

Teacher Professionalism and Role Perception in Bangladesh

S. M. Abdul Quddus



HUM Press

Teacher Professionalism and Role Perception in Bangladesh

TEACHER PROFESSIONALISM AND ROLE PERCEPTION IN BANGLADESH

S.M. Abdul Quddus



IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
©IIUM Press, IIUM

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without any prior written permission of the publisher.

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

S.M Abdul Quddus

Teacher Professionalism and Role Perception in Bangladesh

Include index

ISBN: 978-967-418-180-2

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

TABLE OF CONTENTS

Acknowledgement	ix
List of abbreviation	xi

CHAPTER ONE: INTRODUCTION AND FRAMEWORK FOR ANALYSIS

1.1. Introduction	1
1.2. Objectives of the study	3
1.3. Research approach	4
1.4. Research problem/ research questions	5
1.5. Theoretical perspectives	8
1.6. Research method and data collection strategies	9
1.6.1. Why two cases and make the comparison	12
1.6.2. Documents	16
1.6.3. Observation	16
1.6.4. Conversation and interviews	17

CHAPTER TWO: PROFESSIONALISM AND TEACHER PROFESSIONALISM

2.1. Introduction	19
2.2. The theory of teacher professionalism	20
2.2.1. What is professionalism?	20
2.2.2. The professionalization of teachers	23
2.2.3. Emerging definitions of teacher professionalism	25
2.2.4. Four dimensions of teaching profession	27

CHAPTER THREE: MANAGEMENT AND DELIVERY OF BASIC EDUCATION

3.1. Introduction	39
3.2. Current educational priorities and concern	40
3.3 Types of education in Bangladesh	42
3.4. Management of primary education	43

3.5. Salient aspects of primary education	46
3.5.1 The vision of the nation	48
3.5.2 The curriculum	48
3.5.3 School contact hour	50
3.5.4 Management and supervision	51
3.5.5 Pupil-teacher ratio	53
3.5.6 Physical condition and facilities	53
3.5.7 Teaching-learning process	54
3.5.8 Community involvement	55
3.5.9 Academic achievement	55
3.5.10 Quality primary education versus budgetary constrains	57
3.5.11 Equality in primary education	58
3.5.12 Teachers and their role performance	59

CHAPTER FOUR: TEACHERS' ROLE PERCEPTION

4.1. Introduction	62
4.2. A Short sketch of the two study schools	64
4.2. 1. <i>Bandar</i> (Port) Naval Model primary school: a city school	65
4.2.2. Laldiar char primary school: a rural primary school in an urban area	67
4.3. A comparative profiles of teachers in two study Schools	69
4.4. The response to the questionnaire/ analysis of data	73
4.5. Teachers' perception of their role	73
4.6. Opinions of SMC members and guardians about teacher role	77
4.7. Students perception of teacher's role	81

CHAPTER FIVE: SOCIO-ECONOMIC AND ADMINISTRATIVE CONDITIONS OF TEACHER

5.1. Introduction	86
5.2. Teaching practices	86
5.3. Professional development of teachers	92
5.4. Orientation to teaching role	95

5.5. School culture/ environment	100
5.6. Working conditions (salaries/ incentives) of schoolteachers	104
5.7. Professional commitment of teachers	110
5.8. Existence of strong professional organization	111
CHAPTER SIX: DISCUSSION OF FINDINGS	
6.1. Introduction	116
6.2. Private practice role orientation of teachers	116
6.3. Bureaucratic school culture correspondence to non- fulfilment of desired role of teachers	117
6.4. Transmissional approach to teaching	118
6.5. Restricted views on teachers' role	119
6.6 Poor academic background of teachers	119
6.7 School catchment characteristics influence to attract qualified teacher	120
6.8 Teachers role correspondence to low commitment and morale	121
6.9 Primary teaching is a transitory profession	122
6.10 Teaching in primary school is a part time job and children from respectable families get care and service	122
6.11. Tuition shop: a symbol of status	123
CHAPTER SEVEN: CONCLUSION	
7.1. Introduction	125
7.2. Dimensions of teaching profession	126
7.2.1. Orientation to teaching role	126
7.2.2. School culture	128
7.2.3. Pedagogy/ teaching practice	130
7.3. Factors affecting de-professionalized role orientation of schoolteachers	134
REFERENCES	143
INDEX	150
APPENDIX	154