

# Impact of large class on teaching learning at the primary school of Bangladesh

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## Abstract

Each Large classes teachers faces challenges everyday diversity of scholars , lack of flexibility, class environment management, difficulty of setting and enforcing classroom behavior, minimum attention to students, limited monitoring of students' learning and difficulty in engaging students to activities. The main assumption of this study is that effective teaching and producing learning is critically constrained by the large size of classes. Therefore the students' perception about large classes is negative. This research is to interact during a study of the effectiveness of educational science for big classes. The baseline of our study is predicated on data that has been collected from students' survey. The study was conducted throughout the 40 government primary school in Gazipur district of Bangladesh. During this study are observed the students' expectations, motivation, own perception on performance, views and preferences about the delivery of the lecture and therefore the learning. It was designed the study to detect accurately the maximum amount as possible students' attitude towards learning. Each student's responses, like the students own perception has been correlated to real performance as measured, weekly class work, quizzes, tutorials In this study will focuses other solutions to the above obstacles to conducting an efficient learning environment. The lecturing time and the mode of teaching both are investigated, and reviewed as a possible solution the issues encountered during the lecture. It compared the findings to the prevailing literature and other teachers' experiences. Studying students' experience is sort of challenging. It may be used as a top quality indicator additionally to the quality in education. Evaluating students' experience, need and expectations can cause improvements in teaching performance and achieving learning outcomes. Finally, there'll be a discussion of the problems raised and therefore the implications of those for various stakeholders in developing countries.

**Keywords:** Bangladesh; Impact; Large Class; Teaching Learning; Primary School.

## 1. Introduction

Primary Education department is one of the important departments of Bangladesh. It is the first stage of formal education system of Bangladesh. This aspiration after wards in due course following this/that eventually embedded in the legislation, policies and program of the government. The primary education compulsory act passed in 1990 made primary education free and compulsory for all children. The ministry of primary and mass education (MOPME) controls more than 64% of total primary schools that enrolls 77% of total children. Near about 69% of primary teachers are working in the primary school (DPE ASPR 2014, page16). Despite of many achievements during the past era, major improvements are still needed in order for all children to obtain the benefits of quality education. In order to guarantee quality primary education for all children, it is important to change curriculum, re-write textbooks and enhance quality of teaching and learning in the classroom (UNICEF & JICA, 2009). In the point of view to develop the quality of primary education, the government of Bangladesh has undertaken an integrated sub-sector wide program known as PEDP-2 since 2005-2011 and PEDP 3 for 2011-2017 in assistance with the development partners. Now the fourth primary education development program (PEDP4) for 2017-2022 is running to improve the quality at all levels of the primary education sub sector. PEDP-3 has six result areas. Learning outcomes, participation, reducing disparities, decentralization, effective use of budget allocation and program planning and management. Should we organize learning experiences for small class and large classes in the same way? Clearly not. Since the demands of large classes are different from those of small classes, we need to prepare our programme to take the differences in demands into consideration. We cannot wish large classes away; we've to plan techniques for delivering good quality education in such settings. This module is to help those teachers who have responsibility for teaching large classes to try to do so with a smile! We often think that learning occurs in proportion to class size: the smaller the category, the more students learn. This paper deals with issues emerging in the teaching of large classes, the strategies that teachers have developed over time to deal with the situation, and the institutional responses to the challenges. It also explores the improvements that may result from engaging teachers in researching their own classroom practice and reflecting on it.

## 2. Statement of problem

Bangladesh is currently running one of the largest primary education sectors in the world. Despite many achievements during the past era, major improvements are still needed in order for all children to obtain the benefits of quality education. If teaching and learning process is not uniformly effective for all students, the difficulties in acquiring skills by the students could get deteriorate. The standard ratio of student-teacher is not maintained in Bangladeshi primary schools where large classes capsule 70-100 students and only one teacher controls the whole class which is next to impossible. The classrooms are noisy and not learning oriented. Consequently, learning cannot be ensured by teachers at the end of sessions. Teachers speak more loudly causing strain to the throat. They cannot cover the whole class. Teacher gives punishment for managing the class. In that situation researcher think that, what are the opinions of students and teachers of GPS about teaching and learning in classroom situation? What is the expectation of students and teachers from the teachers and management authority on quality education? These need to be analyzed by an academic research.

## 3. Objectives

- To explore the challenges of Large Class teaching for the quality primary education in the primary school of Gazipur District in Bangladesh.
- To explore the opportunities of Large Class teaching for the quality primary education in the primary school of Gazipur District in Bangladesh.

## 4. Methodology

It has undertaken different formal methods to complete the research work. The research work was qualitative and quantitative in nature. It was decided to select samples from Gazipur district of Bangladesh. Total 40 government primary schools (GPS) selected from the selective area. Of them twenty were urban government primary schools and twenty were rural government primary schools. Purposively selected primary schools of Bangladesh were the population of this study. 40 Head Teachers, 40 Class teachers selected from the selected schools. AUEO and URCI selected from the respective area. Questionnaire was developed by considering the respondent. Data collected from phase to phase interview method in this study. Different types of data collection tools were used in the study- Document Analysis, Questionnaire, Literature review, personal experience gained from school visit, Purposive sampling technique was used to select the school. Collected data were computerized and analyzed using MS Excel and statistical formula SPSS.

## 5. Literature review

There is nothing like a large class. The large class is merely within the mind of the orthodox teacher. A large class is one with more students than available facilities can support. Large classes have more than 60 students enrolled. The general consensus by most educational institutions so far, however, shows that the class size actually has little to not impact on the ability of students to retain information, or use that information in context when it comes to their exams and their studies. A San Diego State University study says larger class sizes are having a negative effect on teaching and learning within the university system. Classes are steadily getting bigger thanks to increased enrollment and less money for instructors across the state. Jim Gerber, an economics professor at San Diego State, was a part of a committee formed in 2013 by the the San Diego State University Senate. It looked into the consequences of upper numbers of scholars per class. Classrooms at schools like SDSU were originally meant to carry a maximum of a couple of dozen students, he said, but now 100 or more students per professor aren't unusual. Larger class size means students learn problem-solving skills. They can't rely on the teacher to ride in on a white horse and save them. Larger class size means students must work together believe one another as resources in learning. Larger class size encourages critical thinking. Dealing with large classes constitutes a true challenge to each teacher. diversity of scholars , lack of flexibility, class climate management, difficulty of setting and enforcing classroom behavior (crowd control), minimum attention to students, limited monitoring of students' learning and difficulty in engaging. Ur (1996) states that "the exact number doesn't really matter: what matters is how you, the teacher, see the category size in your own specific situation". In the majority of private language schools in Ireland and the UK, it's fifteen - fourteen being the magic number. Teachers love even numbers; it makes pair and group work effective and efficient and no-one has got to worry about who goes to be the second 'B' in an A/B task. To an English teacher in China, fifteen is simply a dream! How about seventy to one hundred? Baker and Westrup (2000) suggest that "a large class are often any number of scholars if the teacher feels there are too many students for all of them to form progress" but is it practically possible to expect a student in a class of seventy to make significant progress or are we asking a little too much of our teachers? Despite the disadvantages associated with large classes, the majority are also monolingual, which do have their advantages: (a) Learners hold common difficulties, which makes it easier to cater for all learners needs at once. (b) They are usually of a similar age. (c) They have a shared cultural background. (d) They hold similar interests so preparing a lesson to engage and motivate them becomes a much more manageable task. (e) Despite the popular or not debate, the teacher can use the learners for translation, contrastive analysis, giving instructions and concept checking understanding.

## 6. Results and discussions

According to the sampling design of the study it was planned to collect data from 40 GPS. Responses to each question were analyzed both in quantitative and qualitative terms as per suitability.

**Table 1:** Number of Student in Per Class

Number of student	Opinion of Head Teacher (N)	Opinion of Head Teacher (%)
1 to 20	3	7.5
21 to 40	7	17.5
41 to 60	12	30

61 to above	18	45
Total	40	100

Number of students in per classes describes that 45% teachers opinion 61 & above, 30% teachers opinion (41 to 60), 17.5% teachers opinion (1 to 40) and 7.5% teachers opinion (01 to 20) students in per classes. The data indicates that, 61 & above student in maximum classes. So it is the scenery of lack of quality education.

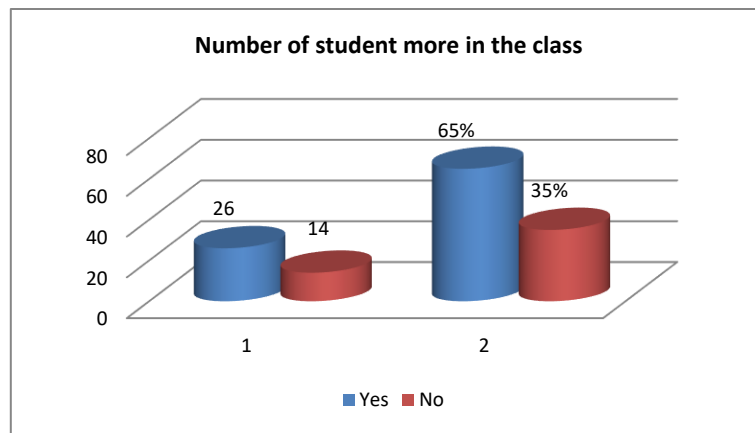


Fig. 1: Number of Student More in the Class.

Number of student more in the class describes that 65%teachers’ opinion number of student more in the class. So it is causes of the lack of quality education.

Table 2: Satisfaction of Teacher About Large Class

Satisfaction as teacher	Frequency (N)	Percentage (%)
Less satisfied	23	57
Satisfied	14	35
More satisfied	3	8
Total	40	100

Table2 satisfaction as teacher prescribes that, 57.5% teacher is less satisfied, 35% less satisfied, 7.5% are more satisfied. So it is causes of the lack of quality education.

Table 3: Duration of Large Classes Is Enough

Duration of class is enough	Frequency (N)	Percentage (%)
Yes	17	42.5
No	23	57.5
Total	40	100

Table3 Opinions of teacher about duration of classes are 57.5% teacher says duration of large class is not enough and 42.5% teacher says class time is enough. Maximum teachers not satisfied as a teacher and they think large class duration is not sufficient for quality education.

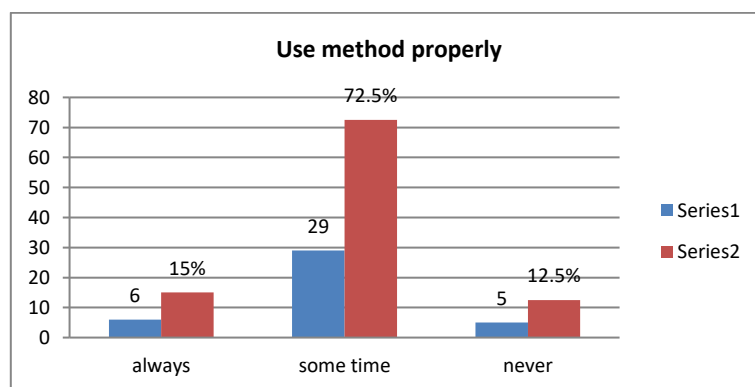


Fig. 2: Use Method Properly.

Figure2 focused use method properly describe that 72.5% teacher some time use method properly, 15% teacher always use method properly 12.5% teacher never use method properly. The data describe that maximum class teachers some time use method properly. Many of the teachers some time use method properly, which is the lack of quality education.

Table 4: Group Work

Group work	Frequency (N)	Percentage (%)
Always	31	77.5
Some time	9	22.5
Total	40	100

Table4 group work prescribes that, 77.5%teacher always play group work, 22.5%teacher some time play group work. The data indicates that most of teachers always play group work.

**Table 5: Question and Answer**

Question and answer	Frequency (N)	Percentage (%)
Always	32	80.0
Some time	8	20.0
Total	40	100

Table5 Question and answer technique describe that, 80%teacher always practice question and answer technique, 20%teacher some time apply question and answer technique. The data indicates that maximum teachers always play question and answer.

**Table 6: Teacher's Evaluating the Student Activities**

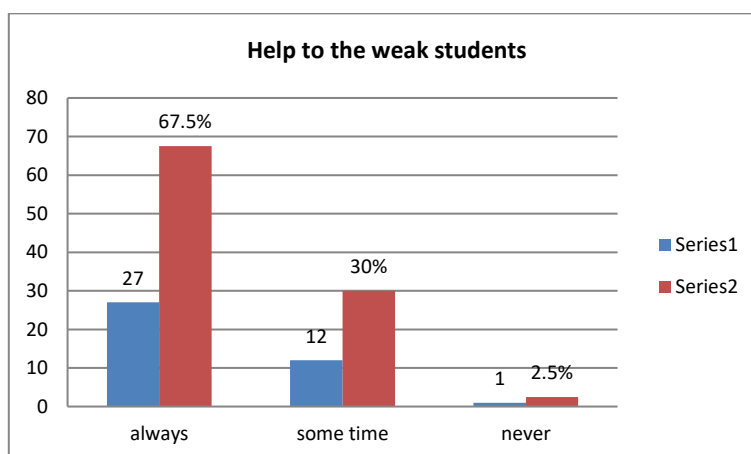
Evaluation	Frequency (N)	Percentage (%)
Always	38	95.0
Some time	2	5.0
Total	40	100

Table6 Evaluation describes that, 95% teacher always evaluates the student activities, 5% teacher some time evaluates the student activities. The data indicates that maximum teachers always evaluate the student activities. They always evaluate by traditional system.

**Table 7: Teacher's Equally Justice the Students**

Equally justice	Frequency (N)	Percentage (%)
Always	36	90.0
Some time	4	10.0
Total	40	100

Table7 Equal justice describes that 90%teacher always equally justify among the student, 10% teacher some time equal justify among the student. The data indicates that most of the teachers always equally justice among the student.



**Fig. 3: Help to the Weak Students.**

Figure3 help to weak students describes that, 67.5% teacher always help to weak student, 30% teacher some time help to weak student, 2.5% teacher never help to weak student. The data indicates that, maximum teachers always helpful to the weak students. So it is helpful for quality education.

**Table 8: Teacher Give the Home Work**

Give home work	Frequency (N)	Percentage (%)
Some time do	12	30.0
Always do	28	70.0
Total	40	100

Table8 Gave home work and check describes that, 70% students' opinion teacher always gives home work, 30% students' opinion teacher some time give home work. The data focuses that maximum students' opinion teacher always give home work.

**Table 9: Teacher Checking the Home Work**

Home work check	Frequency (N)	Percentage (%)
Never do	11	27.5
Some time do	23	57.5
Always do	6	15.0
Total	40	100

Table9 Home work check give that 57.5% students' opinion teacher some time check home work, 15% students' opinion teacher always check home work, 27.5% students' opinion teacher never check home work. The data indicates that maximum students' opinion teacher some time check home work. It is the sign of lack of quality education.

**Table 10: Finish the Class Within Duration**

Item	Frequency (N)	Percentage (%)
Never do	2	5.0
Some time do	18	45.0
Always do	20	50.0
Total	40	100

Table10 finish the class within duration find that, 50% teacher always finish the class within duration 45% teacher some time finish the class within duration, 5% teacher never finish the class within duration. The data indicates that, most of teacher always finishes the class within duration. It is very much helpful for quality science education.

**Table 11: Number of Teachers' Post in the School**

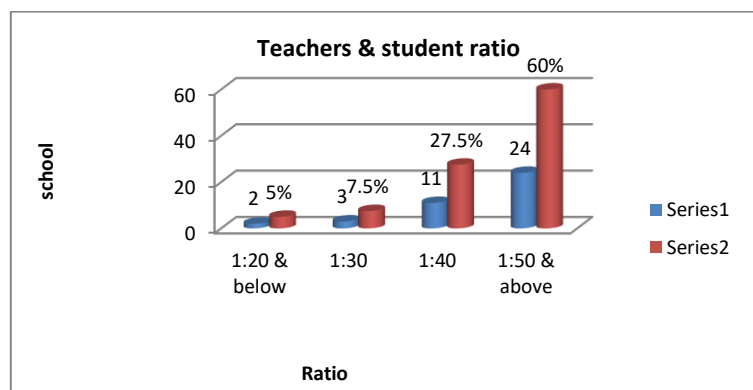
Number of teachers' post	Frequency (N)	Percentage (%)
5-7	25	62.5
8-10	6	15.0
11-15	8	20.0
16 & above	1	2.5
Total	40	100

Table11 number of teachers' post focus that, number of teachers post describes that, 62.5% school number of teachers post is 5-7, 20% school number of teachers post is 11-15, 15% school number of teachers post is 8-10, 2.5% school number of teachers post is 16 & above. The data indicates that, most of school number of teachers post is 5-7.

**Table 12: Number of Teachers' Serving**

Number of teacher serving	Frequency (N)	Percentage (%)
0-4	5	12.5
5-7	21	52.5
8-10	7	17.5
11-15	5	12.5
16 & above	2	5.0
Total	40	100

Table12 Number of serving teacher focus that, 52.5% School number of serving teacher 5-7, 17.5% School number of serving teacher 8-10, 12.5% school number of serving teacher 0-4, 12.5% school number of serving teacher 11-15, 5% school number of serving teacher 16 & above. The data indicates that, most of school number of serving teacher 5-7.



**Fig. 4: Teachers & Student Ratio.**

Figure4 Teachers & student ratio focuses that, 60% teachers & student ratio is 1:50 & above, 27.5% teachers & student ratio is 1:40, 7.5% teachers & student ratio is 1:30, 5% teachers & student ratio is 1:20 & below. The data indicates that, most of school teachers & student ratio is 1:50 & above. It is sign of lack of the quality science education.

**Table 13: Supervisors Opinion About More Students**

More student in class	URCI (%)	AUEO (%)
Yes	65	55
No	35	45

Table13 65% URCI and 55% AUEO opinion is more students in class. 35% URCI and 45% AUEO opinion is not more students in class. The data indicates that, most of the opinion is more students in class. It is the sign of lack of quality education.

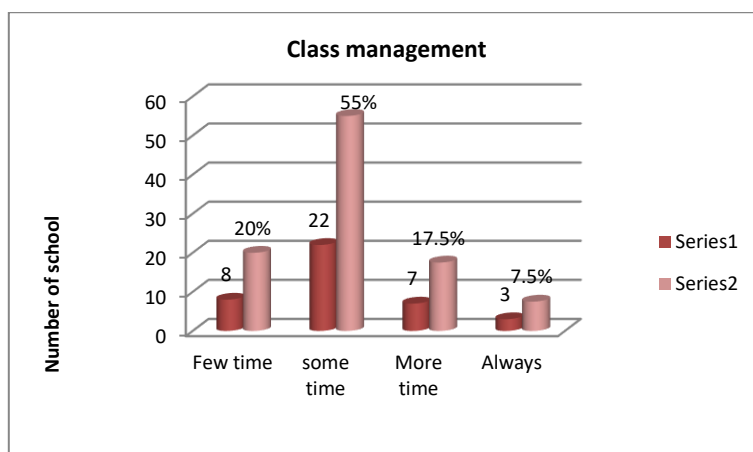


Fig. 5: Teacher Manage the Large Classes.

Figure 5 Class management finds that, teacher give proper class management 20% few times, 55% some time, 17.5% more time and 7.5% always. The data means that, most of the teachers give some time proper class management. It is as like the lack of quality science education.

**Table 14:** Ensure the Safety Environment in LC

Item	Frequency (N)	Percentage (%)
Few time	9	22.5
Some time	20	50.0
More time	11	27.5
Total	40	100.0

Table 14 safety environment prescribes that, 50% teacher some time ensure the safety environment, 27.5% teacher more time ensure safety environment, 22.5% teacher few time ensure safety environment. The data expresses that, most of teacher some time ensure safety environment in large classes. It is describes many lack of quality science education.

**Table 15:** Ensure the Proper Attention to the Students

Item	Frequency (N)	Percentage (%)
Few time	5	12.5
Some time	20	50.0
More time	15	37.5
Total	40	100.0

Table 15 Ensure the proper attentions discuss that, 50% teacher some time gives proper attention to the students, 37.5% teacher more time gives proper attention to the students, 12.5% teacher few time gives proper attention to the students. The data describes that, many teacher some time gives proper attention to the students. It is describes lack of quality education.

**Table 16:** Ensure the Joyful Teaching in LC

Item	Frequency (N)	Percentage (%)
Few	8	20.0
Some time	24	60.0
More time	8	20.0
Total	40	100.0

Table 16 Ensure joyful teaching in the Large Class given that, 60% teacher some time teach joyfully, 20% teacher more time teach joyfully, 20% teacher few time teach joyfully. The data describes that, most of teacher some time teach joyfully in the Large Class. It is the reason behind lack of quality education.

Stakeholders gives some important suggestions for improve quality teaching-learning

- According to the majority of head teachers (70.59%), class teachers' should use special lesson plan for Large Class and proper teaching aids effectively which can improve the quality in education. Some head teachers suggested that, teachers should identify the weakness of the slow learners' and then guide separately. They also said that classroom size, furniture and teaching aids should be improved according to Large Class.
- Maximum class teachers express that must be needed to reduce student teacher ratio for ensure the quality. They also said that, should be develop the environment according to Large Class of school.
- For attractive teaching – learning at primary level, lesson related attractive teaching aids should be supply from URCs or PTIs.

## 7. Major findings

In this study presents a summary of major findings along with some recommendations and conclusion. Teachers are the professionals who directly facilitate students' learning in Large Class. Basically, the inner idea of teaching is to support the students to learn in Large Class. According to Joyce and Weil, teachers teach students to develop concepts, to show themselves skills, to use metaphorical

thinking, to unravel problems. Teaching quality of a teacher also can be said significant if she has the ability to inspire students, create safety environment, small classroom, facilitate mastery of a field, mentor young intellect, help students find their voice and eventually help students articulate and follow their values. A suggestion for further research for overall improvement of quality teaching-learning with joyful environment in at primary level in Bangladesh is also given.

### **7.1. According to class teachers' observation**

Most of the class teacher is female. Female teacher took class with patience and mother care in the schools. Highest number of the class teachers has 11-15 years job experience. So, their experience and academic knowledge is sufficient for primary large classes. Largest group of teacher has professional training like C in Ed, Dip in Ed and subject base training, but 55% teachers have no training in class management. So that, they have lot of pedagogical and other subjective knowledge, but they don't know class management technique, methods and about materials, apparatus use etc. Utmost of the class teacher not fully satisfied about Large Classes. They think Large Class should be improve and give more clear guideline which on easy to Manage the classes. Maximal teacher not always use special learning materials in the class time when it's necessary. As a result, student cannot clear understand about content and show creativity. It is one of the obstructions of quality teaching and learning. Most of the school has no modern equipped Large Classes. It is the important fact for quality education. Majority respondent gives opinion that, multimedia don't use at class time. They also said that, electricity not always available within the school. That's why teachers cannot give latest and more information about content within the class time. On the other hand maximum school use whiteboard instead of chalkboard. It is easy and comfortable for teachers. Most of the class teachers always evaluate by traditional system with the usual tools. Tools are always centrally supply within the district or sub district level. As a result teacher cannot choose proper learning material according to lesson and Large Classes. In that reason, quality teaching and learning cannot reach to expected label. Maximal class teacher most time use lecture method. Most of the class teachers are satisfied as a teacher. They think Large Classes duration is not sufficient for quality teaching. Class duration should be increase according to content. Maximum teachers cannot select subjective materials according to the content and technique of use of the materials. About teaching aids selection and use techniques training should be provide to them. Maximum class teachers conducted many class per day and they faced more number of students in the Large Classes. In that reason, teacher cannot take proper preparation about the content and delivered sufficient information to the student. Also they are failed take care to the weak students. That's why they are not able to ensure quality education. Maximal class teacher think that physical punishment not help to class. So, it's the positive sign for quality science education.

### **7.2. According to students' observation**

According to the content, class teacher always execute exchange of thoughts with the students and some time created safety environment at the Large Classes. It is the positive thinking for quality education. Utmost class teacher doesn't check home work at the Large Classes. As result students not get revised information and they feel discourage to make the home work. Maximum class teacher don't encourage to student for ask the question. So student cannot properly describe the content and do not create the creativity. Maximal students need house tutor for helping understand about the content. Teacher doesn't play his duty cordially. Most class teachers can not end the class during the period.

### **7.3. According to supervisors' observation**

Majority school has teachers & student ratio is 1:61 & above. So, teacher cannot manage the class properly. Consequently, supervisor few time observed the Large Classes activities at visit time. It is difficult to ensure quality education. Maximum assistant upazila education officer visited 3 to 5 School in the year of 2018. But upazila education officer and instructor of upazila resource center visit one school or less in the year of 2018. Maximum supervisor few time observed the Large Classes activities at visit time. There are trends to observe administrative information instead of large class activities. That's why, for ensure quality education teacher does not found academic advice from the supervisor. In the most of the school have not special tools. So teacher cannot use proper materials when it necessary. It is one of the obstacles of quality education. Also most of the supervisors give opinion is that, every teacher took more class per day and number of students is more in class. So, teacher cannot take proper preparation and delivered to information to the each student. Also they cannot take care to the weak students. As a result, they cannot ensure quality education. Majority supervisor gives opinion that, various subject is conducted by a teacher. Also, they use traditional method in the large class. It is the deficiency of quality education.

### **7.4. According to class observation**

Maximum class teacher some time can give proper Large Class management but they cannot always manage the large class. Weak student cannot learn from the teachers' information. They cannot ensure give clear instruction and right information to the students. So, teachers cannot ensure quality education. Majority teacher some time included the student in the learning activities, gives priority their opinion and encourage to the student. So, always some weak student is silent in large class. Greater portion of teacher always cannot maintain the duration of class and teacher finished the class hurry up in the last time of fixed period. Therefore, they cannot ensure quality education. Utmost class teacher some time check the class work and few time give answer of asking question of student. That's why students dissatisfied upon the teachers.

Most of the teacher some time do friendly behavior with the students, create safety environment and give opportunity to thinking to the students in class time. It is the positive thinking for quality education. Almost all teacher some time share opinion between the students and they arrange the environment of joyful teaching learning. In the class observation found that, majority student few time busy with class work and rest of student busy with other activities. As a result, weak and over meritorious student make a noise in the Large Classes. But in the participatory method, maximum time should be use by the student. Most of the student achieves the little learning outcome. So, day by day the number of weak student increases of the subject. That's why, student discourage to the study. Finally, there will be a discussion of the issues raised and the implications of these for various stakeholders in developing countries.

## 8. Recommendations

- 1) Student teacher ratio should be reduced by appointing new teacher.
- 2) Quality based supervision should be improved by head teacher, IURC, UEO and AUEO.
- 3) Class duration should be increase.
- 4) Should be make adequate classroom as per requirement of number of students.
- 5) Should be providing sufficient modern teaching aids as per requirement of number of students.

## 9. Conclusions

Based on the findings of the study, it can be concluded that, large class for quality of teaching are being affected by several issues. The most affected issues are student-teacher high ratio, inadequate classroom, modern equipment shortage, No class management training of teachers, huge work load of teacher, lack of the proper selection of teaching aids and the use of these teaching aids effectively. The study also concludes that inadequate supervision. Because of the weakness of the management training, teacher cannot define characteristics of quality teaching. Summarizing lesson and evaluating the classroom teaching, group working, caring for slow learners, checking students' homework can be mentioning. The picture of actual teaching learning has been made in the light of the reports provided by Supervisors, head teachers, class teachers, students and class observations.

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