

Inclusion of Moral Education in Secondary Level of Bangladesh: A Sociological Study

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Abstract

Literacy is a vital way of enhancing economic and social well-being of a country. In Bangladesh typically are three stair of education primary, secondary and tertiary. In primary level latent function of human behavior is not flourishing into the judgment level. Just they receive akin to canopy. At the same way in tertiary level human behavior is filled with the norms and values exist and practice into the society. It is factual and a galaxy of behavioral scientist confesses the ideal shifting point is secondary level. In this study we emphasis on secondary level education. True change of a society needs to key in moral education at this stage. The paper attempts to put forward to understand the key corners of secondary level human behavior for instants what kind of behavior they usually practice, through inputting moral education what kind of change reveal and a comparison between teenager with moral education and teenager with general education. This paper has been prepared based on primary and secondary sources. For primary sources interview and case study were used for data collection through random sampling. Secondary source used for comparison by reviewing official publications seminar paper, national and international journal.

Keywords: Secondary education, Bangladesh, moral education

Introduction

Education is a fulcrum for holistic development of a society. Education allows individuals to develop within their community and country, and allows nations to compete and survive in the global economy. Education plays a critical role in fostering basic intellectual abilities, expanding further educational opportunities that are vital to success in a world where power is closely linked with knowledge. Quantitative and qualitative access to knowledge is key to skills formation and paramount to improving productivity. Therefore, education, which stimulates and empowers people to participate in their own development, has proved to be the most important instrument for poverty reduction in Bangladesh. Education is also heralded to reduce population growth, reduce maternal mortality, increase agricultural productivity, higher labor force participation and lead to democratization (Case, 2006; McGrath, 1999). Investment in education results in a citizens that is more committed to good governance, fiscal accountability and transparency. Bangladesh is

one of the least developed countries of the world today. It is plagued with multifarious problems encompassing its social, political, and economical structures. The near about four decades since the country gained independence have been traumatic recurring political upheavals, natural disasters, dramatic social changes and economic convulsions contributed to the gloomy nature of the life of the common man. The bulk of the people live in abject poverty either in the run-down rural areas or in destitute urban slums. Only fortunate few in the cities and towns have access to whatever goods and services are provided by the government. Therefore, in Bangladesh poverty eradication is currently at the top of government agendas. The Constitution of the People's Republic of Bangladesh enjoins upon the Government of Bangladesh the obligation to ensure literacy of all the citizens (GoB, 1972). The Government of Bangladesh has made commitments in the World Education Forum (UNESCO, 2000) towards achievement of 'Education for All' goals and

targets for every citizen by the year 2015. Pursuant to its constitutional obligations and international commitments, the government is determined to ensure 'Education for All' in the shortest possible time. Active measures are taken for accelerating primary education program in the light of global awareness in the education sector as well as Bangladesh's national goals. But it is very unfortunate a very few have perfect knowledge on the spirit of education. It is factual, education is multifocal but however, in a world of global market competition, the secondary level education has also become a part of basic education that should be universally available (Mulford, 2002). Secondary schools are vested with the responsibility of imparting knowledge, skills and attitudes essential for individuals to fit into society and be able to contribute fruitfully to its development. As the new buzzword of morality has spread all over the country to eliminate corruption and evil works theorist suggested secondary level of education is suitable

to incorporate. Therefore, Bangladesh hopes to gain from secondary education system more effective citizens incorporating moral education, who can be productive participants, domestically and abroad, in markets and communities.

The main objective of the study was to assess the outlook of stakeholder regarding Secondary Education system as well as their valuable suggestion in incorporating moral education so as to formulate more effective and corruption free country that enhance our national development properly. The following steadfast objectives in these regards were: (i) to analysis the secondary education system in the light of national requirement; (ii) to assess the role of existing education system in flourishing moral, social and religious values in the pupil in standard level; and (iii) to assess the acceptance of moral education in existing syllabus, books, methods of teaching activity, teaching progress evaluation and co education program.

Methodology

This study has based on the data collected both from the primary and secondary sources. Mainly the primary sources of information have to be derived from Key Informant Interview (KII) and Focus Group Discussion (FGD) through questionnaire. The study was conducted in four high schools (secondary schools) in Dhaka district of Bangladesh. The areas were selected randomly. A total of four FGDs (one session in each school, each group contained 20 participants) and 20 KII were organized in December 2016. The researcher acted as facilitator and was supported by two assistants.

The aim of organizing FGDs was to obtain an understanding of underlying issues related to parents and teachers opinion regarding existing secondary education system, lacking and their suggestions to improve it incorporating morality. The secondary information were collected mainly by reviewing official publications both national and international, published and unpublished papers, working papers, seminar and conference proceedings, online resources as well as ethnographic observations of the researchers. Finally, the raw data were complied and cleaned to make it suitable for statistical analysis.

Tributary of the Education System in Bangladesh

Bangladesh's present system of education is more or less a legacy from the British period (Ali 1986). It is characterized by co-existence of three separate streams running parallel to each other. The mainstream happens to be a vernacular-based secular education system carried over from the colonial past. There also exists a separate religious system of education. Finally, based on the use of English as the medium of instruction,

another stream of education, modeled after the British education system, in Pakistan period was alike and even using the same curriculum, has rapidly grown in the metropolitan cities of Bangladesh.

Primary level education is provided by two major institutional arrangements (stream): general & madras Secondary education has three major streams that we clear through Figure 1.

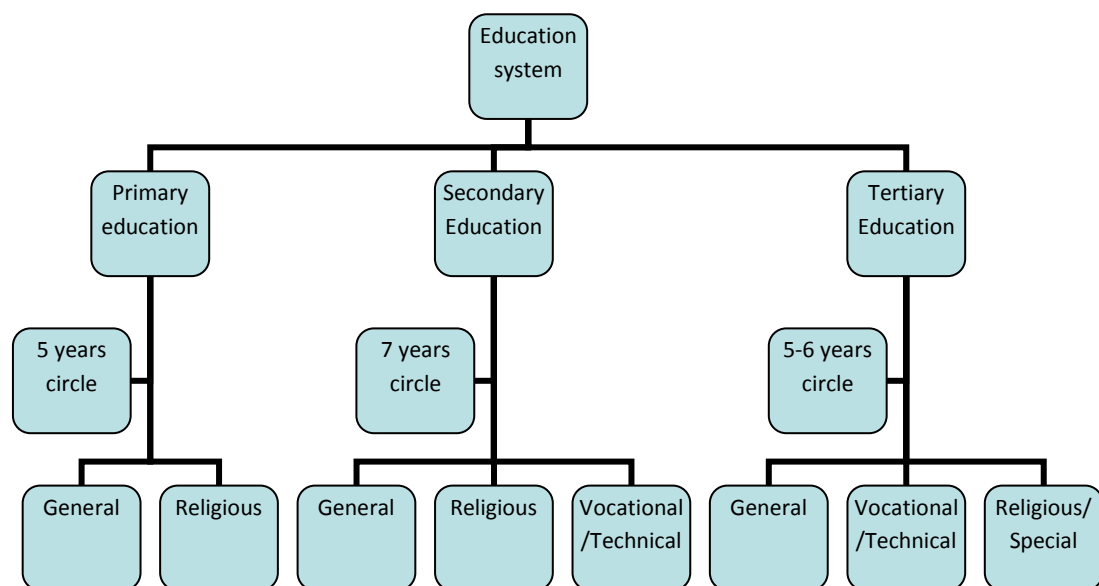


Figure 1: Different streams in education system in Bangladesh

Secondary Education Policy 2010

In the new academic structure, the secondary level of education will include Classes IX to XII. At the end of this level, students will choose different streams of higher studies according to their capabilities, or they will earn their livelihood by their acquired vocational education or they can seek further vocational skills.

The aims and objectives of secondary education are:

- to help develop learners' latent intellect and comprehensive inner faculties;
- to develop a learner with competencies so that s/he can compete in the job market, especially in the economic sector of the country;
- to impart quality education at this primary level to extend and consolidate the knowledge acquired during primary education to help the students acquire a strong foundation of quality higher education;
- to make efforts to mitigate discriminations among various secondary educational institutions and among various socio-economic, ethnic and socially backward groups; special steps will be taken to

support advancement of education in the backward regions as long as necessary;

- to design, continue and implement a uniform curriculum and syllabus for the selected subjects, irrespective of streams.

Strategies

Media of instruction: At this level, the media of instruction will be Bangla, but as per the competence of any educational institution, it may also be English. For foreigners, there will be provision for teaching of easy Bangla lessons.

Curriculum, syllabus and textbooks: There will be three streams at the secondary level, general, madrasa and technical and each stream will have several branches. However, for all streams, uniformity will be maintained through some stipulated compulsory subjects, such as Bangla, English, Bangladesh Studies, General Mathematics and Information Technology. Examinations of each of these subjects of all the streams will be held with identical question papers. Of course, there will be some compulsory and optional subjects in each of the streams. To achieve excellence in the stream-related subjects, the syllabus will be designed as per needs and

specific syllabus will be developed accordingly. An experts' team will be constituted to prepare curricula and syllabi for all streams. (GoB, 2010)

Infrastructure, teachers and staff: High schools need to be added with Classes XI & XII, while higher secondary colleges will have to add Classes IX & X. For this, logistic supports and facilities will be increased. In high schools, subject-related teachers including English will be appointed to teach at higher secondary level. For the implementation of these steps, special care will be taken for supply of funds.

Infrastructure development of the educational institutions and availability of educational materials will be ensured to deliver proper education and there will be facilities of enriched library and instruments of sports. For better management of the library, the post of a librarian will be created.

Every school offering science subjects must have a laboratory with necessary tools and apparatus and its proper use and maintenance will be ensured.

Unprivileged students and under-developed regions: Appropriate facilities similar to the steps noted in the primary education section will be provided to ensure equal opportunities for the students who suffer from some limitations. Regional discriminations will be dealt with accordingly.

Economic activities and development of technology: Measures will be taken to expedite government support on a priority basis (such as Salary and benefits of teachers, the instruments and materials for teaching sciences etc.) to the schools offering various subjects of science or subjects related to social sciences and business studies, such as economics, accounting and other subjects like information technology, computer sciences connected with technical education. All these subjects are closely related to economic activities and development of technology.

Teacher-student ratio: Teacher-student ratio will have to be progressively raised in phases to 1:30 by 2018.

Recruitment of teachers: Adequate number of subject-wise teachers for different streams will be selected every year by the proposed Non-Government Teachers' Selection Commission following appropriate process of written and oral examination. This Commission will function like the Public Service Commission. Appropriate authority will appoint teachers in different institutions from the selected persons.

Teachers' training: Training will be arranged for all the teachers of all subjects. Teachers are yet untrained need to undergo training immediately. Newly-appointed teachers will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies.

Student assessment: On completion of Class X, a public examination will be held on a national basis. This will be known as Secondary Examination and stipends will be awarded till Class XII based on the score of this examination. On completion of Class XII, another public exam will be held, which will be called Higher Secondary Examination. Creative methodology will be applied to both the examinations and evaluation will be made in the grading system. Stipends for higher studies will be offered on the basis of the results in Higher Secondary Examination.

Invigilation and monitoring: Administration will conduct regular and effective invigilation and monitoring of the educational institutions.

All are planned and systematic but ethical issues are ignored in every spare of the tire of education. The result is percentage of education has increased in manifold and development budget has also increased in many fold but the ration of development is not satisfactory even corruption and evil works for instant deviant behavior, rape, bribe, nepotism, question paper leak, intolerance, aggressive behavior, unfairness are increasing spirally. Guardians and teachers as well as thinkers expressed support (95%) in favor of lack of morality. They suggested incorporating morality in education especially secondary level.

Results and Discussion

Student Outlook regarding Different Means of Education

Outlooks of the students were asked about different means of education like textbook, tutorial classes, morality related education was

acceptable to the students and they feel more at home. The student's outlook about different means is shown in the graphical representation at Figure 2.

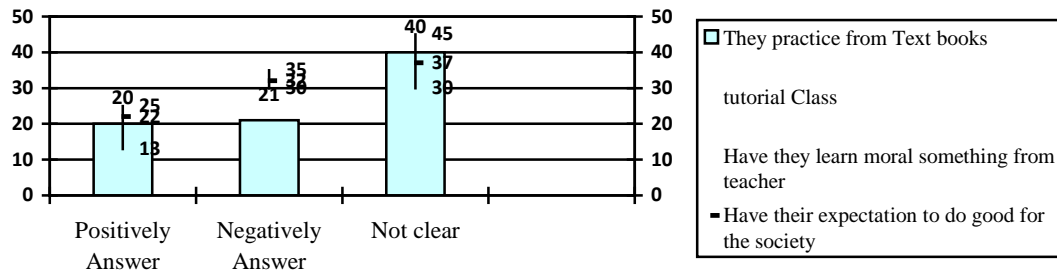


Figure 2: Students' outlooks regarding different means of education

Figure 2 revealed that 20% students made their opinion in favor of text material and tutorial class, 25% were in tutorial class, 27% have learned moral something from class teacher and rest 28 % students outlooks to do something good for the society, respectively. On the basis of the above-mentioned information it can be said that most of the students have emphasized on the text book and the tutorial classes to

incorporate moral education. Some of the students had given their opinion in favor of ethical works

Outlook of the Students about Existing Secondary Education Program

Outlook was collected from the student's interest in existing system. Student outlook on that has been shown in the Figure: 3.

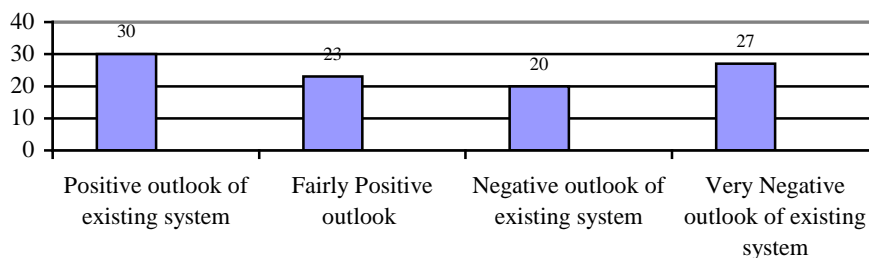


Figure 3: Students' outlook about existing system

The above graph indicates that only 37% student had positive outlook about existing system and very negative 27% had negative response about existing system. Others are mixed their opinion.

They expressed they learn a little from school about real society behavior. This result explained that most of the student are interested to change the existing system.

Outlook of the Parents regarding Current Program

Parents were asked to know the present condition of the presentation of contents of the current program. These are: (i) entertaining and

enjoyable, (ii) conventional, (iii) repulsive, and (iv) poor.

The opinion given by the novices are shown in the graphical representation in Figure 4.

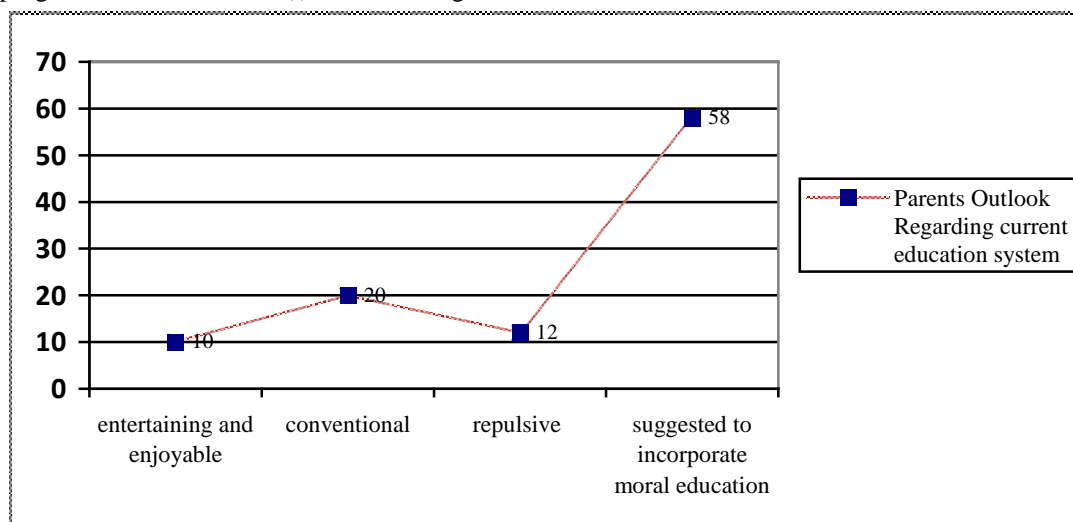


Figure 4: Parents' outlook about the present situation of existing program

Figure 4 indicated that 10% Parents were responses about entertaining and enjoyable of the present condition of the presentation of contents of existing program. Among the respondent 20% were responses as conventional, 12% were repulsive and the rest height 58% responses were not satisfactory the existing system and suggested to incorporate moral education for the welfare of future student education. So we can conclude that presentation of contents in existing programs is less enjoyable. Most of the parents speak out that these are conventional and some expressed that these are very repulsive. The quality of the presentation is also not satisfactory.

Expectation of the Students regarding Secondary Education Program

To know how the existing programs or curriculum could be made enjoyable, novices were asked to give their outlook on four

questions. These are (i) entertaining and informative, (ii) entertaining, informative and diverse nature, (iii) as it is, (iv) to make the present programs meaningful after some changes. The opinions of the Novices are represented in the following graph in Figure 5.

Figure 5 revealed that 10% of the novices expressed that the program should be entertaining and informative. Among the novices 74% gave their opinion on entertaining, informative and diverse in nature and 5.5% were said that the program should be as it is. Rest 10.5% of the novices said the program should be changed. Most of the novices positively give their opinion that the programs should be entertaining, informative and of diverse nature. On the other hand, some have opined that the format of the present program should be changed and made meaningful. In fact they implied that the programs should be presented in a new dimension.

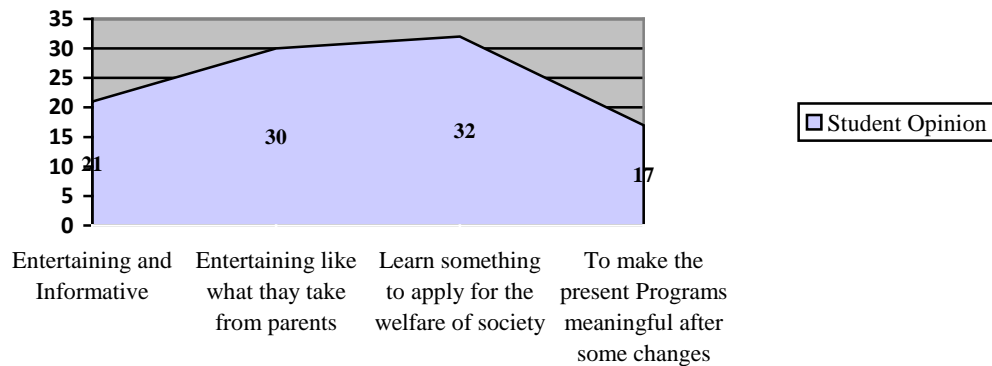


Figure 5: Expectation of the Novices regarding secondary education curriculum

Outlook of the Teacher on Diverse Means

Respected Teachers of Secondary School were asked about the diverse means like friendly participation, incorporate moral education effectively and friendly lecture of which means

was acceptable to the students and they feel more at home. Respective teacher's outlook about diverse means is shown in the graphical Representation at Figure 6.

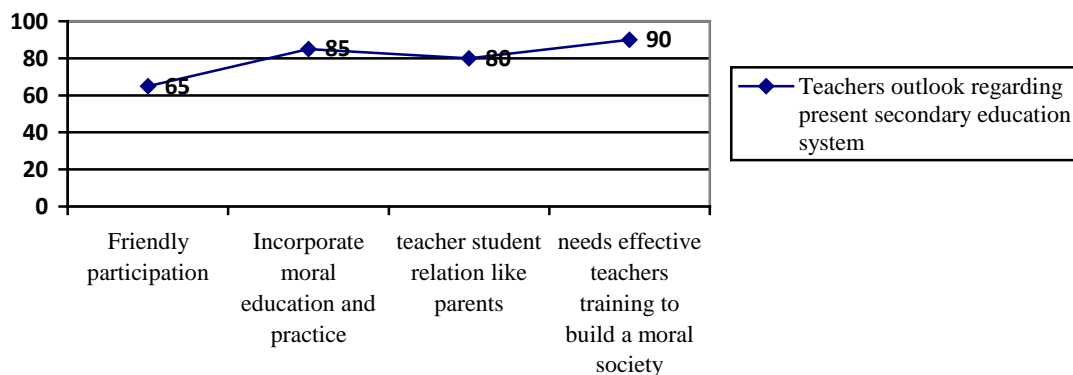


Figure 6: Teachers' outlook regarding diverse means

Figure 6 showed that 65% teachers made their outlook in favor of friendly participation, 85% were suggested to incorporate moral education and practice, 80% suggested parentally education in teacher student participation and 90% teachers gave their outlook in favor of innovative training of creative learning, respectively. On the basis of the above-mentioned information it can be said that most of the teachers have emphasized on the friendly participation and incorporating moral education. Along with that creative learning has

also been pointed out. Some of the teachers had given their outlook in favor of innovative learning.

Outlook of the Civil Society regarding Secondary Education Curriculum

The Civil society was given their outlook that the program should be entertaining and informative as well as ethically strong so as to eliminate crime corruption and evil works. They also suggested that proper training should be given to the teachers for script writing and motivational

works and teachers should be familiar with technical aspects of the production. The presenters should be well informed about the content of the script and their efficiency must be increased. The main features of their opinions are as follows:

- Moral aps presentation is organized along with the demand of and schedule program.
- To make the presentation program more effective, concerned people should be trained. They should have updated knowledge about the technical and moral education.
- Time schedule of the program given by the authority is not adequate. Teacher

should have its own frequency and the programs should be interesting through relevant indigenous moral example.

- Programs should be made according to the level of the learners.
- Contents should be presented in an easy and lucid language.
- Definite time and program schedule should be chalked out and maintained

The answers are given in the following graphical representation in Figure 8.

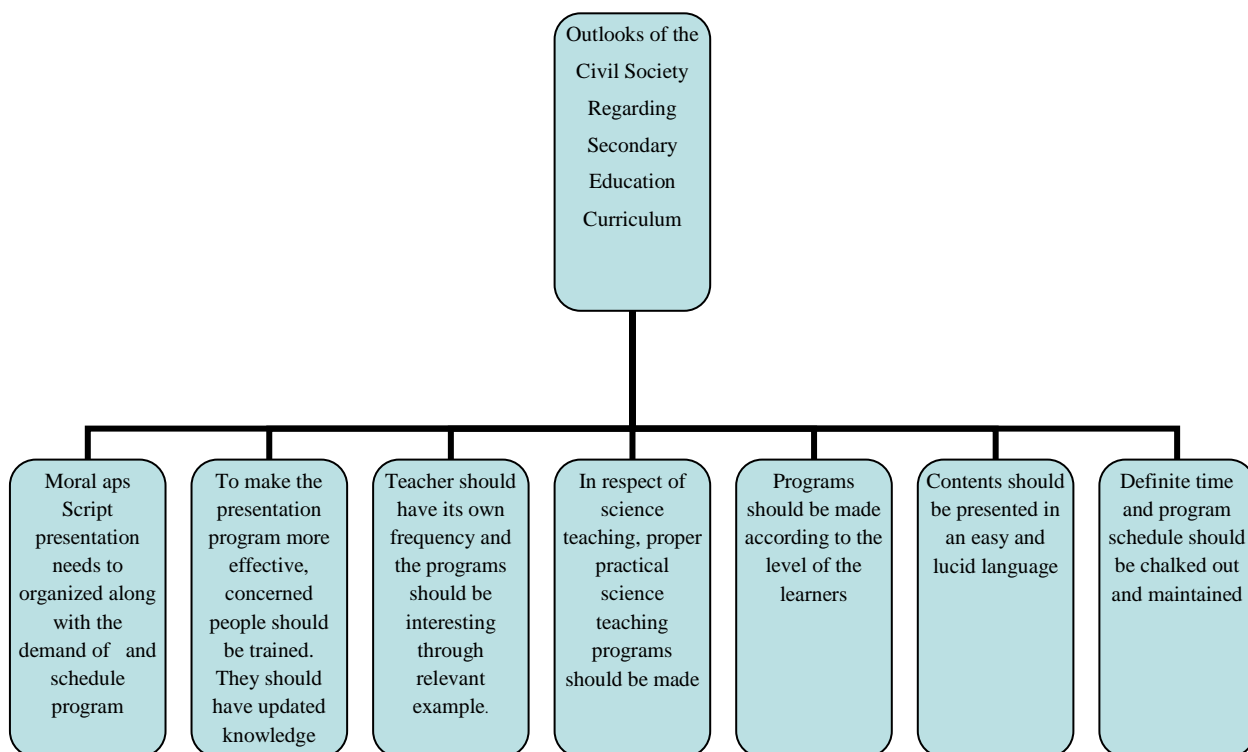


Figure 8: Outlooks of the civil society regarding secondary education curriculum

Recommendations

The following recommendations are put forward:

- The concerned school authority needs to be allocated moral education resources for

improvement of their school student and teacher like where learning achievement is not satisfactory.

Inclusion of moral education in secondary level in Bangladesh

- Parents and guardian should be made aware of the factors of moral education affecting the learning achievements of their children by providing necessary information.
- The Govt. may take necessary steps for improving morality in school education.
- Govt. Needs to give a guideline for guardian awareness regarding their children moral education.
- The Govt. should step to recruit highly moral and qualified teacher to spread moral education in the secondary level education.

Conclusion

The education system of Bangladesh is continually undergoing reforms in order to meet the current and future needs and challenges for socio-economic development as well as to meet the international standard so as to combat with other develop country. In the process, secondary education has seen a number of positive developments. Bangladesh has made significant progress in providing more young people with access to secondary education, increased enrolment (especially for girls), increased the number of schools and teachers, reduced gender inequality in education, revised the curriculum,

etc. Even so, in spite of all its achievements, declining morality in secondary education system, which is reflected in increased adolescent deviant behavior, remains a major concern. The government fully recognizes the urgent need to improve the quality of education incorporating moral education alongside its efforts to create equitable access to secondary education. However, the issues of access, equity and quality, being intertwined, require looking at education in totality and in an integrated manner incorporating moral education.

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