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Research Article

The Influence of the Teaching and Learning Process on Developing Quality Primary Education: An Empirical Study of Rural and Urban Primary Schools

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Abstract

Primary education empowers individuals, reduces poverty, and drives overall development by enabling access to knowledge, critical thinking, and future opportunities. This study investigates the quality of primary education in rural and urban settings, as well as teachers' capabilities, management strategies, and school resources for delivering quality education. This study includes 70 participants: members of the school committee, students in grade V, parents, educators, members of the community, and people from both urban and rural areas. Both in-depth interviews and focus group discussions are used to collect field data, and thematic analysis is used. The study finds that most schools lack administrative staff and resources, despite these positions being essential for carrying out various administrative tasks effectively and maintaining school management. The primary school teachers in Bangladesh have a low social status due to a lack of promotion opportunities, inadequate recreation, and excessive routine work and monotonous tasks, which have a significant negative impact on job satisfaction. The classroom environment is unhealthy for learning. Primary school teachers' reluctance to learn and use technology creates a significant backlog in their advanced teaching and learning. This study also finds that the school management committee and parent-teacher associations are unproductive due to a lack of interest in improving the quality of education. The recommendations of this study include improved IT teacher training, digital classrooms, a fair evaluation process, well-designed playgrounds, effective School Management Committees, interesting teaching strategies, and better resources.

Keywords

Primary Education, Teaching-learning, Management Strategy, School Resource, Quality Education, Developing Country, Bangladesh

1. Introduction

Education has long been understood to contribute to human potential and social growth [1, 28]. Education is also regarded as a tool for promoting social mobility, reducing poverty, and improving human well-being, serving as a driver of sustainable development in the country [25, 30]. Since its independence in 1971, the government of Bangladesh has prioritized primary education for socioeconomic development. As a result, the government passed a law in 1973 to initiate universal education, which is provided free of charge to children aged 6 to 10 [7]. Since the 1990s, several development programs to promote literacy and raise

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awareness of the value of education have been initiated by both the government and nongovernmental organisations (NGOs) [24]. To make primary education more accessible and equitable, the government of Bangladesh passed a National Education Policy (NEP) in 2010, which addressed inclusion and mandated that all students, regardless of gender, colour, ethnicity, social status, or area, be included to ensure quality education for all.

Government policy has also focused on quality issues, including those related to management, pedagogy, curriculum, and co-curricular activities. Several development projects were managed and funded separately by the development partners in Bangladesh as part of PEDP-1 (1997–2003), which was designed to advance primary education in Bangladesh [2]. To achieve quality primary education, the government and development partners jointly decided to adopt the sector-wide approach principles. The Directorate of Primary Education (DPE) and other stakeholders came together to create the Second Primary Education Development Programme (PEDP-II, 2004–2011). PEDP II has made enormous contributions to the growth and improvement of primary education in Bangladesh. It covers a variety of primary education topics, including infrastructure improvements, raising educational standards, and providing nearly equal access for both boys and girls. The Third Primary Education Development Program (PEDP-III) ran from 2011 to 2017 and aimed to build an efficient, inclusive, and equitable primary education system from pre-primary through grade V [17]. Bangladesh has a program called the Fourth Primary Education Development Program (PEDP-IV) that aims to enhance primary education. It is the fourth program in a row, and a group of international aid organisations, including the World Bank, ADB, AusAID, CIDA, DFID, and EC, funds it. The initiative emphasises decentralisation, decreasing inequities, and enhancing educational quality. Inclusion of students with impairments is another goal of the program [8].

Primary education serves as the foundation for a child's cognitive, social, and emotional development, shaping their future educational trajectory and life prospects. As a result, ensuring the quality of primary education is crucial, as it not only determines individual outcomes but also contributes to overall societal development. The teaching and learning process is the core of primary education, which significantly impacts its quality. This study aims to investigate the quality of primary education in rural and urban schools by examining school resources, teacher skills, and management practices in delivering quality primary education.

A Brief Literature Review

The World Bank assesses the quality of primary education using nine indicators, including pupil-teacher ratios, teacher credentials, grade repetition, literacy rates, enrollment data, dropout rates, student and public opinions toward education, and exam achievement data [31]. Also, the quality of education is assessed using national exams and global league tables, which rely on standardised assessments in disciplines such as reading, math, and other subjects [11, 31]. One of the best ways to ensure quality primary education is to implement an innovation with the ultimate goal of improving children's learning outcomes, teachers' abilities and attitudes, and institutional functioning [7].

Successful ICT integration advances education quality [12, 13]. The benefits of using ICT include swift access, online registration, reduced paperwork, networking, and e-learning, all of which enhance teaching. In developing countries, teachers are prevented from integrating technology into their lessons due to a lack of funding for essential hardware and software [20]. Equitable access to modern educational technology is crucial, but many developing countries, including Bangladesh, struggle to afford standard technology due to high costs [3]. The use of technology-based resources enables the teaching-learning process to be customised to the needs, interests, and characteristics of the student [22], encouraging their active participation to meet the academic goals and achievement targets previously set by the teaching professional [9]. However, unsuitable teacher training makes it difficult for Bangladesh and many other nations with comparable socio-demographic constraints, including developing nations [22], to meet the needs of students with diverse abilities in the regular classroom [5, 6, 10, 27].

School Management Committees (SMCs) in Bangladesh have been established to manage primary schools effectively, mobilise public support and participation in primary education, and implement compulsory primary education. For this, each management committee comprises eleven members for the government primary school, and the committees' roles, objectives, responsibilities, and duties have all been revised to make the management system more effective. For example, parent-Teacher Associations (PTAs) are established to mobilise community support to enhance the learning environment. The association's 27 members represent a cross-section of the customers [7]. The relationship between SMC meetings, teachers' experiences, parental conversations with teachers, guardians' attendance at school meetings, and students' involvement in extracurricular activities has specific policy consequences [29]. Unfortunately, most primary schools do not have them in an appropriate location, which contributes to poor school performance [21].

The educational material should align with social constructivist learning principles so that young learners can connect their prior experiences with what they are learning in the classroom. The educational resources for children in Bangladesh are socio-culturally insensitive and linguistically and developmentally incorrect [4, 28]. Poorly constructed learning materials fail to engage and sustain students' attention, motivation, and learning [16]. Besides, Bangladeshi students struggle to maintain focus during lectures, leading to poor retention. Evidence has found that active engagement at intervals can enhance attention span that can improve students learning [26, 27].

The government of Bangladesh is working to reduce the teacher-student ratio, build housing for the growing number

of children each year, and construct other physical facilities to address quality issues [8]. In most government schools across the nation, the 1:30 teacher-to-student ratio outlined in the National Education Policy of 2010 has yet to be implemented [15]. While primary schools are improving at 1:30, the secondary school ratio remains at 1:35 [32].

Most head teachers pay close attention to what parents have to say. Only around half of them thought their teachers had adequately prepared them for the classroom. Thus, the Head of School's observation of the learning and teaching process in the classroom is a vital priority [8]. Improving the learning environment by providing new classrooms, higher-quality textbooks, and more teachers is typically necessary to increase the quality of schools and classes. On the other hand, building new schools and adding classes in remote locations in conjunction with infrastructure development [15].

2. Methodology

This study employs a case study methodology within a qualitative research approach to investigate the quality of teaching and learning in primary education by comparing rural and urban settings, which is the main objective of this research. The case study method involves a systematic investigation of a single subject, setting, event, or document repository [14]. This study focuses on the provision of quality education services and seeks to address both 'what' and 'how' questions in an exploratory case study framework.

Both primary and secondary data sources are used to understand the subject matter in this research. Primary data is gathered from various stakeholders involved in primary education, cross-validated through respondent comparisons and cross-referenced with secondary data from publications, journals, reports, and websites. The research site, Sylhet Sadar Upazila in Bangladesh, is purposively selected due to its development status and the researcher's familiarity with the local context. Data were collected from June 2025 to September 2026.

Purposive sampling was used to collect data from the participants: school management committee members (*6*), students (*40*), parents (*10*), education officers (*2*), local elites (*8*), and community representatives (*4*). Data are collected through methods such as focus group discussions (FGDs), individual interviews (IDIs), and key informant interviews (KIIs). This study involves 70 participants (35 from urban areas located in the city corporation and 35 from rural areas located in the upazila administration) to explore the quality of primary education in the teaching-learning process of the selected research areas. Using thematic analysis, the field data have been organized into themes and sub-themes for a deeper understanding of teaching and learning and the quality of primary education. The highest authority of the selected institutions granted permission for the investigation to proceed, and all respondents participated willingly. No inquiries were made that could have bothered the interviewer. Additionally, the candidate verbally approved proceeding with the interview. The SUST Research Centre of Shahjalal University of Science and Technology has approved the ethical issues of this research. The research approval application number is SS2025/01/14.

3. Research Findings

This section analyses and interprets the field data collected from the selected respondents regarding the teaching-learning process and the quality of primary education. They were interviewed using a semi-structured questionnaire that focuses on the study's research objectives.

The incompetent workforce in primary education

The lack of competent employees in the primary sector of the general public led to the provision of improper services. One reason for incompetence is the highly politicised government in the recruitment process, as well as widespread corruption. This research found that most primary schools typically include a head teacher and up to 7 teachers. The head teacher is often an older person, as they have worked in the profession for a long time and are familiar with the positive and negative aspects of the position. It is frequently challenging for him to manage all the duties on his own. Additionally, there are never enough teachers to run all the classes. The number of primary teachers remains insufficient, even though the majority of recent university graduates are joining as assistant teachers. Most schools lack administrative staff and equipment, even though these positions are necessary for carrying out different administrative duties and maintaining the school effectively. So, more administrative staff should be hired.

Scarcity of teachers

School teachers bear the primary administrative duty for managing schools, including teaching activities. It is essential to have a sufficient number of teachers on board to fulfil this statutory role. However, the majority of primary schools are consequently understaffed. As a result, a teacher is forced to take on more responsibilities because they are playing the roles of administrator and educator simultaneously. So, the students do not get the full output of the teachers in this scenario. The country's high population density is one of the factors responsible for Bangladesh's teacher shortage. It might be difficult for the government and educational authorities to provide ongoing professional development for teachers and ensure they have access to the materials they need to conduct their work successfully, given their limited resources and the enormous population they must serve. There are more students enrolled in schools than there are seats allocated.'' In most government schools across the nation, the teacher-to-student ratio is 1:30 [32], 2018, which is well above the ideal ratio. The government may not be able to recruit enough teachers to teach all the students. Insufficient education funding makes it difficult for the government to recruit and retain enough teachers [26]. Teachers frequently become frustrated despite going above and beyond what is required of them. Regarding the lack of human resources, an assistant teacher in this research said:

The number of teachers in our primary schools is disappointingly low. The teacher-student ratio is supposed to be 30:1, but in practice it is 60:1 or 70:1. Some schools in remote villages have a ratio of 100:1.

There is also a severe shortage of supervisory personnel for overseeing primary education, as this research found that having so many schools under one education officer, who manages them all himself, is extremely challenging. Not all schools have equitable access to all amenities, as the supporting personnel are not sufficiently large to handle all these responsibilities. Sylhet Sadar Upazila faces a shortage of Assistant Education Officers, with only 3 out of 11 positions filled. Data found that, due to limited staffing, one field officer has to handle tasks by phone. Therefore, due to insufficient officers, each officer handles 3-4 clusters with 15-20 schools, which impacts supervision quality due to time constraints.

The quality of school education is highly affected by teacher shortages. Teachers need specialised training to teach subjects such as mathematics, science, and ICT; however, this type of human resource is unavailable in primary schools, which lowers the quality of education. Besides, poor leadership in a primary school, caused by an incompetent head teacher, can result in low morale among teachers and students. This also creates challenges in implementing policies and programs regarding teaching and learning. Aged and inept head teachers might not have the abilities or knowledge required to run a primary school successfully. This may lead to inefficient resource consumption, poor decision-making, and poor resource management. The local education officers play a crucial role in supporting teachers in primary schools. As the number of education officers is limited, teachers may not receive sufficient direction and support, resulting in limited professional development and mediocre teaching outcomes.

Aged and incompetent head teachers

An assistant teacher must work in a primary school for at least 15 years before being promoted to head teacher. Typically, an assistant teacher becomes a head teacher close to hei/her retirement age, and they have to play dual roles as an administrator and academic teacher. Not everyone can handle the physical and mental strength required to perform these complex duties. Therefore, head teachers encounter challenges because they must handle a variety of official notifications from the higher authorities. In addition, a head teacher must manage teachers, students, and parents. The government of Bangladesh has changed the compensation scale for headteachers of public primary schools from Tk 12,000 to Tk 16,000 for the 11th grade) [8]. Even though the pay scale for headteachers is now unsatisfactory, the government has endeavoured to raise salaries. One of the assistant teachers from a rural primary school said in this regard:

Our headmaster is a very good person. Nevertheless, she is very old, so she cannot do everything; she cannot run a computer or a laptop properly. There are occasional hassles, such as dealing with files, collaborating with guardians, overseeing the children's classes, and more.

Low job satisfaction and limited career opportunities

Regarding personal aspects, teachers in primary schools in Bangladesh have low job satisfaction due to a lack of promotion opportunities, inadequate recreation, and regular, monotonous duties. Additionally, they must put in extensive work by attending classes, monitoring students' welfare, staying in touch with parents, and handling other responsibilities. Overwork is also a major concern behind the low level of job satisfaction.

In addition, primary school teachers feel very bored because they perform the same duties every day, which affects their job satisfaction. Since primary schools are unable to organise picnics or other excursions and have insufficient sources of entertainment, there are no recreational activities available. This causes increased boredom among both teachers and students. One of the teachers complained about their monotonous duties:

Primary teachers used to repeat the same lectures every year. There is no change in the syllabus; there is no innovation. As a result, teachers become bored.

Primary school teachers start as assistant teachers, with slow promotion and low pay. Limited growth prospects and facilities lead to frequent job changes due to poor motivation. Despite lacking alternatives, they are treated as low-ranking employees and receive minimal salaries. This longstanding issue deters skilled graduates from pursuing careers in primary education. One of the assistant teachers in this research shared his views regarding promotion and said,

There is only one promotion in primary education from assistant teacher to head teacher. So, teachers make no effort to update themselves, which makes lessons less interesting for children because there is no promotion or extra motivation to do so.

Curse of Coaching Culture

Data show that teachers often arrive late or skip classes, neglecting to teach students. They are heavily involved in private lessons/coaching classes and pay less attention to formal classes in schools. Teachers pay more attention to private practice due to low salaries, resulting in poor classroom instruction. Alternatively, students resort to outside coaching due to inattentive teachers. As a result, students were promoted to the higher grade despite having knowledge gaps. Some respondents in this study expressed ethical concerns about the teacher's commitment. A headmaster in this research said:

Teachers prefer coaching rather than classroom teaching. Because of this, students are also coaching-oriented; they do not really study much in class.

Low morale and work dissatisfaction can result when teachers perceive that their career development opportunities are limited. This might make teachers less motivated to give young children a high-quality education. Data shows that the lack of opportunities for promotion can also limit teachers' professional development. Data also shows that not all students can afford private coaching or tutoring fees, creating an unequal playing field in education. As a result, disadvantaged

background students fall behind academically, perpetuating the cycle of poverty. Additionally, some students rely too heavily on private coaching and neglect their regular school studies, which limits learning outcomes because they are not fully engaged with the regular curriculum.

Apathy in maintaining school time

There is a severe teacher shortage in primary schools, yet the student-to-teacher ratio is substantially higher. The pressure on teachers to fulfil their responsibilities properly has led to greater hardships, such as higher dropout rates, lower-quality education, and reluctance to acquire adequate knowledge. Teachers do not appear to attend classes regularly and often cancel them. Teachers claimed that the payments they receive at work are insufficient to maintain their lifestyles, forcing them to take on extra work/jobs, which frequently prevents them from arriving at class on time. One of the education officers in this study stated that:

One of the biggest problems, especially in rural primary schools, is that teachers are used to arriving late and leaving school early. We visit different schools before and after school. In many cases, the school starts at 8:00 am, but some teachers arrive at 11:00 am. School shall close at 4:00 pm, but some teachers are accustomed to leaving before 3:00 pm.

Teachers cannot keep full attention on every student in the classroom.

Overcrowded classes with insufficient teachers lead to issues in rural primary schools. In a case study, about 250 students are assigned to 8 teachers, affecting attention distribution. Equitable learning is a challenge due to favouritism toward front-row or high-performing students, leaving academically struggling ones overlooked. Inadequate training exacerbates the problem, demanding accountability despite classroom size constraints. A student in Grade V in this research said:

I do not understand everything in class. I cannot hear everything properly. I understand a little bit in class, and later I can understand well with the teacher at home.

No teacher can make learning interesting for students.

Effective teaching and learning create an enjoyable classroom environment. Primary school classrooms in Bangladesh are not yet modern, and teachers lack access to the necessary equipment. Teachers are unable to engage students in active class reading, and as a result, students lose interest in learning. Many respondents in this research stated that learning should be more engaging and enjoyable, as it is currently less pleasant. However, the classes are not appealing to the pupils because the teachers lack the skills and experience. A student in this research opined that,

We had a math teacher earlier. He used to teach with a lot of fun, and he taught numbers by closing his eyes, breathing hard, doing mischief, and playing sports. Lady teachers make no jokes. They take readings, put numbers on the board, give homework, and punish if you do not finish your homework.

Data found that teachers' poor time management leads to undisciplined behaviour among students, impacting their personal and professional lives. In addition, inadequate time allocation hampers equal support, leading to boredom, frustration, and behaviour problems. Besides, less engagement in the learning process leads to disinterest and reduced participation.

Reluctance to learn and use technology

Technological advancements impact all sectors, including education, with a surge following the 2020 pandemic. Bangladesh has been operating TV and mobile classes to address the loss of primary and elementary education, providing laptops at the school level and offering e-learning training for teachers. Several studies found benefits of digital learning in primary schools. However, teachers' reluctance to use technology, driven by poor ICT understanding, hinders its adoption despite its positive learning outcomes.

Limited amount of digital equipment

This research found that nearly all schools receive 2 laptops and 2 projectors from the government for promoting e-learning. Additionally, each school only has two computers available to kids, and there are not enough digital classrooms. Another sad fact is that repairing malfunctioning computer equipment is difficult. Students are opting for more computer-based classes because they make learning easier. However, two computers and two projectors are not sufficient to meet their requirements. A headmaster said:

We have two projectors and two laptops in our school. The two projectors are not permanently installed in any room; they remain in the office. When the ICT class is scheduled in the room, the subject teacher takes them and sets them up.

Lack of IT expertise to operate the digital class

Each school's head teacher and one assistant teacher receive e-learning training. Under the direction of the National Academy for Primary Education (NAPE), primary school teachers get a range of training from the Primary Teachers Training Institutes (PTIs) (BEPS, 2002). Since the head teacher does not teach any classes, it is the responsibility of other teachers to educate their colleagues. Insufficient equipment can make it difficult to teach others about technology, which can turn them off to every accessible e-learning program. One of the primary school teachers in this research said:

Setting up the projector is also a hassle, as it takes time to set up again and again. That is why most teachers consider taking digital classes an extra hassle. Not all teachers have computer knowledge. However, everyone is learning. So far, two teachers have been trained. Furthermore, many experts are personal. I cannot do everything, but I am learning step by step how to type and create Word files.

In the modern era, learning with technology is crucial for developing skills; limited digital equipment in primary schools hampers adequate skill development. Resource scarcity hinders effective e-learning, which negatively affects students' outcomes.

Longstanding incompetence in training and skills

Government and NGOs offer varied training programs for primary teachers, but outdated resources, traditional attitudes, and a lack of modern facilities persist. Limited practical training hampers teachers' ability to prepare students for modern teaching and learning, resulting in poor-quality education. This research found that insufficient resources and poor infrastructure hinder students from fully utilising their skills.

Some respondents in this research claimed that the teachers' training programs are outdated. They said the current context and environment are different, and students must learn contemporary IT knowledge to become modern citizens. However, teachers' education and training are outdated. One of the respondents opined in such a way:

PTI's training does not fall under any training category. Training is given only for the sake of the name, and nothing works. Rather, teachers' time and resources are wasted.

Along with the difficulty of receiving early training, there is often a dearth of opportunities for teachers to apply their education, knowledge, and abilities effectively. Bangladesh's primary schools still lack high-quality facilities. As a result, teachers lack the proper and essential setting in which to instruct students. In addition, kids are denied the opportunity to try any form of educational experiment. As the teachers are not used to implementing brainstorming, they are quite stigmatised by traditional systems.

Teachers attend the training programme to receive an allowance. Practice is very different from what is taught during training. After receiving training, there was nothing left to put into practice at the school.

SMCs are not effective at all

The School Management Committee (SMC) is established in accordance with government instructions to manage a school. The Primary Education Development Program (PEDP) and the National Education Policy (NEP) serve as guidelines for the formation of SMCs in Bangladesh's primary schools. The PEDP has laid out rules for the creation and operation of SMCs, covering topics such as the method for electing members, the duties and obligations of SMC members, and the importance of achieving gender balance and representation of marginalised groups. The government has delegated control over school performance management to the SMC.

Not every SMC member attends meetings.

The President of a school management committee is regarded as a high-level local dignitary. Therefore, accepting a position on the school management committee has more to do with community respect than with the school's progress. Respondents in this study said that most of the time, the members do not attend committee meetings. It often happens that members complete their tasks by simply signing; they do not actively promote progress in teaching and learning. In other words, the committee's members are not at all compatible with overseeing the committee's primary task, which entails the institution's growth. One of the SMC members in this research said:

SMC members are not easily available. At least one meeting should be held every month. Everyone should be called. Attendance of 8 members is required to fulfil the minimum quota to continue a meeting.

SMC members do not have enough time to conduct every duty

School management committee (SMC) members do not adequately perform their responsibilities for monitoring their activities. Their inactivity in performing duties affects the quality of education and proper accountability. One of the SMC members in this study said:

SMC is responsible for organising the school's programs, national days, and other events. The SMC is responsible for all procurement, arrangement, maintenance, and accounting of the event. However, I do not get everyone for these jobs. Only the dedicated few have to do it every time.

Favouritism and politicisation in the selection of SMCs

Being elected to the School Management Committee is an honour in the community, but politics inevitably enters the process of choosing SMC members. Power, exercise, and nepotism are common in SMC activities. Respondents stated that SMC members are typically filled by the SMC chairperson's family or by their favourite person. One of the assistant teachers in this research said:

There was no voting in the last SMC member election. Four guardians, two women and two men, have been selected. Head teachers, counsellors, and influential people selected the committee members of their choice.

Many SMC members try to develop their area.

Even though the SMC is ineffective, very few schools are doing well. Respondents argue that they make every effort to improve the school. For example, if the school budget is insufficient, they frequently try to raise money on their own. Many primary schools appoint locally nominated teachers because there is a shortage of capable teachers, and the management committee oversees this local recruitment process. One of the principals in this study said:

In many cases, SMC members are more concerned with school funds than with the school's development.

Respondents argue that SMCs are formed through the political interference of regional leaders or other strong individuals. SMCs may not always accurately reflect the community they serve in schools. This may result in problems with transparency and accountability, as well as a lack of community confidence in the school.

4. Discussions

Limited resources and a very high student-to-teacher ratio hinder the quality of education. Besides, poor leadership by inexperienced head teachers contributes to low confidence among both teachers and students, further diminishing educational standards. Bangladesh's primary school classrooms lack modern amenities, hindering the creation of engaging learning environments. Primary school teachers are treated as low-ranking employees, with a worsening social standing, compounded by low salaries. Therefore, high-achieving graduates

are discouraged and demotivated from pursuing a career in primary education [2] due to this longstanding problem that has long afflicted primary school teachers. Low salaries push teachers to take on additional jobs, disrupting teaching [33].

The use of technology-based resources enables the teaching-learning process to be customised to the needs, interests, and characteristics of the student [16], encouraging their active participation to meet the academic goals and achievement targets previously set by the teaching professional [18]. Bangladesh's primary schools receive 2 computers and projectors each from the government, which are insufficient for the number of classes. In addition, technology-based resources are rarely used in the classroom, and broken devices often go unrepaired. Students prefer computer-based learning, but two devices per school cannot meet the demand. Inadequate equipment hampers technology-based teaching, risking disinterest in e-learning. The lack of technological advancement in Bangladesh's primary schools significantly hampers the country's progress in primary education.

Four elements are needed for effective teacher training to support innovation, according to a study [23] of change in developing countries: permanent and locally accessible in-service training, such as through a cascading model [18, 19]; the establishment of effective systems for teacher supervision and support; adaptation of the content of teacher training to the teachers' own level of knowledge and experience; and encouragement of teacher motivation and commitment. Although teachers have historically received job-relevant training, the current study demonstrates that, given changes in modern circumstances, it is essential to update teacher preparation programs. However, because of their outmoded education and training, teachers continue to feel a general sense of dissatisfaction. In addition to the challenges of acquiring initial training, there is often a shortage of opportunities for teachers to apply their education, expertise, and skills effectively. The primary schools in Bangladesh continue to lack top-tier facilities, depriving teachers of the necessary environment for effective instruction. Consequently, students are denied the opportunity to engage in any educational experiments.

School Management Committees (SMCs) have been established in Bangladesh to maintain efficient primary school administration, promote public involvement, enrich leadership and teamwork, and participation in educational governance, and fulfil the country's primary education mandate [7, 29]. Specific policy implications can be drawn from the linkages between SMC meetings, teacher experiences, parental interactions with teachers, guardian attendance at school meetings, and student involvement in extracurricular activities [21]. However, the study discovered that SMCs were often ineffective.

5. Conclusion

Bangladesh's primary education system has made considerable progress, particularly in teaching and learning. The government's commitment to improving accessibility, developing curriculum, enhancing teacher training, and managing technological integration has yielded positive outcomes. However, progress remains unsatisfactory. Every child in Bangladesh must receive a high-quality education that equips them with essential knowledge, skills, and values for overall development and future achievements. Ongoing and dedicated efforts are imperative. The following recommendations address various aspects of primary education, including upgrading teacher training to meet evolving educational needs, especially in information technology (IT), which is crucial. Emphasising IT in schools, with digital classrooms and IT-proficient teachers, enhances learning. Fair student evaluation through school-based assessments and well-designed playgrounds that promote physical and mental well-being ensure equal opportunities. Strengthen School Management Committees (SMCs) by adding local government and NGO representatives for oversight and community engagement. Engaging teaching methods, such as games, improve learning. Adequate resources are vital for infrastructural improvements. These proposals collectively aim to modernise teaching, introduce inclusive assessments, improve effective management, enhance student well-being, and optimise resource use, thereby enhancing the quality of primary education.

Abbreviations

SMC	School Management Committee
NGOs	Non-Governmental Organizations
NEP	National Education Policy
PEDP	Primary Education Development Project
DPE	Directorate of Primary Education
ADB	Asian Development Bank
AusAID	Australian Agency for International Development
CIDA	Canadian International Development Agency
DFID	Department for International Development
EC	European Commission
NAPE	National Academy for Primary Education
ICT	Information and Communication Technology
PTI	Primary Teacher’s Institute
PTA	Parent Teacher’s Association

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Author Contributions

Mohammad Shafiqul Islam: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation,

Methodology, Supervision, Writing – original draft, Writing – review & editing

Conflicts of Interest

The author declares no conflicts of interest.

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