preparation, teachers can plan how to complete the assigned task on time in the classroom. Findings of the research question 1 of the study explored how teachers get them professionally prepared for their everyday classroom activities.

4.2.1 Teachers' individual perception about preparation

As discussed in the literature review (see chapter 2), different researchers and theorists argue the importance of professional preparation for teachers' classroom activities. In this section, I identified the fact that in spite of having professional training, teachers had individual perception about preparation which expressed their limited understanding and practice about professional preparation. In this regard data obtained from in-depth interview identified each individual teacher's understanding about professional preparation which established their unprofessional approach about teaching profession. However, all participants argued during the in-depth interview that they took proper professional preparation for their classes. I presented here extracts from interviews with the classroom teachers that explored their perception about professional preparation for everyday classroom activities:

Researcher: How do you get professionally prepared for your everyday classroom activities?

STUGS 2: After taking classes in the school I also take special classes in my home. During that time I take preparation for the next classes. I prepare myself mentally how I will explain the topic in the classroom. This way I prepare myself for the classes.

HTRNGS 5: There is no scope to apply any special teaching aids in humanities classes. But I try to take preparation for my classes. I read textbooks, teachers' guide, read related history books, observe historical movies. That is how I prepare myself for my classes.

HTUGS 2: I have been teaching for a long time. I may not require the lesson plan. How the students understand more effectively is close to my hand. When I take private classes in my resident, my practice is completed there. As I am in regular practice, I do not need extra preparation. But Sometimes I prepare poster, chart and other materials and apply in my classes.

BTRNGS 8: Most of the time small number of students attain the classes and mentionable number of students remain absent in these classes. They just attend the school before examination time. But I try getting proper preparation. I prepare lesson plan, teaching aids. I take preparation mentally how I will take the classes, which topic I will explain etc.

BTRNGS 6: I did not take ICT based preparation because there is no ICT facility in my school. Though I have ICT training but I cannot apply my trained knowledge during preparation. I prepared lesson plan and special teaching aids.

STRNGS 8: If school can provide proper facilities, ICT must be used. It is modern equipment. But I cannot apply it in my classes though I got training on this. Because of lack of practice, I have already forgotten what I learned in training.

According to the information of the secondary school teachers' in-depth interview about their professional preparation for everyday classroom activities, it was clear that the teachers had individual perception about profession which reflected their unprofessional thinking and lack of teachers' morale. But they showed their commitment and confidence about their preparation. Though some of them mentioned their challenges but they also ensured that they came to the classes by taking proper preparation and how they took preparation was explained by them. During interview teachers mentioned that they prepared lesson plan and special teaching aids. Even they believed that ICT provide positive perspective in teaching-learning and teachers thought that use of ICT in the class is useful. The comments of the teachers about multimedia were 'explanation of the topic by using multimedia was enjoyed more by the students and it grew interest about the topic'. The same school environment and classroom facility also made different perception about teachers' preparation. It indicated that individual teachers built their own perception about professional preparation for their everyday classroom activities. And their perception reflected their commitment about teaching profession. This interview data showed their lack of thinking about teaching as a profession.

Along with this the head teachers of 8 selected schools required that, teachers should get proper preparation for their everyday classroom activities. Head teachers said about this event that when they would monitor teachers' classes they found them well prepared. HUGS 1, HUGS 2 and HRNGS 7 confidently told that all of the teachers (selected as sample) were responsible and good at teaching. They regularly monitored and supervised teachers' professional activities. The head teacher of urban non-government school 4 (HUNGS 4) argued that he is well informed about teachers' professional activities. Head teachers of the urban areas schools claimed that teachers' were over loaded and had a lot of academic responsibilities. Sometimes they did not get enough time to get proper preparation which they should get. But teachers always tried to get them well prepared for their classes. During in-depth interview the head teachers expressed their opinion about teachers' preparation, but most of the head teachers did not explain in detailed explanation about teachers' preparation. They just wanted to complete their opinion within a few words though I was encouraging them to explain

that in detail. The head teachers explained about teachers' preparation more or less in same tune.

The observation data revealed the different scenario about teachers' preparation for their everyday classroom activities. Before interview, when I observed teachers classroom activities, the picture of the teachers' preparation what they said was found different most of the times. There was a clear lack of harmony between in-depth interview and observation. During non-participant classroom observation I found that most of the teachers were taking classes without prior preparation. Data from my home visit and observation and FGDs with students also reflected similar scenario to the data of my non-participant classroom observation.

It was observed that most of the teachers did not get any professional preparation for their everyday classroom activities. A lesson plan related questions had incorporated in this study, since lesson plan is considered as one of the indispensable parts of the preparation for teachers' regular classroom activities. Most of the teachers (21 out of 24) did not prepare lesson plan before taking their classes. STUGS 1, HTUGS 1 and BTUGS1 were found to be prepared with lesson plan on teachers' diary provided by SESIP.

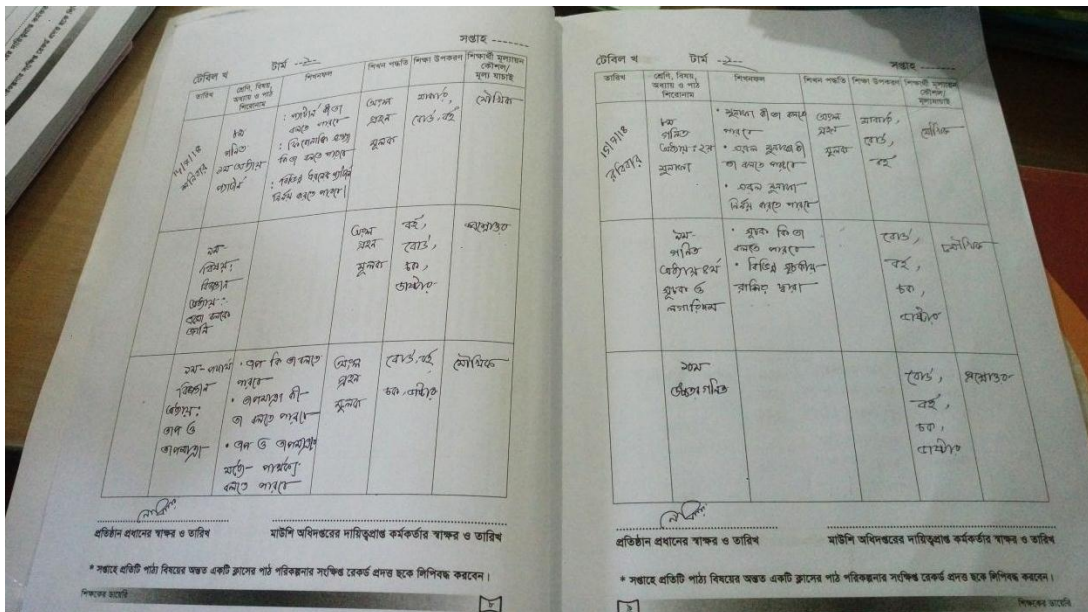


Figure 9: Example of teachers' preparation: lesson plan

But it was found that they also did not maintain this diary regularly. I found that diary was signed in back dated. HUGS 1 explained during in-depth interview that ‘I always inspire the teachers to maintain the dairy. But sometimes I cannot look after about that for my burdensome of administrative responsibility’. This research indicated that though lesson plan is considered as an important element for teachers’ preparation, but teachers acknowledged it as the ‘least important’. 21 out of 24 teachers were never found to prepare lesson plan for their classroom activities.

Observation data also identified different scenario of taking preparation to apply ICT in the classroom. It was found that most of the schools (7 out of 8) offered multimedia facilities. However, rural and urban areas schools had different facilities and classroom environment in application of multimedia in the classroom. Observation data indicated that among the selected 24 teachers, 21 of them did not take preparation to use ICT in the classes though all of them had professional training on ICT. Moreover, during observation only 3 teachers (STUGS 1, HTUGS 1 and STRNGS 5) were found to take preparation to apply multimedia in the classroom. HTRNGS 7, BTRNGS 6 and other humanities and business studies teachers opined that the topics of humanities and business studies were not essential or important to apply special teaching aids or multimedia. They mentioned that lecture method was effective to take the classes properly.

Data from home visit and observation showed that among the teachers who were living in the rural areas most of them did not have related textbooks or other related books in their home to take preparations for their regular classroom activities. Though only a few of them kept textbooks in their house; but the condition of the books proved that they rarely used them. When I wanted to see the related books they indicated those books in the store room or top of their living room. Teachers from rural areas also had to face challenges to use internet facilities in their home.

On the other hand, the teachers who were living in urban areas were getting better facilities in their home; like separate room for study, availability of books, ICT

facilities etc. Eight (8) out of 12 teachers of rural areas, who lived in the urban areas had better facilities in home for taking professional preparation. Home visit and observation data showed that 20 out of 24 teachers' home environment provided better facilities to take preparation in home for classroom activities. However, in spite of having these facilities, the preparation scenario of both urban and rural areas teachers did not make any mentionable differences. Most of the teachers from urban areas utilized their facilities for private tuition; specially it was true for the male teachers (see Chapter 6). And both rural and urban areas teachers conducted their classes without prior professional preparation.

While conducting the focus group discussion (FGD) with the 8 group of students, I found that their opinion was quite similar with my non-participant classroom observation and home visit and observation data. FGD with students indicated that teachers did not take proper preparation for their everyday classroom activities. When I asked them about teachers' preparation, students expressed their following different opinions:

Researcher: Do you think that the teacher takes proper preparation before taking a class on a particular subject?

FGRNGS 6: Teachers' classroom activities are mainly dependent on textbooks. They just read out from the textbooks. There was no special preparation for classes.

FGRNGS 8: Teachers teach different subjects in the classes in similar way. They do not take preparations to explain different subjects in different ways.

FGUGS 2: The teachers who are involved in private teaching usually do not explain the lesson properly or clearly in the classes. Sometimes they do not finish the syllabus on time. They usually take the classes without any preparation.

Findings from the focus group discussions indicated that teachers' preparation did not make positive impression on students' thinking. Students believed that teachers did not get proper preparation for their everyday classroom activities. They also did not find teachers' different presentation or preparation for different subjects. Though, rural and urban areas classroom environment and other facilities were different but urban and rural areas students found teachers' same preparation for their everyday classroom activities.

From the above discussion it was clear that though teachers claimed that they had taken proper professional preparation for their everyday classroom activities, but non-participant classroom observation, home visit and observation and FGDs data clearly indicated that most of the teachers conducted their classes without prior preparation.

4.3 Teachers' professional training

To become a teacher for secondary level (9-10 grades) in Bangladesh, the person should have attained a minimum of a bachelor's degree or equivalent. There is no pre-service training required for teaching in secondary schools in Bangladesh. To ensure appointment of qualified and efficient teachers need to recruit teachers' registration under Non-Government Teachers Registration and Certification Authority (DSHE, 2018). Usually in teaching profession it is expected that the teacher will have good academic result in their background education both in formal education and in professional training. In this study all of the selected teachers had proper formal educational background along with professional training (minimum B.Ed). A good number of teachers had M.Ed training too.

It is true and accepted that all of the teachers' teaching style cannot be the same. Because of their personal thinking, preparation, presentation style, personality, belief and devotion in teaching profession make their performances unique, individual and different. But their preparation and presentation must reflect their professional attitude. This study explored how teachers applied their professional attitude, trained knowledge and skills during preparation for classroom activities.

4.3.1 Trained teachers' lack of affordance and their apathy: facilities of home and classroom environment did not make mentionable differences

Appropriate application of gained knowledge and skills through training can make active and positive environment in the classroom. Selected 24 teachers had professional training and ICT training. So the teachers must know how to take preparation to apply their professional knowledge in the classroom.

During non-participant classroom observation, it was revealed that most of the teachers had sound content knowledge. They were able to present and explain the content properly in the classroom. But teachers' preparation did not reflect their professional attitude. Because of their lack of affordance and their apathy to apply their trained knowledge it did not make any mentionable differences in taking preparation.

Data from observation indicated teachers' traditional mindset in application of trained knowledge during preparation. Teachers had no plan to make the environment student friendly or make sure students' active participation in the classroom. Proper motivation always plays a mentionable role in teaching-learning activities. It mentally prepares the teacher for the lesson. It also helps to grow interest about the particular topic. It is a psychological process which helps to perform the specific task to do properly. Without proper motivation students do not feel inspired about the topic or cannot participate actively in the classroom. But, in this study, it was found that most of the teachers had no preparation to create a motivational environment or apply student centered teaching environment in the classroom. Even teachers had no unique plan to evaluate students' learning outcomes in the classroom. Professional training was not reflected on teachers' preparation for their everyday classroom activities.

FGDs data also indicated similar description like observation data:

FGUNGS 3 described that

We just follow the teacher. We have no active participation. Teachers do not encourage us to participate in the classroom. We just listen to them.

FGRNGS 8 mentioned that

Teachers never arrange any special activities for us. All of the teachers have same activities in the classroom. We always find teachers to do their activities in the same way.

FGD data also identified teachers' traditional mindset and ordinary preparation for their classroom activities. There was very limited reflection of trained knowledge during taking preparation. Better classroom facilities and home environment also could not inspire the teacher to grow interest to apply trained knowledge during preparation. This study indicated that though teachers had professional training and competency to take proper preparation for classroom activities but they had no effort or intention to prepare them. Data from observation and FGDs clearly showed teachers' inactive approaches for their regular classroom activities which hampered students' learning and affected on their overall achievement.

The availability of teaching aids and classroom facilities were generally different in rural and urban area schools. Non-participant classroom observation indicated that classroom environment of urban area schools was much congenial than that of rural areas while applying the knowledge and skills gained through training knowledge during preparation. On the basis of the information of in-depth interview and non-participant classroom observation it was very clear that schools established in urban areas were getting more facilities. Urban areas schools provided better facilities like ventilation, light, fans, passage to move in the classroom, scope to apply special teaching aids, multimedia facilities etc. Specially, government schools of urban areas were getting better facilities. It was observed that multimedia facilities, availability of special teaching aids, materials of co-curricular activities etc. were available in urban government schools. For example, during the time of my research work, a co-curricular activity "Bijay dibose bijoyful" was going on; and I observed it in a school (UGS 1).

All teaching aids related to this activity were supplied from the school and students also had mentionable participation on that activity. However, asking to the head teachers of rural schools, they answered that they did not know anything about this kind of co-curricular activities. Data from the classroom observation, FGDs and home visit indicated that positive home environment and classroom facilities also could not motivate the teachers to prepare themselves to apply their professional knowledge during taking preparation for everyday classroom activities.

On the other hand, the scenario of the rural areas schools was different from urban areas schools. Most of the schools had only textbooks, blackboards, chalk and duster as the only teaching materials. Schools had limited resources like proper application of multimedia for individual classroom, teachers guide or special teaching aids to apply for teaching in the classroom. From the in depth interview and observation it became clear that in spite of having professional training; teachers could not able to apply their knowledge and skills because of limited resources and uncomfortable classroom environment, specially in rural areas.

FGD with students also indicated the same scenario:

FGRNGS 6 mentioned that

Our school does not have ICT facilities. Classroom environment is not comfortable. Most of the times the students who sit on last benches cannot see what the teachers are writing on the board. We have to seat 4/5 student on one bench because of accommodation problem.

FGRNGS 7 told that

If teacher wants to use multimedia for the lesson they have to arrange the class in computer lab room. It kills time to go to that class and arrange the seat. And teacher cannot complete the lesson during class time. But it is rear that teacher prepares and arranges the classes for multimedia. But we enjoy those classes.

FGUGS 2 described that

We always follow teachers' instruction in the classroom. Classrooms provide wide passages, both white and black board, proper light and fan. The school has

individual floor for ICT facilities. But only science students sometimes enjoy that facility, since humanities and business teachers do not apply multimedia in our classes.

Though the facilities of the classrooms in urban and rural areas were different but in most of the cases the preparations of the urban and rural teachers were similar. The following table presents different classroom facilities and utility of these facilities during taking professional preparation:

Characteristics	Urban area	Rural area	Teachers' preparation
Classroom environment	Large and medium size classrooms. Sufficient fan, light and ventilations and sitting arrangement inside along with large number of students. Urban area government schools were getting better facilities than non-government schools.	Classrooms were small in size for 75 to 90 students, dark and hot. Five or six student sat on one bench for accommodation. In rural area schools along with large number of students.	Both rural and urban areas teachers did not get mentionable preparation for their classroom activities.
ICT and Multimedia facilities	Selected 4 urban schools had multimedia facilities. 2 Government schools had better ICT facilities. UGS1 provided multimedia in every section of the classroom. UGS 2 provided individual floor and building for ICT facilities.	3 out of 4 schools provided multimedia facilities. But class rooms did not provide ICT facilities. Student had to shift their classes in ICT lab for multimedia facilities.	Though selected teachers had ICT training but 19 out of 24 did not get preparation to use multimedia in their classroom. 2 teachers found from urban areas and only 1 teacher found from rural area to take preparation to apply ICT in the classroom.

Table 10: (Continued)

Characteristics	Urban area	Rural area	Teachers' preparation
Availability of instructional materials	Mainly textbooks, teachers guide, diary, multimedia, related books, special teaching aids, white board, black board and marker or chalk.	Mainly textbooks, white board or black board and marker or chalk.	Teachers' traditional mindset and no preparation to apply special teaching aids.
Scope of application to apply special teaching aids in the classroom	Urban areas schools provided better scopes. Specially government schools. Large and medium size classrooms, sufficient fan, light and ventilations, provided better facilities for large number of students.	Very limited scope to apply special teaching aids. Large number of students, narrow passage, limitation of light and fan made the environment challenging for the teachers. Only RNGS 7 was found comparatively better scope to apply special teaching aids.	Most of the teachers' both urban and rural areas teachers did not get proper preparation. Specially urban areas teachers did not utilize the scope to apply special teaching aids in the classroom.
Teachers' home environment	20 out of 24 teachers were found living in urban areas. Their home environment found better learning environment which provided internet facilities, separate study room, desk, chair, book self, related books to get proper preparation.	4 out of 24 teachers were living in rural areas. Most of the teachers' home environment did not provide enough support to get proper preparation. They had lack of textbooks, related materials, separate study room, chair, table and book self etc.	Most of the teachers' both urban and rural area teachers did not get enough preparation at home. Even different home environment in rural and urban areas did not make noticeable changes in taking preparation at home.

Table 10: Different classroom and home environment: teachers' preparation in application of professional knowledge and skills

It can be concluded that teachers' intention and preparation to apply professional knowledge and skills (gained through training) indicated traditional thinking about teaching-learning activities. The teacher centered perspectives of teaching never facilitate students' proper learning. Moreover it pushes the students to think about another option and favorable environment which will help them to make clear their tasks. Both urban and rural areas school teachers were not taking expected professional preparation to apply their trained knowledge and skills for their everyday classroom activities. Though the classroom facilities and home environment of urban and rural areas were different but in most of the cases the preparations of the urban and rural teachers were similar.

4.4 Conclusion

The findings of the research identified that the way teachers prepared themselves for their everyday classroom activities and presented themselves in front of students without prior preparation, never reflected their professional attitude. The study identified the weak condition of rural areas secondary schools and classroom facilities, the lack of teaching aids, and multimedia facilities made disparities between rural and urban areas schools. Dissatisfactory home environment also created challenges for rural areas school teachers. However, after having proper home and classroom environment in urban areas, the teachers' preparation did not make any mentionable difference with rural area teachers, rather found dissatisfactory individual perception about profession. Even the congenial environment also could not inspire the teachers to take proper preparation for their everyday classroom activities. After having professional training, internet facilities, multimedia, supportive classroom and home environment teachers were not taking proper preparation for everyday classroom activities. Actually, in both urban and rural areas most of the teachers were conducting classes without prior preparation.

It was mentionable that regarding the participation of the students in the classroom and giving their own opinion in the FGDs, the students of urban area schools were found more active and spontaneous than rural area schools. When the students were

expressing their feelings and thoughts and thinking, the students of urban area schools were found more active and creative and spontaneous in their presentation compared to rural areas students. The study also found urban area students' active participation in co-curricular activities. The following figure shows students' co-curricular activities in wall magazine:



Figure-10: Wall magazine, grade 9: co-curricular activities, UGS 1

References (Chapter 4)

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Chapter 5

Findings of the research question 2: teachers' professional practices in the classroom

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Chapter 5

Findings of the research question 2: teachers' professional practices in the classroom

(Research Question 2: How do teachers perform professional practices in the classroom?)

5.1 Introduction

This chapter explores how teachers perform professional practices in the classroom. I analysed and discussed data captured from non-participant classroom observation, in-depth interview and FGDs with students. One of the important tools of my research was non-participant classroom observation. The first part of the investigation was about selected secondary school teachers' classroom observation. I spent a total of 40 hours in classroom observation in the selected eight schools. I observed 24 teachers' professional practices in the classroom as a non-participant observer to identify their teaching approaches. In the research field, my observation was mainly focused on the teachers' professional practices. As the emphasized area of the study was to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh, I paid particular attention to the teachers' classroom activities, performances, teaching methods, interactions, and the participation of students in classroom activities and evaluation process of students' learning outcomes. I also paid prior attention to what the teachers were teaching in the classroom and how they presented the lesson in the classroom and overall teacher-students interaction in the classroom through professional practices. In doing so I developed and modified the four broad themes from the perspective of the reviewed literature and the conceptual framework of the study which was developed to investigate this research question.

The first theme – **teaching method** – explored the teaching methods of secondary school teachers which they professionally applied in the classroom. Teachers'

professional competence could be described as a dynamic combination of professional knowledge, cognitive, effective and psychomotor skills, attitudes, professional training and ethics by which a teacher being capable to utilize their expertise in a professional context. A teacher who demonstrates these competences will be capable to apply effective teaching methods for learners in the classroom. In this study I identified the teaching methods which teachers' applied in the classroom.

The second theme– **ICT and teaching aids** – dealt with the application of ICT and teaching aids in the perspective of teachers' professional practices in the classroom. It is recognized that instructional materials can play an important role to explore students' learning and nourish their intellectual abilities. Teachers should have strong ground of professional training to use information technologies in the classroom. Digital resources, technological skills, constructive knowledge, creativity, innovation, and critical thinking help teachers to involve students in the classroom. This study explored how teachers applied ICT and teaching aids when they performed their professional practices in the classroom.

The third theme – **Teacher-student interaction** – explored the relationship between teachers and students during teachers' professional practices in the classroom. Teacher-friendly environment can play a meaningful role in the classroom. In this respect teacher-student interaction becomes crucial to effectively motivate the students. Hence, this concept focused on how teachers would create the interaction during classroom activities.

In the final theme – **Student assessment techniques** – I explored the idea of teachers' assessment techniques in the classroom. In secondary level, learning usually happens through effective teaching-learning process in the classroom. Through the assessment process teachers measure students' learning and also identify the reasons for not learning. This part of the study identified individual teacher's student assessment techniques during they performed their professional practices in the classroom.

5.2 Teaching methods

Teachers' beliefs and perception about teaching influence teachers' teaching approaches in classrooms (Ernest, 1998). Findings from the studies conducted in Bangladesh indicated teachers' teaching approaches in the secondary level. Ahmed and others demonstrated that in Bangladesh, most of the teachers mainly use "lecture and read out from the textbook with occasional explanation of the text" (Ahmed, et al., 2005, p. 94). Pramling (1995) argued that student' thoughts, ideas, interaction, problem solving and other activities should be incorporated during teaching plan. Haq (2006, p. 33), in his research identified teachers' "conventional teaching method in the classrooms".

5.2.1 Teacher-centered teaching methods dominated students' active participation

In this section, I mainly focused on the teaching methods which teachers applied in the classroom. I also paid attention to how they involved students in classroom activities through that method.

From my observations in the secondary school teachers' professional practices in the classroom, it was evident that the teachers did not create proper learning environment in the classroom where students could think, reflect, share or apply their ideas in the classroom. The classroom practices demonstrated in front of students were mainly on lecture method and without clear explanation of the lesson. Findings from the observation also indicated that in all the eight secondary schools, teachers did not ensure students' active participation in the classroom and students were involved in the classroom as passive audiences. Most of the school teachers never used student-centered teaching methods. They applied one-way teaching method in the classroom where most of the time they read from textbooks and students just listened. As a result, most of the teachers consistently followed a lecture method during the class time and inspired students to memorize the lesson properly. Sometimes they wrote on the boards and instructed students to copy those in their notebooks. During the time of taking classes teachers did not use any special teaching aids while they conducted the classes.

A small number of teachers (HTUGS1, STRNGS5 and STUGS1) applied lecture method with other methods. They used multimedia during presentation. They also inspired the students for participation in the class. However students' participation and their reaction made it clear that they were used to about the application of teacher-centered teaching method in the classroom. This study identified teachers' traditional perception on teaching and the fact that they might not be interested to involve in student-oriented teaching learning activities in the classroom.

While I was interviewing the teachers, they argued that they played their role in the classroom as a facilitator and tried to transform their knowledge in a student friendly environment. They tried to apply student-centered teaching methods in the classroom. However, the observation of the study found different scenario of the teachers' teaching method in the classroom which was quite similar with Roshid's (2009) finding. Roshid (2009) in his study particularly explored the classroom practices of both teachers and students. That study provided strong evidence to support the idea that is mismatch between the opinion of teachers, students and actual classroom situation. My study also observed similar experiences:

STRNGS 7 mentioned that he was concerned about proper involvement and teacher-student interactive practices in the classroom. She also emphasized on teachers' in-depth knowledge and teacher-student communication.

BTRNGS 8 said "teaching is not just about transferring the content or subject knowledge to the students, but rather it is about assisting the students to develop their individual thinking. For that I apply student centered teaching method in my classes".

There was a mismatch between the findings from in-depth interview and FGDs with students. But information accumulated through observation uncovered similar picture with focused group discussion. FGDs found teacher-centered teaching method and students' inactive participation in the classroom. I presented here extracts from the FGDs with students about teachers' teaching methods in the classroom:

Researcher: What are the methods a teacher applies in the classroom?

FGUNGS 3: Teachers usually use lecture method. Teachers mainly focus on memorizing answers to the questions from textbook. Most of the times we just listen to what teachers are reading from the book.

FGRNGS 7: We do not participate in the classes. Teacher never wants to know our opinion or thinking.

The students also said that it took more time to use multimedia in the classes to complete a lesson. The main reason was teachers had not enough expertise to use this properly in the classroom. However, lecture method was less time consuming. So the teachers could easily complete the lesson within a short time through that method.

From the above discussion it was clear that the attitude of teachers was somewhat traditional. And students were also getting used to about this practice. These types of passive learning would never help to enhance students' efficiency. As long as the attitudes of teachers cannot be changed, the pattern of the classroom activities may not experience any improvement. The observation data indicated that most of the teachers were also habituated in teaching by traditional lecture method and the teacher-centered approach was seen as highly comfortable to teach in a large number of students in the classroom.

The teachers claimed that the teacher-student ratio was a problematic issue in relation to their capability to deliver quality teaching in the classroom. They thought that they had enough knowledge, skills and proper training to apply quality teaching and student-centered teaching practices in the classroom but they could not do so for the poor condition of above mentioned factor. Along with this most of the classrooms were crowded with students and these classrooms did not provide proper environment for active teaching-learning. Though selected two government schools were found better environment in the classroom these schools also had to face large number of students' pressure in the classroom. Most of the classrooms in rural areas were found too small to make any group work or other innovative activities. This study clearly indicated that

teachers would need proper training to learn effective skills on ‘how to deal with large number of students in classroom teaching’. Because, the large number of students in the classroom is common in overpopulated and less facility provided classrooms like Bangladesh. Findings from this study clearly showed that most of the teachers used one-way communication with students and controlled every aspect of students’ everyday activities in the classroom. Inactive and passive learning in the entire secondary school classroom was observed.

It was argued in several researches that a good way to ensure quality is by listening to students and incorporating their ideas and thoughts in the classroom (Cheeseman, 2010). Teaching approaches observed in the secondary schools were far from this concept. During the teaching process, teachers must involve in listening to their students (Carpenter & Fennema, 1992; Crespo, 2000; Davis, 1997). It was also evident from the classroom observation data that teachers provided rigid classroom environment which made students feeling uncomfortable with their teachers. For instance, students of the secondary schools were not confident to ask questions to the teachers in front of the whole class. These types of behavior and actions of teachers pointed that they “prescribed their role as managerial rather than scaffolding” to students (Li, 2004, p. 344).

This study also found that teachers engaged students in copying lectured notes and answering questions either from textbooks or notebooks and written on. Even in these circumstances the teachers did not often check what students wrote on during the process of teaching-learning. During the classroom observation it was found that some of the students were memorizing their ‘coaching note’ when the teacher was busy on teaching. The teacher never noticed the back benchers and these students took that advantage. Sometimes they were also busy in gossiping. This study discovered that teaching-learning process mainly focused on getting academic good results. Hence, the teachers’ teaching process in the classroom exclusively relied on teacher-centered approach without ensuring students’ active participation in the classroom.

There was evidence to suggest that apart from focusing on lesson and examinations for secondary level students, teachers also mentioned structural dimension as a facilitator of quality secondary education. They believed that the classroom settings, adequate furniture and teaching aids, availability of multimedia, perfect teacher student ratio were the most influential factors of teaching-learning practices. They blamed the government and authorities of the secondary schools for not providing the adequate facilities in the schools. The teacher participants expressed their concern that government and related authorities just advised them to change their teaching strategies and involve students in classroom activities but never took any realistic initiatives.

HTRNGS 7 said that “Though I have formal training on teaching but I cannot apply it properly in my classroom. Even the classroom space is too congested to apply any pair or group work practice”.

However, it was not possible for teachers to bring changes overnight in their teaching approaches considering the large number of students in small size classroom without suitable and sufficient equipment. Teachers opined that the government and authorizing bodies should take proper steps to increase the number of classrooms to reduce high teacher-students ratio if they were to achieve quality secondary education. However, in this study it was found that teachers were very relaxed and comfortable about lecture method.

During interview sessions, head teachers and teachers raised some other issues which had significant effects on their teaching approaches in the classroom of secondary schools in Bangladesh. They claimed that normally they felt pressured with the daily teaching routine, large number of students, load of examinations (PEC, JSC, SSC, half-annual examinations and annual examinations of the school) which had implications for giving attention to student’s learning skills and development. According to their opinion, lack of opportunities to apply training experiences and inadequate teaching aids obstructed the improvement of their teaching quality.

The situation cannot be blamed solely on teachers but may be attributed partly to the fact that large number of students and teacher-student ratios, lack of preparation for the

classroom teaching along with dominant way of teaching. Overall, teachers' traditional mindset, inadequate proper preparation and professional environment inspired them to apply teacher centered teaching method in the classroom. Students do not learn in the same way but the approaches of teachers adopted imply that every student is the same. The study discovered the current practice of secondary school education provided a clear opposite to active participation of student in the classroom.

The findings of the research indicated further evidence that the main teaching approach being used particularly in the government and non-government, rural and urban areas secondary school classroom was lecture method. This kind of classroom teaching practices allowed students to listen, not to ask their questions or opinions; then it was difficult to ensure quality teaching-learning. From the observation it was clear that, most of the teachers came to the classes without prior preparation. They presented their lesson in front of students just reading from textbooks. It was mentionable that in many cases teachers even did not use the blackboard or white board properly in the class. It was observed that, except application of multimedia (only three classes) no other special teaching aids was seen in action. No poster, chart or real object was found to apply during the observation.

Based on the above discussions of this study the existing activities of teachers which they usually performed in the classroom of the secondary schools in Bangladesh could not be said satisfactory to produce proper professional outcomes for the holistic development of secondary level students. It also appeared that the head teachers and teachers had limited understanding of the meaning and concept of professional practices. As they thought that the main goal of secondary education was to deliver content based knowledge to the students. Teachers always tried to fulfill that target and influence students to memorize and achieve good academic results. When students achieved good academic results, teachers ensured themselves that they were practicing proper professional practices.

5.3 ICT and teaching aids

Traditional classrooms with blackboard and chalk-duster become a thing of the past, and smart classrooms become the norm, where special teaching aids are getting priority. Ministry of education Bangladesh introduced Information and Communication Technology (ICT) in secondary education in Bangladesh in 1990s. Among 30 aims, objectives, goals and principles of the national education policy 2010, ICT is one of the major goals to attach substantial importance of Information and communication Technology (ICT). The government of Bangladesh recognizes that this can be the way to enable learners to connect to knowledge available in the wider world and become active rather than passive recipients of this knowledge. BANBEIS (2018) conducted a study entitled ‘A Study on the Status and Impact of Teachers’ training on ICT in Secondary Educational Institutions of Bangladesh’. A total of 8 districts, 40 upazilas, and 400 secondary institutions were selected. At least 400 head teachers, 400 ICT trained teachers were selected for this study. Sixteen (16) focus group discussions, 80 classroom activities were observed in that study. The study found almost (97.6%) of the teachers indicated that they applied white boards in the classroom for teaching and 71.07% of the teachers opined that white board was the most effective equipment for teaching in the classroom. That study also depicted that 21.0% of the ICT trained teachers in urban areas had 10-15 years of teaching experiences whereas only 13.5% ICT trained teachers had similar experiences in rural institutes. The data of the study clearly indicated that ICT teachers were moderately skilled as they were not regularly using ICT equipment in teaching learning after getting training. The Highest percentage of the teachers emphasized more training to improve their skills as present skills were not enough to provide quality teaching using multimedia in the classroom. The highest percentage of the teachers reported that they were occasionally using of different ICT related activities. Mostly, computers were kept at computer laboratories and the highest percentage (72.85%) of the teachers opined that there was a lack of facilities for students to use ICT equipment in the classroom. That was limited evidence to draw any conclusion about the application of ICT and teaching aids in the secondary schools of Bangladesh. But from the above studies it seemed that there were so many obstacles to

apply ICT in the classroom. This study explored the application of ICT and teaching aids in the selected secondary schools in Bangladesh.

5.3.1 Poor application of ICT and teaching aids in both urban and rural area schools

It was suggested that using technology well in classroom could even prepare students to be more effective (John & Sutherland, 2004). ICT helps to generate learners' interest for lesson, increase their participation in the classroom, forward teaching-learning activities, and improve the overall quality of education alongside attaining the desired learning outcomes of the curriculum.

National Education Policy of Bangladesh (2010) perceived ICT as means of holistic development of the nation. This policy intended to bring necessary reforms in curriculum, pedagogy and teachers' capacity building where ICT would be an effective tool. Government followed a three-dimensional approach in its effort to enhance pedagogical improvement process: establishing Multi Media Classrooms (MMCs) at secondary schools, training of teachers on making ICT aided educational contents on hand-to-grasp topics and making electronic versions of the textbooks. In this study the term 'ICT' indicated about Multimedia Classroom (MMC) in the secondary schools of Bangladesh. It noted that in order to establish MMCs in schools, the government provided ICT devices such as laptops, and internet connections from early 2010.

The information acquired from classroom observation, in-depth Interview, FGDs and home visit and observation, it was found that most of the schools (7 out of 8 selected schools) had multimedia facilities. In these 7 schools UGS 1 had found multimedia facilities in each of the classroom. UGS 2 had separated building for ICT and multimedia facilities. Selected 4 urban area schools had internet facilities and all the expenses were carried by the school authority. Three (3) non-government schools in rural areas used computer lab for multimedia activities.

From the information of in-depth interview it was clear that most of the teachers had the capability to apply multimedia in the classroom. They mentioned 'multimedia as useful teaching equipment'. They commented that 'explanation of lessons applying through multimedia was liked more by the students and they felt more interest' (BTRNGS 8). Though during interviews, all of the selected head teachers and teachers opined that multimedia was very important instructional material in teaching-learning process and learners mostly liked multimedia presentation in the classroom and it helped to create comfortable teaching-learning environment in the classroom; but during observation only 3 out of 24 selected teachers were found to use multimedia in the classroom. 21 out of 24 teachers were never used ICT in the classes during observation.

When teachers were applying multimedia in the classroom, limitations and obstacles were identified, specially in a rural area school teacher. The teacher was not expert enough to apply multimedia properly in the classroom. Specially problems occurred when she was trying to change the slide and apply different options of it. Three (3) teachers had other technical problems during multimedia presentation. In this case students were found very expert and active and they were helping the teachers in this regard.

From Classroom observation it was clear that there were various limitations in applying ICT in the classroom. Teachers also agreed that they were facing various difficulties when they applied multimedia in the classroom because of their less expertise, lack of proper practices and interest. Therefore, time was wasted in the classes and at the same time confusion was also created in the classes. For that they could not finish their task on time. Research included 24 teachers and all of them had training on ICT. Though all of the teachers were trained, only 3 teachers were found to apply multimedia in the classes. Here it was evident that after having multimedia and internet facilities and training, teachers were not using this technology in the classes.



Figure 11: Example of application of multimedia in the classroom: students' inactive participation

In the study, most of the head teachers and teachers of the non-government schools mentioned structural issues about multimedia classroom. Using multimedia in another room other than classroom (most of the times in computer lab) created problems for students and teachers. Teachers added that the rooms in which they continued their regular classes were not equipped with multimedia; but using it in other room created some difficulties. Specially going and returning from those classes, seating arrangement for large number of students appeared time consuming. For that they could not finish their lessons on time. So despite having training of teachers and multimedia facilities in the schools, most of the teachers were comfortable to apply lecture method in the classes.

The availability of teaching aids and their scope of application in the classroom were generally different in rural and urban area schools. Observation data found that most of

the teachers of urban located schools used white board, marker pen. Classroom environment was also found quite comfortable and student-friendly. But teachers were never found to apply special teaching aids in the classroom (except three teachers). In this study I observed maximum students in urban areas to carry their text books during class time. On the other hand the scenario of the rural area schools was different from urban area schools. My observation found that the teachers mainly used blackboards, chalk and duster as the teaching aids in the classroom. Schools had limited resources like multimedia, teachers guide or real objects to use for teaching in the classroom. From the interview it became clear that in spite of having professional training rural area teachers could not able to apply their knowledge because of limited resources and uncomfortable classroom environment.

The fact that both urban and rural area teachers had no preparation to apply special teaching aids in the classroom (see Chapter 4). This study found traditional application of teaching aids. Though the facilities were different in rural and urban areas but in case of application of special teaching aids there were not any differences. Both urban and rural area schools teachers were mainly dependent on textbooks for teaching-learning activities. They also were also used to and comfortable to apply lecture and textbook method in the classroom without any special instructional materials.

The observation data of this study clearly identified chalk, duster, marker pen, blackboard, whiteboard and textbook as important and applied teaching aids which teachers used regularly in the classrooms of the selected eight secondary schools observed in Bangladesh. Though, teachers claimed that they were interested to apply special instructional materials in the classroom.

STUGS 2 said that “I applied special teaching aids for science classes. I prepared poster and chart for them; by which they made a clear idea about that lesson”

BTRNGS 8 pointed out that “I prepared different teaching aids for my classes. But the lack of facilities made those materials hard to apply in the classroom.”

But the reality was in the government, non-government, rural-urban both area teachers had no preparation or intention in using charts, pictures, and real objects as instructional materials. During interviews, some of the teachers argued that it took enough time to prepare this kind of teaching aids. Some of them claimed that if they used those materials in the classroom, the learning would become disorganized, noisy and uncontrolled because of the large number of students. Lack of intention and unprofessional attitude of teachers to use instructional materials were restricting students' right to choose interactive activities to learn and share their feelings and thoughts during learning.

From the FGDs it became clear that students enjoyed their learning through multimedia. The FGDs data of this study also indicated that teachers never used chart, pictures or real objects during their classroom activities. FGUGS 2 said that "teachers are just attending classes, reading from textbook and taking examinations. I think most of the teachers do not know how to make the class attractive and enjoyable". FGUNGS 3 also added that "teachers' classroom activities showed a lack of interest. If teachers were committed they could overcome the limitation of the school facilities".

From the above discussion I observed and identified the challenges about application of ICT and teaching aids. This study found teachers' dependency on textbooks in the classroom without active participation of students. My experiences indicated that multimedia classrooms did not provide a smooth picture as claimed by the government. It showed that these materials could not bring desired changes in the classroom. No mentionable change was observed between the general classroom and multimedia used classroom. This research revealed that prime task of the students in the multimedia classrooms was only watching and listening but not actively participating in asking questions or contributing in collaborative learning tasks like group or pair work. It also seemed that in spite of having ICT training teachers still struggled in using these materials properly. They could not involve students in classroom activities as suggested in the materials and sometimes struggled to operate those materials confidently. It also founded that teachers' perception played vital role in using ICT in classroom. However, desired changes in the multimedia classrooms did not appear. Teachers' weakness in

pedagogical skills and lack of intention to use ICT in the classroom was clearly noticed. In this case changes are not required in contents but in teacher development approaches. Teachers should be provided with adequate training on how to blend technology with pedagogy. So it could be realized that there were the lack of multiple instructional activities and inadequate use of teaching aids in the classroom. And teachers' non-participatory approach in the classrooms made learning environment boring and uncomfortable to students of the secondary schools in Bangladesh.

5.4 Teacher-student interaction

The qualities for a positive relationship depend on learning experience where teachers are responsible to involve their students to learn actively in the classroom. A teacher and student, who have the skills of good communications, active in the classroom, and show interest in teaching from the point of view of the teacher as a facilitator and have the mentality of learning from a student, will establish a strong teacher-student interaction in the classroom.

An interactive relationship between students and the teacher is expected in classroom environment. In secondary schools teachers need to be friendly and supportive to the students. Students can learn better when they have positive interaction with teachers and also get appreciation and recognition from them (Dean, 2003). Research indicates that “academic achievement and student behavior are influenced by the quality of the teacher and student relationship” (Jones & Jones, 1981, p. 95). In a modern classroom environment students are given opportunity to work with teachers, contribute their knowledge and use a variety of approaches such as investigation, exploration, presentation and projects to develop their overall capacities (Agbenyega and Deku, 2011; Agbenyega and Klibthong, 2011). The literature reviews (see Chapter 2) and above mentioned findings indicated the importance of teacher-student interaction in the classroom. This study tried to identify the teacher-student interaction of the secondary schools in Bangladesh.

5.4.1 Low interaction originated students' passive participation in the classroom

It is one of the emphasized areas of teaching-learning process. The communication between the students and the teachers establishes as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not capable to understand every problem of each student in the classroom within the limited time along with large group of students. But teacher should acquire enough information and special application for those students who need for specific and clear description. The more the teachers connect or communicate with their students; the more they will be able to help students' learning at a desired level.

As mentioned above, in the study, most of the teachers were applying lecture methods where the students played an inactive role in the classroom, and were not seen to ask questions or express their thoughts or raise any questions in the classroom during class time. Teachers made eye-contact with all students and tried to notice whether all of the students gave attention to the lesson or not.

The findings of the study indicated contrary situations as nearly all of the teachers in the eight secondary schools were not interested to keep good interaction with every student in the classroom. Teachers paid a little attention to the activities of those who were sitting on the back benches. Along with this teachers' movement in classroom was also found very limited. In maximum times teachers stood in front of their desk or table and moved around the front spaces in the classroom. During classroom observation, I noticed that several teachers appreciated those students who academically achieved better performances and who normally sat in the front benches of the classroom.

Teachers might expect that all of the students would perform at the same level. Therefore, they did not feel to consider the different levels of strengths and competences of different students. They tended to focus only on the better performed students avoiding the less performed students to participate in the classroom. Thus, teacher- student interactions were based on whether a student was identified as good or

not according to their academic results. Though, teachers were mentioned that they had good interactions with students. Even they added that they always tried to make an interactive relationship with all students in the classroom:

HTUNGS 4 said that

I have good interaction with my students. I ensured equal participation of all students in the classroom.

BTRNGS 7 added that

I always give the priority of those students who need more explanation in the classroom. Specially in case of the weak students.

But during FGD sessions students made it clear that they never went to the class teachers (subject teachers) if they could not understand the lesson clearly in the classroom. FGUGS 2 said that “we solved the problem with the help of private teacher or coaching center”.

I observed that when teachers were asking questions during assessment, only the students seated in the front benches were given proper attention and they tried to reply the answers to the questions properly. The study found that the students at the back benches of the classrooms were non-responsive and non-attentive and some of them were working on other subjects, reading the notes for coaching examinations. Teachers were found to never give any attention on them. Because of their limited movement on the classroom teachers never noticed what back bench students were doing during class time.

The study identified, in government and non-government secondary schools (both in rural and urban areas), the way of engaging students was based only on contents of the textbook with no arrangements or preparations, interactive activities in the classrooms. Most of the teaching-learning activities were based only on textbooks. All of the time, students were occupied to read and write by using their textbooks. The classroom conversation was usually one way as captured in the following statements:

Teacher asked: Today we are going to learn about the math, have you all brought your books?

Students replied: yes;

Teacher dictated: Turn your book at the page 47. I will show you two examples and all of you must pay attention (teacher writes on the board and solves the problem).

Teacher dictated (again): Ok. Take your exercise books and do number 6-8. You must do your own work, do not look your friends or copy from them.

Students' activities: All of the students try to solve the math problem assigned by the teacher.

These traditional pedagogical practices indicated that teachers did not apply their professional knowledge at the classroom; along with this they had not prepared themselves to apply their trained knowledge and skills for everyday classroom activities (see Chapter 4). But when students learn through this kind of rigid approaches they find the lack of opportunity for intellectual development. In the urban areas secondary classroom, however, the students had few facilities to involve themselves in the classroom.

The study discovered that the lack of proper preparation and professional commitment of the teachers did not make any mentionable differences in both urban-rural and government-non government secondary schools in Bangladesh. During observation, I found that most teachers did not have enough preparation to explain the lesson properly and students did not get clear description from the teachers' professional practices in the classroom.

Observation of the study identified that the relationship between the teachers and students were not student-friendly. Teachers played traditional role in the classroom; and students had no active participation in the classroom. It seemed that they were not aware or interested in involving students in classroom activities and they did not inspire the students to talk or ask questions during their teaching times. It was also apparent

from the students FGDs that they tended to completely rely on teachers' decision about their learning in the classroom.

Teachers' behavior expected by the students described below:

FGRNGS 7: Teachers should be student friendly and take individual care. They should make the lesson easier for us.

FGRNGS 5: Teachers should be skilled so that they can describe the lesson properly and clearly and make it easy for us.

Another student commented that teachers should help the students to understand difficult things with examples in an enjoyable environment and they should try to explore and solve the problems of students (FGUNGS 3).

During FGD, FGUNGS 4 posited that "Teachers' subject knowledge on the topic is adequate. But sometimes they do not get preparation. They do not explain the lesson properly in the classroom. For that we cannot understand the lesson properly and have to take help from others."

The findings from FGDs and observation indicated that teachers taught in the classroom in similar way. Sometimes they wrote on the boards and the students took notes from them. Teachers showed priority to the students from first bench. They asked questions to those students and listen to their speeches.

5.5 Student assessment techniques

Teaching and assessment are inter-dependent and cyclical processes of classroom teaching. A teacher must create the plan of the formative assessment of teaching-learning process to evaluate each student in the classroom. A teacher should have in-depth knowledge of the structure and content of the curriculum. Through training and experiences and using different knowledge, teachers should know and use various evaluation strategies that enable students to be involved actively in the learning

process; to explore experiment and reach their own understanding. According to Susuwele Banda (2005, p, 132) “information from assessment should help the teacher to discover areas where students have difficulties and can, therefore, be used to modify teaching methods and strategies in order to support students’ learning.” Assessment in a formative way has a vital role in promoting students’ learning by providing effective feedback to both students and teachers (Guskey, 2003; Popham, 2009).

Ahsan (2009) investigated the assessment culture in the secondary level classrooms in Bangladesh and explored the nature of the assessment techniques. The researcher collected data through observation of 48 classes in 8 schools of Dhaka city. She found that the most used technique and time-consuming activity for assessing students’ learning in the classroom was asking questions, along with class work and class tests. Most of the times it was oriented in one-way, teacher dominated all the process. It was an isolated activity; and found students’ inactive participation in the classroom. Students’ reactions toward classroom assessment were generally insecure and fearful.

In this study one of the emphasized areas was tried to investigate the nature of assessment techniques of secondary school teachers in Bangladesh.

5.5.1 Forceful assessment techniques and rigid classroom rules made students feeling uncomfortable

The study identified that the assessment techniques of the secondary schools in Bangladesh were not working as prescribed by the research scholars (see Chapter 2); and the assessment strategies were not supportive to develop student’s thinking. From classroom observation it was found that, in the selected secondary schools, teachers applied only questioning strategies and content based questions which were used to recall students’ cognitive knowledge. This technique did not offer any opportunity for students to explain, think or imagine about the content.

In most of the times teachers asked the questions to all students together and front bench students got preference to answer the questions. Sometimes teachers also

selected the students to answer the questions. Teachers used both verbal and written questions to evaluate students' learning outcome and this type of assessments did not help students to identify their individual capabilities or weakness.

The study identified that the forceful assessment approach was applied during evaluation process in the classroom. Although in the selected eight secondary schools, the lesson of the classes were not the same (like business, science or humanities), but the teachers used almost similar questioning styles to evaluate students learning in the classroom. All the teachers frequently asked questions from textbooks, such as “what is the definition of this word? or what does it mean?” They asked these types of questions to the whole class directly. But the first rows students always got priority and encouraged by the teachers to answer the questions.

During interviews, teachers said that they had good relationship with students and they were friendly to them. They believed that if they engaged students in classroom activities they would enjoy the lesson. They also thought that it would not be good practice to prevent students to ask questions or express their own views. Regarding this issue, the secondary school teachers mentioned the following comments:

HTRNGS 8 said

I have good relationships with students. They like me and my teaching style. For that they do not feel bored in my classes. I involve students in classroom activities. Because, if I allow them to talk or to ask questions they will enjoy the lesson.

HTRNGS 7 opined

We consider all students equally. When we find any student is weak or not attentive, we try to motivate him/her to participate in classroom activities. We always allow students to ask questions.

STUGS 2 described

The relationship of students is good with me. I always give attention to the development of students and help them if they need. But it is hard to involve the large number of students (79) and ensure their equal active participation in the classroom. For that I usually asked oral questions to evaluate students' learning in the classroom.

The views expressed teachers' perception about their thinking on the evaluation techniques they applied in the classroom. In the research site, I interviewed those teachers whose classes I observed and I found that teachers did not behave in the classrooms as they told me during the interview session. There were mismatch between their actual acts and comments. For example, a teacher of the non-government secondary school noted:

I believe that a teacher's friendly behavior is very much important for learning. If the classroom environment is not satisfactory and resourceful, but we can develop and ensure quality teaching-learning environment as well as the assessment techniques to evaluate students' learning outcomes in the classroom. and ensure the quality of teaching. The teacher should be equal to all students; otherwise their discriminatory behavior will affect their learning. So the teacher must be friendly and active in the classroom and this approach will also help the student to being active in the classroom. To ensure students' equal participation in the classroom, I applied different assessment technique. (HTRNGS 6)

Although this teacher indicated in the interview that she attends to individual differences as part of her classroom teaching practice, my observation showed that this teacher did not pay equal attention to all students in the classroom. Most of the times she draw an attention on the front bench students. Even she did not ensure the active participation of the students in the classroom.

The above description and comments of the secondary school teachers explored that they knew about the influence of their interaction, evaluation techniques and positive

behavior on students' activities in the classroom, however, they did not apply them in the classroom. Teachers usually taught in a traditional way, wrote on the board and instructed students to copy; and they applied time passing assessment techniques to evaluate the students' learning in the classroom.

FGDs with students noted that teachers begin reading from the text, and then ask some questions. We never find any different assessment techniques in the classroom (FGRNGS 5). Students commented that this assessment would never help them to promote next class of the school or to gain better academic result. As the teachers wanted that all students should get good academic results in the examinations they forced students to complete the task anyhow.

The following table presents secondary school teachers' applied teaching methods, teaching aids, interaction and evaluation techniques in the classroom:

Characteristics	Urban schools	Rural schools	Teachers' professional practices
Teaching methods	Mainly teacher centered teaching method. Found some where lecture method with other methods. This method mostly dependent on textbook.	Only teacher centered teaching method dependent on class lecture. This method only dependent on textbook.	Teacher centered teaching method dominated the classes. Both in urban and rural area teachers rarely allowed students to participate actively in the classroom.

Table-11 (continued)

Characteristics	Urban schools	Rural schools	Teachers' professional practices
ICT and teaching aids	All of the urban area schools provided multimedia facilities. Urban government schools provided better facilities for the students. White board was the most used teaching aids in the classroom.	Among the selected 4 non-government schools, 3 schools provided multimedia facilities. Most of the times computer lab used as a multimedia classroom. But these schools faced challenges to accommodate large group of students. Black and white board was the most used teaching aids in the classroom.	Teachers rarely applied multimedia in the classroom. Most of the teachers forgot their trained knowledge because of their lack of practice. There was no application of special teaching aids.
Teacher-student interaction	Teachers interacted with some of the students who sat on front benches but not all. Even they did not noticed what the back bench students were doing during the class time.	Teachers interacted with students who sat on front benches, not with all. Teachers' movement was also limited.	Teacher-student interaction did not provide expected professional practices in the classroom.
Evaluation techniques	Only question answer.	Only question answer.	Teachers applied this technique only to pass the time. It did not play any role in teachers' professional development and/or students' learning achievement.

Table-11: Applied teaching methods, teaching aids, interaction and assessment techniques in the classroom

Conclusion

Effective professional practice is based on the firm belief that every student will be capable to learn and develop their skills in the classroom. A teacher needs to understand how students learn and their developmental stages. A teacher should be able to create a learning environment and engage students in a learning process that recognizes and builds on the capabilities, interests, needs and other characteristics of each student. Teachers should also understand how individual differences affect the learning process. Most importantly, an active teacher believes that learning occurs in an environment where students feel safe, accepted and respected and that effective learning depends on an environment of mutual respect and teachers' positive attitude. Teachers should treat each student with respect and reflect on their own beliefs, attitudes and actions in the classroom.

The experience of this research about teachers' professional practices in the classroom was not satisfactory at all. Teachers' intention and application of knowledge indicated traditional thinking about teaching-learning. These teacher-centered activities would never facilitate students' learning. Moreover it forced them to think about another option and favorable environment which would eventually help them to make clear their tasks. In the classroom environment, students did not get any scope to express their own thinking and the teachers' judgment was considered to be right and final all the time.

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Chapter 6

Findings of research question 3: socio-economic factors' effects on teachers' professional practices

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Chapter 6

Findings of research question 3: socio-economic factors' effects on teachers' professional practices

(Research question 3: How do socio-economic factors can have effects on the professional practices of the secondary school teachers in Bangladesh?)

6.1 Introduction

The main focus and discussion in this chapter is to identify the socio-economic factors which have effects on professional practices of the secondary school teachers in Bangladesh. Role of teacher in the classroom always plays as the most important resource of teaching-learning activities. Teachers are the persons who facilitate students' learning directly in the classroom. It can be defined socio-economic factors as a person's overall social position ...to which attainments in both the social and economic domains contribute (Graetz, 1995). Eggen and Kauchak (2004) argued that we do believe of the power of teachers' socio-economic status in determining schools' life, in regard to teachers' job satisfaction, teachers' morale, and teachers' professional commitment. This study established that teachers did not get proper preparation for everyday classroom activities (see Chapter 4) and performed poor professional practices in the classroom (see Chapter 5). Hence, the third research question was formulated on these ideas: How do socio-economic factors can have effects on teachers' professional practices? This study examined the socio-economic factors which had effects on the secondary school teachers' professional practices in Bangladesh.

In secondary education system, the performance of teachers' professional practices is one of the significant factors determining school effectiveness and students' learning outcomes. Naik (1998) explains that as a profession teaching is noble, but demanding. Teachers around the world decide to involve with the profession for different reasons,

but they all share the need for appreciation, autonomy, and affiliation during their professional careers. According to MacBeath (2012), research shows that wherever teachers have been asked about their priorities and satisfiers ...they refer to the importance of recognition and respect for their daily challenges. These common factors, essential for all teachers, shape the status of the teaching profession and play a crucial role in delivering and ensuring equity in education. In countries where the teaching profession is highly valued in society, students seem to learn more effectively (Burns & Darling-Hammond, 2014). Moreover, teachers' positive sense of their status is closely linked to other aspects of quality education, including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making (Hargreaves & Flutter, 2013).

To maintain a high level of professional practices teachers must assume professional responsibility for their own performance, growth and development. Mohanty (2000) explains that teachers' performance is the most crucial input in the field of education as well as teaching profession. Teachers are perhaps the most critical component of any system of education. How properly they teach largely depends on proper preparation, qualification, training, experience, aptitude, ethics and values, and a mass of other factors, school environment in which they perform their roles (discussed in Chapter 4 and 5). Smith and Smith (1994) explain that internal factors have an impact on teachers' feeling of success and a number of external forces can either aid or hinder a teacher's success. This study found a number of socio-economic factors that influenced teachers' professional practices. With the help of conceptual framework of the research and findings of this study I developed 8 major themes which reflected the area of socio-economic factors as it affected on professional practices of the secondary school teachers in Bangladesh. Some of these themes are new and some are in part as extension and continuation derived from the analysis of the study. I analysed and discussed the data gathered from non-participant classroom observation, in-depth interviews, FGDs with students and from home visit and observation.

I used acronyms to represent various participants when I presented their actual dialogues and applied codes for the participants in order to protect their personal and professional identities (see list of abbreviations).

6.2 Social context of the school and preference of academic result: interrupted teachers' active participation in the classroom

This study explored teachers believed that they were practicing appropriate teaching approaches in their classroom and they were enthusiastic about their professional practices because every year students were getting excellent academic result. They thought that their qualifications, preparation, professional knowledge of training, teaching methods, evaluation techniques were applied well in their classroom teaching-learning which ultimately enhanced the quality of the students and helped them to acquire good results in the board examinations. They added that they always tried to finish the prescribed syllabi on time and every year a large number of students got excellent result in S.S.C examination. They believed that their professional practices provided expected education to gain mentionable academic result.

This study found that the teachers of the secondary schools in Bangladesh were mostly concerned with GPA (grade point average) of students, but not about the process of students' learning. It also seemed that the concern and thinking of the teachers about how the students would learn was limited. Looking at the result of learning without considering the process of learning could deprive students from proper educational practices. The process of teaching was not concerned how learning actually occurred rather about the academic results.

Focusing on the process of learning enables teachers to utilize innovative approaches that engage all students in the classroom. If the teachers are not properly oriented with significant competency, and preparation, it will not be possible for the students to develop their skills especially in the classroom environment. During the class observation it was found that most of the secondary school teachers did not have proper preparation or plan to teach their lesson in the classroom on that specific date (see

Chapter 4). Motivation is one of the emphasized parts of teaching activities. It can be said that without having positive attitudes of teachers, the learners do not feel inspired to get involved in any learning process. Generally learning happens in the formal setting of classroom teaching and teachers are considered the main facilitators; at this stage it appears logical to see how teachers can motivate their students in learning. In this study, the observation data explored that teachers never applied this technique in the classroom.

The social contexts of Bangladesh make the importance about students' academic result but not about the process how they achieve the result. Educationist Syed Manzoorul Islam (former professor of Dhaka University) expressed his opinion:

Teaching is measured nowadays not in terms of moral and intellectual output ...but against the number of GPA 5 certificate holders they turn out. The more a school produces those; the better is ranking, no matter what they are taught. (Islam, 2020)

The findings of the study also depicted the similar scenario with the opinion of Syed Manzoorul Islam. Teachers did not get any courage to prepare themselves for their everyday classroom activities. Teachers' professional practices also reflected their unconcerned professional activities which were discussed briefly in chapter 5. Because of giving priority on academic results teachers also focused on students' academic achievement not about the process of their learning or the sources. Hence, teachers were satisfied about their professional practices they were practicing in the classroom. Even this social context of the school also justified teachers without preparation classroom activities, traditional method of teaching, less application of professional training and time spending assessment techniques.

The head teachers prominently mentioned that they would feel very proud about their students' academic achievement and they were very devoted about their professional activities. They always tried to serve their best and for that students achieved mentionable academic results which made them proud and happy. During interview,

five out of eight selected head teachers mentioned that they were honored for their academic efficiency like as ‘Upazila level Best Teacher Award’, ‘Functional Award 2006’, ‘Divisional Best Teacher 2016, 2017, 2018’, ‘Best Education Institute 2018’.

6.3 Unfavorable professional environment and large group of students: imposed challenges teachers’ professional practices and professional trainings

In the modern education system, application of varieties of instructional materials in the classroom has become a regular practice. The resources of visual aids should be available and easy. These special teaching aids add interest and variety, and make learners concentration to the lesson. These materials make learning sustainable and increase students’ active involvement in classroom activities. So it is relevant to explore the application of teaching aids in the classroom.

This study found teachers’ lack of interest and efficiency and rare application of these techniques in the classroom (see chapter 4 and 5). It was observed that almost all of the respondents positively informed me during interview that they used it in the classroom; but in a real scene during the classroom observation, use of special teaching aids was found totally absent, and application multimedia was found in very few cases (see Chapter 5). During FGD sessions, students reported that even the pictures of the textbooks were not shown and described properly in the classroom. In real sense the idea of incorporating the pictures in the textbooks was to functionally use for the benefit and better understanding of the students.

The study revealed the unfavorable condition of secondary schools, especially in the classrooms in rural areas. The head teachers of rural area schools described different scenarios about their schools. They explained that schools did not have proper ventilation and light. Black board was used in the classrooms and no scope of using special teaching aids in these classrooms. Computer lab was mainly used for the application of multimedia classroom in special cases but it was not often used due to technical fault.

The interview data of this study also demonstrated that the teachers of non-government secondary schools in rural areas were not satisfied with the present situation of their schools and classroom environment.



Figure 12: Example of classroom environment of rural area schools with BTRNGS 8

The study identified that the classrooms needed enough light and air and the schools needed playground for students. The physical infrastructure of the schools was not good at all. The classrooms were small and also did not have sufficient benches for students (HTRNGS 8). The lack of teaching aids and high ratio of teacher and student, dissatisfactory classroom environment influenced teachers' preparation and classroom performances. The study found that unfavorable professional environment imposed challenges to perform teachers' professional practices. These issues kept them away to get prepared themselves for their everyday classroom activities. Even teachers showed their lack of affordance and their apathy to apply trained professional knowledge and skills in the classroom (see Chapter 4). These contexts of the schools had significant impact on taking proper preparation and teachers' professional practices.

The teachers of the secondary schools in Bangladesh are dependent on authorities to supply them with adequate teaching materials for the classrooms; whereas they can arrange or make it. They could also proper utilize the multimedia facilities in the schools. This study did not find satisfactory scenario which was expected in formal classroom. They blamed the authorities but could not show their intention to overcome this situation through their professional expertise. Other dimensions, such as teachers' competency and teaching approaches, their qualification and experiences, professional training, interaction with students also could play an important role in classroom activities. However, during interview session, they could not mention any plan or intention to get proper preparation for everyday classroom activities.

From their arguments it could be understood that most of the teachers were satisfied and happy about their preparation and current teaching practices but they demanded proper classroom environment for better professional practices.

The research findings pointed that there was a strong relation between lecture method and large number of students. The fact that the training always preferred ideal teacher-student ratio like 1:30 (National Education Policy, 2010). Teachers learn different types of teaching methods (like participatory method, group work, demonstration etc.) through training and they achieve their professional training imagining an ideal classroom perspective. But in reality the study found that the teacher student ratio was always more or less 1:70. So teachers never knew how they would apply varieties teaching methods with this large number of students. The schools needed big classroom and more tables and benches as these were not enough for the students. When all the students were present in the class, they had to sit very closely which made a big problem for teaching learning, even students could not write their notes properly. It also seemed that the situation of the classrooms and the lack of facilities did not provide a proper or healthy environment to teach effectively even if the teacher wanted to do so. This study also observed their resources was limited (like chalk and duster and board).



Figure 13: Example of large number of students in the classroom

During FGDs, rural area students commented that large number of students, poor ventilation and unfavorable seating arrangement of class were the common scenarios of their classroom. FGRNGS 5 said that “Seating arrangement of our classroom is benches. There is adequate air, fan and light facilities, but one building is under construction. So we are in classroom shortage”.

The research findings indicated that teaching with large group of students was not an effective way to teach, specially in secondary level. It also had difficulty in terms of classroom management and quality learning for the learners. For that both urban and rural area teachers did not apply their training experiences in classroom activities. These social contexts of the school clearly justified teachers’ lack of affordance and their apathy to apply trained knowledge in the classroom and teacher centered teaching method.

In addition, the teachers claimed that the teacher-student ratio was a problematic issue in relation to their capability to deliver quality secondary education. The study findings

reflected that large group (70 to more than 85 students) teaching was very common at government and non-government secondary schools in Bangladesh. It was more difficult to deal with large groups in small size classrooms. McGee (1991, p. 6) argues that the large number of student 'offers special problems that the normal class does not, and perhaps special opportunities as well, but also demands special procedures and preparation.' Gibbs and Jenkins (1992, p. 16) also identified that "...the effects of increased class size and students number are complex and contextual. But what is certain that teacher experiences it as a major problem and it affect the ability to teach effectively." So, large number of students is an important consideration in relation to pedagogic practices. So, if the teacher-students ratio is high then it is probable that the effectiveness of teachers' teaching in the classroom will be low.

Finally, the findings of the research showed that almost all the teachers felt that the teacher-centered approaches used in large group of students did not reflect quality teaching-learning actively. Along with this from interview and observation, it was found from the selected teachers in this research that they were suffering from the number of classes. Four to five classes were daily schedule. Besides, make-up classes were to be taken due to absence of teachers. By this they faced more pressure and burden. Teachers said in this regard that they had nothing to do. For the burdensome of classes they could not take the classes properly. Though each selected school had more than one teacher for each subject, but it was not enough as per the requirement. They also mentioned during interview that to take the last 1/2 classes were very difficult for them. They became tired. So they could not manage the classes properly. Students also became inattentive in the last classes.

From the interview it was clear that teachers felt more pressure of excess classes. This pressure created problems to perform in their daily classroom properly. They thought that if the pressure of classes became less, they could manage their professional responsibilities of teaching more skillfully. Though they pursued but tried to take all of the classes despite their sufferings.

The study identified the present perspective of the secondary schools in Bangladesh which indicated the burdensome of classes, lack of facilities and large number of students; those were played the role as socio-economic factors which imposed challenges to perform professional practices in the classroom. Teachers also failed to manage this situation according to the guidance of professional training and they took the classes in traditional way. And students also involved in the classroom as inactive listeners. But this scenario never represented the expected teaching-learning environment of the secondary schools in Bangladesh.

6.4 Teachers' strong involvement with social organizations: limited teachers' professional practices

This study identified male teachers' strong involvement in social organizations. The burdensome and involvement of social factors disappointed teachers to prepare themselves for their everyday classroom activities and perform proper professional practices in the classroom.

Though internet facilities, multimedia, training, supportive home environment were available (in urban areas), but teacher prepared for their class room activities without application of trained knowledge (discussed in Chapter 4 and 5). This study identified male teachers' significant involvement in various social organizations. All the sample (12 out of 12) male teachers (in both urban and rural areas) were found mentionable involvement in social organizations like political organization; socio-cultural organization, sports club and volunteer organizations. It was very difficult for them to find enough time for preparation to apply trained knowledge and skills in the classroom. They conducted the classes without proper preparation and they had to depend on textbooks for teaching-learning activities. Actually the situation forced them to choose lecture method in the classroom without any special teaching aids.

In this research, the participants were 12 male teachers and 12 female teachers (out of 24 teachers). It was found that none of selected 12 women teachers were involved in any other social organizations except family activities (see 6.5). On the other hand, all

the sample male teachers were involved in various organizations (both from rural and urban areas schools).

Kind of the organization	Number of teachers' involvement
Political organization	5 (HTRNGS 5, STUNGS 3, BTRNGS 6, HTUGS 2, HTUNGS 4)
Socio-cultural organization	2 (BTRNGS 8, HTUNGS 2)
Voluntary organization	1 (BTRNGS 7)
Sports club	3 (STRNGS 6, BTRNGS 6, STRNGS 7)
Religious organization	1 (STRNGS 8)
Total number of teacher	12

Table 12: Teachers' involvement in social organizations

During interview, teachers said that they passed a little time in the organizational work. They participated in different kinds of activities of these organizations. And each of the teachers had their formal position in these organizations. The teachers who were involved in the organizations thought that, different activities in the organizations would give pleasure to them. They believed, through these works they got opportunities to work for the mass people.

BTRNGS 6 expressed his opinion during interview that

During the time I work with a sports organization, I remain always alert to give the chance to the poor and lagged community to prove themselves.

STRNGS 8 explained that

Working with a religious organization gives peace in my mind. I try to represent myself as honest worker in my professional career. I try to get the equal opportunity irrespective to all students in the classroom.

STUNGS 3 mentioned that

Working with political organization, it becomes easy to come close to the general people and an opportunity is created to help them. This matter attracts me greatly.

However, the study found that teachers were involved in different organizations and gave prime time to these organizations and hold important positions in the organizations that had effects on their teaching profession. When they filled up the given chart of their daily involvement in socio-economic responsibilities (see Appendix- B), then it made clear that every teacher invested a mentionable time with the above mentioned organizations. But these teachers thought that giving time to this organization had no negative impact on their professional activities and responsibilities. They argued that after putting proper time for teaching profession, then they gave time to these organizations.

But during in-depth interview with the head teachers it was found different scenarios from the opinions of teachers. Most of the head teachers said that some of the teachers were involved in organizational activities during the gap period of the classes. This ultimately hampered the discipline of the schools. In special days or programs of the organizations, teachers' activities and involvement increased. At that time they worked for the organization putting apart from their professional activities. Head teachers of the schools believed that if teachers utilized this time in professional activities of the schools, all students would be more benefited. I also observed during my field work that in the gap of the classes, the tendency of teachers was going outside of the school, specially in the rural area non-government schools. And I became sure about that matter talking with the responsible head teachers of those schools that these teachers were sometimes entering the classroom with all burdensome thoughts and feelings of their other related activities. They were looked somehow too tired and exhausted. This fact directly affected the teachers' preparation and daily classroom activities. They never prepared themselves for their professional practices and performed low performance during classroom activities. It could be mentioned that some teachers were

found their unconscious involvement in social organizations. Even they did not have any specific goal about their involvement in those organizations.

The study found teachers' strong involvement in social organizations; and this involvement had effects on professional practices of the secondary school teachers in Bangladesh. Though the urban and rural areas provided different professional perspectives, but teachers' involvement was found their sound participation in social organizations. Sometimes this involvement would get more preference than professional responsibilities that showed teachers' unprofessional involvement which had effects on teachers' professional practices and limited their professional activities.

6.5 Unequal gender role activities: imposed teachers to perform poor professional activities

The World Economic Forum Report 2019 identified that Bangladesh was ranked the top country among in South Asian neighbors by performing the best in bringing down gender gap (Bangladesh top gender-neutral country in South Asia, 2019). This study identified women teachers' traditional involvement in household labour and mentionable gender role gap between male and female teachers' family life activities. The literature review of the study (chapter 2) established women teachers' strong involvement in house-hold labour. The study also identified that though women teachers had no involvement in any social organizations and they had very limited involvement with other economic activities like private teaching (1 out of 12) but their professional preparation and practices were more or less similar like male teachers' professional activities because of their strong involvement in family life activities.

Data from in-depth interview and home visit and observation clearly indicated women teachers' significant involvement in cooking, cleaning, serving food, taking care of children and family members etc. These activities involved them a lot for that they got a limited time to professionally prepare themselves for their everyday classroom activities. For that they could not fulfill their commitment to professional practices. The study also established that most of the women teachers did not get proper preparation

and attended the classes with traditional thinking without ensuring students' active involvement in the classroom (see Chapter 4 and Chapter 5). The study discovered women teachers' remarkable time investment in unpaid household labor, because male members of the family generally did not participate in household activities. The following table (table 13) indicates the role of female teachers in family life activities (described and identified by female teacher):

Female teachers' role in family life
Cooking food for family
Cleaning and washing
Taking care of children
Helping children for learning attainment
Shopping
Prayer
Preparation for professional activities

Table 13: The role of female teachers' in family life activities

The following table (table 14) displayed that female teachers spent time for everyday household work:

Code of female teachers	Hours spent in household labour
STUGS 1, STRNGS 5, HTUGS 1 HTUNGS 3, HTRNGS 6,	3 to 4 hours
BTUGS 1, BTUGS 2, BTUNGS 3 BTUNGS 4	4 to 5 hours
HTRNGS 7, HTRNGS 8, BTRNGS 5	5 and more

Table 14: Female teachers' time investment in family life activities

The research found that female teachers used to engage in unpaid household labour inside and outside of their home. Though invested time in domestic labour varied, but

all of the female teachers had significant involvement in this social factor. For this reason, they did not able to perform desired professional practices which had effects on their profession. The research found that the teachers who were living in rural areas invested more time in household activities (except STRNGS 5) than the women teachers who were living in urban areas. However, the study revealed that the male teachers' least involvement in the household activities. The findings of the study indicated that the women teachers who have had less time involvement in family activities performed better teaching practices.

Ali (2012) reported that the tradition of system and institution that place women in unequal and disadvantages position. Women have to perform dual role as housewife and wage earner. Bilkis (2010) finds a higher level of gender gap between male and female which are taught by the family, culture and religious values.

It is well known and established that major portion of the household labour remains with the women in the family. In this context I inquired about the family size of the selected teachers. The study identified most of the teachers had the families with members of five or less. The study also indicated that the teachers who were belong to small number of family members (less than 5), performed better professional practices (for example STUGS 1, STRGS 2, STRNGS 5).

The study identified that teacher as a woman must be prepared to assume the 'double' responsibility of home and their profession. Women performed in cooking, cleaning, providing care of children etc. The study found male teachers normally remained away from such household chores. Men were mainly responsible for economic related activities. And they performed the vital role to mitigate financial responsibilities of the family. For that they spent a mentionable time to fulfill economic demand of the family.

The research found unequal gender role activities which imposed teachers to perform poor professional activities.

6.6 Teachers' involvement in politics: reduced the quality of teachers' professional practices

The findings of the study identified teachers' involvement in politics as a social factor. The study also discovered the challenges of quality teaching arising from teachers' involvement in politics.

Knox (2009) mentioned that the people of Bangladesh perceive teachers as the prominent leader in creating, developing and establishing educated nation who provide students to gain their desired goal. Students of Bangladesh have followed their teachers as role models (Ball & Wilson, 1996). The study identified teachers' limited involvement in preparation related activities as well as limited time to devote on their professional practices (see Chapter 4 and 5).

Ahmed (2013) described political involvement may take many different dimensions like being a member of a political party, obeying the ideology of the party or its leader, volunteering engagement etc. Masum (2008) identified teachers' political engagement as a common phenomenon in Bangladesh. This study also found 5 out of 24 teachers' active involvement in politics.

Shiddique (2016) in his research found that most of the teachers engage in politics and most of the educational institutions are affected by political party influences. Shiddique also added that "political favoritisms have affected the quality of education" (ibid, p. 8). The study also identified several reasons for teachers' involvement in politics.

As HTUGS 2 explained that

"As a citizen of Bangladesh it is my rights that I can support a political party. But I am always accountable for my teaching activities. I try to stick on my duty, and then I do my political activities. And it never hampers my teaching."

Though most of the participants (who were involved in politics) said that they involved in politics because they wanted to contribute the welfare of mass people, but the head

teachers' opinion about teachers' engagement in political activities was quite different which is similar with Nazrul's (2016) findings that noted "In Bangladesh teachers engaged in partisan politics "achieve academic position without their academic excellence" (p.1). Head teachers explained that teachers' political involvement sometimes kept them away to take measure against the teachers.

HUNGS 3 mentioned that

It is very tough to take any administrative steps against the teachers who have political identity. Politics keep teachers engaged in the activities for that they are very busy and do not have time to mitigate students' needs. Sometimes I have to overlook their activities because of their political power.

HUNGS 4 added that

The teachers who have involvement in political party usually have inactive participation in the classroom. Even they could not finish their task on time because of their political involvement. They have to take a mentionable time on these activities. Sometimes they also make unofficial absent. Sometimes they have to join the political meetings during the school period.

HRNGS 8 opined that

Teachers' political engagement is their personal choice. But most of the times their involvement hampered their teaching activities. Sometimes they came late in the school or go back early before finishing the school hour. The approach does not express their accountability. Even School Managing Committee (SMC) does not raise any question against their activities.

HUGS 2 thought that

Teachers' political involvement is their rights. If they finish their academic activities properly, then I have nothing to say about that.

HUGS 1 mentioned that

Teachers' political activities create pressure on administrative activities. Sometimes teachers want to get the benefits from their political involvement.

Research findings of the study established that teachers' involvement in politics did not show their responsible attitude on profession. Moreover this involvement hampered their professional activities. They did not involve themselves properly in teaching-learning activities; students also did not get proper teaching activities from them. Sometimes teachers were benefited personally from the political involvement but reduced their quality of teaching efficiency.

6.7 Teachers' excessive involvement in other economic activities: minimized teachers' professional practices and pushed students to involve in alternative learning sources

A teacher should develop the competences which will help them to create a positive learning environment as a precondition for the overall development of each student. Effective use and good organization of teaching aids and professional competencies should stimulate the development of students' ability to learn effectively in the classroom. One of the major purposes of the study was to gain a deeper understanding about secondary teachers' involvement in other economic activities and their effects on teachers' professional practices.

This study identified 13 teachers who were involved in other economic activities. It was noted that 11 out of 13 teachers had involvement in private teaching. Among than 10 (out of 11) were male teachers and only 1 (HTRNGS 6) was female teacher. However, it was the main fact that after having proper home environment as well as professional training, teachers did not get prior preparation for everyday classroom activities because of their involvement in other economic activities. (Chapter 4 and 5 described teachers' poor professional activities and less preparation for classroom activities)

Both government and non-government school teachers were given salary and allowances according to their position. It is noted that teachers selected from non-government schools were getting MPO facilities. Available data indicated that during the field work time 92.25% of the secondary school teachers were receiving MPO facilities (BANBEIS 2018, p.134).

Teachers put various opinions about the salary and allowances getting from the teaching profession. In this research sampled 17 teachers out of 24 thought that their salary and allowances were not sufficient according to their demand. In these 17 teachers 13 teachers had involvement in other economic activities. Out of these 17 teachers 11 were male and 6 were female teachers. 2 out of 11 male teachers were from government schools and 9 from non-government schools. On the other hand, out of 6 female teachers all of them were from non-govt. schools. Seven (7) out of 24 teachers expressed their satisfactory attitude about their monthly salary and allowance. Among these 7 teachers 1 was male and 6 were female teachers, and 5 teachers were working in the government schools. The mentionable fact was that interviewed teachers' data made it clear that these teachers' family background also supported them to feel satisfied about their salary and positions. Teachers who had expressed satisfactory approach about their salary and allowances performed better professional practices in the classroom (STUGS 1, HTUGS 1, and STRNGS 5); they applied multimedia in the classroom, prepared lesson plan and applied lecture method with other participatory method.

Here it was noticeable that the level of dissatisfaction among teachers regarding their salary and allowances was higher in non-government schools. They thought that the salary and allowances they got from this profession were not sufficient for meeting present time demand. Research also indicated that in the city corporation and district level non-government schools got higher salary than rural area non-government schools. Government investment per teacher was found higher in the government schools than the MPO schools (BANBEIS, 2016).

HTRNGS 5 thought that

In spite of having same qualification others got more facilities than my profession. And I feel more depressed in this regard.

STRNGS 6 expressed:

“I feel insecure because of my lower salary. Teaching was never my first choice as a profession”.

Teachers who expressed dissatisfaction were involved in other economic activities like business, agricultural work, farming, and private tuition or coaching.

Sector of involvement	Number of teacher
Business	3 (BTRNGS 7, BTRNGS 8, STRNGS 6)
Agricultural work and farming	2 (STUNGS 4, BTRNGS 8)
Private tuition	11 (STUNGS 2, STUNGS 3, STUNGS 4, STRNGS 6, STRNGS 7, HTUGS 2, HTUNGS 4, HTRNGS 5, HTRNGS 6, BTRNGS 6, BTRNGS 8)
Total	13*

Table 15: Teachers’ involvement in other economic activities

*Three teachers were involved in multiple activities.

These teachers opined that their involvement in other economic activities was due to low salary of their professions. They also thought that these involvements had no impact on their teaching profession. But when they described their involvement in other economic activities, it became clear that they had to spend long time every day for other economic activities. For that involvement they got insufficient time to prepare themselves and failed to perform desired professional practices in the classroom.

In this regard Syed Monzoorul Islam (2020) shared his experiences titled “The future of teaching in Bangladesh” which quite similar with the findings of the study-

The working condition of teachers have improves over the years, but not significantly. The remuneration they get does not match the cost of living. Unless they teach privately- at home or in coaching centers- many of their needs remain unfulfilled. Teaching hours is long; checking tones of exam scripts is tedious and time consuming, there are no provision of rest and relaxation. (Islam, 2020)

Chapters 4 and 5 established students’ inactive participation in the classroom and teachers usually taught in a traditional way without students’ involvement. Classroom observation and FGDs also provided a strong support about teachers’ traditional mindset of teaching in the classroom. Teaching-learning activities were usually conducted based on the prescribed textbooks. Besides, textbooks were the only printed material in which all students had an equal access to develop their learning skills in the classroom. However, Powell and Anderson (2002) pointed out that the use of textbooks establishes a teacher-centered environment in the classroom as it plays the central role in the teaching-learning process.

FGDs with students also strengthened the evidence of unfavorable teacher-centered classroom environment. During FGDs, students argued that they usually felt very boring during class time. Teachers applied the same teaching methods every day. Even, sometimes, teachers did not complete the syllabus. Along with that most of the teachers did not explain the task properly.

The study discovered for that reasons, students had to take the help from private tuition and coaching. And the fact that most of the students were involved in going to coaching centers and learning from private tutors. This research investigated that teachers were involved in two types of tuition: institutional tuition and private tuition. Institutional tuition refers to tutoring that takes place in a dedicated establishment. These institutions

are known as coaching center. Private tuition occurs on a smaller scale. A tutor or tuition teacher guides a small group of students or even a single student only. This study found private tuition usually took place at the home of tutors or students. Most of the teachers who were living in urban areas (specially male teachers) use their home privilege for private teaching.



Figure 14: Example of teacher's home environment: arrangement for private tuition

Cultural, economic and educational are the most important factors in affecting the scale and nature of private tutoring (Baray, M., 2012). The primary factor which determines the need for private tutoring is the culture in some Asian countries. Asia culture that emphasizes the importance of academic results creates demand for private tutoring. A study by Jelani and Tan, (2012) found that a higher percentage of ethnic Indian (71%) and Chinese (63%) students receive private tuition for better academic result. In many Asian countries the percentage of students enrolling in private tutoring is higher in urban than rural areas. In the perspective of Bangladesh parents invest mainly on house tutors, coaching or private tuition. Parents pay private teaching fees at the highest in Mathematics, English and Science subjects (BANBEIS, 2016). Related researches reveal that the high competitiveness among urban school students, parents' higher educational attainment and higher socio-economic status are the reasons for the

prevalent differences among the urban and rural school students receiving private tutoring.

This research also indicated the almost same scenario of the private tuition of the secondary school teachers in Bangladesh. During FGD sessions, I found that the main reason for attending in private coaching was students could not understand teachers' teaching properly in the classroom because of their unclear and incomplete description. Most of the students agreed that private coaching enhanced their academic performance at school. They described that "Very few of us were able to complete the task in class time. But teachers never noticed that. To overcome our problem we take the help of private tuition" (FGRNGS 8).

The research also revealed that present classroom based daily assessment system could not help students to enhance their academic performance (see Chapter 5). The findings revealed that the determinant factors of the students of secondary schools attending coaching/private tuition because of teachers' traditional teaching approaches in the classroom. The observation and analysis of the study identified that students could not understand the lesson properly in the classroom and hence they attended coaching or private tuition to enhance their understandings of the subjects.

In addition, this study also discovered, one common practice of the students in all the selected secondary schools was they were involved in going to coaching centers or private tuition to get better and expected result in the examinations not other than the competencies which was given emphasized in secondary curriculum or education policy 2010 of Bangladesh. Students made it clear that coaching and private tuitions helped them to make the task clear and taking its help they were getting good academic results. Most of the students claimed that teachers who taught privately in home usually did not complete the lesson properly or clearly in the classes. "The students who were from the private batch of the teachers were asked questions in the class time and they usually would also get preference to ask any question" (FGRNGS 7). Students' argument indicated that teachers' approaches encouraged them to involve in private coaching.

This social context of the schools did not decrease teachers' classroom activities but established an alternate classroom teaching. Because of the strong involvement of teachers in private tuition or coaching, they rarely gave their attention to their professional practices. Even teachers did not have clear idea about the main influence of students' academic achievement; whether it was achieved from teachers' classroom activities or students' other involvement in learning outside of the schools.

Along with this, because of teachers' involvement with private tuition or coaching, teachers were getting detached from teacher-student warm interaction in classroom activities and they performed poor professional practices in the classroom. Both teachers' and students' strong involvement in private tuition made the classroom activities just as formalities without mentionable achievement. For that when students achieved their desired academic results with the help of private tutor or coaching center, teachers ensured themselves that students were getting better academic result from that particular school with the help of their classroom activities.

6.8 Lack of academic supervision, monitoring and accountability: challenged teachers' professional ethics

Malik, Amin and Irfan (2011) argued that the main objective of supervision and monitoring was to identify necessary actions in order to ensure effectiveness, work plan and future needs of the programmes. BANBEIS (2014) initiated a study entitled 'Research Study on Academic Supervision and Monitoring in Secondary Schools'. A total of 14 districts, 14 upazilas, and 56 schools were selected from secondary schools; from both rural and urban areas, 56 head teachers, and 112 assistant teachers were selected. The study found that from the supervision and monitoring, 100% teachers of the urban areas and 94% teachers from rural areas only got oral suggestions from the authorities. Only 67.9% teachers moderately followed those suggestions. The study also found dissatisfactory scenario of supervision monitoring of the selected eight secondary schools in Bangladesh. In this case head teachers would need to get significant involvement.

Because head teachers can play an important role in the development of schools. They can solve many problems relating their schools. Moreover, by taking the advice of head teachers, teachers can do their work comfortably. Because head teachers are mainly responsible to supervise and monitor teachers regular professional practices in schools. It can be said that in the schools where the head teacher are active and perform their professional activities properly and monitor teachers' classroom activities regularly, those school teachers perform better than other teachers. On the other hand, where the head teachers are irregular and inactive about performing their professional activities, those school teachers' professional activities and teaching performance should not be satisfactory enough to fulfill desired requirements as teaching profession.

This study found head teachers' limited involvement in monitoring and supervising teachers' professional activities. This is one of the reasons that teachers used the opportunity to involve in classes without prior preparation. Head teachers did not monitor teachers' preparation for everyday classroom activities. They did not supervise teachers' activities relating to prepare and use lesson plan, application of special teaching aids and ICT. Some of the head teachers (HUGS 1, HUNGS 3) claimed that their administrative pressure did not allow them to monitor or supervise teachers' preparation for their everyday classroom activities. The study identified that though schools had multimedia facilities, teacher felt little interest to use those facilities in the classes and even did not apply their trained knowledge and skills during taking classes (see Chapter 4 and 5).

HRNGS 5 confidently told that

All of the teachers (selected 3 teachers) of my school were very responsible and good at teaching. Students were also happy about their classroom activities. I regular monitor their classroom activities. Sometime I sat on the back bench and observed what and how they taught.

The eight head teachers claimed strongly that they always try to perform their professional responsibility. Most of the times they informed teachers observed

information verbally. They perceived that due to some limitations sometimes they could not give the expected service. But they were trying to develop the school with their knowledge, skills and experience.

During the interview session, selected 8 head teachers also said that except teaching profession they were not involved in other economic activities. Five (5) out of 8 head teachers mentioned that they had no involvement with other organizations. Rest of the 3 head teachers told that they had active involvement in local politics. They ensured that this political involvement did not have any effect on their professional activities. The head teachers of selected 8 schools claimed that they spent full time from starting to ending of the schools. During that time, they did all the administrative work and monitored the activities of the teachers. The head teachers from 2 selected urban areas government schools (HUGS 1 and HUGS 2) told in the interview that they stayed in the school relentlessly from 7:00am to 5:00pm. As these two schools had morning and day shifts, they had to stay long time in schools. Head teachers from urban areas strongly told that they stayed all the time in the school to perform their administrative duties. They also added that due to the location of these schools, the authorities were always concerned and alert about the activities of the schools.

However, the situations of the head teachers in the rural non-government schools were somewhat different. Three (3) out of 4 schools from rural areas head teachers were not found in the schools when I visited the schools. After contacting through different media (over phone, school teacher) when I met with them, they told that this absence was sudden. They remained absent due to the inconvenience. But they told that they did not formally apply for this absence. During in-depth interview, I came to know from the teachers that, head teachers remained absent frequently. Sometimes, after starting the daily activities of the school, they stayed outside of the school compound. But during the interview the head teacher said, "I reach before scheduled time. If I reach late, the general activity of the school might be hampered. Other teachers may inspire to be late seeing this."

The head teachers, especially from rural areas, claimed that in many cases the teachers could not reach school on time. Because of the lack of availability of transportation and the crowd on the road, they failed to reach the schools on time. The head teachers of rural areas school who lived in the urban areas suffered from this problem very much.

During in-depth interview with head teachers, they appeared that they were very conscious about the daily school schedule. Specially, they wanted to start the school on time. For that every teacher came to the school on time, joined assembly, prayer and national anthem. After that they went to the class according to the class routine.

The above discussion clearly depicted the dissatisfactory scenario of the secondary schools' head teachers' professional responsibilities. And it proved that they did not properly monitor and supervise teachers' regular professional activities. Teachers performed unprofessionally and traditional teaching-learning practices in the classroom. The obtained data from FGDs revealed that head teachers were rarely involved in teachers' classroom monitoring and supervision related activities. For that teachers' professional practices were largely unobserved, unmonitored and unmotivated. That's why teachers' effectiveness of professional practices largely depends upon where teacher stands in terms of professional and moral integrity. But teachers' strong involvement in socio-economic activities challenges teachers' professional ethics.

6.9 Teachers' home environment and distance from home to school: effects of desired social status on teachers' professional practices

Teachers' home environment significantly influences teachers' preparation for classroom activities. In this case teachers need favorable home environment to get proper professional preparation for every day classroom activities. A teacher should develop competences necessary to create a stimulating learning environment in the classroom as a precondition for the cognitive, social and emotional development of each student. Effective use and good organization of teaching materials stimulate the development of student's ability to learn effectively in the classroom. In this case

teachers' home environment is very much related with teachers' professional performance. Their residential environment influences their professional practices. Proper home environment provides adequate learning facilities at home to develop their professional capabilities. Teachers who have satisfactory economic status can provide a study-friendly environment at home and even able to provide a more special time for preparation for classroom activities, like preparing materials for teaching learning process, checking and evaluating students' work etc. Favorable home environment is also linked to family structure. This research indicated that teachers who were belonged to nuclear family (with small number members, see 6.5) got more comfortable environment for preparing themselves for professional activities. In this study I explored how teachers utilized their existing home environment for professional practices.

This study revealed that teachers who were living in urban areas (20 out of 24), had more supportive home environment than those who were living in rural areas. They had separate study room, chair, table, and book self where they could take preparation for their classroom activities. Good number of teachers (13 teacher) living in urban areas had also ICT facilities including Wi-Fi in their home. But those teachers did not utilize these facilities for their professional purpose due to their strong involvement in socio-economic activities, specially in private tuition (as discussed in 6.7). Even female teachers also could not utilize these facilities for their burdensome of family life activities (see 6.5).

Though in the urban areas, internet facilities, supportive home environment like separate study room, individual desk, chair were available, teachers performed their classroom activities without taking proper preparation (see Chapter 4 and 5). Home visit and observation made it clear that though urban area teachers' home environment was comparatively more supportive to get proper preparation but this environment could not inspire them to take proper professional preparation. Most of the male teachers (11 out of 12) utilized these facilities for private tuition or coaching purpose. On the other hand, the teachers who were living in the rural areas (4 out of 24) never got enough support from their home environment to get proper preparations for their

everyday classroom activities. The study found sometimes textbooks also were not available at their home. They did not keep any instructional materials at their home. They did not have separate study room, chair, table, and book self or any identified space where they could take preparation for their classroom activities. Their home environment did not provide internet facilities too. These teachers' home environment was not supportive to provide desired preparation for their professional practices. They faced a lot of difficulties in their home which created challenges to prepare themselves for their classroom activities.

So the fact that after having proper home environment or not having proper environment at home, teachers did not get proper preparation for their everyday classroom activities and performed unprofessional practices in the classroom because of their involvement in the socio-economic activities.

In this research, schools from both urban and rural areas were included. I found that 8 out of 12 rural area school teachers were lived in urban areas. Among them 7 out of 8 were male and 1 was female. Because of social status, available facilities in urban areas, scope for involvement in other economic activities, and scope for better education for children, they preferred to live in urban areas. Head teachers noted that most of the times they were late in schools and during journey time they also felt panic whether they were able to reach the school on time or not. Head teachers (HRNGS 6, HRNGS8) argued that the teachers who were living in urban areas, schools never offered first period to them. Along with this they spent their valuable time daily on journey. These teachers also had the eager to leave the school as early as possible because of distance that took time to reach their home. Sometimes vehicles also were not found available. Those rural area teachers who lived in urban areas had to cover more or less 12 to 30 kilometers daily to reach schools. At the same way I also made home visits and observation required for this study. And I found it difficult for the teachers to reach in proper time who had professional involvement in rural areas but lived in urban areas. In this case distance from home to school made challenges to perform their professional responsibilities.

In this research it was identified that teachers in urban areas lived very close to their schools. I visited 9 out of 12 teachers' home on foot. It took 10 to 15 minutes to reach other three teachers' homes by auto-rickshaw. That means transport facilities were available for urban area teachers which made their journey easier. This facility helped them to reach the school on time and made easier to engage them in professional responsibilities. Remaining four teachers from rural area schools also lived close to schools. They had to go to school on foot, and I also observed their home visit in the same way.

This study identified that the teachers who were living and teaching (both rural and urban areas) near their schools had found more attachments to the schools than the teachers who were living in urban areas but teaching in rural areas schools. Those teachers (who were living close to their school) were found better professional attachment with schools and had active involvement with academic activities.

6.10 Conclusion

Beginning of schooling, students expect to get active support from their teachers in the learning process. Teachers are expected to involve students in the learning environment actively and help them learn properly. The guardians expect that teachers should facilitate the learning opportunities need for their children's overall development as per prescribed curriculum. This study indicated that involvement of secondary school teachers of Bangladesh in socio-economic factors had various effects on their professional practices. The study discovered that present professional practices of the secondary school teachers in Bangladesh failed to ensure favorable and dependable quality learning environment for students and at the same time they were losing their role model image.

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Chapter 7

Conclusion

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Chapter 7: Conclusion

7.1 Introduction

This study aimed at investigating the effect of socio-economic factors on teachers' professional practices in the secondary schools of Bangladesh. This final chapter provides reconstruction of the research focus, contribution to the knowledge and key findings of the study. Future challenges, implications and recommendations are also discussed briefly in this chapter. My aim was not to make generalizations based on the data collected for this qualitative research but to provide some signposts about current professional practices as well as identify socio-economic factors that have strong effects on professional practices of the secondary school teachers in Bangladesh.

7.2 Reintroducing the research focus

In the first chapter of the study, I developed my understanding about the importance of teachers' preparation and professional training. I also developed an understanding about socio-economic factors and their effects on professional practices of the secondary school teachers of Bangladesh. Following are the research questions that I addressed in the Chapter 1 of the study:

1. How do teachers get them professionally prepared for their everyday classroom activities?
2. How do teachers perform professional practices in the classroom?
3. How do socio-economic factors can have effects on the professional practices of the secondary school teachers in Bangladesh?

In this thesis (Chapter 2) I developed a conceptual framework of the study through reviewing the literature. I conceptualized the notion of professional practices and socio-economic factors. I identified the key aspects of professional practices. The broader literature informed me that teaching as a profession had an emphasized area and socio-economic factors influenced teachers' professional practices enormously.

The methodological approach (Chapter 3) was developed following the qualitative study and the tools of the research were used to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh. I used thematic approach to analyse identified socio-economic factors and their effects on teachers' preparation and professional practices.

In the fourth chapter of the study, I investigated how teachers would get them professionally prepared for their everyday classroom activities. Based on the findings of the research question 1, I concluded that the teachers (both in urban and rural areas) did not get them professionally prepared for their everyday classroom activities and they had a lack of interest to apply their trained knowledge and skills in the classroom. Teachers also developed individual perception about profession which never reflected teachers' professional attitude.

The fifth chapter of the study discovered how teachers performed professional practices in the classroom. According to the findings of the research question 2, the study identified very traditional teacher-centered teaching method dependent on textbook reading in both urban and rural area schools. The research findings also established students' inactive participation in the classroom, little interaction and time passing assessment techniques etc. The head teachers who were responsible for supervision did not play significant role in raising performance of teachers' professional practices at the secondary schools in Bangladesh. Teachers, specially in rural area schools mentioned that limited resources were mainly responsible for the status of their present professional practices in the classroom. However, better facilities did not make any mentionable differences in urban area school teachers' professional practices.

The sixth chapter of this research identified socio-economic factors which had in-depth effects on teachers' professional practices. This study found both urban and rural areas teachers' mentionable involvement with socio-economic activities. This study also identified male teachers' strong involvement in social organizations and other economic activities. On the other hand, it was found women teachers' (both rural and

urban areas) no involvement in social organizations and least involvement in other economic activities. However, it was found women teachers' strong involvement in social life activities mainly in family life activities. These types of involvement strongly affected professional practices of both male and female teachers of the secondary schools in Bangladesh.

Finally, chapter seven continued to research focus, contribution to the knowledge and key findings of the study. Implication, challenges to be addressed in future, and recommendations were also addressed in this area.

7.3 Contributing to knowledge

The purpose of this study was to contribute new knowledge and understanding about socio-economic factors and their effects on professional practices of the secondary school teachers in Bangladesh. More specifically, the research aimed at investigating how socio-economic factors would have effects on professional practices of the teachers. The recognized national and international research works were consulted to draw a conceptual framework of the study. This study explored strong involvement of both urban and rural area teachers' in socio-economic activities which were getting preference than their professional responsibilities. These factors had effects on professional practices of teachers and hampered students' learning and forced them to involve and continue their academic study outside of the schools (like coaching or private tuition) which eventually hampered the main objective of the secondary education in Bangladesh. This study discovered teachers' traditional mindset and strong gender role activities which pushed away the teachers to apply their knowledge, skills and efficiency properly in the classroom. To improve this situation not only needed policy development but make changes in teachers' mind and their thinking.

7.4 key findings of the study

In this section of the thesis report, I discussed key findings of the study related to socio-economic factors and their effects on teachers' professional practices.

7.4.1 Lack of teachers' preparation, poor physical facilities along with large group of students

- It was found through the research that the physical facilities of the secondary schools in Bangladesh did not facilitate enough to provide quality education. Specially, most of the schools in rural areas did not have proper classroom facilities and teachers faced difficulties for not getting necessary instructional materials. Consequently, teachers' classroom activities inclined to be mostly traditional. Teachers always used 'lecture' method in classroom teaching. Most of the teachers never used participatory teaching-learning approaches in the classroom. They also never used group discussion and pair work strategy in their teaching-learning process and they might not expect to be involved in student oriented teaching. The study found that the classroom environment and pedagogical practices of teachers were monotonous. Professional environment and teachers' involvement in other activities were responsible for this kind of professional activities. The study indicated that most of the classrooms of urban and rural areas dealt with large number of students. It reflected that there was a strong correlation between large number of students and application of lecture method in teachers' classroom activities.
- This study found teachers' home environment as an important factor to get proper preparation for everyday classroom activities. Through home visit and observation it was marked that home environment of rural area teachers was not friendly enough to get proper preparation for quality teaching. It was noticed that they did not have necessary instructional materials and teaching aids (i.e. textbook, teachers' guide, handbook, chart, poster, map etc.). They also did not have separate rooms for study purpose; even they did not have reading desk or table which would help the teachers to get proper preparation for everyday classroom activities. Though most of the teachers in urban areas had better environment in home, but they could not utilize those facilities due to their involvement with other activities.

7.4.2 Teachers' strong involvement in socio-economic activities had various effects on professional practices

- This study found teachers' significant involvement in socio-economic activities. These activities sometimes got more preference than teachers' professional responsibilities. Male teachers had strong involvement with political, religious and voluntary activities. Moreover, this study found male teachers' mentionable participation in other economic activities, specially earning from private tuition and/or coaching. Consequently they could not pay attention for getting preparation needed for quality teaching at school which is their prime work place. Thus they almost failed to keep their professional commitment. This study also identified that female teachers were mainly responsible for family life activities. Due to typical gender role activities they had very limited involvement in other economic activities or any involvement with other organizations. For the burdensome of family life responsibilities, they got very limited time to prepare themselves for professional practices. They had to spend a good amount of time for house hold labour. This strong involvement had effects on their professional practices in the classroom.

Dissatisfactory professional practices and low application of trained knowledge and skills and teaching aids in the classroom

- This study explored that teachers had content knowledge and they got professional training. But they could not able to perform their professional role properly. Because teachers usually did not take enough preparation to deliver lessons appropriately. Teachers' strong involvement in socio-economic factors had also effects on their classroom activities. It was found that teachers mainly used black or white board and applied textbook method in the classroom teaching-learning. Though schools had multimedia facilities, but its application was very limited. Teachers also forgot what they learned from the ICT training because of their lack of ICT practice in the classroom. Teachers' traditional mindset and lack of supervision restricted them from conducting classes effectively.

Low teacher student interaction and assessment techniques

- The qualitative data explored that the teachers were not friendly equally with all students in their classes. They usually made eye-contacts with students of the front benches and paid very little attention to those in the back benches.

This study pointed out most of the secondary school teachers usually practiced traditional assessment system. From classroom observation it was found that, teachers used only content based questions which could generally measure recalling ability. This technique did not create any opportunity for students to gain creative and critical intellectual abilities.

7.4.3 Students' strong involvement in private coaching for expecting better academic results

- Students from both rural and urban areas had to depend on coaching or private tuition to make their lesson understandable. Because they never got clear knowledge and understanding from the lessons delivered by the classroom teachers. So students were always in tension for not obtaining good grades. In order to get good-marks in the examination students had to go to coaching centers and/or private tutors. Students believed that teachers never took proper preparation for their classroom activities. Students expected that the teachers should explain the lesson properly in the classroom.

7.4.4 Lack of supervision and monitoring

- Head teachers are mainly responsible for academic supervision and monitoring of the secondary school teachers' classroom activities. However, this study found that most of the head teachers could hardly perform their responsibilities

properly. Their activities were very irregular and sometimes they had no active participation in the supervision.

Finally, the research discovered that socio-economic factors had potential and various effects on professional practices of the secondary school teachers in Bangladesh.

7.5 Challenges to be addressed in future

In this part of the study report, I have identified and discussed major challenges and issues drawn from the key findings based on the research questions. It is crying need to address those challenges and issues for ensuring quality professional practices of the teachers in the secondary schools of Bangladesh.

Changing traditional mindset of teachers and inspiring them for playing dynamic role for quality education

One of the significant challenges identified in this study was the traditional mindset of teachers. Social context of the secondary schools in Bangladesh was another major challenge which itself a socio-economic factor that forced the teachers to think and perform their professional practices in the way where teachers, learners and guardians were concerned only about the academic results.

Minimizing teachers' involvement in other economic activities, addressing political involvement and minimizing gender role gap in household labour

The study identified teachers' strong involvement in socio-economic activities which had effects on teachers' professional practices in various aspects. Teachers' dissatisfaction about their salary and allowances forced them to involve in other economic activities like business, farming, specially in private tuition and coaching etc. Teachers also had mentionable involvement in politics, social clubs and other social organizations. Women teachers were found their significant involvement in household labour. Since, both male and female teachers were involved with those socio-economic

activities; and it might be difficult to make changes in secondary school teachers' mindset, thinking and their involvement in socio-economic activities.

Strengthening head teachers' roles for regular supervision and monitoring of the teaching-learning activities of teachers

The study discovered a major challenge of head teachers' lack of monitoring and supervision. Head teachers, specially in rural areas sometimes were absent from schools; for that teachers classroom activities remained unmonitored.

Developing teachers' professional ethics and morale

The study identified teachers' strong unprofessional involvement in other economic activities which challenged teachers' professional ethics and morale. Although the findings showed unprofessional and dissatisfactory professional practices in the classroom but evidence proved secondary school students' mentionable academic achievement. Hence, it was really difficult to identify whether students involvement in private coaching or their learning in the classroom helped them in achieving their better academic results. It was one of the key challenges of the study.

Making classroom size appropriate for interactive and participatory teaching-learning process

The study discovered a strong correlation with large group of students in both rural and urban areas. For that teachers obviously choose the lecture and textbook method for teaching. It is very difficult to make ensure the expected ratio of teacher-student (1:30) for the overpopulated country like Bangladesh.

I acknowledged the limitations of the qualitative study and could not generalize from the findings. Being as an outsider and researcher, it was not easy at first to establish collaboration with the teachers to investigate their professional practices in the classrooms as well as explore their home environment and identify their involvement in

socio-economic activities. I ensured the participants that I was passionate about my higher study and wanted to learn the present context, practical situations, and ethical consideration about the teachers' professional practices. These factors were influential in working with the teachers, head teachers and students. Demonstrating these personal characteristics was important that would be helpful to overcome the future challenges.

7.6 Implications for research

I believe that the study of teachers' socio-economic activities and their effects on professional practices can have a useful contribution in the field of secondary education in Bangladesh. It is important to understand how teachers perform their professional activities, their socio-economic responsibilities and involvement and its effects on their professional practices. In-depth knowledge, beliefs, thoughts, proper training, home environment have significant effects on teaching-learning process. Finally, the study deemed its importance to find out the effects of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

The research presents a substantial and significant contribution to knowledge in three domains:

Implication One: It contributed to the knowledge and understanding about teaching profession and teachers' professional practices. This understanding was found to explain teachers' professional responsibilities, thinking, beliefs and ethics which have strong relation with teaching profession. When teachers are transformed in their thinking they would lead a change in their goal. Because teacher and teaching is an indispensable part of education system; and education system of a Bangladesh is an integral part of a society as a whole.

Implication Two: This study contributed to identify present scenario about preparation and classroom activities of the secondary school teachers in Bangladesh both from urban and rural areas. Such knowledge helps teachers to improve themselves and take proper preparation for their daily classroom activities. And teachers' classroom

activities are strongly related to students' learning outcomes. Teacher should pay attention to all of the students, apply student friendly teaching approaches instead of traditional methods. Of course they should be able to apply their obtained knowledge and skills and training experiences in the classroom environment. Hence, students will feel comfortable in all aspects of the classroom environment and they will be able to complete the lesson in the classroom.

Implication Three: This research contributed to knowledge about effects of socio-economic factors on secondary school teachers' professional practices. Teachers' socio-economic activities appeared to be significantly linked with their professional practices. In a society like Bangladesh it is not surprising that teachers' socio-economic background exist along with teachers' professional performances. This study will help to think about the reason for teachers' involvement in other economic responsibilities and burdensome of family life responsibilities which have strong effect on teachers' professional practices.

7.7 Recommendations

This study demonstrated the effect of socio-economic factors on professional practices of the secondary school teachers in eight secondary schools in Bangladesh. In particular, it articulated teachers' preparation, classroom activities, and attitude concerning the concept of professional practices, teachers' beliefs, ethics and involvement in socio-economic factors which had effects on teachers' professional practices. I hope the findings of this research will motivate the teachers as well as the authorities of secondary schools to think about their professional responsibilities and support students' construction of knowledge and understanding.

Recommendations based on the findings relating to the research question 1: develop professional attitude

- The study indicated that there was limited application of proper professional activities and responsibilities. The existing professional attitude of the teacher is

mostly not student-friendly. So teachers should create students' learning oriented professional perspective.

- A trained teacher must know which professional attitude they need to develop and how to apply this in teaching-learning activities. They should apply it on their professional life. Along with this they must ensure that the lessons from the training they obtain must apply in classroom activities. If the teachers have an intention and preparation that they can make the class successful. Because the perception of the teacher is the main actor to create a better pedagogic environment in the classroom that makes the difference (Sammons et al., 2003).

Recommendations based on the findings relating to the research question 2: ensure proper application of professional practices

- In Bangladesh, the research found that a good number of secondary school teachers have proper educational qualifications and professional training (at least B.Ed) for teaching secondary level students. Appropriate application of their knowledge can change the perspectives of classroom environment. Research suggests that the quality of pedagogy is related to teachers' effectiveness and appropriateness of interactions with students (Elliot, 2006). Other research findings suggest that specialized training of teachers contributes to quality interactions and enhanced student-centered learning environment (Almay, 1982; Jordan, 1999, Lamb, Sternberg, Hwang & Broberg, 1992; Mould, 1998).
- The investigation of this study found that the government secondary school teachers were getting more facilities to apply their knowledge in classroom environment than non-government schools (both rural and urban areas). But teachers' classroom activities were more or less the same. So the government school teachers should take these advantages and utilize these facilities for providing quality teaching.
- The observation data ensured that majority of the secondary school teachers (especially rural area schools) did not start their class in due time in the classroom.

Hence, the authority should concern about it and teacher should be responsible about this matter.

- Teaching with large group of students in a classroom is very common at the secondary schools of Bangladesh. Teaching with large number of students effectively is actually a difficult task. So the development of skills for dealing with large number of students effectively is essential for the teachers. The authorities should add appropriate content in formal training curriculum for developing capability of teachers to manage the situation effectively.
- Besides creating new section of students can be the alternative way for solving the problem relating to large number of students which was clearly indicated in the Education Policy 2010 (the ratio should be 1:30).
- Teacher-student interaction in the classroom should be ensured. Teachers are mainly responsible for this phenomenon. So they should be motivated about this and encouraged them to make it ensure in classroom activities. The interactions need to be deeper and professional so that students can easily raise their lesson related problems to the teacher. For that students' participation needs to be ensured during the class time.
- Teaching requires planned activities for creating the new application of knowledge through lesson plan. The data indicated that almost all the teachers had no interest about lesson plan and they felt that it was not essential for daily classroom activities. So the head teachers should take proper initiative for this matter.
- The teacher-centered teaching method e.g. lecturing is dominant in the classroom. The pedagogic training focusing on student-centered methods is a must for the secondary school teachers. While reducing the implementations of lecture method, implementation of various participatory approaches need to be ensured in the classroom for better engagement of students in classroom activities.

- Observation and in-depth interview data indicated that teachers were suffering from burdensome of number of classes (four to five). For that teachers could not prepare themselves for everyday classroom activities and physically and mentally they felt very tired. Hence, the number of classes for the teachers should be reduced so that they can prepare themselves properly.
- Another area of concern articulated throughout this study was the prevailing assessment strategies of teachers in secondary schools which were found to be rigid and ordinary which made students feelings uncomfortable with teachers. Hence, there is a need for rethinking about assessment strategy; and teachers should include relevant assessment methods and tools which increase the ability to assess students' potentiality and help to develop their learning skills.
- Importance and priority of private tuitions and coaching will be declined if students can solve their problems inside the classroom themselves. All of the teachers should concern and take need based priority about this matter.

Improving infrastructure facilities

- It is recognized that safe, spacious, ICT friendly stimulating classroom environments offer opportunities for students' exploration, imagination and enjoyment. The research findings of this study showed that the physical condition and facilities in most of the secondary schools of Bangladesh were not satisfactory. Especially, the infrastructure of rural schools needs to be modernized. At the same time, renovations of classrooms are also very necessary. The government and local communities should pay attention to this dimension to ensure that students have the best out of their school environment for their development.
- Using of teaching aids in the secondary schools in Bangladesh is poor in both quantitative and qualitative aspects. Teachers find it difficult to arrange materials for teaching and engage students actively in the classrooms. In the secondary schools, nearly all of the teachers used black board or white board, chalk, marker

pen, and duster and textbooks for teaching activities. In this regard there is need for application of professional training in how teachers themselves can make teaching-learning aids from scrap materials instead of relying on supply from government. This requires that, head teachers and teachers of secondary schools change their perceptions about teaching aids. So the availability of instructional materials needs to be ensured. And teachers should give more importance to using teaching material or equipment inside the class.

Recommendations based on the findings relating to the research question 3: minimize teachers' involvement in socio-economic activities

- Ensuring both male and female teachers have equal participation in all socio-economic activities, so that they can play expected role in their professional life. Minimizing gender gap in social life for ensuring both male and female teachers.
- As a social person all of the teachers could have socio-economic activities and responsibilities. Teachers must ensure that their profession should not be affected or influenced by their involvement in socio-economic matters.
- Teachers should be discouraged in involving with private coaching and tuitions. Teachers' salary and other allowances need to be increased.
- Teachers should create favorable home environment for classroom preparation. This will enable them to take proper preparation for their everyday classroom activities. Teachers should have all the necessary books and related materials available in their home so that they can take preparations need for the subject they teach.
- Teachers should maintain professional ethics and values. So that socio-economic factors could not create barrier for their quality professional practices.

Ensuring effective monitoring and supervision

- Head teachers should play active role in regular monitoring and supervising teachers' regular classroom activities and other professional responsibilities.

- Head teachers need to provide frequent professional training for developing their capability and skills to ensure effective monitoring and supervision.
- Both external and internal monitoring and supervision should be strengthening in the secondary schools of Bangladesh.

Finally, teachers need to be more updated, careful, professional and aware of carrying out their professional responsibilities.

7.8 Conclusion

The study has taken initiatives to explore the effect of socio-economic factors on professional practices of the secondary school teachers in Bangladesh.

Having carried out this study, it is evident that socio-economic factors had various effects on teachers' professional practices. Although there are significant concerns about secondary education in Bangladesh, but it has not been well performed and exercised by teachers. Involvement in socio-economic factors keeps away the teachers from educational and professional goals and ethics. Even students also find out other options to learning from outside of the school which hampers the main goals of secondary education. Thus the secondary school education graduates in Bangladesh are failing to achieve expected competencies prescribed on the National Curriculum.

Therefore it can be suggested that professional practices of the teacher should be centrally concerned with the conditions under the particular knowledge that should produce and apply in the great ways that make a different dimension for the life of students. Teacher-student positive interaction and active participation can make desired changes in secondary education. Because teaching is an art and teacher is an artist who can display the canvas according to their emotional involvement and professional competency.

Though the findings of the study are not generalisable due to its qualitative nature, the findings provide useful insights for teachers, teacher educators, researchers and policy makers.

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Appendices

- Appendix-A: Secondary (Class 9-10) School Teacher's Classroom Observation Checklist
- Appendix-B: Secondary (Class 9-10) School Teacher's In-depth Interview Schedule
- Appendix-C: Secondary (class 9-10) School Head Teacher's In-depth Interview Schedule
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Appendix-A

Secondary (Class 9-10) school teacher's classroom observation checklist

1. General Information

<p>Name of School: _____ Code: _____</p> <p>Address: _____</p> <p>Place: Rural _____ Urban _____</p> <p>Type: Govt. _____ non- government _____</p> <p>Boys School _____</p> <p>Girls School _____</p> <p>Co-Ed Education school _____</p>	<p>Subject: Science _____ Humanities _____ Business _____</p> <p>Duration of Class: _____ Minute</p> <p>Observation Time: _____ Minute</p> <p>No of Students: _____</p> <p>No of Students Presence: _____</p> <p>No of Boys Attended: _____</p> <p>No of Girls Attended: _____</p>
<p>Code: _____</p> <p>Information of Teacher _____</p> <p>Teacher's Qualification: _____</p> <p>Designation: _____</p> <p>Experience: _____</p> <p>Male: _____ Female: _____</p>	<p>Date of Observation: _____</p> <p>Duration of Observation: _____</p>

2. Physical Facilities in the School

2.1: Capacity of Classroom

Under 30 30-40 41-50 51-60 61-70

2.2 Foundation of School

Building Semi-building Hut Others

2.3 Types of Seating for the students

Bench Separate chair & table others

2.4 Space for movement for the teachers inside the class

Adequate Space Average Space Narrow No Space

2.5 Type of Board

White Black

2.6 Quality of Board

Useful Average Unsuitable

2.7 Scope of use special materials inside the class

High Standard Average No Scope

2.8 Scope of use Multimedia/ICT inside the class

Available Not Available Available But Not Working

3. Teacher's classroom activities observation

3.1 When did the teacher enter the class?

On time Late Before the scheduled time

3.2 Is today's class comprised with the syllabus?

Yes No

3.3 Did the teacher maintain a consistency with the previous lesson while delivering the lecture today?

Yes No

3.4 Application of Appropriate Teaching-learning Technique: Please use the appropriate code in the box to express your opinion

1. Not used
2. Very good
3. Good
4. Average

5. Bad
6. Very Bad
7. Not Applicable

3.5

Teacher's proficiency of delivering a lecture in the class	Code/Opinion
Addressing	
Lesson planning	
Creating of motivation	
Presentation of content	
Delivering an overall idea about the lesson	
Students participation in classroom activities	
Question & answer strategy	
Use of board	
Interpretation of new words	
Voice	
Teachers linguistic skills	
Efficiency on topic based teaching	
Use of instructional Materials	
Use of necessary teaching aids	
Style of speech	
Gesture of teacher	
Assessment during the class	
Technique of assessment	
Importance given on gender balance	
Assessment technique after the lecture	
Movement of teacher inside the class	
Use of text book	
Use of ICT/Multimedia	
Creating a good ambiance inside the class	

3.6 Did the teacher encourage the students to ask questions during the class?

Yes

No

3.7: What teaching method/methods did the teacher use during the class?

Lecture

Discussion

Participation

Question-answer

Others

3.8 How many classes does the teacher attend today so far?

Ans:

3.9 Which role did the teacher play while delivering the lecture?

Lecturer

Instructure

Facilitator

Others

3.9 How do you rate the teacher in terms of teaching quality?

Excellent

Good

Average

Week

Very Week

3.10 How many classes have the students already attended today?

Appendix-B

Secondary school teacher's in-depth interview schedule

1. General Information _____

Name: _____ Code _____
Designation: _____
Female _____ Male _____
Age: _____
School: _____
Government: _____ Non-government _____
Place: _____
Rural: _____ Urban: _____
Teaching Experience (Including this year): _____

2. Professional Qualifications _____

Graduate (Honors) Graduate (Pass) Masters

3. _____

No B.Ed M.Ed Others

4. _____

Title of Training/Seminar	Organizer	Duration	Year

4.1 What are the main subject/subjects you are teaching this year?

A. _____ B. _____

4.2 Is there any teacher to teach these subjects in school

Yes _____ No _____

If yes, then how many teachers?

5. _____

5.1 How long do you stay in school every day?

5.2 How many classes are allocated to you for a single day?

5.3 Can you take all the classes on the specified time?

Yes

No

If no, then why _____

5.4 How do you prepare yourself to take the everyday classroom activities?

5.5 What's your opinion about the advantages of using ICT/Multimedia in the class?

5.6 Do you apply ICT in the class?

Yes

No

If not, why?

5.7 Are you involved with any other organization?

Yes

No

If yes, then what type of organization?

5.8 Did you ever take part in local election and have got selected?

Yes

No

If yes, then how much time and concentration did you able to give in your teaching profession at that time?

5.9 Do you think that your monthly compensation is adequate compared to the needs?

Yes

No

If no, then have you take any measures to meet the needs?

Yes

No

If yes, what type of work are you involved in?

- 5.10 Please tell me about your family and its background?
- 5.11 Do you take any extra leave on top of what is allocated to you?
Yes No
If yes, then what impact does it bring in your teaching profession?
- 5.12 What kind of role does Head Master play to improve your teaching skills?
- 5.13 Do you think that you are performing your professional responsibilities properly?
- 5.14 Did you ever face any obstacles doing your responsibilities in school?
Yes No
If yes, what are the problems did you faced?
- 5.15 Considering the overall scenario, what kind of impact societal issues have been on your teaching profession?

Family work					Political work		Cultural work		Religious work		Recreation		Other economic work		
Sl No	Description of household work	Time spent	Responsibilities on kids & family members	Participation in social events	Type of Political Works	Time spent	Type of cultural works	Time spent	Type of religious works	Time spent	Medium of recreation	Time Spent	Economic responsibility	Other economic activities	Time spent

Appendix-C

Secondary school head teacher's in-depth interview schedule

1. General Information_____

Name:

Designation:

Female Male

Age:

School:

Government: Non-government

Place:

Rural: Urban:

Teaching Experience (Including this year):

Year of joining as a Head Master:

Code:

2. Professional Qualifications_____

Graduate (Honors) Graduate (Pass) Masters

Subject:

Arts Science Business Others

3. Professional Training_____

No B.Ed M.Ed Others

4. _____

Title of Training/Seminar	Organizer	Duration	Year

5. Do you come to school every day? And how long do you stay?

6. Is there any scope of using ICT /multimedia in your school?

7. What is the availability of teaching aids, curriculum, teachers guide etc for teachers preparation in your school?
8. Do you monitor a class when a teacher is teaching?
9. (Name of the selected teacher.....) Please tell me about the quality of classroom activities of this teacher.
- 10 (Name of the selected teacher.....) What are the initiatives do you host to improve the proficiency of teachers?
10. Did you ever take part in local election and have got selected?
11. Do you think that you are performing your professional responsibilities properly?
12. Are you associated with any organization?
13. Are you associated with any type of occupation or profession other than teaching?
Yes No
If yes, then what are the other works that you do?
14. How many leaves do you take in a year? How do you utilize them?
15. Do you think that you are performing your professional responsibilities properly?

Thank You

Appendix-D

Effect of Socio-economic Factors on Professional Practices of the Secondary School**Teacher's in Bangladesh****Secondary (class 9-10) school student's focus group discussion (FGDs) guideline****A. General Information**

Name of School:

Address:

Village:

City

Boys School:

Girls School:

Code :

Date:

B. Details of students participated in the survey:

Sl. No	Name	Class & Roll No	Section	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				

C.

1. Tell me about the environment of your classroom.

- 1.1 Classroom arrangement, light-air, electricity, fan etc.
- 1.2 Scope of using teaching material (multimedia, internet, wi-fi, whiteboard)?
- 1.3 Teacher-student interaction .
2. Tell me your opinions on teacher's classroom activities.
 - 2.1 Does the teacher enter the classroom in time?
 - 2.2 Does the teacher remain active in the classroom for the entire period?
3. Do you think that the teacher takes preparations before taking a class on a particular subject?
4. Tell me your opinion about the teaching technique of the teacher.
 - 4.1 How does a teacher call the students? By name, roll or any other means?
 - 4.2 Does the teacher give equal opportunity to all the students?
 - 4.3 Does the teacher use necessary and interesting teaching materials in the class?
 - 4.4 Does the teacher is interested in using ICT? And does he use ICT in the class?
 - 4.5 What is your opinion about the knowledge of the teacher in a particular subject?
 - 4.6 Tell me about the behavior of the teachers.
 - 4.7 What are the methods a teacher uses in the class?

4.8 How does the teacher evaluate?

5. Do you need to revise or study the same subject in the private tuition or coaching class which is already taught in the class?
6. What are the problems do you face during a class?
7. Have you ever noticed the Head teacher to visit your classes during the class time?
8. In your view, what are the steps that can be taken to improve classroom activities?

Thank You

Appendix- E

Secondary school teacher's home visit & observation checklist

Observation time:

Name of teacher:

Age:

Code:

Place:

Village:

City:

Type of family:

Nuclear Family:

Joint Family:

No of children:

Boy

Girl

Number of Members in the family:

Profession of husband/wife:

Distance between home and school:

1. Mode of transport:

By walk

Rickshaw/auto rickshaw

Bus

Train

Private car

Other

2.1 Does the teacher have a separate study-room?

Yes

No

If not, does he have any scope of study in other rooms?

Yes

No

2.2 Does the teacher have a separate chair & table?

Yes

No

2.3 Does the teacher have a separate bookshelf?

Yes

No

2.4 Does he/she have all the related textbooks he/she teaches in school?

Yes No

2.5 Does he have teacher's guidebook?

Yes No

2.6 What are the materials does they have for class 9 and 10?

Curriculum Teachers Guide Other (specify):

2.7 Do they have any technical facilities in home?

Internet Wi-Fi Broadband Modem Other (specify):

2.8 Any scope of private tuition at home?

Yes No

Appendix-F Consent letter

অধ্যাপক ড. মোঃ আব্দুল মালেক
শিক্ষা ও গবেষণা ইনস্টিটিউট
ঢাকা বিশ্ববিদ্যালয়
ঢাকা-১০০০, বাংলাদেশ



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তারিখ:

বরাবর

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.....
.....

প্রিয় মহোদয়,

ভূভেদে নিবেদন। ঢাকা বিশ্ববিদ্যালয়ের শিক্ষা ও গবেষণা ইনস্টিটিউটের (আই.ই.আর), পিএইচ.ডি গবেষক জনাব অপর্ণা রানী দে আমার তত্ত্বাবধানে “Effect of Socio-economic Factors on Professional Practices of the Secondary School Teachers in Bangladesh” শীর্ষক গবেষণাকর্মে নিয়োজিত আছেন। তাঁর গবেষণাকর্ম পরিচালনায় আপনার সহৃদয় সহায়তা প্রয়োজন। তাঁকে প্রয়োজনীয় সহযোগিতা প্রদানের জন্য অনুরোধ করছি।

উল্লেখ্য যে, আপনার প্রদত্ত তথ্যাদির গোপনীয়তা রক্ষা করা হবে এবং কেবলমাত্র এই গবেষণাকর্মে তা ব্যবহার করা হবে।

গবেষককে সহায়তা প্রদানের জন্য আপনাকে আন্তরিক ধন্যবাদ।

আপনার শুভাকাঙ্ক্ষী

(অধ্যাপক ড. মোঃ আব্দুল মালেক)

শিক্ষা ও গবেষণা ইনস্টিটিউট

ঢাকা বিশ্ববিদ্যালয়।

Appendix-G

General description of the selected schools

UGS 1

Urban government school 1 was located in a crowded and one of the busy and main streets of Mymensingh sadar. The school was surrounded by business shopping malls. During observation I found the sound of transports interrupted classroom activities. The main building was a two storey structured with medium and large sized classroom. The school provided sufficient space in the classroom with proper sitting arrangement for the students along with black board, white board, and multimedia facilities for individual section. There was also a computer lab, science lab and library facilities. The school also provided big field for students' assembly and co-curricular activities.

UGS 2

The school (Urban government school 2) was located at Kishoreganj Sadar. The school was located in urban area surrounded by 'katcha Bazar'. It was a very noisy and crowding environment of the school. The main school building was a two storied structure with medium and large sized classroom. The school facilities provided black and white board, multimedia facilities, enough seat arrangement and ventilation. The school also had separated building for ICT and science lab.

UNGS 3

It was a non-government and co-education school. It was also located in a crowded and busy street of Mymensingh sadar. The school building was a two storied structured "U" shaped and the school surrounded by variety shops and electronic stationeries. The observation data found that the classroom of the school was not large enough to provide large number of students' like 73-79. The insufficient supply of light and fan interrupted the students who were seating on the last benches. It was noticed that 5 or 6 students were sharing one bench during the class time. The classroom provided black and white board along with multimedia facilities. But the classrooms were suffering from enough light, fan, space and ventilation problems.

UNGS 4

It was a non-government co-education secondary school situated in urban area of Kishoregang. It was located in a residential area. Beside of the school there was rail line. When I observed the school environment I noticed that when train blew the whistle its sound disrupted the attention of the teacher and students and hamperd teaching-learning activities. The classrooms of the school provided enough space to move along with black and white board with enough light and fans. The school provided multimedia facilities in computer lab. There was also an arrangement for science lab.

RNGS 5

It was a non-government and co-education school located in rural area of Phulpur. It was situated in a residential area with clam environment. The classrooms were half building and made with a corrugated iron sheet. In side of the classroom was found small in size with insufficient benches for large number of students. The classroom did not have enough ventilation. Only one fan was moving over the head of the class teacher. Students were suffering a lot for hot temperature. There was room for computer lab which was also used for multimedia classroom. The classroom only provided black board and did not support ICT facilities.

RNGS 6

The sixth school was a non-government co-education school which was located in the rural area of Phulpur. It was located in the bank of the river with mind blowing natural environment. The back side of the school was surrounded by the residential area and the school had no boundary walls or gate, local people and children who were not part of the school could view the classroom through windows and doors. My observation found the situation often disrupted the attention of the teachers and students and hampered learning environments. The school was half building and classrooms were small in size along with narrow and congested spaces along with insufficient space for movement. It is mentionable that there was no electric equipment in the classroom. The fact that a few days ago the school got first time experiences of electricity before my observation. The school also did not have ICT or science lab facilities.

RNGS 7

The seventh school was a non-government co-education school which was located in the rural area of Bajitpur, named Dilalpur. The school was situated in a backward area and a communication facility was very poor. I found the learning environment of the school was organized. The classroom building was two storied building. The classrooms of the school were big in size along with sufficient space for movement of teachers and students. Classrooms had black and white board, found multimedia facilities in 2 classrooms. The school also provided Computer lab and science lab.

RNGS 8

The last school which was observed a non-government co-education school which was located in the rural area of Bajitpur, Halimpur. During observation I noted that the school had no boundary walls or gate, local people who were not the part of the school easily could go through the school for shout-cut path. These situations often disrupted the attention of the teacher and students and hamper the learning environment. The internal environment of the classroom was not found good enough for learning activities. I found only one fan and one tube light for large number of students like 80. There was a computer lab where a teacher can arrange the multimedia classroom.

Appendix-H

Structure of education in Bangladesh

Flow diagram of Education Structure of Bangladesh

Age	Grade																	
26+																		
25+	XX					Ph D (Engr)	Ph D (Medical)											
24+	XIX				Ph. D	PostMBBS Dipl						Ph D in Edu.						
23+	XVIII				M. Phil	M.Phil(Medical)												
22+	XVII	MA/MSc/MCom/MSS/MBA			LLM	MBBS BDS	MSc (Engr)	MSc (Agr)	MBA	M.Ed & MA (Edn)	MA (LSc)							
21+	XVI	Bachelor (Hons)	Masters (Prel)		LLB (Hons)	BSc. Eng BSc. Agr BSc. Text BSc. Leath	BSc Eng	BSc (Tech Edn)	BBA	B.Ed & Dip. Ed	BP ED	Dip. (LSc)	Kamil					
20+	XV		Bachelor (Pass)										Fazil					
19+	XIV												Diploma in Nursing					
18+	XIII												Diploma in Comm					
17+	XII	Secondary	Examination			HSC	Diploma (Engr)	HSC Vocational	C in Edu	C in Agri	Diploma in Comm	Diploma in Nursing	Alim					
16+	XI		Higher Secondary Education			Fazil												
15+	X		Examination			SSC							TRADE Certificate/SSC Vocational		ARTISAN COURSE e.g. CERAMICS			
14+	IX		Secondary Education			Dakhil												
13+	VIII	JUNIOR SECONDARY EDUCATION																
12+	VII																	
11+	VI																	
10+	V																	
9+	IV	PRIMARY EDUCATION																
8+	III																	
7+	II																	
6+	I																	
5+		PRE-PRIMARY EDUCATION																
4+																		
3+																		

(Source: <https://images.app.goo.gl/4gGrV3Pfy77Zi9>)

Appendix-I

Location of research area



(Source: <https://images.app.goo.gl/xJBT7TD43tUw5tDaA>)