

# SWOT Analysis of the Management and Operation of Secondary Education System in Dhaka City of Bangladesh

Sefat Ara Nadira\*, Li Shixiang, Xing Chen

School of Public Administration, China University of Geosciences, Wuhan, P. R. China

## Email address:

shifatcug@yahoo.com (S. A. Nadira), lishixiang@cug.edu.cn (Li Shixiang), eileencx@163.com (Xing Chen)

\*Corresponding author

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**Abstract:** This research aims to examine the administrative management and operation system of secondary schools in Dhaka City of Bangladesh. This study objective to analyze the management and operation system of secondary schools strengths, weakness, opportunities, and threats and recommend how to build a stronger education administration. This study has used quantitative and qualitative methods. Twenty schools of Dhaka City have been used as survey samples. The research work has been completed by collecting information and data through questionnaire distribution. Students, head teachers, assistant teachers, and 9<sup>th</sup>-10<sup>th</sup> grade students, administrators, education officers, and managing committee members of the secondary stage educational institutions of the total of Bangladesh represent the study samples. In the design of the survey questionnaire, the 5 levels of likert scale have been used. The government needs to take annual implementation plans to monitor progress, ensure transparency in financial accounting, provide better training for skilled teachers and appropriate action to resolve the crucial issues in secondary education. A strong administration system and a comprehensive secondary education structure should be developed. This study makes a clear idea and structure of the secondary education system in Dhaka city of Bangladesh. The need for a Comprehensive Strong Secondary Education Framework, Annual Implementation Plans, and Monitoring progress, to ensure the transparency of financial accounting and enhanced training will be ensured to make skilled teachers.

**Keywords:** Secondary Education System, Government Governance, SWOT Analysis, Dhaka City

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## 1. Introduction

Education is a very vital tool for anyone to prevail in life with the knowledge they acquire through their academic journey. Education is the key to a nations development. Education is inevitable to ensure sustainable development of a developing country like Bangladesh. In line with this acquisition of knowledge, Bangladesh is making progress in the education sector to ensure that citizens are all educated and contribute to the knowledge base of globalization. The education policy, funding, and curriculum planning in the education sector in Bangladesh are all the responsibility of the Ministry of education. According to UNESCO the literacy rate is 72.89% in Bangladesh. Whereas the male literacy rate is 75.7%, and for women is 70.09% in the global ranking, Bangladesh literacy ranks 116<sup>th</sup> [1-4].

Bangladesh emerged as an independent nation on 26<sup>th</sup>

March 1971, and Dhaka is the capital. The total population is estimated at 160 million [5-8]. The government gives high priority to the education sector [9]. Bangladesh has achieved significant progress in education, especially in enrollment, dropout rate, gender parity, etc. According to Bangladesh Education Statistics 2015, the gross enrollment ratio in secondary level rose to 72.78% from 43.1% in 2001. The total enrollment was 9.74 million among them 5.19 million (53%) were girls giving gender parity index near 1.14 and dropout rates has been continuously decreasing from 47% in 2005 to 20.4% in 2015 [10].

Education for all and ensuring quality education continues to get persistent attention and commitment of governments across the globe. So far, the progress with the secondary education system in Bangladesh is in line with the MDGs, and it has shown consistency over the years [11]. The Seventh Five Year Plan (SFYP)/SDG-4 targets are achieving

hundred percent net enrollment and complete free secondary education by the year 2030 [12-14].

In Bangladesh, there has been widespread but weak quality privatization of secondary education to alleviate this problem, the Vision 2021 planned to establish secondary schools at every Upazila, on the other hand, a gap between the education delivered in cities and the education provided in rural areas has gradually been widened. Despite the Vision 2021s promises to provide quality education to all children [15].

The purpose of this research is to analyze the strengths, weakness, opportunities, and threats of management and operation system of secondary schools. This study aims to analyze the management and operation system of secondary schools strengths, weakness, opportunities, and threats and recommend how to build a stronger education administration.

It is a new study because this research work will meet the needs of the time. This study will bring a new policy that is undoubtedly the novelty of the work.

In order to conduct successful research and be able to provide solutions for the above objectives, the query has been raised to reply three aims:

1. How do the management and operation system of secondary education in Bangladesh performing?
2. Is the step taken for the preparation of skilled teachers enough?
3. Is it the transparency of financial accounting ensured?

## 2. Methods

The research plan used in this study survey method. A survey is an strive to acquire statistics from contributors of a population in order to decide the current status of the population in respect to one or higher variables. The survey was consequently a fantastic design for this learn about as it enabled the researcher to attain facts that describes the SWOT analysis of the management and operation of the secondary education system in Dhaka City of Bangladesh through asking the respondents questions. It is a variety of self-report [16-20]. In making use of the survey design, the researcher aimed at collecting statistics from respondents about Management and Operation of Secondary Education System. In particular, the significance of methods and strategies in the discipline of research is immense [21-22].

The descriptive survey approach has been followed for thorough research [23-24]. The records have been collected with the assist of questionnaires. Students, head teachers, assistant teachers, and 9<sup>th</sup>-10<sup>th</sup> grade students, administrators, education officers, and managing committee members of the secondary stage educational institutions of the total of Bangladesh represent the study samples. Sample data signify the world, at a brief time and low cost, the researcher has chosen the terrific representational and handy section of the world as the sample to complete the contemporary study [25]. Twenty schools have been selected for the cause of misinformation with two schools from 10 thanas in Dhaka city. This sample group formation process has been finished

after gathering a listing of schools and teachers from BANBEIS and TQI as a sample.

The complete research program has been accomplished with the aid of deciding on the 20 schools from 10 Thana in Dhaka city with a randomized sample for gathering statistics in the contemporary study. There are 10 administrators, 20 school inspectors, 20 head teachers, 20 class instructors, and 10 managing Committee members has been taken as a research sample. In the left column of the Opposition SWOT analysis of the Management and Operation of Secondary Education System. The declaration of verification and the right-hand column has been observed in the stage of feedback on the five-dimensional scale.

The consequences of the research are primarily based on the data. Researchers distribute the questionnaire made for individuals of the research through personally and email. The scholars appropriately receive the answered questionnaire. Data gathered through statistical strategies have been used to quantify the numbers (SPSS) [26].

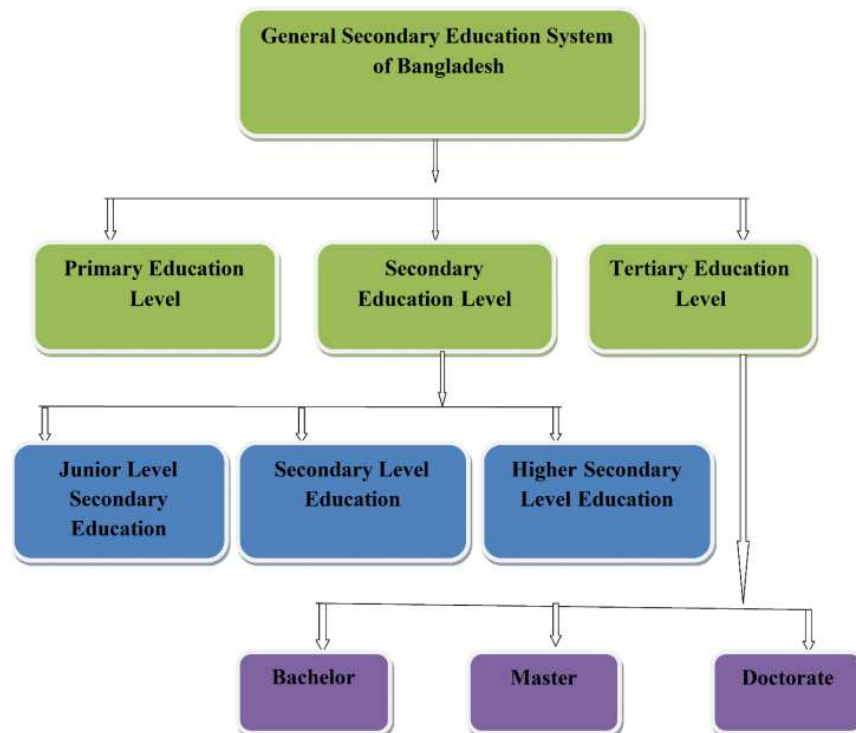
## 3. Case Study: The Management and Operation of Secondary Education System in Dhaka City

### 3.1. Brief Introduction of Secondary Education Management and Operation System in Bangladesh

Before discussing Secondary Education Management and Operation system, it is necessary to discuss the relevant level of secondary education system and type of institution. Education in Bangladesh includes General Education, Vocational Education, English Medium Education, and Madrasha (Islamic) Education. The central goals of this study are to give a detailed analysis of the General Education Systems of Secondary Education Level (Grade 9-10) and to analyze further the secondary education school discussing Secondary Education Management and operating system; it is necessary to discuss the relevant management and operation system. Before discussing Secondary Education in Bangladesh, it is advisable to discuss the General Education system briefly. The General Education System (Figure 1) of Bangladesh is divided into 3 sections. These are- Primary Education, Secondary Education & Tertiary Education [27-29]. The primary level of access to secondary education level is called Primary Education Level. Grade 1 to Grade 5 is Primary Education Level, a primary education level of 6 to 10-year old students. 5-year intervals of this level of education. Secondary education level is divided into 3 levels. Junior Secondary Education, Secondary Education, and Higher Secondary Education. Grade 6-8 levels are Junior Secondary Education level, Junior Secondary level of education level is 3 years; the Student age limit is 11 to 13 years. After completion of junior secondary education level, the student enters Secondary level Education, 9 to 10 grade students include Secondary Education level. Student age limit is 14-15 years. After completing the Secondary

Education level, the students enter the Higher Secondary Education level. Grade 11-12 is called Higher Secondary Education. The student ages 16-17 and the total 2 years Higher Secondary level in Education level. After completing

Higher Secondary Education level, the student enters the Tertiary Education level. This level includes 4 year Bachelor, 1 year Master, and 3 year Ph.D. education [14].



**Figure 1.** The General Education system of Bangladesh (Source BENBEIS Education Statistic, 2016).

There are total 19,847 Secondary Education Institution in Bangladesh, 659 Public Institution and 19,508 Private Institution and in Dhaka Division, total Secondary Education Institute is 4276, among which are Public 99 and Private 4,177 (Table 1).

**Table 1.** Number of Secondary Education Institution in Bangladesh and Dhaka, 2016.

Area	Type of Management	Number of Institution	Total
Bangladesh	Public	659	19847
	Private	19508	
Dhaka	Public	99	4276
	Private	4177	

### 3.2. The Government Management of Secondary Education System in Dhaka

#### 3.2.1. Government Management Agency of Secondary Education System

The Ministry of Education is the apex body responsible for policy-making, planning, directing, and controlling the administration and operation of secondary schooling in Bangladesh. The chief government of the MOE is the education minister. A secretary an additional secretary and a range of joint secretaries, deputy secretaries, assistant secretaries and different aiding body of workers help him. There are four directorates/departments underneath MOE: Directorate of Secondary and Higher Education (DSHE); Directorate of Technical Education (DTE); Directorate of

Inspection and Audit (DIA); and Facilities Department (FD) [30-32]. The DSHE, connected to MOE, is headed using a Director-General who is responsible for administration, management and manipulate of secondary education [33-38]. DSHE performs the universal responsibility of the administration and management of secondary education, Headed by using a Director-General It has Director (Secondary & Special Education), Director (Training), Director (Planning & Development) Director (university & Admin) and additionally have Deputy Director (Physical Education) section (Figure 2) [39].

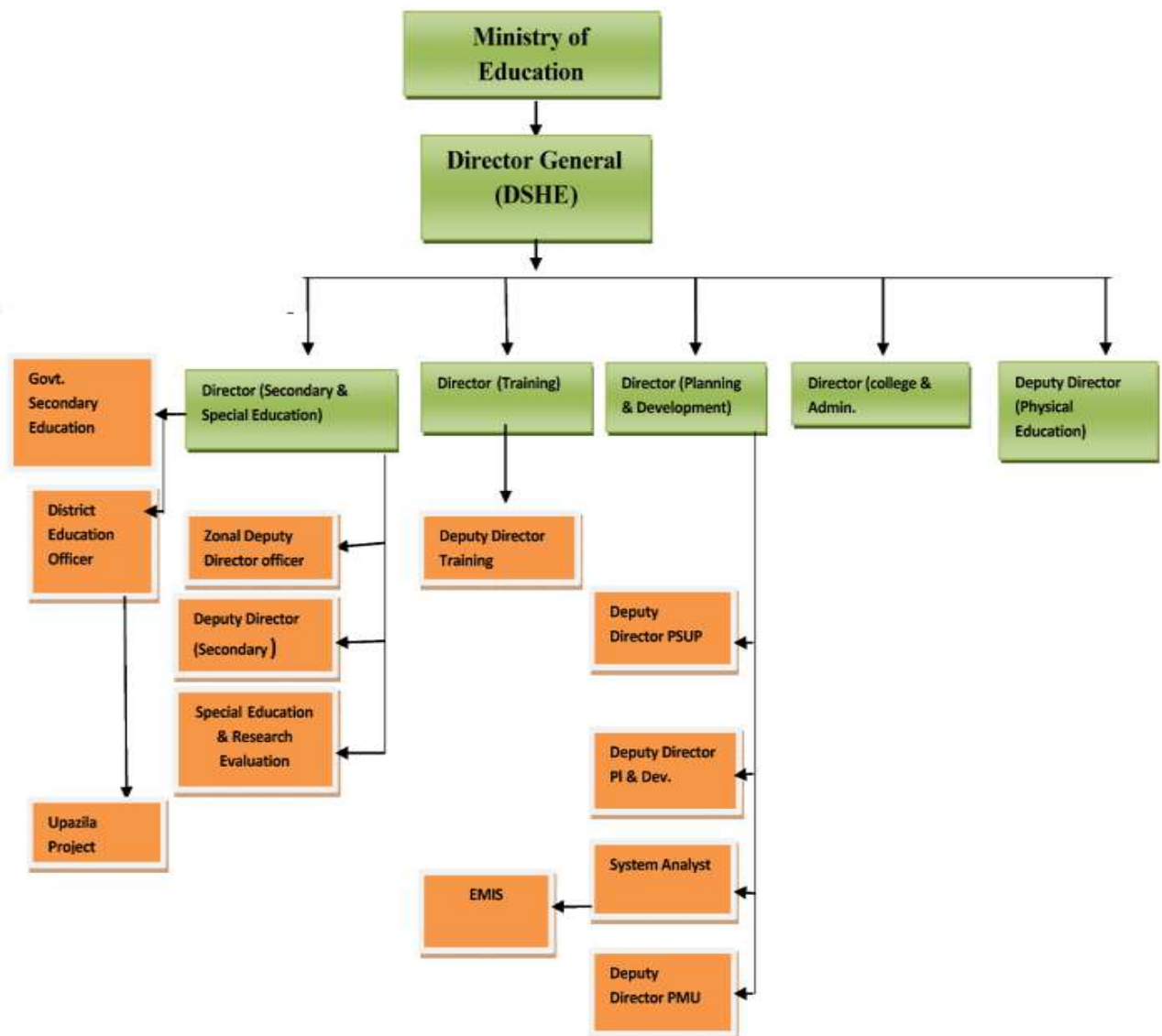
The Directorate must guide and manage the Secondary and Higher Education of the country and the appropriate employment and administration of education policy. Nowadays, the following Educational Institutions/offices have been placed under the administrative control of the Directorate of Secondary and Higher Secondary Education (DSHE) [40]. Government administration and management of secondary education system has been formed in the exercise of the powers discussed by Section 39 of the Intermediate and Secondary Education Ordinance, 1961 (EP Ordinance XXXIII of 1961) [41-44]. DSHE completes the responsibility of the administration and management of secondary schools. DSHE is functioning towards providing educational facilities available to all attain the Millennium Development Goal (MDG) by 2030. In order to figure out the issues at the secondary level education, DSHE is concentrating on quality improvements, and specific actions

to raising the quality of service delivery and DSHE performs all type of responsibility of the administration and management of secondary education.

This are Secondary Education Division guides regulations activity of the secondary school, and other departments perform the functions accordingly. These are:

Training Division is responsible for dealing with training (both national and international) programs for the teachers and officials. There are a total of 19 Teacher Training Institutes, which are provided by Teacher Training. Planning and Development Division is responsible for policy formulation and implementation of secondary education. It prepares the project proposal and evaluates the performance of the projects. It also discusses with donor agencies and develops development projects for the Annual Development Program (ADP) and the Revised Annual Development Program (RADP). Secondary school field government the regulation activities the field level administrative mission of the Directorate conducted by its 9 Zonal and 64 District

level offices. Upazilla Secondary Education Offices administer the upazilla level administration of DSHE. The 9 zonal places of work are headed using the Deputy Directors (Zonal) who report to the Director-General/Director, Secondary Education (SE) related to all the factors of secondary education. They coordinate, supervise, and monitor the discipline stage activities associated with secondary education. The District Education Officers (DEOs). The DEOs administer the district level activities related to secondary education. They are additionally responsible for the necessary educational supervision of secondary education. They examine the schools and supervise the activities performed by the Upazilla Education Officers. The Upazilla Secondary Education Officers head the Upazilla Secondary Education Offices located at Upazilla headquarters. The primary function of the upazilla Secondary Education Offices is to manage country wide girl stipend program and perform other activities related to secondary education.



**Figure 2.** The Government Management Structure of Secondary Education. Where, PSUP- Programme Support Planning Unit, PMU-Project Monitoring Unit, EMIS-Education Management Information System.

### **3.2.2. Government Strategy in Development of Secondary Education**

Bangladesh has made remarkable signs of progress in the areas of school enrollment, gender parity of secondary level education [45]. In 2000, the United Nations declared the Millennium Development Goals, which ended in 2015. Its target was eight. Bangladesh has shown success in achieving MDG goals in Education Sector [46]. The latest education strategy of secondary education development is being-vision (2016-2021) 5 Year Strategy Plan, vision (2016-2021), and MDG (Millennium Development Goal) 2016-2030, long term Strategy plan. Vision 2016-2021-This is the 7<sup>th</sup> 5-year strategy plan. These goals will be achieved in 5 years. The aim of this 7<sup>th</sup> 5 year plan is to achieve quality in education [47]. Currently, Bangladesh is active towards succeeding the SDGs, and as part of it, the SDGs have now been associated with the targets of 7th Five Year Plan (2016-2020) [48]. 2016-2030 MDG Goal-Long-term strategy plan Strategic plan has been adopted for the last 2016-2030 period. Total 17 targets have been taken in it. The goal level of these 17 strategic plans is to ensure secondary education for all [49]. The main goal of the 7<sup>th</sup> 5-year plan (2016-2021) and MDG (2016-2030) strategy is to ensure free quality education for all, achieving 100 percent net enrollment rate, establishing at least 3 multimedia classrooms in each school, every school headmaster to ensure leadership training [50-55].

Strategy plans for the development of Secondary Education started in 1999 and continue till now, these are, within the framework of the Secondary Education Sector Improvement Plan (SESIP), several reforms have taken or are expected to take effect. The main areas of reform include-strengthening of the planning and administration ability of DSHE through the institution of the Programme Support Planning Unit (PSPU), which is responsible for the planning method of all the tasks underneath DSHE. In addition to project Monitoring Unit (PMU), which is in charge of the monitoring of programmes and reporting on the foundation of the sample, find out about results. The reorganization of the role, responsibilities, and authority of secondary education management down to the Thana (sub-district) level. The strengthening capacity for curriculum development; privatization of textbook production; reforms in the examination system, enchantment in teacher education, strengthening of school management and supervision, two expansion of physical facilities at the zonal and district offices, establishment of new secondary schools in under-served areas and development of new classrooms in overcrowded schools, and continuation of the stipend and free tuition programme that goals girl secondary students. The components and of the above mentioned are currently or expected to undergo the reform process in the future within the background of the Secondary Education Sector Development Project-SESDP [56]. Strategy plan is the process of setting aims, deciding on actions to attain those objectives, and mobilizing the resources needed to take those actions. These Strategy plans aim to ensure quality secondary education for each child, to provide quality education to school teachers,

improve the relevance of secondary education curriculum, improve the teaching experience in the classroom, reform the exam system, learn creativity knowledge and evaluate the problem-solving skills [57-61].

### **3.2.3. Government Regulation Activity of Secondary Education System**

One of the Government regulation activities is - Teaching quality check and Auditing of the school financial account. Teaching quality checks are done through classroom inspection. Headmaster visits the school and visits the classroom by the inspector. Through this inspection, it is verified how proficiently teaching the teacher is in the classroom. Whether it is using teaching aids in the classroom, whether students are encouraging group study, paying attention to everyone in the class, whether students are motivating in class, and student attendance rates. It is advisable to monitor these issues as well as how to teach more effectively. The schools teaching system arranged for the development of system coordination. Apart from this, the teacher plays a significant role in keeping the education environment in place and completing the regular teaching activities of the students, so the teacher is regularly checking whether school completion programs are completed.

The managing committee and the headmaster constitute the income-earning of the school. There are different types of funds in the schools: the reserve fund, the general fund, the scout fund, the source fund, and the examination fund. In the reserve funds, the fixed amount is deposited; no expenditure is made from this fund. The salary of the teachers from the General Fund and the development of the school is done. Besides, the money spent on the scout fund, the source fund, the examination fund is spent on scout, sports, and examination, respectively. Different types of income are in the schools; these are the students admission fees, the income of registration fees, session charges, school plants, shops earnings, and other income. The government has inspected the school by the designated inspector. During this time, a detailed investigation of the schools financial accounting was investigated. Whether there is corruption in financial matters, whether school money is being spent properly, whether listed teachers or employees are being paid, and how much is spent in the investigation. One of the governments regulation activity to inspect school infrastructure development work. School building construction and extension work and repair and maintenance expenses are examined. As a part of the development of pure water and sanitation system for all, the development of the school sanitation system is checked. Co-curricular activities help in the development of the students mental and physical development. Alongside studies, checks are being done to ensure proper co-education of the school.

## **3.3. The Operation of Secondary Education System**

### **3.3.1. Student Enrollment and Development of Secondary Education School**

In 2016 the gross enrollment rate in secondary level

education was 74.23% from 43.1% in 2001 the gross enrollment rate for boys in 2016 was 67.11%, and significantly lower compared to GER for girls 81.74%. In 2016, the NER in secondary level was 67.84% (boys and girls together), 62.85% for boys and 73.10% for girls. In the total enrollment in grades VI-X of 12513964, boys were 5807721 (46.41%), and girls were 6706243 (53.59%), Gender parity index was 1.16 [62]. School year commences on the first of January and ends on the 31<sup>st</sup> of December of the year [63].

This study discussed the Grade 9-10 of Secondary School. This level of education is especially important for the students because, at the level of secondary education, the student participates in public examinations, known as SSC (Secondary School Certificate) examination, and the results of this test depend on the higher education and professional life of the student. In the 9th grade, the student chooses any of the sections from the Science, Business Studies and Humanities Group, according to his preference and qualification. The SSC result grading system for all board are classified based on the GPA (Grade Point Average) system by grade A+ (80-100), A (70-79), A- (60-69), B (50-59), C (40-49), D (33-39), and F (0-32). Those students who get above 80 marks on 100 in a subject get A+ on that subject, and also score 5 points and who get A+ on every subject, have result golden A+ on the board [64].

### **3.3.2. School Staff Training of Secondary Education School**

There are main weaknesses that are common to many of our educational institutions, are the quality of teachers. Thousands of teachers are recruited every year and sent straight to classrooms without any training [65]. For government-aided non-public institutions, which currently constitute the majority of schools at the secondary level, teacher recruitment and deployment is under the responsibility of the management committee of each school, which includes a representative from DSHE for secondary education. Teachers are recruited from these registered in the Non-Government Teacher Registration and Certificate Agency (NTRCA). As for public institutions, DSHE directly controls the recruitment manner [66]. The OECD (2005) report cogently entitled that teacher quality is the most important factor in an education system, and the second most important factor among the variety of influences affecting student achievement [67]. The minimum academic qualification is a Bachelors degree or equivalent for secondary education. Although there is no pre-service training wanted for all, teachers can entire the training provided in respective training institutions before recruitment and get hold of a greater wage after the appointment. There are currently 126 pre-service training institutions, such as teacher training colleges (both private and public), the Physical Education College, or open universities. The levels provided consist of Bachelor of Education (B. E.), Diploma in Education (Dip. in Ed.) and Bachelor of Physical Education (B. P. Ed). Besides the minimum qualification

described above, teachers who wish to be recruited by government-aided non-public institutions are required to take and pass a competitive examination held annually. They ought to additionally be registered in NTRCA in order to be eligible for recruitment. This regulation does not observe completely independent private institutions [68-70].

Teachers are required to acquire in-service training for the duration of the service. The same institutions that provide pre-service training additionally offer training for in-service teachers primarily based on the curriculum prescribed by way of MOE, and participation is taken into consideration for the teachers professional development. Teacher Registration and Accreditation, 2005 to make sure the high quality of secondary education.

### **3.3.3. Funding Resource of Secondary Education School**

Authorities are responsible for funding school education, mostly from their revenues. As most funding of school comes from public budgets, developing effective mechanisms to allocate this funding among competing priorities is a significant policy concern for governments. Systems of schools have limited resources with which to pursue their objectives, and using these resources efficiently is an important aim for their activities. While the majority of school funding creates at the level of the central government, other sectors also gradually contribute to raising funds for school services. Sub-central authorities typically complement central school funding from their revenues, and private spending on schools has increased considerably in recent years. International funding provides an essential complement to public sources of school funding. As the sources of funding are attractive, more varied, an increasing set of actors in the school system are also obtaining influence on spending decisions [70].

The mechanism of funding in Bangladesh is highly centralized. Though the majority of institutions at the secondary stage are private, teachers salaries are funded out of the national education budget. External loans and grants are also managed at the central level [71]. To fund education; Bangladesh spends only 2% of its GDP the second lowest share among the countries surveyed. Unlike the Maldives, Bhutan, and Nepal all spend nearly 5% of their GDP on education. The budget allocation for the area in FY19 is Tk53,504 crore, up from Tk 46,757 crore in the revised finances for FY18. Even though this has been frozen at 2.09% of GDP, the allocation given to education as a proportion of the total budget has dropped, to 11.4% from 12.6% in the current FY. The 7FYP targeted to spend 2.84% of total GDP on education, while UNESCOs Education 2030 Framework for Action recommended spending at least 4-6% of the GDP [72].

## **4. SWOT Analysis and Result Discussion of Secondary Education System in Dhaka**

The researchers used the SWOT evaluation system to



discover the vulnerable aspects, weak components of the administration and operation system of the secondary college in Dhaka city and recommended effective implementation accordingly.

#### 4.1. Strengths Analysis of Secondary Education Systems in Dhaka

Bangladesh has made incredible positive aspects over the past two decades by way of making sure access to education. The country's net enrollment rate at secondary school net enrollment is now around 54 percent, up from 45 percent in 2000 and Bangladesh has attained gender parity in access, also to dramatic reductions in disparities between the highest and lowest consumption quintiles at secondary levels. Increasing literacy rate, school admission rate, percentage of students, equality of women, the progress of women education, the rapid drop rate of education, among which the role model is now Bangladesh. According to the World Bank, UNESCO, World Economic Forum, Bangladesh has progressed in education. The rate of education has increased in comparison to earlier Girls enrollment in girls schools in Dhaka City has increased. At the secondary level, there are more girls than boys at the middle level. The net admission rates for girls rose from 45 percent to 54 percent. Moreover, the rate for boys is 32 to 45 percent [32].

The government has taken initiatives to set up 11 more secondary schools in Dhaka City. The government has taken this initiative to ensure the progress of secondary education in Dhaka City. In these schools, all facilities, including modern labs and classrooms, will be ensured. The government has increased the payments of teachers in secondary schools. The education environment is involved with the quality of the teacher. Therefore, the increase in the teachers salary must be a good initiative for the government. A change in education curriculum Education policy has also been given importance on science and technology-based education. Mathematics, language, and vocational education have also been combined. 159 million textbooks have been distributed free from 2010 to 2015 academic year, which is a

surprise [33]. The views collected from the selected sample about the Strengths aspects of the schools in Dhaka City are explained below.

Table 2. Response result regarding the success of education in Bangladesh.

Opinion	Opinion value	The medium of opinion formation	Percentage value
Completely agreed	5	165	49.25
Agreed	4	124	37.01
Neutral	3	42	12.53
Do not agree	2	4	1.19
Not at all agree	1	0	0
		335	

In education, Bangladesh has achieved much more success than before-Answers to this question have been collected from 80 people, 33 of them Completely agreed, 31 Agreed, 14 are Neutral, and 2 Do not agree. So the total  $(31 + 33) = 64$  people agreed on this. When it is expressed in percentage, the total  $(49.25\% + 37.01\%) = 86.26\%$  people agree with this question. The total number of people  $(49.25\% + 37.01\%) = 86.26\%$  of people agreed with this question when it was published. Thus, Bangladesh has made progress in the field of education compared to the previous (Table 2).

As a signatory to distinct international commitments, Bangladesh has worked closer to achieving education-related desires and targets. In 2010, the perspective layout for 2010-2021, titled Vision 2021, was once adopted by using the government. In it, education, amongst different issues, was once strongly emphasized. It pursues to provide high-quality secondary education to every infant and ensure that no child is left out through the education system based on his/her family's income, gender, religion, ethnicity, or disabilities. At present, Bangladesh is working towards reaching the SDGs, and as part of it, the SDGs have already been aligned with the objectives of the 7<sup>th</sup> Five year plan (2016-2020). 7<sup>th</sup> Five year plan targets Achieving 100% internet enrollment rate for secondary education, ensure the best schooling at secondary education, Percentage of the cohort achieving grade 5 to be accelerated to 100% from the present-day 80%.

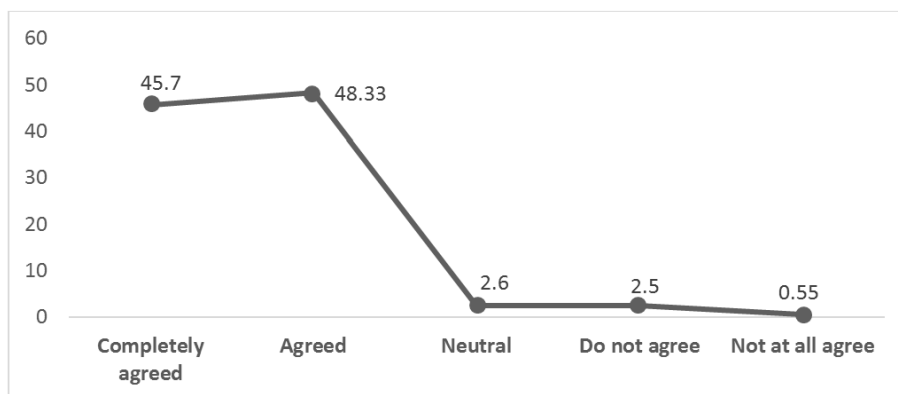


Figure 3. Response result regarding the 7FYP (7<sup>th</sup> Five year plan) progress of education in Bangladesh.

7FYP (2016-2020) is going forward to achieve the goal of secondary education -answers to this question have been collected from 80 people, 23 of them Completely agreed, 38

Agreed, 4 are Neutral, 8 do not agree, and 7 Not at all agree. Total  $(23 + 38) = 61$  people agreed on this. When it is expressed in percentage, the total  $(45.70\% + 48.33\%) =$

94.03% people agree with this question (Figure 3).

#### 4.2. Weakness Analysis of Secondary Education System in Dhaka

Although in recent times new government schools have been established in Dhaka City. Currently, the number of government secondary schools is 659, yet the number of secondary schools is not sufficient than the requirement. More government secondary schools need to be established. Several teachers in secondary school are not enough. It is important to appoint several teachers to improve the quality of education in secondary schools in Dhaka City. The number of skilled teachers in the school is low. Although some schools in Dhaka City are taught using advanced technology, it is not done in most schools. Teachers should be educated through advanced training. World Bank recommends improvement in education standards, Bangladesh can increase education standards by applying quality teachers [34].

Apart from this, corruption is seen in the admission of student, recruitment, and transfer of teachers and financial accounts in secondary schools of Dhaka City. This is one of the main difficulties in the development of secondary education.

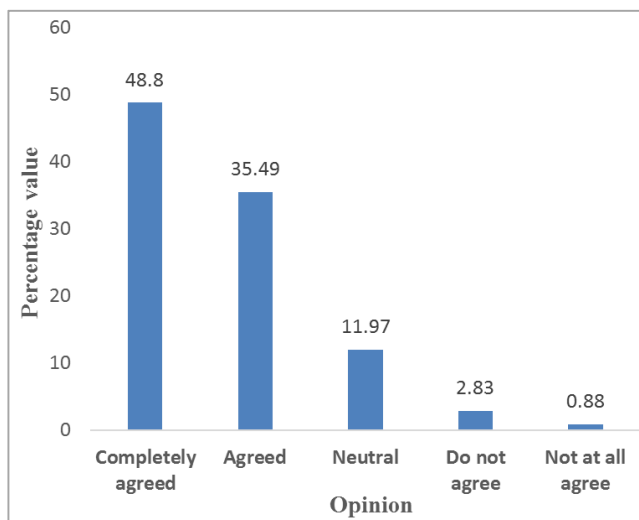


Figure 4. The opinion result regarding the lack of a trained workforce.

There is a lack of trained workforce - Answers to this question have been collected from 80 people, 22 of them Completely agreed, 25 Agreed, 15 are Neutral, and 8 Do not agree, and 10 Not at all agree. So the total (22 + 25) = 67 people agreed on this. When it is expressed in percentage, the total (48.80% + 35.49%) = 84.29% people agree with this question. The total number of 84.29% of people agreed with this question when it was published. Thus, the lack of trained workforce can be identified as the weakness of secondary school management and operation system (Figure 4).

The corruption in the field of education is a significant problem of administration. Corruption in education can now be identified as our national problem. If we can not get rid of this situation, it will not be possible to achieve development

and progress in education. Corruption should be stopped by implementing and implementing the necessary legislation. Corruption is observed in the field of education and financial management. As a result, the development of educational institutions is hampered.

Table 3. The opinion response regarding the Corruption.

Opinion	Opinion value	The medium of opinion formation	Percentage value
Completely agreed	5	155	52.36
Agreed	4	80	27.02
Neutral	3	33	11.14
Do not agree	2	20	6.75
Not at all agree	1	8	2.70
		296	

Corruption has been observed about the recruitment of teachers and employees and financial expenditure-Answers to this question have been collected from 80 people, 31 of them completely agreed, 20 Agreed, 11 are Neutral, 10 Do not agree and 8 Not at all agree. So the total (31+20)=51 people agreed on this. When it is expressed in percentage, the total (52.36% + 27.02%) = 79.38% people agree with this question. The total number of 79.38% of people agreed with this question when it was published. Thus, the lack of Corruption can be identified as the weakness of secondary school management and operation system (Table 3).

#### 4.3. Opportunities Analysis of Secondary Education System in Dhaka

Government plan has been taken to ensure free secondary education for all. By 2030, the government has been implementing programs aimed at ensuring education for all, improving the educational involvement, improving the quality of education through up-gradation, vocational education, technology expansion, and infrastructure development. Through this, 100% of children go to secondary school, stop dropout, ensure education for all, and increase the skill of technology education [23].

The government has taken the plan to implement the digital system for the monitoring of secondary school, and it will be useful in improving the standard of secondary education. Through this, school problems can be easily identified and can be quickly resolved. This school will strengthen and strengthen the management and operation system.

Table 4. The opinion result regarding using digital methods for the monitoring system.

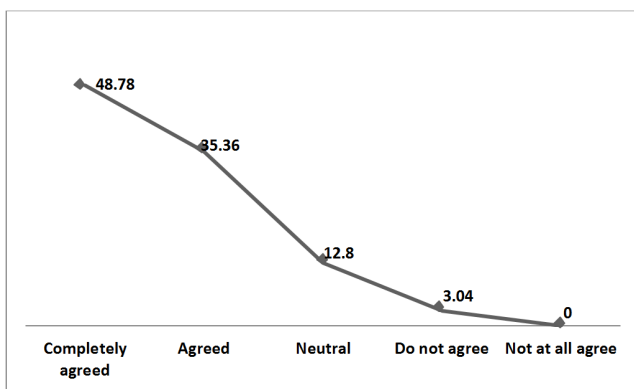
Opinion	Opinion value	The medium of opinion formation	Percentage value
Completely agreed	5	145	50.00
Agreed	4	72	24.82
Neutral	3	45	15.51
Do not agree	2	20	6.89
Not at all agree	1	8	2.75
		290	

The planning of the secondary school monitoring system using the digital method is reasonable and effective -



Answers to this question have been collected from 80 people, 29 of them completely agreed, 18 Agreed, 15 are Neutral, and 10 Do not agree and 8 not at all agree. So the total  $(29 + 18) = 47$  people agreed on this. When it is expressed in percentage, the total  $(50.24\% + 24.82\%) = 74.06\%$  people agree with this question. The total number of people  $(50.00\% + 24.82\%) = 74.0$  of 6% of people agreed with this question when it was published. Thus Digital monitoring system will play an important role in improving the quality of education (Table 4).

The government has taken the initiative to provide secondary education for all and mandatory for free. This initiative will improve the quality of secondary education, and all administration and management of the secondary education system will be dynamic. It is considered as a great opportunity for this research.



**Figure 5.** The response result regarding the governments plan to provide secondary education mandatory and free of cost.

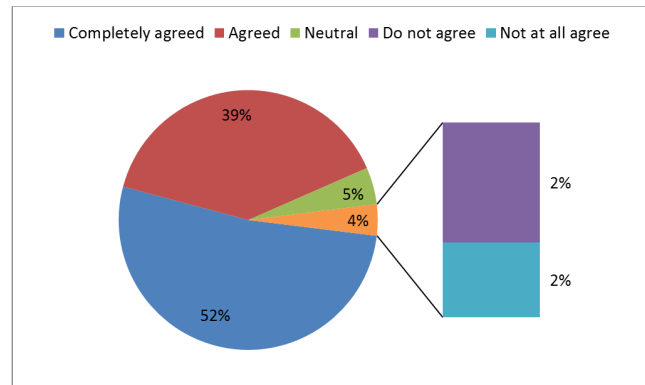
Education rates will be increased due to the governments plan to provide secondary education mandatory and free of cost- Answers to this question have been collected from 80 people, 32 of them Completely agreed, 29 Agreed, 14 are Neutral, and 5 Do not agree and. So the total  $(32 + 29) = 61$  people agreed on this. When it is expressed in percentage, the total  $(48.78\% + 35.36\%) = 84.14\%$  people agree with this question. It has been considered as an opportunity for education development (Figure 5).

#### 4.4. Threats Analysis of Secondary Education System in Dhaka

Some teachers and employees are not aware of time. As a result, they are absent from the institution/school, which destroy the school environment and school management and operation system. It is impossible to get rid of this problem if you are not moral enough. If not everyone is aware of the rules, then this situation will push the education environment at risk.

There is indiscipline in question formulation and Examination which destroys the education environment- Answers to this question have been collected from 80 people. 34 of them completely agreed, 32 Agreed, 5 are Neutral, 4 Do not agree on, and 5 Not at all agree. So the total  $(34 + 32) = 66$  people agreed on this. When it is expressed in

percentage, the total  $(52.14\% + 39.26\%) = 91.4\%$  people agree with this question. So corruption in question structure and examination is hazardous for the future (Figure 6).



**Figure 6.** The response result regarding the corruption in question formulation.

Indiscipline is seen in the appointment of teacher employees. In this situation, the future will be a significant obstacle and threat to the improvement of the quality of secondary education. Corruption in the recruitment of teachers and employees for the improvement of the quality of secondary education is a great hindrance and threat in the future.

**Table 5.** The opinion result regarding the lacking of transparency in the recruitment of teachers and employees.

Opinion	Opinion value	The medium of opinion formation	Percentage value
Completely agreed	5	155	48.58
Agreed	4	116	36.36
Neutral	3	33	10.34
Do not agree	2	12	3.7
Not at all agree	1	3	0.94
		319	

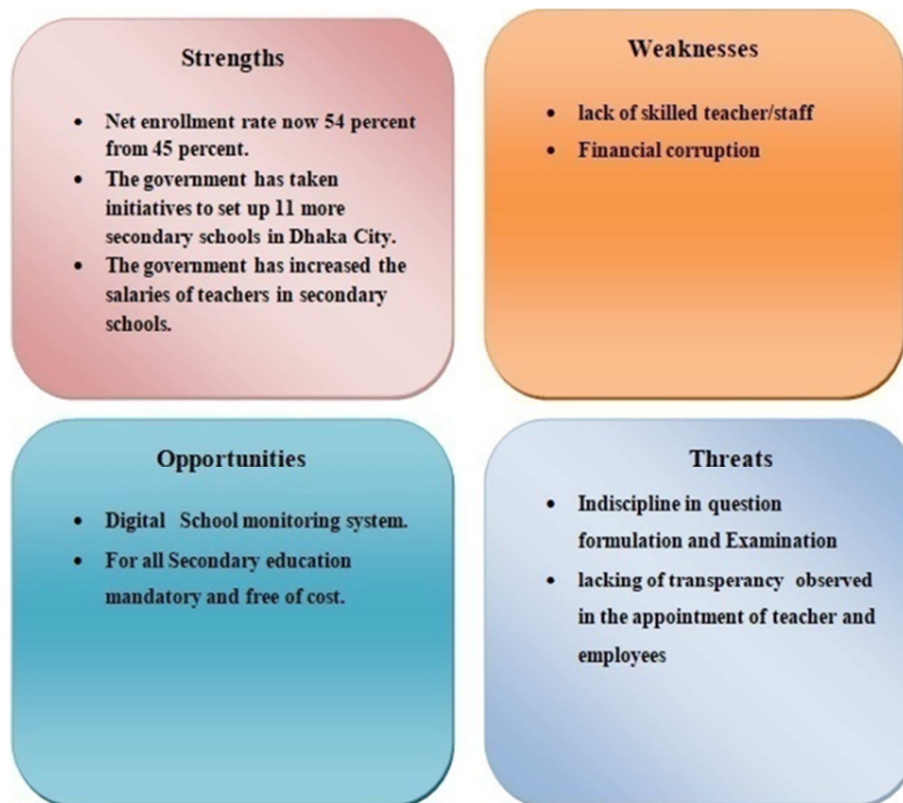
Sometimes there is no transparency in the recruitment of teachers and employees in the future for the improvement of the quality of secondary education is a great hindrance and threat -answers to this question have been collected from 80 people, 31 of them Completely agreed, 29 Agreed, 11 are Neutral, 6 Do not agree and 3 Not at all agree. Total  $(31 + 29) = 60$  people agreed on this. When it is expressed in percentage, the total  $(48.58\% + 36.36\%) = 84.94\%$  people agree with this question. Thus, Corruption the recruitment of teachers and employees are risky for the future in the education sector (Table 5).

## 5. Discussion

The results obtained from the question analysis on Strengths of Management and Operation System of Secondary Education System found that the quality of secondary education has come to a much better position than ever before. With the establishment of 11 new government secondary schools, 659 numbers of secondary schools will now be established. It will play a decisive role in secondary

education and strengthen the foundation of secondary education. Apart from this, the net enrollment rate has increased compared to the previous years, which reflects the

progress of secondary education. The results obtained from the above analysis are presented below (Figure 7):



**Figure 7.** The strengths, weaknesses, opportunities, and threats analysis result regarding the Management and operation system.

Government steps and development adopted for improving the quality of secondary education demonstrates that secondary schools of Dhaka City in Bangladesh are progressing in education. These Strength of Management and Operation System of Secondary Education system were found in the results of the research.

Researchers from both the opinions gathered concerning the training of teachers have found that there are many significant obstacles in educated teachers towards the development of secondary education. It does not get as much benefit from the proficient teacher as it is from an inefficient teacher. It is, therefore, important to take more effective steps for teachers training. From the analysis of the financial transactions in the Department of Secondary Education, the researchers have concluded that corruption in this section has been observed, and has been identified as a weak aspect of the education system.

The results obtained from the question analysis of the management and operation system of the secondary education system are found to be very strong in education due to the use of digital methods in school monitoring. Any problem arising from the education field can be resolved quickly. The initiative of making free and compulsory secondary education for all is a breakthrough. Through this, the rate of education will increase.

Through analyzing the opinions received from the selected

sample groups in response to the questions of the secondary education system, the results show that there is a lack of the rule of law and the lack of rules about exam questions. If these problems are not resolved, the foundation of future education will be destroyed. Apart from this, there is some time opacity for teacher recruitment, which has been identified as a hazard to the development of future secondary education.

## 6. Conclusion and Recommendation

We have an excellent opportunity to ensure quality education for all by 2030; there have been signs of this over the last 15 years. However, we will not be able to do this, if we neglect other imperatives of the sustainable development agenda today, the desire to develop human capacity and achieve prosperity through education in all countries. This study investigated the Management and Operation of Secondary Education System in Dhaka City of Bangladesh. In some cases, the management and operation system is quite good, hence the quality of secondary education has increased in the past. The initiative to set up new government secondary schools accelerated education. Free of cost and compulsory of secondary education for all and the step of digital methods in school monitoring system will strengthen the basis of secondary education. We recommend the

following issue: The need for a Comprehensive Strong Secondary Education Framework, Annual Implementation Plans, and Monitoring progress, to ensure the transparency of financial accounting and enhanced training will be ensured to make skilled teachers.

## Abbreviation

SE: Secondary Education  
 UNESCO: The United Nations Educational, Scientific and Cultural Organization  
 MDGs: Millennium Development Goals  
 NGOs: Non: governmental Organizations  
 BANBEIS: Bangladesh Bureau of Educational Information and Statistics  
 MOE: Ministry of Education  
 TQI: Teaching Quality Improvement  
 EMIS: Education Management Information System  
 BTEB: Bangladesh Technical Education Board  
 DSHE: Directorate of Secondary and Higher Secondary Education  
 GOB: Government of Bangladesh  
 SDG: Sustainable Development Goal  
 SWOT: Strength, Weakness, Opportunities, and Treats

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