

Implementation of Good Governance in Secondary School of Bangladesh

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Abstract:- This study provides insights into the good governance of the secondary school. Roles and responsibilities of the head of the institute and members of the school managing committee (SMC) are discussed. The findings of the study is obtained from qualitative data and analyzing the content of study of the school. This research have clearly emphasized the negative impact of corruption on the education sectors especially, secondary schools due to the lack of good governance, reduction of the efficiency of SMC, head teacher, distortion of the decision making process and undermining of the social value as well as the ethical phenomena. This paper suggests that good governance can serve as an entry point to raising institutional performance in the delivery of education services.

Keywords: *Good governance, secondary school, staff management, school managing committee*

I. INTRODUCTION

The smooth operation of a school is not only involved on the principal and a team of general supporting staff, but also on the teachers who are assigned administrative duties. Schools are facing challenges on rise of public expectation for good governance in their operations like any organization receiving financial assistance from the government. It is therefore, imperative for those responsible persons for the management of schools to ensure that there is good governance and adequate internal control in the school's operations. This study aims at providing a user-friendly guide to help the schools to setup a structure with good governance and to adopt internal control measures in their operations. Schools are advised to adapt the recommended measures to suit their respective organizational structure, resource capability and operational needs. Today, the demand for secondary education worldwide is soaring due to progress towards universal primary school completion, large cohorts of young people searching for the key to a better life, and the global demand for an increasingly sophisticated labor force. Of late the administration system in secondary educational institutions is going on little bit following the modern democratic approaches in which good governance is existing. Before discussing implementation of good governance in the secondary schools let us introduce briefly about Bangladesh and its education system. Bangladesh "The country of Bengal", officially the People's Republic of Bangladesh, is a sovereign country in South Asia. It forms the largest and eastern portion of the ethno-linguistic region of Bengal and located at the apex of the Bay of Bengal. Bangladesh bordered by India and Myanmar and is separated from Nepal and Bhutan by the narrow Siliguri Corridor. Bangladesh is the world's eighth-most populous country, the fifth most populous in Asia and the third-most populous among Muslim-majority countries (The Pearson concise general knowledge manual, 2012). The official Bengali language is the tenth most spoken language in the world, which Bangladesh shares with the neighboring Indian states of West Bengal and Tripura.

Bangladesh has a large educational system consisting of some 150,000 institutions, 34 million students and over 900,000 teachers (Karim, 2010). There are about 20 million students in the primary education (including madrasas and non-formal programs) and 11 million at the secondary level (including madrasas) (Rahaman and Hoque, 2014). At university level, there are 35 public and 60 private universities (Wikipedia, 2016). The nation has achieved an enviable near 100% enrollment in primary education, but, at the same time, the dropout rate is an alarming, 50% by the end of the 5-year primary cycle. It has been observed that a little over 1% of the students acquire the standard competencies who complete the primary schooling. 25% of the primary graduates drop out at the initial stage of enrollment in the secondary education (Karim, 2010). ICTs have been identified as a key enabler to address the quality component of the education. Attractive e-learning environments in schools, and distance learning through TV, radio, mobilephones and internet will increase retention. The government plans to make ICT education compulsory at the secondary level by 2013 and at primary level by 2021 (GED, 2012). Teacher training will be increasingly decentralized through the use of ICTs

already in place at the Upazila Resource Centers for the primary education, and model schools for secondary education.

II. RATIONALITY OF THIS STUDY

Normally a question may arise, why good governance is important in the secondary schools? It is because, the traditional modes of organizing and governing the secondary education system will not sustain in the 21st century. Long-established forms of governance based on a system of publicly authorized, funded and operated schools supported by the centrally defined norms and regulations are being replaced by an array of arrangements of good governance, in which the government continues to play a central role in steering and monitoring the system. Government and private sectors share the funding and operation of the schools in the lower-level. Countries with reasonable success in providing good governance in their secondary education to most of the young people, share four common elements in governance: transparent and well-known regulations, a sharp definition of responsibilities, strong public management, and a precise definition of outcomes and measurement of results (World Bank, 2005). Moreover, secondary education systems now must be flexible and responsive to the rapidly changing environment, balancing needs of the students with management issues in the global information age. The outcome of this study may help to adapt the world education system in Bangladesh by the implementation of good governance in the secondary educational institutions.

III. OBJECTIVES AND METHODOLOGY OF THIS STUDY

The objectives of the research are to ensure transparency and accountability in the secondary school, to identify the parameter of good governance, and to examine its impact on the secondary educational institutions. Methodology in the research deals with the issues of data collection, data processing and data analysis. It could be qualitative or quantitative or mixed in nature. In this paper, the research issue is studied qualitatively and the work is accomplished through content analysis method.

IV. RESEARCH FINDINGS

Governance is the process of decision-making and implementing the decisions (LaPorte, 2000). On the other hand there has no uniform definition of the good governance rather it is only prescribing of the criteria to justify the level of good governance. Good governance means competent management of the country's resources and affairs in a manner that is open, transparent, accountable, equitable and responsive to people's needs. The World Bank and other multilateral development banks address good governance as the management of economic institutions and public sectors including transparency and accountability, regulatory reform (Alam, 2014).

4.1. School Managing Committee

To ensure the good governance of the secondary school it is necessary to form a school managing committee (SMC) and to define the roles and composition of the SMC. Under the Education policy 2010, each aided school is required to establish an Incorporated Management Committee to manage the school. Schools under the Direct Subsidy Scheme and other types of schools are also encouraged to set up a School Management Committee (SMC) for the same purpose. The safeguards which help to ensure accountability of these management committees are specifying the terms of reference of the management committee, including accountability to the Government and public, defining clearly the roles and responsibilities of the chairman of the management committee, school supervisor and the principal including the members of the management committee from different stakeholders (e.g. school sponsoring bodies, parents, teachers, alumni, etc.) to enhance checks and balances. Besides the SMC are responsible for the following activities:

- Defining the quorum for meetings.
- Laying down the meeting frequencies, attendance requirements, and voting arrangements, etc.
- Drawing up meeting schedules and notify members in advance.
- Providing adequate time for members to go through the agenda and discussion papers before a meeting.
- To prepare minutes of meetings promptly after each meeting.
- To make the school's operations transparent (e.g. governance of the school, donations received, etc.), through disclosure in the school prospectus, website, or annual report.
- To publish the objectives of the school, and its achievements towards the objectives.
- To set up a Parent-Teacher Association (PTA), where practicable, to enhance home school cooperation and transparency in the school management.

4.2. Integrity Management

A key factor of good governance is to demonstrate that the school is committed to ethical practices. Schools should issue a Code of Conduct for compliance by the school staff, school managers, and PTA members. As a commitment to ethical practices the code should include a statement that the school is committed to good governance and ethical practices, and the schools are in “zero tolerance” policy towards corruption and fraud.

4.3. Internal Control

Effective internal control is essential to good governance, and is the key to preventing corruption through reducing risks of malpractice and fraud. For a sound internal control system major duties should be segregated as far as practicable to enhance checks and balances. The major key elements of an internal control system are:

- Laying down clear policies and procedures for the school’s major operations, such as staff administration and procurement.
- Defining clearly the respective roles, responsibilities and powers of the staff members involved in the processes.
- Engaging the staff to keep proper records of the activities carried out and the decisions made to ensure accountability.
- Reporting any irregularities identified to the management of the school for consideration of the action to take.
- Where practicable, establishing an audit committee under the school management committee.

4.4. Procurement

School operations entail frequent procurement of goods and services. To achieve value for money it should be ensured that the goods and services are purchased in a transparent and competitive manner. It is essential for schools to have an effective and properly controlled procurement system in place.

4.5. Staff Administration

Effective staff administration, such as staff recruitment and appraisal, is important to a school, because it helps to enhance staff morale, minimize opportunities for abuse, and ensure that staff of the right quality are employed. The basic principles for preventing corruption in staff administration are openness and fairness, clear accountability and impartial enforcement of rules and regulations.

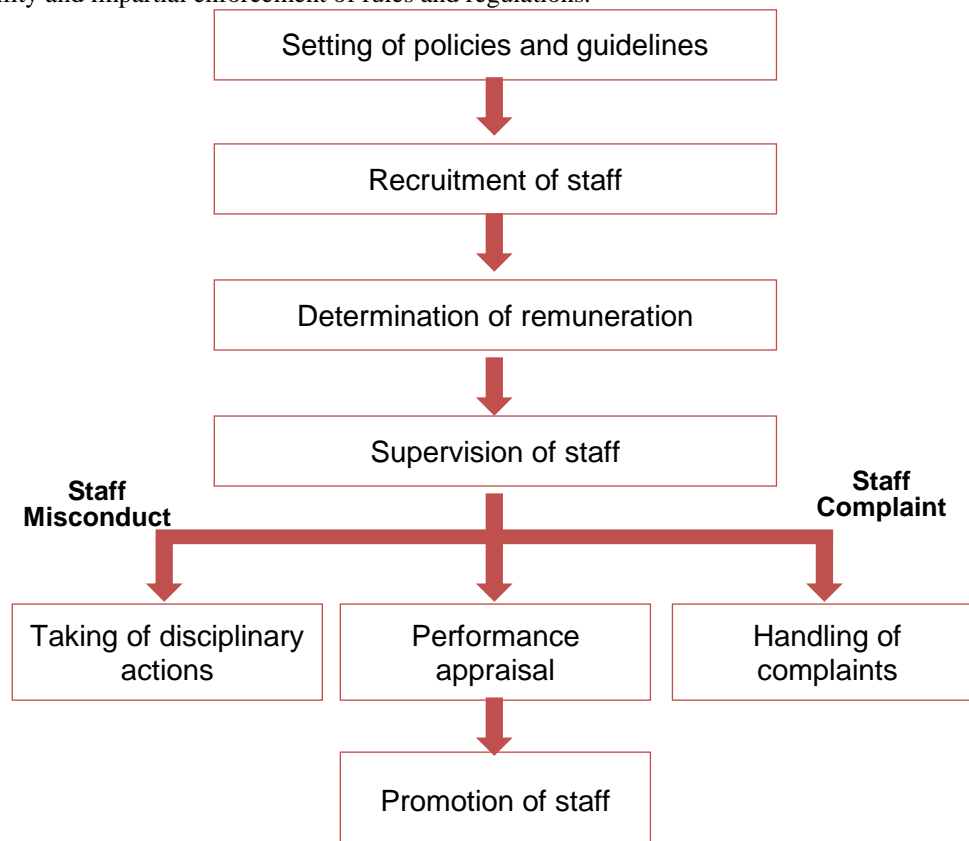


Figure 1. The key process of the staff administration of the school.

4.6. Admission of Students

Private schools and schools under the Direct Subsidy Scheme are given autonomy in the admission of students. These schools are free to draw up their own admission criteria and procedures (whereas aided schools are allowed to select students to fill the discretionary places). It is important to ensure that the admission process is fair and transparent to avoid allegation of favoritism or abuse.

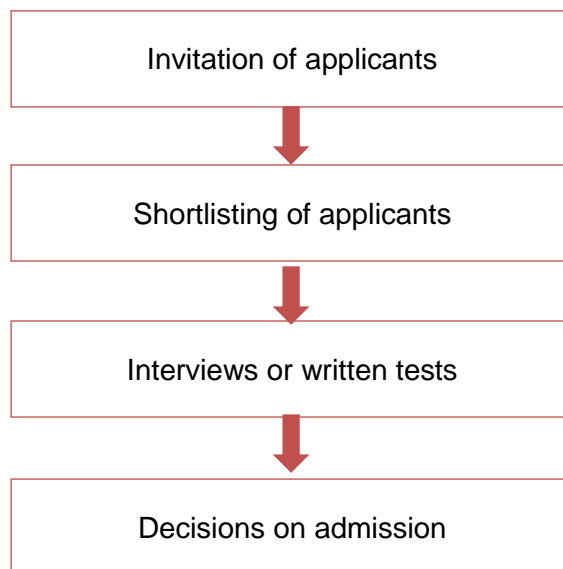


Figure 2. The key process of the admission process of the school.

4.7. Fund-Raising, Donations and Sponsorships

Donations and sponsorships, in money or of other kind, may be offered to the schools. From time to time, schools may also organize fund-raising activities. As acceptance of donations, especially from parties who have business dealings with the school (e.g. suppliers), may easily give rise to perception of favoritism or bribes in disguise. It is essential for schools to put in place a transparent mechanism to ensure the donations or sponsorships received are properly accounted for and are used for the benefit of students.

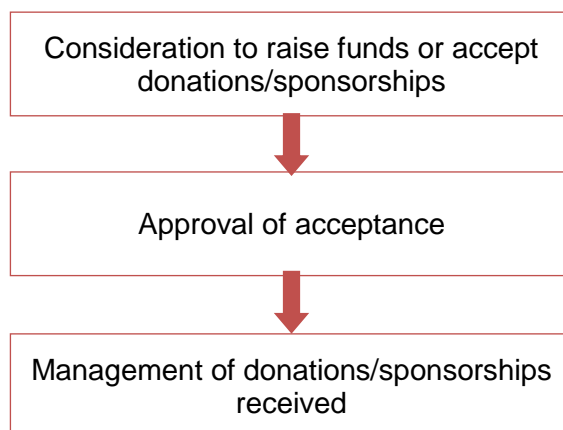


Figure 3. The key process of raising the fund by the school.

4.8. Recommendations

It is observed that there are a lot of problems in the secondary school which are severely embargo for establishing good governance. Most of the corruption was identified to be occurred while recruiting teachers in the schools. Therefore, our recommendations are based on the corrupt-free recruitment of teachers in the schools and are as follows:

- ❖ A Teachers Selection Committee should be formed as per the Education Policy 2010.
- ❖ The School Management Committee, Governing body or the Parent-Teacher Association should be formed through a fair election process.

- ❖ Children's club should be established in the school.
- ❖ There should be a balance between all the institutions of the country. All institutions must work within the boundary of their limit. It will ensure the proper functioning of the governmental machinery.
- ❖ Job vacancies should be advertised in the national newspapers and on the website of the school.
- ❖ Applicants should declare in their application form of the job whether they have any friends or relatives working in the school or not.
- ❖ Shortlisted candidates should be called for the interview based on the pre-approved criteria, such as years of relevant experience, levels of education attained, results of the written test, etc.
- ❖ A recruitment panel should be formed to conduct selection interviews and skill tests as necessary.
- ❖ An assessment form needs to be designed showing the attributes for assessment and the corresponding marks or weightage, and individual panel members should be assigned to give marks on their own. The combined scores of each candidate and the comments of the panel members should be recorded on the form after the interview and the candidates should be prioritized according to their scores.
- ❖ Anti-corruption courts should be established and all the cases of corruption should be decided on the basis of priority to check the wheel of corruption.
- ❖ The procurement methods, procedures and approving authorities for Purchases of different financial limits should be specified according to the procurement guidelines issued by the government.
- ❖ Detailed rules and code of conduct through discussion in the meetings of the stakeholders should be developed.
- ❖ Social and financial audit reports should be disclosed.
- ❖ Student achievements through wall magazines should be published.
- ❖ The school's annual plan, information on the resources and how much of those resources are used for teaching should be disclosed.

V. CONCLUSIONS

In the 1950s efforts were made to universalize education of the children. But these earlier attempts could not be maintained due to some glaring problems such as poor planning, insufficient and unreliable data and funds, multitude of enrollment, insufficient classrooms, no availability of facilities and equipment, lack of trained teachers, inadequate supervision. For good governance the emerged problems should be addressed adequately so as to produce men of conscience and knowledge, who could take this country to greater heights. The goals of primary, secondary and tertiary education joined together. Quality education is a sure way to prepare individuals to render quality services to the nation since individuals must have acquired skills, knowledge and wherewithal to live in a pluralistic society such as ours. Good governance can be achieved by providing the welfare of the people, recognizing the feelings of the people, and using the knowledge and skills acquired to serve as a good citizen and representative of a community. Where schools are well equipped with suitable teaching aids, facilities and quality teachers, the products of such schools are expected to serve well in whatever capacity they find themselves. At the same time, it is the government that will make it possible for effective teaching and learning to take place if they equip their schools properly and supervise school activities. It is obvious that the two concepts, quality education and good governance, complement each other.

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